Chugach School District Board Meeting

Monday, January 15, 2024 Work Session 01/15/2024 Meeting 01/16/2024
District Office & Teleconference, 9312 Vanguard Dr., Anchorage, AK 99507

1. **CALL TO ORDER**
2. **WELCOME AND SWEAR-IN NEW BOARD MEMBER**
3. **WORK SESSION**

a. AASB TRAINING:
-Being a Board Member
-Board / Superintendent Relations
-Meetings
-Your Guiding Principles

b. ITEMS OF BUSINESS OVERVIEW - time permitting

4. **ROLL CALL & ESTABLISHMENT OF QUORUM**
5. **APPROVAL OF AGENDA**
6. **PLEDGE OF ALLEGIANCE**
7. **MISSION/VISION STATEMENT, LAND ACKNOWLEDGEMENT**
8. **APPROVAL OF MINUTES**
9. **INTRODUCTION OF GUESTS and/or ANNOUNCEMENTS**
10. **BOARD OF STARS**
11. **REPORTS & PRESENTATIONS**

a. EAC REPORTS
b. CHIEF SCHOOL ADMINISTRATOR REPORT
c. CFO FINANCIAL REPORT

12. **PUBLIC COMMENT ON AGENDA ITEMS**
13. **BOARD COMMENT**
14. **ITEMS OF BUSINESS**

a. Tatitlek Student Presentation - via Zoom (informational)
b. Whittier Student Presentation - via Zoom
c. BB/AR 9250 - Revision / First Reading
d. AR 4133/4233/4333 Travel Expenses
e. Investment Resolution

15. **OLD BUSINESS**

a. CSD Policy Updates

16. **NEXT BOARD MEETING (TBD)**

a. AASB Legislative Fly-in Feb. 9-12
b. February Board Meet Feb. 8 or 13?

17. **ADJORNMENT**

Before assuming the duties of their office, newly elected board members must take and subscribe to the following oath from Alaska State Statutes:

"I do solemnly swear that I will support and defend the Constitution of the United States and the Constitution of the State of Alaska, and that I will faithfully discharge my duties as a school board member to the best of my ability."

Chugach School District

9312 Vanguard Drive, Suite 100
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chugachschools.com

Code of Ethics
Statement of Beliefs for the Chugach School Board

As a member of the Chugach School District School Board I will strive to improve the public education in our schools, and to that end I will:

Remember always that my first and greatest concern must be the educational welfare of the students attending our district schools.

Recognize that I should endeavor to make policy decisions only after full discussion at publicly held board meetings;

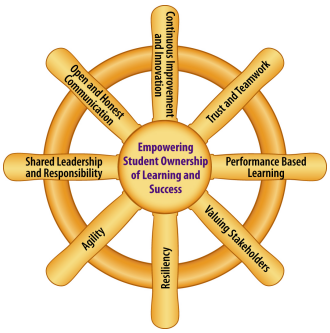
Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;

Encourage the free expression of opinion by all board members, and seek systematic communications between the school board and members of our communities;

Work with other board members to establish effective board policies and to delegate authority for the administration of the district to the superintendent;

Communicate to other board members and the superintendent, expressions of community members, staff, and public reaction to policies and decisions made by the board;

Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state school board association and national school boards' associations;



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Support the employment of those persons best qualified to serve as school district staff, and insist on a regular and impartial evaluation of all staff;

Avoid being placed in a position of conflict of interest, and refrain from using my board position for personal or partisan gain;

My signature below indicates that I have read and agree to abide by the Chugach School District Code of Ethics.

Date _____

Name _____
Board President

Name _____
Vice President

Name _____

Name _____

Name _____

Name _____

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 his/her capacity to learn. This goal shall be the basic factor motivating the Board's execution of its powers and duties.

(cf. 0200 - Goals for the School District)

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

(cf. 0440 - Advisory School Boards

(cf. 9200 - Board Members)

Governance Functions

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

(cf. 9300 - Governance)

Executive Functions

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

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

Judicial Functions

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

(cf. 1312 - Complaints Concerning the Schools)

(cf. 4144 - Grievances/Complaints)

Legal Reference:

ALASKA STATUTES

14.08.021 Authority (regional school boards)

14.08.041 Regional school boards

14.08.101 Powers (regional school boards)

14.08.111 Duties (regional school boards)

14.14.060 Relationship between borough school district and borough

14.14.065 Relationship between city school district and city

14.14.130 Chief school administrator

29.35.160 Education (military reservations)

Adopted: March 2, 2006

E 9020 BOARD STANDARDS

The Board Standards developed by the Association of Alaska School Boards and listed below have been adopted by the Chugach School Board as a standard of performance that this school board will constantly strive to meet.

VISION

The Board Creates Shared Vision to Enhance Student Achievement

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

1.2 Board keeps the district and community focused on educating students.

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

STRUCTURE

The Board Provides a Structure That Supports the Vision

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

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

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

2.4 Board acts to ensure vision and structure comply with federal requirements.

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

ACCOUNTABILITY

The Board Measures District Performance toward Accomplishing the Vision and Reports the Results to the Public.

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.

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

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

3.4 Board uses an understandable format to periodically report district performance to the public.

ADVOCACY

The Board Champions the Vision

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

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

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

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

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

CONDUCT & ETHICS

The Board and Its Individual Members Conduct District Business in a Fair, Respectful, and Responsible Manner

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

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

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

Adopted: March 2, 2006

Chugach School District

BB 9200 BOARD MEMBERS

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. Individual Board members shall submit requests for research or administrative studies to the entire Board for consideration.

(cf. 6162.8 - Research)

(cf. 9322 - Agenda/Meeting Materials)

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.

No members of the Board shall be asked to perform any routine or clerical duties which may be assigned to an employee, nor shall any Board member become an employee of his/her district while serving on the Board.

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

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

(cf. 9270 - Conflict of interest)

Board members who visit schools of their own volition have no more authority than any other citizen. Board members have authority only in regularly called meetings of the Board; or when delegated specific tasks by Board action.

(cf. 1250 - Visits to the Schools)

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. This effort to attend and engage in all meetings applies equally to board sponsored trainings and events of which a board member attends on behalf of the board.

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)

Non-Voting Advisory Board Member

In situations in which a community has no representation on the regional school board due to election results, the board may, in order to ensure adequate district-wide input, request that the advisory board of that community submit a nomination from its committee to the board to fill an advisory position on the regional school board. The nominee must be an active member of the advisory board, be a registered voter, and successfully complete a background check. Consistent with BB 9223(a)5 and state law for elected members, the nominee must also reside within the boundaries which he/she was nominated to represent. The nomination must be the result of a formal vote of the approved EAC membership. The term to be filled will be a one-year term that begins January 1 and ends December 31st, and may be shortened if a member of the community is elected or appointed to fill an official voting position of the board.

Legal Reference:

ALASKA STATUTES

14.14.140 Restrictions on employment

Adopted: March 2, 2006

Adopted: January 24, 2017

Chugach School District

BB 9271 CODE OF ETHICS

***Note**: By adopting a code of ethics, the Board expresses the intention that its members will hold themselves to the highest standard of ethical conduct.*

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

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

Board members also have other major commitments to:

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

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

Consider his/her position on the Board as a public trust and not use it for private advantage or personal gain.

Be constantly aware that he/she has no legal authority except when acting as a member of the Board. Board members shall present their concerns and concepts through the process of Board debate. If in the minority of any decision, they shall abide by and support the majority decision. When in the majority, they shall respect divergent opinions.

Encourage ideas and opinions from the residents of the district and endeavor to incorporate community views into the deliberations and decisions of the Board.

Devote sufficient time, thought, and study to proposed actions so as to be able to base decisions upon all available facts and vote in accordance with honest convictions, unswayed by partisan bias of any kind.

Remember that the basic functions of the Board are to establish the policies by which district schools are administered and to select the Superintendent and staff who will implement those policies.

Promote and participate actively in a concerted program of timely exchange of information with all district residents, parents, employees and students.

Recognize that the deliberations of the Board in executive session may be released 'or discussed in public only with Board approval.

Make use of opportunities to enlarge his/her potential as a Board member through participation in educational conferences, workshops and training sessions made available by local, state and national agencies.

Adopted: March 2, 2006



Chugach School District

Strategic Plan

Focusing on Today…and the Future

Malcolm Baldrige National Quality Award
2001 Award Recipient
Chugach School District

APEX
Alaska Performance Excellence

Rev. 2013 dt



CHUGACH SCHOOL DISTRICT SHARED PURPOSE

Empowering Student Ownership for Learning and Success

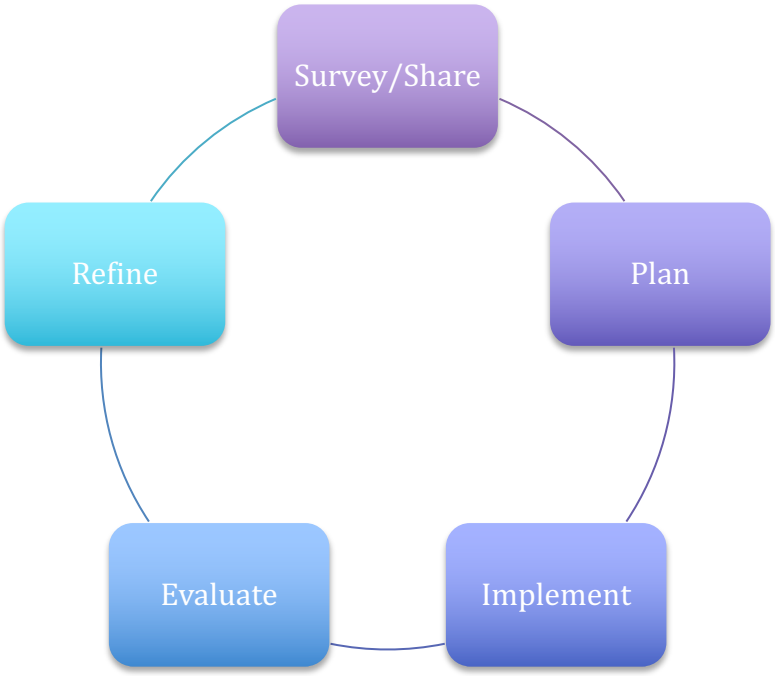
CHUGACH SCHOOL DISTRICT SHARED VALUES

~Agility…Resiliency…Valuing Stakeholders…Performance Based Learning…Trust and Teamwork… Continuous Improvement and Innovation…Open and Honest Communication…Shared Leadership and Responsibility~

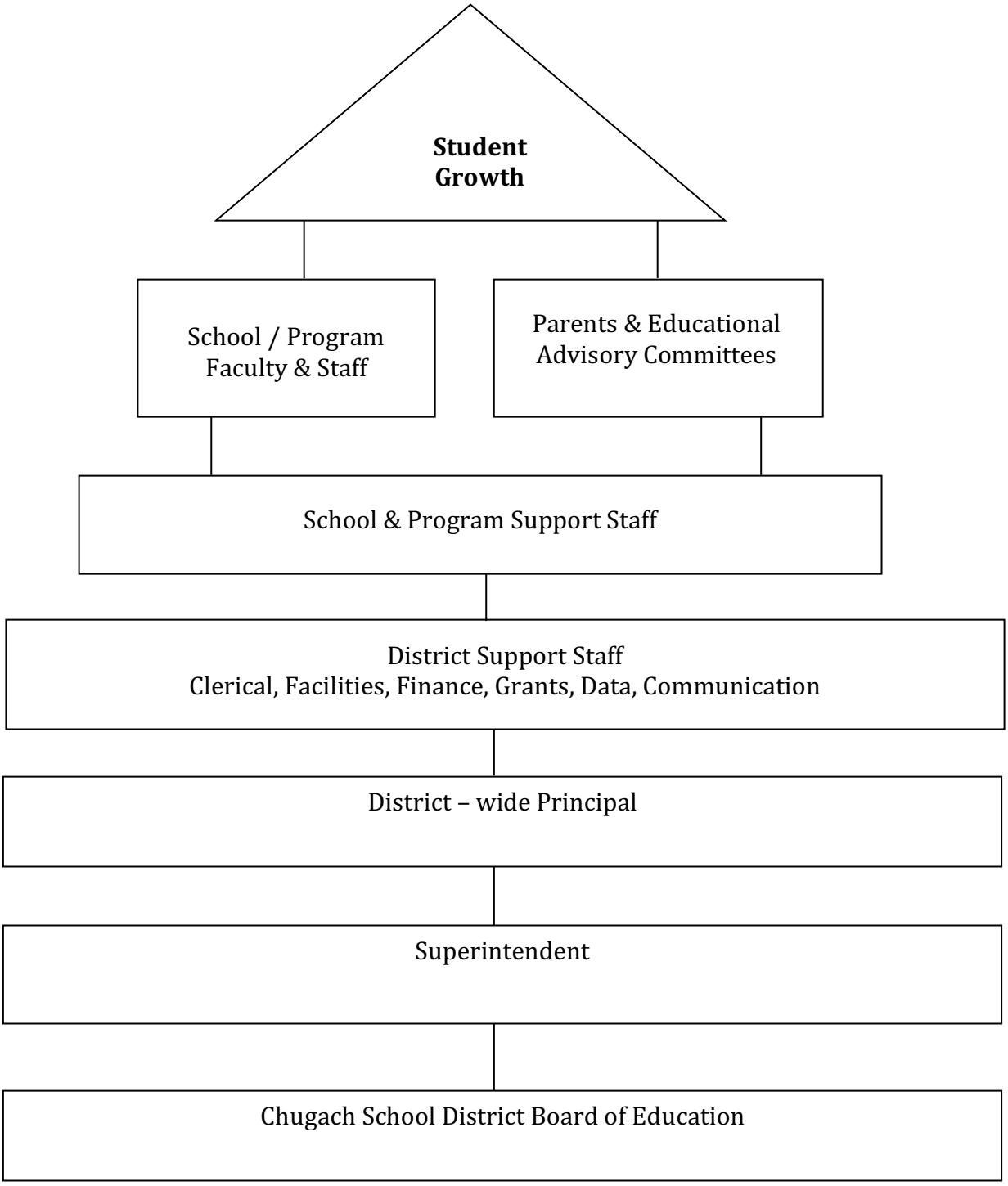
Mission

The Chugach School District is committed to developing and supporting a partnership with students, parents, community and business which equally shares the responsibility of empowering students to meet the needs of the ever changing world in which they live. Students shall possess the academic and personal characteristics necessary to reach their full potential. Students will contribute to their community in a manner that displays respect for human dignity and validates the history and culture of all ethnic groups.

