



**SOUTHEAST ISLAND SCHOOL DISTRICT
BOARD OF EDUCATION**
Work Session
Wednesday, October 30, 2024

VISION STATEMENT

Students are equipped to realize their dreams and aspirations.

MISSION STATEMENT

Together we will foster student skills to achieve their goals and thrive in an ever-changing world.

AGENDA

MEETING: 4:30 PM
LOCATION: Naukati School and via Zoom
100 Heather Street
Naukati, AK 99950
VIRTUAL URL: <https://us02web.zoom.us/j/88029480663?pwd=NnWkJvQu63NMCWbbWXX1J6Xtj9vw9F.1>

1. BOARD CANDIDATE INTERVIEWS
 - A. Interview Candidate for Board of Education Seat C 2
 1. Candidate: William Tyrell
2. STUDENT REPRESENTATIVE CANDIDATE(S)
 - A. Meet the Student Representative Candidate(s)
 1. Candidate: Teagen Taylor
 - B. Student Representative Orientation 5
3. SCHOOL BOARD MEMBER ORIENTATION 43
 - A. BoardBook Board Member Viewer Resources 124



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Road, Thorne Bay, Alaska 99919

(907) 828-8254

Fax: (907) 828-8257

E-mail: sisd@sisd.org

VACANCY SOUTHEAST ISLAND SCHOOL DISTRICT (SISD) SCHOOL BOARD SEAT C

**The SISD Board of Education is looking for candidates for vacant
Seat C.**

To be eligible, a candidate must reside and be registered to vote in one of the towns within Section II, which includes the following communities and areas:

Area East of Craig, Hollis, Areas South of Hollis, Edna Bay, Area North of Edna Bay, Naukati Bay, Areas Northwest of Naukati Bay, Areas East of Naukati Bay

Length of Term: Per Alaska Statute 14.12.070, the person selected to fill Seat C will serve until a successor is elected in the next regular election (10/07/2025).

Interested individuals: complete the attached application form and submit it to the District Office, Attn: Board of Education, by:

Thursday, October 24, 2024

Applications can be hand delivered, faxed,
emailed, or mailed

(see letterhead for addresses/numbers).

**If no applications have been received by 10/24/2024, the deadline will be
extended until one or more applications have been received.**

Information will be posted on www.sisd.org

**Candidates will be interviewed during a work session before the
October 30, 2024, regular board meeting.**



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Road, Thorne Bay, Alaska 99919

(907) 828-8254

Fax: (907) 828-8257

E-mail: sisd@sisd.org

Application for Board of Education Seat C

Submit to SISD District Office by October 24, 2024

Name (First, Last)	Phone Number	Email
Physical Address	Mailing Address	

Reason(s) you would like to serve on the Board of Education

Qualifications and experience relevant to the position

Submit to: sisd@sisd.org ~OR~ 907-828-8257 (fax) ~OR~ PO Box 19569, Thorne Bay, AK 99919 (mail) ~OR~ 1010 Sandy Beach Road, Thorne Bay, AK (hand delivery)

Availability for Board duties (work sessions, meetings, committees, conferences, etc.)

General views regarding the role of the Board and the role of the Superintendent

Oath
<p>I, the undersigned, am willing to be considered for selection to the office of school board member, as an appointee to fill a vacancy and certify that I meet the applicable age, citizenship, residency, and voting qualification requirements prescribed by the constitutions and laws of the United States and the State of Alaska, and that I will otherwise qualify for the office if I am appointed by the School Board of the Southeast Island School District.</p> <p>I further certify that I am a qualified voter, that I have not been convicted of a felony involving moral turpitude in any court within the United States for which I have not been pardoned, and that I know of no reason that would otherwise make me ineligible to hold the above-identified office.</p>

Signature	Date

BB 9110 Board Membership

Regular Members

The School Board shall consist of five (5) members elected or appointed in accordance with law. Of the five (5) seats in the Southeast Island School District Board of Education, one (1) must be filled by a resident from Section 19-I of the Southeast Island School District. Section I includes that area within the municipal boundaries of the City of Thorne Bay. Seats B, C, D, and E represent Section 19-II, and must be filled by a resident of Section 19-II.

Student Board Members

The 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 Board shall appoint student Board members as deemed necessary.

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

Student 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 Board vote and shall not affect the outcome of a vote. Preferential votes shall be recorded in the Board minutes.

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 4/04

Revised 8/07

Adoption Date: 04/09/98





YOUTH ON BOARDS

WHY YOUTH LEADERS MATTER



YOUTH ON BOARDS

WHY YOUTH LEADERS MATTER

Exploring Youth Representation on
Your Board or Committee

Whether school board, Native Corporation, non-profit or faith organizations, Alaskans are increasing their commitment to working with youth. When youth representation is intentional and supported, Alaskan boards can deeply benefit from youth member's points of view, creative thinking, direct questions and open-mindedness. Fully engaged youth leaders are essential to building positive school climate, learning about youth concerns, and making good decisions as a school board.

Alaskan youth are seeking opportunities to weigh in on decision-making in their communities and schools. When supported, youth board members are not only building leadership skills, but are also learning citizenship and gaining life experiences that they need to be successful adults.

Of course young people cannot be simply “plunked” onto a board and be expected to perform. Like any member they need training and mentoring to be a productive board member.

This booklet, was originally created by an Alaskan student who wanted establish effective intergenerational boards. The ideas and experiences contained in this booklet have been collected from youth who serve or have served on intergenerational boards throughout Alaska.

Published: First printing 2001, revised printing Sept. 2005, 2007. Significant revisions made by AASB - ICE in 2018 by The Association of Alaska School Boards (AASB) through the Alaska Initiative for Community Engagement (ICE).



TABLE OF CONTENTS

Why Have Youth on Your Board?	1
Preparing Your Board for Youth Involvement	2
Youth Leadership Resource Checklist.	4
Preparing Your Board for Youth Members	7
Creating Youth Positions	9
Considering Legal Issues	10
Recruiting and Choosing Youth Representatives/Members	10
Determining Responsibilities	12
Educating Youth Members	13
Mentoring Youth Members.	14
Logistics of Supporting Youth Involvement	16
New Youth Board Member Checklist	17
For Youth Board Members	19
Resources	22
About the Author	24

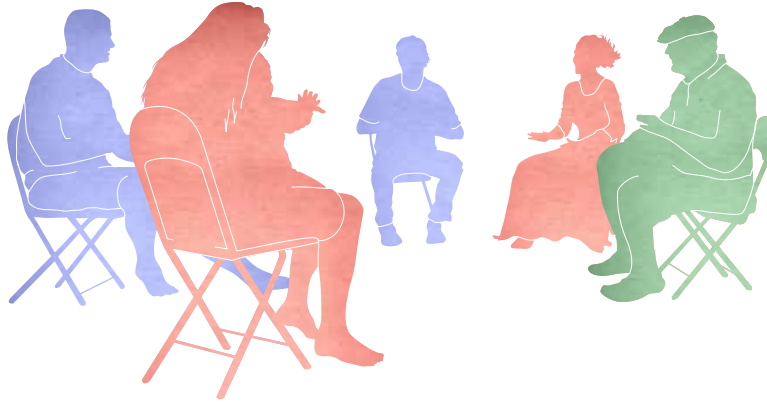
WHY HAVE YOUTH ON YOUR BOARD?

Adults who work with youth on boards gain insights about youth, broaden their own perspectives, and can contribute more effectively to youth success.

Youth representation often increases the relevance, energy and deepens perspectives, and in turn — programs and services are improved as a result.

A youth presence can often result in an increased commitment to the board and a stronger sense of connection to the community. Often board members are more aware of their responsibility to model ideal board behaviors and processes, which can help boards run more smoothly but also help youth feel supported as members.





PREPARING YOUR BOARD FOR YOUTH INVOLVEMENT

Assessing your readiness

Boards tend to work effectively with youth if, prior to including youth members, board members are willing to:

Be flexible with meeting times and locations in order to accommodate school schedules.

Adjust their culture from doing things to and for youth, to working with youth.

Relax their expectations about efficiency while new members are becoming comfortable with the culture of the board and the use of Robert's Rules of Order.

Make some adjustments to the way the board supports its members (such as paying young people in advance for their expenses, providing snacks at meetings, and/or explaining the young person's role to parents/guardians). Have clear conversations regarding adjustments board member should make to help youth members feel comfortable at meetings. AASB can help support this type of conversation through planning and facilitation.

Inform your board in advance of who your new members are and when they will begin attending meetings.

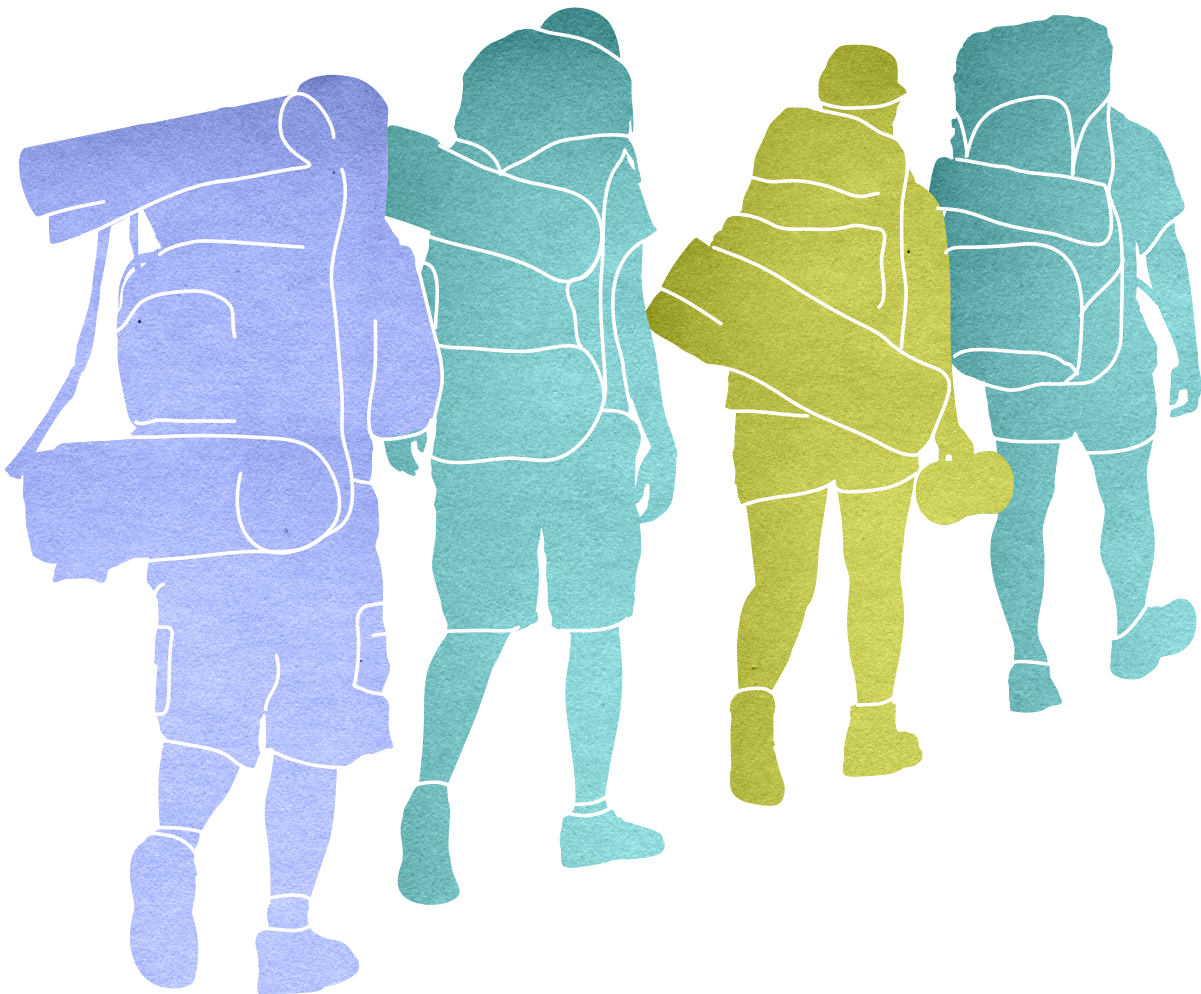
Have a plan for orienting the youth board member to the board, which can include having an "Adult Board Mentor".

Hold meetings at times that are convenient for new members. Take into consideration factors such as school or after-school activities. Occasionally, these times will not be convenient for other board members, so try and reach a compromise.

Assessing your readiness: Is your board ready for involving youth?

The checklist that begins on the next page can be used to help give direction, uncover hidden issues, clarify tasks and provide next steps for getting your board ready for a youth member. Use this as a tool and have multiple people fill it out, including board members, staff and young people previously involved.

(Adapted from “14 Points” by Youth on Board.) Adults can use this checklist to assess your board’s ability to have meaningful youth representation. This tool can help everyone involved comprehend the necessary adjustments and to measure their commitment to these changes. It is important to note that we are not implying that every board must meet all of these criteria.



YOUTH LEADERSHIP RESOURCE CHECKLIST

Decision Making

- We have identified the ways young people can be involved in our decision-making process.
- We know which decisions we want young people to be involved in.
- We have considered how we will make decisions so they are empowering to young people on our board

Knowing Why

- We know how youth involvement can benefit youth, adults, and our organization
- We have a clear vision, goals, and objectives for youth involvement on our board.

Assess Your Board

- We know how to build support for youth involvement with our board
- Everyone (board members, staff members, administrators) on our board is committed to successful youth involvement.
- Our board has the time and resources to make a commitment to effective youth engagement.

Organizational Barriers

- There are permanent board policies that support youth involvement in decision-making.
- My board has addressed budget and staff issues related to youth involvement.
- Terms of office and voting rights are equal for young people and adults
- We as a board are willing to adjust our culture to make meetings more friendly to youth.

Personal Barriers

- On our board, young people involved in all issues, not just those that affect their age group.
- Board members have examined their own stereotypes about young people.
- Young people are engaged as decision-makers throughout the organization.

Legal Issues

- My board is aware of the legal responsibilities of involving youth as decision-makers.
- We know our state laws regarding youth involvement in decision-making.

Recruiting

- We have a set recruitment criteria for new youth members (eg. Motivation, diversity, competence, past experiences)
- Our decision-making activities attract diverse groups of young people.
- Our recruitment process educates others about the importance of youth involvement in decision-making.

Orientation Process

- We have an an orientation process for young decision-makers.
- A board member has explained youth involvement to parents.
- We have a process for helping young people understand the roles they will serve.

Develop Young Leaders

- We have a peer training system for young decision-makers.
- We provide opportunities for young people to develop their decision-making skills.
- We support adult allies to youth leaders.

Trainings for Adults

- There is training process for adults supporting youth involvement.
- Our trainings meet the needs of youth and adults.
- Our board culture embraces diverse training interests, needs, and approaches.

Meeting Facilitation

- We use techniques that engage youth and adults throughout our meetings.
- There are opportunities for all members to speak at our meetings.
- Young people have access to the resources needed to participate in board meetings.

Purposeful Youth/Adult Partnerships

- We provide opportunities for youth and adults to build relationships.
- We involve parents in the support of youth decision makers.



PREPARING YOUR BOARD FOR YOUTH MEMBERS

Once your board has decided it is willing to make adjustments and accommodations for youth representatives, some of the following actions would be appropriate for your board to take:

- Provide some materials, including research, explaining why involving youth is important (e.g. *Helping Kids to Succeed*, learn leadership and life skills, improve decision making, and improve their school climates; and increasing community-wide youth engagement in service activities, etc.).
- Propose the idea of having younger members on your board. Remember: people often fear change, so be persistent and let the other members become comfortable with the idea.
- Have a vision for what the board could achieve through youth representation – and share that vision with your board members.
- Help youth assess their own skills and abilities and motivations for joining your board. The checklist below can help youth understand their strengths, as well as areas where they need additional support for effective engagement. Have youth share information on their needs, and set up specific times to check in on how the board is doing in meeting those needs.
- Provide positive examples of youth action/activities already existent in your community.
- Set meetings at times that will be convenient for youth.
- Personally invite youth to attend the meetings as guests.
- Stay positive and resolute. Boards are often comprised of the busiest men and women in a community. Understand that any change in the culture of the board will cause some discomfort for certain members. The youth will be more readily welcomed if no other drastic changes occur.
- Reduce the use of acronyms or provide all members with a card of commonly used terms and acronyms.

- Reach out to other boards that have youth members. Seek to learn from their experiences.
- Set a clear role for the youth board member, including time to speak at each board meeting (such as a student activity report at a school board meeting).

Board best practices for sustained and thriving youth involvement (from principles of youth voice)

- **Respect:** A culture of respect provides all participants with opportunities to speak and learn from each other. This is particularly important for youth to see and understand, and builds up comfort for asking questions, making mistakes or asking for changes to meet their needs as board members.
- **Positive communication:** Youth are best heard when adults step back and listen to understand. Honest, positive and on-going communication is needed for youth to come forward and explain their perspectives and ideas for board direction and decisions.
- **Investment:** Young people need access to ongoing information, training and support to be successful as full board members. Youth must be able to develop their own skills and practice them often to have the confidence to act and speak up in adult situations. Investing in young people on your board takes time and resources, but the results are worth it for the entire board.
- **Meaningful involvement:** Youth roles and board responsibilities should be an integral part of the way the board functions. Developing meaningful engagement means that the recruitment, roles, training and preparation of young people are well thought out and supported across all activities and processes of the board. An assessment of how ready your board is for the meaningful engagement of youth is often necessary to know where you are starting from and what gaps to address.



CREATING YOUTH POSITIONS

Once your board has agreed to have youth representation, a few logistics must be resolved. Of course, each individual board will take its culture into account when determining the extent of the youth's role and involvement. Here are some things to consider:

- If your board is a publicly elected board, for legal reasons you will need to limit your youth representation to an advisory capacity. If this is the case, ensure that youth input is obtained and listened to (i.e., provide a mechanism for youth advisory votes, which will take place before the other members vote).
- If your board is not governed by state or federal statute, and is in control of its own bylaws, you can most likely invite youth to have many of the same “member privileges” as the adults on the board.
- When creating youth positions you may need to adjust your bylaws, board structure, and policies to accommodate the newly created position.
- Consider having a minimum of two youth board members. This will avoid tokenism, increase diversity of opinion and make it easier for youth to participate.

When deciding how the youth member(s) will be chosen, it is a good idea to consider the following questions:

- Is it legally allowable to have youth members chosen in the same way as adult members? (If this is possible, it is probably best to be consistent in the way all members are selected.)
- Will the youth be representing a constituency? If so, should that group select your new member?
- If you are a voting board, is it necessary to select two youth members in order to have an odd number of members for voting?

CONSIDERING LEGAL ISSUES

Looking at the issues and topics that your board deals with will help you determine many things, including the extent of youth involvement and where you should look for new members.

- If your board deals with liability issues, confidentiality, conflict-of-interest hearings, employee contracts, and/or student discipline issues, it is a good idea for your board to have a conversation with a lawyer to determine the appropriate level of youth involvement in these sensitive matters. In many cases, the youth representative is excused from attending these portions of the meetings or hearings.

RECRUITING AND CHOOSING YOUTH REPRESENTATIVES/MEMBERS

It is one thing to create the opportunity for youth representation on your board; it is quite another to find youth with the talent, time, and inclination to join your board. It is best to do a broad-based search and identify several candidates who could best serve your board. Following an interview process, you can select the appropriate candidate.

Make a list of youth whom you personally know through work, church, school, and/or other neighborhood organizations. Invite each member of your board to do the same.

Consider asking the heads of youth-serving organizations to compile a list of recommended youth. (Examples of such organizations include: recreation centers, cultural centers, faith communities, sports leagues, and youth courts.) Ask the school counselors, administrators, teachers, club sponsors, coaches, and PTA members for their list of recommendations, too.

Create an application and ask questions that pertain to your board's issues. Be careful not to make the application a barrier to recruitment. Understand that this will probably be the first application of this kind completed by the youth.

Designate a contact person within your organization. This will help your board evaluate applicants and will allow consistency when dealing with the youth.

Make sure the process is open enough to attract a diverse group of qualified candidates. An easy way to ensure this is working with multiple schools from different areas of your community.

Create a description of the roles, responsibilities, key commitments and timing so youth can make an informed decision if this is something that matches their interests, schedules, etc.

Promote the benefits of involvement: it is a learning opportunity and a way to contribute to the community; it involves "real world" experience; and most importantly, it's an opportunity for youth to voice their generation's concerns.

Selecting qualified applicants:

If you want to choose the most-qualified members, your selection process should not "weed" out candidates; it should bring out the best in them. To ensure the best results, you will have to get to know each applicant.

- Conduct interviews with applicants. Schedule these interviews at youth friendly times and locations.
- Ask for references. A conversation with a parent, teacher, or religious leader can help you evaluate the traits and qualifications of each candidate.
- Search for evidence of the positive contributions each applicant would make. Search for diversity, as well as candidates who possess a desire to advocate, and have a confident voice.

DETERMINING RESPONSIBILITIES

Too many times boards go searching for “that perfect match” rather than finding an “engaging youth” and working to assimilate him or her into the board’s culture. After selecting the youth, have a discussion with your board about the responsibilities of your new member(s). Consider this a continually evolving list: as the youth gains confidence and competence, the board will need to consider some adjustments.

Some possibilities for youth member responsibilities include:

- Placing a member report at the beginning of each meeting. This will allow your youth members to share their involvement in board projects and report back from any other groups or subcommittees they may be a part of.
- Nominating youth to serve as co-chairs of your board and/or as members of your smaller subcommittees.
- Assigning youth to meaningful, necessary tasks, such as minute-taking or contacting other organizations on the board’s behalf.
- Having youth speak at events on behalf of the organization. They can be present and speak up when funding organizations come for on-site meetings and reviews.



EDUCATING YOUTH MEMBERS

- Familiarize new board members with your services and issues by giving them your web site and putting them on your listserv or mailing lists.
- Prepare brief talking points about your services for youth members so they can advocate for the organization.
- Have an elected official or other board member give new members a tour of your facilities.
- Provide all new board members with the history of the board, including previous issues, past actions taken, and other useful information. The more your new members know, the more they will be effective and thoughtful partners on your board.
- When you give your new member any necessary information, include a copy of the minutes from the previous meeting. This will acquaint them with the flow of your meetings and the intricacies of Robert's Rules of Order, if you use them.
- Provide your new members with a copy of the agenda and any needed materials before your next meeting. This way, they can review the information and come prepared.
- Be patient. The new member's learning curve will probably be vertical.
- Make certain your new members know members of the board on a personal level. This simple action will make youth members feel much more comfortable and connected to the board.
- Have an open dialog about appropriate meeting attire. Will the new members dress up, or will the board choose to move in a more casual direction?
- Identify a board member who is willing to act as a mentor. Ideally, this will be a person in a position of leadership (to add credibility). This will also enable them to advocate on the behalf of youth members.
- This "mentor" should meet with new/youth members before their first meeting, to go over issues such as appropriate dress, issues on the board's agenda, etc.



MENTORING YOUTH MEMBERS

Research has identified the following best practices for adults mentoring youth. The Elements of Effective Practice for Mentoring (MENTOR, 2009) provides the following six standards to help mentoring adults incorporate best practices into their day-to-day interactions with youth:

- Recruit an appropriate mentor by realistically describe the role they will play as a mentor to youth board members. Explain the importance of the role, and ask what supports they will need from the rest of the board.
- Screen prospective mentors to determine whether they have the time, commitment, and personal qualities needed to be an effective mentor.
- Train prospective mentors in the basic knowledge and skills needed to build an effective mentoring relationship.
- Match mentors and youth to increase the odds that mentoring relationships will endure. This can take into account the type of support youth need, and the types of skills potential mentors have.
- Monitor mentoring relationship milestones and support mentors with ongoing advice, problem-solving support, and training opportunities for the duration of the relationship.
- Facilitate bringing the match to closure in a way that affirms the contributions of both the mentor and mentee and offers both individuals the opportunity to assess the experience.

