

Kenai Peninsula Borough School District Training



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Welcome and Gathering

Let's Get to Know Each Other!

Please share:

- Your name
- How long you've served

For New Members:

- How do you see your role?
- What are your goals?

For Experienced Members:

- What's your current focus?
- How has your original goals and perspective evolved?

Everyone: What do you hope to take away from today's session?

Our time together

- Foundational Aspects of School Boards
 - Board Standards
 - Roles of School Boards
 - Parliamentary Procedures / Robert's Rules of Order
 - Policy
 - Meetings
 - OMA
 - Board & Superintendent Roles
 - Community Relations
- 

First Alaskans Institute

Our Agreements:

In Every Chair, a Leader

Speak to be Understood; Listen to Understand

Be Present; Be Engaged

Value Our Time Together

Safe Space for Meaningful Conversation

Challenges → Solutions

Takest Thou Hats Off

Our Value of Humor Helps Us

We are Responsible for Our Experience

Take Care of Yourself; Take Care of Each Other



Disclaimer!!

I am not an attorney and nothing in this presentation constitutes legal advice.





What is Effective Governance?

Eight Characteristics of Effective School Boards

1. Commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
2. Have strong shared beliefs about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Are accountability-driven and spend less time on operational issues and more time focused on policies to support student achievement.
4. Have a collaborative relationship with their community and communicate to inform and engage stakeholders.
5. Embrace and monitor data; use data to monitor continuous improvement.
6. Align and sustain financial resources to meet district goals.
7. Lead as a united team with the superintendent, each from their respective roles, with mutual trust.
8. Take part in team development and board training.



● Foundational Aspects of School Board Governance



AASB has five Board Standards:



School Boards Focus on Four Key Areas:



Board Standards



Vision



Structure



Accountability

Accountability

Advocacy



Conduct & Ethics



BB 9020 Board Standards



VISION

The Board Creates A Shared Vision To Enhance Student Achievement

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

INDICATORS

- Educational stakeholders are invited to participate in the development and revision of the school district's mission and vision.
- Stakeholders have regular opportunities to provide input throughout the development of the district's plan.
- The board seeks input from Elders and other leaders to incorporate traditional values and ways of knowing into the district mission and vision.

1.2 Board keeps the district and community focused on educating students

INDICATORS

- The "IS IT GOOD FOR KIDS" question guides all board deliberations and actions.
- The board refers to mission and vision when communicating with staff, groups, and organizations.

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

INDICATORS

- The board uses the mission and vision as a guide in planning, decision making, and evaluating district operations.
- The board communicates its rationale for decisions to the community as a way to reinforce its commitment to the mission and vision.



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 to help the district achieve its mission and vision while making the best use of its resources.

INDICATORS

- The board develops policies that require and support strong leadership by the superintendent.
- The board develops policies that enable the staff and the public to participate in board deliberations, school programs, and activities in a meaningful way.
- The board ensures that financial and human resource decisions directly support the district's mission and vision.

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.

INDICATORS

- The board invites input from individuals, school staff, community and other organizations about improving the school program.
- The board engages in annual planning and review.
- The board directs use of appropriate committees for action planning.

STRUCTURE (continued...)

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

INDICATORS

- The board establishes appropriate committees to advise on the establishment and revision of district standards.
- The board makes instructional resource decisions based on emerging instructional needs and redirects existing resources as appropriate to meet them.

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

INDICATORS

- The board establishes policy requiring internal and/or external evaluations of district operations.
- The board reviews the results of all assessments as part of their deliberations.

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

INDICATORS

- The board invests in staff development tied to the skills students will need in the future.
- The board supports a cultural orientation program for new school staff and encourages their involvement in the community.
- The board oversees continual review of curriculum and the development of instructional techniques that enhance student achievement.
- The board communicates new developments in instruction to the community and provides a rationale for them.



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.

INDICATORS

- The board ensures assessments are locally appropriate, accurate, relevant, and use a feasible process.
- Reports on student progress are linked directly to district vision for student achievement.

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

INDICATORS

- The board establishes policies and procedures for the routine evaluation of the superintendent.
- Written performance expectations for the superintendent and the board are developed and communicated to the community.
- The board solicits public input regarding its performance toward achieving performance expectations.
- The board routinely carries out these evaluations and set goals for improvement.

ACCOUNTABILITY (continued...)

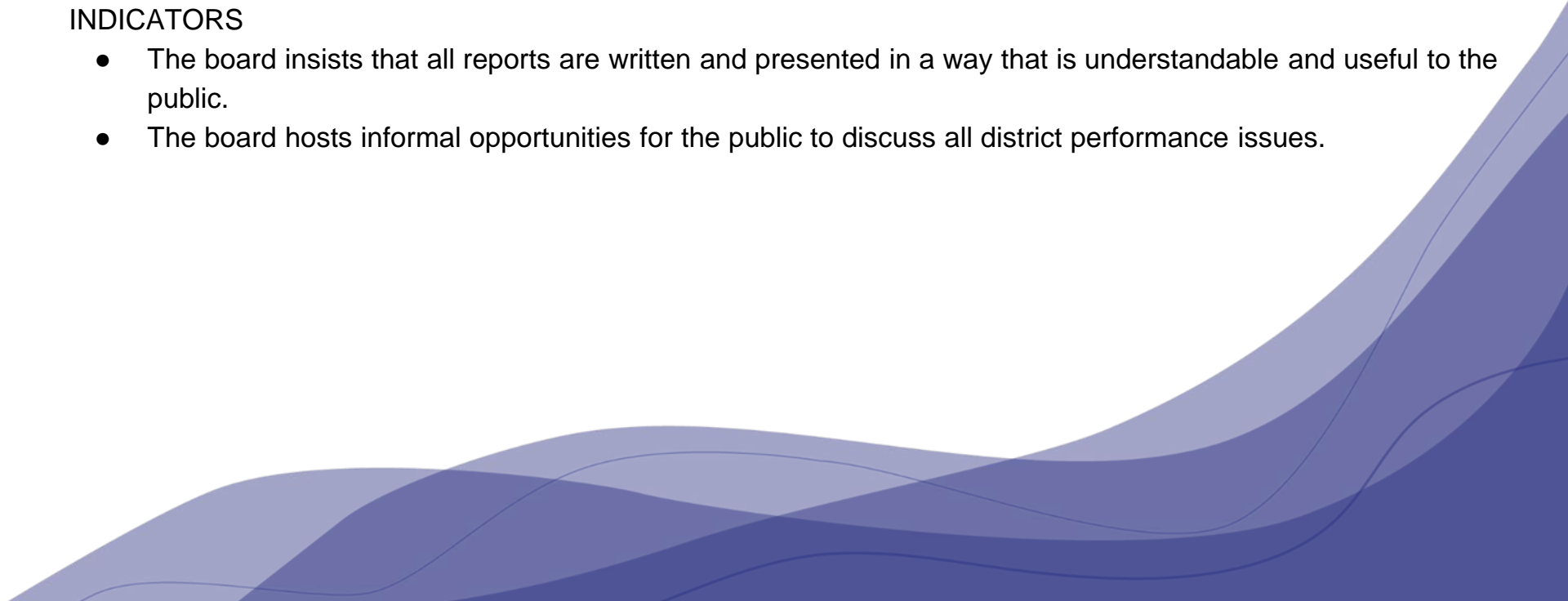
3.3 Board ensures long and short-term plans are evaluated and revised with the needs of students in mind.

INDICATORS

- The board seeks input on the evaluation of the plans' progress and effectiveness.
- The board ensures a variety of indicators are used for evaluations.
- The board establishes a framework that supports reasoned decision-making.
- The board schedules time annually for appropriate review.

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

INDICATORS

- The board insists that all reports are written and presented in a way that is understandable and useful to the public.
 - The board hosts informal opportunities for the public to discuss all district performance issues.
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ADVOCACY

The Board Champions The Vision

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

INDICATORS

- The board establishes policy to ensure individuals and groups are recognized for accomplishments.
- The board recognizes students and others for accomplishments as part of their regularly scheduled meeting activities.
- Board members attend and/or participate in recognition ceremonies when appropriate.

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

INDICATORS

- The board adopts policies encouraging parental involvement.
- The board promotes the “asset” framework with school staff, community, and students.

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

INDICATORS

- The board initiates opportunities to involve educational stakeholders in meaningful activities that meet student needs.
- The board identifies community resources that can help provide basic academic and enrichment activities that will extend learning opportunities for students.

ADVOCACY (CONTINUED...)

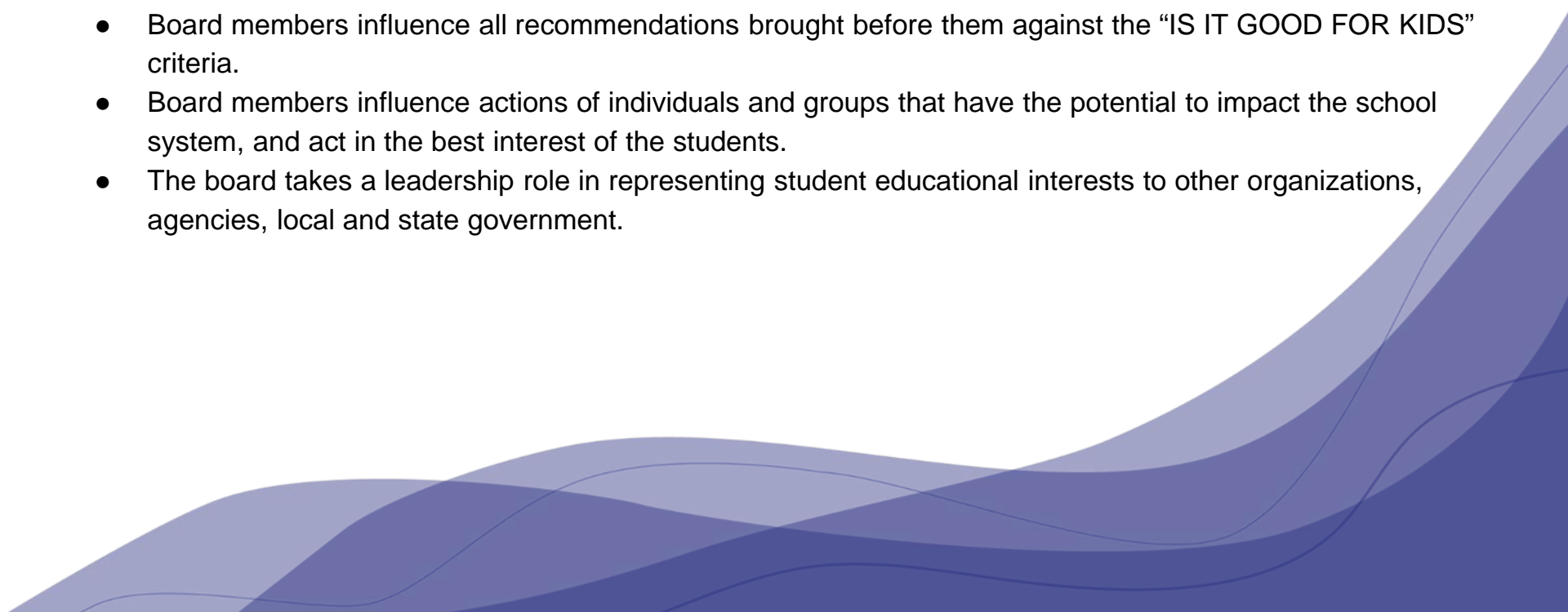
4.4 Board promotes school board service as a meaningful way to make long term contributions to the local community and society.

INDICATORS

- The board provides information to school staff and public about school board service to promote understanding and interest.
- The board actively informs the community regarding the role and purpose of school boards.
- The board invites interested community members to participate in committees.

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

INDICATORS

- Board members influence all recommendations brought before them against the “IS IT GOOD FOR KIDS” criteria.
 - Board members influence actions of individuals and groups that have the potential to impact the school system, and act in the best interest of the students.
 - The board takes a leadership role in representing student educational interests to other organizations, agencies, local and state government.
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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.

INDICATORS

- Board members understand the significance of their role as models for students and representatives of the community and act accordingly.
- Board members support decisions of the majority after honoring each member's individual right to express opposing views and state their convictions.
- The board makes decisions as a group, only at properly called meetings, and recognizes that individual members have no authority to take individual action.

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


INDICATORS

- The board participates in board development activities to enhance their governance skills.
- Individual board members report the results of those activities to other board members and the community during board meetings.
- Board members attend and fully participate in all board development functions paid for by district funds.
- The board takes responsibility for the orientation of new members.

CONDUCT AND ETHICS (CONTINUED...)

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

INDICATORS

- The budget for all board expenditures is easily identifiable.
 - All board expenditures are compared against “IS IT GOOD FOR KIDS” criteria.
 - The board invites the public to review and comment on expenditures for all board activities and functions.
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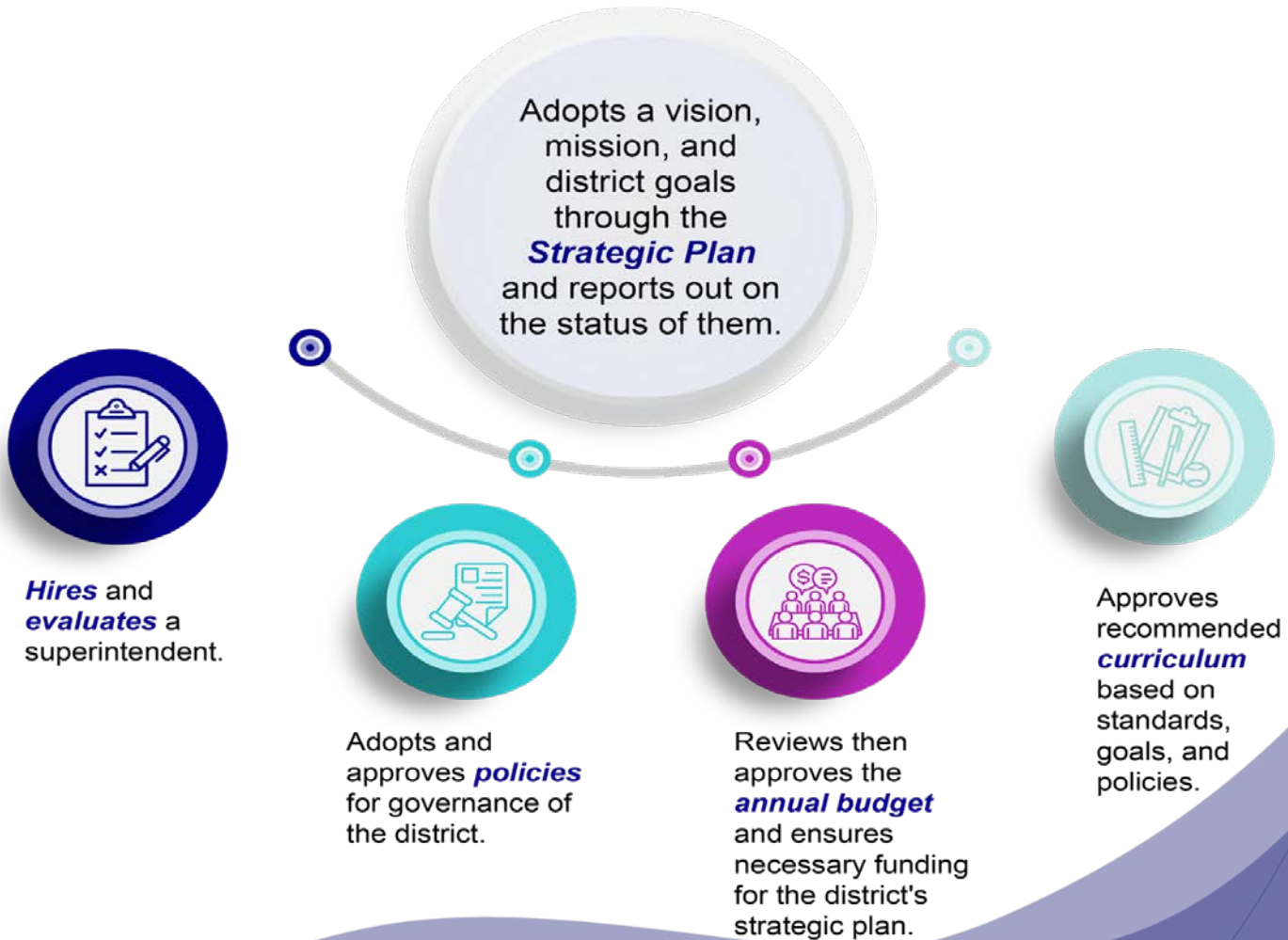
Mission Statement: The mission of the Kenai Peninsula Borough School District is to develop productive, responsible citizens who are prepared to be successful in a dynamic world.

Vision Statement: We envision KPBSD students who engage in their learning, participate in their community, reach high levels of achievement, and graduate prepared for their future.

Guiding Principles: Each student can learn and be successful. Every student is recognized as unique, valuable, and is treated with respect and dignity. Learning is a lifelong process. The educational environment is safe, engaging and purposeful.



Key Work of School Boards



The 4 Roles and Responsibilities of School Boards

1. **Hires** and **Evaluates** the Superintendent

BP 1140 Responsibilities of the Board

The Board will contract with a Superintendent and may enter into a contract with that officer on such terms and for such a period of time as it may desire, not to exceed a period of three consecutive school fiscal years.

The Board will evaluate the Superintendent annually using a Board adopted evaluation instrument. Concurrently, the Board will perform a self-evaluation using a Board adopted instrument (E 9400 Board Self-Evaluation).

BP 2000 Concepts and Roles

The Board shall clearly state what it expects of the Superintendent and shall annually evaluate him/her on how well those expectations have been met.

BP 2123 Evaluation of the Superintendent

The Board believes that an annual evaluation of the Superintendent's performance strengthens working relationships between the Superintendent and the Board.

The 4 Roles and Responsibilities of School Boards

2. Adopts and approve of **Policies** for the governance of the school district

BP 1140 Responsibilities of the Board

In exercise of its rights and duties, the Board will prepare and publish a body of rules covering organization, policies and regulations of the school system. The Board will cause its policies and regulations to be kept in constant revision.

BB 9311 Board Policies

The 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.

BB 9310 Policy Manual

The District's policy manual is developed, distributed and maintained for the purpose of communicating to interested parties the policies, regulations and bylaws within which our schools will operate.

The Board ensures that the community and District employees have access to the policy manual by maintaining a public copy online. The Board welcomes suggestions from the public regarding its adopted policies and regulations.

As necessary, the District will develop or revise policies and regulations in order to reflect new legislation and changing community views.

BB 9312 Board Bylaws

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

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

The 4 Roles and Responsibilities of School Boards

3. Reviews and approves the **annual budget** and ensures necessary funding for the district's strategic plan.

BP 1140 Responsibilities of the Board

The Board will pass upon the annual budget prepared by the Superintendent.

Immediately following the close of each fiscal year, and before September 30, the Board will have an audit made by a competent accountant of the school accounts for the school year ending the preceding June 30 and a certified copy of the audit will be filed with the Commissioner of Education.

BP 0200 Goals for the District

The development and adoption of the budget shall be consistent with District goals and objectives.

BP 3400 Management of District Assets-Accounts

The development and adoption of the budget shall be consistent with District goals and objectives.

The Board will provide for an annual audit of District accounts by a certified public accountant who has no personal interest in District fiscal affairs. The audit will be conducted in accordance with the requirements of state and federal regulations.

BP 3100 Budget

The Board will establish and maintain a balanced budget. The Board will adopt an annual budget which is compatible with the district's mission, vision, strategic plan, and Board goals and objectives.