Strategic Planning Process & Cycle



Organization Chart
Chugach School District



Development of Chugach School District's dynamic Strategic Plan:

In the past decades, the Chugach School District has had traditional strategic plans, which have been placed in binders on shelves and not utilized as they should be. In recent years, a series of steps has been taken to gather input from all stakeholders in an effort to develop a "Working" strategic plan. We want a plan that we use on a routine basis to guide our efforts and decisions for current focus and future planning.

The first step was the development of our District Shared Purpose, Core Values, and Mission, which was adopted in 2009. Each school then aligned and developed their site's Shared Purpose and Core Values to the District Shared Purpose and Mission. .

Following steps included staff representative teams who worked for entire years gathering input and collecting data to complete our 2009 APEX application. This application gave us foundational information about how we operate, and how we are performing. The APEX report was then used to develop a strategic planning cycle and our strategy maps.

The CSD Strategic Plan's key features include:

1 Strategic Plan Development and Input processes
2 Shared Purpose, Core Values & Mission
3 Strategy Map
4 Organizational Chart
5 PIER plans and Action Plans
6 Communication Documents for a variety of audiences

Today, schools and programs use these strategic planning tools to develop school and individual PIER plans on an annual basis. This ensures that all of our plans are aligned with our Shared Purpose, Core Values and Mission.

The updated Chugach School District Strategic Plan is intended to be a working document: a document that provides guidance for staff and the School Board when making decisions and developing instructional plans for operational efficiency and innovation. As CSD values organizational flexibility, it is expected that some changes to this document will occur from time to time. That said, it's important to have a document that is in place as our next starting point, in order to clearly articulate the direction that CSD is headed.

CHUGACH SCHOOL DISTRICT STRATEGIC FOCUS AREAS

- Engage all **students** to embrace their education through effective relevant instruction, performance-based curriculum, and individualized education; to empower student ownership of their learning.

- Provide effective professional development and training, encourage collegiality, accountability, and the valuing of all staff members to increase **workforce** effectiveness and ownership.

- Encourage **shared leadership** throughout all levels of the school district: Student VOICE teams; Staff Leadership; Administrator Capacity Growth; and Board Leadership Trainings.

- Embrace **financial and facility efficiencies** through conservative budgeting, assertive fund-seeking, and proactive maintenance and renovation of facilities.

- Valuing all **stakeholders** and their input on improving the Chugach School District through open and honest communication.

CSD Strategy Map ~ Current Focus Strategies

Focus Goal I: Student Focus	Engage all **students** to embrace their education through effective relevant instruction, performance-based curriculum, and individualized education; to empower student ownership of their learning.
Student Focus Strategy A	Engage and empower students through Individualized Education strategies.
Strategy A.1	Student Learning Profiles
Strategy A.2	Individualized Learning Plan
Strategy A.3	Personal Graduation Plan
Strategy A.4	Performance-based advancement in each content area
Strategy A.5	Developmental Standards from preschool through post-graduation

Student Focus Strategy B	Engage and empower students through Effective Relevant Instructional strategies.
Strategy B.1	Relevant / Local Standards
Strategy B.2	Balanced Instructional Model
Strategy B.3	Thematic Units
Strategy B.4	Holistic Education: Equally valued content areas
Strategy B.5	Engaging opportunities tied to Standards (Sports, Student VOICE, Voyage to Excellence, Further Education opportunities, etc.)

Student Focus Strategy C	Utilize appropriate student accountability measures to engage and empower students.
Strategy C.1	Authentic Standard Assessments
Strategy C.2	Districtwide Assessment Inservices for Inter-rater reliability
Strategy C.3	Multiple Format Assessments
Strategy C.4	Web-based Aligned Information Management System (AIMS) for students, parents and staff
Strategy C.5	Alaska State Exams: Standards-based Assessments; High School Graduation Qualifying Exam; English Language Proficiency Assessment; Alternate and Alternative Assessments; Terra-Nova and NAEP Assessments

CSD Strategy Map ~ Current Focus Strategies

Focus Goal II: Staff Focus	Provide effective professional development and training, encourage collegiality, accountability, and the valuing of all staff members to increase **workforce** effectiveness and ownership.
Staff Focus Strategy A	Incorporate effective staff training with teambuilding strategies to increase staff ownership and collegiality
Strategy A.1	Provide up to 30 days individual and group trainings in a variety of locations.
Strategy A.2	Districtwide training for Generalist Teachers
Strategy A.3	Individual Training Proposal Process
Strategy A.4	Process Training: Outrageous Thinking; Balanced Instructional Model; Thematic Units; Individual Learning Plans; Student Learning Profile Assessment
Strategy A.5	Teambuilding Strategy Training
Strategy A.6	Staff Ownership of Standards Revision Process
Staff Focus Strategy B	Utilize appropriate staff accountability measures to engage and empower the Chugach workforce.
Strategy B.1	Performance Evaluation Process
Strategy B.2	Highly Qualified Process
Strategy B.3	Performance Pay
Strategy B.4	Staff PIER Plans: Plan ~ Implement ~ Evaluate ~ Revise ~ Share/Survey
Strategy B.5	School and Program PIER Plans: Plan ~ Implement ~ Evaluate ~ Revise ~ Share/Survey
Staff Focus Strategy C	Value Chugach staff through a variety of strategies and supports to increase job satisfaction and effectiveness.
Strategy C.1	Consistent hiring processes and retention efforts
Strategy C.2	Provide Deferred Compensation to encourage increased retention
Strategy C.3	Provide a variety of benefits to meet the needs of staff (retirement, medical/dental, life insurance, personal and sick leave, etc.)
Strategy C.4	Performance Pay based upon Performance Evaluation Process

CSD Strategy Map ~ Current Focus Strategies

Focus Goal III: Shared Leadership Focus	Encourage **shared leadership** throughout all levels of the school district: Student VOICE teams; Staff Leadership; Administrator Capacity Growth; and Board Leadership Trainings.
Shared Leadership Focus Strategy A	Provide Staff Leadership Opportunities at all levels within Chugach School District
Strategy A.1	School Site Leadership and Leadership Team
Strategy A.2	Mentorship Opportunities
Strategy A.3	Performance Evaluation Process Leadership component
Strategy A.4	Program Directors Leadership Roles

Shared Leadership Focus Strategy B	Provide opportunities for Chugach School Board and Administrator Capacity Growth
Strategy B.1	School Board Retreat Training and AASB Trainings
Strategy B.2	Chugach Leadership Stability / Grow our own Leaders
Strategy B.3	Formalize and update Strategic Plan; School Board Policy Updates
Strategy B.4	School Board and Administrator 360° Evaluation Process

Shared Leadership Focus Strategy C	Provide student leadership opportunities through Student VOICE site and district team involvement
Strategy C.1	Outdoor Leadership Opportunities
Strategy C.2	VOICE Leadership Standards
Strategy C.3	VOICE Leadership Training Opportunities
Strategy C.4	Student member of School Board; Student member of Community Councils; Student member of Educational Advisory Councils

CSD Strategy Map ~ Current Focus Strategies

Focus Goal IV: Financial & Facilities Focus	Embrace **financial and facility efficiencies** through conservative budgeting, assertive fund-seeking, and proactive maintenance and renovation of facilities.
Financial & Facility Focus Strategy A	Encourage excellent stewardship of funding streams through conservative budgeting, as well as assertive grant seeking efforts in meeting the goals of the CSD Strategic Plan.
Strategy A.1	Annual Budget Process
Strategy A.2	Development of Competitive Grant Applications
Strategy A.3	Grant Management Alignment
Financial & Facility Focus Strategy B	Employ efficient and timely maintenance and renovation of school facilities.
Strategy B.1	Annual CIP Proposal Development Process
Strategy B.2	SERRC Preventative Maintenance Process
Financial & Facility Focus Strategy C	Ensure efficient supply order and usage processes are in place.
Strategy C.1	Annual "Next Year" Order Process complete by April
Strategy C.2	Annual Fuel and Air Charter Process
Strategy C.3	Streamline process for payables and payroll

CSD Strategy Map ~ Current Focus Strategies

Focus Goal V: Community & Communication Focus	Valuing all **stakeholders** and their input on improving the Chugach School District through open and honest communication.
Community & Communication Focus Strategy A	Activate and sustain Education Advisory Committees (EAC) for all sites and programs
Strategy A.1	EAC Membership: Recruitment and Approval process
Strategy A.2	Alignment of Educational and Community Services
Strategy A.3	Emulate Community Good Neighbor Spirit
Community & Communication Focus Strategy B	Provide communication through Student VOICE site and district team involvement
Strategy B.1	Outdoor Leadership Opportunities
Strategy B.2	VOICE Leadership Standards
Strategy B.3	VOICE Leadership Training Opportunities
Community & Communication Focus Strategy C	Create and foster partnerships with community, regional, and statewide businesses and organizations that are aligned with, and support, Chugach School District's Shared Purpose and Mission.
Strategy C.1	Partner with like-minded school districts for increased opportunities for students and staff, and grant funding collaboration efforts
Strategy C.2	Foster business partnerships for seamless transition opportunities for all students
Community & Communication Focus Strategy D	Provide Regular Stakeholder Input and Communication Opportunities
Strategy D.1	Community and Stakeholder Input Surveys and Communication Process
Strategy D.2	School, District and Program Newsletters to Community and Stakeholders

Future Focus



CSD Strategy Map ~ FUTURE Focus Strategies

Future Focus Goal I: Student Focus	Engage all **students** to embrace their education through effective relevant instruction, performance-based curriculum, and individualized education; to empower student ownership of their learning.
Student Future Focus Strategy A	Increase student enrollment and attendance rates
Strategy A.1	FOCUS Homeschool recruitment and application process
Strategy A.2	Monitor and resist Borough and District Consolidation efforts
Student Future Focus Strategy B	Develop AIMS into a revenue source product
Strategy B.1	Copyright AIMS
Strategy B.2	Negotiate Agreement with AIMS Development Team Corporation
Student Future Focus Strategy C	Discover and encourage Innovative Learning Strategies
Strategy C.1	Year Round School/Education opportunities
Strategy C.2	Parallel Curriculum/Co-Curriculum Models of Instruction
Strategy C.3	Effective Student Learning Profile Deployment



CSD Strategy Map ~ FUTURE Focus Strategies

Future Focus Goal II: Staff Focus	Provide effective professional development and training, encourage collegiality, accountability, and the valuing of all staff members to increase **workforce** effectiveness and ownership.
Staff Future Focus Strategy A	Empowerment of all staff for equal ownership and true collaborative efforts
Strategy A.1	Turn Negotiated Agreement into Collaborated Agreement
Strategy A.2	New Teacher Training Facility
Strategy A.3	Collaboration on Health Insurance and Benefits
Staff Future Focus Strategy B	Renovation and acquisition of Teacher Housing in each school community
Strategy B.1	Successfully pursue funding streams and processes for teacher housing renovation or acquisition

CSD Strategy Map ~ FUTURE Focus Strategies

Future Focus Goal III: Shared Leadership Focus	Encourage **shared leadership** throughout all levels of the school district: Student VOICE teams; Staff Leadership; Administrator Capacity Growth; and Board Leadership Trainings.
Shared Leadership Future Focus Strategy A	Provide Staff Leadership Opportunities to be an Institutional Change Leader
Strategy A.1	Work with school districts, universities, and businesses to develop schools that work for all students
Shared Leadership Future Focus Strategy C	Provide student leadership opportunities through Student VOICE site and district team involvement
Strategy C.1	Board Membership by student VOICE Representative
Strategy C.2	Community Council Membership by student VOICE Representative

CSD Strategy Map ~ FUTURE Focus Strategies

Future Focus Goal IV: Financial & Facilities Focus	Embrace **financial and facility efficiencies** through conservative budgeting, assertive fund-seeking, and proactive maintenance and renovation of facilities.
Financial & Facility Future Focus Strategy A	Encourage development of Alternative Energy Sources for Schools
Strategy A.1	Successful submission of previously submitted proposal