LOGISTICS OF SUPPORTING YOUTH INVOLVEMENT

Provide transportation to and from your meetings for your new members. A car ride, or bus, cab, and airfare, should be provided, if needed.

Call the parent(s)/guardian of your new member(s) to compliment them on their child's perceptions. Answer any questions the parents may have. This is an excellent time to build an important link to the new member's home. Provide the parents with all necessary information, including the names and phone numbers of your organization's leaders. Make sure that when you hang up the phone, everyone involved feels supported and validated.

A representative from your board should contact the new member's school and workplace to inform them of the youth's selection to your board – and any absences that will occur as a result. These telephone calls are an excellent opportunity to ask people to congratulate youth on their selection.



NEW YOUTH BOARD MEMBER CHECKLIST

Youth can use this checklist to assess their abilities to provide meaningful representation on a board. This tool can help everyone involved comprehend the necessary adjustments and to measure their commitment to youth board membership. It is important to note that we are not implying that every board, or youth, must meet all of these criteria.

- Am I aware of my job description and what the board expects of me?
- Am I aware of the roles this board plays?
- Has the board communicated the specific objectives they have for me as a youth member?
- Have I identified or been assigned a mentor for my role on the board?
- Do I have the abilities, and knowledge necessary to make ongoing contributions to the board?
- Do I work to know individual board members outside of board meetings?
- Am I aware of the written and unwritten agenda and flow of the board's meetings?
- Am I willing to learn through open and positive conversations about my performance?
- Am I aware of the needs, public positions, and opinions of the youth I represent?
- Do I have the abilities and knowledge to correspond about my governance activities with my community and the group(s) I represent?
- Do I have the abilities, and knowledge to take leadership roles on committees and/or the board?
- Am I willing to reflect on what I want to get out of this experience and am willing to share it with the rest of the board?
- Am I willing to ask questions that give me a better understanding of board activities?
- When receiving feedback, information, and answers to questions, do I recognize the expertise and experience of the adults on my board?

- Am I willing to give my time and attention to all board issues rather than just the ones that affect me and those I represent?
- Do the adult members of the board hold any stereotypes about young people?
- Do I hold any stereotypes about adult board members?
- Have the adult board members received training that allows them to consider their assumptions about “kids these days?”
- Does the board show its appreciation for the good work that I am doing and have done?
- Am I mentoring other potential youth representatives who may replace me?



FOR YOUTH BOARD MEMBERS

Local decision making is based upon civility, personal relationships, and respect. Once the adults on the board reach out to the youth, it is up to us (the youth) to reach back – and we must really stretch in order to make the connection. Here are a few things for us to consider when being selected to a board:

1. **Have confidence in yourself.** By whatever means, you have been selected, appointed, or voted onto the board; you belong there. It will take a few months to get comfortable in your position. In the meantime, just listen, watch, ask questions, and learn.
2. **Find a guide or mentor.** There is an old saying that you can't be a guide unless you are on the journey. Thus, find a guide, coach, or mentor with whom you feel comfortable. This should be someone who has experience with the board and who is willing to learn alongside you.
3. **Be a leader.** You are now in a leadership role – use this role to advance the fact that youth are capable, intelligent, and mature. People are watching you, and you are now seen as an example of all youth. This does not mean that you have to be nervous, or change your whole personality. It does mean that you will be held to a higher standard than some of the youth who are not at the table.
4. **Stay interested and curious.** The issues that a board faces are not always very interesting – to anyone. However, the work of a board is to do all the work it is responsible for, and it is up to you to take responsibility for your learning and contributions. If you look bored, the adults will have a difficult time taking you seriously.
5. **Show up.** If you want the board to invest in you, take the time to invest in the organization and board. Attend all meetings; confirm the dates, times, and locations. Mark them in your calendar.
6. **Use the power you have.** Speak up, if you feel like you have some ideas about how to improve the flow of the meeting, the dialogue between members, or the agenda topics. If you use politeness and do not offend members, they will listen to you. It is also important to know that you are one of many people; don't expect the board to do everything you say. To be treated like an equal means that your ideas are considered to be as valuable as all the others, not more so.

7. **Do something.** Of course you are busy. School, extracurricular activities, work, family obligations, other service commitments – your schedule is packed. However, if you want to be a leader, you will have to take on some projects and deliver on what you promise. Get on a working subcommittee, take on a project, or do some in-depth investigating of an issue or two. The bottom line is that you gain respect by making contributions through action.
8. **Ask questions.** If you have a question, it is likely that someone else has a similar one. Becoming a decision maker is complex. Leaders who are learning ask questions. Asking questions sets a positive tone. So, feel free to ask questions. If you have so many questions that they would actually slow down the meeting to a crawl, jot your questions on a note pad and get your answers during any breaks. The board members will expect you to learn the lingo – so make certain that you are learning as you go. Study their language, use their language – and soon it will become second nature for you, too.
9. **Think about what you want to get out of the experience.** This could be the development of public speaking or leadership skills or a reference for college or additional trainings. Board membership should benefit you individually just as much as it benefits the board. Make sure to communicate your individual wants and needs prior to starting your service, to ensure that they are on the boards radar and are possible for them to help you accomplish.

Ladder of Youth representation on boards

Adapted from “Benefits of Youth Partnerships” by the Seven Circles Coalition Youth Adult Partnerships Project in Sitka, Alaska, from Hart’s Ladder of Young People’s Participation.

Youth-adult, shared decisions

This is the goal. The board is comfortable with the competence and ideas of the youth representative and grants them full voting rights. The entire board works together, equally implementing youth or adult ideas.

Youth-initiated ideas, shared decisions with adults

This board is progressing and allowing the youth to develop ideas.

Adult-initiated, shared ideas with youth

The board then acts upon such ideas, but still sees them as the “youth thing,” which is different from the “adult thing.” And although the adults provide assistance, guidance, and support – they remain the “kid’s thing.”

Consulted and informed, assigned but informed

The youth has a role on the board and is kept informed on all the issues. But the youth is treated as a “kid,” and not a member. During this “consultant” phase, at least one board member asks the youth for his/her opinion. On this rung, adults propose ideas and the youth provides reactions, revisions, and refinements.

Tokenism

The board wants youth representation and puts the youth in the spotlight a great deal, but does not have the time, skills, or culture to allow the youth to be an active participant in the decision-making process. This is when youth are given a role or responsibility, but they have little power, either because they are outnumbered, or the roles they have been given have very little influence.

Decoration

While your board feels the need to have youth representation, it does not have any desire to get anything more than insignificant input from the youth, who is not allowed to have a meaningful role.

Rubber-stamping

The base level, where your board simply wants to be a part of the youth representation movement. This occurs when the board’s image will benefit by having youth representation, but the youth is only there to “rubber stamp” the actions of the board.





RESOURCES

Alaska resources

Association of Alaska School Boards

Alaska Initiative for Community Engagement (Alaska ICE) supports youth skill development through our yearly Youth Leadership Institute (YLI) and Youth Advocacy Institute (YAI) conferences. Additionally, Alaska ICE staff put on workshops that help students build team building, project planning, data analysis, board membership, leadership and advocacy skills.

<https://ice.aasb.org>

Resiliency, Youth Development Program

Division of Behavioral Health

3601 C Street, Suite 934

Anchorage, Alaska 99524

(907) 269-3425

<http://www.dhss.alaska.gov/dph/wcfh/Pages/adolescent/Positive.aspx>

Spirit of Youth

Spirit of Youth is dedicated to creating, promoting and recognizing youth involvement in communities across Alaska.

www.Spiritofyouth.org

The Resource Basket

The Resource Basket supports those who support rural Alaska Native youth through trainings, one on one coaching, or through providing appropriate resources.

www.Resourcebasket.org

National resources

National Center for Nonprofit Boards

Dedicated to increasing the effectiveness of nonprofit organizations by strengthening their boards of directors.

<http://www.ncnb.org>

The Free Child Institute

The Free child Institute teaches youth and adults to work together and transform the world in positive, powerful ways.

<https://freechild.org>

The Innovation Center for Community and Youth Development

Provides resources and training to organizations and communities to increase youth-adult partnerships in creating a just and equitable society.

<http://www.theinnovationcenter.org>

Community Partnerships With Youth, Inc

Offers a training curriculum and provides training to young people about their role as trustees or as partners in the governance process.

<http://www.cpyinc.org>

Youth on Board

Provides consultation and publications to help involve young people in decision making.

<http://www.youthonboard.org>



ABOUT THE AUTHOR

Hans Bernard

After graduating from Chugiak High School in 2001, Hans moved to Salem, Oregon to pursue a bachelor's degree in political science from Willamette University.

While at Willamette, Hans began his career working in the state capitol for then Senate Majority Leader, now Oregon Governor Kate Brown. Hans continued his career in the office of Governor Ted Kulongoski and served as a senior policy advisor on transportation and deputy legislative director. Hans also spent time working at a communications firm in Portland, where he designed and executed numerous public affairs campaigns.

Since 2013, Hans has served as an assistant vice president in the office of government relations at the University of Oregon. His portfolio includes coordinating efforts to secure increased operating and capital funding for public universities. When Hans began at the UO, he was reminded of how small the world can be, discovering that the chair of the alumni association was Carol Comeau, retired Anchorage superintendent.

Hans attributes his career and interest in politics and civic engagement to his time serving as the student on the Anchorage School Board in the late 1990's.

In his free time, Hans enjoys exploring the outdoors in Oregon—especially in the summer months—being an uncle to his niece and nephew, cooking, and traveling.

Alaska Initiative for Community Engagement (Alaska ICE)

A part of the [Association of Alaska School Boards](#) (AASB), the Alaska Initiative for Community Engagement (Alaska ICE) is committed to the success of all students in Alaska. By collaborating with school districts, school boards, and communities, ICE is able to strengthen partnerships that lead to more positive environments and outcomes for youth.

Reach out to Alaska ICE if you need additional tips or support related to youth engagement and support on school boards. We can provide troubleshooting tips, activities to assess your board readiness for youth engagement, trainings for boards, school staff and students. For more information on the trainings and resources available through Alaska ICE visit <https://ice.aasb.org> or call 907-463-1660.



Association of Alaska School Boards 1111 West 9th Street
Juneau, Alaska 99801
Phone: (907) 586-1083
Fax: (907) 586-2995
Website: <http://www.aasb.org>



Division of Behavioral Health
3601 C Street, Suite 934
Anchorage, Alaska 99524
Phone: (907) 269-3425
Fax: (907) 269-3786
Website: <http://www.hss.state.ak.us/dbh/>



Alaska Initiative for Community Engagement
1111 West 9th Street Juneau, Alaska 99801
Phone: (907) 586-1486
Fax: (907) 586-1450
Website: <http://www.alaskaice.org>
Contact AASB with any questions or comments.

NEW YOUTH BOARD MEMBER CHECKLIST

Youth can use this checklist to assess their abilities to provide meaningful representation on a board. This tool can help everyone involved comprehend the necessary adjustments and to measure their commitment to youth board membership. It is important to note that we are not implying that every board, or youth, must meet all of these criteria.

- Am I aware of my job description and what the board expects of me?
- Am I aware of the roles this board plays?
- Has the board communicated the specific objectives they have for me as a youth member?
- Have I identified or been assigned a mentor for my role on the board?
- Do I have the abilities, and knowledge necessary to make ongoing contributions to the board?
- Do I work to know individual board members outside of board meetings?
- Am I aware of the written and unwritten agenda and flow of the board's meetings?
- Am I willing to learn through open and positive conversations about my performance?
- Am I aware of the needs, public positions, and opinions of the youth I represent?
- Do I have the abilities and knowledge to correspond about my governance activities with my community and the group(s) I represent?
- Do I have the abilities, and knowledge to take leadership roles on committees and/or the board?
- Am I willing to reflect on what I want to get out of this experience and am willing to share it with the rest of the board?
- Am I willing to ask questions that give me a better understanding of board activities?
- When receiving feedback, information, and answers to questions, do I recognize the expertise and experience of the adults on my board?

- Am I willing to give my time and attention to all board issues rather than just the ones that affect me and those I represent?
- Do the adult members of the board hold any stereotypes about young people?
- Do I hold any stereotypes about adult board members?
- Have the adult board members received training that allows them to consider their assumptions about “kids these days?”
- Does the board show its appreciation for the good work that I am doing and have done?
- Am I mentoring other potential youth representatives who may replace me?



FOR YOUTH BOARD MEMBERS

Local decision making is based upon civility, personal relationships, and respect. Once the adults on the board reach out to the youth, it is up to us (the youth) to reach back – and we must really stretch in order to make the connection. Here are a few things for us to consider when being selected to a board:

1. **Have confidence in yourself.** By whatever means, you have been selected, appointed, or voted onto the board; you belong there. It will take a few months to get comfortable in your position. In the meantime, just listen, watch, ask questions, and learn.
2. **Find a guide or mentor.** There is an old saying that you can't be a guide unless you are on the journey. Thus, find a guide, coach, or mentor with whom you feel comfortable. This should be someone who has experience with the board and who is willing to learn alongside you.
3. **Be a leader.** You are now in a leadership role – use this role to advance the fact that youth are capable, intelligent, and mature. People are watching you, and you are now seen as an example of all youth. This does not mean that you have to be nervous, or change your whole personality. It does mean that you will be held to a higher standard than some of the youth who are not at the table.
4. **Stay interested and curious.** The issues that a board faces are not always very interesting – to anyone. However, the work of a board is to do all the work it is responsible for, and it is up to you to take responsibility for your learning and contributions. If you look bored, the adults will have a difficult time taking you seriously.
5. **Show up.** If you want the board to invest in you, take the time to invest in the organization and board. Attend all meetings; confirm the dates, times, and locations. Mark them in your calendar.
6. **Use the power you have.** Speak up, if you feel like you have some ideas about how to improve the flow of the meeting, the dialogue between members, or the agenda topics. If you use politeness and do not offend members, they will listen to you. It is also important to know that you are one of many people; don't expect the board to do everything you say. To be treated like an equal means that your ideas are considered to be as valuable as all the others, not more so.

7. **Do something.** Of course you are busy. School, extracurricular activities, work, family obligations, other service commitments – your schedule is packed. However, if you want to be a leader, you will have to take on some projects and deliver on what you promise. Get on a working subcommittee, take on a project, or do some in-depth investigating of an issue or two. The bottom line is that you gain respect by making contributions through action.
8. **Ask questions.** If you have a question, it is likely that someone else has a similar one. Becoming a decision maker is complex. Leaders who are learning ask questions. Asking questions sets a positive tone. So, feel free to ask questions. If you have so many questions that they would actually slow down the meeting to a crawl, jot your questions on a note pad and get your answers during any breaks. The board members will expect you to learn the lingo – so make certain that you are learning as you go. Study their language, use their language – and soon it will become second nature for you, too.
9. **Think about what you want to get out of the experience.** This could be the development of public speaking or leadership skills or a reference for college or additional trainings. Board membership should benefit you individually just as much as it benefits the board. Make sure to communicate your individual wants and needs prior to starting your service, to ensure that they are on the boards radar and are possible for them to help you accomplish.

Ladder of Youth representation on boards

Adapted from “Benefits of Youth Partnerships” by the Seven Circles Coalition Youth Adult Partnerships Project in Sitka, Alaska, from Hart’s Ladder of Young People’s Participation.

Youth-adult, shared decisions

This is the goal. The board is comfortable with the competence and ideas of the youth representative and grants them full voting rights. The entire board works together, equally implementing youth or adult ideas.

Youth-initiated ideas, shared decisions with adults

This board is progressing and allowing the youth to develop ideas.

Adult-initiated, shared ideas with youth

The board then acts upon such ideas, but still sees them as the “youth thing,” which is different from the “adult thing.” And although the adults provide assistance, guidance, and support – they remain the “kid’s thing.”

Consulted and informed, assigned but informed

The youth has a role on the board and is kept informed on all the issues. But the youth is treated as a “kid,” and not a member. During this “consultant” phase, at least one board member asks the youth for his/her opinion. On this rung, adults propose ideas and the youth provides reactions, revisions, and refinements.

Tokenism

The board wants youth representation and puts the youth in the spotlight a great deal, but does not have the time, skills, or culture to allow the youth to be an active participant in the decision-making process. This is when youth are given a role or responsibility, but they have little power, either because they are outnumbered, or the roles they have been given have very little influence.

Decoration

While your board feels the need to have youth representation, it does not have any desire to get anything more than insignificant input from the youth, who is not allowed to have a meaningful role.

Rubber-stamping

The base level, where your board simply wants to be a part of the youth representation movement. This occurs when the board’s image will benefit by having youth representation, but the youth is only there to “rubber stamp” the actions of the board.





RESOURCES

Alaska resources

Association of Alaska School Boards

Alaska Initiative for Community Engagement (Alaska ICE) supports youth skill development through our yearly Youth Leadership Institute (YLI) and Youth Advocacy Institute (YAI) conferences. Additionally, Alaska ICE staff put on workshops that help students build team building, project planning, data analysis, board membership, leadership and advocacy skills.

<https://ice.aasb.org>

Resiliency, Youth Development Program

Division of Behavioral Health

3601 C Street, Suite 934

Anchorage, Alaska 99524

(907) 269-3425

<http://www.dhss.alaska.gov/dph/wcfh/Pages/adolescent/Positive.aspx>

Spirit of Youth

Spirit of Youth is dedicated to creating, promoting and recognizing youth involvement in communities across Alaska.

www.Spiritofyouth.org

The Resource Basket

The Resource Basket supports those who support rural Alaska Native youth through trainings, one on one coaching, or through providing appropriate resources.

www.Resourcebasket.org

National resources

National Center for Nonprofit Boards

Dedicated to increasing the effectiveness of nonprofit organizations by strengthening their boards of directors.

<http://www.ncnb.org>

The Free Child Institute

The Free child Institute teaches youth and adults to work together and transform the world in positive, powerful ways.

<https://freechild.org>

The Innovation Center for Community and Youth Development

Provides resources and training to organizations and communities to increase youth-adult partnerships in creating a just and equitable society.

<http://www.theinnovationcenter.org>

Community Partnerships With Youth, Inc

Offers a training curriculum and provides training to young people about their role as trustees or as partners in the governance process.

<http://www.cpyinc.org>

Youth on Board

Provides consultation and publications to help involve young people in decision making.

<http://www.youthonboard.org>



ABOUT THE AUTHOR

Hans Bernard

After graduating from Chugiak High School in 2001, Hans moved to Salem, Oregon to pursue a bachelor's degree in political science from Willamette University.

While at Willamette, Hans began his career working in the state capitol for then Senate Majority Leader, now Oregon Governor Kate Brown. Hans continued his career in the office of Governor Ted Kulongoski and served as a senior policy advisor on transportation and deputy legislative director. Hans also spent time working at a communications firm in Portland, where he designed and executed numerous public affairs campaigns.

Since 2013, Hans has served as an assistant vice president in the office of government relations at the University of Oregon. His portfolio includes coordinating efforts to secure increased operating and capital funding for public universities. When Hans began at the UO, he was reminded of how small the world can be, discovering that the chair of the alumni association was Carol Comeau, retired Anchorage superintendent.

Hans attributes his career and interest in politics and civic engagement to his time serving as the student on the Anchorage School Board in the late 1990's.

In his free time, Hans enjoys exploring the outdoors in Oregon—especially in the summer months—being an uncle to his niece and nephew, cooking, and traveling.

Alaska Initiative for Community Engagement (Alaska ICE)

A part of the [Association of Alaska School Boards](#) (AASB), the Alaska Initiative for Community Engagement (Alaska ICE) is committed to the success of all students in Alaska. By collaborating with school districts, school boards, and communities, ICE is able to strengthen partnerships that lead to more positive environments and outcomes for youth.

Reach out to Alaska ICE if you need additional tips or support related to youth engagement and support on school boards. We can provide troubleshooting tips, activities to assess your board readiness for youth engagement, trainings for boards, school staff and students. For more information on the trainings and resources available through Alaska ICE visit <https://ice.aasb.org> or call 907-463-1660.



HOME ABOUT AASB ▾ SERVICES ▾ TRAINING & EVENTS ▾ PUBLICATIONS & RESOURCES ▾ AASB CONNECT

ENHANCED BY Google



New School Board Members

Welcome to the Association of Alaska School Boards!

At AASB, we realize that people most often come to a position on the School Board as concerned citizens who want to make a difference. We also know that there is very little in anyone’s previous experiences that fully prepares them for serving as a public official and a constructive member of a governing Board.

Our goal is to welcome you to the world of public service and get you started on the road to effective governance!

Making the Most of Your First Term

Every year, AASB provides training specifically for new board members. Topics will include Board Standards, Building a Relationship with the Superintendent, Working with Your Board, Meetings, Communication, School Finance and Laws, and Community Engagement.

[Dive Into the Topics](#)

Ready, Set, Govern! Workshop

Ready, Set, Govern! is a day-and-a-half pre-conference workshop held every November in conjunction with AASB’s Annual Conference. Topics covered at this workshop include:

- Meeting conduct and parliamentary procedure
- Understanding board policy
- the Alaska Open Meetings Act
- School Law and School Finance

Alaska School Board Handbook

The Alaska School Board handbook was developed with new board members in mind. It's been designed to give you a handy reference that breaks down many of your responsibilities into more "bite-sized" pieces.

[Download the Alaska School Board Handbook](#)

More Resources

Making the Most of Your First Term: What New School Board Members Want to Know

The First-Term Board Member Webinar Series has been created to provide a free online opportunity for board members in their first term of service to hear from experienced board members or content experts on a range of topics. Ten one-hour webinars are hosted from January through May and provide an opportunity to delve into more detail on subjects that were introduced in Ready, Set, Govern! at the Annual Conference. Each webinar is recorded and posted to this website for any member to access. Featured experts on the webinars include school attorneys, school business officials, experienced superintendents, and veteran board members.

The list below provides a syllabus for the topics covered each year, as well as a link to pages containing more detailed information.

1. [The Role of the Board](#)
2. [Board Standards](#)
3. [The Superintendent – Building a Relationship](#)
4. [Meetings](#)
5. [Working with the Board](#)

44

- 6. School Finance
- 7. Working with the Community
- 8. School Law

Resources for New School Board Members

- [Helpful Hints for New Members](#)
- [Department of Education](#)
- [Jurassic Parliament \(Parliamentary procedure\)](#)

- [National School Board Association](#)
- [Public Relations Tips](#)
- [Community Relations Checklist](#)

- [Clear Board and Superintendent Roles](#)
- [New Board Member Info Sheet](#)
- [Lynx Education](#)

• • •

AASB MISSION

To advocate for children and youth by assisting school boards in providing

CONTACT

1111 W 9th Street
Juneau, AK 99801

CONNECT



PARTNERS



quality public
education, focused on
student achievement,
through effective local
governance.

(907) 463-1660
aasb@aasb.org



Subscribe to
our monthly
Commentary
Newsletter

ALASKA SCHOOL BOARD HANDBOOK

A GUIDE TO EFFECTIVE
LEADERSHIP THROUGH
BOARD STANDARDS

3RD EDITION 2012



To: Board President and Superintendent

From: The Staff of AASB

Tips for Using the Alaska School Board Handbook as an Orientation System for New Board Members

WHY – We’ve found that very few school boards in the state have managed to establish a well-organized, comprehensive orientation process for newly elected board members. The need is obvious, but in most districts it seems that more pressing business takes priority and orientation, when it does occur, is in an incomplete manner at best. Almost every experienced board members has at one time or another said, “If I had only known....”

WHAT – The Alaska School Board handbook was developed with new board members in mind. It’s been designed to provide some guidance on basic boardsmanship, built on Board Standards, to help new board members access information that will assist them in getting started on the right foot from the very beginning of their service.

HOW – It will be even more meaningful if you customize this handbook by adding district-specific information in the form of key policies or other appropriate references to bring this generic information into sharper focus for your particular board members’ needs.

