

KPBSD Board of Education Governance Handbook DRAFT

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INTRODUCTION

Philosophy of Leadership

Key Work of School Boards

In addition to its Mission Statement and Board Goals, as well as responsibilities defined by law, the Board subscribes to the Key Work of School Boards. This framework for planning and action, developed by the National School Board Association, is based on the system's concept that no action or progress is accomplished in isolation. The eight essential areas for Board focus and action are as follows:

- Vision – establishing a clear vision of student achievement as a top priority of the Board, staff and community.
- Standards – setting clear standards for student performance.
- Assessment – establishing regular and valid assessments to measure district and student progress.
- Accountability – establishing a process that holds the school system accountable for student success.
- Alignment – aligning of all district resources to focus on student performance.
- Climate – creating a positive climate throughout the school district to promote student success.
- Collaborative Relationships – building collaborative relationships with the community to promote and develop a consensus and understanding of the priority of student achievement.
- Continuous Improvement – committing all individuals within the school district to the idea of continuous improvement in the pursuit of student achievement and success.

Representation and Culture of Respect

Core Values for Board Members

The Board will:

1. Deliberate in many voices, but govern in one.
2. Cultivate a sense of group responsibility; understanding that it is the Board, not the staff or administration, which is responsible for excellence in governance.
3. Be an integral part of the school district's leadership, striving to lead the district through a clear mission statement, an articulated vision for the district, shared and commonly understood goals, broad and clearly written policies, and a continual monitoring of the school and student performance.
4. Be willing to hold itself to high standards of excellence in governance and professional responsibility, including a willingness to hold individual Board members and the Board itself accountable for its actions.
5. Continually monitor its own process, performance and progress.
6. Vigorously and intelligently, advocate for the school district and its students on the local, state and national level.
7. Commit both individually and collectively, to being well informed and educated on local, state and national educational issues, initiatives and practices.

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8. Regularly communicate with all stakeholders about school district performance, direction, initiatives, issues and ideas.
9. Formally and informally, recognize and celebrate school, staff and student success.
10. Insist on the pursuit of excellence on the part of all with a role in the school district – staff, students and board members.
11. Always strive to act in the interest of what is best for all students, believing that all students can learn and succeed at a high level.
12. Serve as a model of positive professional and ethical conduct.

PRIMARY BOARD MEMBER ROLES AND RESPONSIBILITIES

Advocacy

Board member advocacy and support for a free public education can make a significant and positive difference for Peninsula young people every day.

The board and individual board members strive to take a proactive stance with regard to local, state, and federal legislation by maintaining regular contact with lawmakers, particularly during legislative sessions, and by remaining current on legislative trends and issues that may affect education.

When advisable, the board may join with other local boards by communicating with legislators, before legislative committees, at public hearings, and in similar ways.

The superintendent reviews current legislation and legislative issues relevant to school system policies and goals to determine the specific or potential impact on the school system.

The board president is the official spokesperson for the board on all matters. Board members may testify as private citizens. When testifying regarding district or board business, board member testimony should align with the board positions. When in doubt, consult the board president.

The board affiliation with the Association of Alaska School Boards (AASB) and the National School Boards Association (NSBA) is important to board advocacy efforts, i.e. annual review of AASB Belief Statements and Core Resolutions, participating in the AASB Resolution Committee, attending legislative fly-ins, and attending advocacy sessions at annual conferences.

Board and Superintendent

Search, Selection and Appointment of Superintendent

The Board of Education is responsible for the appointment of the superintendent of schools. The search for, and selection of, a superintendent of schools is one of the most important decisions a board of education makes. The board will form a Superintendent Search Oversight Committee to develop and recommend the following: a timeline, criteria for qualified applicants, an online public survey, a job advertisement plan and budget, and other tasks.

[BP 1140](#) Responsibilities of the Board

[BP 2121](#) Superintendent's Contract

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Relationship

The Board values a harmonious and positive working relationship with the Superintendent characterized by excellent communication, mutual respect, personal ethics, and professional integrity and guidance. The emphasis is to be professional so that the superintendent's recommendations are not resting upon friendships, but rather, relevancy to educational needs.

Board Members respect the Superintendent's expertise and role in advising the Board, implementing Board policy, and operating the district. (ASD) Although the superintendent of schools is directly employed and supervised by the Board, his/her working relationship with the Board is such that he/she is generally considered the Board's "tenth member." When the Board and Superintendent work together with respect, as a strong governance team, and act in a calm, rational manner, the District and our students are the beneficiaries.

What the Superintendent and Board Need from Each Other

- Maintain fidelity for the superintendent, staff, and Board members in public meetings and in encounters with others
- Trust and the assumption that we are all doing our best with good intentions.
- Support and confidence in the superintendent's expertise and the varied expertise of board members.
- No surprises.
- Opportunities to train together.
- Identification of the preferred modes of interaction between the board and superintendent.
- Opportunities to maintain and sustain relationships.
- Sensitivity and recognition that we are all human.
- The ability to give and take.
- Candidness and honesty – giving the full story.
- Open one-on-one communication when possible.
- Be good listeners.
- A clearly understood process for working out differences, together and in private.

