

September 8, 2020

Chugach School Board,

Attached is a draft of a succession plan for the board to revise to make it what you want. Succession plans are designed to provide a path towards continuity of effort in an organization when key people leave. Chugach already has practices in place when time allows for an intentional and thoughtful replacement process. This document addresses steps to be taken when the full replacement process might not be immediately available to the district. This document also references other staff members who are qualified and capable of stepping into leadership roles if needed.

One of the strongest leadership philosophies and models that a district can have is that of shared leadership. It is a hallmark characteristic of Chugach that information and decision-making responsibilities are shared among staff to ensure the wisdom and strengths of each individual is capitalized. This practice also strengthens a succession plan as several staff members are empowered with the same information rather than it solely residing with one person. Chugach is well positioned in key leadership areas for a continuity of progress and movement towards the success in its mission. A formalized succession plan approved by the board will strengthen our capacity in this area.

I look forward to working with you on this document.

Mike



Chugach School District Succession Plan



Date

The mission of the Chugach School District is:

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

This document is meant to provide general guidance to the Board in the event of the voluntary or involuntary departure or incapacitation of the key leaders. It will address the departure of a key administrative positions and the board's role in providing guidance and support. It will also address practices that may be considered to allow for the best transition possible.

It is a role of the board to hire a superintendent that will build a strong administrative team that will lead the district toward achieving its mission. It is important that the functions of the superintendent and key administrative staff are well understood by the board and among the administrative team to safeguard the district against unplanned and unexpected change.

The Chugach School District is run on a shared leadership model. It is important to note that while a shared leadership model empowers people throughout the district with various levels of leadership and input, responsibilities for key functions still rest squarely on the shoulders of those filling specific positions within the district. Those responsibilities should not be relinquished to others. The superintendent is the one employee of the school board and, as such, the hiring for that role rests solely with the board of education.

Administrative Team

(Individual names may be removed in final document)

KEY POSITIONS	HELD BY
Superintendent	Mike Hanley
District Principal	Doug Penn
Director of student services	Debbie Treece
Financial Management	Adrienne Fleming
Voyage School Director	Stephanie Burgoon

Job Descriptions for Key Positions

Superintendent-

The Superintendent is directly responsible to the members of the School Board of, serves as chief executive of the Board, and supervises all District operations in accordance with Board policies. Although the Superintendent may delegate appropriate powers and duties so that

operational decisions can be made at various administrative levels, he/she is responsible for the execution of these powers and duties and will establish administrative regulations as needed to manage the District. For full description see Appendix A.

District Principal, District Administrator-

Develop strong relationships with students/parents/communities across the district
Provide leadership, support, and solutions for the integration of Competency Based Education
Provide professional support for classified and certified staff across the district as a professional priority so that administrative responsiveness is both effective and timely.
Ensure awareness and implementation of CSD standards and assessments across the district as well as processes for revision of these components.
Regular school and site visits for in person support
Ensure support instructional needs and training for all staff and students
Work with Voyage School Staff to ensure continuity of learning transitions between site and phases. Assist with creating/implementing new phase ideas.
Supporting FOCUS team through visits and presenting at FOCUS family gatherings.
Regularly participate in site staff meetings and community EAC meetings.
Special Education Support and site visits for Chenega and Tatitlek including IEP meetings, SPED Evaluation, Eligibility, and related service support.
Develop and maintain partnerships with outside organizations to provide learning opportunities for both students and staff (University of Alaska Fairbanks (UAF), University of Alaska Anchorage (UAA) Partner School Districts, Alaska Vocational Technical Education Center (AVTEC), Northwestern Alaska Career and Technical Center (NACTEC), Forest Service, AK Geographic, etc.)
Conduct Certified and Classified evaluations
Support certified staff professional growth through PIER planning process.
Plan and implement district inservices and on-going professional development
Participate in new staff recruiting/hiring and orientation.
Acting District Test Coordinator – Ensure the training, accountability, and implementation of all state testing across the district.
Grant Coordinator and obtaining grants to acting as contact for grants as needed.
AIMS (Aligned Information Management System) – develop, build, maintain CSD's electronic reporting, recording, and analytical tool. This includes continual staff training and ensuring the fidelity of all student records