Since expecting board members to become familiar with every district policy is unrealistic, we hope this handbook can be made into a quick reference to policy on the most critical topics new board members should know. At the end of each chapter you’ll find a list of key policies to include that we feel would be particularly relevant to the text we’ve prepared. If your district policy manual utilizes the AASB policy system it should be an easy matter for you to locate and insert the recommended policies. If you have another codification system, it’s likely that you’ll have policies on topics similar to those listed.

At the end of each chapter we’ve also included a suggested list of reference material for inclusion in the form of summarized information on such items as the district’s vision, goals, strategic plan, district profile, organizational chart, negotiated agreements, assessments, testing schedule, school calendar, business partnerships, and annual board calendar. You’ll find the suggested lists to be more complete than this, but undoubtedly you’ll think of some items that we’ve overlooked.

WHEN – Obviously the best time to begin orientation for new members is as soon as possible after the election. Even though this orientation system is designed to organize that process, it’s clear that all this material can’t be covered in just one or two short sessions.

Our Board Handbook reviewers suggested that perhaps the board president and vice-president could prioritize and schedule some time with new members to break the orientation process down into more bite-sized pieces. They recommended starting with a review of the sections on Structure and Conduct and Ethics to begin with, to familiarize new members with the essential elements and organization of the district as well as to the major roles and responsibilities and protocols of the school board.

When that ground has been covered sufficiently, then other portions could be scheduled to follow over a reasonable

period of time. It was also suggested that other experienced board members could be assigned as mentors to new members for different topics, to facilitate more board interaction and to speed up relationship-building to enhance board teamwork.

Undoubtedly every board that chooses to use this handbook to assist in their orientation process will develop their own unique approach. However you choose to use it, we hope you will find it a valuable resource that will become an established part of building a consistently effective school board in your district that is truly focused on student achievement!



Published by the Association of Alaska School Boards
1111 W 9th St
Juneau, Alaska 99801

© 2008
All Rights Reserved
ISBN: 0-9746668-0-7
Library of Congress Control Number: 2003113818

No part of this book may be reproduced in any form or by any means without the prior, written permission of the publisher, excepting brief quotes used in connection with reviews written specifically for inclusion in a magazine or newspaper.

3rd Edition, September 2012

Printed in the United States.

TABLE OF CONTENTS

TAB 1

Introduction	5
-------------------------------	---

TAB 2

Organization of Alaska’s Educational System

Historically, Today, Challenges	7
Map	9
Diagram “Governing Alaska’s Schools”	10

TAB 3

Creating a Vision

Developing a Vision	11
Focus on Educating Students	11
Vision Guides Decision Making	11
Key Policies to Include	12

TAB 4

Providing Structure

Management Systems	13
Budget/Finance	14
Long and Short Term Plans	14
Instruction and Curriculum	15
Data	16
Compliance with Legal Requirements	16
Personnel	17
Support Services	18
Student Services	18
Key Policies to Include	19

TAB 5

Accountability: Measuring Performance

Student and Program Evaluation	21
Long and Short Term Plans	22
Superintendent Evaluation	23
Board Self Assessment	23
Reports	24
Key Policies to Include	25

TAB 6

Advocacy: Champions of the Vision

Celebrating Achievement	27
Advocates for Children, Families and Others	28
Establishing Partnerships	29
Promote Board Service	30
Political Advocacy	30
Key Policies to Include	30
40 Developmental Assets	31

TAB 7

Conduct and Ethics

Reflect Service to the Community on Behalf of Students	33
Board / Superintendent Relations	34
The Board President’s Role	35
Meetings	35
Meeting Types	35
Committees	36
Board Development: Continual Improvement	37
Board Expenditures; An Open Book	37
Key Policies to Include	38
Alaska Open Meeting Act	39
Addendum: Basic Parliamentary Procedure	41

TAB 8

Glossary	45
---------------------------	----

TAB 9

AASB Services and Contact Information	49
--	----

I. INTRODUCTION

— WELCOME —

Congratulations! Your decision to run for the school board was an important step toward some of the most meaningful work you'll ever take on. Your election by your community is an affirmation of their confidence in you. They've entrusted you with the education of those they hold most dear - their children. It's an awesome responsibility.

The years you spend on the school board will be some of the most challenging, frustrating and rewarding years of your life. It will also be a time for personal growth as you are called upon to learn or expand your knowledge and skills. Very few school board members come to the board table fully prepared for the responsibility of comprehensive planning, multi-million dollar budgets, understanding federal and state statutes and mandates, communications, planning, curriculum design, evaluation systems, political lobbying and labor relations. The list is actually much longer, and at times can seem overwhelming.

— PURPOSE OF THE HANDBOOK —

This brings us to the purpose of this handbook. Many of the contributing writers have been school board members or administrators themselves and understand the confusion and frustration that can occur when new board members are faced with the magnitude of the responsibility they've committed to taking on. This handbook is designed to give you a handy reference that breaks down many of your responsibilities into more "bite-sized" pieces. Think of it as a board orientation system.

— HANDBOOK ORGANIZATION —

We've organized this information around the AASB Board Standards Framework, which clearly identifies the four major functions of a school board:

VISION

The board creates a shared vision to enhance student achievement.

STRUCTURE

The board provides a structure that supports the vision.

ACCOUNTABILITY

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

ADVOCACY THE BOARD CHAMPIONS THE VISION.

Another critical heading in the Board Standards Framework is Conduct and Ethics. Although not technically a "function" of the board, the manner in which the board conducts its business is essential to its overall effectiveness and level of public trust, so you will find specific information relating to Conduct and Ethics that will help you understand how to build and sustain the human dynamic that is so important to good governance.

We hope you find this handbook to be a handy reference throughout your board service. We've tried to supply some basic information about "boardsmanship" to help you understand your responsibilities. We've also packaged it so that you can add relevant information from your own school district for easy reference.

— TIPS FOR USING —

For a school board using this as an orientation program for new members: In setting up the handbook in binder form for the first time, you may want to refer to the "Key Policies" and "References" that are suggested at the end of each chapter to determine if there are other district-specific items that would be especially useful to a new board member. In scheduling orientation sessions, you may want to acquaint your new board members with the Structure and Conduct and Ethics sections to begin with, to familiarize new members with the essential elements and organization of the district as well as to the major roles and responsibilities and protocols of the school board.

When that ground has been covered sufficiently, then other portions could be scheduled to follow over a reasonable period of time. You may want to consider assigning other experienced board members as mentors to new members for different topics, to facilitate more board interaction and to speed up relationship-building to enhance board teamwork.

For new board members using this handbook on their own: If your board hasn't established a formal orientation program, you may want to ask the superintendent and board secretary

to help you locate the key policies and references suggested at the end of each chapter, so that you can include them in your handbook binder for quick reference. The board president and superintendent will be your best mentors on a regular basis. Beyond that, you may wish to ask the superintendent to suggest key staff members that you can access to ask questions of, such as the business manager, personnel director or curriculum specialist, to help round out your self-orientation. As mentioned above, we'd recommend that you start your study with the sections on Structure and Conduct and Ethics, then address the other chapters as time and interest allow.

Please remember that the Association of Alaska School Boards is your organization and we stand ready to answer your questions and lend assistance whenever you need it. More information about our services and how to contact us can be found under Tab 9 in this handbook.

Your effectiveness as a school board member will translate into success for the students in your school district. We wish you well!

DEFINITIONS

SCHOOL BOARD - A school board is a democratically elected body that represents public ownership of schools through governance while serving as a bridge between public values and professional expertise.

Purpose of School Boards - School boards provide local leadership, governance, democratically elected body that and accountability for public education represents public ownership of schools by ensuring that schools reflect through governance while community expectations and needs, serving as a bridge between public values make the best use of available resources, and professional expertise. and advocate for the needs of children.

Developed by the AASB Board Standards Committee, 1998.

2. ORGANIZATION OF ALASKA'S EDUCATION SYSTEM

Most people who run for the school board do so first because they are concerned about the children and schools in their own community. It doesn't take long, however, before board members begin to realize that there is a lot of history and many outside influences that will impact the decisions they make about those schools.

Developing a broader understanding of Alaskan education in general equips school boards to make even better decisions. The most effective school board members are those who understand their schools and their role in the context of "the big picture."

HISTORICALLY

Early Schools - While education historically occurred in Alaska through the oral and cultural traditions of the Alaskan Native people, the first formal schools in Alaska were established in the 1780's by the Russians who came for the fur trade. After the U.S. purchased Alaska in 1867 education was neglected until schools started to be established by missions and the Alaska Commercial Company in the 1870's.

Government Schools - The first U.S. Government Schools were established after the passage of the "Organic Act" in 1884. Initially, a dual system of education for white students and Native students was developed. In 1900 Congress approved an act allowing civil government in Alaska and towns were allowed to incorporate and create their own school systems for white students, while Native education continued under federal authority. In 1917 the new Territorial Legislature assumed responsibility for creating a unified school system for white students, but most Native students were still schooled separately under the authority of the Bureau of Indian Affairs (BIA). Many Native students were sent to boarding schools outside Alaska.

State System - With the advent of statehood in 1959, the new Alaska State Constitution assumed the responsibility to "establish and maintain a system of public schools open to all children of the State..." and a centralized Alaska State Operated School System (S.O.S.) was created for the unincorporated area of the state. In-state regional boarding schools were established in the 1960's for rural high school students. However, many BIA schools continued to operate until the 1970's.

Molly Hootch - In 1972 a class action suit was filed against the state to challenge the practice of forcing Native children to attend high school away from home. The resulting settlement was known as the "Molly Hootch Consent Decree" and state voters approved a school construction bond that provided for high schools in all of the state's rural areas.

REAA's - In 1975 the Legislature disbanded S.O.S. and created 21 Rural Education Attendance Areas (REAA's) within the state's Unorganized Borough - the single largest creation of school districts and school boards in United States history. For the first time residents of rural Alaska were able to assume full responsibility for governing their own schools.

TODAY

Governance - All school districts in Alaska, whether in incorporated areas or REAA's in the Unorganized Borough, are governed by locally elected school boards. School boards in both types of districts have essentially the same kind of responsibilities and authority. Additionally, REAA's are required by law to establish advisory school boards in each community that is served by a school.

Authority of the School Board - All school boards operate under the authority and constraints of the U. S. Constitution, and federal and state statutes and regulations. Their ability to make decisions for their districts are impacted by the contents of those documents, as well as court decisions and local collective bargaining agreements with employees. School boards are authorized to create their own set of governing statements within parameters of higher law, and these are generally compiled in the school district policy manual. (See "Governing Alaska's Schools" diagram, p.10)

- AS 14.08.101 -Powers: Regional School Boards
- AS 14.14.090 -Duties of School Boards (City and Borough)
- AS 14.14.100 -Bylaws and Administrative Rules

Authority of Individual Board Members - Because a school board is a governmental body, it can take action only by a decision by the majority made at a public meeting. The individual board member has no authority other than to cast a vote at such a meeting. A board member who attempts, without authorization, to speak for the board, to correct members of the staff, or to make other individual decisions is

acting outside his or her official capacity.

Number and Type of Districts - At the present time there are a total of 53 school districts in Alaska. They represent two kinds of school districts: 34 in incorporated areas (cities and boroughs) and 19 REAAs. (See Map of Alaska's School Districts, p.9)

Size - Student populations in various districts range in size from 20 to 50,000. Corresponding budgets range from about \$693,000 to \$649,000 million. Some districts are compact and consist of a single site, while others have multiple communities dispersed over vast geographic areas.

Funding for Programs and Facilities - Unlike many other states, the majority of funding for school operations in Alaska comes from the state government. Nearly one-third of the state's total operating budget goes to support public education and is distributed through a complex and sometimes controversial funding formula adopted by the Legislature. Federal funds for impact aid and special title programs also account for a large share of school funding in Alaska.

The main difference in the two types of school districts is that REAAs receive 100% of their basic school funding from the state, since communities in the Unorganized Borough essentially have neither a tax base nor a means for collecting taxes. School districts in incorporated areas are required to contribute to their schools, either through local taxes or in-kind contributions. They also have the ability to raise funds beyond "basic need," within established limits.

Another notable difference between the two types of districts lies in how facilities construction is funded. Incorporated areas have the ability to bond at the local level if the electorate approves, with the state reimbursing the local government for a percentage defined by the legislature. REAAs are totally dependent on the Legislature for 100 percent of school construction funds.

● ● ● ● ● CHALLENGES

Trying to provide a quality education in Alaska presents some unique challenges for school boards. The cost of education continues to exceed the available funding. Distances, geographic isolation and small school sizes make it difficult to replicate the kind of education program available in larger

schools. There are on-going tensions between residents and legislators of both rural and urban Alaska regarding needs and equitable allocation of resources, and these tensions ultimately impact the work of school boards. Meeting the accountability mandates from both the state and the federal government provides additional pressures as school boards strive to maintain local control over decisions regarding student achievement.

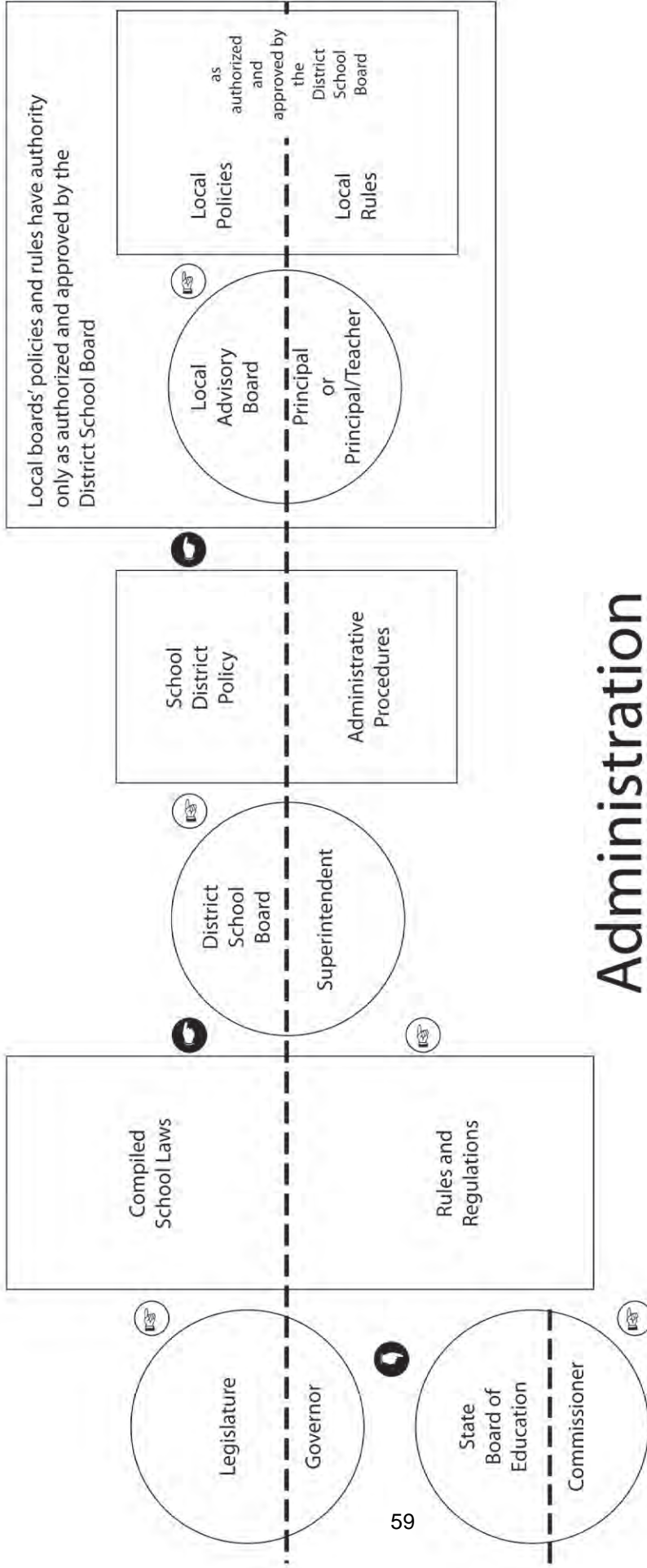
AASB has been a unifying force that has helped school boards continue to speak for the needs of all of Alaska's children with one voice. Our programs and services are designed to address the differences between different kinds and sizes of districts, yet provide for information and sharing on issues of common interest.

Policy

State

District

Local



Administration



1111 West 9th Street
Juneau, Alaska 99801
Phone: (907) 463-1660
Fax: (907) 586-2995

Legend:



Directions of legal authority
(Example: Legislature has authority over districts which have authority over advisory boards.)



Decision written into law

Other Factors Affecting Board Decisions:

Negotiated Agreements with employees

Courts also make decisions that affect schools and school law. For example, they rule on constitutionality and legislative intent of laws.

3. CREATING A SHARED VISION

BOARD FUNCTION:

The board creates a shared vision to enhance student achievement.

STANDARD 1.1

Board develops a dynamic shared vision for education that reflects needs and community priorities.

STANDARD 1.2

Board keeps the district and community focused on educating students.

STANDARD 1.3

Board demonstrates its strong commitment to the shared vision by using it to guide decision making.

DEVELOPING A SHARED VISION

Several ideas worth examining are expressed in Standard 1.1, ideas that we as locally elected board members passionately believe in.

A dynamic vision is powerful and active. Nothing frustrates newly elected board members more than their inability to make immediate, meaningful changes to the educational system. However, it is more important to establish a shared vision rather than ramming something through without proper input. This vision should address the short-term needs of students but also look to the future and be flexible enough to meet challenges that cannot be anticipated. Who knows what the students of the 21st century will need to know? The board's shared vision should be prepared to move in directions that our children need to prepare them for adulthood.

A shared vision. The implication is that we as individual board members do not operate in a vacuum. Life is full of compromises and none of us are able to effect all the changes we would like. But, the changes we can accomplish should be a group effort with input from all concerned with the outcome, including students, parents, staff and community. A board member too far in front or too far behind is an ineffective board member. A good board member is usually a consensus builder. This is so important in vision building. This vision should belong to the entire board and community as a collective vision so that everyone can "catch" that vision and share it with others at a moment's notice. That collective vision will

not have everything in it that each board member wanted and it will also have something in it that not all wanted, but instead will be a composite of everyone's ideas.

A vision that reflects student needs and community priorities. Local control is an issue that is "near and dear" to all our hearts. The board vision for one district will be different from another district's vision. Each community has high expectations and standards, but how each arrives there may be very different. Why, for example, will one district consolidate while another chooses not to? Because each community, represented by their board, has varying visions. Create a vision that puts student needs first and reflects the priorities that are important in your community.

FOCUS ON EDUCATING STUDENTS

We need to remind ourselves daily what our job is-to educate students. And we need to remind our communities daily what our job is-to educate students. If we really believe that the hope of the future lies in the young people of our nation, state and communities, then our vision must reflect that belief. We cannot be sidetracked into issues that are not about education. Many would have the schools being all things to all people. We do not have the resources to accomplish all things. The way to send that message is to have a vision that focuses students, board members and the entire community on the task at hand-educating students.

Making it a conscious practice to refer back to the board's vision regularly helps the board stay focused on priorities, rather than allowing it to be sidetracked by the multitude of smaller issues that are often more like brushfires.

THE VISION GUIDES DECISION MAKING

Are boards committed to the vision guiding its decisions? If so, the vision should belong to us all, not just one person or group of persons. And once the board agrees on that vision, then it should resolve to be committed. Each board is a team brought together from different walks of life for a common good-the education of our children. Each board member needs to believe in the vision and

demonstrate commitment to the vision.

The vision as a guide to decision making. What a powerful tool for school boards in their governance role! We in the Association of Alaska School Boards frequently ask ourselves the question, “Is it good for kids?” as we deliberate on issues. This “vision making” process is a common sense approach to answering that question on a local level. Each board’s visions will reflect what is good for the kids of the district. Families, elders, and citizens will cooperatively develop the vision to best meet our children’s needs. Then we can resoundingly answer, “Yes,” when we make decisions and are asked, “Is it good for kids?” Each budget decision, each curriculum review, each board election, each staff hire, each superintendent evaluation can be aligned to the district vision.

Vision setting is all about direction setting. The direction boards want to go in is to enhance student achievement. All boards are encouraged to adopt local board standards and to formalize the vision. It’s the right thing to do.

WHAT BOARDS CAN DO

- Identify a process for gathering input from stakeholders - parents, students, staff, community advocates, businesses, government agencies and higher education - in order to identify their core beliefs and common values that will be the basis for a draft vision statement. Strategic planning is a commonly used process that starts with identifying a shared vision.
- Formally adopt the vision for the district.
- Communicate the vision frequently and consistently to the entire community through a system of planned communication.
- Develop long-range, strategic plans for the district that are based on the vision.
- Regularly refer to the vision when making decisions about policy and district operations.

QUESTIONS YOU CAN ASK

- Has our board adopted a vision statement that was developed with stakeholders? Does it make student achievement a top priority of the school board, staff and community?
- How is the vision communicated to the community?
- Is there a long range or strategic plan in place to support the vision?
- Does the board regularly refer to the vision when setting district policy?
- Do we use the vision as a guide when making resource, budget and other operating decisions?
- Do we periodically review the vision statement with stakeholders to make sure it continues to reflect community beliefs and values?

KEY POLICIES TO INCLUDE

(Include relevant district policies. Below is a list of suggested policies from the AASB Policy Manual.)

BP 6010 Goals And Objectives: Student Achievement

REFERENCES TO INCLUDE

(Suggestions for district-specific information that can be included as a reference.)

- District’s vision statement (with date of adoption), mission statement, and list of core beliefs and values.
- Information about where the vision statement is posted (i.e. in schools, on district publications, etc.).
- Summary outline of the district’s strategic plan (vision, mission, major strategies, goals, etc.).
- Timetable for vision/strategic plan review and update.

4. PROVIDING STRUCTURE

BOARD FUNCTION:

The board provides a structure that supports the vision.

STANDARD 2.1

Board establishes a management system that results in effective decision making processes and enables all people to help the district achieve its vision and make the best use of its resources.

STANDARD 2.2

Board ensures that long and short term plans are developed and annually revised through a process involving extensive participation, information gathering, research, and reflection.

STANDARD 2.3

Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.

STANDARD 2.4

Board acts to ensure vision and structure comply with legal requirements.

STANDARD 2.5

Board encourages and supports innovative approaches to teaching, learning and the continuous renewal of education.

MANAGEMENT SYSTEMS

Each person who chooses to run for a seat on their local board is expected by the electorate to be a leader. The citizens of your community trust the board to be a body that creates and abides by policies that will provide the best public school system for their children. The public abhors chaos and expects boards to conduct district business in an organized, professional manner that expedites the job of educating children with the least fanfare possible. After all, public schools are not about school board members, they are about children.

Policies are the rules by which a school board governs and a district operates. Policies help students, district employees, parents and others know what to expect of the district and what is expected of them. Implementation and enforcement of policies ensure a district's fair, uniform treatment of everyone.

Policies also provide continuity over time. Board members and superintendents may leave the district, but ongoing board policies will provide an institutional memory and framework for consistent governance of the district. A set of comprehensive, up-to-date policies will help a board when it is faced with difficult issues. By developing and adopting policies before an issue demands action, a board can ensure it has adequate time to consider an issue fully with input from staff and community and, if necessary, obtain the appropriate legal advice to ensure the policy is legally sound.

The board's policies should be friendly. Policy should reflect the manner in which the community desires district business to be conducted and gives administration clear, broad direction as they make day-to-day decisions. Board policy is the "heart and soul" of any local district, yet too often the policy manual is not opened until a problem arises. Board Standards demand that board members become familiar with their policy and regularly review each section to ensure it remains relevant and responsive to the business of student achievement. Board members are also responsible for ensuring that the superintendent regularly reviews all district documents, including administrative procedures and student handbooks, for compliance with board policy. We are policy makers and our policy is how we provide structure to the local district.