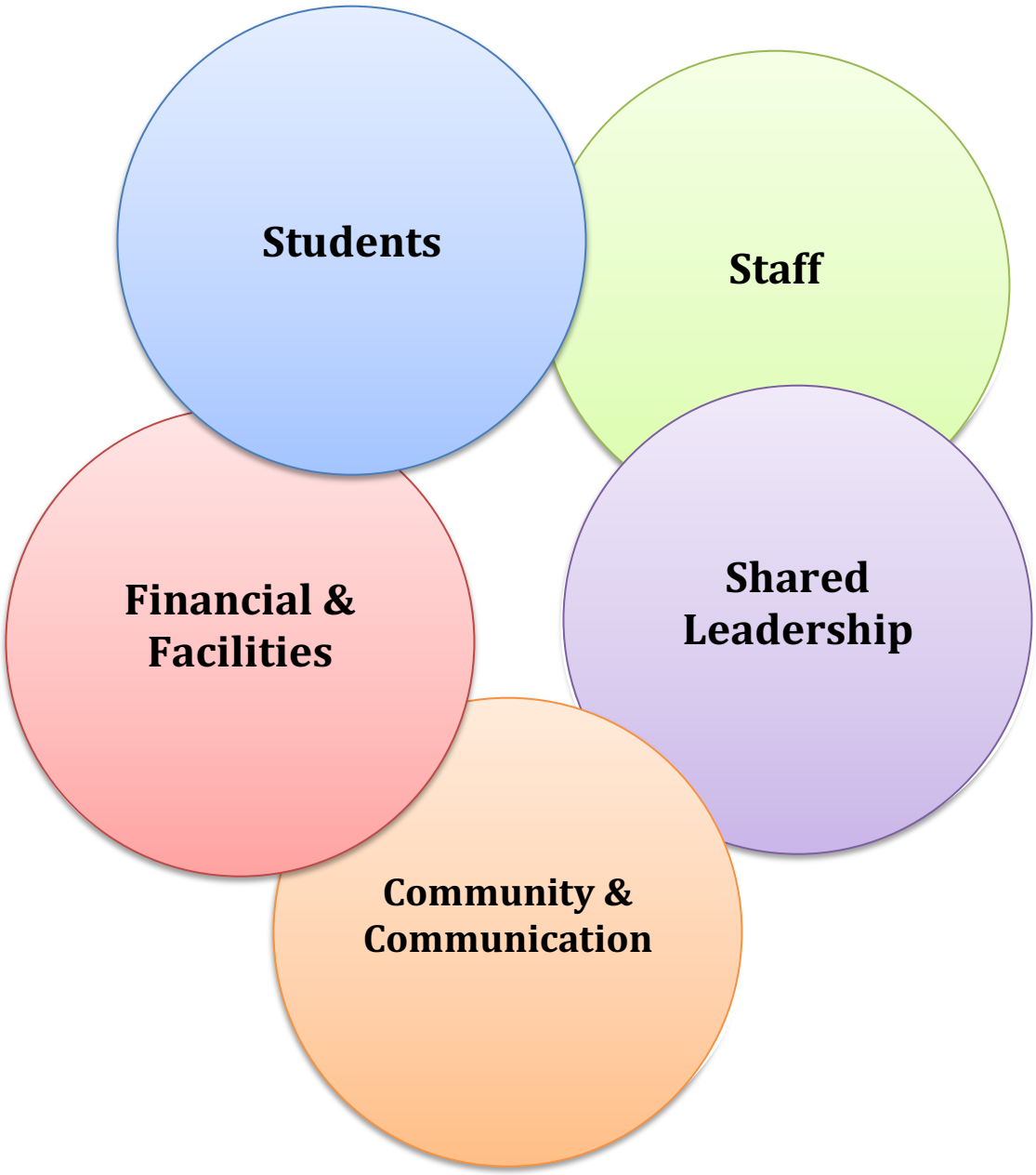
Financial & Facility Future Focus Strategy B	Acquisition of Chugach Campus Facilities
Strategy B.1	Chugach Campus to include facilities for District Office, FOCUS Homeschool Branch Offices; and Voyage to Excellence facilities

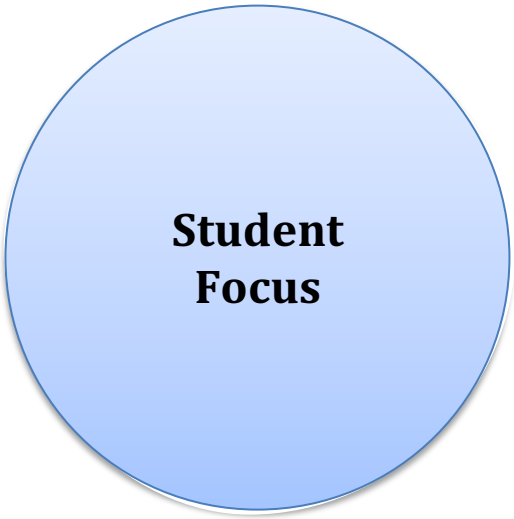
CSD Strategy Map ~ FUTURE Focus Strategies

Future Focus Goal V: Community & Communication Focus	Valuing all **stakeholders** and their input on improving the Chugach School District through open and honest communication.
Community & Communication Future Focus Strategy A	Activate and sustain Education Advisory Committees (EAC) for all sites and programs
Strategy A.1	Develop HB 61 Proposals for all local Corporations

Chugach School District's Balanced Scorecard

~Indicators of Goal Performance and Success in order to focus key decision making efforts~





*Engage all **students** to embrace their education through effective relevant instruction, performance-based curriculum, and individualized education; to empower student ownership of their learning.*

Student Focus Indicators	Monthly	Quarterly	Annually
Attendance/Truancy data (site and districtwide)	√	√	√
Co-Curricular Performance Level Data		√	√
Enrollment Trends		1st	√
Graduate Longitudinal Survey Results			√
Individual Learning Plan Completion		√	√
Personal Graduation Plan Progress		√	√
State Exam Results and AYP Status			√
State Exam Results vs. CSD Levels			√
Student Learning Profile Completion		√	√
Ultimate Graduation Rate			√

Voyage to Excellence Participation		√	√



*Provide effective professional development and training, encourage collegiality, accountability, and the valuing of all staff members to increase **workforce** effectiveness and ownership.*

Staff Focus Indicators	Monthly	Quarterly	Annually
Deferred Compensation Participation & Trends			√
Certified Staff Highly Qualified Attainment		√	√
Classified and Certified Performance Pay Trends			√
Performance Evaluation Process		√	√
PIER Action Plan Content and Completion (individual staff; site; strategic planning)	√	√	√
Salary & Benefits (trends; comparative analysis)			√

Staff Development - Individual Training Proposals		√	√
Staff Development – Content & Participation		√	√
Staff Surveys		√	√



*Encourage **shared leadership** throughout all levels of the school district: Student VOICE teams; Staff Leadership; Administrator Capacity Growth; and Board Leadership Trainings.*

Shared Leadership Focus Indicators	**Monthly**	**Quarterly**	**Annually**
Administration 360 ° Evaluation Process			√
Administration Training		√	√
Leadership Team Progress	√	√	√
Mentorships		√	√
School Board Meetings and PIER plans	√	√	√
School Board Trainings (Retreat; AASB)		√	√
School Board 360 ° Evaluation Process			√
Strategic Plan Process and Progress	√	√	√

Student VOICE Participation (Outdoor Leadership; Leadership Standards; Leadership Trainings	√	√	√



*Embrace **financial and facility efficiencies** through conservative budgeting, assertive fund-seeking, and proactive maintenance and renovation of facilities*

Financial and Facility Focus Indicators	**Monthly**	**Quarterly**	**Annually**
Alternative Energy Proposal			√
Annual Ordering Process			√
Audit Process (preparation; completion)		√	√
CIP Application Process and Current Plans	√	√	√
Cost per student (trends; comparative analysis)		√	√
Energy Costs analysis		√	√
Fuel Bids; Air Charter Process			√
Financial Update Report to School Board	√	√	√

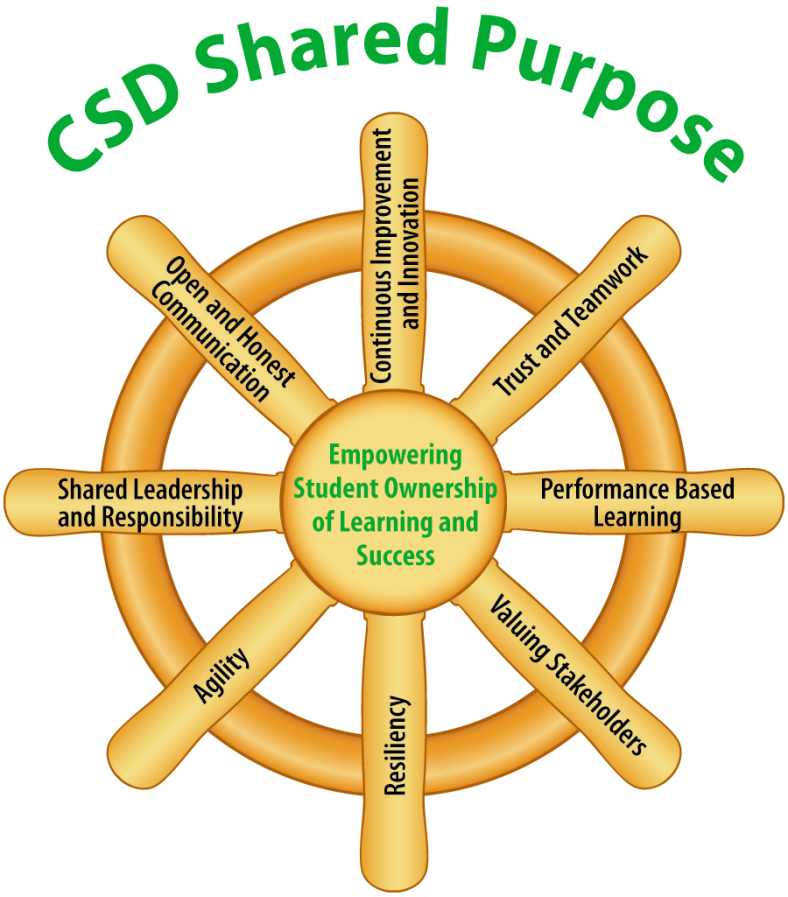
Preventative Maintenance Reports/Fire Marshall Reports (School and Program Facilities)	√	√	√
Payables and Payroll Process	√	√	√
Pupil: Teacher Ratio		√	√



*Valuing all **stakeholders** and their input on improving the Chugach School District through open and honest communication.*

Community & Communication Focus Indicators	**Monthly**	**Quarterly**	**Annually**
Active Partnerships: districts; local councils; corporations; businesses	√	√	√
Board of Stars Nominations	√	√	√
Community Input Survey			√
Educational Advisory Boards: Schools and Programs	√	√	√
Parent/Student/Teacher Conferences		√	√

Stakeholder Communication Tools (site and program newsletters; website usage; Social Media)	√	√	√
Student VOICE Community Engagement Opportunities	√	√	√



Board Goals 22/23

1. Understand the Education Foundation Formula and the district's ability to use State funds.
2. Review Strategic Plan.
3. Strengthen relations with CSD staff.

Roles & Responsibilities

For School Board Members & Superintendents

Advocates for Alaska's Youth

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 & impements 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


Advocates for Alaska's Youth
association of
ALASKA
school boards

Chugach School District
Board of Education

Jan. 15, 2024

School Board Workshop
Provided by:

Timi Tullis, Associate Executive Director

1111 W 9th Ave
Juneau, AK 99801

Tel. 907-463-1660
Fax. 907-586-2995

aasb@aasb.org
www.aasb.org

AGENDA
Chugach School
Board of Education Retreat
Monday Jan. 15, 2024
10-4:30 ☺ p.m.

Activity	**Who**
Opening Remarks/Activity *What is one thing you hope to get out of our time together?*	Superintendent Board Chair
What is Effective Governance? Board Members Roles Code of Ethics	Timi Tullis, AASB
The Key Work of School Boards; Board Standards • Vision • Policy • Community Leader • Board / Supt. Team	
Effective Meetings	
Planning and Goals	
Wrap Up	



You can’t drive your car looking through the rearview mirror. Life is much like driving, you must be focused on the good coming your way.
~Shenita Sanders

"The Board's role is to look through the great big windshield of the future, not the rearview mirror of the past"

Board Standards and the Key Work of School Boards

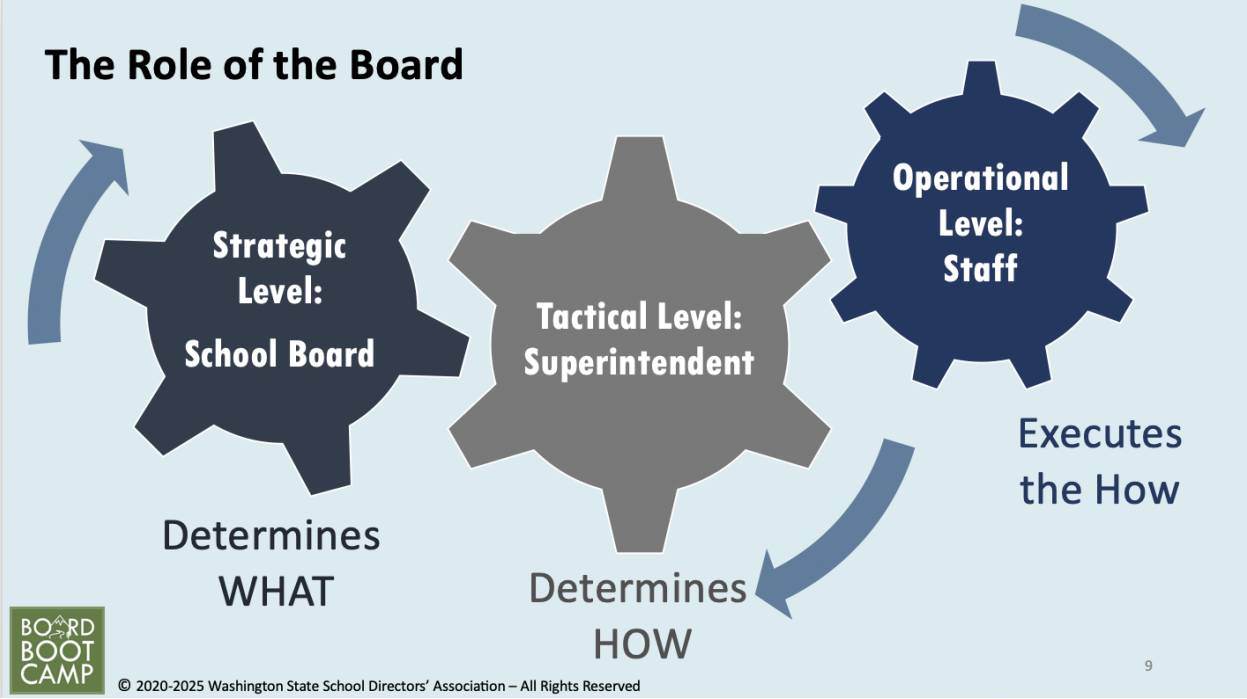
The Association of Alaska School Boards has created a framework for use in local districts. Each board Standard is directly tied to your purpose as board members, Student Achievement. These serve as guides for School Board work.