Director of Student Services-District Administrator

Provide student support program management and support for Chugach School District
Student Services:

Oversight of new student enrollment and need for special services
FOCUS Homeschool Application Review Team Student Learning Profile Assessments
Personal Graduation Plan development and support
Annual Stakeholder Input Survey development and results
Supplemental Program Management Special Education Director:
Conduct academic evaluations with special education team for new referrals and continued eligibility

Local Education Agency (LEA) representative/Special Education Director role in IEP meetings and Evaluation Summary and Eligibility Report meetings
Ensure Special Education documentation and files meet federal and state law (IDEA); conduct internal review on a regular basis
Provide support and training with district-wide special education teachers and related service providers
Attend Dept. of Education and Early Education semi-annual training and ongoing meetings
Liaison with Infant Learning Program
Accommodation support for annual state testing
Bilingual Coordinator
Conduct identification screeners to determine English Proficiency levels
Administer annual English Proficiency assessments
Train staff to administer English Proficiency assessments
McKinney-Vento Homeless Liaison
Provide support for homeless students (supplies, materials, etc.) through Elementary Secondary Education Act (ESEA) grant
Foster Care Liaison
Provide support for Foster Care students through expedited enrollment process
District Liaison with the Office of Children Services and Chugach staff
OASIS(Student count) Reporting
Provide support and data for OASIS reporting with district office staff
Grant Reporting, Applications, and Evaluation
State Grants:
Elementary and Secondary Education Act/Every Student Succeeds Act (ESEA/ESSA); paraprofessional testing; Liaison with DEED
Title VI-B and Section 619 Special Education
Indirect Rate
Voyage School Residential reporting
Federal Grants/Programs: CHILC Office of Indian Education Grant - Evaluator
Indian Education Formula Grant
Small Rural Schools Act
Office of Civil Rights reporting
Continuous Improvement/Strategic Planning Team
Provide support to Superintendent and Business Manager Check signer; audit support
Monthly Payroll support
Impact Aid support
Teacher Evaluations

Financial Manager

Responsible for the daily management of the school district budget. This includes payroll, grant management, and working with auditors. This business manager position must utilize approved business practices to ensure all district funds being received and expended are accounted for properly. This is primarily an accounting position with responsibilities for all district finances.

Voyage School Director

With staff, provide a safe, productive learning environment in a residential setting
Build a common vision for the Voyage School with staff. Direct planning and implementation of programs that align with vision and goals of Voyage School.
Teach/support a variety of career/technical education lessons including emergency trauma technician, culinary arts, STEM, early childhood education, driver's education, community health, etc.
Teach/support personal/social skills, urban living skills, and community living skills
Oversee daily operations of variable term residential school
Manage grants (assist with writing grant applications, collect data, complete grant reports, communicate with grant providers)
Supervise and evaluate staff (teacher, counselor, facilitators, overnight chaperones)
Enforce school policies (discipline, safety, etc.)
Provide leadership school and district wide
Foster collegiality and team building among staff
Communicate and promote expectations for high level performance of staff
With administration and business office, manage budget including tuition, curriculum, petty cash, etc.
Establish and foster educational relationships with families of residential students
Establish and foster partnerships with local businesses, unions, universities/colleges
Establish and foster relationships with Chugach School District (Whittier, Tatitlek, Chenega Bay, FOCUS) sites
Establish and foster partnerships with Alaska school districts

The following protocols are in place to address untimely departures that don't allow for the immediate and full process of hiring replacements for key positions.