What the Superintendent Needs from the Board

- Sensitivity that superintendent is a person with a life outside the district.
- Recognition of the scope of the superintendent's job.
- Understanding that the superintendent wears many hats and will need time to meet a myriad of deadlines for goals and tasks.
- Brevity whenever possible everyone is busy so it is important to "cut to the chase."
- Sensitivity when proposing additional tasks for a relatively small administrative staff
- What the Board Needs from the Superintendent
- The information necessary to make informed decisions.
- Timely notification about what is happening in the district.
- Anticipate and balance the board's needs.

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- Recommendations on all action items on board agendas.
- Have, or know how to get, answers.

Effective governance teams value and respect their essential roles, reach mutual agreement on the roles of the board and the superintendent, and strive to operate within them. The Board accepts the challenge to perform its own duties with the same degree of excellence expected of the Superintendent and staff members.

Superintendent Hiring

Superintendent Responsibilities

[BP 2122](#) Superintendent of School: Job Description

[AR 2122](#) Superintendent of School: Job Description

Superintendent Evaluation

As the superintendent of schools is the only school district employee directly supervised by the Board of Education, the Board is responsible for evaluating the superintendent's performance, as well as making decisions concerning his/her contract of employment, such as compensation and extension of the contract term. Following the conclusion of the school year, the Board shall conduct an evaluation of the superintendent's performance, utilizing a process and standards of performance that has been agreed upon in advance with the superintendent of schools. The evaluation process is reviewed annually.

[BP 2123](#) Evaluation of Superintendent

[AR 2123](#) Evaluation of Superintendent

Board Responsibilities

The responsibility of the School Board is to:

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

The School Board commits to the following:

1. Evaluation of the performance of the Superintendent.
2. Collaborate with the Superintendent to arrive at reasonable and measurable goals by June of each year.
3. Focus on strategic leadership rather than the administrative details.
4. Observe a clear distinction between Board and superintendent responsibilities by avoiding managing the district
5. Provide guidance and direction through majority decisions of the full Board rather than through individual decisions.

Superintendent/Board Relationship

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The Board values a harmonious and positive relationship with the Superintendent characterized by excellent communication, mutual respect, personal ethics, and professional integrity and guidance.

Board Bylaws

The board bylaws address the operation of the school board, including duties, responsibilities, election of officers; meetings; rules of procedure; and delegation of authority.

[BP Series 9000](#) Bylaws of the Board

Board Self-Evaluation

In an effort to constantly improve and understand the value of self-reflection and feedback, a Board self-evaluation process will begin annually in mid-April and be completed by mid-May. During the Board Annual Planning Session in early June, the Board will have an opportunity to use this self-evaluation information to focus on its internal operations, its goals, its professional conduct and its ability to distinguish between governance and management.

The Board shall be evaluated as a whole and not as individuals. All members shall be expected to complete the self-evaluation and participate in the process.

[BB 9400](#) Board Self-Evaluation

Committee Service

The Board understands that not all of its work can be accomplished at regularly scheduled meetings of the entire Board; and that in order to dedicate the necessary time, expertise and focus on individual issues, it is necessary to utilize committees of the Board. The School Board may establish committees as deemed necessary.

[BB 9130](#) Board Committees

Communication

- **News Media:** The Board president is considered the official spokesperson for the Board. Board members may be asked for an interview by the news media and may respond or refer questions to the Board president or superintendent. When submitting letters to the editor, unless authorized by the Board, identify yourself as a private individual.
- **Email:** Each Board member shall read email frequently (daily if possible) and check messages posted on the School Board Folder.
- **Parents/Community:** Board Members are encouraged to attend school and community functions as a visitor but are not to officially speak for the Board.
- **Legislative Lobbying:** When testifying before the legislature or when visiting with a member of the state or U.S legislature, identify yourself as an individual, not as a Board member, unless specifically authorized by the Board.

Community, Student and Staff Recognition

The 44 schools and the diverse communities of the borough have amazing staff, students, volunteers, businesses and community organizations who contribute greatly to education on the peninsula and the wellbeing of students. Well-deserved recognition outside the borough is not unusual. The superintendent endeavors to regularly report

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these to the board through emailed weekly updates, and to the public and staff at events, in presentations and at board meetings.

The board has a number of tools in policy available to recognize outstanding contributions and achievements. The most visible and long-standing recognitions are the [Golden Apple Award](#) and commemorative naming of a facility or part of a facility. School board members who have a special connection with the recipient or represent the area where the recipient resides normally present the awards. [BP1150](#), [AR1150](#), [BP4156.2](#), [BP5126](#), [BP7511](#)

Community Connections

Constituent Services is this sufficiently covered under Requests for Information Level I?