- Vision
- Structure
- Accountability
- Advocacy
- Conduct and Ethics

https://aasb.org/board-standards/

The Key Work of Boards are the actions which build off these guides.

Vision	Structure	Accountability	Advocacy	Conduct-Ethics
Creating a shared vision to enhance student achievement	Providing organizational structure to support the vision	Measuring and reporting district performance toward the vision	Championing the vision	Forthright conduct of the board toward the vision
What Boards Can Do	**What Boards Can Do**	**What Boards Can Do**	**What Boards Can Do**	**What Boards Can Do**
• Encourage Community Involvement in strategic planning and especially the development of a Mission Statement • Make Decisions Based on your Mission Statement and Strategic Plan. • Identify a District philosophy	• Develop District Plans • Establish Goals and Priorities for the District • Review & Evaluate Policies • Request Reports about the Curriculum • Link the Budget to Student Achievement • Support Staff Development • Support Staff Recruitment • Maintain Facilities • Assist Advisory School Boards	• Develop Criteria for Superintendent Selection • Perform an Annual Superintendent Evaluation • Perform an Board Evaluation • Ensure Staff Evaluations are Performed • Review School Report Cards • Request the Evaluation of Programs • Review the results of Student Assessments • Request Timely Financial Reports & Audits	• Recognize Student Achievements • Recognize Staff Achievements • Promote Parent Involvement • Develop Business Partnerships • Develop Community Partnerships • Be a Student Advocate • Participate in Grassroots Lobbying • Meet with Parents and Community Members	• Understand Your Role in the District • Respect the Roles of Others • Provide a Board Orientation • Use Meetings Effectively • Following State Law and district policies • Conduct business in an ethical manner • Work toward developing a team



BB 9000

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

Powers and Duties

The School Board's primary goal is to provide each student with an education of the highest quality in keeping with his/her capacity to learn. This goal shall be the basic factor motivating the Board's execution of its powers and duties.
(cf. 0200 - Goals for the School District)

The Board is responsible for the general control and direction of education in the district and is empowered to carry on and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. This broad authority shall be exercised in accordance with the State and Federal Constitutions, laws and regulations. The Board may execute any powers delegated by law to it or to the district which it governs, and shall discharge any duty imposed by law upon it or upon the district which it governs.
(cf. 0440 - Advisory School Boards
(cf. 9200 - Board Members)

Governance Functions

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

(cf. 9300 - Governance)

Executive Functions

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

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

Judicial Functions

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

(cf. 1312 - Complaints Concerning the Schools)
(cf. 4144 - Grievances/Complaints)

Legal Reference:

ALASKA STATUTES
14.08.021 Authority (Regional School Boards)
14.08.041 Regional School Boards
14.08.101 Powers (Regional School Boards)
14.08.111 Duties (Regional School Boards)
14.14.060 Relationship between borough school district and borough
14.14.065 Relationship between city school district and city
14.14.130 Chief school administrator
29.35.160 Education (military reservations)

BB 9200
BOARD MEMBERS

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. Individual Board members shall submit requests for research or administrative studies to the entire Board for consideration.
(cf. 6162.8 - Research)
(cf. 9322 - Agenda/Meeting Materials)

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.

No members of the Board shall be asked to perform any routine or clerical duties which may be assigned to an employee, nor shall any Board member become an employee of his/her district while serving on the Board.

A Board member should resign from the Board before seeking to secure district employment. In no event shall a final decision for hire be made prior to receiving the Board member's resignation.
(cf. 9250 - Remuneration, Reimbursement and *other Benefits)*
(cf. 9270 - Conflict of Interest)

Board members who visit schools of their own volition have no more authority than any other citizen. Board members have authority only in regularly called meetings of the Board, or when delegated specific tasks by Board action.
(cf. 1250 - Visits to the Schools)

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.

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

BB 9271
CODE OF ETHICS

Note: By adopting a code of ethics, the Board expresses the intention that its members will hold themselves to the highest standard of ethical conduct.

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

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

Board members also have other major commitments to:

1. The Community. Each Board member is responsible to all residents of the district and not solely to those who elected him/her; nor solely to any organization to which he/she may belong, or which may have supported his/her election.
2. Individuals. Each Board member has a direct concern for every individual in the community. As an integral part of his/her duties, he/she represents the authority and responsibility of government. This authority must be exercised with as much care and concern for the least influential as for the most influential member of the community.
3. Employees. The Board member's actions may affect the capability of district employees to practice their trade or profession and should encourage their increasing competence and professional growth.

4. Laws. Policies. Each Board member must be aware of, and comply with, the constitutions of State and Nation, the Alaska Education Statutes, other laws pertaining to public education, and the established policies of the district.
5. Decision making. Each Board member is obliged by law to participate in decisions pertaining to education in the district. As an elected representative of the people, the Board member can neither relinquish nor delegate this responsibility to any other individual or group.
6. Individual Feelings and Philosophy. Every individual Board member has something to contribute to society.

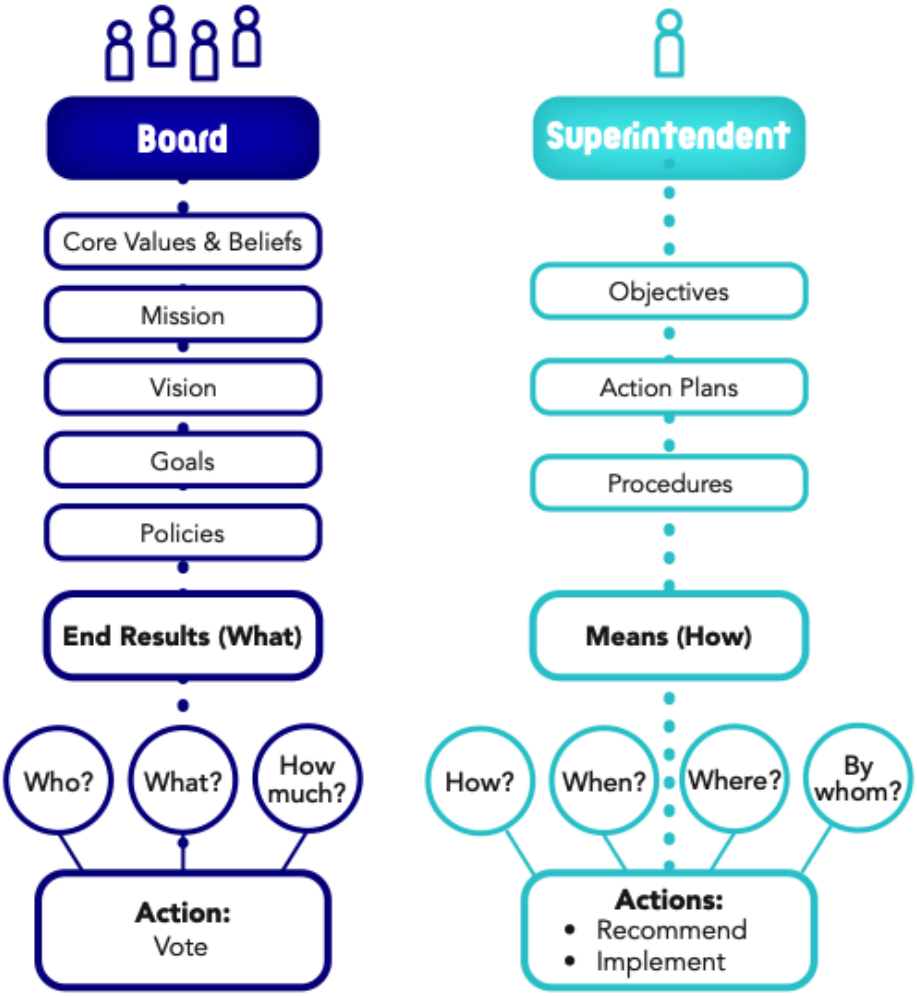
Understanding and acting upon the foregoing premises, each Board member shall:

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

Adopted: March 2, 2006

association of ALASKA school boards

Board/Superintendent Roles



Trust & Communication

Factors that Contribute to an Effective Board-Superintendent Relationship

- A common purpose
- Shared goals and objectives
- Expressed expectations
- Process for conflict resolution
- Shared leadership
- Control and procedures
- Effective communication
- Process for problem-solving and decision-making
- Willingness to experiment
- Assessment

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 more than three members of the Board, or a majority of the members, whichever is less, 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.
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Conduct of Meetings)

Regular Meetings
The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting to the best of their ability. Stakeholders will be notified if the annual schedule changes as soon as feasible but not less than 5 days prior to any regular meeting.

Notice of regular meetings shall be posted at least five (5) days prior to the meeting.

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
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 is authorized

whenever physical presence is not practicable. All votes at a meeting of members attending by teleconference shall be taken by roll call.

The Board also authorizes the use of teleconferences 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 facilities used for the Board meeting.



Vision:

Educating and empowering students to be leaders, critical thinkers, and problem solvers.

Mission:

Together we foster an educational culture of academic excellence, meaningful connections, and nurturing environments to maximize every student's unique potential.

Shared Values:

- Agility…
- Resiliency…
- Valuing Stakeholders…
- Performance Based Learning…
- Trust and Teamwork…
- Continuous Improvement and Innovation…
- Open and Honest Communication…
- Shared Leadership and
- Responsibility

Strategic Focus Areas:



Board Goals:

BOARD GOALS:

*Understand the Education Foundation Formula and the district's ability to use State funds.

*Review Strategic Plan.

*Strengthen relations with CSD staff.

GUIDING PRINCIPLES:

Is it moral?

Is it ethical?

Is it legal?

Is it fiscally responsible?

Is it aligned?

Is it good for kids?

SUPERINTENDENT GOALS:

*Increase Communication.

*Focus on Recruitment and Retention.

*Refine Processes, Policies and Procedures.

*Focus on Instructional Design and Innovation.

*Improve Work / School Culture.

- What are the major strengths of the board?

- How could the board improve the way it works in the coming months?

What are our constituents saying?

Most common concern expressed by community members?	Most common concern expressed by the students?
Most common concern expressed by the staff?	

COMMUNICATION EXPECTATIONS

Outside of regular meetings, the superintendent can communicate with Board members in a variety of ways, including:

- Through conference meetings
- Through Superintendent's reports
- Through staff who are assigned to research questions raised by the Board

COMMUNICATION AMONG BOARD MEMBERS INCLUDE

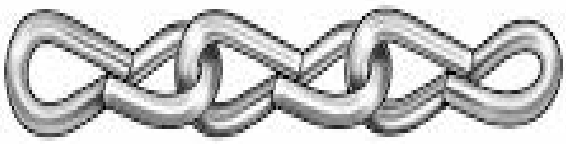
Dialogue

a) discussion about business and operation of the board
b) informal conversation, getting to know each other

Sharing of information

a) facts related to an agenda item known by a Board member, and if known by other members could assist in their decision-making process before taking action.
b) relating experience and knowledge gained from attending a conference or workshop.
c) dissemination of written materials from conferences, magazines and other sources

Beware Chain Meetings!



Making Requests for Information to the Superintendent

Informal Requests – Be sure to clarify what is being asked and to whom it should be directed.

Formal requests – Only the board as a seated body can give the superintendent direction, not individual members.



When making requests of the Superintendent, think about "is this something I **need** to know, or is it something which would be **nice** to know?"

Every request requires time and resources of the district.