Incapacitation/Emergency Departure

Superintendent

Within First 24 Hours

- 1.** Board chair notified by administrative team of the district. Vice chair is notified if chair is unavailable.
- 2.** In case of accident or health emergency, board chair gathers as much pertinent information as possible:
 - a.** Physical condition of superintendent, i.e. serious, critical, deceased
 - b.** Circumstance, i.e., if accident, details including precipitating factors; potential length of incapacitation, hospital data, including contact information.
 - c.** If illness, diagnosis, acuity, potential length of incapacitation,
 - d.** Community impact assessment, i.e., need to contact staff, media, potential for negative or unwanted notoriety
- 3.** Board chair calls for an emergency meeting of the board. Includes counsel in communication.

Within First 72 Hours

1. An emergency staff meeting is held to notify staff and teacher association of the situation and inform them of the plan of action to ensure daily operations of the district and schools.
2. Aleutian Region School District is notified of the situation with plans to be determined for service. Contacts at ARSD are:
 - a. **Mark Snigaroff**. Board chair- 907-301-3133, mark45@gci.net
 - b. **Chelsea Sternicki**, business manager 425-466-8963, csternicki@aleutregion.org
3. Staff will review superintendent calendar and communicate with individuals and organizations with appointments as appropriate.

Within First Week

1. Emergency board meeting held with counsel. Board will appoint/designate an acting interim or superintendent designee based on qualifications and capacity of individuals. Future meeting will be scheduled to determine path forward and how superintendent position will be filled.
2. Financial manager will work with the board's choice to shift signing authority on all pertinent accounts.
3. Designee and/or business manager will work with IT/Facilities manager to access superintendent email account to monitor and respond as appropriate

Beyond First Week

1. Acting superintendent/designee will check and monitor superintendent emails and phone messages daily.
2. Board will set special meeting with counsel to determine proper path forward. Choices may include hiring acting superintendent as permanent or interim superintendent and/or posting position internally and externally for a full superintendent search.
3. Keep staff and district community in the loop as to steps being taken.
4. Board chair and acting superintendent communicate weekly to confirm district direction and steps being taken.
5. During the time of transition, the board will continue to meet regularly as scheduled.

Short or No Notice by Superintendent of Departure

There is no current avenue for this in the superintendent contract. This would be a relatively contentious situation.

Within First 24 Hours

1. Board chair notified by administrative team of the district. Vice chair is notified if chair is unavailable.
2. Board chair calls emergency meeting of the board.
3. All district computers, materials, keys, and records are obtained from superintendent.
4. Facility manager changes accounts, passwords, and access to district accounts.
5. Aleutian Region School District is notified of the situation and departure.

Mark Snigaroff, Board chair- 907-301-3133, mark45@gci.net
Chelsea Sternicki, business manager 425-466-8963, csternicki@aleutregion.org

Within First 72 Hours

1. An emergency staff meeting is held to notify staff, and teacher association of the situation and inform them of the plan of action to ensure daily operations of the district and schools.
2. Staff will review superintendent calendar and communicate with individuals and organizations with appointments as appropriate.
3. Community impact assessment, i.e., need to contact staff, media, potential for negative or unwanted notoriety

Within First Week

1. Emergency board meeting held. Board will appoint/designate an acting interim or superintendent designee based on qualifications and capacity of individuals. Future meeting will be scheduled to determine path forward and how superintendent position will be filled.
2. Financial manager will work with the board's choice to shift signing authority on all pertinent accounts.
3. Designee and/or business manager will work with facilities manager to access superintendent email account to monitor and respond as appropriate

Beyond First Week

1. Acting superintendent will check and monitor emails and phone messages daily.
2. Board will set meeting with counsel to determine proper path forward. Choices may include hiring acting superintendent as permanent or interim superintendent and/or posting position internally and externally for a full superintendent search.
3. Keep staff and district community in the loop as to step being taken.
4. Board chair and acting superintendent communicate weekly to confirm district direction and steps being taken.
5. During the time of transition, the board will continue to meet regularly as scheduled.