The District budget will be prepared annually from the best possible estimates of revenues and expenditures. The Superintendent or designee will determine the manner in which the budget will be prepared and will schedule the budget adoption process in accordance with legal time requirements. The Board will encourage public input throughout the budget process and take public input prior to the adoption of the budget or a revised budget. Public input early in the budget preparation process is encouraged.

The 4 Roles and Responsibilities of School Boards

4. Approves recommended **curriculum** based on standards, goals, and policies.

BP 6143 Courses of Study

The School Board shall adopt a curriculum aligned with Alaska Standards: Content and Performance Standards for Alaskan Students for elementary grades which sufficiently prepares District students for the required high school course of study.

BP 6000 Concepts and Roles

The School Board

1. Articulates the District's educational philosophy and goals through Board policy and approves District wide instructional objectives which reinforce the District's philosophy and goals.
2. Adopts all curriculum and graduation requirements.
3. Determines the educational programs to be offered to the District's students.
4. Reviews the instructional program and evaluates the education received by students using data including results of State and District student assessments.

The Superintendent

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

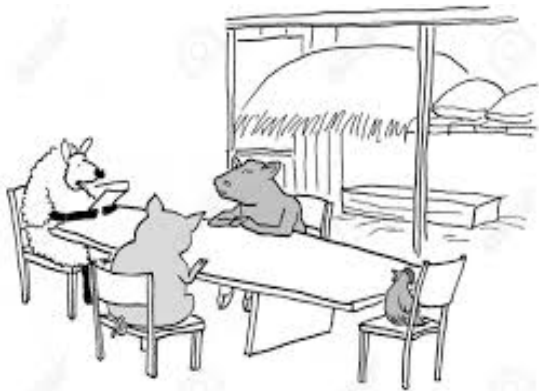
BP 6141 Curriculum Development

Curriculum development and improvement is of primary importance and as such will be part of an ongoing process in this District. The Superintendent shall have general coordinating authority over the design and development of curriculum. The Superintendent shall develop a process for curriculum review and development which shall include the participation of teachers, administrators, students (as appropriate) and parents/guardians, and the School Board. The Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and in-service training.

Robert's Rule of Order



Parliamentary Procedures:



"The cow mooed, the pig oinked, the chicken clucked, I baaed and then we adjourned."

Items to consider within a parliamentary procedure framework for focused school board meetings:

- Discussion of conflicts cannot continue after a majority vote has settled the matter.
- Input on school board matters by all concerned members of the public.
- Any one board member may address any one motion item no more than two times.
- “New Business” items will be limited to those posted on the agenda. Anyone can submit agenda items to the Chair up to five days before each meeting. Any issues raised during the meeting will be discussed at the following meeting. Members of the public must sign up in advance if they wish to speak, stating what they’ll speak on.
- The meeting will not include complaints about school personnel; such discussion should be taken privately to local administrators.
- Only board members may make or amend a motion; members of the public may not do so.
- The Superintendent also may not make or amend a motion.

Once you have determined the **exact rules** to govern your meetings, **put them on your website and have them posted visibly at the meeting.**

Understanding the Hierarchy of Motions

One of the key components of Robert's Rules is the hierarchy of motions. Motions are proposals put forward by members that the board votes on. Understanding the different types of motions and their order of precedence is crucial for keeping meetings on track.

- **Main Motions:** These are the primary proposals that bring business before the board. They must be seconded and are debatable and amendable.
- **Subsidiary Motions:** These are motions that alter or dispose of the main motion. Examples include motions to amend, postpone, or refer to a committee. Subsidiary motions take precedence over the main motion.
- **Privileged Motions:** These motions deal with urgent matters that are unrelated to the main business at hand, such as motions to adjourn or take a recess. They take precedence over both main and subsidiary motions.
- **Incidental Motions:** These arise out of other motions and must be decided before the main motion can proceed. Examples include points of order or requests for information.


Key Phrases to Use During Meetings

Knowing the right phrases to use during a meeting can help you participate more effectively and ensure that your contributions are heard. Some common phrases include:

- **“I move that...”** This phrase is used to introduce a new motion.
- **“I second the motion.”** This indicates your support for another member’s motion, allowing it to be discussed and voted on.
- **“I move to amend the motion by...”** Use this phrase to propose a change to the main motion under discussion.
- **“Point of order.”** This is used to call attention to a breach of the rules or an error in procedure.
- **“I call the question.”** This phrase is used to request an end to debate and move directly to a vote.

Parliamentary Procedure:

The **goal of the parliamentary procedure** is to set forth the order of discussions and ultimately get to a place where all group members can agree on what they want to accomplish or how to move forward. By using an established set of rules and guidelines, **members of the group can reach a consensus** in a respectful, collegial manner.



Robert's Rules basics:

Here is a general outline of the essential elements of Robert's Rules:

- **Motion** – A member makes a motion to propose an action or make a decision by saying, “**I move to...**”. Another member must second the motion by saying, “**I second the motion.**” Once someone seconds the motion, the group opens discussion then votes on the motion. It passes by a majority vote or a quorum depending on the rules in the bylaws.
- **Amend a motion** – Members use this process to change a motion and can do so by stating, “**I move to amend the motion on the floor.**” Again, this motion must be seconded and voted upon.
- **Refer** – Members use this type of motion to **transfer a motion to a committee**. As with other types of motions, it must be seconded and voted upon. Once it moves to a committee, the committee presents a report on the committed motion at the next meeting.
- **Question** – Members say, “**I call the question**” to end a debate or discussion. The motion must be seconded and voted upon without further discussion. A call for the question **requires a two-thirds majority vote to pass**. At this point, the members must immediately vote on the motion on the floor.
- **Adjourn** – This refers to moving to end the meeting. A member would say, “I move to adjourn,” and another member would **second** the motion. If the majority then votes to adjourn, the meeting is over.

Making a Motion

Board members must **discuss one issue at a time** to keep order in the boardroom. The board chair should only allow **one person to speak at a time**. Any member who wants to make a motion must request the floor —and be granted it — before speaking.

Robert's Rules classifies motions into the below categories.

6 categories of motions

- **Main motion:** Introduces a new item
- **Subsidiary motion:** Changes or affect how to handle a main motion (vote on this before the main motion)
- **Privileged motion:** Brings up an urgent or essential matter unrelated to pending business
- **Incidental motion:** Questions procedure of other motions
- **Motion to table:** Kills a motion
- **Motion to postpone:** Delays a vote (can reopen debate on the main motion)

Parliamentary Procedures: following Robert's Rules

Making Motions

For school boards, a main motion is the usual and customary way to start the action of discussion and decision making.

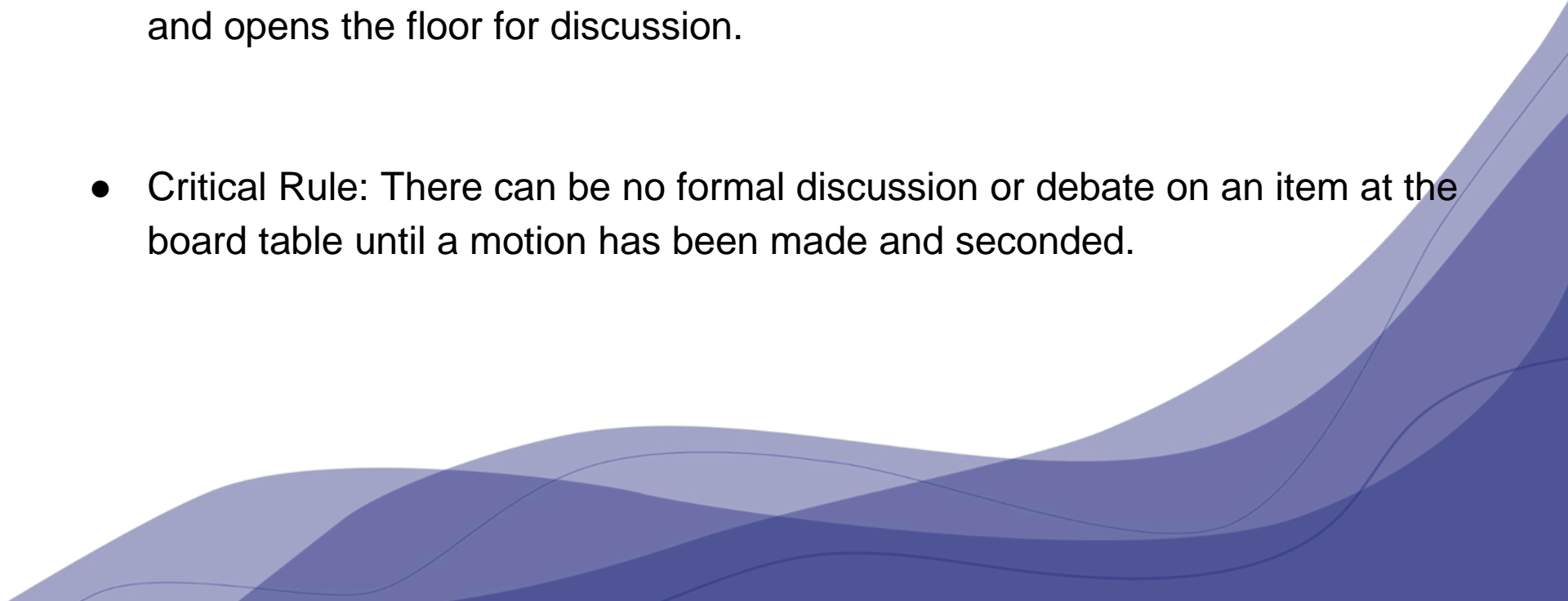
- Step 1 – Member makes a motion
- Step 2 – Another member seconds a motion
- Step 3 – Chair states the question
- Step 4 – Members debate
- Step 5 – Chair restates motion and calls for the vote
- Step 6 – Members vote on motion
- Step 7 – Chair announces the vote
- Step 8 – Chair states next time of business

TIP! If the board is in obvious agreement, the chairperson may save time by stating, “If there is no objection, we will adopt the motion to...” Then wait for any objections. Then say, “Hearing no objections, (state the motion) is adopted.”

Step 1, Member Makes Motion

- It is helpful if motion is **in writing** if at all possible
- It should be **clear** and unambiguous. Don't say "I move what he just said" or "So moved"
- It should be phrased in the grammatical **positive**
- It must comply with the **bylaws** and the **procedural** law of the land
- You may only have **one main motion** at a time

Step 2, Another Member Seconds the Motion

- Another member must second the motion by calling out "**Second.**" No formal recognition is needed—any member can simply say "Second."
 - Once the motion has been made and seconded, the chair restates the motion and opens the floor for discussion.
 - Critical Rule: There can be no formal discussion or debate on an item at the board table until a motion has been made and seconded.
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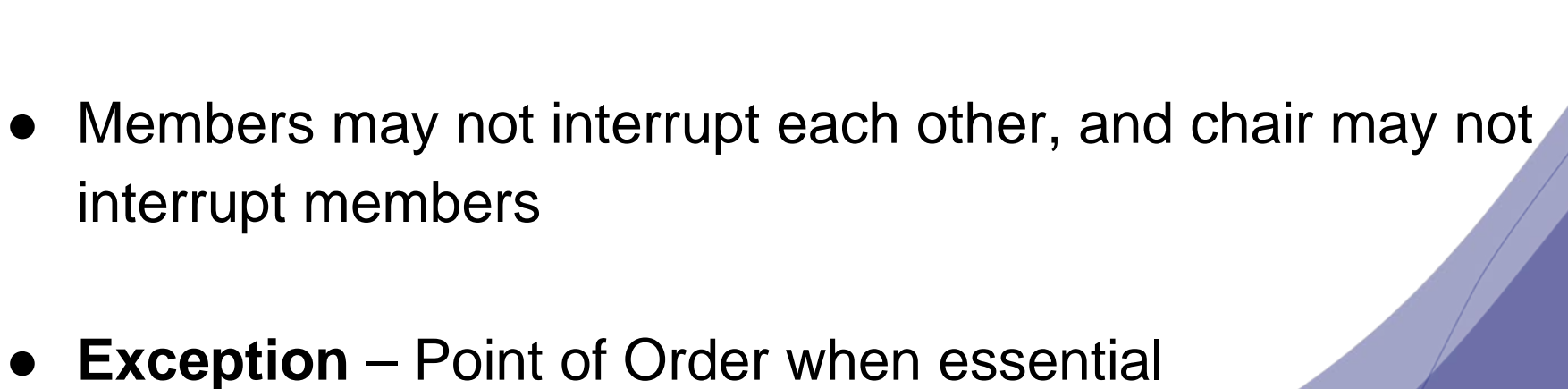
Facilitating the Discussion Once a Motion is on the Floor

- Make sure everyone gets a chance to talk
- “Okay, what I’m hearing is this... is that correct?”
- Track who has spoken and who is next in line to speak
 - **No one allowed to speak twice until everyone has had the opportunity to speak once**
 - Having vice-President sitting by the President to assist with tracking this
 - Under Robert's Rules of Order, **a member may speak to a motion no more than twice** on the same day
- Members should **speak to the chair**, NOT to another member
- It is a kind of “SONAR” everything pings back and forth between the chair and the members
- This **depersonalizes issues and improves clarity** of discussion

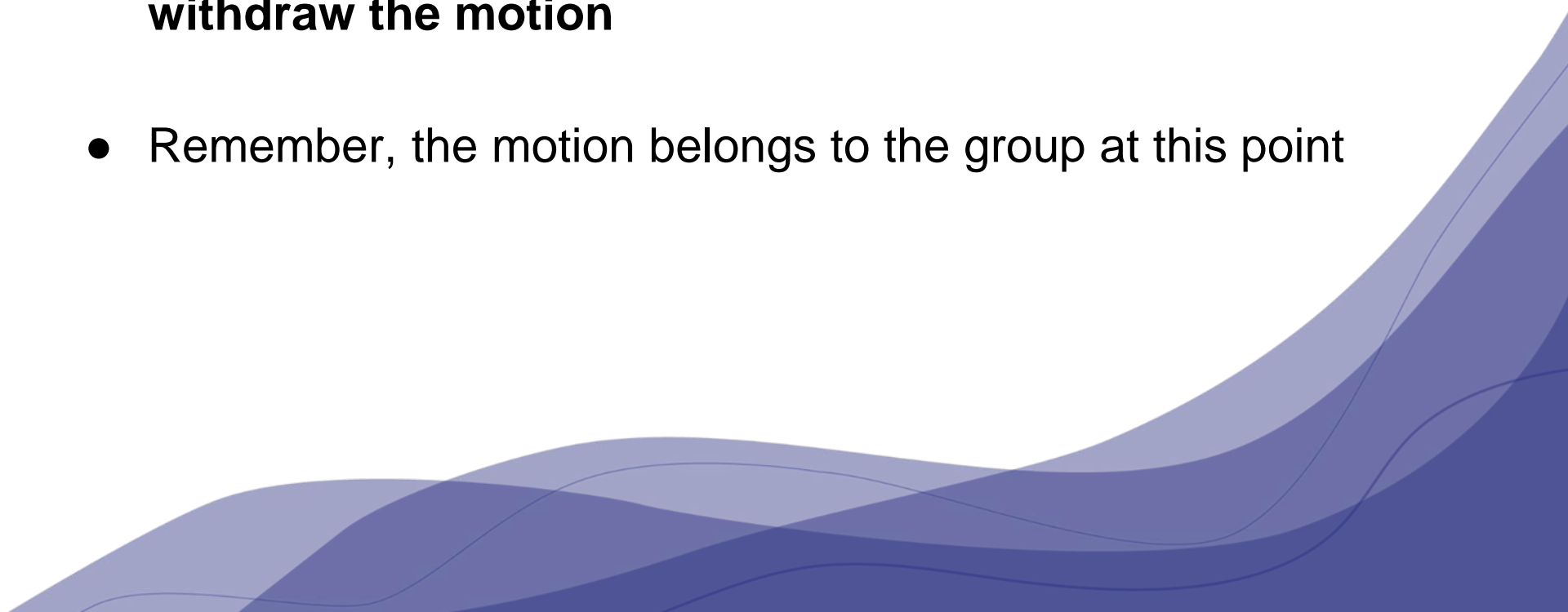
Facilitating the Discussion Once a Motion is on the Floor

- Discussion is NOT a conversation it is 'debate' and has its own rules
- **Be clear** of your position when speaking to a motion
 - I speak in favor of the motion, or I speak in opposition to the motion...
- Beware of conversations that drift down the bunny trail
- No such things as a friendly amendment
- **After debate, Chair states the motion** before asking for the vote

NO INTERRUPTING!

- When a member has the floor they have the right to speak until they have completed their comments
 - Interrupting is **ABSOLUTELY FORBIDDEN**
 - Members may not interrupt each other, and chair may not interrupt members
 - **Exception** – Point of Order when essential
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More Points

- You **can't speak against your own motion, but you can vote against it**
 - If you've changed your mind, **you may** ask permission to **withdraw the motion**
 - Remember, the motion belongs to the group at this point
- 

Eight Steps to Process A Motion

1. **Member makes motion**
2. Another member second motion
3. **Chair states motion**
4. Members debate and/or amend motion
5. **Chair restates motion and calls for vote**
6. Members vote on motion
7. Chair states results of vote, whether motion passes or fails, and what happens next as a result of the vote
8. Chair states next item of business

Four Ways to Amend a Motion

1. Add or insert words
 2. Strike out words
 3. Strike out words and insert words in their place
 4. Substitute
- 

Process Amendment

The amendment is processed using the same eight steps that we just saw for a main motion

Once the board votes on an amendment—whether it passes or fails—**discussion returns to the main motion as amended** (if the amendment passed) **or as originally stated** (if the amendment failed). **The board must then vote on the main motion.**

The Process:

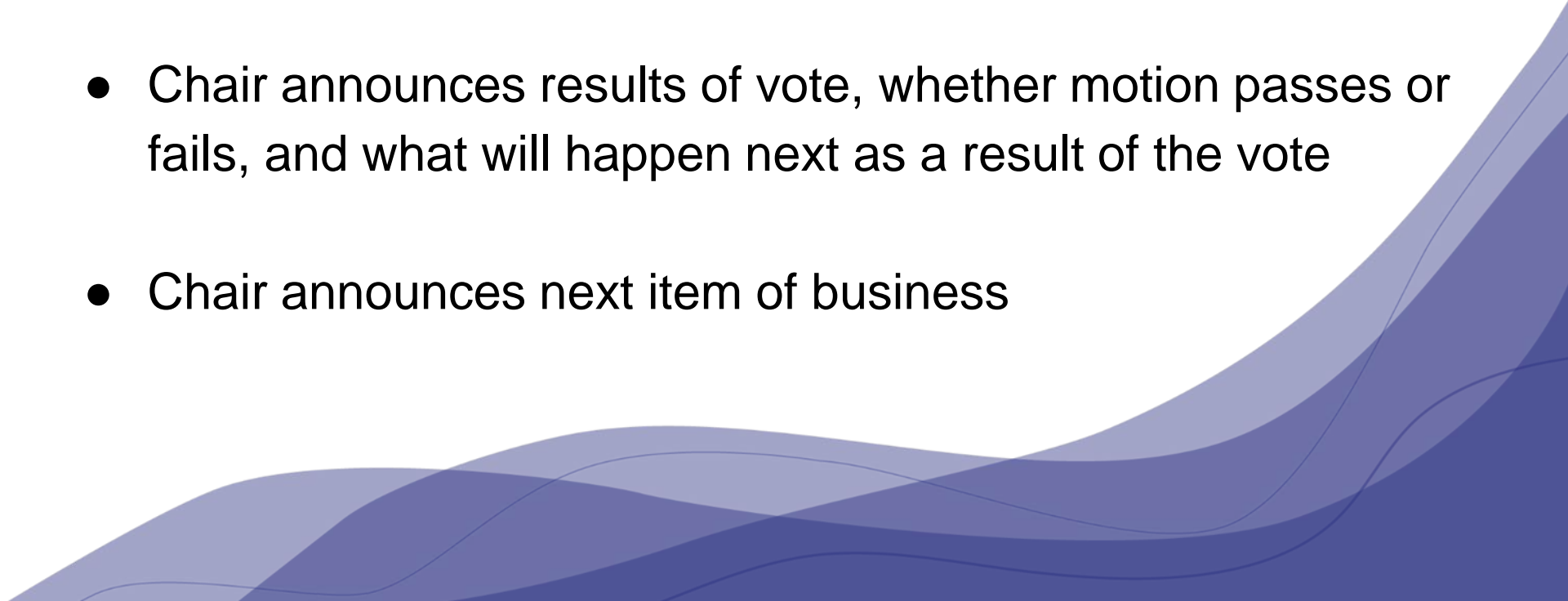
1. Main motion is made and seconded
2. Amendment is proposed, seconded, and discussed
3. Board votes on the amendment (passes or fails)
4. Discussion returns to the main motion (now amended or unchanged)
5. Board votes on the main motion

Under Robert's Rules, you can have two amendments pending at the same time:

1. **Primary Amendment** - An amendment to the main motion
2. **Secondary Amendment** - An amendment to the primary amendment (also called "amendment to the amendment")

You cannot have more than two amendments pending simultaneously. Before proposing a third amendment, the board must vote on the secondary amendment, then the primary amendment.