What should Ty do if someone comes into him giving specific direction to him? It is hard to tell your boss that they are overstepping ☺

What the **Board** should expect from the **Superintendent**



1. Treat board members fairly and equitably; use consistent style and methods while working with the board
2. Generate dependable information; distribute all information to board members
3. Be accessible to board members on a reasonable schedule
4. Give honest, thoughtful, and well-reasoned opinions and reactions to issues
5. Present policy options for considerations by the board
6. Do not manipulate the board; do not divide the board to win an issue
7. Do not talk behind board members' backs; be loyal to the board
8. Listen carefully to the views and opinions of board members
9. Work toward trust with all board members
10. No surprises; keep board informed of major operational issues; short circuit potential problems
11. Publicly defend board positions; support formal board decisions
12. Do not blame problems on the board
13. Be cordial
14. Be open to new ideas; bring new ideas to the board
15. Be politically sensitive to statements and reactions
16. Establish good relations with the media
17. Be visible in the community and pursue a strong community relations agenda
18. Let the board know of his/her expectations of the board
19. Exhibit a genuine interest in student welfare
20. Help board grow into a cohesive group
21. Support and encourage board members to participate in professional development opportunities

What **Superintendents** should expect of the **Board**

1. Be open to new ideas
2. Be advocates in the community; engage in vigorous public relations on behalf of the district
3. Be well prepared for meetings; read materials that are provided beforehand
4. Request information on issues before board meetings
5. Allow superintendent to do the job for which she/he was hired
6. No surprises; provided information on community concerns; report rumors
7. No hidden agendas
8. Operate as a team; avoid factionalism
9. Be concerned with education for all students; avoid single issue politics.
10. Do not deal with problems on a personal basis
11. Do not answer for the board as an individual; defend Board policies
12. Publicly support the superintendent and the board, especially after a decision
13. Leave superintendent out of the politics of the board
14. Do not jump to conclusions/decisions; wait for the facts
15. Be up front about concerns about superintendent; no talking behind back
16. Do not go around the superintendent; do not try to be an administrator
17. Have a basic understanding of parliamentary procedures and school law
18. Promote unity within the board
19. Contribute facts and information to policy making
20. Do not ask superintendent to mediate between and among board members
21. Call superintendent first on issues

Essential Attributes of an Effective

School Board Member

Even the most experienced board members never stop learning the technical details of the job, and those that are successful learn early that being effective requires more than knowing the details of the law or how to interpret the budget. Being a successful board member begins with a genuine commitment to striving for high quality public education that supports the full development of all children. There are certain skills and attributes which are consistently present in effective board of education members. Here are some steps to consider:

1. Be prepared to participate responsibly. **Do your homework**, come prepared to work, remember that sometimes the work is to listen, agree and disagree as your values dictate, and accept that the group decision is legitimate even if it's not your personal choice. It's not acceptable to have opinions and not express them.

2. Focus on serving all children. Ensure every deliberation, decision and action reflects the best interests of every student you serve. **No child is more important than another.**

3. **Remember that your identity is with the community, not the staff.** It's easy to identify with staff as you probably will have more discussions with them about issues. But you must remember that your job is to serve in trust for the community.

4. Represent the community, not a single constituency. You will understand and/or identify with certain constituencies (parents, neighborhoods or communities, special ed, etc.), but you MUST remember that **being a board member means serving in trust for the entire community**. There's no way a limited number of board members can provide a spokesperson for every constituency or legitimate interest, so in a moral sense you must stand for them all. You can be FROM a constituency, but you must not let yourself REPRESENT it.

5. Be responsible for group behavior and productivity. You are responsible for not only yourself but the group. If the group doesn't do its job, meddles in administration, or breaks its own rules, you personally share that responsibility.

6. Honor divergent opinions without being intimidated by them. You are obligated to express your honest opinions on issues, and so are each of the other board members. **Encourage your colleagues to speak their opinions and listen to them carefully and respectfully.** But don't allow yourself to be intimidated by louder or more insistent board members.

7. Use your special expertise to inform your colleagues' wisdom. If you have special expertise (law, relating to that area. Use your expertise to help inform your colleagues (i.e., help them understand what fiscal health looks like v. fiscal jeopardy) but don't assume sole responsibility for those decisions. Also remember that **you're not on the board to help the staff or even advise them with your special expertise.** Your job as a board member is to govern. If you wish to offer your help as an expert, make sure that all parties know you are acting as a volunteer, not a board member, and remember that asking for or accepting your help is a staff prerogative, not yours.

8. Be aware of the community and staff's perceptions of the board. If the board is perceived as being unethical, dishonest, secretive or self-serving, whether justified or not, that will become reality for the community and staff. Consider how stakeholders might interpret your behaviors and decisions then act accordingly.

9. Think upward and outward more than downward and inward. There is a great temptation to focus on what goes on with management and staff instead of what difference the district should make in the larger world. This requires **ignoring the minutia or details in order to examine, question and**

define the big picture. The latter is a daunting and awesome task, but it is board work – governance!

10. Don't tolerate putting off the big issues forever. As daunting and awesome as the big decisions are, they are the board's to make. (What are our core values and beliefs about education in our community? Based on those where do we put our resources?) If you don't, you're abdicating your authority. Your inaction is a decision of sorts and if you don't make it, someone else will by default.

11. Support the board's final choice. No matter which way you voted, you are obligated to support the board in its decision. This doesn't mean you have to pretend to agree with it. You may maintain the integrity of your dissent. What you support is the legitimacy of the choice even though you don't agree. For example, you will support without reservation that the superintendent must follow the formal board decision, not your personal preference.

12. Don't mistake form for substance. Don't confuse having financial reports for having sound finances or having a public relations committee for having good public relations. Beware of the trap of having procedures rather than substance.

13. Don't expect agendas to be built on your interests. The **board's agenda shouldn't be a laundry list of individual members' interests** but a plan for taking care of the governance of the district. Being a community trustee is very different from seeing the organization as your personal possession. The board job must be designed to insure that the right of the entire community is faithfully served in the determination of what the district should accomplish.

14. Squelch your individual points of view during monitoring. Your own values count when the board is creating policies. But when you monitor the performance of the superintendent or the success of programs, etc.,

you must refer to the criteria the board decided, not what your opinion was about those criteria. And **as you review the criteria, your monitoring shouldn't be based on whether things were done the way you would have done them, but whether they were a reasonable interpretation of the board's policy.**

15. Obsess about ends. Keep the conversation focused on values, mission, vision and goals (Who gets which benefits for how much?). Talk with other board members, staff and the public about these matters first and foremost.

16. Continuously ask of yourself and the board, "Is this board work?" The deliberations of the board must add value. They must deal with fundamental, long-term issues that require the wisdom and decision-making of a diverse group of people who look at the whole – not just at pieces or the issue du jour.

Chugach School District Board Meeting

Thursday, December 7, 2023 6:00 PM
District Office & Teleconference, 9312 Vanguard Dr., Anchorage, AK 99507

Carter Briggs:	Present
Gail Evanoff:	Present
Deserae Stellwag:	Present
David Totemoff:	Present

C. Briggs present via Zoom

1. **CALL TO ORDER** — **Speaker(s):** BOARD PRESIDENT
   Discussion: Meeting Convened 6:06pm
2. **ROLL CALL & ESTABLISHMENT OF QUORUM**
3. **APPROVAL OF AGENDA** — **Speaker(s):** BOARD PRESIDENT
   Action(s):
   Approve the December 7, 2023 School Board Meeting Agenda. This motion, made by David Totemoff and seconded by Gail Evanoff, Carried.
   Voting Detail:

Carter Briggs:	Yea
Gail Evanoff:	Yea
Deserae Stellwag:	Yea
David Totemoff:	Yea

   Voting Summary: Yea: 4, Nay: 0
4. **PLEDGE OF ALLEGIANCE**
5. **MISSION/VISION STATEMENT, LAND ACKNOWLEDGEMENT**
   Discussion: C. Briggs read Vision Statement
   G. Evanoff read Mission Statement
   T. Mase read CSD Missions Statement
   D. Totemoff read Land Acknowledgment
6. **APPROVAL OF MINUTES**
   Action(s):
   Approve November 8, 2023 Minutes. This motion, made by Gail Evanoff and seconded by David Totemoff, Carried.
   Voting Detail:

Carter Briggs:	Yea
Gail Evanoff:	Yea
Deserae Stellwag:	Yea
David Totemoff:	Yea

   Voting Summary: Yea: 4, Nay: 0
7. **INTRODUCTION OF GUESTS and/or ANNOUNCEMENTS**
   Discussion: S. Burgoon
   S. Carlson
   C. Arneson
   A. Korbe

T. Bloodgood

7.a. New CSD CFO, Grant Yutrzenka

Discussion: Speaker(s): T. Mase, G. Yutrzenka

8. **BOARD OF STARS**

Discussion: Speaker(s): S. Jackson

9. **REPORTS & PRESENTATIONS**

Discussion: Speaker(s): T. Mase

9.a. CSA Report

Discussion: Speaker(s): T. Mase

9.b. EAC Reports

Discussion: Speaker(s): T. Mase

10. **PUBLIC COMMENT ON AGENDA ITEMS**

Discussion: No public comment

11. **BOARD COMMENT**

Discussion: Speaker(s): G. Evanoff, D. Totemoff, C. Briggs, D. Stellwag.

Speaker(s): GAIL EVANOFF, DAVID TOTEMOFF, CARTER BRIGGS, DESERAE STELLWAG

12. **ITEMS OF BUSINESS**

12.a. Altman and Rogers Audit Presentation

Discussion: Speaker(s): Don Hanni

12.b. Approval of Audit

Action(s):

Approve current district audit for FY23 completed by Altman Rogers and Company. This motion, made by Gail Evanoff and seconded by Carter Briggs, Carried.

Voting Detail:

Carter Briggs:	Yea
Gail Evanoff:	Yea
Deserae Stellwag:	Yea
David Totemoff:	Yea

Voting Summary: Yea: 4, Nay: 0

12.c. Organizational Chart

Action(s):

Approve MEMO 23-28 the 23/24 Church School District Organizational Chart. This motion, made by David Totemoff and seconded by Gail Evanoff, Carried.

Voting Detail:

Carter Briggs:	Yea
Gail Evanoff:	Yea
Deserae Stellwag:	Yea
David Totemoff:	Yea

Voting Summary: Yea: 4, Nay: 0

12.d. Declaration of Vacant Board Seat - Whittier Seat A

Action(s):

Motion to declare Whittier Seat A vacant. This

motion, made by Deserae Stellwag and seconded by David Totemoff, Carried.

Voting Detail:

Carter Briggs:	Yea
Gail Evanoff:	Yea
Deserae Stellwag:	Yea
David Totemoff:	Yea

Voting Summary: Yea: 4, Nay: 0

12.e. Appointment of Board Member to Whittier Seat A

Action(s):

Motion to Appoint Shelby Carlson to the Church School District School Board, Whittier, Seat A. This individual will hold this appointment until Fall 2024 Elections. This motion, made by Gail Evanoff and seconded by David Totemoff, Carried.

Voting Detail:

Carter Briggs:	Yea
Gail Evanoff:	Yea
Deserae Stellwag:	Yea
David Totemoff:	Yea

Voting Summary: Yea: 4, Nay: 0

12.f. Check Signer Authorization

Action(s):

Motion to appoint our new CFO, Grant Yutrsenka as an authorized check signer and fiscal representative for Chugach School District. This motion, made by Gail Evanoff and seconded by David Totemoff, Carried.

Voting Detail:

Carter Briggs:	Yea
Gail Evanoff:	Yea
Deserae Stellwag:	Yea
David Totemoff:	Yea

Voting Summary: Yea: 4, Nay: 0

12.g. Chenega Waiver

Action(s):

Motion to approve the attached Chenega IRA Impact Waiver. This motion, made by David Totemoff and seconded by Deserae Stellwag, Carried.

Voting Detail:

Carter Briggs:	Yea
Gail Evanoff:	Yea
Deserae Stellwag:	Yea
David Totemoff:	Yea

Voting Summary: Yea: 4, Nay: 0

12.h. Certified Contract Approvals

Action(s):
Approve MEMO 23-31, approving all teacher and administrator contracts for the 2024/2025 school year with the correction of #16. Debbie Treece correct title of Executive Director of Student Services. This motion, made by Gail Evanoff and seconded by Deserae Stellwag, Carried.

Voting Detail:

Carter Briggs:	Yea
Gail Evanoff:	Yea
Deserae Stellwag:	Yea
David Totemoff:	Yea

Voting Summary: Yea: 4, Nay: 0

12.i. Budget Overview - Informational

Discussion: Speaker(s): T. Mase

12.j. Tatitlek Student Trip Proposal

Action(s):
Approve Tatitlek School's trip. This motion, made by Deserae Stellwag and seconded by David Totemoff, Carried.

Voting Detail:

Carter Briggs:	Yea
Gail Evanoff:	Yea
Deserae Stellwag:	Yea
David Totemoff:	Yea

Voting Summary: Yea: 4, Nay: 0

13. **OLD BUSINESS**

13.a. 3rd Reading AASB Policy Updates

Action(s):
Adopt and update all listed policies. This motion, made by David Totemoff and seconded by Gail Evanoff, Tabled.

Voting Detail:

Carter Briggs:	Yea
Gail Evanoff:	Yea
Deserae Stellwag:	Yea
David Totemoff:	Yea

Voting Summary: Yea: 4, Nay: 0

14. **NEXT BOARD MEETING - January 15/16**

15. **ADJORNMENT** **Speaker(s):** BOARD PRESIDENT

Action(s):

Adjourn at 7:36pm. This motion, made by David Totemoff and seconded by Gail Evanoff, Carried.

Voting Detail:

Carter Briggs:	Yea
Gail Evanoff:	Yea
Deserae Stellwag:	Yea
David Totemoff:	Yea

Voting Summary: Yea: 4, Nay: 0

_____

Board Secretary

_____

Ty Mase, Chief School Administrator

_____

Chugach School District Board Chair

EAC Meeting Agenda
December 13, 2023

Members present: Stephanie Burgoon, Stephanie Carlson, Stephanie Atonio, Jessiah Atonio, Katriona Pese, Tom, Timothy, Ross Carlson, Andrea Korbe, Ty Mase, Jane Alzner, Tim Bloodgood, Megan Maloney, Millie Suli, Kaitlyn Macaltao, Caren Pantaleon, Angel Rojas, Vernadette Macaltao, Amy Pantaleon, Larra Pantaleon, MJ Macaltao, Adeline Knavel, Anne Oso'oso, Charity Atonio, Stacy Korbe, William Carlson, Shelby Carlson, Britta Pese, Matty Pese, Johnny Pese, Bibo Shen, Dave Dickason, Jamie Loan (via Zoom), Frankie Graham (via Zoom), Charlene Arneson (via Zoom), Jesse Alk (via Zoom)

I. Call to Order at 5:40pm

II. Old Business
   a. KTMA – plans for next year in Whittier
   b. Whittier Wellness Week
   c. School Board Opening
      1. Update – Shelby Carlson was appointed to the seat
   d. School Tunnel
      1. Still uncertain of who it belongs to
      2. School will continue to use tunnel as school entrance and exit
   e. Kids Gym
      1. Looking for someone to take over contract
   f. Volleyball
      1. Going well

III. New Business
   a. Holiday Program and Potluck
      a. December 21 at 5:30pm
   b. Moose Pass Field Trip
      a. Ages 6-10 invited to go with Mr. Victor to play in KTMA Winter Olympics
   c. Public Health Nurse

        a. Coming on Tuesday 12.19 for immunizations clinic and vision screening
    d. Winter Break- December 25 – January 5
    e. Mentorship Fair
        a. Career exposure to jobs
        b. Thursday, February 8
        c. Solicit businesses to help

IV. Announcements
    a. Close Up update
        a. $13,000 raised through donations and fundraisers
        b. $15,000 Norwegian donations
        c. Silent auction fundraiser at Holiday Program
        d. Valentine's dinner fundraiser
        e. Students are snow shoveling for donations

Next meeting: January 10 at 5:30pm

Chenega EAC Meeting
December 7, 2023

In attendance: Sue Parker, Camille Parry, Melonie Kasheveroff, Joey Cross.