Policy manuals should be readily available to students, staff, parents and community members. Too often, policy manuals are found to be out of date, having sat unopened in school offices and libraries. Many districts are moving their print version of the manual to their website to ensure that policies are not only accessible, but that everyone is using the same version of the manual. AASB has an online policy service that can help boards ensure everyone in the district uses the same policy when making decisions and following procedures.

Having an annual calendar can help a school board pay attention to their major responsibilities and provide structure to their meetings. Developing a calendar can help identify routine items a board deals with every year. New board members, and new superintendents, will appreciate knowing when items such as the budget, contracts, audit review, retreats, policy updates, goal setting and self-assessment are scheduled.

WHAT BOARDS CAN DO

- Adopt policies that support your vision, provide structure, and hold everyone accountable.
- Establish a policy committee that includes all district stakeholders.
- Review policies on a regular basis.
- Update policies annually for legal compliance.

QUESTIONS YOU CAN ASK

- Do our policies describe what we want our district to achieve?
- Are our policies up-to-date?
- What is the schedule for policy review?

BUDGET/FINANCE

In these times of financial constraint the effective use of resources becomes even more critical. If boards provide a structure and allow the community to evaluate the board on how well it actually performs, then the budget process will likely become less painful. Most citizens are supportive of education and willing to pay whatever it costs as long as they have assurance that the money is being spent wisely. Well-planned structure, widely communicated to the public, is the best vehicle for instilling confidence in the locally elected school board and building that support for public education.

The budget represents a dollars-and-cents statement of the community's educational hopes and aspirations for its children, and serves as a planning and accountability tool.

Think of the school budget as consisting of three parts: an educational plan; an expenditure plan to carry out the educational plan; and a financial plan to show from where the funds will come.

The board's role includes adopting the goals, determining the general parameters of the budget, developing and communicating a philosophy of budgeting that should

be applied throughout the school district, reviewing and evaluating staff proposals for the budget and adopting the budget itself.

WHAT BOARDS CAN DO

- Adopt a budget that supports the vision.
- Use data to link instructional needs to instructional resources.
- Provide transparency with district financial district reports.

QUESTIONS YOU CAN ASK

- Which comes first, our priorities or the budget?
- Is the budget easy to understand?
- What is our budget cycle and calendar?
- Who is involved in developing the budget?
- How does this budget increase student achievement?

PARTICIPATION IN LONG TERM AND SHORT TERM PLANS

The local board cannot operate in a vacuum or exclude from the decision making process those who elect them, or those who pay for the work that needs to be accomplished.

“Schools need to operate more like a business.” That statement often comes more from lack of knowledge than from fact. We must bring the community with us on this journey. That involves welcoming citizens as planners and decision makers and making them partners instead of adversaries.

We must be action-oriented rather than reaction-oriented. Families entrusting their children must have confidence in the board. One of the best ways to foster

that confidence is to have in place a logical plan that enables a board to utilize its resources in ways that clearly lead toward student achievement. There are many types of plans. Whatever type used must involve the community and allow for their input into the education of their children. This type of strategic, long and short term planning is not inflexible, but safe and dynamic, meeting the needs of students and allowing for unanticipated needs as well.

When the board is thoroughly familiar with long and short term plans and makes reference to them during decision-making, it is bound to be more focused and effective. Undoubtedly issues that don't fit within the plan will arise from time to time that could cause a less focused board to suddenly change course. Your plan can serve as your compass and keep you and your district headed toward "true north." Being steadfast about this will engender confidence from your community when they see that you are serious about accomplishing what your plan is set out to do.

Communities and schools benefit when they work together. The community sees an improvement in the quality of life for its children, and has a sense of ownership and pride in the schools because community members believe they have the ability to influence the board's policy decisions. When the community works on the "inside," it can ensure a certain level of accountability from the school board.

The school board benefits from good relations with the community. Parental and community involvement often have a positive effect on student attitudes and performance. The district may have better success with students who are at risk for poor academic performance or dropping out when the community embraces the school and its programs.

WHAT BOARDS CAN DO

- Establish an expectation for planning through policy.
- Require the plan to be implemented and regularly evaluated.
- Ensure community and staff are involved in the process.
- Build public understanding and support for the schools.
- Don't allow "hot-button" issues to derail the plan; be consistent in following what has been laid out until it has been officially revised by stakeholders as part of a regular renewal process.

QUESTIONS YOU CAN ASK

- Does our district have an updated strategic plan?
- Does the board establish annual priorities or goals?
- Is a broad-based group involving the board, community members, students, and staff involved in creating and updating the strategic plan?
- Does the board consider the vision and goals of the strategic plan when making decision?

INSTRUCTION AND CURRICULUM

The purpose of creating structure should always be to ensure higher student achievement. That comes about through the setting of high standards. The development of curriculum, measurement of student comprehension of material, disaggregating of test data to identify weak areas, approval of the best qualified staff hiring and the selection of our district's educational leader (the superintendent) are critical functions of school boards. Boards are not professional educators but are governance officials elected to oversee the public school system. Boards are responsible for setting high standards and then providing the resources necessary to achieve them. The other necessity is holding the district's educational leaders accountable for implementing those programs, which achieve standards the board has set. Having an

organizational structure that expects high standards for all students will build a public school system in your community that is supported by all its citizens.

The school board is responsible for establishing and maintaining a course of study. School board members should be aware of state student achievement standards, program offerings, graduation requirements, assessment tools and results, and their own district's curriculum, as well as federal accountability requirements.

Boards can play a major role in determining the success of the educational program by establishing a process for its development and review. Boards can begin this involvement by supporting a process that identifies the educational needs of the district and establishes educational goals to meet those needs. Boards that play an active role in establishing goals for their districts take the lead in directing the education of their students.

To be truly involved in establishing the educational program for the district, a board must be informed of student achievement. The board can compare what was actually learned with what was intended by the educational program to determine whether the educational goals are being met. Districts with no clear approach to developing and evaluating the educational program will be hard pressed to inform the public or the board about student achievement.

DATA

Boards will be exposed to a wide array of data in their work. It is important for the board to spend time analyzing the data and understanding its relevance in raising student achievement. Some boards find it helpful to schedule times on their annual board calendar to examine student data. It is important for board members to be able to understand the data and how to relay that information to constituents. As budgets are created it is critical to understand the performance of the district through good data analysis so that resources can be allocated to the appropriate needs. Likewise, as boards approve their curriculum an understanding of

data will lead to good questions from the board. The data analysis will show where student achievement gaps exist.

WHAT BOARDS CAN DO

- Discuss and establish high instructional standards.
- Use data to evaluate the instructional program.
- Align curriculum, instruction, and assessments.

QUESTIONS YOU CAN ASK

- What do we want students to know?
- Are all of our students learning?
- How is the curriculum developed, reviewed and assessed?

COMPLIANCE WITH LEGAL REQUIREMENTS

We live in a litigious society and any resources used in defending board decisions or district actions are resources that could have been used on furthering student achievement.

One of the best ways for a school board to ensure compliance with legal requirements is by annually making sure the board policies are up-to-date legally and reflect any changes that occur in related federal or state statutes or regulations or court decisions.

Simply having policies in place is not enough however, if the district employees aren't diligent in following those policies. It's essential that administrators and other staff are clear that their decisions must be aligned with policy direction. In cases where there is no policy for guidance, the superintendent should have the authority from the board to seek legal counsel when significant questions arise, to make sure that any course of action taken is sound and in compliance with law. Advice sought prior

to taking action is usually less expensive than advice sought after the fact!

Most boards employ an attorney on an as-needed basis. The attorney is utilized for recommendations on labor negotiations, due process hearings, staff non-retentions, student expulsions, contract disputes and variety of other issues likely to have legal problems. Since this service can be very expensive, boards have protocols in place on how and when contact is made with their attorney. Typically only the board president and the superintendent are authorized to contact the school attorney.

As the board receives financial reports, it is a good idea to keep an eye on legal expenditures. If the budget for this line is unusually high, or expenditures exceed the budget it may indicate the need for the board to update its policies, to make sure that adequate policy guidance (or more staff training in how to follow them) is in place.

WHAT BOARDS CAN DO

- Keep board policies up to date legally.
- Ask for assurance that district staff uses policies for guidance in making decisions.
- Review legal expenditures periodically.

QUESTIONS YOU CAN ASK

- How does the board keep its policies up to date?
- Has the district had any significant legal problems in the past year or two?
- What percentage of our budget is set aside for legal costs?

PERSONNEL

The school board employs the district's teachers, administrators, and support staff. These individuals shape the formal education of children as well as

the environment in which the schools operate. The superintendent recruits, recommends and supervises the district's employees under the guidance of the school board.

School districts negotiate over terms and conditions of employment with employees' representative groups. These terms and conditions of employment are contained in a collective bargaining agreement.

It is the responsibility of the school board to establish an effective district personnel program. The board should develop and adopt policies on many employee relations issues, including how the district will select a chief negotiator for collective bargaining negotiations, and how it will ensure that equal employment opportunity will be provided. The board should review the staff evaluation process on an annual basis.

All districts have professional development opportunities for teaching staff. The board has a responsibility to review those professional development plans to ensure they meet the vision of the district and directly address its goal of enhanced student achievement. Certainly, board members must always remain within their governance role, but board members taking an interest in assuring that teachers are given appropriate staff development sends a powerful message. A message that says we are adamant that our staff is properly trained in enhancing student achievement in our community.

As with the teaching staff, board members must also provide themselves with the training needed to accomplish their work. AASB offers many opportunities through leadership sessions, boardsmanship academies, in district workshops, online training and the annual conference. Always share with your constituency that you are training yourself to be a better board member. This is not a frivolous use of money but rather a wise investment in the person entrusted to ensure that student achievement is always the priority.

WHAT BOARDS CAN DO

- Hire and evaluate a superintendent and work together to achieve the vision.
- Establish criteria and policies for staff recruitment, evaluation and retention.
- Support professional development linked to the district vision and strategic plan.

QUESTIONS YOU CAN ASK

- What is the board's role in hiring, supervision, evaluation or firing?
- How does the board receive information about professional development?
- What is the board's role in negotiations?
- Are there things I should be aware of when communicating with staff?
- How should I handle staff concerns or complaints?

WHAT BOARDS CAN DO

- Hire and evaluate a superintendent and work together to achieve the vision.
- Establish criteria and policies for staff recruitment, evaluation and retention.
- Support professional development linked to the district vision and strategic plan.

QUESTIONS YOU CAN ASK

- What is the board's role in hiring, supervision, evaluation or firing?
- How does the board receive information about professional development?
- What is the board's role in negotiations?
- Are there things I should be aware of when communicating with staff?
- How should I handle staff concerns or complaints?

SUPPORT SERVICES

School districts cannot carry out their mission without support functions. In some districts students can't be educated without first being provided transportation to school. Clean and well-maintained buildings provide a comfortable and safe place for children to learn. Support staff also provides secretarial and logistical services that help teachers and administrators focus their attention on student learning. The list of support services is quite large, since the work of a school system is a complex operation.

It is the school board's responsibility to ensure that school support services occur

in an efficient manner and in support of the educational mission of the district. Because of this, board members should be familiar with the support services required to operate the district.

STUDENT SERVICES

Services are available in many forms including programs for special needs, as well as other largely federal programs targeted to assist students with unique backgrounds.

District employees or contract workers from other districts or service providers may provide special education services. Often these services are extensive but board members must remember that the services provided are driven by the student's individual education plan (IEP). These plans are guided by federal and state law and mandate that a team of stakeholders participate in their formulation. The parent, regular classroom teacher, special education staff, and a school or district administrator are usually represented in these teams.

Other student services that are available in many schools and districts include federal programs such as Indian Education, Migrant Education, Johnson O'Malley, Title I (ESEA) and the like. In some cases these programs are administered by the district whereas local tribal governments administer others.

WHAT BOARDS CAN DO

- Survey students to identify needs.
- Prioritize student services so sound budget decisions can be made.
- Review options to identify the most effective means of providing student services.
- Study grant proposals as they come before the board for approval.
- In the case of programs that interface with the district but are administered by other agencies, request a review of the programs and their intentions.
- Invite the administrative agency controlling a grant that provides services to students to a meeting to learn about the program firsthand.
- Ensure policies are in place for student access.

QUESTIONS YOU CAN ASK

- What percent of the budget goes to student services?
- Which services does our district provide?
- Which student services are contracted out to another service provider?
- How does the district coordinate the various support programs in the best interest of the student?

KEY POLICIES TO INCLUDE

(Include relevant district policies. Below is a list of suggested policies from the AASB Policy Manual.)

- BP 3000** Concepts And Roles: Business And Non-Instructional Operations
- BP 4000** Concepts And Roles: Personnel
- BP 2121** Superintendent Contract
- BP 2122** Superintendent Job Description
- BP 4141** Negotiated Agreement
- BP 5000** Concepts And Roles: Students
- BP 6141** Curriculum Development And Evaluation

REFERENCES TO INCLUDE

(Suggestions for district-specific information that can be included as a reference.)

- Summary of strategic plan / goals
- Student performance standards/state and district
- Budget summary (graph of revenues and expenditures)
- Calendar of district staff in-services with topics
- Organizational chart
- List of key district personnel and contact information
- Superintendent contract
- Superintendent job description
- Negotiated agreements
- Profile of district:
 - Number of school sites
 - Average Daily Membership (number of students in full time equivalency)
 - Pupil-teacher ratio
 - Ethnic make-up of district
 - Poverty levels
 - Standardized test results
- Student statistics (annual change in ADM, transiency rate, attendance rate, dropout rate, graduation rate)
- Number of students receiving special education services
- FTE staff; budget amount, etc.

5. ACCOUNTABILITY: MEASURING PERFORMANCE

BOARD FUNCTION:

The board measures district performance toward accomplishing the Vision and reports the results to the public.

STANDARD 3.1

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.

STANDARD 3.2

Board evaluates superintendent and board performance annually and reports the results to the public.

STANDARD 3.3

Board ensures long and short term plans are evaluated and revised with the needs of the students in mind.

STANDARD 3.4

Board uses an understandable format to periodically report district performance.

Accountability is about evaluating the shared vision and telling the public how the district is doing in achieving the vision. It is directly related to student achievement!

Accountability is a broad responsibility, but no aspect of accountability is more important than the academic achievement of students and their success beyond their public school experience. Accountability means accepting your fair share of responsibility for outcomes. In public education, all stakeholders share accountability for success. The board should measure district performance based on progress toward accomplishing the district's vision. The results are reported to the public in a clear, understandable format.

Care should be taken to ensure that attention is paid to a variety of district activities that provide data to guide board action. These components are:



STUDENT AND PROGRAM EVALUATION

If school boards are about student achievement and if the board's vision for the local district dictates that no other task is more important than student achievement then board members need to educate themselves on district assessments! Many assessments are in the forefront today...

- Norm-reference required CAT6/Terra Nova,
- State benchmark assessments,
- High School Graduation Qualifying Exam,
- College placement exams - SAT and ACT, plus
- Many localized assessments.

Districts administer and facilitate a variety of tests and assessments and are sometimes guilty of scanning lightly over the results. Most board members understand their roles as governance officials but have neither the desire nor qualifications to fully interpret the test results.

However, as governance officials, boards have a responsibility to ensure that the district is administering appropriate assessments needed to properly identify the needs of their students. Boards should know where the weaknesses exist in the school system prior to administering the Alaska High School Qualifying Examination or any other assessment!

Every board should require a comprehensive list of all assessments that are being administered, the students tested, and the purpose of each test. Board work sessions open to the public need to be devoted to understanding the test results.

Today, an additional responsibility is the requirement that test data be disaggregated. Disaggregation simply means that the board is able to see test scores separated by many criteria including ethnicity, economic status, gender, or school location. By seeing this data boards are able to determine where weaknesses exist-not to affix blame, but rather to implement corrective actions to maintain equity for all kids. While disaggregation is sometimes difficult to accomplish in districts with very small student enrollment, boards must provide an equitable education for all students. Disaggregation of data, now required by the federal Elementary Secondary Education Act (ESEA) is an important way for districts to ensure that ALL students are receiving the benefit of the board's vision.

Program and curriculum evaluations are important components in the process of ensuring that all children are learning at high levels and meeting the prescribed standard. Districts are instituting defined frameworks to guide development, selection, and adoption of curriculum, programs, and materials. Board members should look for these tools to be sure that recommendations for adoption have been screened using these established frameworks.

School boards must be ready to insist that ineffective programs are altered or discontinued if necessary to increase student achievement. All school districts face financial constraints. Boards simply cannot afford to do “business as usual” when requiring higher standards from students. Each program must be evaluated to determine if it still accomplishes its purpose and if the purpose remains a valid goal.

WHAT BOARDS CAN DO

- Obtain a list of all major assessments going on in the district.
- Schedule regular work sessions to review student achievement data.
- Ensure that board decisions are based on this data.

QUESTIONS YOU CAN ASK

- Are our policies in place to support student assessment and program evaluation?
- Are our programs and assessments aligned to district and state standards?
- What assessment reports do we receive? Are the results presented in a manner that promotes understanding?
- Is our assessment program complete and does it utilize multiple measures of student achievement?
- Do our publics - teachers, parents, students, and community - understand what our assessments measure?
- Is there evidence that teachers utilize assessment results to guide instruction? Revise curriculum? Select materials?
- Are the board, school, student, and family receiving assessment results in an understandable and timely manner? How and when does this occur?

LONG AND SHORT TERM PLANS

Although long and short term plans are identified as an essential part of the structure of the school district, they also carry a critical role in accountability.

Ideally these plans are developed with the participation of the school board, administration and an appropriate group of stakeholders or constituent groups. Simply making plans, however, does not guarantee that change and growth will occur and result in student achievement. Planning should be seen as a cycle of continuous improvement that includes implementation, regular monitoring, annual evaluation and revision if necessary.

Plans, whether long term/strategic plans or short term plans, must be reviewed at least annually to assess whether expected progress is being made and expected outcomes are occurring. This provides an opportunity to renew the plan so that it will have a greater impact on student achievement. The renewal may ultimately influence board decisions on budget, staffing, curriculum or student services. As much as possible the annual review should include a representation of the stakeholders who originally designed it. Once the plan is updated, the board should formally act to accept it, thereby authorizing the superintendent to implement the plan.

Today, more and more districts are engaged not only in a district plan but school-based plans as well. How school-based plans are developed, reported, and approved should be evident. This is particularly important in light of new federal requirements related to Elementary Secondary Education Act (ESEA) and Alaska’s mandated assessment program required for high school graduation.

Because of the comprehensive nature of planning that is ongoing in most districts, board members should be cognizant of the workload for the staff and community agencies to successfully implement the established vision. Remember that the plan should direct staff to focus on the highest established priorities. This requires discipline on the part of both staff and the board.

WHAT BOARDS CAN DO

- Require and schedule an annual review and renewal of significant district plans (i.e. Strategic Plans).
- Take formal action to approve the renewed plans.

Questions You Can Ask

- Is the strategic plan updated annually?
- How are the results of the strategic plan presented?

Is the reporting format in clear and quantifiable terms?

- How are the school board and staff held accountable for achieving the goals of the strategic plan?
- Is student achievement part of the superintendent's evaluation?

SUPERINTENDENT EVALUATION

One of the most important functions of the board is the evaluation of its superintendent. An evaluation instrument and process should be mutually established with specific timelines to accomplish the annual evaluation in a timely manner.

The evaluation of the superintendent is a review of his/her performance over the entire previous year. Often board members are unaware of the many actions taken by the superintendent and experience frustration when completing the evaluation. Many boards have found value in requiring the superintendent to complete a self evaluation in preparation for the boards' evaluation.

It is common practice for the superintendent to establish specific goals with board concurrence. These goals, as well as the district's comprehensive plan, become the basis for the evaluation. Often provisions for the evaluation are outlined in the employment contract to help solidify the process.

Care should be exercised by both parties if separation (retirement, voluntary departure, or dismissal) is occurring to better ensure that the completion of specific reports and projects are appropriately outlined in writing and fully addressed either by the outgoing superintendent or the incoming chief school administrator.

Board members should be apprised of the process used in the evaluation of the superintendent and the timeline for accomplishing the evaluation within an established framework.

Care should be exercised by both parties if separation (retirement, voluntary departure, or dismissal) is occurring to better ensure that the completion of specific reports and projects are appropriately outlined in writing and fully addressed either by the outgoing superintendent or the incoming chief school administrator.

A summary of the superintendent's evaluation should be made available to the public following completion of evaluation and any contract negotiations associated with the contract. Typically the summary would highlight accomplishments and any target areas the board and chief school administrator will be focusing on for the next year. In more rural communities, where the press may not readily be available, other established communication channels should be utilized to share that the evaluation has taken place and the results of the evaluation.

WHAT BOARDS CAN DO

- Review the evaluation process periodically to ensure it is effective.
- Develop a schedule for evaluating the superintendent.
- Report a summary of results to the public.

QUESTIONS YOU CAN ASK

- What are the timelines for the superintendent evaluation?
- Does the board adhere to the stated timelines?
- Is the superintendent held accountable for the overall direction and well-being of the district?
- Is student achievement part of the superintendent's evaluation?

BOARD SELF ASSESSMENT

Feedback is essential to self improvement and the growth of a district and an annual self assessment should be the norm for a board focused on excellence. It is appropriate, when the district is securing feedback required by law for all certificated staff, to also ask the public to comment on the performance of the board. This external feedback can then be utilized in affirming perceptions that the board has of its own performance.

Many boards utilize a facilitator to assist them with the process of self assessment to both ensure that the self assessment occurs and that all board members have the opportunity to participate freely in the self assessment. Assessments generally address the board's prescribed goals

as well as targets established through the comprehensive plan. AASB has developed a board self assessment based on board standards that many boards use. The self assessment is available on the AASB website at www.aasb.org or by calling AASB at (907) 463-1660.

Modeling the importance of accountability throughout the system by conducting an annual board self assessment can be a powerful statement for everyone associated with the district. The superintendent should be present at all board evaluation deliberations and asked to contribute as appropriate to the discussion.

Though boards can do a self assessment on their own, many high functioning boards report that bringing in a neutral facilitator to lead the self assessment

discussion is more valuable. AASB staff is available to provide board self assessment facilitations.

A written summary of the board's self assessment and resulting plan for improvement should be presented to the public in a manner consistent with local practice. Lots of energy and thought go into the assessment and sharing with the public establishes a climate of transparency as well as ensuring the public that self improvement is key to long term success.

WHAT BOARDS CAN DO

- Review your assessment process periodically to ensure it is effective.
- Add board self assessment to your annual calendar.
- Report a summary of results to the public.

QUESTIONS YOU CAN ASK

- When does the board self assessment typically occur?
- Does the board develop its own plan of improvement based on self assessment results?
- Is the superintendent involved in the discussions surrounding the board self assessment?

REPORTS

The board is able to gauge the pulse of the district through the reports and board packets provided on an ongoing basis by the administration. These reports help ensure that planned activities are taking place and the progress is being made toward the district's vision. However, reports can sometimes become overwhelming for the board and cause the superintendent to spend an inordinate amount of time gathering and compiling information at the expense of other critical responsibilities. There should be an ongoing dialogue between the board and superintendent to determine what is "enough" and what is "too much."

Reports can be highly routine in nature such as the monthly financial report or specialized in nature such as a report compiled by a task force appointed by the board. Regardless of the report, the board should read each report thoroughly and be able to present concerns and/or recommendations.

Many reports will fall in the "standing" report category and include:

- Monthly financial reports
- Grant Applications
- Facilities and Construction
- Personnel
- Policy Updates

Other reports will be highly specialized in nature and include:

- Curriculum Adoptions
- Textbook Selection
- Comprehensive Planning Adoption
- Budget Development Status
- Student Academic Performance

Board members should feel comfortable asking questions about any report keeping in mind that many hours of work on the part of district staff and/or community volunteers went into the final report. Board members with a special interest in a particular area may find it beneficial to serve on the committee/task force or request verbal progress reports either privately with the superintendent or as part

of a board meeting agenda.

If it seems that the request of an individual member will take significant staff time, the request should go to the board first to make sure the board concurs that the concern warrants that expenditure of staff time.