Voting

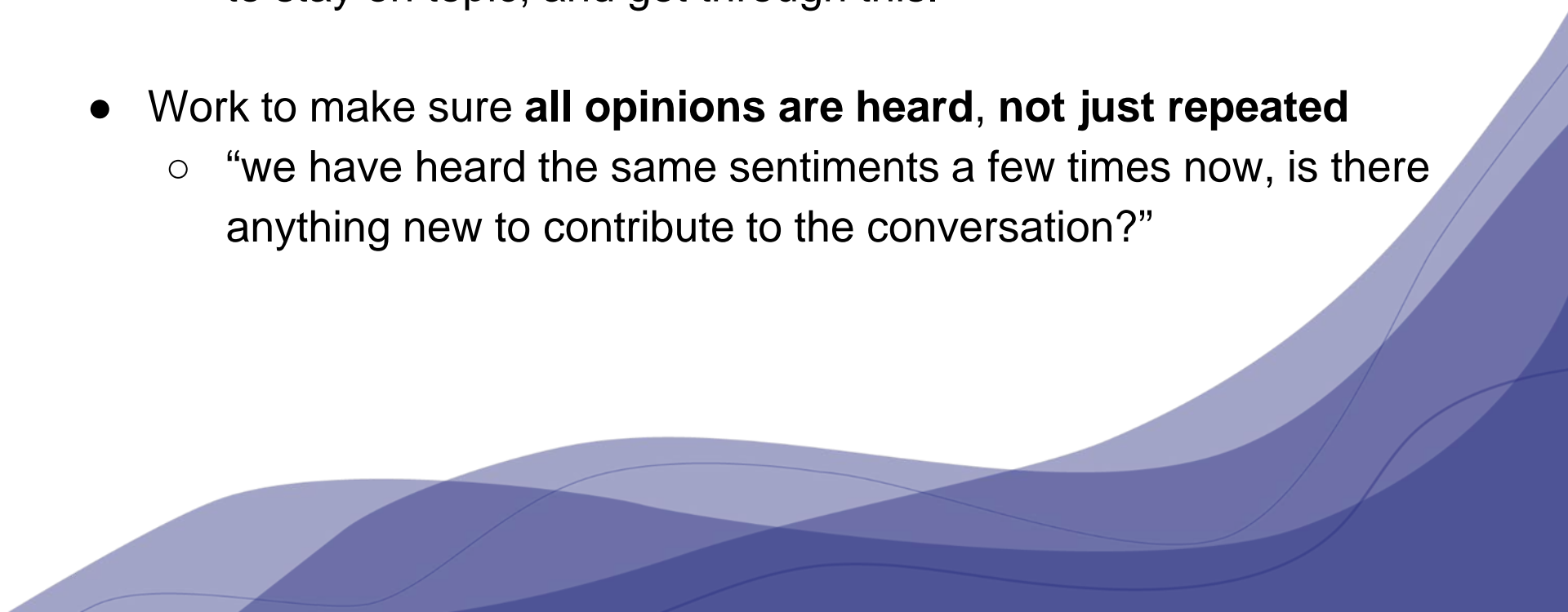
- Chair repeats the motion
 - Chair says, “All those in favor say ‘aye’, all those opposed say ‘no’”
 - Chair announces results of vote, whether motion passes or fails, and what will happen next as a result of the vote
 - Chair announces next item of business
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What MUST Happen After a Vote

The Chair must:

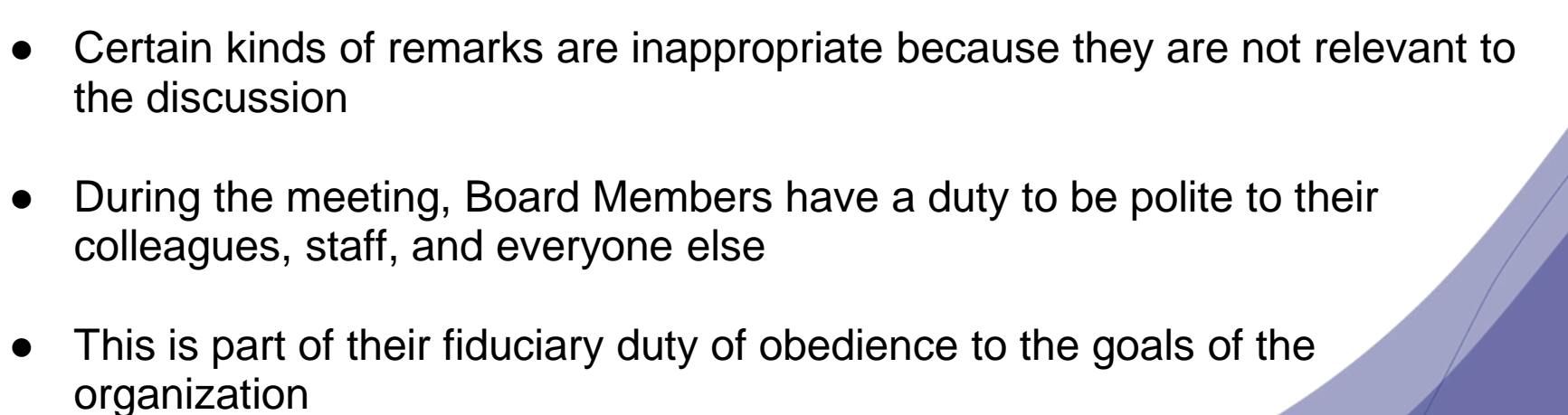
- State the result of the vote
- State if motion passes or fails
- State what happens next
 - The Superintendent will follow up on this/work on implementation, etc
- Move on to next item of business
 - The next item of business is...

Pulling the Board Back to the Agenda

- Bring the conversation back to the issue at hand:
 - “I understand this is important, but the issue at hand right now is...”
 - “We have a lot of important work to get through today, let’s work to stay on topic, and get through this.”
 - Work to make sure **all opinions are heard, not just repeated**
 - “we have heard the same sentiments a few times now, is there anything new to contribute to the conversation?”
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Inappropriate Remarks

Fundamental Guidelines

- Courtesy and respect are required
 - It is basic principle of parliamentary procedure that debate must be “germane” (relevant) to the topic at hand
 - Certain kinds of remarks are inappropriate because they are not relevant to the discussion
 - During the meeting, Board Members have a duty to be polite to their colleagues, staff, and everyone else
 - This is part of their fiduciary duty of obedience to the goals of the organization
- 

Personal Remarks

*The measure, not the member, is
the subject of debate.*

Robert's Rules of Order Newly Revised, 12th ed., 43:21

*Members will kindly
keep their remarks
strictly to the topic
under discussion*

Points in Robert's Rules of Order

Certain situations need attention during the meeting, but they don't require a motion, second, debate, or voting. It's permissible to state a point during a meeting where the **chairperson needs to handle a situation right away**. Board members can declare a Point of Order, Point of Information, Point of Inquiry, or Point of Personal Privilege.

- **Point of Order:** A member draws attention to a **breach of rules, improper procedure**, breaching of established practices, etc.
- **Point of Information:** A member can ask for a point of information if they **want more information** on a motion. A point of information should **not** be used as a means **for the person calling for a point of information to present information**.
- **Point of Inquiry:** A member may use a point of inquiry to ask for **clarification** in a report to make better voting decisions.
- **Point of Personal Privilege:** A member may use a point of personal privilege to address the **physical comfort** of the setting such as temperature or noise. Members may also use it to address the accuracy of published reports or the accuracy of a member's conduct.

Point of Order

A statement to the presiding officer that a **rule of procedure or decorum is being violated**. The member should stand and clearly **state "point of order," which interrupts the current proceedings but does not require a second, debate, or vote**. The **chair then rules** whether the point is valid, and if so, takes immediate action to correct the procedural error.

The rules of decorum boil down to one basic idea: **discussion, remarks, and commentary should be kept strictly germane**, meaning limited to what is relevant in regard to the item of business currently being discussed. Robert's Rules of Order defines it formally as: **Confining remarks to the merits of the pending question**. If we keep this one rule without exception, it automatically excludes personal remarks, insults, inflammatory language, and irrelevant information. It says what is allowed, which keeps the parameters for discussion very specific and restricted. This usually works to the benefit of discussion, decision making, and efficient handling of business. This means that **Point of Order should not be used frivolously or excessively**. It should be used for significant and disruptive violations of the rules of decorum, the rules of debate, and to minimize hindrances to the handling of business.

Point of Order (continued)

Does the chair raise a Point of Order?

No, not the way a member does. The chair simply interrupts the speaker directly, and reminds them (and everyone else present) of the rules.

Let's say a member uses insulting language towards another member. The chair should interrupt, and might say something like this:

Members will kindly refrain from personal remarks.

Insults are not allowed under our rules of decorum. Members will kindly refrain from making such remarks.

Please keep all remarks relevant to the topic being discussed.

It's best for the chair to **speak in general terms, and in the third person, and not to single anyone out.** If a pattern of bad behavior emerges there are other steps that can be taken, but a general stating of the rules to all members is the best place to start.

This goes for members as well. In order to de-personalize the situation, instead of indicating the person who actually broke the rules, a member might say:

Member: Point of Order!

Chair: State your point.

Member: The last speaker said something I consider an insult. Insulting and personal remarks are not allowed.

Chair: The point is well taken. Members will kindly restrict their remarks to the topic at hand.

Point of Order (continued)

You can **call a point of order** if you observe a breach in the rules, such as:

- The discussion is going off-topic or away from the agenda.
- A rule of debate or decorum is being violated.
- A procedural fault is being committed.
- Someone is speaking out of turn or interrupting another member inappropriately.

How to Call a Point of Order


- **Stand Up:** Get the attention of the chair by standing.
- **State "Point of Order":** **Clearly say the words, "Point of order"**. You can also say "Point of order, Madam Chairman" or another appropriate address.
- **Explain Your Point:** Wait for the chair to acknowledge your point and then state the specific rule violation or procedural error you have noticed.
- **Chair's Ruling:** The chair will decide if the point is valid. If it is, the chair will enforce the rule and ensure the meeting returns to order.

Key Characteristics

- **Interruptive:** **You can interrupt a speaker to make a point of order.**
- **No Motion, Second, or Debate:** It is not a motion, so it does not require a second, nor can it be debated or amended.
- **Chair Decides:** The chair makes the final decision on whether the point is well-taken.

Point of Information

A Point of Information is a **request for clarification or additional information to help members make informed decisions**, rather than a motion or a request to speak. When a member needs to ask a question about an agenda item, a report, or a motion, they can rise, ask the chair for recognition, and state, "I request a point of information". The **chair**, or presiding officer, **will then decide if the question is appropriate** and how it should be addressed.



Point of Information

A "Point of Information" is a **request made without a formal motion to ask a non-debatable question for clarification about the matter at hand**. A board member should say "Point of Information" to get the chair's attention, and if recognized, they can ask a question to better understand the facts being discussed. This is an incidental motion, meaning it's a procedural action that deals with the business of the meeting, such as a parliamentary inquiry, or in this case, a request for information.

When to use a Point of Information

- You **need facts** to make an informed vote.
- You want to **clarify a misunderstood detail** of the main motion.
- You need to **understand a particular rule or policy** relevant to the discussion.

How to make a Point of Information

- Get Recognition: **Say "Point of Information"** to the board chair.
- **Wait for Recognition:** The chair will then recognize you and grant you the floor.
- Ask Your Question: **State your question clearly.**
- Receive the Information: The board or a designated person will provide the requested information.
- Proceed: The meeting will continue with the discussion of the main motion.

Motion to Refer – referring back to work session committee

The motion to refer should include the name of the committee, instructions to the committee regarding its reporting timeline, and if necessary, some guidance and authority regarding what to research and who to contact as the committee seeks to learn more helpful information on the specific topic under consideration.

No member may propose a motion to refer to committee that would defeat the purpose of the main motion.

- What motion should you use to send a main motion to a small group for investigation and research?

Use the motion called **Refer to Committee**.

- What should you say?

Say this: “I move to refer the main motion to the [name of a standing committee] to research this topic and report back no later than the next quarterly meeting.” OR “I move to refer the main motion to a special committee, composed of five members from different regions and appointed by the Chair, to research this topic and report back no later than the next quarterly meeting.”

Motion to Refer – referring back to work session committee

- **When** can you make this motion?
You can make this motion **anytime that the following other motions are not on the floor**: Postpone to a Specific Time, Limit or Extend Limits on Debate, Previous Question, Lay on the Table, Call for the Orders of the Day, Raise a Question of Privilege, Recess, Adjourn, or Fix the Time to Which to Adjourn.
- Can you **interrupt** another speaker to make this motion?
No.
- Does someone have to say, “**Second**” after this motion is proposed?
Yes.
- Can people **debate the pros and cons** of this motion?
Yes. You can debate the pros and cons of referring a motion to a committee.
- Can this **motion be amended**?
Yes. You can amend it **as to which standing committee** a motion is referred to, or if the motion is to refer to a special committee, it may be amended as to the composition and manner of selection of committee members.
- How many **votes** does this motion need to pass?
Majority. More than half of the members present and voting must vote to refer a motion to a committee.


Motion to Refer

An Example

- The following motions are on the floor:
 - Main Motion
 - Amend
- The group has been discussing the proposed amendment of a main motion for a period of time.
- Member A thinks that the group would benefit from more investigation and research on the topic.
- Member A seeks recognition by the Chair, and once recognized, says, “I move to refer this motion to the Finance Committee to research this topic and report back no later than the next quarterly meeting.”
- Member B says, “Second.”
- The Chair asks if there is any discussion on the motion to refer.
- Following discussion, the Chair takes a vote on the motion to refer.
- If at least a majority of the members present and voting vote in the affirmative, then the motion is referred to the Finance Committee with the pending amendment. If at least a majority of the members present and voting does not vote in the affirmative, then discussion of the pending amendment of the main motion continues.
- When the Finance Committee reports back, it brings the amendment that was pending at the time of referral to the committee for consideration by the organization. The group must consider that amendment before considering any other amendments or changes brought by the committee.

Call the Question

The **motion “to Call the Question,”** which has the technical name of “Move the Previous Question,” may be the **most abused motion** in all of Robert’s Rules of Order. It is very common for people to shout out the word “question” or “I call the question” in the expectation that debate will immediately stop, and a vote will be taken. This is **WRONG**. **KEY POINTS TO KNOW ABOUT “CALL THE QUESTION”**



Call the Question

- A member must **have the floor** in order to make this motion. Raise your hand and wait until the chair gives you the nod – “recognizes you” – before speaking.
- When you make this motion, you are only suggesting that YOU would like to stop debate and vote. **It is an expression of your wish**, not a hammer to bludgeon your colleagues.
- This motion **requires a second**. There have to be at least two people in the room who want to cut off debate before it can be considered.
- This motion **cannot be discussed or debated**. As soon as the chair hears a second, they immediately take the vote.
- It takes **TWO-THIRDS of the voting members in favor to cut off debate**. Therefore the chair should take the **vote by show of hands**, and not by voice.
- If indeed two-thirds of the group want to stop debate and vote, then the chair immediately takes the vote on the pending motion – the motion that the group is considering at this time. No further discussion is allowed.
- It is also possible to call the question on ALL the pending motions, in which case the chair will take the vote on each motion that is before the group, one after another.
- Robert’s Rules of Order does **not allow this motion to be made in committee meetings**.

SAMPLE SCRIPT FOR “CALL THE QUESTION”

Member A: I call the question.

Member B (without being recognized): Second!

Chair: It has been moved and seconded that we stop debate and vote on the pending question, which is [state the motion being discussed]. All those in favor of stopping debate and voting now, raise your right hand. [Members in favor raise hand.]

Chair: Thank you, hands down. All those opposed, raise your right hand. [Members opposed raise hand.]

Chair: Thank you, hands down. [If the ayes have it:] There are two-thirds in favor and we will vote immediately. [Take vote] [If the noes have It:] There are not two-thirds in favor and debate will continue.

Next speaker please...

WHAT DOES THE MOTION “TO CALL THE QUESTION” OR “PREVIOUS QUESTION” REALLY MEAN? This motion is actually a “vote on whether to vote.” The term “previous question” is an unhappy leftover from the 19th century. The words meant something completely different in the British parliament. We believe that it would be better to rename this motion as “the motion to stop debate” or “motion to vote immediately.”

Three Ways to Change an Approved Motion

1. Amend Something Previously Adopted

If a motion was passed **at your meeting**, there is another approach you can take

—
You can move to **Amend Something Previously Adopted**. There are different requirements for this motion to pass depending on whether it is made at the same meeting, or whether previous notice is given and it is considered at a future meeting (see below). In this case, the original motion is still valid, but you are proposing to change something about it. This is the way, for example, that you enact a change to minutes that were previously adopted. Any member can move this motion.

A member makes a motion:

I move to amend the motion we passed this morning by striking the number \$4,000 and inserting the number \$8,000.

-motion to *Amend Something Previously Adopted* is used to make a change to a motion either by making a simple change or two or by substituting something else in its place.

Three Ways to Change an Approved Motion

2. Rescind

- Cancel the decision entirely
- The motion to *Rescind* (or repeal or annul) is used to cancel a motion altogether.

If you're unhappy with the whole motion, and want to cancel it out entirely, either now or in the future? In that case, **provided that nothing has been done** that cannot be undone, you can **move to “rescind the motion.”** This motion has the same requirements as Amend Something Previously Adopted, given above. Its effect is to **nullify the original motion.** Of course, the original motion still remains in your records, as does your Motion to Rescind.

Motions of *Rescind* and *Amend Something Previously Adopted*

- What motion should you use to **cancel an action** that the group has taken, or to **change the wording of a motion** that the group has adopted?

Use the motion called ***Rescind*** or the motion to ***Amend Something Previously Adopted***.

- What should you say?

Say this: “I move to rescind the motion that the group adopted at the June meeting regarding [describe the motion].” OR “I move to amend the motion that the group adopted at its June meeting [describe the motion] so that it would read [describe the reworded motion].”

- When can you make either of these motions?

You can make these motions only when **no other motion is on the floor**.