Graduation Ceremony Participation

One of the greatest joys of a board member is to represent the board at high school commencements. Board members typically attend several graduations, and every high school commencement should have board representation. Current practice is that up to two board members may volunteer to represent the board at the same graduation ceremony. Similarly up to two district administrators currently represent the administration.

Business or business casual is the dress code for graduation ceremonies. In addition to these being important events, board members could end up in a few photos.

Men: Button down shirt, slacks, sports jacket with tie (optional)

Women: Slacks, skirt or dress, blouse or sweater, jacket or vest (optional)

Board members should arrive sufficiently in advance to confer with the administrator on seating arrangements and how the board member is expected to participate in the presentation of diplomas and certificates of attendance. Some schools may also allow parents, staff members, elected officials, and past board members to present to their own child.

Since high school commencements are a major milestone in every student's life, photographs are important. Board members presenting diplomas should ask the administrator before the ceremony to identify where they are expected to stand and if the desired photograph is of the student receiving their diploma or the individual student holding their diploma after receipt. When presenting the diploma, hold it in your left hand and wait for the student to be within handshaking distance. Extend your right hand to shake first, making sure the student smiles for photographs (if necessary you may even say, "give me a smile"), then award the diploma over the handshake. Maintain eye contact with the student. Stay on your location. This sounds so simple and obvious, but the critical matter is to get the student within the photographer's range, not looking awkward, and with a smile for the picture. Many students, boys especially, want to cruise nonstop across the stage.

Elected officials may be invited or attend and be given seats of honor. The school system is thankful for the support provided by the local, state and federal

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governments. Acknowledging their attendance can be a good way to recognize their role in student and school success.

Typically, board members are not asked to speak. Just in case, it would be appropriate to begin with or simply state: “On behalf of the Kenai Peninsula Board of Education, I bring greetings and congratulations to the (name of school) High School Class of (year).” If you do choose to continue, please limit yourself to two minutes, three at most.

Kindergarten, elementary, middle school and early high school graduations are not official district ceremonies. If invited, individual board members may attend and participate of their own volition.

Requests and Visits

Board members are encouraged to be informed about borough schools. Requests for information from the administration and visits to schools can be an important part of that process. Requests and visits are made by board members cognizant that all staff time is limited and focused on meeting the needs of students, working on district goals and accomplishing day-to-day business. [E9000\(c\)](#)

If a board member wishes to visit one or more schools, the principal(s) should receive a courtesy call to schedule a good time to visit. It can also be helpful to inform the superintendent and board president. Board identification should be worn and the check-in and out process completed. Individual board members need to be mindful that they have no more administrative authority than any other citizen has and should refrain from directing or criticizing staff.

Confidentiality

As part of the Board’s work, members often handle confidential information, (e.g., sensitive board packet documents, executive session information). Board members shall not divulge or release confidential information.

[BB 9011](#) Confidential Information

Conflict of Interest

Board members are expected to declare when they have a personal or professional interest in an issue that might compromise or call their judgment into question. Members who think they have a conflict shall inform the board president. The president will consult the legal department, if necessary, and determine whether a conflict exists.

In all of their actions and statements, Board members are asked to be beyond reproach.

[BB 9270](#) Conflict of Interest

Newly Elected Members

Qualifications Do we actually need this here as this is a handbook for use after one is elected?

Commented [DT1]: DC Remove the word newly
PV Remove Qualifications section

Commented [DT2]: Finish this section.

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Elections

Every 3 years, a candidate may run for re-election.

Campaigning

Please refer to election guidelines mandated by the Kenai Peninsula Borough and State of Alaska.

Commented [DT3]: Add links to borough and state election information

Oath of Office

The Board administrative secretary is authorized to administer the Oath of Office to newly elected Board members at the school board meeting after the election results are certified. [BB 9224](#) Oath or Affirmation

Commented [DT4]: Or within 30 days, usually at the next meeting.

Orientation/Onboarding

As part of its commitment to having highly-trained individuals as part of a professional governing board, the Board will provide orientation opportunities for new members and candidates. Once the list of candidates is finalized, the Board president and the superintendent of schools will offer candidates an opportunity to learn about service on the Board of Education by providing a candidate orientation. As part of the orientation, candidates will be provided a package of materials including the Board member handbook, the Board of Education budget document, a copy of the most recent Board self-evaluation, and other appropriate materials. **ADD short** list of other opportunities.

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Resignation

~~A Board member who wishes to resign from the Board of Education should submit a letter of resignation to the board with a copy sent to the board president. Note: The Board of Education does not have the authority to accept or reject a member's resignation.~~

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Filling a vacancy

A vacancy may be filled by a vote of the majority of the members of the Board. If the Board intends to fill a vacancy on the Board, it will publicize the vacancy and interview candidates. New members are appointed by a majority vote of the Board members present. The appointment by the Board of an individual to fill a Board vacancy will only be until the next general election, when the appointed member's seat will be on the ballot.