Local communities elect boards and empower them with the responsibility for educating their most precious possession—their children. Boards owe them the courtesy of regular reports on how well their responsibilities are being carried out.

Reports will help board members ensure that the vision of the district is being accomplished and therefore should be taken seriously.

WHAT BOARDS CAN DO

- Schedule routine reports on the board calendar.
- Determine what kinds of reports need to be made available to the public throughout the year.

QUESTIONS YOU CAN ASK

- Does the board have a clear procedure on requesting reports?
- Are reports presented by staff and the superintendent concise, understandable, and professional in appearance? Do reports reference targeted strategic plan goals or objectives?
- Are timelines established for board receipt of routine reports?
- Do staff and board members adhere to time limits when reports are presented to and discussed by the board?
- Is there a mechanism for individual board members to learn more about a topic of interest or concern?
- How do I know which questions should go to the superintendent and which should go to the board as a whole?

KEY POLICIES TO INCLUDE

(Include relevant district policies. Below is a list of suggested policies from the AASB Policy Manual.)

BP 3400 Business: Management Of District Assets/Accounts

BP 3460 Business: Periodic Financial Reports

BP 4115 Personnel: Evaluation/Supervision BP 0500 Curriculum: Review And Evaluation

BP 0510 School District Report Card BP 0520 School Accountability/School Improvement BP 6010 Student Achievement

REFERENCES TO INCLUDE

(Suggestions for district-specific information that can be included as a reference.)

- Calendar of major academic assessments including dates tested, grade level
- Targeted date for availability of student results; distribution timeline to board, school, family, and student.
- Reports outlining test performance and Elementary Secondary Education Act (ESEA) requirements.
- 6-year curriculum review and adoption cycle.
- Membership on major curriculum, assessment, and instructional material adoption committees.
- Timeline for review and refinement of long term/strategic plans.
- Make-up of long term/strategic plan committee(s).
- Progress reports on targeted strategic plan activities.
- Any documents established to guide the superintendent evaluation.
- Forms and process utilized for the board self-assessment.
- A board calendar with routine reports the board can expect annually.

6. ADVOCACY: CHAMPIONS OF THE VISION

BOARD FUNCTION

The board champions the vision

STANDARD 4.1

Board leads in celebrating the achievements of students and accomplishments of others who contribute to education.

STANDARD 4.2

Board advocates for children and families and establishes strong relationships with parents and other mentors to help support students.

STANDARD 4.3

Board establishes partnerships with individuals, groups, and organizations to promote educational opportunities for all students.

STANDARD 4.4

Board promotes school board service as a meaningful way to make long term contributions to the local community and society.

STANDARD 4.5

The board is proactive in identifying and addressing issues that affect the education of students.

In 1991 the AASB Board of Directors made an important determination. For the public to better understand what the purpose of school boards actually is, boards must focus more clearly on what is best for children. A child advocacy statement was created and an association goal encouraging child advocacy was developed. Today, AASB is correctly perceived as an organization that advocates for children. The same perceptions are at work in each of your local communities.

CELEBRATING ACHIEVEMENT

It seems as if every newspaper, news magazine, talk show, government report,

or task force wants to tell the world what is wrong with public education. Advocating for children means telling

families, communities, politicians, non-educators, and especially children, what is right with education.

Today's public school students are receiving an education unsurpassed in the nation's history. Public schools are teaching more content, raising the achievement standards, and raising our own expectations for all children.

Public schools educate children with special needs—both mental and physical. They welcome children who speak a tremendous diversity of languages. Public schools believe that children of every religion deserve the best we can give. Boards value the diversity found in a multiplicity of ethnic backgrounds and strive to have young people accept and respect these differences. Increasing numbers of high school students take the SAT and ACT exams each year. And, their scores continue to rise every year. Alaska's graduates are being accepted into state colleges, private universities and technical schools and succeeding in their post-secondary studies. Kids are entering the increasingly complex work force and are showing that they are ready to take over for us. Our graduates are becoming husbands and wives, mothers and fathers, and showing a maturity that exceeds that of previous generations. Is public education doing its job? You bet! School boards need to spread that message. Advocacy demands that we celebrate the district's successes, and those successes are the students and those that support the students.

WHAT BOARDS CAN DO

- Recognize students who have distinguished themselves during your board meeting.
- Recognize adults who supported the young people who earned the award.
- Recognize school staff and community members who distinguished themselves.
- The board could begin each meeting with a brief report that highlights some of the positive things happening in the district on behalf of kids.

QUESTIONS YOU CAN ASK

- How does this board recognize students for outstanding accomplishments, both academic and extra curricular?

- How does this board recognize staff and community members, businesses, and organizations for their contributions?
- How are the successes of our district communicated to the public?

ADVOCATE FOR CHILDREN, FAMILIES AND OTHERS

It takes a whole village to raise a child. This popular saying may be interpreted by some as usurping the authority and responsibility of parents. Here is another interpretation. A school board's vision of a caring community is one in which every adult in that community is supporting parents, as parents raise their children. In years past, if a student misbehaved it seemed as if every adult that knew about it was ready and willing to help correct the misbehavior! Kids quickly came to understand that a family had expectations and that those expectations were reinforced by other adults as well.

What does this have to do with board advocacy? As board members you are in a unique position to facilitate the participation of every adult in your community to become involved with children. In the book, *Helping Kids Succeed-Alaskan Style*, the chapters on support, empowerment, boundaries and expectations, even the constructive use of time, all directly relate to the relationships that adults must build with youth if they are to be successful. Boards need the families of students as partners and vice versa. Ultimately it makes our communities a better place in which to live.

Building communities with strong support for education doesn't just happen. It takes work. AASB believes in promoting the shared responsibility for educating all youth. AASB's Alaska ICE (Initiative for Community Engagement) encourages communities to actively support youth both inside and outside the school house. This is done primarily by promoting the Asset Building Framework. Assets are the positive experiences and qualities that nourish healthy development. By building assets in youth, and encouraging healthy adult relationships with kids, AASB is doing its part to help build healthy, caring communities where kids flourish. (See Asset Framework p. 28 put here once book is laid out)

WHAT BOARDS CAN DO

- Become a champion for increasing the support of children and youth throughout the district. Convene both public and private stakeholders to begin efforts to coordinate a community or district-wide vision for this support.
- Partner with other organizations in creating child-friendly public places, and safe places for teenagers to gather.
- Encourage municipal and village leaders to support and expand community-building initiatives.
- Make sure that the school staff is prioritizing your parent involvement policy.
- Through resolution, policy, training, and resource allocation, make asset development a top priority in the district.

QUESTIONS YOU CAN ASK

- Do we have a policy that encourages parent and community involvement?
- How do our schools involve parents?
- Does our school board actively discuss or promote Asset Building?
- How does the school provide opportunities for students to develop respectful and supportive relationships with one another and with positive adults?

ESTABLISH PARTNERSHIPS

Do school boards have all the answers? No. Boards need partners from the community to assist in educating children. They make the school lessons relevant to real life. We see examples of this occurring all over Alaska. Boards need to ensure they are encouraging and recognizing these efforts. Partnerships need not be limited to urban Alaska and "big business," although these are

wonderful opportunities. Many rural boards invite elders into the schools to teach the traditional ways-hunting, fishing, dancing, story telling, beading, sewing, and many other extraordinary and critical skills.

WHAT BOARDS CAN DO

- Initiate opportunities to involve stakeholders in meaningful activities with students.
- Work with the staff to identify community resources to provide basic academic and enrichment activities to extend learning opportunities.
- Adopt policy that supports fostering partnerships with business, organizations and agencies.

QUESTIONS YOU CAN ASK

- Does the board have policies to encourage partnerships?
- What business, organizations or agencies currently partner or collaborate with the school district or individual schools to extend learning opportunities?
- What kinds of opportunities are in currently in place for our kids as a result of these partnerships?
- How does the board ensure that the school communicates regularly with parents about school activities, goals, and expectations?
- Do your schools provide meaningful opportunities for parents to volunteer?

PROMOTE BOARD SERVICE

Board members make amazing sacrifices to serve the needs of children. Why do they do it? Because they are engaged in a noble cause-leading the education of children.

There isn't another group of elected officials that have such an impact on communities and its families. School boards are entrusted with the most precious possession of each family-their child. Board policies and decisions will affect the entire lives of every student in the district.

If board members create a vision and stay the course, constituents will know that they've elected the correct person for the job and boards will be applauded for their work as advocates for youth.

WHAT BOARDS CAN DO

- Inform people of board elections, purpose, and responsibilities.
- Develop a marketing campaign to promote school board service.
- Provide a "basic orientation" to board service candidates after they file to run.
- Refer candidates to the AASB website at aasb@aasb.org

QUESTIONS YOU CAN ASK

- What information does the board/district make available to encourage people to run for the school board?
- What information is available to help and learn more about what board service entails?

POLITICAL ADVOCACY

An active legislature, responding to many worthwhile organizations, requires special attention from school boards so that lawmakers continue to give top priority to public education. School boards must learn the tactics of politics and lobbying if public schools are to remain strong. A strong and united school boards association plays a major role in the legislative arena.

Lobbying is the process whereby information is exchanged and constituent's views are made known to elected officials. The emphasis is on representing a point of view, not necessarily on getting a particular bill passed. Your viewpoint, if well expressed and backed up by facts, may be influencing government policy, causing those involved with the issue to give thought to your arguments and to adjust to them.

Your senator and representative are the most important legislators for you. Get well acquainted with them. Personal visits and written communications with lawmakers and their staff are part of a continuous year-round dialogue.

Some board members feel uncomfortable lobbying, as if there is something wrong with it. The fact is, you are doing the legislator a favor. You are bringing them a sample of

how the local, voting population feels on the issue. School board members are important to the legislators as a source of information and understanding on issues. Put yourself in their shoes. Wouldn't you rather make decisions based on solid, reliable, information and a good understanding of what the majority of your constituency wants?

WHAT BOARDS CAN DO

- Invite your legislators into your schools, and provide them with important information on your district. Get to know your legislators and their aides.
- Stay abreast of proposed legislation that may impact your school district through regular reports from the superintendent.
- Join the AASB Legislative Network to receive weekly legislative bulletins or attend board training on lobbying, the legislative process, and updates on complicated legislation.

QUESTIONS YOU CAN ASK

- What are the critical issues facing the school district this year? Is there proposed legislation to address these issues?
- Are our legislators in the Majority or the Minority? How effective might they be in assisting the district?
- Have we selected a Legislative Liaison to serve on the AASB Legislative Network? Does the board review AASB's weekly Legislative Bulletin?

REFERENCES TO INCLUDE

(Suggestions for district-specific information that can be included as a reference.)

- Calendar of dates where the community and school intersect. (i.e. Dates of parent/ teacher conferences, community open houses, and athletic/ cultural events.)
- List of business partnerships.
- List of names and addresses of significant community leaders who spend time in the school.
- List of the community based committees and the names, addresses, and phone numbers of members.
- List of student and community awards, and update the list as individuals earn these distinctions.

KEY POLICIES TO INCLUDE

(Suggested policies from the AASB Policy Manual.)

BP 1000 Concepts And Roles: Community Relations

BP 6020 Parent Involvement

*Asset Building***THE SEARCH INSTITUTE'S LIST
OF 40 ASSETS****EXTERNAL ASSETS:****SUPPORT**

1. Family support - Family life provides lots of love and support
2. Positive family communication - Youth and her or his parent(s) communicate positively, and youth is willing to seek advice and counsel from parent(s).
3. Other adult resources - Youth receives support from three or more non-parent adults.
4. Caring neighborhood/village - Youth experiences caring neighbors.
5. Caring school climate - School provides a caring, encouraging environment.
6. Parent involvement in schooling - Parent(s) are actively involved in helping the youth succeed in school.

EMPOWERMENT

7. Community values youth - Youth perceives that adults in the community value young people.
8. Youth as resources - Youth are given useful roles in the community.
9. Service to others - Youth serves in the community one hour or more per week.
10. Safety - Youth feels safe at home, at school, and in the neighborhood/ village.

BOUNDARIES AND EXPECTATIONS

11. Family boundaries - Family has clear rules and consequences and monitors the youth's whereabouts.
12. School boundaries - School provides clear rules and consequences.
13. Neighborhood/village boundaries - Neighbors/ villagers take responsibility for monitoring the youth's behavior.

14. Adult role models - Parent(s) and other adults model positive, responsible behavior.
15. Positive peer interactions - Youth's best friends model responsible behavior.
16. Expectations for growth - Both parent(s) and teachers encourage the youth to do well.

CONSTRUCTIVE USE OF TIME

17. Creative activities - Youth spends three or more hours per week in lessons or practice in music, theatre, or other arts.
18. Youth programs - Youth spends three or more hours per week in sports, clubs, or organizations at school and/ or in community organizations.
19. Religious community - Youth spends one or more hours per week in activities in a religious institution.
20. Positive, supervised time at home - Youth is out with friends "with nothing special to do," two or fewer nights per week.

INTERNAL ASSETS:**COMMITMENT TO LEARNING**

21. Achievement expectation - Youth is motivated to do well in school.
22. School engagement - Youth is actively engaged in learning.
23. Homework - Youth reports doing at least one hour of homework every school day.
24. Bonding to school - Youth cares about her or his school.
25. Reading for pleasure - Youth reads for pleasure three or more hours per week.

POSITIVE VALUES

26. Caring - youth places high value on helping other people.
27. Equality and social justice - youth places high value on promoting equality and reducing hunger and poverty.
28. Integrity - Youth acts on convictions and stands up for her or his beliefs.
29. Honesty - Youth “tells the truth even when it is not easy.”
30. Responsibility - Youth accepts and takes personal responsibility.
31. Healthy lifestyle and sexual attitudes - Youth believes it is important not to be sexually active or to use alcohol or other drugs.

SOCIAL SKILLS

32. Planning and decision-making - Youth knows how to plan ahead and make choices.
33. Interpersonal competence - Youth has empathy, sensitivity, and friendship skills.
34. Cultural competence - Youth has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. Resistance skills - Youth can resist negative peer pressure and dangerous situations.
36. Peaceful conflict resolution - Youth seeks to resolve

conflict nonviolently.

POSITIVE IDENTITY

37. Personal power - Youth feels he or she has control over “things that happen to me.”
38. Self-esteem - Youth reports having a high self-esteem.
39. Sense of purpose - Youth reports that “my life has a purpose.”
40. Positive view of personal future - Youth is optimistic about her or his personal future.

7. CONDUCT AND ETHICS

BOARD FUNCTION:

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

STANDARD 5.1

Board and its individual members perform in a manner that reflects service to the community on behalf of students.

STANDARD 5.2

Board demonstrates commitment to continually improving teamwork, problem solving, and decision making skills through a conscious program of board development.

STANDARD 5.3

Expenditures for board activities are clearly identified in the budget, related to the district vision and open to public scrutiny.

When the AASB Board Standards Committee met in 1998 to develop standards, the first four standards—vision, structure, accountability and advocacy—were fairly easy to formulate and made sense to everyone. It was “common sense” boardsmanship. But the committee felt that something was missing. As they brainstormed to come up with a model school board, the idea emerged that the most important element for any individual board member as well as the collective board was to possess something they labeled Conduct and Ethics.

As the AASB Board of Directors presented the new Alaska Board Standards to the Legislature and to board members from other states, it left a meaningful impression on each audience. This is the “heart and soul” of Board Standards. How can boards possibly hope to accomplish any of their goals unless they actively and consistently live their personal and board lives with the highest ethical behavior? Many board members have learned the lesson that you don’t stop being board members when the meeting closes! And every eye in the community is on us both in and out of the boardroom.

REFLECT SERVICE TO THE COMMUNITY ON BEHALF OF STUDENTS

The key phrase here is “service to the community.” Board members often use the phrase, “our children

are our community’s future.” If that statement is true, then the highest service to your community is to ensure that your children receive an education that will enable them to take over the reins upon reaching adulthood. School board service is not a stepping-stone to higher political office or a way to advance one’s personal agenda. School board service is not about “me” or any other issue other than the kids in your communities. Board members must conduct themselves in a manner that engenders trust. Individuals may not agree with us but they must believe that what boards are doing is what they believe is best for students with no ulterior motive.

“Reflecting service to the community on behalf of students” requires a deeper understanding than what might be understood at first blush. One of the basic tenets of being a good board member is to remember that even though you might have been elected by a designated area, your job is to help determine what is best for all the students in the district, not just in your election district or your particular community. This requires a concerted effort on the part of every board member to strive for an unusual degree of statesmanship. It often means being prepared to explain a board decision to your constituents when they may not be happy about it, but you will know you’ve done the right thing if it is done in the best interest of all students.

WHAT BOARDS CAN DO

- Review adopted Board Standards periodically.
- Annually review the board's Code of Ethics in the district policy manual and re-commit to that code.
- Annually conduct a board-self assessment that includes an examination of how the board conducts itself in carrying out the district's business and results in an identifiable plan for improvement. Survey the community on their opinion in this area on a periodic basis.
- Periodically review the Conflict of Interest statute and board policy.
- Memorize the district's "chain of communications" protocol so you know how to direct complaints appropriately without compromising your objective governance role, which may ultimately require you to be the hearing body to make the final determination on a complaint.
- Become familiar with the legal requirements of the Open Meetings Act and the district policy on the use of e-mail for communications, which places parameters on how board member converse with each other, the staff or the community in the interest of open government.

QUESTIONS YOU CAN ASK

- When does the board conduct its annual self-assessment?
- How do I appropriately handle public concerns or complaints in a way to help "serve" my community yet observe my role as a board member?

BOARD/SUPERINTENDENT RELATIONS

One of the most essential elements necessary for an effective school board is the relationship they have with their superintendent. Teamwork is the hallmark of a sound relationship, based on shared goals, mutual trust, open communications and a clear understanding of the respective roles and responsibilities of the board and superintendent.

A "textbook" description of appropriate roles suggests that

the board is the policy body and the superintendent is there to administer those policies. In actual practice the distinction is rarely that clear, however, so it is critical that the board and superintendent develop clear expectations of the other and are in full agreement as to how those roles are observed. Formal documents such as district policies and the superintendent's job description help in defining what the board and superintendent are responsible for. Regular board self-assessment and evaluation of the superintendent will help the team continue to examine their respective roles and keep communications open.

WHAT BOARDS CAN DO

- Establish protocols for open communication between the board and superintendent that will foster mutual trust and confidence.
- Review the goals of the district, as well as goals set by/for the board and the superintendent. Discuss the role of the board and superintendent in accomplishing those goals.
- During an annual board development work session, schedule some time for discussion of board / superintendent expectations about respective roles and responsibilities in general.
- Review existing communications practices between the board and superintendent to determine if they meet the needs of all involved. (Is there enough or too much? Is information distributed equitably to all team members?)
- Don't damage trust by bringing "surprises" to the board table.

QUESTIONS YOU CAN ASK

- When does the board and superintendent have a discussion about their respective roles and responsibilities?
- What communications practices are in place that support open communications between individual board members, the board as a whole, and the superintendent?
- Who do I go to when I have questions about district operations or the board agenda?

THE BOARD PRESIDENT'S ROLE

As the board's designated leader, the president performs the following tasks:

- Plans the agenda with the superintendent, with input from board members
- Opens the meeting
- Runs the meeting according to the rules of order and bylaws established by the board
- Announces the order of business
- Recognizes members who wish to speak
- Rules a motion out of order or puts it to a vote
- Announces the results of each vote
- Enforces all questions of order
- Authenticates by signature all the board's acts, orders and procedures
- Requires speakers to identify themselves
- Rules inappropriate comments out of order
- Enforces time limits
- Adjourns the meeting
- Whenever necessary, help the board stay focused on the district's vision, goals and plan when discussion wanders into unrelated areas; re-direct and re-focus the board's attention on established priorities.

MEETINGS

A school board carries out its duties and exercises its powers through official action taken at a properly convened meeting. Most boards use Parliamentary Procedure to help focus the discussion and organize the session.

The actions taken at board meetings should support the district's Vision. Planning and preparing for board meetings is a board responsibility.

An executive session is a closed meeting attended only by the board and those invited by the board. Executive sessions may only be called to discuss topics specified by the Open Meetings Law (AS 44.62.310-312) and must

be convened at an open meeting by a majority vote of the board. The motion to convene an executive session must include the general topic to be discussed but doesn't

need to be so specific to indicate the particular issue. (See AS 44.62.310, p.56)

The topics boards may discuss in executive session are:

- Matters, the immediate knowledge of which would clearly have an adverse effect on upon the finances of the districts
- (i.e. deciding which parcel of land to purchase for building a new school or contract negotiations strategy).
- Subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion (i.e. a discipline hearing taken against an employee).
- Matters which by law, municipal charter, or ordinance are required to be confidential.
- Matters involving consideration of government records that by law are not subject to public disclosure. (For example, reviewing a teacher's personnel file.)

MEETING TYPES DEFINED

(All meetings of a school board are subject to the Alaska Open Meetings Act AS 44.62.310-312)

Regular Meetings: Regularly scheduled meeting of the board; may be monthly, bi-monthly or weekly, depending on the schedule set by the board. Agenda for regular meetings is set in advance; reasonable public notice is posted with date, time, place and agenda. Open to the public.

Special Meetings: Called to discuss specific issues, usually where time is a factor in making decisions. Discussion is confined to items listed on agenda. Public notice must be at least 24 hours and should include date, time, place and agenda. Open to the public.

Executive Session: Used sparingly, this allows the board to go behind closed doors for discussion on a specified topic during a regular or special meeting, as long as the topic

under discussion meets criteria set forth in state law. No decisions may be made in executive session; any formal action made as a result of executive session discussion must be made in an open meeting.

Public Hearings: Held to gather public input on a particular issue. No deliberation occurs on the part of the board at a public hearing and no action is taken, but the issue under discussion is usually calendared on an agenda of a regular or special meeting for further discussion or action by the board. Reasonable public notice is given.

Work Sessions: Held to allow the board to participate in informal discussion on a particular topic as a means of gaining more in-depth knowledge; also is the format most boards use when scheduling in-district school board training. Reasonable public notice should be given. Public may attend but public participation is at the discretion of the board.

Committee Meetings: Committees established by the board to work on special issues must be limited to less than a majority of the board in their membership. Committee meetings must be given reasonable public notice.

Organizational Meeting: First official meeting of each year, at which the board elects officers.

WHAT BOARDS CAN DO

- Exhibit respectful conduct toward each other and the superintendent, publicly and privately, even in times of disagreement.
- Make decisions as a group only at properly called meetings; recognize that individual members have no authority.
- Publicly support decisions of the majority even when individual views may be in opposition.
- Observe strict confidentiality on all discussion that occur in executive session.
- Develop the agenda jointly with the superintendent.
- Prepare thoroughly for each meeting by reading all supporting materials and formulating questions in advance.
- Provide adequate opportunity for public

participation.

- Use the meeting to discuss and assess the district's instructional program, goals, and results.
- Include time during meetings to review the district's Structure.

QUESTIONS YOU CAN ASK

- How is our board meeting agenda developed?
- Do we have a calendar for our meetings?
- How much time do we spend on Vision, Advocacy, Accountability, and Structure?
- Is our meeting one held in public, or is it a public meeting? What is the difference?
- How do I appropriately express my own views when they are in opposition to the board?
- What is appropriate and legal when communicating with staff, the public or other board members about school matters both in and out of board meetings?

COMMITTEES: ASSISTING THE BOARD

A board's decision-making process may rely on the use of committees. These may be standing committees of the board or board committees on special topics that include staff and/or citizens. Occasionally a board will appoint a citizens committee to gather information.

The following are issues to consider when forming committees:

Members - Identify critical stakeholders in the issue the committee is working on and strive to provide balanced representation.

Purpose - Clearly state the purpose for which the committee is being formed; this will assist in clear communication to committee members who may not necessarily have been privy to the original discussion that resulted in the committee being formed.