- Can you **interrupt** another speaker to make either of these motions?

No.

- Does someone have to say, “**Second**” after either of these motions are proposed?

Yes.

Motions of Rescind and Amend Something Previously Adopted

- Can people **debate** the pros and cons of these motions?
Yes. The group can debate the merits of rescinding or amending a previous action, and the group can also debate the merits of the motion that may potentially be rescinded or amended.
- Can these motions be **amended**?
Yes. The group can amend a motion to rescind so that it becomes a motion to amend something previously adopted instead. Or a group can amend a motion to amend something previously adopted by increasing or decreasing the scope of what is to be amended in that previously adopted motion.
- How many **votes** do these motions need to pass?
Either **(1) a majority** of those present and voting (**if notice that the motion will be made is given in advance**), or **(2) at least two-thirds** of those present and voting (**if notice that the motion will be made was not given in advance**). **Note: This motion to Rescind or Amend Something Previously Adopted can also pass, regardless of whether notice was given ahead of time, if a majority of the entire membership of the group votes in the affirmative.**

If a member plans to make a motion to *Rescind* or *Amend Something Previously Adopted*, they must notify an officer ahead of time so that when the meeting notice is given, the intent to make this motion is included in the meeting materials.

Motions of Rescind and Amend Something Previously Adopted

An Example

- At an all-day business meeting, a group adopts a motion to sponsor a golf tournament at Hilton Head National and give the funds to the Red Cross and a local homeless shelter.
- After the meeting concludes, Member A learns that Hilton Head National is hosting a stop on the PGA tournament during the week when the group typically holds its big fundraiser.
- Prior to the next meeting, Member A informs the Executive Director that he wants to make a motion to amend the motion regarding the golf tournament so that the tournament will be held at Whistling Straights, not at Hilton Head National.
- The Executive Director makes sure that the meeting notice includes notice of the motion that Member A intends to make.
- At the next meeting, Member A seeks recognition and says, “I move to amend the motion regarding the golf tournament that we adopted at the last meeting, striking ‘Hilton Head National’ and inserting ‘Whistling Straights.’”
- Member B says, “Second.”
- The Chair repeats the motion, asks for discussion, and takes a vote.
- If a majority of the members present and voting vote in the affirmative, then the motion to amend is adopted and the motion is amended. If a majority of those present and voting do not vote in the affirmative, then the previously adopted motion is not amended and the group proceeds with its business as planned.

Three Ways to Change an Approved Motion

3. Reconsider

- The purpose of reconsidering a vote is to permit **correction of hasty, ill-advised, or erroneous action**, or to **take into account added information or a changed situation that has developed since the taking of the vote**. Note that **a member must have voted “with the prevailing side”** in order to move reconsideration. This means that **if the motion passed, the member voted for it. If the motion failed, the member voted against it**. If the vote was tied, so that it failed, the member voted against it. The reason for this requirement is obvious: to **prevent a disgruntled minority** from bringing something up over and over again. If the original motion was debatable, then the motion to reconsider, and the motion itself, can be debated. If the original motion could not be debated, then the motion to reconsider cannot be debated.
- the **motion “to Reconsider” can be made ONLY on the same day or the next day**, if a meeting continues to a second day.
- Reset to the moment before the vote

Table a Motion

Reasons to table a motion

- **Address an urgent matter:** This is the most common reason. An emergency or a more pressing issue may arise that requires immediate attention, such as the **arrival of a special guest or a time-sensitive report.**
- **Delay a decision:** A group may **not have enough information** to make a responsible decision on a motion, so tabling it allows them to postpone a vote until another time.
- Improve **management and time control:** Tabling a motion can help a group manage its time effectively. It allows a meeting to run smoothly by **pausing a discussion that is getting bogged down, ensuring that more pressing issues are handled and all agenda items are eventually considered.**

How it works

- A member **makes a motion to "table"** the main motion, which requires a **second and a majority vote to pass.**
- Once a motion is tabled, the **original motion is set aside** and its consideration is halted until the group decides to resume it.
- To **resume** discussion, a **motion** must be made to **"take from the table"** the original motion.

Table a Motion

1. What vote is required to adopt the motion to table?

A **majority vote is required to adopt the motion to table**, officially called the motion to Lay on the Table.

2. Is the motion to table **debatable**?

No. The motion to table is not debatable. After the motion to table has been seconded, the Chair may inquire the reason for tabling the motion and then should take a vote.

3. Does the **motion to table kill the main motion**?

No. The motion to table does not kill the main motion. First, **it would not be fair** to eliminate a motion without opportunity for some debate, and the motion to table is not debatable.

Second, there is a designated way **to kill a motion**. If you really feel the main motion is significantly problematic and the group should not take a vote on it, **you should move to postpone the motion indefinitely**.

One extra note... **Once a main motion has been “tabled,” the motion to Take from the Table may be made to bring that main motion before the group again.**

4. When is it permissible to make a motion to table?

The **motion to table is only allowed in an emergency**—some kind of situation where, during consideration of a main motion, **an interruption of significance happens or there is a legitimately urgent issue that needs to be discussed first**. These are permissible reasons to pause and table a main motion.

5. Is tabling a motion the **same as postponing a motion to a later time or a different meeting**?

No. A **motion to table does not include any guaranteed time** when the main motion will come back into play and be considered again.

If you want to **make sure that a motion comes back** to the floor for consideration by the group, **use the motion to Postpone to a Specific Time**.

Remember, YOU are IT!

There are no parliamentary police...

A decorative graphic at the bottom of the slide consisting of several overlapping, wavy, semi-transparent blue shapes that create a sense of movement and depth. The colors range from a light, pale blue to a darker, more saturated blue.

Know Your SCHOOL BOARD POLICY



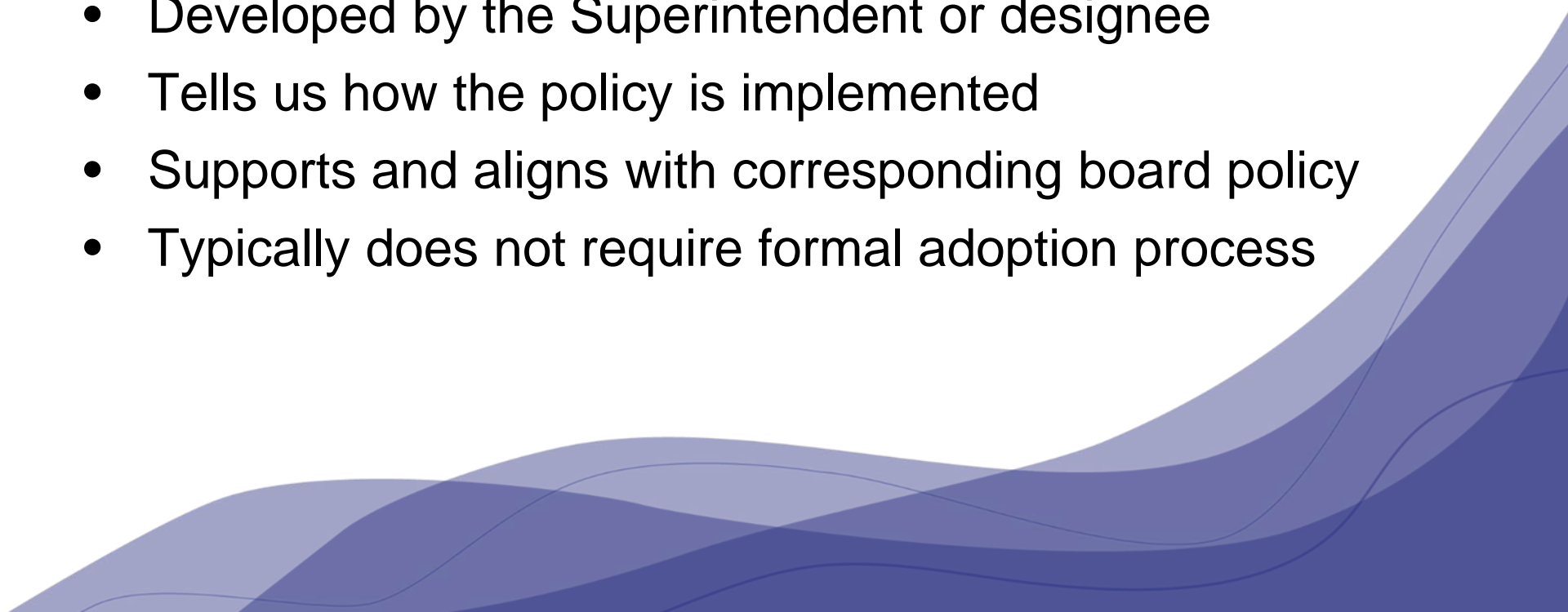
"The Fine Print That Actually Matters"

Effective Governance: Policy

Board Policy (BP) is the WHY & What

- Policy tells us why and what needs to be done

Administrative Regulation (AR) is the HOW

- Developed by the Superintendent or designee
 - Tells us how the policy is implemented
 - Supports and aligns with corresponding board policy
 - Typically does not require formal adoption process
- 

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.

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

BB 9311: Board Policies Cont...

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 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.

THE BOARD is the elected policy-making body

- 1.** Adopts policies that establish a clear framework for district operations, aligned with the board's vision, goals, and intent.
- 2.** Reviews administrative procedures, rules, and regulations to ensure they align with the intent of the board's policy.
- 3.** Maintains a system of regularly evaluating all policies.
- 4.** Ensures the policy manual is accessible to staff, students, and the public.

THE SUPERINTENDENT Advises on and implements policy

- 1.** Drafts written policy and provides the board with the necessary data and information for policy adoption.
- 2.** Implements board-approved policies and promotes awareness of their intent and importance.
- 3.** Develops and implements administrative regulations necessary to enact board policies.
- 4.** Ensures the policy manual is up-to-date and accessible to staff, students, and the public.

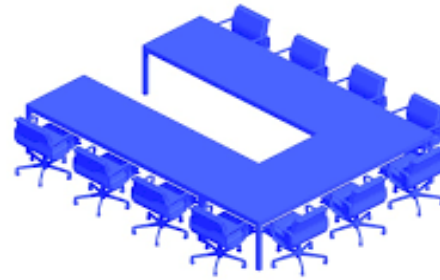


Let's Brainstorm

1. When it comes to Policy, one thing our Board/district does well is ...
2. A question I have about Policy is ...
3. Something I can do to support our Board's Policy work is ...



School Board Meetings!!!



Leading Productive and Orderly Meetings

There are several best practices you can follow to lead effective school board meetings:

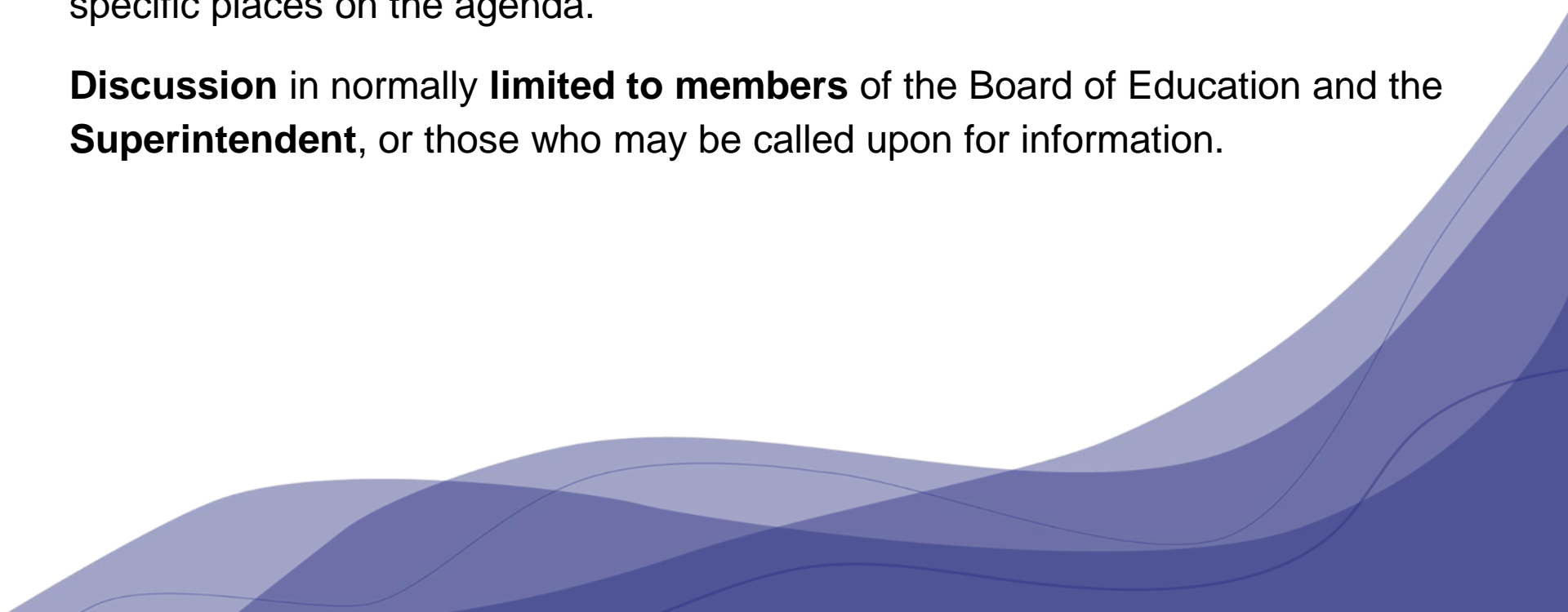
- **Prepare an Agenda**: Ensure that all board members receive a copy of the **agenda in advance of the meeting**. This allows members to prepare and ensures that the meeting stays on track.
- **Stick to the Rules**: Consistently applying **parliamentary procedure** helps maintain order and ensures that all members have a fair opportunity to participate.
- **Encourage Participation**: **Actively encourage** all board members to **participate in discussions**. This helps ensure that diverse perspectives are considered and that decisions are well-informed.
- **Manage Time Wisely**: Keep an eye on the clock and make sure that discussions don't stray too far from the agenda. If a topic requires more time than anticipated, consider scheduling it for further discussion at a future meeting.

School Board Meetings

The foundational defining principle of a school board meeting:

Meetings of the Board are conducted for the purpose of **accomplishing district business**. A **Board meeting** is a meeting **in the public** and **not a public hearing**, therefore, participation by persons in the audience is designated for specific places on the agenda.

Discussion is normally **limited to members** of the Board of Education and the **Superintendent**, or those who may be called upon for information.



School Board Meetings

Before the school board meeting:

Two principles steer the ship at all phases of the meeting preparation, execution and follow-up.

- 1. The first:** There shall be **no surprises**.
- 2. The second:** **Chaotic discussions cannot waylay the business** of the meeting.

These rules require considerable planning ahead of the meeting: posting ground rules and making the agenda available.

Your board management solution can help facilitate both the agenda preparation, sharing of board packets and other supporting information so that your board members have plenty of time to prepare for the next meeting.

School Board Meetings

Meeting Etiquette

School board meeting etiquette requires **preparing** thoroughly, following parliamentary procedures like Robert's Rules of Order, arriving **on time**, and **limiting distractions**. Board members should **speak respectfully**, remain **focused on the agenda**, (*going off-topic or introducing new issues without notice can derail the meeting's progress and frustrate your fellow board members. Review the materials in advance so they're familiar, and stick with them as the meeting progresses*), **avoid side conversations** and interruptions, and **declare any conflicts of interest**. **Public** attendees should also **adhere to time limits and the established rules** to ensure a respectful and productive environment for everyone.

Five Rules for Great School Board Meetings

Core Premise: School board meetings shape public opinion of the district and deserve serious attention beyond just parliamentary procedure.

The Five Rules:

1. Be a Great Board Member

- Remember you have no individual authority outside board sessions
- Conversations outside meetings are for gathering information, not decision-making
- Never speak on behalf of the board without permission
- Maintain confidentiality of executive session discussions

2. Not Too Short, Not Too Long

- Avoid rushing through meetings in 15-20 minutes—take time to educate the community
- Brief meetings may leave the public feeling uninformed about board decisions
- Excessively long meetings waste everyone's time and should be the exception
- Balance efficiency with providing meaningful public insight into board work

Five Rules for Great School Board Meetings

3. Love Your Fellow Board Members (Mutual Respect)

- Maintain **respectful relationships** even when disagreeing
- **Avoid** interruptions, eye rolling, negative body language, side conversations, texting during meetings
- Distinguish between **healthy** debate and **unproductive** arguing
- **Set an example** and communicate expectations constructively
- The **community notices** interpersonal dysfunction

4. Respect the Community

- Public speaking is people's #1 fear—**honor citizens' courage to address the board**
- **Listen attentively** to public input, **especially opposing viewpoints**
- **Never allow public comment to devolve into debate or argument**
- **Shutting out the community damages trust**

5. Consensus 'No Man or Woman is an Island'

- Boards must **reach consensus to be effective**
- You can **express dissenting opinions, but ultimately must accept and support final decisions**
- Individual board member conduct reflects on the entire district
- **Dysfunction destroys community trust**

Effective Governance: Meetings

The School Board's collective **authority exists in the context of a meeting**

Types of Meetings: Regular Meetings, Special Meetings, Work Sessions,
Emergency Special Meetings

The School Board has an obligation to **conduct the business of the district in public.**

Follow the provisions of the Open Meetings Act
All meetings must have reasonable public notice.

Regular and Special **meetings should include a public comment period before the board deliberates on agenda items.**

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.

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.



BB 9320: Meetings Cont...

Regular Meetings

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

Unless changed by the Board, regular meetings will be held at 6:00 p.m. at Borough Assembly Chambers. Notice of regular meetings will be advertised as required by state law.

BB 9320: Meetings Cont...

Work sessions

Work sessions will be conducted as necessary on items for Board member knowledge. Work sessions are public meetings. Public members may participate at the invitation of the Board President. A summary is given during the regular Board meeting.

Work sessions prior to regular meetings as well as work on other committees are included as part of the expectations for Board service.

BB 9320: Meetings Cont...

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 will be provided at least 24 hours before the meeting. This notice will specify the date, time, and place of the meeting. If the meeting is virtual, hybrid (virtual and in-person), or by teleconference, the method of accessing and participating in the meeting will be included. Such notice will be given to all Board members, the Superintendent and to the local news media. This notice also will be posted online and at the District Office at least 24 hours before the meeting.

Notice of a special meeting will 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.

Open Meetings Act Refresher

AS 44.62.310

Article 6. Open Meetings of Governmental Bodies.

Sec. 44.62.310. Government meetings public.

(a) All meetings of a governmental body of a public entity of the state are open to the public except as otherwise provided by this section or another provision of law. Attendance and participation at meetings by members of the public or by members of a governmental body may be by teleconferencing. Agency materials that are to be considered at the meeting shall be made available at teleconference locations if practicable. Except when voice votes are authorized, the vote shall be conducted in such a manner that the public may know the vote of each person entitled to vote. The vote at a meeting held by teleconference shall be taken by roll call. This section does not apply to any votes required to be taken to organize a governmental body described in this subsection.

(b) If permitted subjects are to be discussed at a meeting in executive session, the meeting must first be convened as a public meeting and the question of holding an executive session to discuss matters that are listed in (c) of this section shall be determined by a majority vote of the governmental body. The motion to convene in executive session must clearly and with specificity describe the subject of the proposed executive session without defeating the purpose of addressing the subject in private. Subjects may not be considered at the executive session except those mentioned in the motion calling for the executive session unless auxiliary to the main question. Action may not be taken at an executive session, except to give direction to an attorney or labor negotiator regarding the handling of a specific legal matter or pending labor negotiations.