[BB 9222](#) Resignation

Commented [DT6]: DC Sworn in when?

Exit interview

Board members who leave the Board, either through resignation or election, will be asked to complete an exit interview questionnaire. It is hoped that through honest and thoughtful reflections, departing Board members can provide valuable information and ideas for Board self-evaluation and improvement efforts.

Code of Ethics

Board members shall be independent, impartial, and responsible in the governance of the District and shall conduct themselves in an ethical manner that does not present the appearance of a conflict of interest.

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[BB 9271](#) Code of Ethics

Finance Process

Governance

Governance Culture is the positive or negative atmosphere created by the way people in an organization treat each other. The Board will strive to have both implicit and explicit annual written agreements about how members will behave with each other and with other members of the organization. These behavioral ground rules, often called norms, enable Boards to build and maintain a positive culture or shift a negative one.

There are three dimensions to the effective governance of any organization:

- The actions of an individual;
- A group coming together to govern; and
- The performance of governance responsibilities by the group.

The Board strives to institutionalize a focus on continuous improvement leading to student achievement and student success through its development of policy, ongoing evaluation, and commitment to individual and Board professional growth.

[BB 9000](#) Role of Board and Members

Legal Counsel

The Board retains legal counsel to provide advice to the board and the superintendent in all legal matters. Although the school district attorney works for the entire board, only the superintendent and board president have the authority to contact the attorney to make a request for legal advice. (KPBSD – due to cost of legal services)

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Personnel Which sections of this should be included? We approve, but we do not hire individual staff.

Commented [DT7]: PV

Do not include personnel that is not under the board purview.

[Hiring/Contract Approval Process/Tenure](#)

Hiring of Personnel Other Than the Superintendent

The superintendent selects, appoints, and otherwise controls all school district employees that serve under the superintendent without direct involvement on the part of board members although subject to board approval. Board members are welcome to observe during the public interview process for school administrators.

Commented [DT8]: MI Change controls to directs

Commented [DT9]: DC remove this part

[BP1140 AR4111 BP4212 AS 14.08.101](#)

Board members should encourage individuals interested in district employment to apply on the district website. It is inappropriate for board members to contact staff to recommend applicants for district employment or write letters of recommendations. Board service does not necessarily preclude an immediate family member being employed by the district. It is understood that board and commissioner approval is not required if the voters elect a school board member who has an immediate family member already a district employee. [4 AAC 18.031 BP4312.8](#)

Commented [DT10]: PV should remove TN Make it positive instead of negative SD Board role is approval on new and renewal of contracts. Encouraged to participate in other aspects of the process and offer feedback. DC

Commented [DT11]: DC Delete this

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Tenure

Tenure is prescribed by state statute for certificated staff, including Type M. Tenure is based on consecutive school year contracts; not number of hours, days worked or classes taught. [BP4116](#) [BP4117.4](#) [BP4117.6](#) [BP4143](#)

Planning

Strategic Plan

The Kenai Peninsula Borough School District develops a long-term strategic plan every five years, which details priorities and includes high expectations that are a result of data-driven information. Guided by the strategic plan, the school board annually sets innovative, rigorous, and challenging goals for our students, teachers, and staff [E 0100\(a\)](#) Strategic Plan

Board Goals

Board goals will be developed prior to the beginning of each school year.

Other Plans

The board adopts annual agenda guidelines prior to the beginning of each school year to include quarterly work sessions. The quarterly work sessions are held to review progress of the district and planning for future meetings.

Preparation

It is critical that Board members read the packet, including all reports, prior to a meeting in order to participate in a meaningful discussion and to make informed decisions about agenda items. Packet shall be posted no less than five days in advance of regular Board meeting.

Problem Solving

Responding to Community/Staff Concerns or Complaints

The Board represents all borough residents. Community members need to feel they are listened to and heard. Consequently, the Board wants to be consistent in the way it responds to community concerns. When approached by a parent, community member or staff with questions or concerns, the Board is encouraged to use active listening skills.

A good example is the 6R's:

- **Receive** - Listen carefully to what the person has to say.
- **Repeat** - Paraphrase or ask a question (s) to clarify for understanding.
- **Request** - Ask the person, "Have you spoken to school personnel/school administration/district personnel prior to contacting a Board Member?"
- **Review** - Review the conversation and go over the real options available to the person to remedy the situation.
- **Redirect** - Remember lines of authority and chains of command and redirect the individual to connect with appropriate person/department.
- **Report** - Maintain open lines of communication between the Board and Superintendent and notify the Superintendent of the conversation as soon as possible. The Superintendent can verify or clarify the situation and follow-through as necessary.

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Cite reference?