Parameters - Identifying the parameters of the committee's charge will clarify the expectations of those who appointed the committee. If there are policies that direct a particular

committee's work, include those here. This will prevent the committee from exceeding their charge and meeting with frustration later.

Tasks - State the specific tasks that need to be accomplished in order to satisfy the committee's purpose. Where possible, identify who is responsible for seeing each task to completion.

Timelines - Identify the timelines for various tasks so that there is a clear expectation by all involved as to when certain things will be done, and how closure to the committee's work will occur.

Policy - Identify relevant Board policies and administrative regulations.

Resources - Identify staff members, funds or other resources available to help the committee complete its tasks.

BOARD DEVELOPMENT: CONTINUAL IMPROVEMENT

It has been said, the most awkward looking animal on our planet, the camel, was undoubtedly designed by committee! The camel has a reputation for being a vile tempered, vicious, spiteful beast that one should never turn their back on. Why then would we ever want to set up school boards on the committee model? The public elects board members, sometimes in the same election, who are conservatives and liberals and everything in between! On boards we have parents and non-parents. Women and men. We comprise every ethnic makeup imaginable. Boards are made up of college graduates, high school graduates and dropouts. None of them are alike, and yet they're supposed to arrive at a common vision. How do boards do that?

Effective boards approach their duties as a team, just as any sports team approaches its goal of winning the game. Board members argue and cajole for position, but at some point they all compromise and reach consensus. No one gets everything they want and all of them have to give up something important.

Within a board who uses this model the only winners are the students. With the different types of members

on each board it is essential that everyone avail himself or herself of every opportunity for board development. Board members owe it to their students to become the best possible board member they can be.

WHAT BOARDS CAN DO

- Provide an orientation for new board members immediately upon their election, so they are familiar with the board's role, protocols and district operations, and can become constructive contributing members of the board from the outset of their board term.
- Develop an annual plan for board development that requires every board member to commit to appropriate activities to strengthen personal skills, knowledge and teamwork.
- Report back to the public on board development activities in a way that clearly identifies the value to the school district in fostering student achievement.

QUESTIONS YOU CAN ASK

- What can I expect as an orientation to board service in general and the district in particular?
- How do I access board development opportunities that will allow me to gain knowledge or develop skills that will help me be a more effective board member?
- What kind of report am I expected to give after attending a board development activity?

BOARD EXPENDITURES: AN OPEN BOOK

Nothing makes the public perk up more than an inappropriate use of public funds. As discussed under the Budget/Finance section in the chapter on Structure, an open budget process is an important way to assure the public that public dollars are being spent wisely in support of student achievement.

This assurance must extend to how the board spends the dollars it budgets to support its own function. Boards need to be able to explain how the financial resources it

allocates for itself are directly tied to the district's vision. There should be a firm commitment from each board member that funds dedicated to board development will result in increased knowledge and skills that will ultimately benefit their students.

Since the board has an obligation to make sure that the district is in legal compliance at all levels, board members should monitor the expenditures for legal costs, which are typically included in the board section of the budget.

When the defining question "Is it good for kids?" can be answered "Yes!" to expenditures in this budget section, then you will have fulfilled the trust of the citizens in your community.

WHAT BOARDS CAN DO

- Annually determine the board development opportunities they feel are important to keeping their board prepared to do their job effectively, and build a reasonable and justifiable budget to invest in that endeavor.
- When board members travel out of district or hold an in-district board development workshop, provide a public report at the next board meeting and for the media to highlight knowledge or skills gained that will benefit students.
- Make sure that "Is it good for kids?" is a criteria that is used when budgeting and expending dollars to support the board.

QUESTIONS YOU CAN ASK

- How much of the board's budget is set aside for board development opportunities?
- What other kinds of expenses are included in the board section of the budget?
- Which board development opportunities may I be expected to participate in over the next year and how do I access those?

KEY POLICIES TO INCLUDE

(Include relevant district policies. Below is a list of suggested policies from the AASB Policy Manual.)

- BP 1312** Public Complaints About The Schools
- BB 9000** Role Of Board And Members
- BB 9010** Public Statements
- BB 9011** Disclosure Of Confidential Information
- BB 9012** Communications To And From The Board
- BB 9270** Conflict Of Interest
- BB 9271** School Board Code Of Ethics
- BB 9321** Executive Session
- BB 9322** Agenda/Meetings
- BB 9323** Meeting Conduct (Protocols)

REFERENCES TO INCLUDE

(Suggestions for district-specific information that can be included as a reference.)

- Board Standards
- Most recent board plan of improvement (from board self assessment) if any
- Annual Board Calendar
- Superintendent's Contract

ALASKA OPEN MEETINGS ACT

AS 44.62.3 IO. GOVERNMENT PUBLIC MEETINGS.

- (a) All meetings of a governmental body of a public entity of the state are open to the public except as otherwise provided by this section or another provision of law. Attendance and participation at meetings by members of the public or by members of a governmental body may be by teleconferencing. Agency materials that are to be considered at the meeting shall be made available at teleconference locations if practicable. Except when voice votes are authorized, the vote shall be conducted in such a manner that the public may know the vote of each person entitled to vote. The vote at a meeting held by teleconference shall be taken by roll call. This section does not apply to any votes required to be taken to organize a governmental body described in this subsection.
- (b) If permitted subjects are to be discussed at a meeting in executive session, the meeting must first be convened as a public meeting and the question of holding an executive session to discuss matters that are listed in (c) of this section shall be determined by a majority vote of the governmental body. The motion to convene in executive session must clearly and with specificity describe the subject of the proposed executive session without defeating the purpose of addressing the subject in private. Subjects may not be considered at the executive session except those mentioned in the motion calling for the executive session unless auxiliary to the main question. Action may not be taken at 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.
- (c) The following subjects may be considered in an executive session:
- (1) matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the public entity;
 - (2) subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion;
 - (3) matters which by law, municipal charter, or ordinance are required to be confidential;
 - (4) matters involving consideration of government records that by law are not subject to public disclosure.
- (d) This section does not apply to
- (1) a governmental body performing a judicial or quasi-judicial function when holding a meeting solely to make a decision in an adjudicatory proceeding;
 - (2) juries;
 - (3) parole or pardon boards;
 - (4) meetings of a hospital medical staff;
 - (5) meetings of the governmental body or any committee of a hospital when holding a meeting solely to act upon matters of professional qualifications, privileges or discipline;
 - (6) staff meetings or other gatherings of the employees of a public entity, including meetings of an employee group established by policy of the Board of Regents of the University of Alaska or held while acting in an advisory capacity to the Board of Regents; or
 - (7) meetings held for the purpose of participating in or attending a gathering of a national, state, or regional organization of which the public entity, governmental body, or member of the governmental body is a member, but only if no action is taken and no business of the governmental body is conducted at the meetings.
- (e) Reasonable public notice shall be given for all meetings required to be open under this section. The notice must 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. Subject to posting notice of a meeting on the Alaska Online Public Notice System as required by AS 44.62.175 (a), the notice may be given using print or broadcast media. The notice shall be posted at the principal office of the public entity or, if the public entity has no principal office, at a place designated by the governmental body. The governmental body shall provide notice in a consistent fashion for all its meetings.
- (f) Action taken contrary to this section is voidable. A lawsuit to void an action taken in violation of this section must be filed in superior court within 180 days after the date of the action. A member of a

governmental body may not be named in an action to enforce this section in the member's personal capacity. A governmental body that violates or is alleged to have violated this section may cure the violation or alleged violation by holding another meeting in compliance with notice and other requirements of this section and conducting a substantial and public reconsideration of the matters considered at the original meeting. If the court finds that an action is void, the governmental body may discuss and act on the matter at another meeting held in compliance with this section. A court may hold that an action taken at a meeting held in violation of this section is void only if the court finds that, considering all of the circumstances, the public interest in compliance with this section outweighs the harm that would be caused to the public interest and to the public entity by voiding the action. In making this determination, the court shall consider at least the following:

- (1) the expense that may be incurred by the public entity, other governmental bodies, and individuals if the action is voided;
- (2) the disruption that may be caused to the affairs of the public entity, other governmental bodies, and individuals if the action is voided;
- (3) the degree to which the public entity, other governmental bodies, and individuals may be exposed to additional litigation if the action is voided;
- (4) the extent to which the governing body, in meetings held in compliance with this section, has previously considered the subject;
- (5) the amount of time that has passed since the action was taken;
- (6) the degree to which the public entity, other governmental bodies, or individuals have come to rely on the action;
- (7) whether and to what extent the governmental body has, before or after the lawsuit was filed to void the action, engaged in or attempted to engage in the public reconsideration of matters originally considered in violation of this section;
- (8) the degree to which violations of this section were wilful, flagrant, or obvious;
- (9) the degree to which the governing body failed to

adhere to the policy under AS 44.62.312 (a).

- (g) Subsection (f) of this section does not apply to a governmental body that has only authority to advise or make recommendations to a public entity and has no authority to establish policies or make decisions for the public entity.
- (h) In this section,
 - (1) "governmental body" means an assembly, council, board, commission, committee, or other similar body of a public entity with the authority to establish policies or make decisions for the public entity or with the authority to advise or make recommendations to the public entity; "governmental body" includes the members of a subcommittee or other subordinate unit of a governmental body if the subordinate unit consists of two or more members;
 - (2) "meeting" means a gathering of members of a governmental body when
 - (i) more than three members or a majority of the members, whichever is less, are present, a matter upon which the governmental body is empowered to act is considered by the members collectively, and the governmental body has the authority to establish policies or make decisions for a public entity; or
 - (ii) the gathering is prearranged for the purpose of considering a matter upon which the governmental body is empowered to act and the governmental body has only authority to advise or make recommendations for a public entity but has no authority to establish policies or make decisions for the public entity;
 - (3) "public entity" means an entity of the state or of a political subdivision of the state including an agency, a board or commission, the University of Alaska, a public authority or corporation, a municipality, a school district, and other governmental units of the state or a political subdivision of the state; it does not include the court system or the legislative branch of state government.

*Addendum***BASIC PARLIAMENTARY PROCEDURE**

- Parliamentary procedure is a logical process designed to aid group deliberations in a democratic society.
- If the procedure is cumbersome, it should be changed
- To be most effective, the procedure must make sense
- Parliamentary procedures do not have the force of law
- They do not bind anyone or any group unless formally adopted
- The adopted procedures remain in effect until rescinded permanently or set aside for a particular instance
- Parliamentary procedures may not supersede laws or regulations

MAIN MOTIONS

A **main motion** brings business before the board for action:

- It requires a second
- It can be debated
- It may be amended. If amended, the amendment must be considered prior to acting on the original motion
- It must be adopted by majority vote
- It can not conflict with bylaws or policy of the board
- Each motion should deal with only one point
- Each motion must be recorded in the board minutes

Main Motions Not In Order

- No main motion is in order which conflicts with national, state, or local law.
- No main motion is in order, which presents substantially the same question as a motion previously, rejected during the same session.
- A main motion that proposes action outside the scope of the organization's object as defined in the bylaws.

STEPS IN HANDLING A MOTION**1. A member makes the motion**

- A long motion should be written out and passed to the Chairman. It is best to have motions properly worded by the Superintendent/staff.
- A few brief words of introduction or explanation may precede the making of the motion, but the debate should not begin at this point.
- The mover of the motion may request the assistance of the Chairman in getting a precise wording of the motion. This should be done before the Chairman formally places the motion before the board.

2. Seconding a motion

- If no member seconds the motion, the motion fails. The Chairman must be sure that all have heard it before proceeding to other business.
- A second merely implies that the motion should come before the meeting and not necessarily that the motion is favored. You are not required or obligated to vote for a motion just because you make or second the motion.
- Some things that do not require a second include:
 - Nominations
 - Call for a division of the assembly
 - Parliamentary inquiry
 - Point of information
 - Point of order

3. The stating of the question by the Chairman

- When a motion that is in order has been made and seconded, the Chairman formally places it before the assembly by stating the question.
- The Chairman must state the question unless:
 - It is out of order.
 - The wording is not clear. If the wording is not clear, the Chairman must see that it is put in order before it is stated.
 - Until the Chairman states the questions, the maker has the right to revise it.

- Modifying or withdrawing a motion
- Until the Chairman states the question, the maker has the right to modify the motion or to withdraw it entirely.
- After the Chairman has stated the question, the motion becomes the property of the assembly, and the maker cannot modify or withdraw the motion without the assembly's consent.

4. Debate on the question

- Turn first to the maker of the motion to see if he/she wishes to speak.
- Debate must be confined to the merits of the pending question.
- The Chairman has the same rights as all other members unless your bylaws or rules specify otherwise.
- The speaker should not be interrupted so long as he/she does not violate the rules of the assembly.
- The presiding officer cannot close debate so long as any member who has not exhausted his right to debate desires the floor, except by a CALL FOR THE PREVIOUS QUESTION, which requires a two-thirds vote if someone "calls the question" the Chairman may ask "Is there any objection to calling the question?" If there is unanimous consent, you may close debate. If there is not unanimous consent, you must vote on the CALL FOR THE QUESTION.

5. Putting the Question

- Before calling for the vote the Chairman must repeat the motion pending so that everyone knows what the vote is about.
- The normal method of voting is by voice vote unless the board has agreed to a different type of voting such as a show of hands or a rising vote. DO NOT vary the way you vote according to your opinion of the importance of the motion.
- The Chairman must always call for the negative vote no matter how near unanimous the vote may appear.
- If the voice vote or a rising vote appears to be inconclusive any member of the assembly may call for a "division of the house" so that an accurate count can be taken.

6. Announce the voting result. Action On A Main Motion

1.Refer To Committee:

- Requires a second
- Set deadline for a report back to the board
- Motion is debatable (call for question)
- Requires a majority vote

2.Table A Motion:

- Requires a second
- Can not be debated (do not call for question)
- Requires a majority vote
- No time is set for removing from table. It is only removed after progress is made.

3.To Take From The Table (To Remove):

- Requires a second
- Can not be debated (do not call for question)
- Requires a majority vote
- Can be removed after there has been progress

4. Postpone Motion:

- Requires a second
- Can be debated (call for question)
- Can include future date for considering motion
- Requires a majority vote

5. Motion To Reconsider:

- Mover of motion must have voted with the prevailing side, in other words, the mover must be one who voted with the majority for or against the original motion
- Requires a second
- Can be debated (call for question)
- The motion to reconsider can be made only on the same day the vote to be reconsidered was taken.

- Requires a majority vote

6. Rescind A Motion:

- The motion to rescind can be applied to any action taken providing that none of the action involved has been carried out in a way it is too late to undo.
- The motion requires (a) a two-thirds vote or (b) a majority vote when notice of the motion has been provided in the call of the meeting
- Mover of the motion to rescind must have voted with the prevailing side
- Can not be done at the same session at which the motion was acted Upon
- Can be debated (call for question)
- Requires a second.

7. Close Debate:

- Requires a second
- Can not be debated (do not call for question)
- Requires a majority vote
- Applies to any debatable motion

8. Recess & Adjournment

- A recess is a short intermission within a meeting which does not end the meeting or destroy its continuity.
- An adjournment terminates the meeting.
- Requires a second and requires a majority vote
- Can not be debated

8. GLOSSARY

AASA The Alaska Association of School Administrators, the state professional organization for school administrators. Also, the American Association of School Administrators.

AASB The Association of Alaska School Boards is the state advocacy organization for public school governance in Alaska, which is an affiliate of the National School Boards Association.

AASG Association of Alaska School 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.

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.

ASAA Alaska School Activities Association, Inc. is a statewide nonprofit organization established to direct, develop and support Alaska's high school interscholastic sports, academic and fine arts activities.

AFT American Federation of Teachers, the national teacher union affiliated with the AFL-CIO.

ALASBO Alaska School Business Officials, a professional association which provides programs and services to promote the highest standards of school business management practices.

ALASKA ICE AASB's Alaska Initiative for Community Engagement.

Advisory School Board A group chosen to advise on educational issues within a community, which does not have final decision making power.

Arbitration A method of settling disputes through recourse to an impartial third party whose decision is usually final and binding on both parties. The term normally refers to collective bargaining. Mediation is the term used when the third party decision is advisory only.

ASAA Alaska School Activities Association, Inc. is a statewide nonprofit organization established to direct, develop and support Alaska's high school interscholastic

sports, academic and fine arts activities.

Assessment Processes of appraising or evaluating student work. (See Evaluation, Testing.)

Assets/Asset Building Key building blocks in children's lives that help them grow up strong, capable, and caring-successful. Based on research on resiliency done by the Search Institute in Minnesota. Researchers found 40 assets kids need to be successful. The more assets kids have, the more successful they are.

AYP Adequate Yearly Progress, a measurement of NCLB used to determine whether schools and groups within schools have met the benchmarks established for student achievement.

Bargaining Unit A group of employees that has been recognized by the employer for purposes of collective bargaining.

Budget An estimate of proposed expenditures for a given period or purpose; and the proposed means of financing for it. A plan of action in terms of money.

Capital Expenditures Money spent for the construction of facilities, major renovation, or items which are required to be inventoried (fixed assets).

Certificated Employees A person whose contract requires that he hold a certificate from the state.

Charter School Autonomous schools that are given regulatory freedom in exchange for meeting performance standards specified either in contracts or charters. In Alaska, charter schools are public schools run under the auspices of a local school board.

Chief Executive Officer (See Superintendent)

Classified Employees Include all non-certificated employees, excluding director-level exempt administrators and principals. e.g. Food service workers, maintenance personnel, school secretaries, bus drivers, teacher aides.

Collective Bargaining The attempt of employee and employer representatives to reach an agreement on conditions of employment, usually implying the presence of a union, and usually pertaining to wages and working conditions.

Contract The general term used for agreement between the teacher and the employer, and a general term used for agreements between teacher and students relating to individualized study.

Curriculum A course of study offered by a school or one of its parts. Curriculum is what students should know, be able to do and be committed to (content), how it is taught (instruction), how it is measured (assessment), and how the educational system is organized (context).

EED Alaska Department of Education and Early Development

Evaluation The process of testing, appraising, and judging achievement, growth, product, and process or changes in these using formal or informal techniques.

Executive Session A non-public meeting which under Alaska law may be held only for limited reasons.

Federal Impact Aid Money granted to school districts in lieu of property taxes for federally owned property in the district.

Foundation Formula A formula set by legislative action that determines the amount of money allocated by the state per student.

Grievance A statement of dissatisfaction, usually concerning the interpretation of a collective bargaining agreement.

Grievance Procedure A method of dealing with a statement of dissatisfaction which is set out in the collective bargaining agreement, and allows the work place to continue operation without interruption.

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.

IDEA Individuals with Disabilities in Education Act. (See Special Education.)

IEP Individual Education Plans developed by professionals and parents to lay out a course of study suitable for the student.

Impasse The point in labor negotiations at which either

party determines that no further progress can be made toward reaching an agreement. Technical impasse refers to that point at which agreement is supposed to be reached and is not, but when parties continue to bargain in good faith. In public employment, impasses are often resolved by the intervention of a neutral third party, such as a mediator or fact finder.

In-service General term used to include the activities and assistance given to school district staff to help them become more effective teachers.

Mediation In the course of collective bargaining, a process by which a third party attempts to assist the negotiators to reach an agreement.

Multiple Intelligences Howard Gardner proposes that all humans are endowed with seven forms of intelligence: mathematical/ logical, linguistic, musical, interpersonal, intrapersonal, spatial, and kinesthetic. Schools usually emphasize the linguistic and mathematical/logical intelligences.

NCLB No Child Left Behind Act of 2001, the reauthorization of the Elementary and Secondary Education Act, (see ESEA) 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.

NEA National Education Association, one of two major teacher unions in the United States.

Negotiated Agreement The written agreement between two parties, often referring to collective bargaining between employer and employee groups.

Nontenured A teacher who has not achieved tenure in employment, e.g., probationary

NSBA The National School Boards Association is the national advocacy organization for public school governance.

Policy A statement adopted by a board of education or administrative agency outlining principles to be followed with respect to specific matters; usually requires rules or regulations to be adopted or its implementation and is broad enough to provide for administrative decision

regarding the manner in which it is to be implemented, although its implementation in some manner is mandatory.

Policy Manual The compiled written policies of a school district, which outlines the principles to be followed in governing the district.

PTR Pupil-teacher ratio-The average number of pupils per teacher in a system or school.

Public Law 874 Federal law that provides funds to school districts.

QSI Quality Schools Initiative

REAA Regional Education Attendance Area designation given to school districts established in the Unorganized Borough.

Recall The procedure by which the qualified electors of a given area may remove from office those officials who have been elected by the voters of the same area such as city, borough or REAA school board members.

SCCS School Climate and Connectedness Survey

Special Education Acronyms

ADA Americans with Disabilities Act

FAPE Free appropriate education

FERPA Family Education Rights and Privacy Act

IDEA Individuals with Disabilities Education Act (formerly known as the Education for All Handicapped Children Act or P.L. 94-142)

IEE Independent educational evaluation

IEP Individualized education program

LEA Local education agency (school district)

SESA Special Education Service Agency

SED Severely Emotionally Disturbed

SpEd Special Education

504 Section 504 of the Rehabilitation Act of 1973

Statutes Laws enacted by the legislative branch upon which educational regulations are based.

Superintendent The chief executive officer of a school district who is hired by the school board and manages the district according to law and adopted policy.

Title I, Title II, etc. Refers to the various titles of the programs of the federal Elementary and Secondary Education Act (ESEA).

Title I Targeted federal assistance in high poverty schools.

Title II Teacher quality programs (preparing, training and recruiting programs).

Title III Federal funds used to implement language instruction to foster English fluency.

Title IV Safe and drug-free schools and communities (includes after-school programs).

Title V State and local innovative programs (charter schools, focus on minorities, etc.)

Title VI Local flex demonstrations, rural education initiative (funds for rural schools).

Title VII Special programs for Native Americans.

Title VIII Federal impact aid for districts affected by military bases, Indian reservations and other non-taxable federal land.

Title IX Consolidation planning and administration, waivers, school prayer, equitable access to school facilities.

Title X McKinney-Vento Act. Monies to ensure education for homeless youth.

Tenure The system of school employment in which the teacher or other employee, having served a certain probationary period, retains his position indefinitely and is protected by statute or by rule of the school board.

Testing Terms

Achievement Tests Achievement tests are designed to measure the things that a student knows and can do. Most of the tests that students take in school are achievement tests.

Alternative and authentic assessments Tasks which measure student learning by requiring him/her to demonstrate application of what has been learned through a real life situation. For example, testing writing by asking a student to write a composition or have students use math skills to determine take home pay after taxes. These assessments are important because they enable students to show that they can use the skills they have been taught.

Criterion-referenced tests Criterion-referenced tests are designed to compare a student's performance with clearly defined curricular objectives, skill levels, standards, or areas of knowledge (rather than with scores of a sample of other students).

Disaggregated data Data broken out for specific groups within the total student population, such as by race, gender, number of college prep courses taken, family income level.

High stakes test A test that has significant consequences for a student, school or school district. The SAT and the Alaska High School Graduation Qualifying Exam are high stakes tests for students.

Longitudinal testing Examining the performance of a single student or a group of students by considering their test scores over time. For example, comparing a student's first grade and second grade test scores.

Norm-referenced tests Norm-referenced achievement tests measure basic concepts and skills commonly taught in schools throughout the country. These tests are not designed to measure a specific school district's curriculum, but rather the knowledge generally taught at a particular grade level. Results from norm-referenced tests provide information that compares students' achievement with that of a representative national group or "sample." Student test results are presented in the form of a comparison score. E.g. 75th percentile means that student scores at or above the score of 75% of his peers.

Quartile Scores of a test divided into quarters according to the highest one-fourth of the scores, the next highest one-fourth, and the like. Student performance is often discussed in terms of the number or percent of students falling below each quartile or scoring in each quarter.

Scoring rubric or scoring guide. The set of criteria used in the evaluation of a student product or performance along with rules for assigning points to each criterion. The rules correspond with carefully described levels of performance for each criterion. Scoring rubrics could be used for student products, such as a piece of art, or student performances, such as a speech or a piano concert.