(c) The following subjects may be considered in an executive session:

(1) matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the public entity;

(2) subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion;

All meetings of a
governmental body of a
public entity of the state are
open to the public except as
otherwise provided by this
section or another provision of
law.


Governmental Bodies

- School Board
- School Board Committees
- Citizen Advisory Committees established by the School Board
- Academic Policy Committees – governing boards of Charter Schools

All meetings of a governmental body of a public entity of the state are open to the public except as otherwise provided by this section or another provision of law.

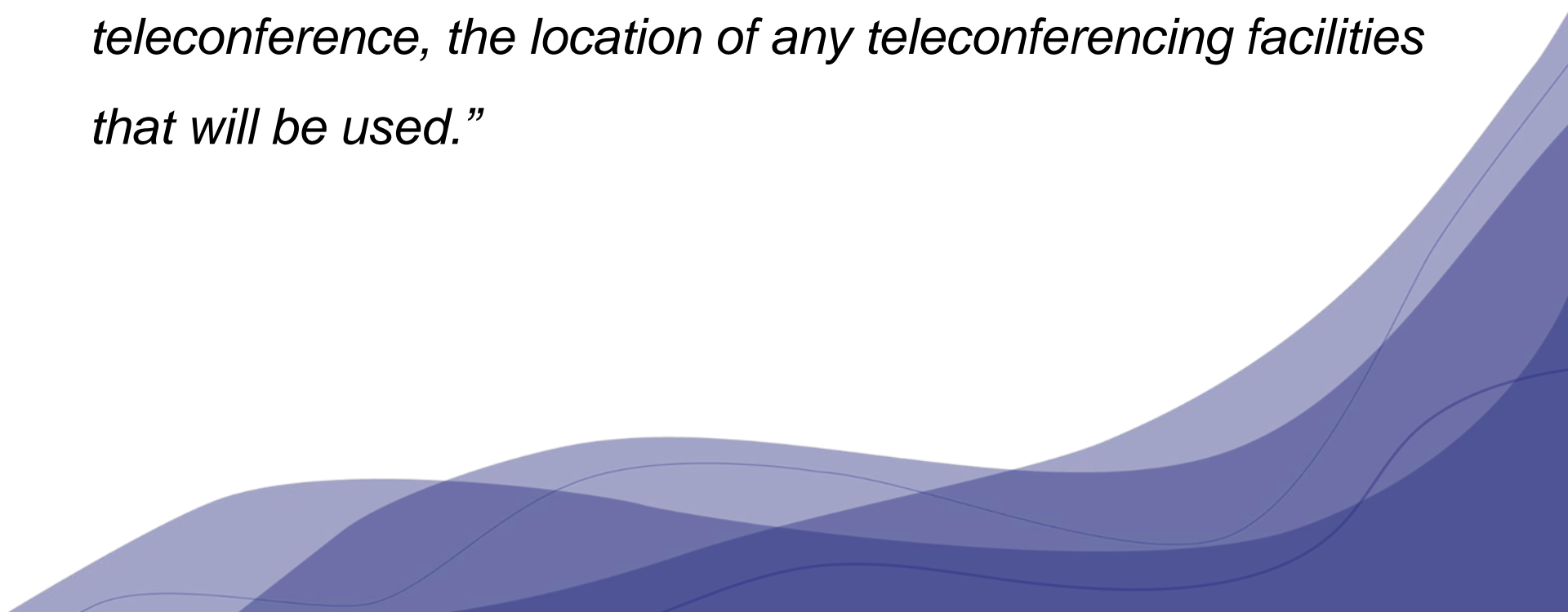
AS 44.62.310(a)

What is required to comply?

- **Reasonable Public Notice of Meetings**
 - Date, Time, Location or Platform,
 - **Agenda - Meeting Materials**
 - **Identifying each member's vote**
 - **Board Bylaws authorize teleconference meetings**
- 

What is Reasonable Public Notice?

“Reasonable public notice shall be given for all meetings required to be open under this section. The notice must include the date, time and place of the meeting, and if the meeting is by teleconference, the location of any teleconferencing facilities that will be used.”



What is Reasonable Public Notice?

BB 9320

Regular Meetings

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

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 will be provided **at least 24 hours before the meeting**. **This notice will specify the date, time, and place of the meeting**.

Emergency Special Meetings

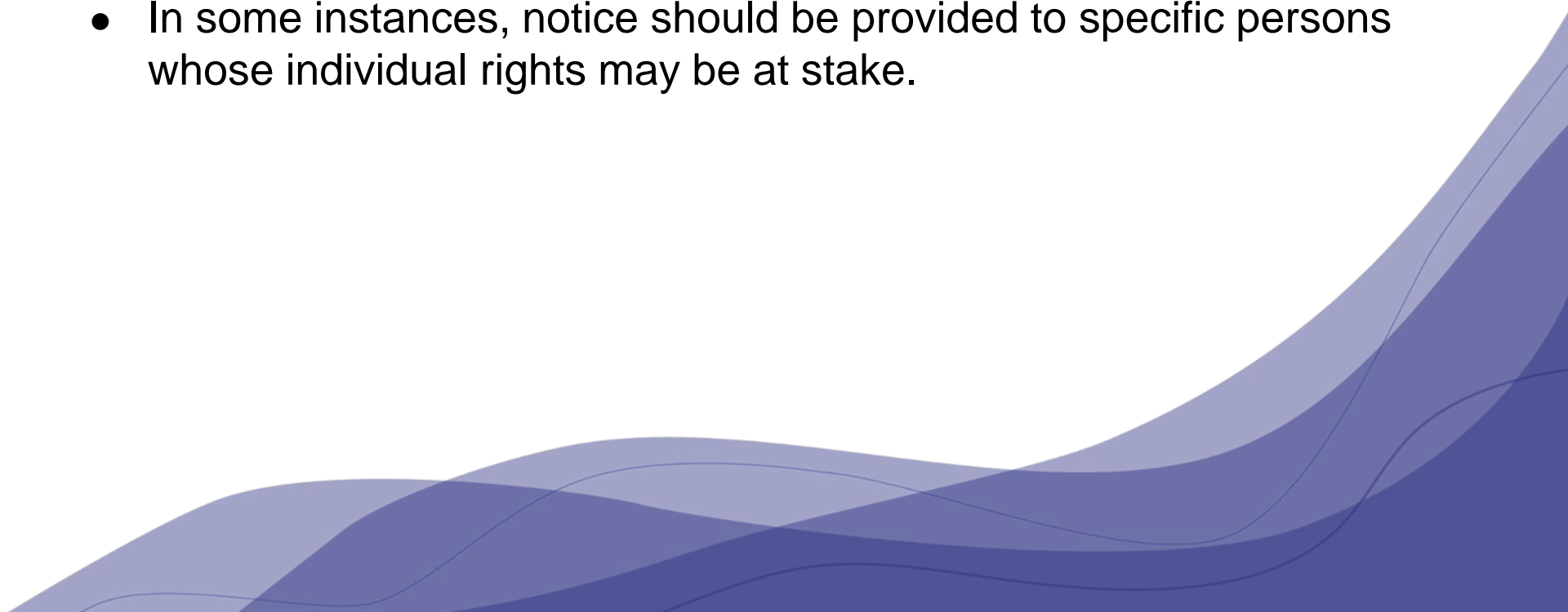
The Board president will give notice of an emergency special meeting to the local media **by telephone** before the meeting.

Remote Participation

1. Board members will be **allowed to participate remotely**, and vote using interactive display technology or telephone, at board meetings.
2. If a board member participates in a board meeting remotely, the **official minutes will reflect** that the board member participated remotely.
3. If a board member participates in an **executive session remotely**, the board member is responsible to make sure that there is **no one else in the room** or who can otherwise overhear the discussion, and will confirm this at the start of the meeting.
4. The **physical location** of a board member who participates via electronic means, is **not required** to be accessible to the public unless so designated.
1. The board member will **notify the administrative assistant to the board at least one week prior** to the meeting, unless extenuating circumstances exist.
1. Any exceptions to the above require board approval.

What is Reasonable Public Notice?

Agenda Specificity and Clarity

- Important items should be specifically and clearly listed on the agenda of a noticed meeting.
 - In some instances, notice should be provided to specific persons whose individual rights may be at stake.
- 

Meetings - Teleconference

- **Teleconference** meetings are **allowed by the OMA**
- Must be authorized in Board Bylaws - BB 9320
- **Votes** at a teleconference meeting must be taken **by roll call**
- Materials considered at the meeting shall be made available at teleconference locations, if practicable.

[AS 44.62.310\(a\)](#)

Meetings – Teleconference

Authorized in Board Bylaws - BB 9320

Remote Participation

Recognizing the inherent responsibility and statutory duties of the Board members, the **Board expects 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 **remotely is authorized whenever physical presence is not practicable.** Members participating remotely will cast votes verbally or, in the event of a roll call vote, via online voting through the current eGovernance software (i.e. BoardDocs).

1. Board members will be **allowed to participate remotely**, and vote using interactive display technology or telephone, at board meetings.
2. If a board member participates in a board meeting remotely, the **official minutes will reflect that** the board member participated remotely.
3. If a board member participates in an **executive session remotely**, the board member is responsible to make sure that there is **no one else in the room** or who can otherwise overhear the discussion, and will confirm this at the start of the meeting.
4. The **physical location** of a board member who participates via electronic means, is **not required** to be accessible to the public unless so designated.
5. The board member will **notify the administrative assistant** to the board at least **one week prior** to the meeting, unless extenuating circumstances exist.
1. Any exceptions to the above require board approval.

Meetings

A gathering of members of a governmental body when ... more than three members or a majority of the members, whichever is less, are present, and a matter upon which the governmental body is empowered to act is considered by the members collectively ...

AS 44.62.310(h)(2)(A)

Be Aware – Serial Meetings

Members discussing Board business

- By text or messaging app
- By email
- By phone conversation
- **Social media**

See also: **BB 9012 Communications to and from the Board**

Board Member Use of Electronic Communications

Electronic communications are an efficient and convenient way to communicate and can expedite the exchange of information. Board members will **exercise caution** to ensure that these communications are **not used to discuss, deliberate, or take action on Board business outside of a properly scheduled meeting**. To ensure compliance with the Open Meetings Act, electronic communications by and between members **will not be used to conduct Board business but will be limited to:**


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

Board members may properly use electronic communications to provide:

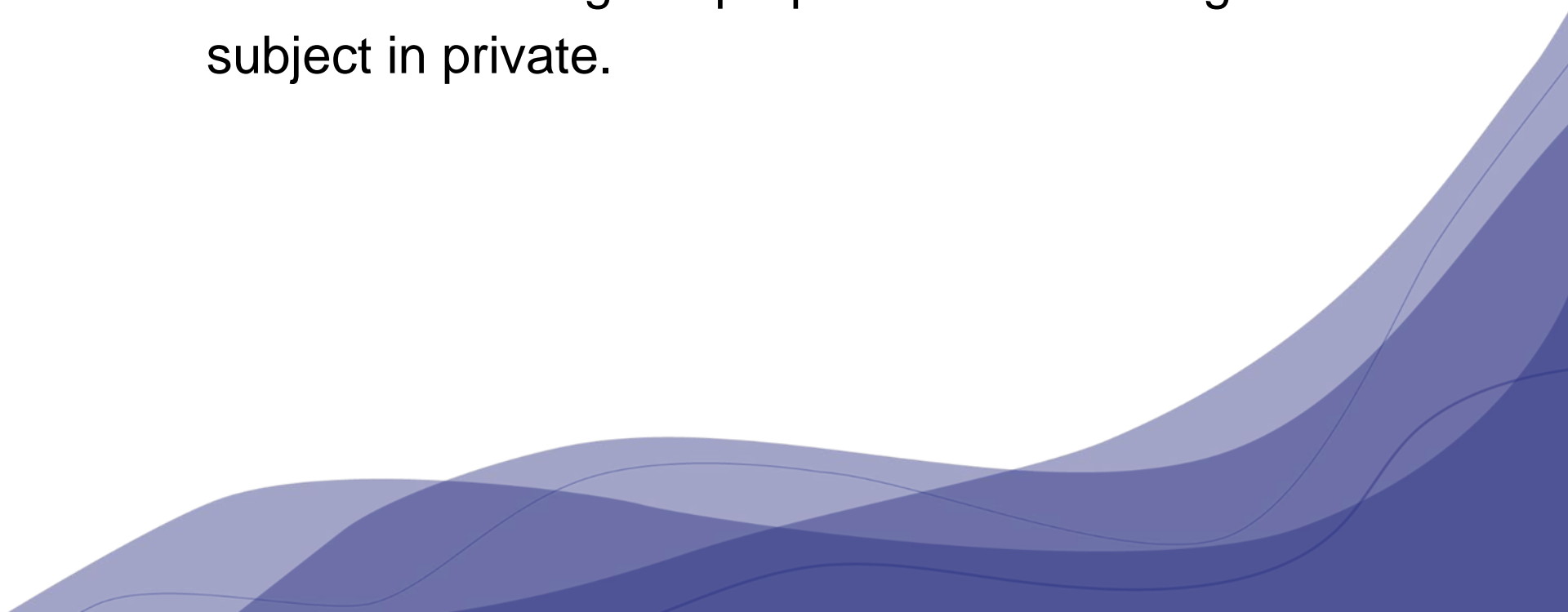
1. Agenda item suggestions;
2. Reminders regarding meeting times, dates, and places;
3. Board meeting agenda or public record information concerning agenda items; or
4. Responses to questions posed by the community, administrators, or school staff, subject to the requirements of this policy.

Executive Session

If permitted subjects are to be discussed at a meeting executive session, the meeting must **first be convened as a public meeting** and the **question** of holding an executive session to discuss matters listed in (c) of this section shall be **determined by a majority vote of the governmental body.**



Executive Session

- Motion to enter executive session must clearly and with specificity describe the subject and the purpose of addressing the subject
 - Without defeating the purpose of addressing the subject in private.
- 

Executive Session

AS 44.62.310

(c) The following subjects may be considered in executive session:

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

Confidentiality

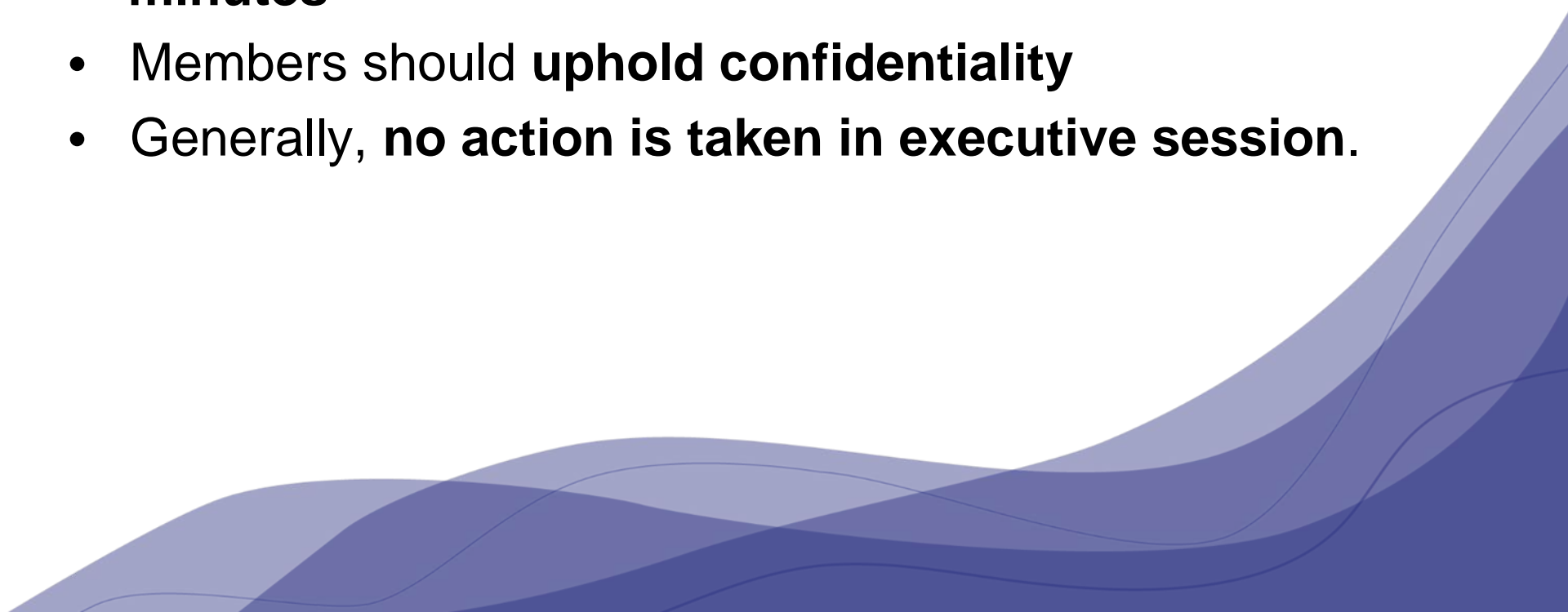
- Executive sessions are for the sole purpose of having a confidential discussion
- **Everyone is expected to maintain confidentiality.**
- Indeliberate or deliberate release of executive session information can result in punitive board action.

See also: **BB 9271 Code of Conduct**

The Board may consider formal action against a member violating the provisions of this policy as allowed by law and including:

- Verbal reprimand from Board in private
- Written reprimand
- Censure
- Removal from a Board committee or removal from any Board officer's position.

Executive Session

- **First convened at a public meeting**
 - **Only subjects mentioned in the motion may be discussed**
 - There are **no** requirements to make a recording or take **minutes**
 - Members should **uphold confidentiality**
 - Generally, **no action is taken in executive session.**
- 

Exceptions

All meetings of a governmental body of a public entity of the state are open to the public **except as otherwise provided by this section** or another provision of law.

- **Quasi-judicial bodies**

A governmental body performing a judicial or quasi-judicial function when holding a meeting solely to make a decision in an adjudicatory proceeding;

[AS 44.62.310\(d\)\(1\)](#)

Exceptions


- Membership Organizations

*Meetings held for the purpose of **participating in or attending a gathering of a national, state, or regional organization** of which the public entity, governmental body, or member of the governmental body is a member, but only if **no action is taken and no business of the govt. body is conducted at the meetings**; [AS 44.62.310\(d\)\(7\)](#)*

Exceptions


- Organization of the School Board

*This section **does not apply to any votes required to be taken to organize a governmental body** described in this subsection. [AS 44.62.310\(a\)](#)*



Exceptions

•Action in Executive Session

- may direct its **attorney** about the handling of a specific legal matter
 - Direction may be given to a **labor negotiator** about the handling of pending labor negotiations
- 

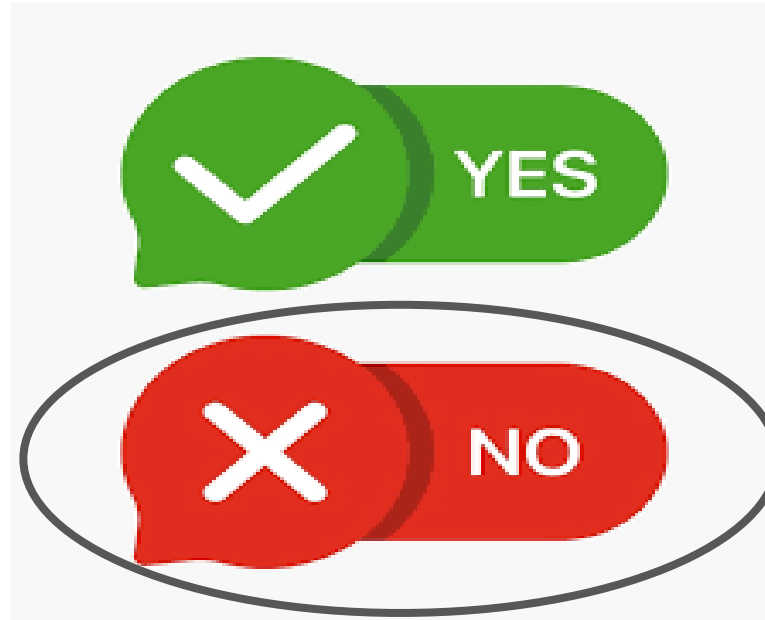
Scenarios

The bottom of the slide features a decorative graphic consisting of several overlapping, wavy bands of blue. The colors range from a light, pale blue to a deep, dark blue, creating a sense of depth and movement. The waves flow from the left side towards the right, with some bands curving upwards and others downwards.