Commented [DT12]: Cite

When a Board member receives an email from a community member expressing concern about District matters, the Board member will forward the email to the Board President and Superintendent. It is at the discretion of the Board member to acknowledge the community member, e.g., “Thank you for your message.” or “I will direct this issue to the proper authority/department.”

Commented [DT13]: DC Consider communication changes

[BP 1312.1](#) Public Complaints Concerning School Personnel

Professional Learning

The Board supports the continuous education and development of its members by recognizing that knowledge gained through professional learning experiences at appropriate Board conferences, workshops, conventions, and professional development opportunities enhances a Board member’s effectiveness.

Board member participation in advocacy training exposes board members to important skills and information. Participating in the AASB Resolution Committee process at the annual conference and one of the Legislative Fly-ins can be particularly relevant. Including advocacy sessions at the NSBA National Conference is also encouraged.

Professional Learning experiences may include, but are not limited to, AASB Annual Conference, AASB Fall and Winter Academies, AASB Fly-Ins, and NSBA Annual Conference. Upon completion of a professional learning activity, Board members are encouraged to submit a written synopsis for the Board general information packet.

Representation, Other Participation In Elected Positions, Organizations

The board may work with the State Board of Education and DEED on regulatory matters and school improvement/development initiatives as time permits. The board may also provide representation to appropriate local and state agencies.

Role with Kenai Peninsula Borough

Borough and District Relationship

The Kenai Peninsula Borough and the Kenai Peninsula Borough School District are separate political subdivisions of the State of Alaska with a number of interconnections. For example, the borough and district share space in the administrative building, risk and liability insurance, borough legal services, auditing services, surplus property disposal, et al. However, the primary interconnections are that the borough owns all district facilities, is responsible for the local funding contribution that significantly helps pay for borough schools, and provides for the establishment of a school board for the Kenai Peninsula Borough School District. Alaska statutes provide the framework for borough-district interconnections particularly [AS 14.14.060](#). Relationship Between Borough School District and Borough; Finances and Buildings.

Commented [DT14]: MI Too much, rework

- (a) Allows the district to deposit school money in a separate treasury if the assembly and school board agree. (current practice with borough or separate? Couldn’t find BP)
- (b) Allows delegation of district accounting system to the board. [BP3400](#)

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- (c) Provides for a May 1 submission deadline to the assembly while allowing the option for the assembly and board agreement of a different date. Gives the assembly up to 30 days after receiving the school budget to determine the total amount of money appropriated from local sources for schools. Provides that the original request be appropriated to schools if the 30-day deadline is not met. [BP3000](#), [AR3100](#)
- (d) Provides that the assembly determines school building locations with due consideration of the board recommendations. [BP7000](#), [BP7220](#)
- (e) Provides that the board is responsible, subject to assembly approval, for selecting the appropriate professional personnel to develop the designs and submission of preliminary and subsequent designs. If disapproved, the board prepares and presents a revised design. After assembly approval, the board submits the design to DEED. [see (i) below] [BP7000](#), [BP7210](#)
- (f) Requires the board to provide custodial services and routine maintenance for school buildings and the personnel needed. Requires the assembly, through the borough administrator, provide for all major rehabilitation, all construction and major repair of schools after consideration of board recommendations. [see (i) below] [BP3000](#), [BP3510](#), [BP7000](#)
- (g) Requires the board appoint, compensate, and otherwise control all school employees and administration officers. Further requires the borough be governed by state law relating to teacher salaries and tenure, to financial support, to supervision by DEED and other general laws relating to schools. [BP4000](#), [AR4112.1](#)
- (h) Allows boards to determine policy separate from the borough for the purchase of supplies and equipment which is current practice. [BP3310](#), [AR3310](#)
- (i) Allows the assembly and board to agree to divide the duties required by (e) and (f) above. [BP7000](#), [BP7210](#)

Borough code and board policy are the next frameworks for borough-district interconnections. Like board policies, borough code cannot conflict with state statutes. Borough code relevant to AS 14.14.040(d), (e) and (f) appear quite similar except the absence of code related to (i) allowing a different sharing of the duties required by (e) and (f):

[KPB 1.20.010](#) - Locations and names of school buildings—Procedures for approval.

- A. Essentially the same as [AS 14.14.060\(d\)](#) for determining school locations although also requires consideration of planning commission recommendations for locations plus extends this requirement to school names. [BP7000](#), [BP7220](#), [BP7511](#)
- B. Similar to [AS 14.14.060\(e\)](#) again extending to school names plus allowing members of the public or advisory school boards to propose names or name changes. [BP7000](#), [BP7210](#), [BP7511](#)
- C. Essentially the same as [AS 14.14.060\(f\)](#). [BP3000](#), [BP3510](#), [BP7000](#)
[KPB 5.28.260](#) Professional services

A. Specifically addresses architectural and engineering services for capital projects pertaining to the district in accordance with AS 14.14.060 and KPB 1.20.010 extending to preparation and solicitation of the request for proposal, and subsequent

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review and negotiation being the responsibility of the board, with the assistance of the purchasing and contracting director. [BP7000](#), [BP7210](#)

[AS 14.14.060\(i\)](#) related historical assembly or board action:

As of January 1, 1970 the assembly assumed building maintenance functions from the school district including transfer of two salaried employees and one coordinator with plans to possibly hire two additional personnel.