Standardized tests "Standardized" means that the test is always given and scored the same way. Typically, the same questions are asked and uniform directions are given for each test. Specific time limits are set and student performance may be compared with all the other students taking the same test, or with a set of predetermined standards or criteria. Tests that are used for important decisions or to compare the performance of one student or school to another are usually standardized.

USDOE United States Department of Education

9. CONTACT INFORMATION

ASSOCIATION OF ALASKA SCHOOL BOARDS

1111 W. 9th St
Juneau, Alaska 99801

Tel: (907) 463-1660 Fax: (907) 586-2995

Email: aasb@aasb.org

Web: www.aasb.org

For a complete staff listing, visit our website under
Contacts: www.aasb.org/contacts/html

Roles & Responsibilities

For School Board Members
& Superintendents



association of
ALASKA
school boards

August 2022

AREA	SCHOOL BOARD	SUPERINTENDENT
General	Governs the district, hires the superintendent, establishes expectations, and evaluates self and the Superintendent.	Advises the Board, is executive of the district, the Board's only employee through contractual relationship.
Policy	Reviews suggestions from Superintendent, debates and adopts .	Responsible for ensuring policies are current, responsible for recommending and implementing policy.
Meetings	President or chairperson is in charge of meetings.	With the board chair is responsible for preparation of agenda and subsequent preparation of board meeting packet, ex officio member of the board, serves as resource during meeting.
Budget/Finance	Adopts and monitors , responsible for audit adoption.	Prepares, administers and monitors the budget and audit, ensures budget compliance.
Curriculum	Establishes criteria, approves and monitors curriculum and assessments.	Recommends, oversees efforts, evaluates curriculum and assessments.
Personnel	Establish criteria, approves or rejects recommendations, handles grievance appeals as appropriate.	Interviews, recommends, hires, evaluates. Promotes and implements staff training, adjudicates grievances.
Negotiations	Provides guidelines, ratifies contracts.	Monitors process within guidelines (depends on district size), frames contract proposals.
Student Services	Establishes criteria, approves and monitors .	Recommends, administers efforts, maintains legal perspective.
Facilities	Develops policies on use.	Implements policy, creates rules and regulations pursuant to policy.
Public Relations	Creates a positive image, can represent district at community functions.	Creates a positive image; directs staff effort, maintains stakeholder communications throughout district and community.

In General

THE BOARD Governs the district

1. Represents public education and serves as a liaison between the schools and community.
2. Elected policy-making body is required by law to establish rules to govern the schools and students.
3. Recruits and hires the superintendent, establishes and approves their contract, gives direction through written goals, evaluates based on goals.
4. Invests the superintendent with those powers and duties it may legally delegate in accordance with board policy and state/federal laws.
5. Empowers the superintendent to be the educational leader of the district.
6. Requires professional leadership from the superintendent.
7. Attends educational conferences, workshops and trainings to increase governance skills and better understand their role as a board member.
8. Approves a planning process that includes stakeholders in the development of a comprehensive long-range plan for student achievement.

THE SUPERINTENDENT Manages the district, advises the board

1. Serves as the chief executive officer of the board and is responsible to the board for implementing board policies, actions, and directions.
2. Is employed at the pleasure of the board.
3. Administers the district in accordance with board policies and guidelines, rules, regulations, state and federal requirements.
4. Delegates authority to other staff members.
5. Provides educational leadership to the board staff, students and community.
6. Responsible for the overall operation of the schools.
7. Identifies district needs.
8. Participates with appropriate professional associations, attends conferences, workshops and other professional development opportunities.
9. Implements the comprehensive strategic plan.

Expectations & Relationship

THE BOARD Governs

1. Establishes process and criteria for the recruitment, interview, and selection/hiring of the superintendent.
2. Establishes contract provisions for superintendent.
3. Provides the superintendent with written goals of expectation of performance upon which they will be evaluated.
4. Evaluates the superintendent at least once a year.
5. Demonstrates trust and respect for the professional judgment of the superintendent.
6. Conducts annual self-evaluation of the board's effectiveness in conducting the business of the board.
7. Annually sets goals and/or priorities for the Board to improve its effectiveness.
8. Demonstrates trust and respect for the superintendent and for his/her right to have opinions that may differ from theirs.

THE SUPERINTENDENT Manages

1. Provides the board with materials as requested from the board as a whole.
2. Assures personal professional qualifications meet the criteria established by the board.
3. Holds a valid superintendent's certificate and maintains certificate, or is a qualified chief school administrator.
4. Provides board with written goals and objectives to meet the board's expectations and defines their goals for the district.
5. Demonstrates trust and respect for the board members and for their right to have different opinions from theirs.
6. Acts as advisor to the board in areas needing policy development and revision.
7. Encourages the board to evaluate its roles and responsibilities and participates with them during this evaluation.
8. Works together with the board for the good of the district and student achievement.

Policy

THE BOARD Adopts policy

1. Adopts policies for the governance and management of the school district.
2. Clearly defines the intent of the board and actions necessary for implementation.
3. Reviews, and may adopt, administrative procedures, rules and regulations to ensure they honor the intent of the board's policy.
4. Reviews and evaluates board policy on a regular annual basis.

THE SUPERINTENDENT Advises on & implements policy

1. Acts as advisor to the board in areas needing policy development or revision.
2. Drafts written policy and provides board with data and information supporting the policy recommendation.
3. Maintains up-to-date written manual of district policies; ensures policies are accessible to all school employees and the community.
4. Implements district policies and assures the staff, student and community are aware of the intent and importance of those policies.
5. Develops and implements rules, administrative regulations and procedures necessary to implement the board's policies.
6. Assists the board to evaluate policies by identifying areas where the board should revise or rewrite policies as needs of the district or laws and regulations change.

Budget & Finance

THE BOARD Adopts & monitors

1. Establishes priorities for the fiscal management of the district.
2. Receives the audit report from the auditor and with them, explores the internal controls of the district, major changes in fiscal procedures, adequacy of budget preparation and other concerns of the board and/or the auditor.
3. When used, appoints the budget committee.
4. Provides the superintendent with the Board's priorities in the development of the budget.
5. Approves, adopts and monitors an annual budget.
6. Provides leadership in securing community support for budget.
7. Establishes the limit for a budget transfer that can be done without board approval.
8. Reviews and approves warrants to pay bills, purchase supplies, equipment or services in accordance with board policy.
9. Adopts policies for the accounting of all school funds, and for the reporting of fiscal information to the board.
10. Recruits, interviews and hires an external auditor who is directly responsible to the board.

THE SUPERINTENDENT Prepares, administers, monitors, audits details

1. Serves as the district budget officer.
2. Prepares a detailed budget based on the board's priorities and parameters.
3. Presents a budget to the board and budget committee for their consideration and approval.
4. Seeks board approval for expenditures according to board policy.
5. Administers the budget and assures expenditures of district funds are within the legal requirements of the budget.
6. Coordinates efforts to obtain community support for district financing.
7. Establishes a control system and oversees monthly report for financial accounting in accordance with board policy and state law.
8. Obtains board approval to transfer funds exceeding amount set by board policy.
9. Provides the board with a list of bidders for purchases exceeding amounts established by law or district policy.
10. Assists the auditor by assuring that pertinent staff and appropriate information is available on request.

Curriculum & Instructional

THE BOARD Establishes criteria, approves, monitors

1. Establishes an educational philosophy and goals for the instructional programs of the district.
2. Adopts and/or changes standards (curriculum) and instructional programs as necessary or as recommended by the superintendent.
3. Follows state standards.
4. Regularly reviews student achievement data.
5. Reports to the community on the status of education in the district.
6. Identifies and adopts graduation requirements.
7. Periodically requests reports from professional staff relative to assessments and instructional programs.
8. Adopts curricula material.
9. Uses school climate data in decision-making.

THE SUPERINTENDENT Recommends, oversees staff efforts, evaluates

1. Advises the board on the educational needs of the students, the requirements of DEED, and other directives.
2. Recommends policy for the selection of curricula, instructional materials and equipment in accordance with state standards and legal requirements.
3. Recommends curricula materials for adoption to board.
4. Reports to the community on the status of education in the district.
5. Recommends assessments to the board. Implements testing program appropriate to the educational objectives.
6. Recommends appropriate graduation standards and methods to measure their attainment.
7. Assigns staff to instructional areas and reports such information to the Board.
8. Regularly schedules presentations and reports by staff on various segments of the instructional program.
9. Provides leadership to the staff and board in the continuous development, implementation, and evaluation of the instructional programs.

Personnel

THE BOARD Establishes criteria and/or rejects

1. Employs certificated and classified staff members based on the recommendation of the superintendent.
2. Establishes criteria to be used in hiring in policy.
3. Adopts policies for personnel management.
4. Ensures job descriptions are in place.
5. Reviews staff evaluation procedures.
6. Adopts policy on the evaluation of personnel.
7. On appeals, upholds or set aside disciplinary actions or terminations of staff after a thorough review of supporting documentation.
8. Promotes good working relations with staff and maintains lines of communication with staff as appropriate.
9. Recognizes the board does not have a right to review staff evaluations.
10. Receives and acts on personnel recommendations from the superintendent.
11. Conducts an annual evaluation of the superintendent, the Board's only employee.

THE SUPERINTENDENT

Interviews, recommends, hires, evaluates, promotes, trains

1. Recommends to the Board the employment, promotion, transfer, retirement, or dismissal of all certified and classified staff.
2. Responsible for the supervision of all employees of the district.
3. Establishes job descriptions for all positions.
4. Delegates authority to staff members, as appropriate.
5. Provides the board with information regarding employee work assignments.
6. Recommend staff disciplinary actions to the board in accordance with board policies and legal requirements.
7. Supervises the evaluation of all staff and conducts or supervises evaluations of administrators under his/her supervision.
8. Establishes procedures for the recruitment, hiring, and assignment of staff and establishes expectations for staff.
9. Fosters good working relationships with staff and maintains open lines of communication with employee organizations.
10. Serves as the board's liaison with staff.
11. Develops a systematic plan for evaluating the performance of all district staff.
12. Documents recommendations for tenure, retention, or dismissal. Identifies corrective actions taken on proposals and verifies full compliance with legal requirements and board policy.

Collective Bargaining

THE BOARD Provides guidelines, ratifies contracts

1. Grants recognition to bargaining units in the district.
2. Designates the bargaining unit as the exclusive negotiating representative of the employees in the unit.
3. Determines district issues to be presented for negotiations.
4. Approves contracts.
5. Selects negotiator; appoints negotiating team.
6. Establishes guidelines and criteria for the collective bargaining process for all units.

THE SUPERINTENDENT Monitors process within guidelines

1. Provides the board with job titles included in the composition of the unit.
2. Verifies the bargaining unit represents a majority of the employees in that unit.
3. Acts in a support role for the board.
4. Provides factual data and makes necessary management recommendations.
5. May serve as an advisor to negotiating team. Normally is not the negotiator.
6. Administers and ensures compliance of contracts.

Students

THE BOARD Adopts policies for care and control

- 1.** Adopts policies for the provision of student services including admission, attendance, rights and responsibilities, safety, discipline and welfare.
- 2.** Adopts policies necessary to cover students' special needs and challenges.
- 3.** Adopts policies necessary to assure appropriate safety and health needs of students.
- 4.** Reviews student handbooks on an annual basis.

THE SUPERINTENDENT Recommends, implements, directs

- 1.** Implements student policies adopted by the board.
- 2.** Recommends appropriate policy and rules to maintain adequate services and appropriate control of students.
- 3.** Directs and supervises all student activities, instructional, extra-curricular, and co-curricular.
- 4.** Develops and implements programs that provide for special needs students.
- 5.** Develops and implements written procedures to deal with health and safety emergencies.

Facilities

THE BOARD Develops policy on use of facilities

1. Establishes policies for the appropriate use and the proper operation and maintenance of school district building and ground.
2. Adopts policy governing use of district facilities, grounds and equipment.
3. Works with the City or Borough to identify appropriate school sites when applicable.
4. Approves the hiring of architects or other consultants as necessary.
5. Decides on the consolidation and closings of schools.
6. Collaborates with the municipality/borough on the issuance and sale of bonds to fund construction projects where applicable.
7. Determines projects to be submitted for consideration by DEED for construction.

THE SUPERINTENDENT Implements policy, writes procedure, makes recommendations

1. Provides for the proper upkeep of facilities and maintenance of equipment.
2. Prioritizes long-range plans for preventive maintenance of buildings, equipment and ground.
3. Assigns and supervises facilities maintenance staff.
4. Works with architects, staff and consultants.
5. Recommends and supervises the public use of buildings, facilities and equipment.
6. Collects information and makes recommendations to the board.
7. Acts in an advisory capacity to board in planning and construction.
8. Submits application to DEED for construction and/or major maintenance projects.

Meetings

THE BOARD In charge of

1. Meets together to transact all business of the district only in an officially called meeting.
2. Establish, through policy, the operational procedures for maintaining control of the board meeting.
3. Has clear protocol for inclusion of items onto an agenda.
4. The board president, in consultation with the superintendent, develops the agenda for the board meeting.
5. Identifies for the superintendent the amount of information expected for good decision-making.
6. Complies with Open Meeting Act and refrains from misuse of Executive Sessions.
7. Read the board packet, and come prepared to participate in meetings.
8. Notify Superintendent of potential issues/questions before the meeting.
9. Follow adopted rules of order in meetings.

THE SUPERINTENDENT Serves as a resource to the board

1. Serves as an advisor and ex-officio member to the board.
2. Assures compliance with all legal requirements relative to posting of notices and maintenance of meeting records.
3. Provides Board members, in advance of the meeting, with sufficient information and data to assist them in making informed decisions.
4. Identifies areas of business that boards must address at meetings and works with the board president in the development of the agenda.
5. Implements board decisions and instructions developed at meetings.
6. Notifies staff and students of boards' actions relevant to them.
7. Assures the scheduling and holding of board meetings meets the requirements of the law.
8. Advises the board on the Open Meetings Act and the legalities of entering into Executive Session.

Community Engagement & Relationships

THE BOARD Creates a positive image of the district

1. Acts as liaison between the schools and the community.
2. Maintains awareness of community attitudes, values, and interests.
3. Actively participates in programs that build good community relationships.
4. Appoints advisory or parent committees and outlines their responsibilities.
5. Encourages the community to follow appropriate channels for expressing ideas or concerns for the district via the superintendent.
6. Ensure opportunities for youth to take a leadership role in decision-making, governance, climate-building, and school improvement.
7. Represents the schools at community functions and school functions.
8. Cooperates with the news media for dissemination of information.
9. Channels complaints or grievances through the appropriate channels.

THE SUPERINTENDENT Creates a positive image for the district, directs communication

1. Informs the community about its schools.
2. Recommends community relations activities.
3. Works with parent groups and other organizations to share about district programs and activities.
4. Offers the board opportunities of how the district will to engage families.
5. Serves as the board's liaison with advisory/parent committees.
6. Establishes a working relationship with the news media.
7. Serves as the liaison with the community to resolve complaints or grievances, makes recommendations to the board for resolution of such issues that cannot be solved at the administrative level.
8. Provides opportunities for the community to welcome and support district/school staff.
9. Ensures engagement measures are built into annual accountability structures.
10. Builds bridges between the district, key organizations, community leaders, and governmental representatives.

Notes



Notes



association of
ALASKA
school boards

BB 9000 Role of Board and Members (Powers, Purposes, Duties)

Powers and Duties

Note: Pursuant to [A.S. 14.08.021](#), regional school boards are delegated authority to operate public schools subject to laws and regulations applicable to regional school boards and other school districts.

The School Board's primary goal is to provide each student with an education of the highest quality in keeping with the student's 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 councils)

(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)*

Reviewed 10/06

Adoption Date: 04/09/98

Southeast Island School District

BB 9110 Board Membership

Regular Members

The School Board shall consist of five (5) members elected or appointed in accordance with law. Of the five (5) seats in the Southeast Island School District Board of Education, one (1) must be filled by a resident from Section 19-I of the Southeast Island School District. Section I includes that area within the municipal boundaries of the City of Thorne Bay. Seats B, C, D, and E represent Section 19-II, and must be filled by a resident of Section 19-II.

Student Board Members

The 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 Board shall appoint student Board members as deemed necessary.

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

Student 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 Board vote and shall not affect the outcome of a vote. Preferential votes shall be recorded in the Board minutes.

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 4/04

Revised 8/07

Adoption Date: 04/09/98



BB 9200 Board Members

Note: The following sample bylaw may be revised to reflect district philosophy and needs.

Limits of 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. Board members have authority only in regularly called meetings of the Board, or when delegated specific tasks by Board action.

The Board is the unit of authority. The Board member is a part of the governing body which represents and acts for the community as a whole. Apart from the normal function as part of the unit, the Board member has no individual authority. No individual member of the 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 Board member may not commit the district to any policy, act or expenditure.

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

(cf. 1250 - Visits to the Schools)

Note: The following is an optional process for Board members to make information requests.

Board Member Requests for Information

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

1. Requests for simple facts. Any Board member may make a request for simple facts to the Superintendent who will forward the request to the appropriate staff member. All responses to requests for simple facts will be provided to the requesting Board member, and copied to the 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 Board members shall submit such requests to the full Board for consideration. Upon majority request of the Board, the request shall then be forwarded to the Superintendent for response.
3. Complaints regarding personnel. Board members may have their own complaints regarding District personnel. These concerns should be privately communicated to the Superintendent.
4. When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy. Such information will be conveyed to the superintendent.
5. Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. Legal counsel is responsible to the Board.

(cf. 6162.8 - Research)

(cf. 9322 - Agenda/Meeting Materials)

Obligations of Members

Members of the 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 Board, and vote on all motions and resolutions, abstaining only for compelling reasons. If no compelling reason requires abstention, members of the Board shall not abstain.

The 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 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*

Revised 1/05

Reviewed 10/06, 4/12/23, 04/2024

Adoption Date: 04/09/98

Southeast Island School District

BB 9230 Orientation

The Board invites all Board candidates to attend public 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 Board from the time that 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 Board and the Superintendent or designee shall help each newly elected member to understand district operations and the Board's functions, policies and procedures as soon after election as possible. Incoming members are encouraged to read the Board's policies and informational materials on the function of the Board and the school system, to visit school facilities, and to meet with the Superintendent or designee and Board president, as needed to become oriented to Board service.

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

(cf. 9240 - Board Development)

Legal Reference:

ALASKA STATUTES

[14.14.160](#) *Cooperation and support of certain association functions*

Reviewed 1/05

Adoption Date: 04/09/98

Southeast Island School District

BB 9320 Meetings

Meetings of the Board are conducted for the purpose of accomplishing district business. A meeting of the Board shall consist of any gathering of the members of the Board when a majority of the members are present and collectively consider a matter upon which the Board is empowered to act. As a matter of district policy and state law, meetings ordinarily shall be open to the public. The 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 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.

If adequate funding is available the Board will make every attempt to broadcast Board meetings on VTC or schedule Board meetings at school sites within the District in order to encourage community involvement.

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Conduct of Meetings)

Regular Meetings

The Board shall hold at least eight (8) regular meetings each year. Notice of regular meetings shall be posted at least five (5) days prior to the meeting. Regular Board meetings shall be held on the third Wednesday of the month.

Special Meetings

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

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 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 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 Board.

Teleconferences/Interactive TV (VTC)

Recognizing the inherent responsibility and statutory duties of Board members, the Board strongly encourages Board members to attend and participate at meetings of the Board. Though great importance is given to the physical presence of Board members at meetings, the attendance and participation of members by teleconference/VTC is authorized whenever physical presence is not practicable. All votes at a meeting of members attending by teleconference/VTC shall be taken by roll call. The Board also authorizes the use of teleconferences/VTC for Board meetings when receiving public comment or testimony, and during Board deliberations.

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

(c.f. 9271(a) Code of Ethics)

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 2/05, 08/06, 10/07, 11/10, 11/11, 2/12

Adoption Date: 04/09/98

Southeast Island School District

View Meeting Materials Using Meeting Quick View

Whether reviewing meeting materials prior to a meeting or signing in during a meeting, viewing meeting materials in BoardBook® Premier is easy.

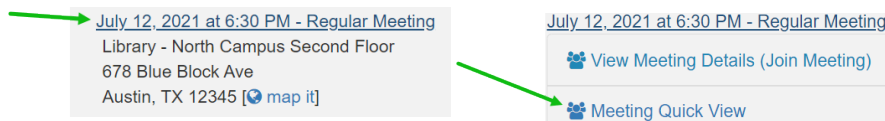
Selecting the Meeting

First, log in, this can be done using the meeting link in the notification email (which will take you directly to the 'View Meeting Details' screen), or you can use the Premier login link/address shown below:

<https://login.boardbook.org/>

The login link takes you to the 'Home' page which displays a limited list of the newest meetings, if you find the meeting you are looking for you can move to the next paragraph. A more extensive list of meetings is found on the Meetings screen. Navigate to that screen by using the Gray Menu Bar which runs across the screen. In the Gray Bar click on 'Meetings' and then 'Meetings, Minutes, and Agendas'.

Once you've found your meeting, click on the date/time/meeting title link. This will display a list of options. Choose the option 'Meeting Quick View' as shown below.

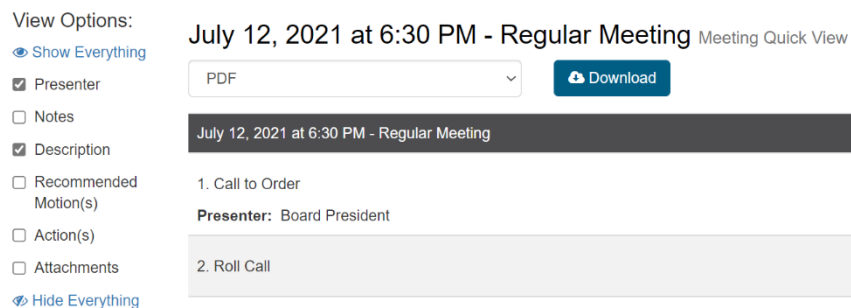


Viewing the Meeting

On the left side of the Meeting Quick View screen we'll see a 'View Options' side bar, in the main area we'll see a download option and the list of the agenda items and any other information we've selected to view.

The 'View Options'

The agenda will always show each agenda item. For any given item there may be more information available. The View Options sidebar controls what information will show on our screen. In the screenshot below, I've checked 'Presenter' and 'Description'. For item 1. Call to Order the presenter is shown. If any of my items had Notes, Recommended Motions, Actions, or Attachments I would not see them as they are unchecked.



The screenshot shows the "View Options" sidebar on the left with the following settings: "Show Everything" (selected), "Presenter" (checked), "Notes" (unchecked), "Description" (checked), "Recommended Motion(s)" (unchecked), "Action(s)" (unchecked), and "Attachments" (unchecked). "Hide Everything" is also available. The main content area displays the meeting title "July 12, 2021 at 6:30 PM - Regular Meeting" with a "Meeting Quick View" link and a "Download" button. Below this, the agenda items are listed: "1. Call to Order" with the presenter "Board President" and "2. Roll Call".


Please note that the specific view options for your account may differ.


The Agenda:


The agenda shows as a list of agenda topics or subjects. Each item may have additional information which we may see depending on our 'view options'. Below is an agenda item with examples of additional information:

6.A. Discuss and possibly approve the start of construction on the new parking lot.