1. Call to order at 3:57 p.m.
2. Head Teacher Report:
    a. All students are finally home, but it has been hard to get into a groove because students have been gone so frequently for trips, etc.
    b. Continuing on the meaning of life theme.
    c. We received a grant for library materials from Alyeska for kindles that will be left at the school.
    d. Health fair will be here the week of March 18th 2024
3. Mrs. Parker Report:
    a. Reading, writing, and math.
    b. Initial phoneme isolation: students are learning what those terms mean. All students participate
    c. Sue is taking the required reading course from the state. She just started and is enjoying it, thus far.
    d. Reading logs will be going home with the students: We will have a school reading initiative, starting in January. Younger kids reading progress will be tracked on a weekly basis. The kids will be sent home with a reading log on Monday.
4. Thanksgiving Activity Report: about $1300. We would be willing to do another BINGO might before the kids go to NYO
5. Chenega Banner:
6. Christmas: Big meal for Christmas.
    a. Community Christmas events week.
    b. Kids want to buy a tree. Michael suggested that the kids put together a proposal for a tree.
    c. Student labor auction
    d. More Bazaar and less auction
    e. Bake sale
7. NYO travel: Joey- The kids are doing great and have nailed down their events. Julie is the only one that has submitted a design. He hasn't reached out to the other communities about a regional event.
    a. Travel: Lisa and Doug worked out the travel and lodging. Michael Pipkin might be a contact for donations. We will draft the letter this week, or the beginning of next week would be preferable.
    b. Melonie is willing to hold a fundraiser for NYO around Russian Christmas. Joey said he would help. January 12, 2024.
8. Open Discussion:
9. Next EAC Meeting: January 18, 2024
10. Meeting Adjourned At: 5:25

1. ASSESSMENT OF KEY SKILLS AND ABILITIES OF THE CSA

* 1. **The CSA is able to see the "big picture," think strategically, and communicate a vision for the District.**

CSA Comments

- ◯ Strongly Agree
- ◯ Slightly Agree
- ◯ Disagree
- ◯ Agree
- ◯ Slightly Disagree
- ◯ Strongly Disagree

* 2. **The CSA maintains positive, effective, and open communication with the Board.**

CSA Comments

Based on the above information and your knowledge of the CSA's performance, he maintains positive, effective, and open communication with the Board.

- ◯ Strongly Agree
- ◯ Slightly Agree
- ◯ Disagree
- ◯ Agree
- ◯ Slightly Disagree
- ◯ Strongly Disagree

* 3. **The CSA is able to make tough decisions in the best interests of the District and hold people accountable for their responsibilities.**

CSA Comments

Based on the above information and your knowledge of CSA's performance, he is able to make tough decisions in the best interests of the District and hold people accountable for their responsibilities.

- ◯ Strongly Agree
- ◯ Slightly Agree
- ◯ Disagree
- ◯ Agree
- ◯ Slightly Disagree
- ◯ Strongly Disagree

* 4. **The CSA is proactive and innovative in identifying issues and finding solutions.**

CSA Comments

Based on the above information and your knowledge of the CSA's performance, he is proactive and innovative in identifying issues and finding solutions.

- ◯ Strongly Agree
- ◯ Slightly Agree
- ◯ Disagree
- ◯ Agree
- ◯ Slightly Disagree
- ◯ Strongly Disagree

* 5. **The CSA conducts himself in a way that promotes openness, cooperation, teamwork, trust, respect, and fair dealing throughout the District.**

CSA Comments

Based on the above information and your knowledge of the CSA's performance, he conducts himself in a way that promotes openness, cooperation, teamwork, trust, respect, and fair dealing throughout the District.

- ◯ Strongly Agree
- ◯ Slightly Agree
- ◯ Disagree
- ◯ Agree
- ◯ Slightly Disagree
- ◯ Strongly Disagree

* 6. **The CSA presents ideas in one-on-one and group settings with confidence, conviction, and sensitivity to the diverse interests in the communities served by the District.**

CSA Comments

Based on the above information and your knowledge of the CSA's performance, he presents ideas in one-on-one and group settings with confidence, conviction, and sensitivity to the diverse interests in the communities served by the District.

- ◯ Strongly Agree
- ◯ Slightly Agree
- ◯ Disagree
- ◯ Agree
- ◯ Slightly Disagree
- ◯ Strongly Disagree

* 7. **The CSA has a customer-service orientation.**

CSA Comments

Based on the above information and your knowledge of CSA's performance he demonstrates a customer service orientation when engaging with students, parents, district and state-wide leaders.

- ◯ Strongly Agree
- ◯ Slightly Agree
- ◯ Disagree
- ◯ Agree
- ◯ Slightly Disagree
- ◯ Strongly Disagree

* 8. **The CSA is able to communicate effectively with employees at all levels in the District.**

CSA Comments

Based on the above information and your knowledge of teh CSA's performance, he is able to communicate effectively with employees at all levels in the District.

- ◯ Strongly Agree
- ◯ Slightly Agree
- ◯ Disagree
- ◯ Agree
- ◯ Slightly Disagree
- ◯ Strongly Disagree

* 9. **The CSA is able to communicate effectively with students, parents, employers, organizational leaders, and other community residents.**

CSA Comments

Based on the above information and your knowledge of CSA's performance, he is able to communicate effectively with students, parents, employers, organization leaders, and other community residents.

- ◯ Strongly Agree
- ◯ Slightly Agree
- ◯ Disagree
- ◯ Agree
- ◯ Slightly Disagree
- ◯ Strongly Disagree

* 10. **Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance relative to ASSESSMENT OF KEY SKILLS AND ABILITIES OF THE CSA.**

- ◯ Outstanding
- ◯ Average
- ◯ Above Average
- ◯ Needs Improvement

11. **This space is provided for any comments you may have related to this section on ASSESSMENT OF KEY SKILLS AND ABILITIES OF THE CSA.**

2. PERFORMANCE OBJECTIVES OF THE CSA

The questions that follow list performance goals associated with six (6) major responsibility areas. In each of these areas, the CSA has provided comments on his accomplishments.

* 12. **RESPONSIBILITY 1: Board Support**

Following are CSA statements and results to address RESPONSIBILITY 1: Board Support.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance related to RESPONSIBILITY 1: Board Support.

- ◯ Outstanding
- ◯ Average
- ◯ Above Average
- ◯ Needs Improvement

13. **This space is provided for any comments you may have related to RESPONSIBILITY 1: Board Support.**

* 14. **RESPONSIBILITY 2: Programs and Services**

Oversees the planning, development, risk management, compliance, evaluation, and quality of the district's programs. Ensures that customer service orientation is a priority for all employees.

Following are CSA statements and results related to RESPONSIBILITY 2: Programs and Services.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance relative to RESPONSIBILITY 2: Programs and Services.

- ◯ Outstanding
- ◯ Average
- ◯ Above Average
- ◯ Needs Improvement

15. **This space is provided for any comments you may have related to RESPONSIBILITY 2: Programs and Services.**

* 16. **RESPONSIBILITY 3: Strategic Leadership**

Following are CSA statements and results related to RESPONSIBILITY 3: Strategic Leadership.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance relative to RESPONSIBILITY 3: Strategic Leadership.

- ◯ Outstanding
- ◯ Above Average
- ◯ Average
- ◯ Needs Improvement

17. **This space is provided for any comments you may have related to RESPONSIBILITY 3: Strategic Leadership.**

* 18. **RESPONSIBILITY 4: Finances and Facilities**

Following are CSA statements and results relative to RESPONSIBILITY 4: Finances and Facilities.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance relative to RESPONSIBILITY 4: Finances and Facilities.

- ◯ Outstanding
- ◯ Above Average
- ◯ Average
- ◯ Needs Improvement

19. **This space is provided for any comments you may have related to RESPONSIBILITY 4: Finances and Facilities.**

* 20. **RESPONSIBILITY 5: Human Resources**

Following are CSA statements and results relative to RESPONSIBILITY 5: Human Resources.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance for RESPONSIBILITY 5: Human Resources.

- ◯ Outstanding
- ◯ Above Average
- ◯ Average
- ◯ Needs Improvement

21. **This space is provided for any comments you may have related to RESPONSIBILITY 5: Human Resources.**

* 22. **RESPONSIBILITY 6: Representation**

Following are CSA actions and results related to RESPONSIBILITY 6: Representation.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance for RESPONSIBILITY 6: Representation.

- ◯ Outstanding
- ◯ Above Average
- ◯ Average
- ◯ Needs Improvement

23. **This space is provided for any comments you may have related to RESPONSIBILITY 6: Representation.**

* 24. **SUMMARY RATING OF CSA PERFORMANCE**

Based on all of the above information and your knowledge of the CSA's performance, select the rating that you believe reflects the overall performance of the CSA.

- ◯ Outstanding
- ◯ Above Average
- ◯ Average
- ◯ Needs Improvement

25. This space is provided for any final comments you may have related to the overall performance of the CSA.

Chugach School District

9312 Vanguard Drive, Suite 100
Anchorage, AK 99507-5355
(907) 522-7400 Phone
(907) 522-3399 Fax
www.chugachschooldistrict.com

Date: January 16, 2023

To: Chugach School Board

From: Ty Mase

RE: Chief School Administrator's Report – January, 2024

Capital Projects:
Our Tatitlek and Chenega CIP projects have been awarded to UIC and we are now under contract. We look forward to the upcoming construction season. As we get closer, we will have Ryan Schmidt present to the Board on the scope of the project and will then have him keep you updated as we go.

Project Budget Amended

Cost Category	Tatitlek Total Project Budget	Chenega Total Project Budget	Requested Amendment – Combined Projects	Revised Project Budget to Meet Bid Proposal
Construction Management	$111,726	$91,853	$203,579	*$103,579
Land	$0	$0	$0	$0
Site Investigation	$0	$0	$0	$0
Design Services	$558,632	$459,269	$1,017,901	$1,017,901
Construction	$5,586,316	$4,592,685	$10,179,001	$10,378,060
Equipment	$75,787	$90,710	$166,497	$166,497
Dist. Admin. Overhead	$502,777	$413,341	$916,118	**$817,059
Percent for Art	$0	$0	$0	$0
Project Contingency	$279,316	$229,634	$508,950	$508,950
Totals	**$7,114,554**	**$5,877,492**	**$12,992,046**	**$12,992,046**

*$100,000 Moved to Construction
**$99,059 Moved to Construction
***$359,272 Tatitlek Alternate No. 1 (CTE) subtracted from lump sum bid

Bid Total Less Tatitlek Alternate #1 = $10,378,060

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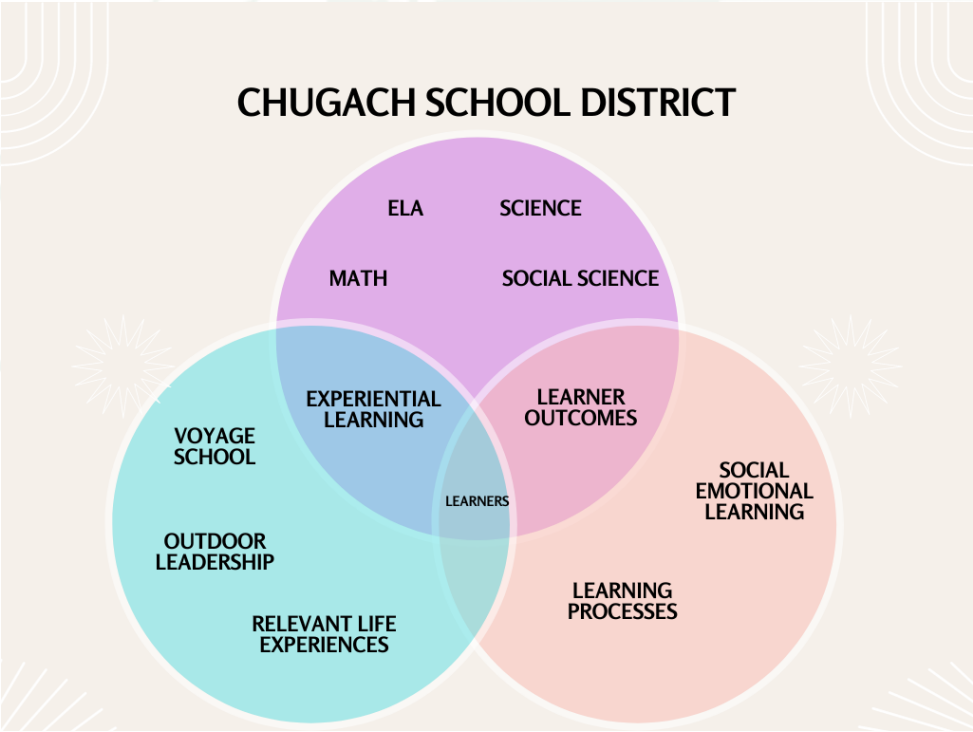
Staffing:
At this time, we have certified employment contracts out to staff and they have 30 days to return their contracts or let the district know that they will be moving on. At this point, we predict low turnover and are excited at the prospect of keeping such an amazing staff.