August 21, 1989 the board approved the “joint statement from the Maintenance Review Committee” regarding the transfer of maintenance from the borough to the district. The district and borough committee found no compelling reason to change and recommended that both organizations work jointly to define major and minor maintenance as it affects the budget cap. Noted for future consideration was the [Jermain, Dunnagan and Owens report of July 27, 1989](#) regarding the location of maintenance operations. [Definitions of Major and Minor Maintenance and Relationship to Budget Cap](#)

BOARD BUSINESS AND OPERATIONS

Attendance, Excused Absences, Remote Participation

Commented [DT15]: To be done

Meeting Calendar

The fiscal year and the school year run concurrently from July 1 through June 30. The Board President and Superintendent develop a master calendar of regular business meetings and quarterly work sessions for the ensuing fiscal year. The calendar is approved by the Board, usually in April. The quarterly work sessions are generally held to review progress on the strategic plan and annual board goals. Other topics are considered as needed.

[BB 9320 Meetings](#)

Commented [DT16]: Link

Agenda Availability and Meeting Information

An agenda for each regular School Board meeting shall be prepared under the direction of the Board President in consultation with the Superintendent. School Board members wanting to have an item included on the agenda should contact the Board President with the request so the item can be discussed during Board Discussion under “Future Agenda Items to Consider” to see if further attention is desired by the Board. [\(here or in planning?\)](#)

The agenda and all supporting documents and information shall be made available to the School Board and the public and posted to the web 5 business days prior to the meeting.

Commented [DT17]: DC remove this, end at president MI leave as is but reword Consider holding a work session regarding board member agenda requests

Commented [DT18]: Answer this

Agenda Planning

The superintendent of schools, in conjunction with the Board president, develops an agenda for each Board meeting. Meeting agendas, along with necessary documents and materials, are distributed to Board members prior to the meeting. [\(five business days\)](#)

Commented [DT19]: Why is this here?

Annual Agenda Guideline

Each year, the Board president and superintendent develop an annual guideline for required board business.

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Bringing Up New Agenda Items

When a request is made to put an item on a future agenda, (after Board discussion and Board agreement or consideration has taken place) a Board member should (see note above to see if info should be placed here or above).

If the Board has a favorable reaction to a proposal, the Board President will consult administration to see when time is available at a future Board meeting.

**There should be no surprises to the Superintendent or other Board members. The ultimate goal may be to create a team where profound respect for and belief in each other's wisdom and perspective is imbedded: then when someone really cares about an issue, the others are quickly open to considering it without a lengthy consensus-building process becoming necessary.

Follow-up on Future Agenda Items

The Board realizes that undertaking new initiatives listed as future agenda items may place too heavy a burden on staff time. New efforts may detract from the focus on the District's current priorities. Acknowledging this, the Board still sees "Future agenda items" as a way to have the District explore new ideas and improved approaches. When the Superintendent and Board President meet to review upcoming Board agendas, they will work together to prioritize future agenda items

Board Administrative Secretary

The Board employs an administrative secretary. This full-time employee serves the Board and the Superintendent, .50 FTE each, performing comprehensive administrative and secretarial support.

Board Contact Information

Commented [DT20]: To be done

Board Organizational Meeting, Annual Expectations

The first board meeting following the certification of the local election is the Board's Annual Organizational Meeting. At this meeting, the newly elected Board members will sit with the Board for the first time and the Board will elect officers. (more?)

Meetings

The Board of Education meets at least once a month and meetings last approximately one to three hours. Work sessions and board committee meetings are usually held prior to each regular meeting and run until the Board dinner break. When possible, the Board uses the dinner break to invite local elected officials and other guests. Board members offers guest suggestions to the president. The president extends the invitations. Additionally, the Board holds quarterly work sessions and planning sessions, usually on the morning following a regular meeting. When the Board is considering the budget or high priority needs, additional meetings and work sessions may be necessary. A joint budget work session with the Borough Assembly is usually held prior to Board approval and development of the budget. Special District activities or meetings may require the attendance of Board members, e.g. Administrator meetings, Key Communicator events.

[BB 9320](#) Meetings

Typical Regular Meeting Day Schedule (times are approximate)

11:00 a.m. – 2:00 p.m. Committee Meetings
2:00 – 4:30 p.m. Work Sessions

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4:30 – 5:00 p.m. Board Discussion
5:00 – 5:40 p.m. Dinner Break
6:00 – 9:00 p.m. Business Meeting

Work Sessions

Work sessions are conducted for review of a subject in greater depth than is possible during a regular meeting. All Board members are expected to attend. No voting takes place but direction can be given.