Presenter: Facilities Manager
Description: Reminder, the bid process and selection for this project were completed during the March 2020 Regular meeting
Recommended Motion(s): Move to begin construction on the new parking lot no later than the end of September
Attachments: (3)

 Building and Grounds Report

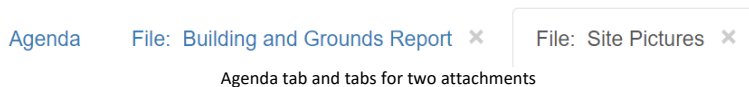
 Site Pictures

 Parking Lot Project

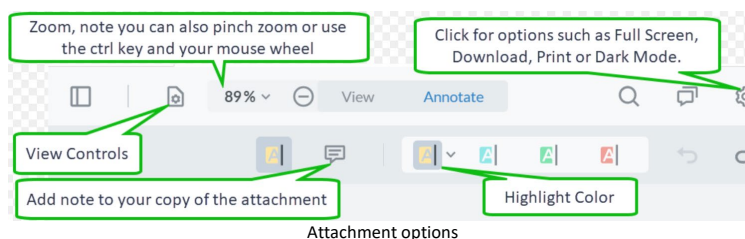
Agenda item showing Presenter, Description, Recommended Motion, and Attachments

Attachments: Clicking on an attachment will open it in the display area.

At the top of the Display Window there will be a tab for the agenda, and one tab for each attachment you have open. Attachment tabs display the file name. As needed, you can switch between tabs, even returning to the agenda to open additional attachments. Attachments may be closed by clicking the X in that tab. Clicking the Agenda tab returns the main display view



With an attachment open you have a variety of controls to view, annotate or highlight your copy of the attachment.



Limitations of the Meeting Quick View:

BoardBook Premier has several meeting management features. These features are optional and not all organizations use them. The features below are specifically for the 'View Meeting Details' page and will not work on the Meeting Quick View page.

Lead / Follow: This feature allows a user with the 'Meeting Leader' permission lead the navigation of the meeting. Board members or other viewers may choose to 'Follow'.

Raise Hand: This feature allows a board member or other viewer to attract the attention of the 'Meeting Leader'

Electronic Voting: This advanced feature allows board members to review a motion and cast their vote electronically.

Check with your agenda manager or meeting leader to see if any of these features are in use at your organization.

View Meeting Materials Using View Meeting Details

Whether reviewing meeting materials prior to a meeting or signing in during a meeting, viewing meeting materials in BoardBook® Premier is easy.

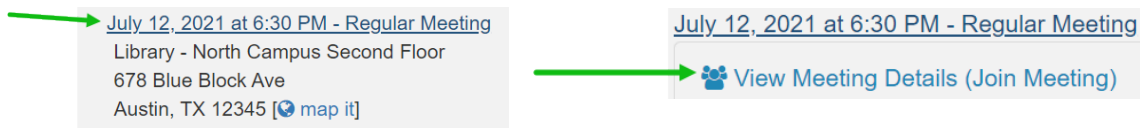
Selecting the Meeting

First, log in, this can be done using the meeting link in the notification email (which will take you directly to the 'View Meeting Details' screen), or you can use the Premier login link/address shown below:

<https://login.boardbook.org/>

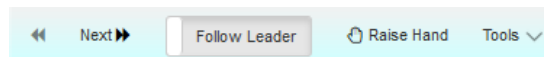
The login link takes you to the 'Home' page which displays a limited list of the newest meetings, if you find the meeting you are looking for you can move to the next paragraph. A more extensive list of meetings is found on the Meetings screen. Navigate to that screen by using the Gray Menu Bar which runs across the screen. In the Gray Bar click on 'Meetings' and then 'Meetings, Minutes, and Agendas'.

Once you've found your meeting, click on the date/time/meeting title link. This will display a list of options. Choose the first option, 'View Meeting Details (Join Meeting)' as shown below.



Viewing the Meeting

This is the Meeting Detail screen. Below the gray menu bar is a blue bar with several options.



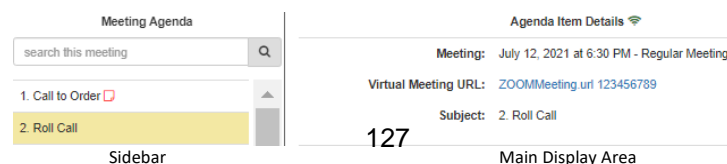
Back and Next arrows: Move up or down through the agenda items.

Follow Leader: If someone is using the meeting lead function, you can follow their screen. As they navigate through different agenda items and attachments, this will be displayed on your screen.

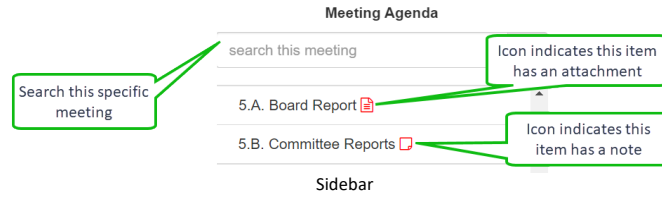
Raise Hand: Not available for all accounts, raising hand attracts the meeting leader's attention.

Tools: Provides options for downloading the meeting materials. These options are covered in detail in the handout BoardBook Premium – Download PDF Agendas or Packets.

Below the blue bar, the screen is divided into a sidebar on the left, and a main display area.



The Sidebar: Scroll through the agenda items and click to select what is shown in the display window.

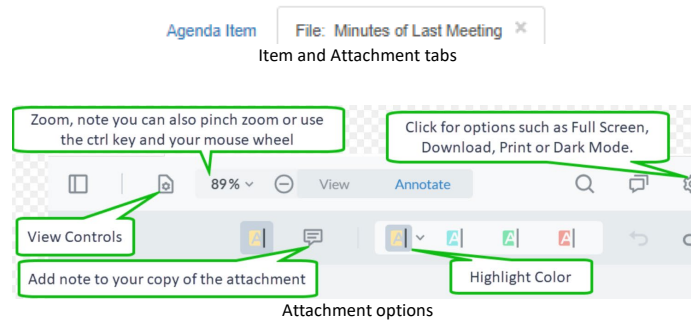


The Display Window: Shows the details of the item selected in the sidebar. The specific details displayed depend on which details were added for the item and your individual permissions.

Also, in the Display Window, you may see the Add Note tool. You can add notes to the agenda item currently displayed. These notes are not available to other users. Once added, Notes can be edited and deleted and will show up in your search results.

Attachments: Clicking on an attachment will open it in the display area.

At the top of the Display Window there will be a tab for the Agenda Item and one tab for each attachment you have open. Attachment tabs display the file name. As needed, you can switch between tabs or close an attachment by clicking the X in that tab. Clicking the Agenda Item tab returns the item view.



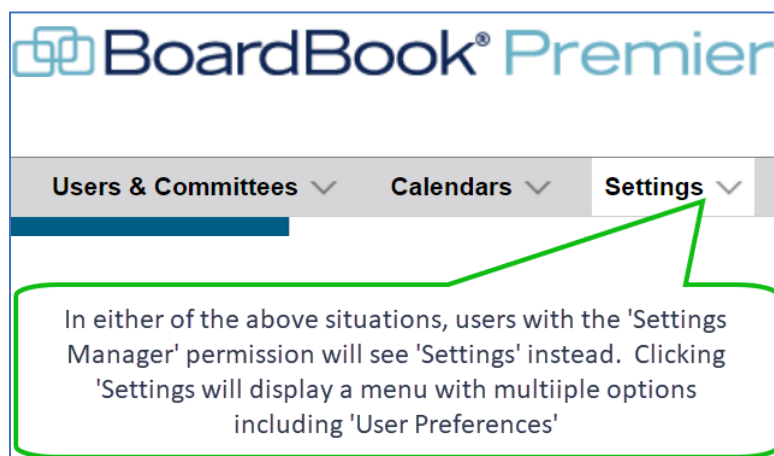
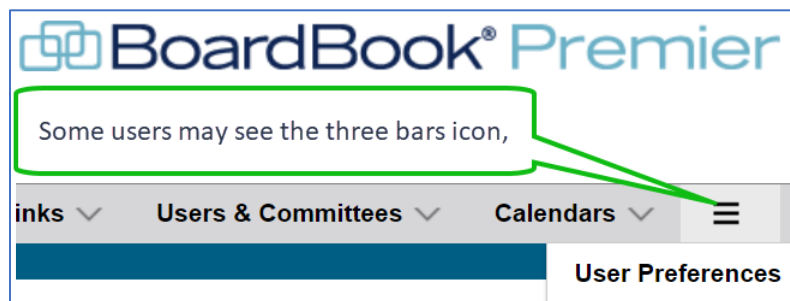
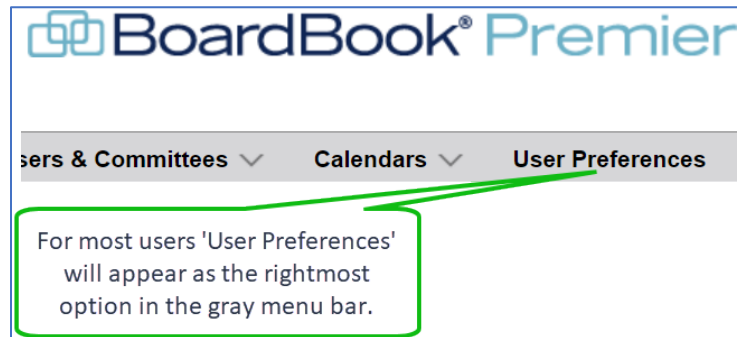
Some organizations' accounts may be configured for electronic voting. If yours is, someone with the Minutes Manager can trigger a vote. The motion and voting options will appear on your screen, where you can cast your vote.

Managing View Attachments Settings via User Preferences

Control how attachments open when viewing attachments via View Meeting Details or Meeting Quick View.

Viewing and Changing the Settings

For most users these setting will be changed using the 'User Preferences' option in the Gray Menu bar. If you have the 'Settings Manager' permission, this section can be reached by clicking 'Settings' in the Gray Menu bar.



On the 'My Preferences' screen you'll have the following options:

Save User Preferences

Documents

Start Documents Full Screen

[Default]
▼

Default Document Fit Mode

[Default]
▼

Default Document Zoom Level

Default Document Zoom Level
%

Enter the Document Zoom Level as a decimal so that 75% would be 0.75, 150% would be 1.5, etc.

Start Documents Full Screen: Enabling this setting will cause attachments to open full screen. Note that you can exit full screen by clicking the ‘Gear’ in the upper right. To exit the attachment click ‘Esc’ on your keyboard.

Default Document Fit Mode: Lets you set how the attachment will open, options include ‘Fit to width’, ‘Fit to page’, ‘Default to the following Zoom level’ (default zoom level set below), or ‘Use the last Zoom Level set on this device’.

Default Document Fit Mode

[Default]
▼

[Default]

Fit to width

Fit to page

Default to the following Zoom level

Use the last Zoom Level set on this device

Default Document Zoom Level: This setting is used in conjunction with the ‘Default to the following Zoom level’ choice set above. Settings can range from .1 (10% zoom) to 8 (800% zoom).

Once you’ve made and saved your settings, attachments opened within the ‘View Meeting Details’ and ‘Meeting Quick View’ screens will open following these settings:

NOTE: If you are on the ‘View Meeting Details’ screen and ‘following’ during a meeting, the ‘Meeting Leader’s settings will be used instead of your personal settings. Once you stop following your settings will again be used.

Working with Annotations and Highlighting in BoardBook Premier

In this document we'll go over the steps to add, edit or delete annotations hereafter simply called notes, and highlighting on attachments. This document contains references to other documents and videos located on our support page. As always access the support page by clicking on the blue circle with the question mark (found at the top of the BoardBook page) and selecting 'BoardBook Help'.

Who can see notes and highlighting?

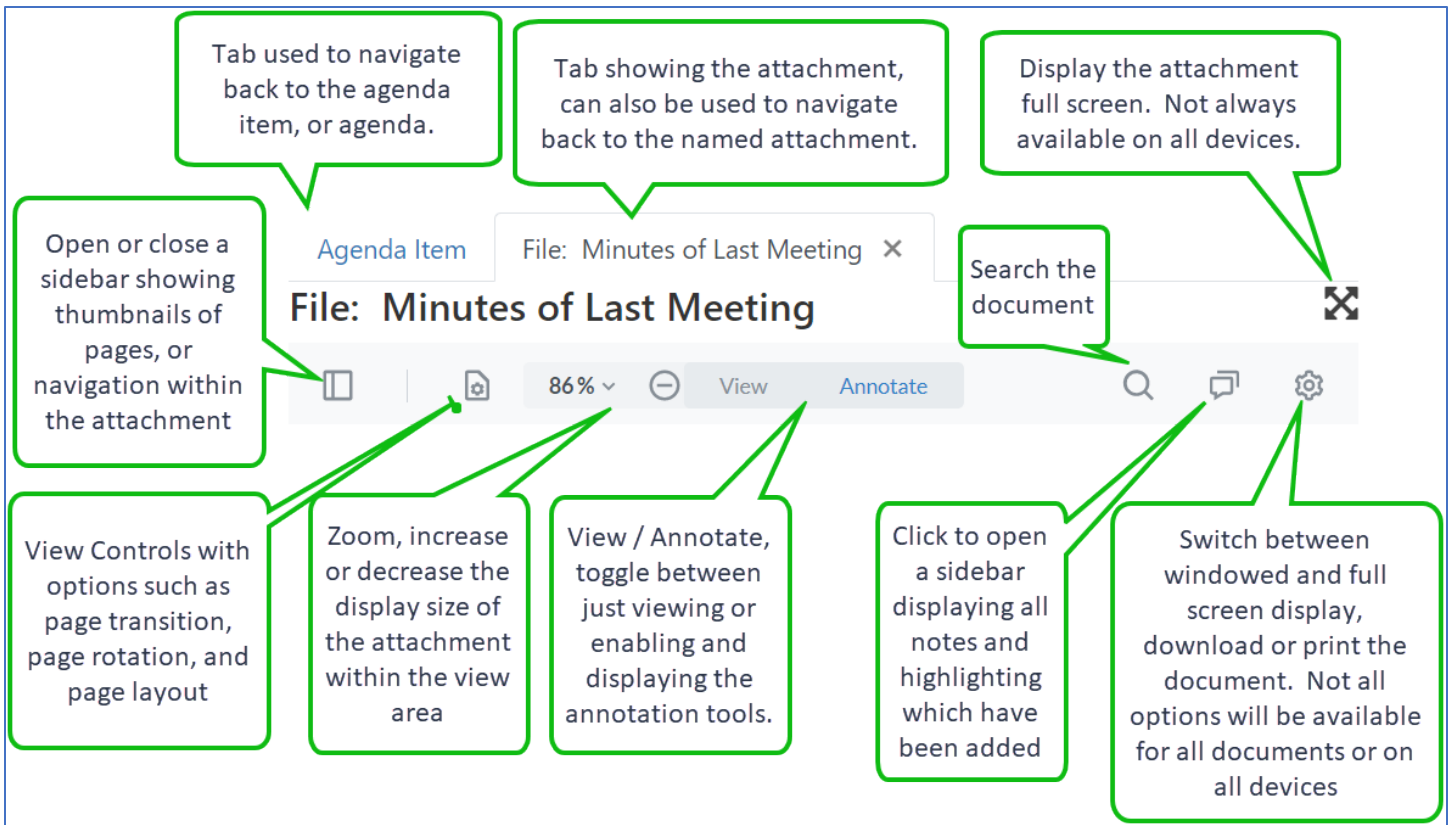
This document is intended as a guide for BoardBook users interested in adding notes or highlighting to attachments or other files they are viewing through the BoardBook PDF viewer. Any notes or highlighting made through this tool will be tied to the user's account and visible only to the user who added the annotations or highlighting.

Note for governmental organizations and meetings

For governmental organizations that may be subject to sunshine laws (such as for open meetings or public information), any notes, annotations, or highlighting you make may be subject to a request for disclosure by the public. Contact your organization if you have any questions about required or discretionary disclosures in your state.

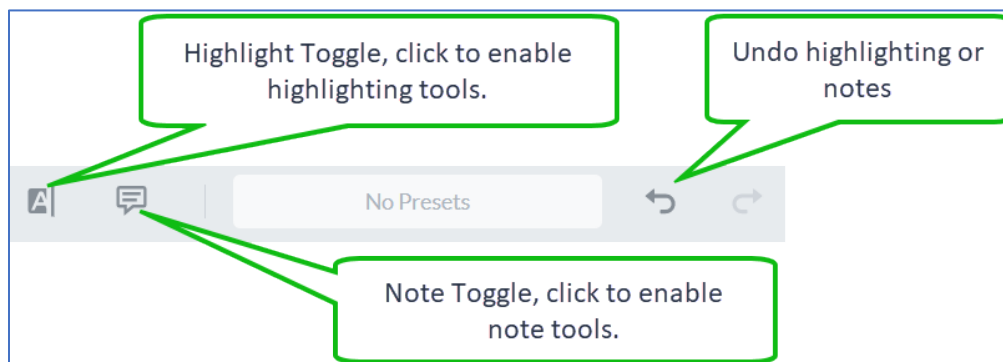
The View PDF Screen (Main Header)

Once you've opened a file or attachment within the view PDF screen, you'll see a 'main header', and an 'annotation tools' header. Let's look at the main header first.



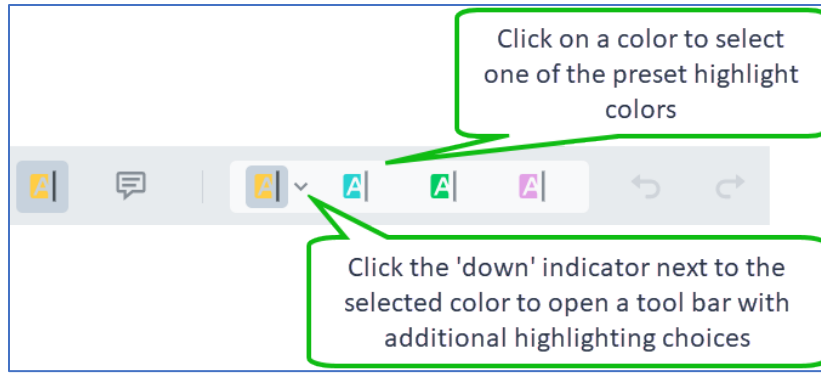
The View PDF Screen (Note Tools)

This shows 'annotation tools' header with neither the highlight nor note tools selected. This screen will usually open with the highlighting tool already selected as shown in the next section

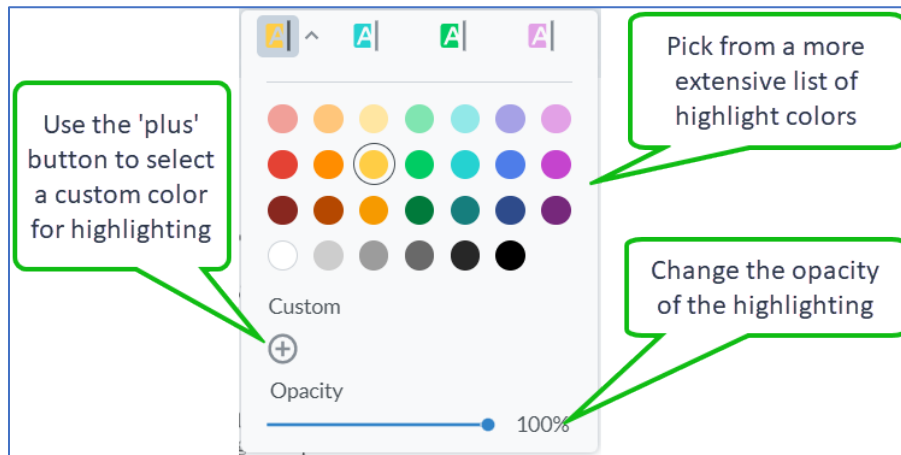


Highlighting Text

With the highlight tool selected, color options are available for highlighting



Additional color choices and opacity adjustments can be selected by clicking the 'down' indicator next to the selected color. Note these same adjustments are available for the note icon.



Adding Annotations (notes)

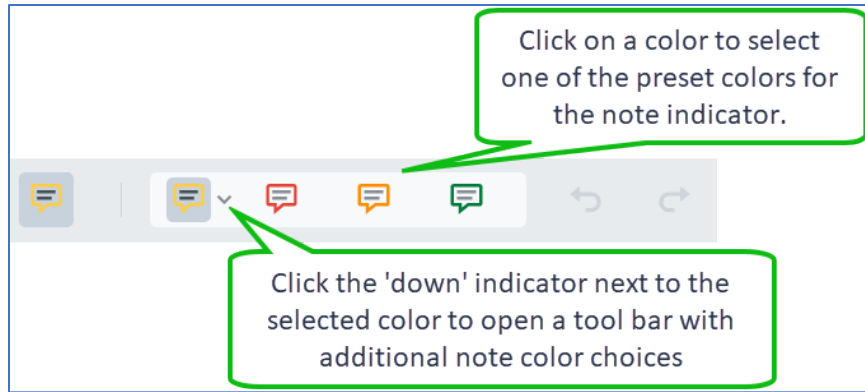
Selecting the 'notes' tool will make notes active allowing you to add notes. This also provide options for choosing the color of the note icon.

Click within the document where you want to add your note. This will add a note icon as seen below.



The annotation sidebar will open and you will be able to type in the note area provided.

Note options

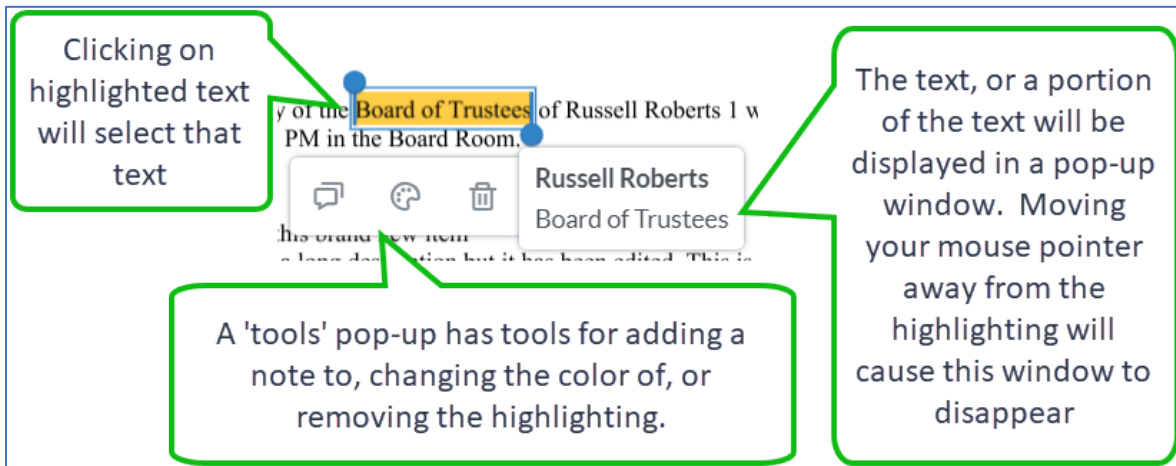


These are the additional note icon choices match those described in the highlight section.

Updating or removing existing Highlighting or Notes

Adding a note to, changing the color of or removing a note, note icon, or highlighting can be done one of two ways:

Clicking directly on the highlight text or note icon produces a toolbar as shown below



You can also bring up the same options by clicking on the highlight information or note information in the sidebar

The screenshot shows a document viewer interface. The main document content is titled "Minutes of Azure Test July" and "The Board of Trustees Russell Roberts 1". A paragraph of text is highlighted in yellow, and a comment bubble is visible next to it. The sidebar on the right displays a search bar, filter options, and a list of comments. Two callout boxes provide instructions: "Open the sidebar" points to a sidebar toggle icon in the top right, and "Sidebar displays information both about notes and highlighting" points to the comment list.

Minutes of Azure Test July
The Board of Trustees
Russell Roberts 1

A Azure Test July of the **Board of Trustees** of Russell Roberts 1 was beginning at 9:00 PM in the Board Room.

1. Opening
2. I've edited this brand new item
This is still a long description but it has been edited. This is still a long description but it has been edited. This is still a long description but it has been edited. This is still a long description but it has been edited.
Presenter: Russell
Time: Morning but not too early

A. imported, then rejected, then resubmitted
Presenter: Russell
Time: Morning but not too early

Search comments

Filter Sort

Page 1

- Russell Roberts
Jun 2, 11:38 AM
Board of Trustees
- Russell Roberts
Jun 2, 11:40 AM
Test Note