We have decided to not participate in the Alaska Teacher Placement Job Fair this year due to the high cost and a very low turnout of prospective candidates.

CSA Goals:

1. Refine processes, policies, and procedures
2. Focus on instructional design and innovation
3. Encourage shared leadership
4. Embrace financial and facility efficiencies

Focus on Instructional Design and Innovation:



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Important Dates to Remember:

- February 10-13: AASB Fly-In (Juneau)
- April 20-21 AASB Spring Boardsmanship Academy

Policy Overview:

BB 9311 BOARD POLICIES: The School Board recognizes that its most important function is to establish policies which communicate its direction for the management and control of the schools. Policies are written statements adopted by the Board which communicate the guidelines and limits within which the Superintendent or designee and staff may take discretionary action.

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

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

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

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

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

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

BB 9250 REMUNERATION, REIMBURSEMENT, AND OTHER BENEFITS

Note: *A.S. 14.14.140 authorizes the Board to compensate its members as provided by board resolution.*

Stipend

The School Board recognizes the time and personal effort Board members give to the district.

Board Honorarium will be paid to Chugach Board members for the following meetings:

1. Regular Chugach Board Meeting Days
2. AASB November Training & Conference Days including days directly related to the conference in which school district business is being conducted.
3. NSBA Training & Conference Days
4. Special meetings.
5. Emergency Meetings

Board Honorarium Amount:

1. Daily Board Honorarium amount will be $275 for any meeting.
2. No honorarium will be paid for travel days that don't include Board meetings
3. Travel Expenses for Board members to participate in Board meetings will be reimbursed outside of the Board honorarium payments.

Per Diem

Meal per diem will be paid to Board members when they are required to travel in to school district activities. Per Diem reimbursement rate will be $60 a day.

Reimbursement of Expenses

Board members shall be reimbursed for expenses incurred in attending any meetings or in taking any trips on official business of the school district.

(cf. 9240 - Board Development)

Legal Reference:

ALASKA STATUTES

14.14.140 Restriction on employment

Adopted: March 2, 2006

Addition: 7-19-2010 Adopted: September 15, 2010

Revised 11/7/2018, 4/24/2019, 9/17/2020

AR 9250 MEAL PER DIEM

Meal per diem will be paid to employees when they are required to travel and stay away from their home to participate in school district activities.

Per diem can only be paid when individuals submit a signed check request with the following information:

- Traveler name
- Activity name / Travel purpose
- Travel date(s)
- Meals for which reimbursement is being requested

Per Diem reimbursement rate will be as follows:

Breakfast= $15.00

Lunch = $15.00

Dinner = $30.00

In cases where the school district activity provides any meals at no charge, per diem for those meals cannot not be reimbursed. Please attach any approval documentation that you might have for special events.

Revised 10/22/20

Chugach School District

BB 9250 REMUNERATION, REIMBURSEMENT, AND OTHER BENEFITS (Revised)

Note: A.S. 14.14.140 authorizes the Board to compensate its members as provided by board resolution.

Stipend

The School Board recognizes the time and personal effort Board members give to the district. Board Honorarium will be paid to Chugach Board members for ~~the following meetings~~ their time away from work and home. The monthly honorarium amount will cover:

1. Regular Chugach Board Meeting Days
2. AASB ~~November~~ Training & Conference Days ~~including days directly related to the conference in which school district business is being conducted.~~
3. NSBA Training & Conference Days
4. Special Meetings
5. Emergency Meetings

Board Honorarium Amount:

1. ~~Daily~~ Monthly Board Honorarium amount will be ~~$275 for any meeting~~ $500.
2. ~~No honorarium will be paid for travel days that don't include Board meetings~~.
3. Travel Expenses for Board members to participate in Board meetings will be reimbursed outside of the Board honorarium payments.

Per Diem

Meal per diem will be paid to Board members when they are required to travel in to school district activities. Per Diem reimbursement rate will ~~be $60 a day~~ reflect AR 9250.

Reimbursement of Expenses

Board members shall be reimbursed for expenses incurred in attending any meetings or in taking any trips on official business of the school district.

AR 9250 MEAL PER DIEM (Revised)

Meal per diem will be paid to employees when they are required to travel and stay away from their home to participate in school district activities.

Per diem can only be paid when individuals submit a ~~signed check request with the following information:~~ Per Diem Statement Form.

~~Traveler name~~
~~Activity name / Travel purpose~~
~~Travel date(s)~~
~~Meals for which reimbursement is being requested~~

Per Diem reimbursement rate for in-district travel will be as follows:

Breakfast= $15.00

Lunch = $15.00

Dinner = $30.00

Per Diem reimbursement rate for out-of-district travel will be based on federal per diem rates for local meals based on the locality.

In cases where the school district, conference, or activity provides any meals at no charge, per diem for those meals cannot be reimbursed. ~~Please attach any approval documentation that you might have for special events.~~

~~Revised 10/22/20~~

BP 4133/4233/4333 TRAVEL EXPENSES - All Personnel

***Note**: The following policy delegates duties related to employee travel and reimbursement to the Superintendent and may be revised to reflect district practice.*

The School Board shall pay for actual and necessary expenses, including travel, incurred by any employee performing authorized services for the district. Expenses shall be reimbursed within limits established by the Board.

The Superintendent or designee may approve employee requests to attend meetings m accordance with the adopted budget.

The Superintendent or designee may authorize an advance of funds to cover necessary expenses. The Superintendent or designee shall establish procedures for the submission and verification of expense claims.

The Board will establish an allowance on either a mileage or monthly basis to reimburse designated employees for the use of their own vehicles in the performance of assigned duties.

All out-of-state travel must have Board approval. Travel expenses not previously budgeted also must be approved on an individual basis by the Board.

(cf. 3300 - Expenditures/Expending Authority)

Adopted: March 2, 2006

Chugach School District

AR 4133/4233/4333 TRAVEL EXPENSES – All Personnel

The mileage reimbursement rate for travel using a personal vehicle in the performance of assigned duties will be based on federal IRS rates and regulations pertaining to mileage.

RESOLUTION AUTHORIZING INVESTMENT IN CERTIFICATES OF DEPOSIT AND MONEY MARKET ACCOUNTS

WHEREAS, the Chugach School Board (the "Board") has a fiduciary responsibility to manage the financial resources of the district prudently;

WHEREAS, the Board recognizes the importance of preserving capital while seeking reasonable returns on investments;

WHEREAS, Certificates of Deposit (CDs) and Money Market Accounts are considered a low-risk investment vehicle that provides a fixed rate of return over a specified period;

NOW, THEREFORE, BE IT RESOLVED, that the Chugach School Board hereby authorizes the investment of the district's available funds in Certificates of Deposit and Money Market Accounts with reputable financial institutions;

BE IT FURTHER RESOLVED, that the Chief Financial Officer of the district is authorized to negotiate and execute the necessary agreements and documentation related to the investment in Certificates of Deposit and Money Market Accounts;

BE IT FURTHER RESOLVED, that the investment district funds shall comply with all applicable state and federal laws, regulations, and the district's investment policies;

BE IT FURTHER RESOLVED, that the Board shall receive regular updates on the performance and status of the Certificates of Deposit and Money Market Account investments during its regular meetings;

BE IT FINALLY RESOLVED, that this resolution shall take effect immediately upon passage.

Chugach School District School Board

Deserae Stellwag, President

Ty Mase, Chief School Administrator

BIDS BP 3311(a)

The district shall purchase equipment, supplies and services on a competitive bidding basis when required by law and whenever it appears to be in the best interest of the district to do so. The Superintendent or designee shall establish procedures to implement these requirements. Prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with OMB's procurement procedures.

Purchases Made Under Federal OMB Funding Awards

All bids under federal awards must be made in accordance with the standards set forth in 2 CFR 200.320, set forth below. One of the following five methods of procurement shall be used for each purchase under a federal award:

1. Micro-purchases: Less than $3,000 ($2,000 for purchases subject to the Davis-Bacon Act)
    a. No competitive quotes required
    b. Purchases should be spread among qualified suppliers
2. Small Purchases: Between $3,000 and $150,000
    a. Rate quotes must be obtained from an adequate number of qualified sources
    b. Quotes can be obtained from suppliers or from public websites
3. Sealed bids: Purchases more than $150,000
    a. Two or more qualified bidders are required
    b. Bids must be publicly advertised and solicited from adequate suppliers
    c. Lowest bidder for the fixed price contract with specific requirements shall be awarded the contract
4. Competitive Proposals: Purchases more than $150,000
    a. A written policy must be adopted for conducting technical evaluations of reviewing proposals and selecting the recipient
5. Sole Source: Purchases of any amount that meet one of the following four requirements
    a. Good/service is only available from a single source
    b. Only one source can provide the good/service in the time frame required
    c. Written pre-approval from the Federal awarding agency
    d. Competition is deemed inadequate, after solicitation attempts through one of the other methods

To ensure that good value is received for funds expended, specifications shall be carefully designed and shall describe in detail the quality, delivery and service required.

Minority Bidding

When procuring contracts under federal awards set forth in 2 CFR 200.320, the District must take affirmative steps to utilize minority businesses, women's business enterprises, and labor surplus area firms when possible. Affirmative steps must include:

(1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
(2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
(3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
(4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
(5) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
(6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.

Exemptions

The following items are exempted from formal purchasing procedures:

A. Instructional materials for which purchasing guidelines have been established by School Board Policy in BP 6161.1(a); or
B. In-service presenters, speakers, or curriculum, instruction, or staff development experts selected for particular and unique expertise; or
C. Professional or consultant services such as medical, legal, negotiation, technical, or educational, not including architectural/engineering design services; or
D. Professional or consultant services (such as property and casualty insurance) purchased jointly with Local, State, or Federal agencies; or
E. Public services, utilities or energy-related expenses, site licenses, upgrades, maintenance contracts, and specialized services, software, or equipment where no competition exists (single source) or the District has established a need for standardization of equipment, supplies, or services; or
F. Emergency supplies or supplies and equipment that augment previously purchased items of a similar nature whereby the District would incur substantial costs to switch products or product lines; or
G. Purchases involving replacement of equipment where similar equipment is being traded in; or
H. Purchases involving items regulated by Fair Trade Statutes; or

BIDS (continued) BP 3311(c)

I. Purchases made through cooperative purchasing agreements, existing Federal/State or inter-district contracts including GSA pricing; or when cooperatively bidding with other public agencies; or
J. Contracts or purchases when time is of the essence for reasons of health or safety, or to comply with legal requirements in a timely manner.
K. Proprietary (sole-source) items or services or items that are only available from a single source.

When applicable, prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with Uniform Guidance OMB's procurement procedures.

(cf. 9270 - Conflict of Interest)
(cf. 4030 - Nondiscrimination in Employment)
(e. 3310 – Purchasing Procedures, Procurement)

Legal Reference:

ALASKA STATUTES
14.14.060 Relationship between borough school district and borough
14.14.060(h) Procurement of supplies and equipment
14.14.065 Relationship between city school district and city
14.03.085 Procurement preference for recycled Alaska products
29.71.050 Procurement preferences for recycled Alaska products
35.15 Construction Procedures
36.15.020 Use of local agricultural and fisheries products required in purchases with state money

ALASKA ADMINISTRATIVE CODE
4 AAC 27.085 Competitive pupil transportation proposals
4 AAC 31.080 Construction and acquisition of public school facilities

CODE OF FEDERAL REGULATIONS
2 C.F.R. 200.317-326, Procurement Standards

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT v. BOWERS, 851 P.2d 56 (Alaska 1992)

Revised 9/2023

CONTRACTS BP 3312

The Superintendent or designee may enter into contracts on behalf of the district. All contracts must be approved or ratified by the School Board.

(cf. 3300 - Expenditures/Expending Authority)

Contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. Contracts, where appropriate, shall be submitted to the legal advisor of the district for review and approval.

A contract for professional and technical services or other purchases services or any amendment to a professional and technical services or other purchased services contract may not be enforced against the District unless its terms have been approved in accordance with Board Policy and Administrative Regulations and unless the contract or amendment(s) to the contract has been verified in writing that there are sufficient funds for the term of the contract.

All contracts, leases, and agreements shall be signed by the Superintendent or designee. The District shall execute all contracts, leases, and agreements.

The district shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, creed, sex, religion, ancestry, national origin, age or non job-related handicap or disability, either in employment practices or in the provision of benefits or services to students or employees.

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

Legal Reference:

ALASKA STATUTES
14.08.101 Powers

ALASKA ADMINISTRATIVE CODE
4 AAC 27.085 Competitive pupil transportation proposals
4 AAC 27.100 Contractor's duties
4 AAC 31.065 Selection of designers and construction managers
4 AAC 31.080 Construction and acquisition of public school facilities

CODE OF FEDERAL REGULATIONS
2 C.F.R. 200.317-326, Procurement Standards

Revised 9/2023

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (Personal Property) BP 3270

Note: Borough and city districts should check city and borough ordinances for requirements, if any, regarding sale of equipment.