The public is welcome to attend. Public comment is allowed only by permission from the chair.

Regular Meetings

The Board holds at least 12 meetings per year. Meetings are primarily held in Soldotna with one meeting each spring in Seward and one meeting each fall in Homer.

Special Meetings

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

Executive Session

An executive session (closed session) is not a stand-alone, or secret meeting; it is a part of a public meeting in which the public may be temporarily excluded for certain purposes. Executive sessions are convened only for discussion of personnel, or fiscal or other matters that by law, municipal charter, or ordinance are required to be confidential. The permissible reasons for holding an executive session are limited and, when in doubt, the Board may choose to consult with counsel. Board action does not take place during these sessions.

When appropriate, other district staff or legal counsel will be invited into an executive session. (check w/ legal)

[BB 9321](#) Executive Session

[BB 9011](#) Confidential Issues

AS 44.62.310 Government Meetings Public aka Open Meetings Act

Indemnification

The members of the School Board and its employees and agents act as agents of the School District. None of these individuals should be placed in a position of personal liability for the performance of the responsibilities vested in them by the voters of the School District and the state and federal governments. In order to protect the individual members of the School Board, its employees and other agents, and the educational interest of the community, the District purchases, from public school funds, insurance to indemnify School Board members and agents of the School District for their official actions in the service of the School District.

The Kenai Peninsula Borough Risk Management department oversees the purchase and administration of this insurance.

cf [BB 9260](#) Legal Protection

cf [BP 3530](#) Risk Management

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Meeting Audio/Video

Audio/video recordings of work sessions and business meetings are posted and available to the public on the District BoardDocs portal. Business meetings are streamed live via the District website.

The following guidelines will help ensure that meeting recordings can be understood by all listeners.

Meeting Protocols

To insure Board meetings are conducted with maximum effectiveness and efficiency, members agree to

- create a positive culture and atmosphere during Board meetings and other forums;
- always put the best interest of students first;
- come to meetings prepared;
- be open to the ideas of others, remembering that everyone's opinion counts;
- identify issues of concern before the meeting, whenever possible;
- stay focused on the Board's long and short term goals;
- speak only when recognized by the president/chair;
- be proactive in communicating in order to avoid surprises;
- value equal participation of all members; and
- practice respectful body language.

Housekeeping Issues

- Silence electronic devices – e.g. cell phone, computers
- Speak directly into the microphone
- Assume that video and microphones are live at all times as side conversations can be picked up by neighboring microphones and become part of the recording
- Start speaking after turning on the microphone and stop speaking before turning it off
- Speak only when recognized by the president/chair
- Speak slowly when reading to the audience from printed material.

Minutes

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

- The District name, member attendance, date, time meeting began, location, type of meeting (special, regular, emergency special), and time of adjournment;
- All motions and amendments made by any Board member unless withdrawn, even if the action dies for lack of a second;
- All action taken;
- The name and the subject for all public speakers and presenters; and
- A brief summary of all reports e.g. Superintendent's Report, Board Comments
- Any appropriate report from an executive session.

Minutes are considered unofficial until approved by the Board and signed by the presiding officer and the Board clerk.

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Minutes are posted in BoardDocs and an official, hard copy is archived and retained permanently.

[BB 9320](#) Board Minutes

Officers of the Board

The roles of the officers of the Board are described in [BB 9120](#) Officers and Auxiliary Personnel.

President

The board president shall lead by example. In addition to the duties listed in [BB 9121](#) President, the president acts as the board's leader and facilitator for all board business.

- The president shall work with the Board members and Superintendent to write mutual measureable goals for the upcoming year.
- The president shall work with the Superintendent to ensure that Board members have necessary materials and information.
- The president shall have the same rights as other members of the Board, including the right to move, second, discuss and vote on all questions before the Board.
- The president shall work to ensure that the business of the Board is conducted in a timely, orderly and succinct fashion.
- The president shall facilitate open and fair discussion among Board members, enabling each to have an opportunity to express his/her ideas and opinions.
- When speaking at District, Board, community, and other events, if appropriate, the president shall endeavor to recognize fellow board members and elected officials in attendance.

Vice President

In addition to the duties listed in [BB 9122](#) Vice President, the Vice-President

- Attends meetings with or at the request of the President
- Assists the President as needed

Clerk

In addition to the duties listed in [BB 9123](#) Clerk, the clerk assists the president as needed.

Treasurer

In addition to the duties listed in [BB 9124](#) Treasurer, the Treasurer, with the assistance of the board administrative secretary, oversees the management of the Board Sunshine Fund.

Open Meetings Act

[AS 44.62.310 Government Meetings](#), also known as the Open Meetings Act (OMA), requires that all meetings of the Board be open to the public except certain matters that may be discussed in executive session. The OMA is intended to ensure that

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decisions made and actions taken are public knowledge and represent the will of the public that the Board serves.