Scenario:

Your School Board just reorganized after the elections using a process of secret ballot. Later, a neighbor shares that they think the Board violated the OMA since the public has a right to see how each member votes on decisions.

Did you violate the OMA?

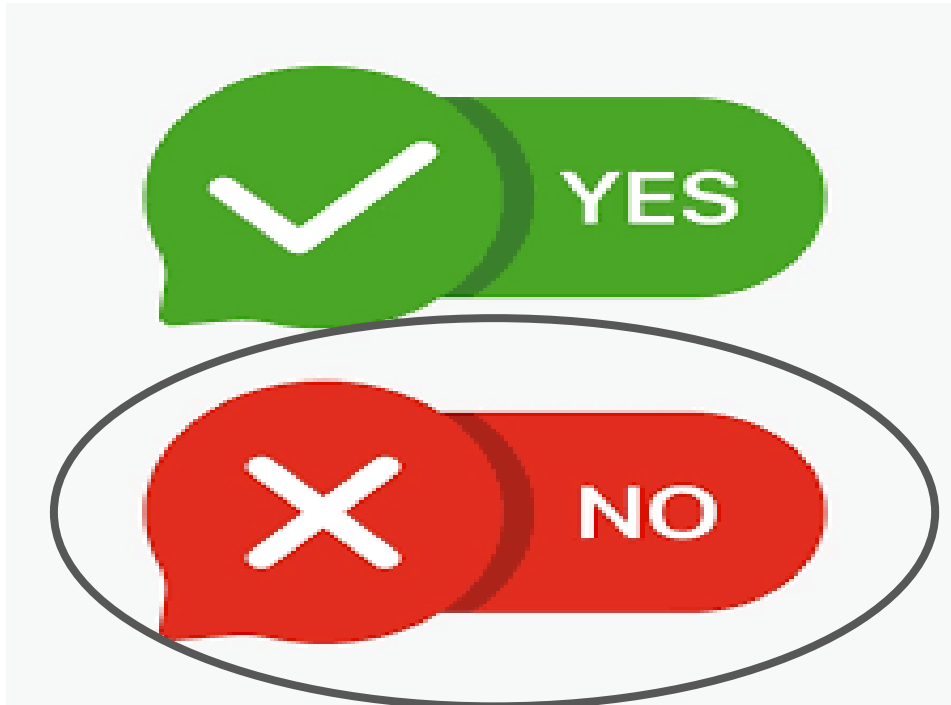


Specifically, Alaska Statute (AS) 44.62.310(a) exempts organizational meetings, to elect members to various offices, from the requirement that each member's vote be made public.

Scenario:

You see three fellow school board members at the chocolate fondue fountain at a the wedding of some mutual friends. You join them to reminisce about how you met the happy couple and discuss their tradition of sending quirky holiday cards.

Did you violate the OMA?



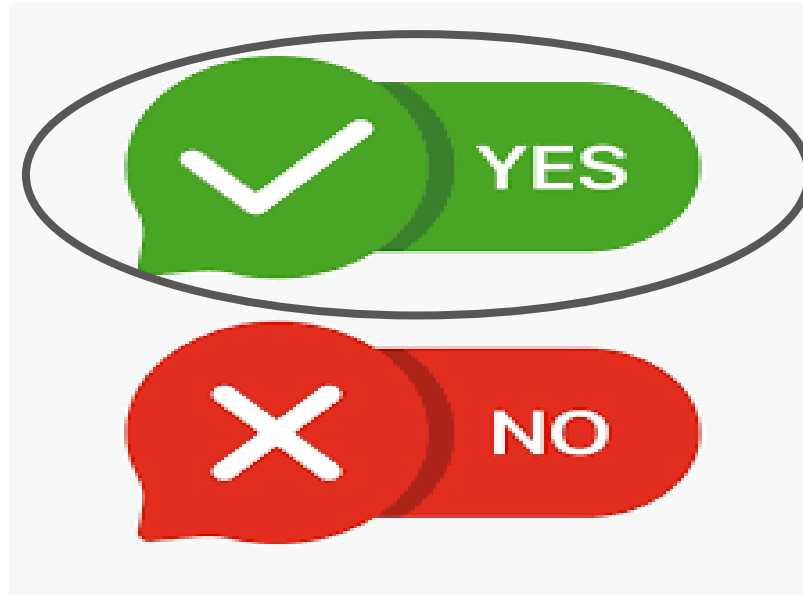
No, you did not violate the Alaska Open Meetings Act (OMA) based solely on the information provided, because the gathering was a purely **social event** where no public business was discussed.

Same scene, later on:

The chocolate has really boosted your mood so you decide to give your best pitch to your fellow board members on supporting a policy change on an upcoming agenda that you feel strongly about. The others don't really want to get into it, but it's a private social event so no harm in a brief discussion.

Did you violate the OMA?

The Alaska OMA is broadly interpreted to ensure the public's right to know and applies to more than just formal, scheduled meetings. A "meeting" of a decision-making body like a school board is defined as a gathering of a majority where they *collectively consider* a matter upon which the governmental body is empowered to act.



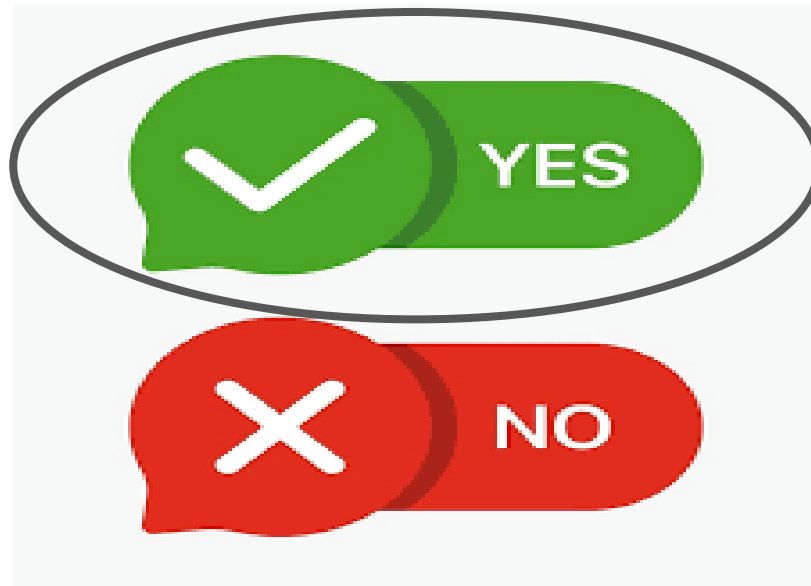
The safest way to comply with the OMA is to avoid discussing school business in social situations when a quorum is present. Actions taken in violation of the OMA can be voided by a court

Scenario:

Your Board is in ES to discuss negotiations. Two board members ask about the status of an ethics complaint investigation against a principal, knowing this is a subject that may tend to prejudice the reputation of person and thus may be eligible for ES. The Board discusses the matter.

Did you violate the OMA?



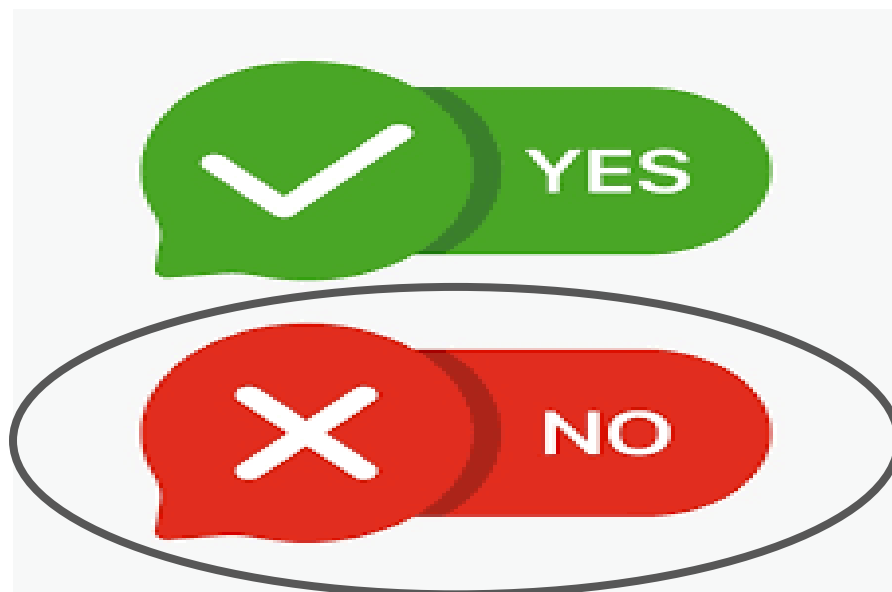


An executive session under Alaska law must be called by a motion that describes the subject to be discussed with sufficient detail to establish its legitimacy. The discussion must be limited to the subject mentioned in that motion. Discussing an ethics complaint is a distinct subject from labor or other negotiations.

Scenario:

Your neighbor is testifying at a School Board meeting and is unhappy that there is not enough time allotted per individual to read the 8-pages of notes they have prepared. Later on, they tell you the OMA ensures the public's right to be heard at public meetings, and that the Board's procedures limiting comments violate the OMA.

Is your neighbor's interpretation of OMA correct?



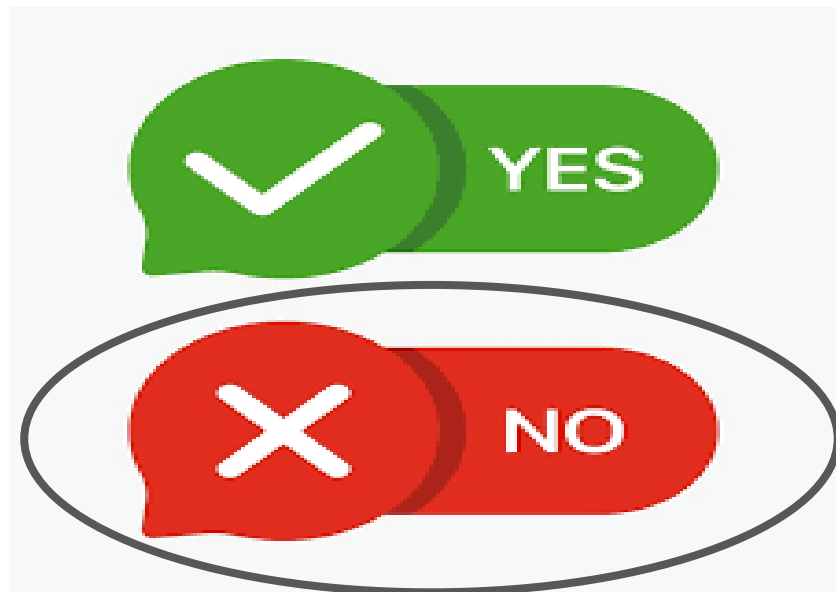
The School Board's procedures limiting comments to a reasonable duration, such as the standard three minutes, do not violate the OMA. Your neighbor has the right to be heard, but not the right to speak for an unlimited amount of time, such as that required to read 8 pages of notes.

Scenario:

At a Budget Advisory Committee meeting, you learn of an upcoming unanticipated & additional Impact Aid distribution to the district this spring. The municipality will be deliberating on the school district contribution soon and you are worried this distribution might confuse deliberations on next year's budget. You request an ES to discuss the matter.

Is this topic eligible for ES under the OMA?

No, the topic of an unanticipated Impact Aid distribution to a school district and how it might affect future budget deliberations is generally not eligible for an executive session (ES) under the Alaska Open Meetings Act (OMA).



While budget-related matters fall under the financial exception, Alaska courts and guidance state that "controversial ideas related to the budget [are] not enough" to justify an executive session. Budget processes are public by nature, and potential confusion during deliberations does not meet the standard of a clear and immediate adverse financial effect that would override the public interest in open meetings.

Scenario:

An employee complaint has exhausted the route of appeals through administrative channels, and the employee wants to appeal the administrative decision to the School Board. The employee demands an Executive Session with the Board at the next regular meeting, claiming the OMA preserves their right to be present in the Executive Session if their complaint is considered.

Is the employee's interpretation of OMA correct?

The OMA does not guarantee a right to be present in an executive session during an appeal, as these sessions are for the board to deliberate privately and do not require the presence of the employee or public. The purpose of an executive session is to allow the board to have a confidential discussion without public observation, a key distinction from the overall purpose of the OMA to ensure public knowledge of government actions.

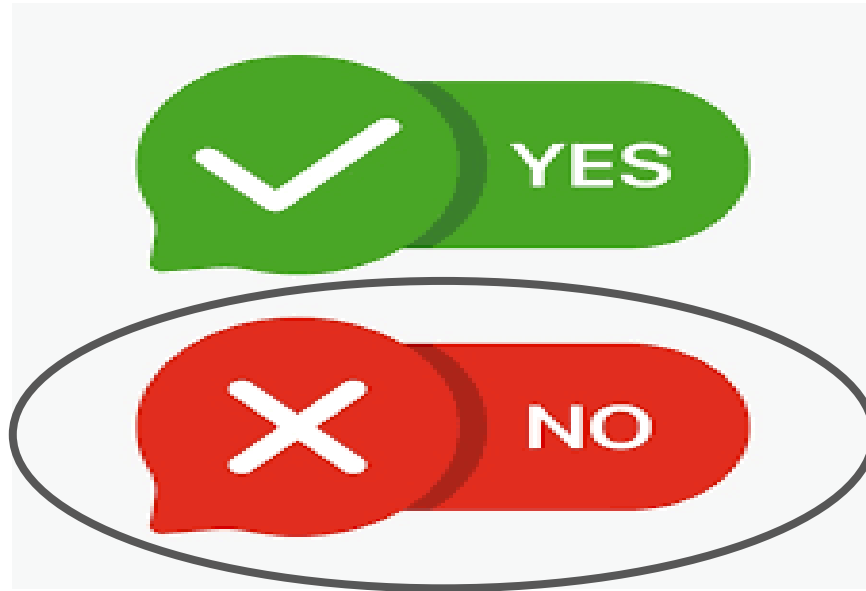


While the employee may have a right to appeal and to a fair process (due process), they do not have a right to be in the room during the board's private deliberation in an executive session. The employee's presence would defeat the purpose of holding a confidential session.

Scenario:

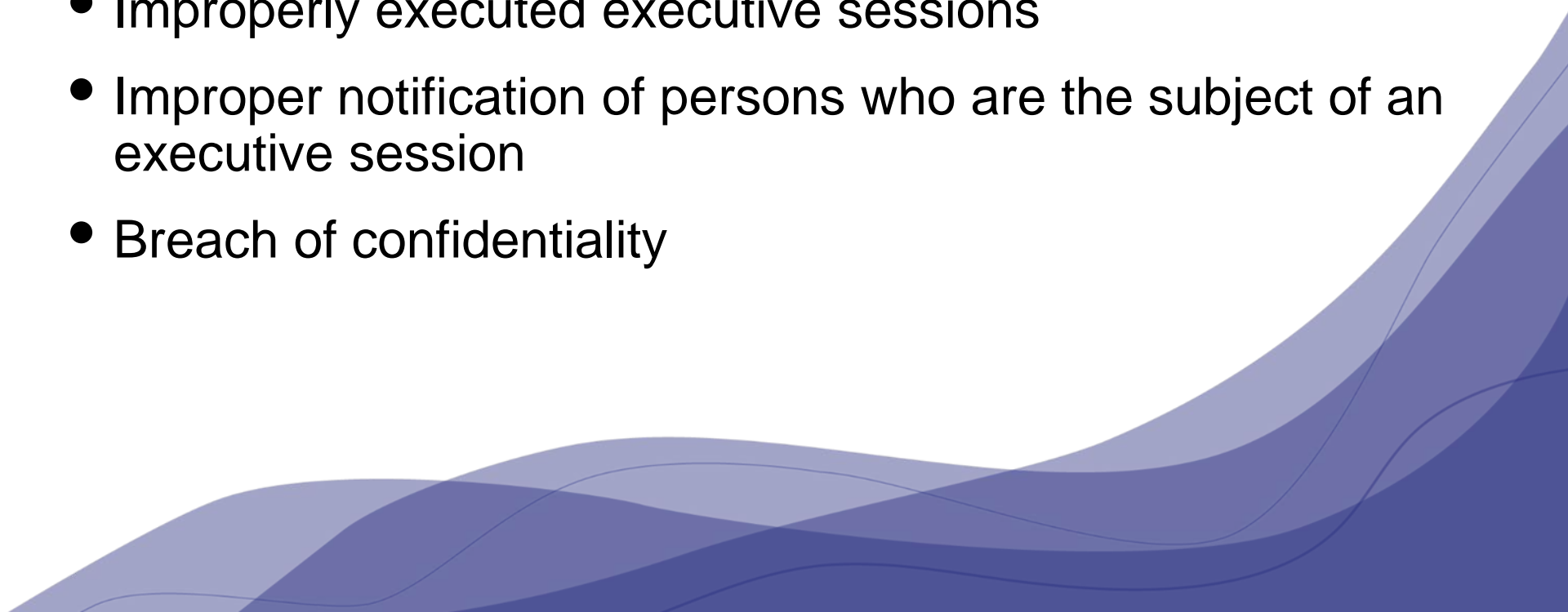
You are at a regular meeting and the next agenda item is to enter into ES for the purpose of negotiations. Two of your fellow board members are ill and excused from the meeting, and during debate on the motion to enter ES, you share that you'd rather wait until all board members can be present. The vote to enter ES is 4 yes, 3 no.

Does the school board enter ES?



Alaska law requires an executive session to be approved by a majority vote of the full membership of the governmental body

What are some OMA Violations?

- Serial Meetings – more than 3 board members discussing board business (you can text logistics, but no school business can be discussed)
 - Lack of “reasonable” notice
 - Improperly executed executive sessions
 - Improper notification of persons who are the subject of an executive session
 - Breach of confidentiality
- 

What happens if you violate the OMA?

If a school board meets in violation of the Open Meetings Act, any **action it took is voidable**. AS 44.62.310(f).

In Alaska, a "meeting" that is subject to the Open Meetings Act (OMA) occurs when **more than three members or a majority of the members, whichever is less**, of a governing body **gather to discuss a matter upon which the body is empowered to act**.

This means the actions taken by a school board could be reversed by the court, requiring the school board to provide notice and provide public reconsideration on the same topics.

BB 9322: Agenda & Meeting Materials

Construction of Agenda

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

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

Board members, with agreement of the majority of Board, may request placement of any item on the agenda.

BB 9322: Agenda & Meeting Materials

Board Member Preparation

A copy of the agenda shall be forwarded to each Board member at least **three days before each regular meeting date**, together with supporting documents and minutes to be approved.