The School Board recognizes that the district may own personal property which is unusable, obsolete, or no longer needed by the district and that the disposal of such property may be in the best interests of the district. Inoperable items remaining after a sale may be disposed of properly.

The Superintendent or designee shall identify to the School Board all inventoried personal property not needed by the district, together with the estimated value and recommended disposition. With School Board approval, the Superintendent or designee shall arrange for the sale or disposal of district personal property in accordance with state and federal law.

Surplus equipment $5000 or greater, purchased with Federal Fund must comply with Uniform Administrative Requirements - 2 CFR 200.313.

Disposal of items with an estimated value of less than $5,000 will be left to the discretion of the Superintendent or designee.

(cf. 3440- Inventories)

Revised 9/2023

FAMILY ENGAGEMENT BP 5124.1

Note: This is not a required policy and may updated at the discretion of the Board.

The Board recognizes families provide early and ongoing education to their children, and a strong collaboration between families and schools will ensure students continue to receive the supports they need to thrive and be prepared in school and beyond. The board also believes that partnerships with parents, guardians, and families are an important part of the educational program. Current research indicates a home to school partnership and greater involvement on the part of parents and families in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism. All parents, guardians, family members and foster caregivers have clear and active roles to contribute to the education of their children or foster children. All students can be successful when schools and families partner in children's education.

The District is committed to promoting family engagement as an integral part of the educational experience. Through family engagement we will:

1. Establish a welcoming and inclusive environment that actively encourages family involvement in their child's education.
2. Foster effective communication and collaboration between families, schools, and the community to support student success.
3. Provide resources, training, and opportunities for families to enhance their capacity to support their child's learning and well-being.
4. Provide resources, training, and opportunities for school staff to enhance their capacity to engage in meaningful partnerships with families.
5. Recognize and respect the diverse cultures, backgrounds, and perspectives of all families in our district.

By implementing this Family Engagement Policy, the District aims to strengthen the partnership between parents, guardians, families, schools, and the community, ultimately enhancing student achievement and fostering a supportive educational environment.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a written parent and family involvement policy and guidelines that increases family interest in partnership and involvement. The requirements of the policy and guidelines are consistent with Federal and State law.

(cf. 6171 – Title I Programs)

Created 9/2023

ACADEMIC HONESTY BP 5131.9

Note: This optional policy may be revised or deleted as desired.

Academic honesty and personal integrity are foundational components of a student's education in both the process of learning, and individual character development.

The Board expects that students will be truthful in all academic endeavors, and likewise, experience the requisite honor of proving their capabilities to themselves and the world.

The learning community of students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty.

The Board expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty. Students found to have committed an act of academic dishonesty shall be subject to district and school sanctions.

The Board recognizes that the advancement and availability of artificial intelligence/generative technology (AI/GT), means the learning community is very likely to utilize this new technology. Such use must meet the requirements of academic honesty and yet allow for its application as a new tool for instruction, critical thinking, exploration, and development of original thought and material. It is expected and required that use of AI/GT will be appropriately referenced and noted.

(cf. 5144 - Discipline)

Revised 9/2023

AASB POLICY REFERENCE MANUAL
9/92

UNIFORM INVESTIGATIONS BP 5141.43(a)

The purpose of this policy is to provide guidance and procedures for conducting fair, thorough, and consistent investigations within the District. This policy is designed to ensure the safety, well-being, and rights of all students, staff, and stakeholders involved in the investigative process. It aims to foster a safe and inclusive learning environment where concerns and allegations are taken seriously, investigated promptly, and resolved appropriately.

By implementing the Administrative Regulation associated with this uniform investigation policy, the district is committed to maintaining a safe, respectful, and inclusive learning environment for all. Through fair and thorough investigations, we strive to address concerns, promote accountability, and protect the rights and well-being of our students and staff.

(cf. 5141.42 – Professional Boundaries of Staff with Students
(cf. 1312 – Public Complaints Concerning the Schools
(cf. 1312.3 – Public Complaints Concerning Discrimination
(cf. 4118 – Certificated Personnel – Suspension/Disciplinary Action
(cf. 4119.11 – All Personnel – Sexual Harassment
(cf. 4144/4244/4344 – Complaints

This policy is designed to supplement and reinforce the mandatory reporting requirements of AS 47.17, the reporting requirements of AS 14.33.210, and the concepts of Professional Boundaries of Staff with Students. This policy is not designed to replace or impact investigations conducted by the Professional Teaching Practices Commission pursuant to AS 14.20.

The associated Administrative Regulation has been developed to assist school administrators when it is necessary to investigate complaints or allegations of misconduct against school staff, including volunteers. These investigations are referred to as administrative investigations.

Legal Reference:

ALASKA STATUTES

AS 14.20 *Teacher and School Personnel*
AS 40.25 *Public Record Disclosure*
AS 47.17 *Child Protection*
AS 14.33.210 *Reporting of Incidents of Harassment, Intimidation, or Bullying*

ALASKA ADMINISTRATIVE CODE

4 AAC 12.210 *Reporting Instances of Prohibited Sexual Conduct*
4 AAC 12.220 *Failure to Report Instances of Prohibited Sexual Conduct*
20 AAC 10.020(b)(4)(A) *Code of Ethics and Teaching Standards*
20 AAC 10.020(b)(4)(B) *Code of Ethics and Teaching Standards*

Created 9/2023

SCHOOL DAY BP 6112

Note: Pursuant to AS 14.03.040, the school board may approve Saturday as a day in session. The following sample policy may be revised or deleted to reflect district philosophy and needs.

The School Board shall fix the length of the school day subject to the provisions of law.

The school day shall be arranged and scheduled by the administration so as to offer the greatest return educationally for the time spent, within the limitations of school facilities and requirements of state law and regulations.

A school that offers kindergarten shall provide a kindergarten day in session that consists of at least two hours of instructional time. A kindergarten student who attends school for less than four hours per day, exclusive of intermissions, will be counted for funding purposes under 4 AAC 09.040, *Counting of correspondence students and part-time public school students*.

Legal Reference:

ALASKA STATUTES
14.03.40 Day in session

ALASKA REGULATIONS
4 AAC 05.100 Kindergarten day in session
4 AAC 09.040 Counting of correspondence students and part-time public school students

Revised 9/2023

ALASKA READS ACT INTERVENTION PROGRAMS BP 6147

Note: The purpose of this policy is to implement the intervention programs set forth in the Alaska Reads Act, HB 114.

The Superintendent shall coordinate the establishment of a District-wide reading intervention program in accordance with AS 14.30.765. The services provided under this program must, to the extent practicable:

1. Be provided by a district reading teacher, or paraprofessional under the supervision of a reading teacher, to all students in grades kindergarten through three who are determined to have a reading deficiency based on the statewide screening tool provided by the Department.
2. Provide explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension, as necessary.
3. Use evidence-based reading intervention methods that have shown proven results in accelerating student reading achievement within a single school year.
4. Include instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error correction and feedback.
5. Incorporate daily targeted small group reading instruction based on student needs, either in person or online.
6. Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.
7. Be implemented during regular school hours through any available method, including in person or through online delivery by teachers or specialty reading coaches.
8. Be implemented outside of regular school hours, as directed in the student's individual reading improvement plan, for a student who scores at the lowest achievement level on the statewide screening tool.
9. Be reviewed based on a department-approved response to intervention or multi-tiered system support models, addressing additional support and services needed to remedy identified needs.
10. Support reading intervention at home by parents or guardians by offering a list of adult literacy resources and organizations, providing opportunities for parent or guardian participation in training workshops, and encouraging regular parent or guardian-guided home reading activities.

Individual Reading Improvement Plans

The District shall provide each student in grades kindergarten through three who is determined to have a reading deficiency based on the statewide screening tool an individual reading improvement plan. This plan must be in accordance with the provisions set forth in AS 14.30.765(b).

Notice Requirements

If at any time during the school year a student in grades kindergarten through three demonstrates a reading deficiency, a District representative shall notify the student’s parent or guardian. This notification must be not later 15 days after identification of the reading deficiency and include the information described in AS 14.30.765(c).

Progression

Students identified with a reading deficiency shall progress through grades as set forth under AS 14.30.765(d) – (m).

Legal Reference:

ALASKA STATUTES

AS 14.30.760 *Statewide screening and support*

AS 14.30.765 *Reading intervention services and strategies; progression*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.400 *Statewide literacy screening and support*

4 AAC 06.405 *Reading intervention services and strategies*

4 AAC 06.410 *Individual reading improvement plan*

4 AAC 06.415 *Student Progression*

4 AAC 06.490 *Definitions*

Created 9/2023

EARLY EDUCATION PROGRAMS BP 6148

Note: The purpose of this policy is to implement early education programs established by the Alaska Reads Act, HB 114. Early education programs are voluntary, and grant funds can be used to either develop a Pre-K program or improve upon an existing program.

The Superintendent, in consideration of appropriate District need, may seek a grant for an early education program under AS 14.03.410 and 4 AAC 60.200. Before applying for a grant, the District shall, to avoid duplicate programs and facilitate resource sharing to improve early education within the district, consult with each local and tribal head start program within the district's boundaries. The Superintendent must ensure that the District has the resources and intent to create an early education program.

The District-wide early education program must:

1. Adopt an evidence-based program of learning.
2. Have a certificated teacher in charge of the program.
3. Implement the guidelines for an early education program described in the department's *State of Alaska Early Learning Guidelines* under 4 AAC 60.170.
4. Have a minimum day in session of two hours per day, five days per week.
5. Accommodate the early education needs of district children and their families, regardless of socioeconomic circumstances.

The District shall provide an annual ADM assurances report regarding its early education program in a format prescribed by the Department of Education and Early Development.

During the grant period, a school district that receives a grant award under 4 AAC 60.200 must demonstrate progress towards meeting or exceeding the standards for a high quality early education program under AS 14.07.165(a)(5) and 4 AAC 60.190 by complying with the department's grant reporting requirements and submitting a year-end report to the department.

The District's early education program must also comply with the requirements under 4 AAC 60.205.

Legal References:

ALASKA STATUTES

AS 14.03.410 *Early education programs; grants*

ALASKA ADMINISTRATIVE CODE

4 AAC 60.190 *High quality early education program standards*

4 AAC 60.195 *District accountability; revocation of approval of district-wide early education program*

4 AAC 60.20 *District-wide early education program grants; applications; duration; award determinations*

4 AAC 60.205 *District-wide early education program grant recipient obligations*

4 AAC 60.210 *Criteria for inclusion of district-wide early education program students within a district's ADM*

Instruction

4 AAC 60.990 *Definitions*

Created 9/2023

AASB POLICY REFERENCE MANUAL
9/92

BOARD MEMBERS BB 9200(a)

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.

Optional:

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 [concurrence of the other board members/majority request of the Board], the request shall then be forwarded to the Superintendent for response.

BOARD MEMBERS (continued) BB 9200(b)

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 9/2023

POLICY	OVERVIEW	CONSIDERATIONS
BP 3311	This update includes a list of items that are exempt from normal purchasing procedures. Items on this list may be removed (and be subject to normal purchasing procedures) at a Board's discretion.	Adding a list of exemptions gives the dist. flexibility in purchasing process. Recommended approval.
BP 3312	This update includes a provision that states an agreement or a contract may not be enforced by a district unless it was validly entered into under District policy. It also requires that the Superintendent or designee sign all contract entered into by the District.	Clarifying language on terms of contracts for services. Recommended approval.
BP 3270	This update provides that surplus equipment purchased with a federal fund in the amount of $5,000 or greater must be disposed of in accordance with federal Uniform Administrative Requirements.	Clarifying language to comply with federal law. Recommended approval.
BP 5124.1	This new board policy and administrative regulation address family engagement and efforts districts should take to coordinate with parents. The policy and regulation are broad based and may be edited based on specific district need.	Policy supports CSD's efforts in engaging parents. Recommended approval.
BP 5131.9	This update is a substantial revision to the model academic honesty policy, incorporating modern best practices and addressing the use of artificial intelligence programs.	A solid update providing the district with academic honesty guidelines. Recommended approval.
BR 5141.43	This policy establishes a model investigative policy for professional boundaries violations. It does not supersede current investigatory procedures, but provides best practices when conducting investigations under various existing policies.	This policy will help guide district admin. and legal when investigations are necessary. Recommended approval.
BP 6112	This update includes a new provision that requires a kindergarten day in session to include at least two hours of instruction.	This policy doesn't really help or hurt us. Really doesn't apply.
BP 6147	This policy implements the reading intervention plans required by the new Alaska Reads Act. It addresses what must be included in the intervention program, individual reading plans, notification requirements, and progression goals.	Already in statute – policy seems redundant.
BP 6148	This policy implement the early education grant program under the Alaska Reads Act. It sets forth the compliance requirements for a district that opts for an early education grant under the Alaska Reads Act.	Already in statute – policy seems redundant.
BB 9200	This bylaw adds further clarity to how complaints brought to the board should be addressed, and requires board approval for legal opinions.	Clarifies complaint process and seeking legal advice for Board. Recommended approval.

MEMORANDUM #23-35 DATE: December 7, 2023

TITLE: 3rd Reading / Approval AASB Policy Updates

BACKGROUND:

AASB provides the CSD Board with yearly policy updates. Attached are the current proposed updates along with a CSA-generated overview. The updates are merely "suggestions" and it is not required that the Board adopt all policies. It is up to the Board's discretion.

CHIEF SCHOOL ADMINISTRATOR RECOMMENDATION:

The CSA supports board discussion and the approval of policy updates of their choosing.

SUGGESTED MOTION:

Motion to adopt and update all of the listed policies under old business (10).

Or

Motion to adopt and update all of the listed policies under old business with the exception of_____