A meeting of a the board occurs when three or more members or a majority of the members, whichever is less, engage collectively in discussion of a subject that the body is authorized to act and set policy on and is therefore subject to the Open Meetings Act. Under this definition, it does not matter where the meeting occurs, if it was prearranged, or who arranged it and could include unplanned casual or social contact.

Board committee meeting are subject to the OMA.

Quorum

The School Board chair shall call the meeting to order at the appointed time and place. At any meeting of the School Board, a majority of the number of filled positions on the Board constitutes a quorum. After a meeting is called to order, if a quorum is not present, the meeting shall continue; however, no action shall be taken. Minutes will be kept for all meetings.

[BB 9323](#) Meeting Conduct

Parliamentary Procedure

Parliamentary procedure facilitates the transaction of business and promotes cooperation and harmony.

Per [BB 9323](#) Meeting Conduct, Roberts Rules of Order is the adopted parliamentary procedure. The order of authority for board meeting management is state statute, board bylaws, and then Robert's Rules of Order.

Requests for Information

Board Member Requests

It is important for Board members to be informed about the school district and the performance of our students. The superintendent regularly provides Board members with data and information. Prior to contacting the superintendent for additional information, Board members are encouraged to email the applicable Board committee chair with the request.

[E 9000c](#) Requests for Information from School Board Members

With sensitivity to the time required when proposing additional tasks for a relatively small administrative staff, please consider the following.

Level I – Information Request from a Member of the Public

If unable to answer, board members should seek to connect community members with school or administrative staff who can assist with the specific issue.

Level II – Information Request for Routine, Readily Available Information

Requests that require little or no additional preparation or research, e.g. existing reports, digital presentations, talking points, or a verbal response.

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Level III – Requests Requiring Research

Requests for non-routine, complex information, research or analysis.

Sunshine Fund

The treasurer manages this board fund to acknowledge member, superintendent and administrative secretary resignations, retirements or end of term. Student representative gifts are \$40-\$50 and all others \$200 - \$300, including gift-wrap and card. All members contribute to the fund annually, in October, and when requested to do so by the treasurer. The Board administrative secretary maintains an accounting report and assists in maintaining consistency in gift giving and acknowledgements. The treasurer works with members that volunteer to purchase the acknowledgements. Board purchases are borough sales tax exempt. Contact the board administrative secretary for tax exempt card information.

Compensation

Travel Expenses and Reimbursement

Board members are issued a district procurement card which can be used for authorized travel expenses (i.e. airfare, ground transportation, hotel, registration fees, etc.). Meals are reimbursed up to the applicable per diem rate. Expenses shall be reimbursed upon receipt of a signed and approved KPBSD travel reimbursement claim form. Submit claim forms within 30 days after incurring the expenses.

BB [9250](#) Compensation, Reimbursement, Other Benefits

E 3360(a) Travel Reimbursement

By presenting your district pro card or your employee identification badge, many hotels offer a government discount rate for school board members on board business. Authorized school board purchases are exempt from Kenai Peninsula Borough taxes. Additionally, the district has an agreement with the Municipality of Anchorage, which exempts Anchorage bed taxes if paid with a district pro card.

Voting

Board members have a duty to make an informed decision in the best interest of district students by voting on issues before them. Board votes must be in public at a properly noticed meeting of the Board and recorded in writing. A motion cannot be moved and seconded by the same member. All members are required to vote unless the president approves an abstention. The chair announces the vote for the record.

Votes can be cast by “unanimous consent”, “no objection”, roll call, via BoardDocs electronically or by ballot. Roberts Rules of Order will be followed unless Board Bylaws or Policy direct otherwise.

No Objection

The president, when assuming a motion on which no controversy is expected, can phrase the question as “If there is no objection, the motion passes.” or “Is there objection? (pause) Hearing none, the motion passes.”

Unanimous Consent

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In cases where there seems to be no opposition to routine business items the president will accept a request for unanimous consent. Any member who desires casting individual votes or discussion may respond with an objection.

Roll Call

Per [BB 9320](#) Meetings, all votes at a meeting with a member attending remotely shall be taken by roll call. Board members participating by distance shall vote online via BoardDocs or the administrative secretary shall call individual board members by name and record their vote as YES, NO or ABSTAIN. The Student Representative to the Board shall be called first to cast an advisory vote and the president shall be called last. An effort at randomness is encouraged when calling upon remaining members by name.

Ballot

Only allowed for election of Board officers by the Alaska Open Meetings Act.

APPENDIX

Board Policy

[Board Policy](#)

Effective Leadership Evaluation

[KPBSD Effective Leadership Evaluation](#)

Strategic Plan

[KPBSD Strategic Plan](#)

References (Acronyms, Parliamentary Procedure)

Resources