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

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

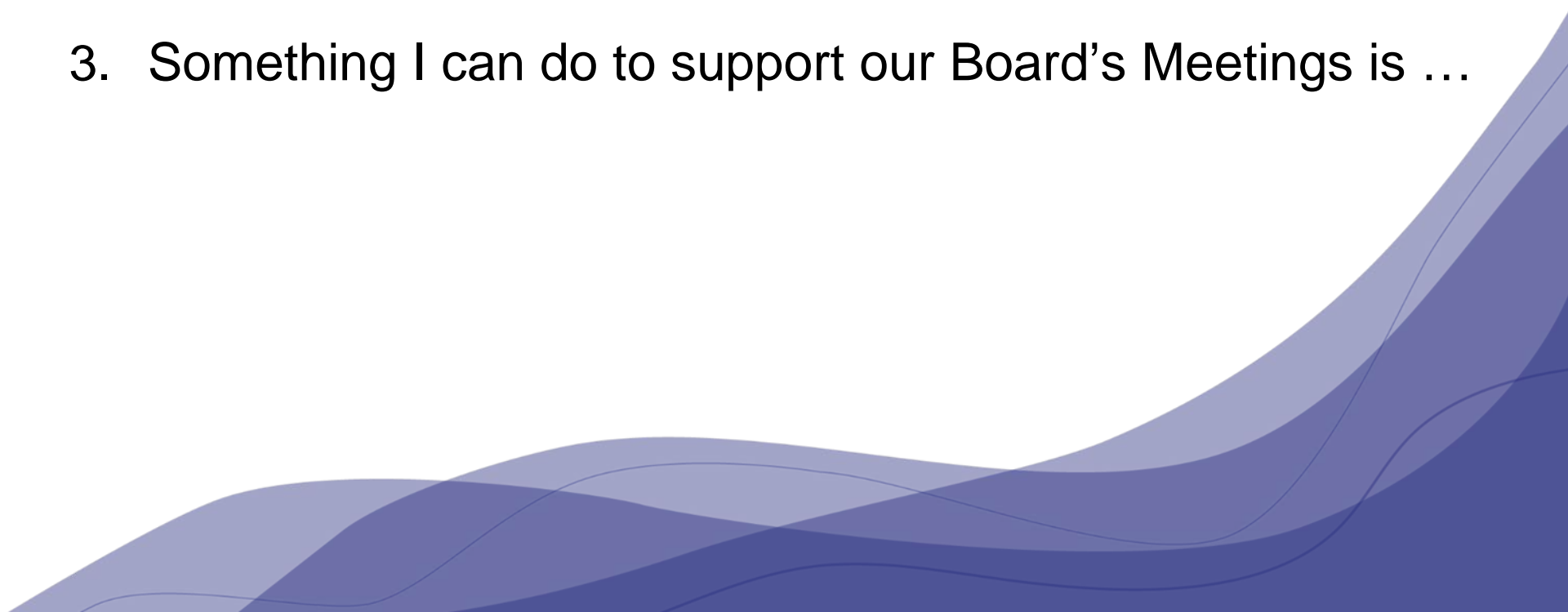
THE BOARD In charge of

1. Meets only in officially called meetings to conduct district business in compliance with the Open Meetings Act.
2. Adopts and follows board policies for agenda development, meeting conduct, and public comment.
3. The board president works with the superintendent to develop the agenda for board meetings.
4. The board as a whole identifies for the superintendent the information needed for informed decision-making.
5. Ensures executive sessions are conducted appropriately and in compliance with the law.
6. Reviews board meeting materials and comes prepared to participate in board meetings.
7. Notifies the superintendent of potential issues and questions before the meeting (no surprises).
8. Follows the adopted rules of order during meetings.

THE SUPERINTENDENT Serves as a resource to the board

1. Ensures board meetings meet the requirements of the law, including notice postings and the maintenance of meeting records.
2. Supports the board in implementing board bylaws for agenda development, meeting conduct and public comment.
3. Works with the board president in developing the agenda.
4. Acts as the primary advisor to the board in decision-making.
5. Advises the board on the Open Meetings Act and the legalities of entering into executive session.
6. Provides sufficient information for decision-making in advance of the meeting. Notifies the board of emerging issues or concerns before the meeting (no surprises).
7. Implements board decisions and directives established at meetings.

Let's Brainstorm

1. When it comes to Meetings, one thing our Board/district does well is ...
 2. A question I have about Meetings is ...
 3. Something I can do to support our Board's Meetings is ...
- 



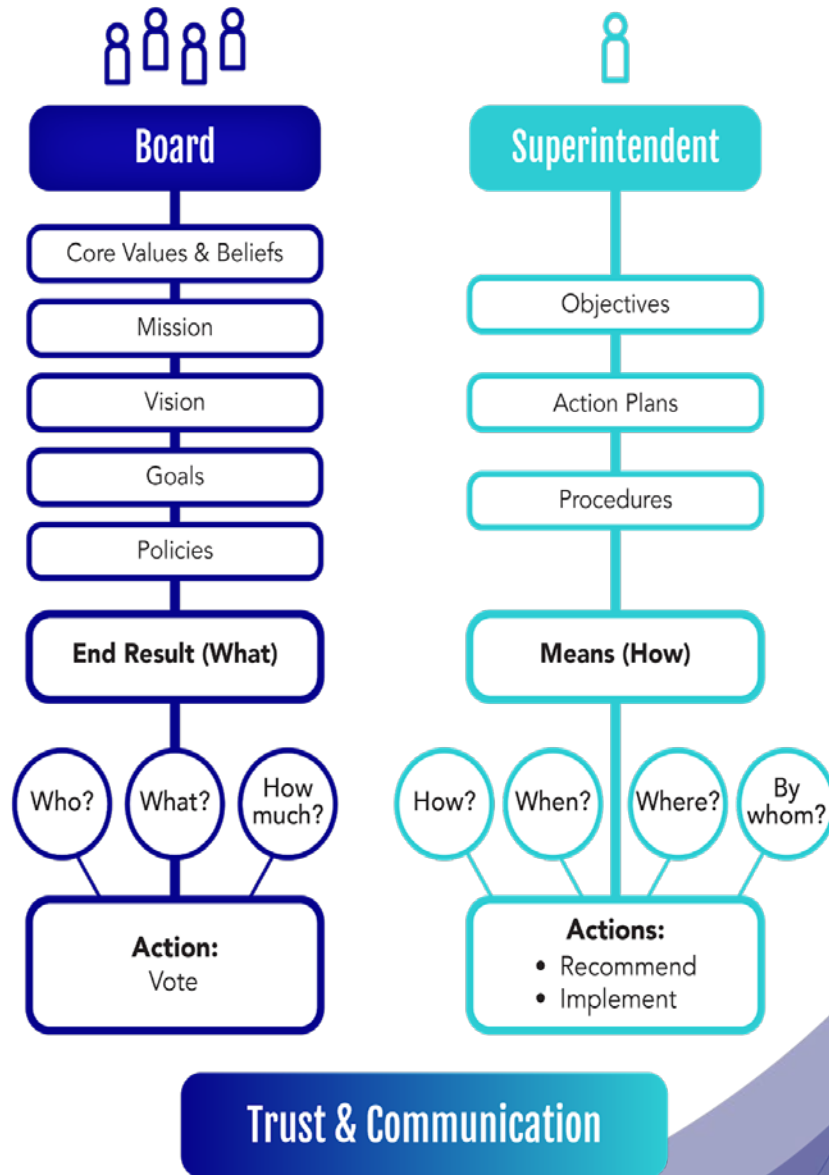
Board and Superintendent Roles



Board & Superintendent Roles

Board = Governance

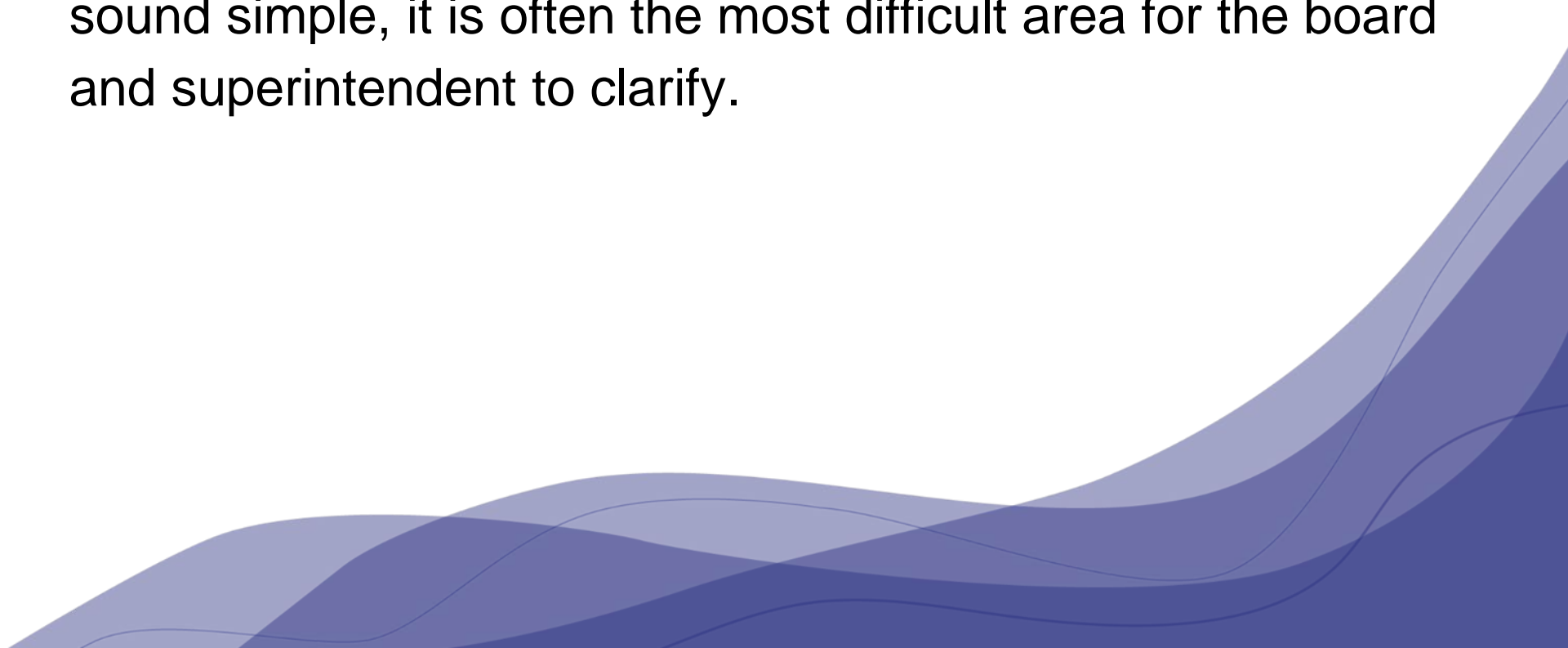
Superintendent = Management



The Role of the Board and Superintendent

The Core Principle:

The **school board governs** and the **superintendent administers** the school district. However, while this may sound simple, it is often the most difficult area for the board and superintendent to clarify.



The Role of the Board and Superintendent

School Board Role (Governance):

Policy and Oversight:

- The local school board must **develop and adopt policy** to govern the operation of the schools.
- School board **authority rests with the board as a whole**, not each member individually. School board decisions can only be made by a majority of the members at a public meeting.

Hire and Oversee the Superintendent:

- One of the **critical responsibilities** of a school board is to select a superintendent. The school board exercises authority primarily through its superintendent.
- The board **hires a superintendent** and district staff to **put policy into practice**. The **superintendent is accountable** to the school board for managing the district according to board policies.

The Role of the Board and Superintendent

School Board Role (Governance):

Strategic Leadership:

- School boards must provide vital **leadership in establishing current and long-range educational plans and programs** for school districts.
- The school board is responsible for providing a **financial plan** to carry out the educational programs **by adopting an annual budget**.

Community Liaison:

- School board members **serve as the citizens' link to the school district** and must interpret the school district's needs, programs and accomplishments for the community and interpret the community's needs and aspirations to the superintendent and staff.

The Role of the Board and Superintendent

Superintendent Role (Administration):

Chief Executive Officer:

- The **superintendent is accountable** to the school board for managing the district according to board policies.
- **Implements board policies** and directives
- **Manages day-to-day operations** of the district

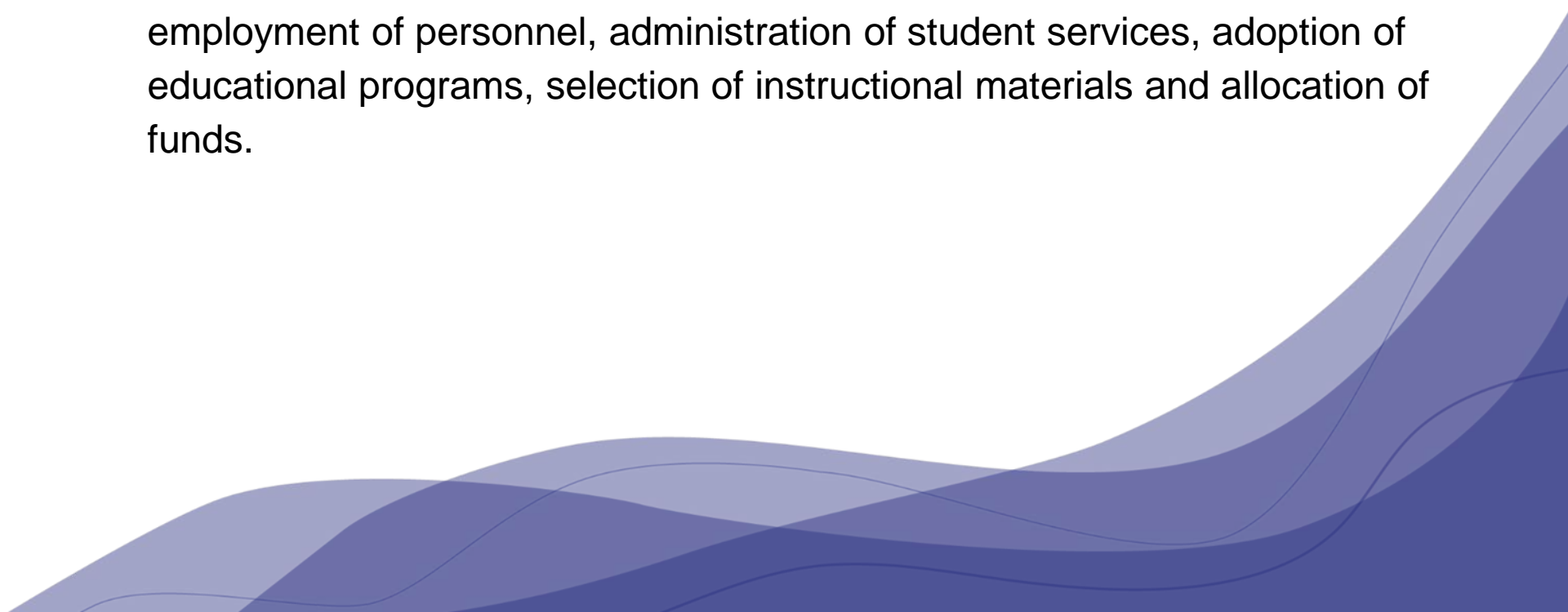
Policy Advisor:

- **Recommends policies** to the board
- Provides **information and professional advice** to support board decision-making
- The board must be **kept informed by the superintendent** of the needs, conditions, achievements and progress of the school system.

The Role of the Board and Superintendent

Superintendent Role (Administration):


Educational Leadership:

- Provides vision for the educational program
 - The **superintendent makes recommendations** in such areas as: employment of personnel, administration of student services, adoption of educational programs, selection of instructional materials and allocation of funds.
- 

The Role of the Board and Superintendent

Key to Success:

Boards and superintendents that *work together* to maintain *open and constructive communication* about their roles and responsibilities *create a leadership team* that has a much greater opportunity of *positively affecting student and school outcomes.*



Effective Governance: Board–Supt Relationship

Hallmarks of a strong leadership team

A common purpose

Shared goals and objectives

Clear expectations

Shared leadership – understanding and respect for one another’s responsibilities

Procedures & protocols

Frequent & meaningful communication

Process for problem-solving and decision-making

Willingness to experiment

Ongoing assessment

Board Superintendent Relations

BP 1140 Responsibilities of the Board

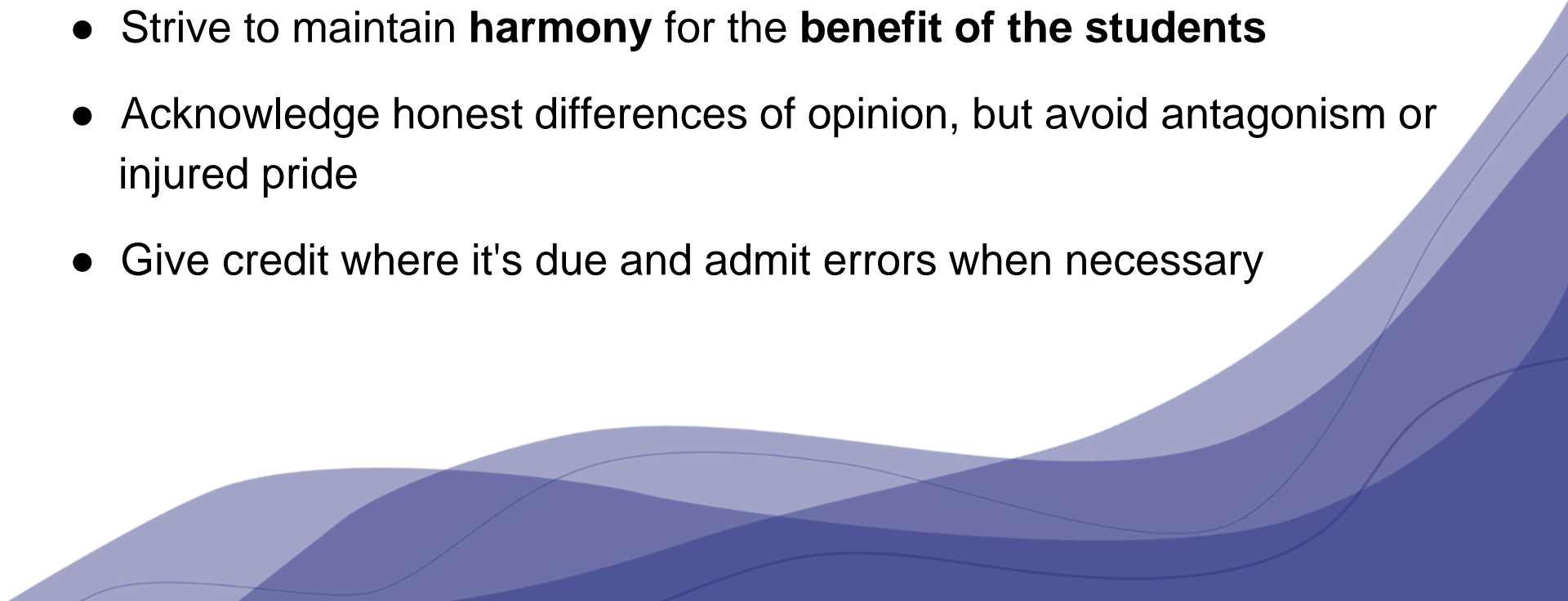
Board will **act on recommendations from the administration** on matters of policy, appointment or dismissal of employees, salary schedules, other personnel regulations, and matters pertaining to the welfare of the schools.

The Board will **require reports** from its Superintendent concerning conditions of efficiency and **needs of the schools**, and in response to items questioned by the Board.

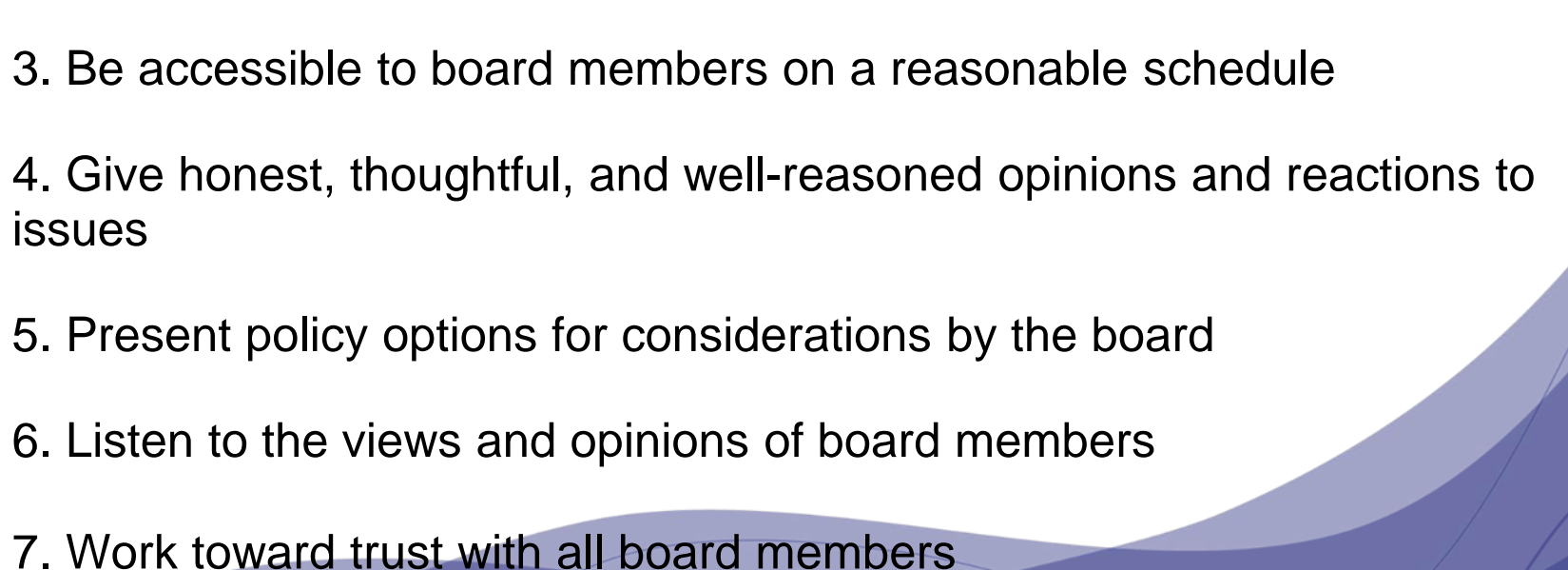
Board Member/Superintendent Communication

- **Establish a relationship**, communicate with your superintendent!
- Board members should **communicate concerns** and perspectives but **avoid giving individual direction**
- **No surprises.** Neither board members nor the superintendent should surprise each other in public. Communicate beforehand & **build TRUST.**
- The superintendent should **keep the entire board well-informed.**
- Most requests for information should go through the board chair and may require board approval.

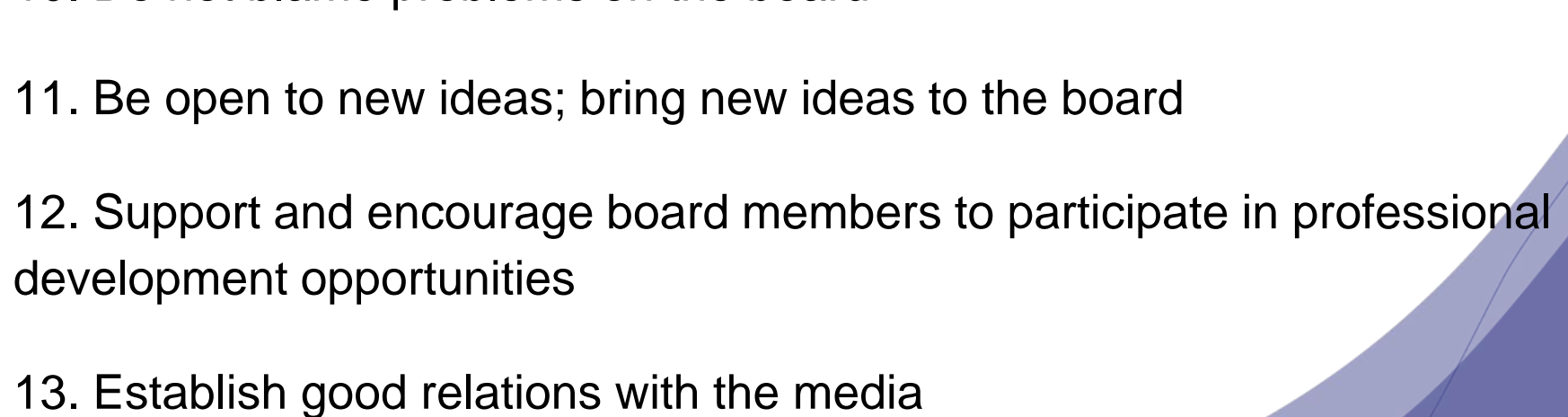
Prerequisites for Harmony between the Board and Superintendent

- **Acknowledge separate responsibilities** and avoid encroachment of responsibilities
 - Board **does not micromanage**, the superintendent **does not micro policy**
 - Strive to maintain **harmony** for the **benefit of the students**
 - Acknowledge honest differences of opinion, but avoid antagonism or injured pride
 - Give credit where it's due and admit errors when necessary
- 

What the Board Should Expect from the Superintendent

1. Treat board members fairly & equitably; use consistent 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. Listen to the views and opinions of board members
 7. Work toward trust with all board members
- 

What the Board Should Expect from the Superintendent

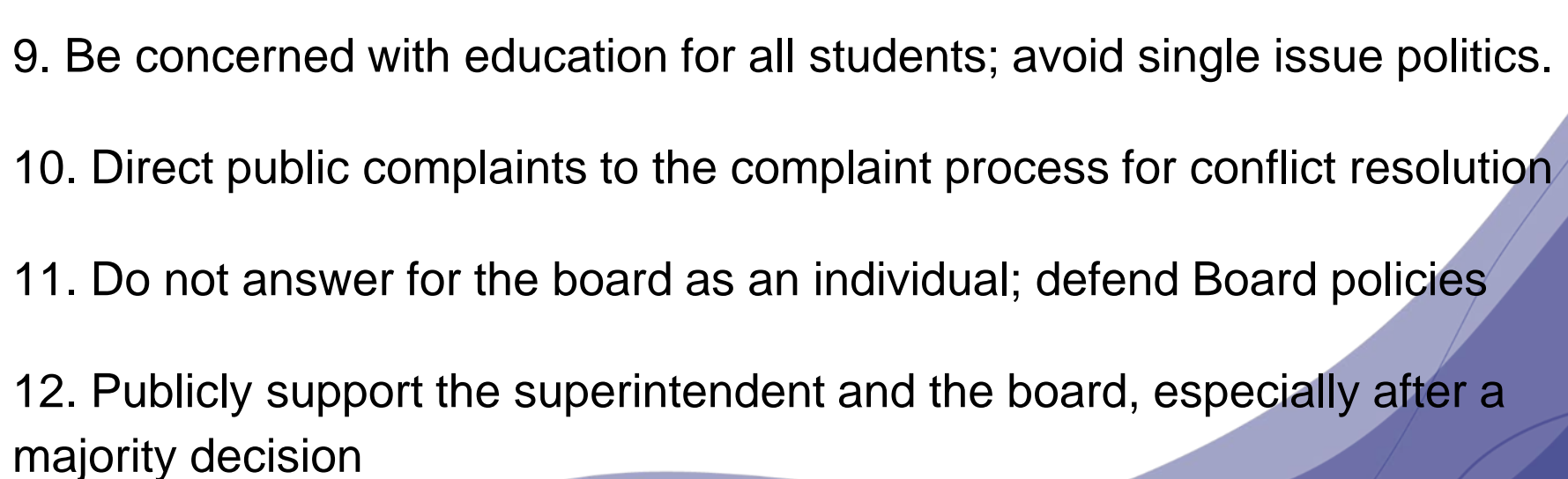
8. No surprises; keep board informed of major operational issues
 9. Publicly defend board positions; support formal board decisions
 10. Do not blame problems on the board
 11. Be open to new ideas; bring new ideas to the board
 12. Support and encourage board members to participate in professional development opportunities
 13. Establish good relations with the media
- 



What the Superintendent Should Expect from 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 clarification on issues before board meetings, when necessary
5. Allow superintendent to do the job for which she was hired
6. No surprises, be proactive

What the Superintendent Should Expect from the Board

7. Communicate - provide information on community concerns; report rumors
 8. Strive to operate as a team; assume positive intent
 9. Be concerned with education for all students; avoid single issue politics.
 10. Direct public complaints to the complaint process for conflict resolution
 11. Do not answer for the board as an individual; defend Board policies
 12. Publicly support the superintendent and the board, especially after a majority decision
- 

BP 2120: Superintendent of Schools

The Superintendent is the **chief executive officer** and **educational leader** of the district. He/she executes all School Board decisions and is accountable to the Board for **managing** the schools in accordance **with the Board's policies**. He/she informs the Board about school programs, practices and problems and provides professional advice on items requiring Board action.

The Board delegates to the Superintendent the power to **make decisions concerning internal operations** of the District.

BP 2123: Evaluation of the Superintendent

The Board believes that an **annual evaluation** of the Superintendent's performance **strengthens working relationships** between the Superintendent and the Board. The evaluation process should **clarify** the Superintendent's role and give the Board and Superintendent an opportunity to **jointly identify immediate priorities** among the Superintendent's many responsibilities. Evaluations also should help the Board to **monitor progress** toward established goals and to set reasonable criteria for salary increases and/or contract extension.

The Board shall meet with the Superintendent to discuss the evaluation, including commendations in areas of strength and recommendations for improving effectiveness. The Superintendent and Board members shall agree upon the format and process for the annual evaluation of the Superintendent. Additional evaluations may be arranged at any time during the school year at the request of either the Board or Superintendent.

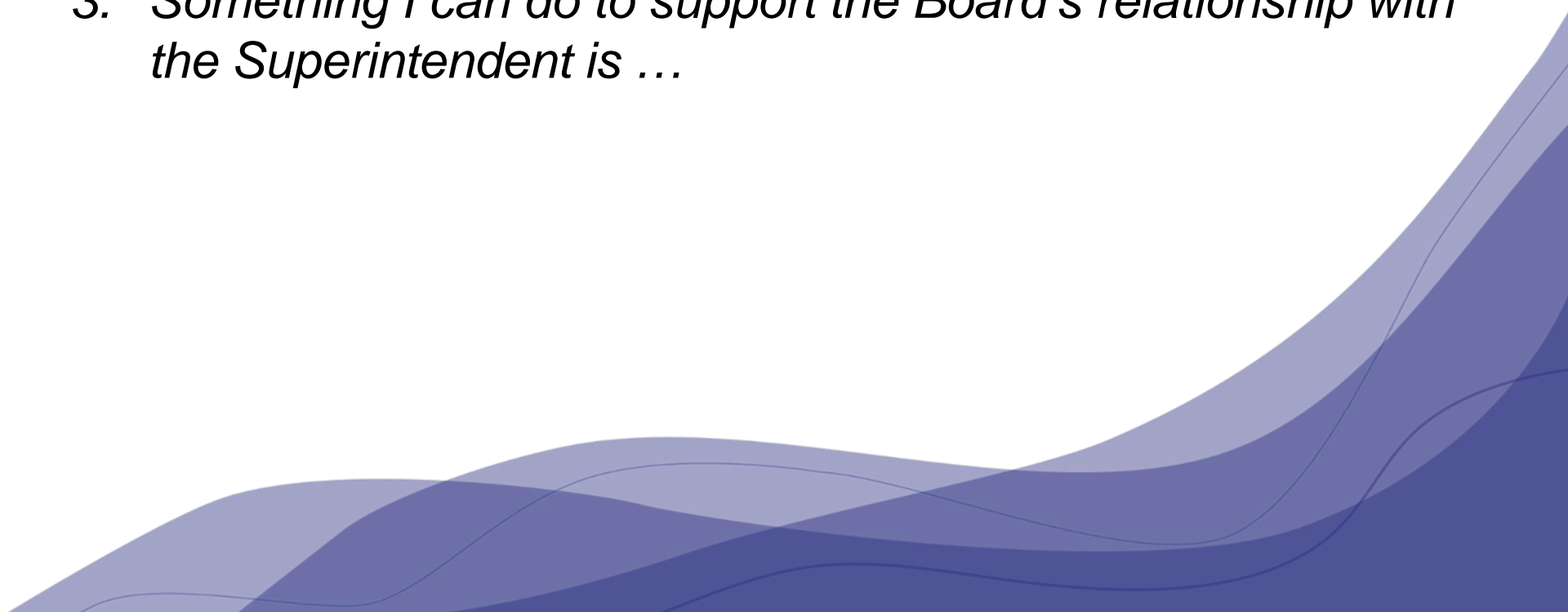
THE BOARD Governs

- 1.** Responsible for the general control and direction of education in the district.
- 2.** Works collaboratively with the superintendent for the good of the district and for student achievement.
- 3.** Establishes the process and criteria for the recruitment, interview, and selection of the superintendent.
- 4.** Defines and approves the superintendent's contract provisions.
- 5.** Provides the superintendent with performance goals and expectations for evaluation.
- 6.** Conducts a formal evaluation of the superintendent at least once annually.
- 7.** Demonstrates trust and respect for the superintendent's professional judgment and their right to express opinions that may differ from those of the board.

THE SUPERINTENDENT Manages

- 1.** Serves as the district's chief educational advisor in all efforts of the board to fulfill its governance role.
- 2.** Works collaboratively with the board for the good of the district and for student achievement.
- 3.** Holds a valid superintendent's certificate and maintains certification, or is a qualified chief school administrator.
- 4.** Provides the board with the necessary information and materials to support informed decision-making.
- 5.** Supports the board in policy development and revision.
- 6.** Initiates a strategic planning process that engages the board and community to guide the district to success.
- 7.** Demonstrates trust and respect for board members and acknowledges their right to hold differing perspectives.

Let's Brainstorm

1. *When it comes to Board/Supt relations, one thing our Board does well is ...*
 2. *A question I have about Board/Supt relations is ...*
 3. *Something I can do to support the Board's relationship with the Superintendent is ...*
- 

Community Engagement and Relationships



BP 1100: Communication with the Public

The Board recognizes and appreciates the importance of community involvement and therefore will strive to keep the **community informed** of developments within the school system in timely and understandable ways.

The Superintendent or designee, within budgetary limits, **will use various means of communication** to keep the public aware of the goals, programs, achievements and needs of our schools. One of the main tools of communication is the District website located at www.kpbsd.org. Members of the community will have opportunities to become involved in the schools and to express their interests and concerns. The district will **seek to communicate** in ways that accommodate the needs of all members of the public.

BP 1330: Use of School Facilities and Properties

The Board encourages community groups to use school facilities for civic, educational, cultural, and recreational purposes. School related activities will take precedence over other use of school facilities. **When not in conflict** with this primary mission, **facilities should be available for community use** as much as possible, subject to the following limitations:

1. Rental fees should be charged as defined by regulation.
2. Facility use must preserve facilities and properties for District educational programs.
3. Facility use should be scheduled through the principal.
4. Facility users must comply with all applicable state and federal laws, city and borough ordinances, Board policies, School District administrative directives, and permit conditions. All measures necessary to insure the safe, healthy and lawful conduct of the activities, including but not limited to crowd control measures and fire and police protection will be undertaken and financed by the rental agreement holder.

BP 1312: Public Complaints Concerning the Schools

The Board believes that a quality educational program is dependent upon a strong relationship with its communities. The Board further believes that **improved student success results when the District listens to complaints, considers differences of opinion, and resolves disagreements through an established, objective, and culturally responsive process.**

The Board encourages individuals to resolve problems early and informally whenever possible. The Board expects that all district staff who respond to complaints and resolve problems will do so in a manner that is culturally responsive and is not influenced by discrimination or biases.

Complaint Policies and Procedures

- **Public Complaints**

- BP 1312 Public Complaints Concerning the Schools
- BP 1312.1 Public Complaints Concerning School Personnel
- BP 1312.2 Complaints Concerning Instructional Material
- BP 1312.3 Public Complaints Concerning Discrimination
- E 1312a Public Complaints Concerning Schools
- E 1312b Complaint Form
- E 1312.2a Request for Reconsideration of Instructional Materials

- **Staff Complaints**

- Grievance Procedures within Negotiated Agreements

BB 9012 Communications to and from the Board

Board Member Use of Electronic Communications

will not be used to conduct Board business but will be limited to:

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

Board Member Use of Social Media

Board members must be cognizant to:

1. Keep **public and personal** social media accounts totally **separate**;
2. **Conduct yourself** online in a manner that reflects well on the District and on you as a publicly elected official;
3. **Never post anonymously about school business**;
4. Immediately report harassing or defamatory communications to the Superintendent if they involve the District, its employees, or student; and
5. Immediately report to the District any potential security breach.

Board members should not use social media as a vehicle for deliberation, debate, or decision-making with each other outside of properly noticed meetings.

THE BOARD Serves as a liaison between the schools and the community

- 1.** Maintains awareness of community attitudes, values, and interests.
- 2.** Participates in activities to build good community relationships.
- 3.** Establishes citizen advisory committees, and outlines their responsibilities.
- 4.** Encourages use of established channels for submitting concerns or complaints.
- 5.** Attends community and school functions.
- 6.** Support the district and schools to meaningfully engage families in ways linked to learning.

THE SUPERINTENDENT

Builds positive relationships with stakeholders and directs communication

- 1.** Recommends and implements family and community engagement activities.
- 2.** Keeps the community informed about district schools, programs, and initiatives; work with news media.
- 3.** Supports the work of citizen advisory committees.
- 4.** Serves as the liaison with the community to resolve complaints or grievances, making recommendations to the board when needed.
- 5.** Supports opportunities for staff and family engagement at schools.
- 6.** Ensures engagement measures are built into annual accountability structures, and are linked to learning.
- 7.** Develops strong connections with key organizations, community leaders, and government representatives.

Let's Brainstorm

1. When it comes to community relations, one thing our Board/district does well is ...
2. A question I have about community relations is ...
3. Something I can do to support community relations is ...

What questions do you have?



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Again... Eight Characteristics of Effective School Boards

1. Commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
2. Have strong shared beliefs about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Are accountability-driven and spend less time on operational issues and more time focused on policies to support student achievement.
4. Have a collaborative relationship with their community and communicate to inform and engage stakeholders.
5. Embrace and monitor data; use data to monitor continuous improvement.
6. Align and sustain financial resources to meet district goals.
7. Lead as a united team with the superintendent, each from their respective roles, with mutual trust.
8. Take part in team development and board training.

**MUSK OX DON'T
GO IT ALONE!**

*They find a friend or
two - even more!*

*By working together,
they can accomplish
almost ANYTHING*

TEAMWORK



HEADS OUT!

A single musk ox, huge horned head and monster shoulders, looks threatening enough. But use more heads and shoulders to build a strategic shaggy fortress. **PROTECT YOUR STUDENTS!**

**As this activity just produces HEADACHES...
and TBI.**

A photograph of two bison in a snowy, rocky landscape. The bison are facing each other, with their heads close together. The background is a blurred, snow-covered field. The text is overlaid on the image.

These individuals are focused on each other, not looking out for predators and not thinking about protecting the herd and the children....

Thank you!!

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association of
ALASKA
school boards