Incapacitation/Emergency or Short Notice Departure Of Key Administrative Staff

**District Principal,
Director of Student Services**

Within First 24 Hours

1. Board chair will be notified of the situation and that administrative team will be addressing situation immediately.
2. Superintendent will call an emergency administrative staff meeting to include all leadership staff at the district office.

3. In case of accident or health emergency, administrative team gathers as much pertinent information as possible:
 - a. Physical condition of staff member, i.e. serious, critical, deceased
 - b. Circumstance, i.e., if accident, details including precipitating factors; potential length of incapacitation, hospital data, including contact information.
 - c. If illness, diagnosis, acuity, potential length of incapacitation,
 - d. Community impact assessment, i.e., need to contact staff, media, potential for negative or unwanted notoriety

Within First Week

1. Team will discuss filling the role on a temporary and permanent basis. All protocols will be followed as per contractual language. The temporary role of filling the position may need to be divided between several individuals.
2. Staff member's calendar and emails will be monitored for follow up.
3. Virtual staff meeting will be held to discuss the situation.
4. Communications with lead teachers will be had to determine site needs for support.
5. Adrienne will identify and share staffs' signature authority and make any necessary changes.
6. For the principal position, the Aleutian Region School District will be notified of situation.

Beyond First Week

1. Long term filling of position will be pursued. Considerations for hiring internally will be made.
2. Implications to other staff and site teams will be discussed and addressed.

If short or no notice situation, in addition to steps above:

1. All district computers, materials, keys, and records are obtained from principal.
2. IT manager changes accounts, passwords, and access to district accounts.

Financial Manager

Within First 24 Hours

1. Board chair will be notified of the situation and that administrative team will be addressing situation immediately.
2. Superintendent will call an emergency administrative staff meeting to include district principal, director of student services, FOCUS secretary, front desk secretary. Staff at the district office will fill in as needed and capable.
3. In case of accident or health emergency, administrative team gathers as much pertinent information as possible:
 - a. Physical condition of staff member, i.e. serious, critical, deceased
 - b. Circumstance, i.e., if accident, details including precipitating factors; potential length of incapacitation, hospital data, including contact information.
 - c. If illness, diagnosis, acuity, potential length of incapacitation,
 - d. Community impact assessment, i.e., need to contact staff, media, potential for negative or unwanted notoriety

4. Contact the district controller, to discuss and determine paths forward.

Within First Week

1. Contact ALASBO regarding possible support for filling position

Beyond First Week

1. Long term filling of position will be pursued
2. Implications to other staff and site teams will be discussed and addressed.

If short or no notice situation, in addition to steps above:

1. All district computers, materials, keys, and records are obtained from financial manager.
2. IT manager changes accounts, passwords, and access to district accounts.

Voyage School Director

Within First 24 Hours

1. Board chair will be notified of the situation and that administrative team will be addressing situation immediately.
2. Superintendent will call an emergency administrative staff meeting to include all leadership staff at the district office and the Voyage team.
3. In case of accident or health emergency, administrative team gathers as much pertinent information as possible:
 - a. Physical condition of staff member, i.e. serious, critical, deceased
 - b. Circumstance, i.e., if accident, details including precipitating factors; potential length of incapacitation, hospital data, including contact information.
 - c. If illness, diagnosis, acuity, potential length of incapacitation,
 - d. Community impact assessment, i.e., need to contact staff, media, potential for negative or unwanted notoriety

Within First Week

1. Team will discuss filling the role on a temporary and permanent basis. All protocols will be followed as per contractual language.
2. Director's calendar and emails will be monitored for follow up.
3. Virtual staff meeting will be held to discuss the situation.
4. Meeting with financial manager and director of student services will be held to determine grants attached to the Voyage School
5. Financial manager will identify and director's signature authority and make any necessary changes.

Beyond First Week

1. Long term filling of position will be pursued
2. Implications to other staff and site teams will be discussed and addressed.
3. Partner districts will be notified of the situation and be provided new contact information.

If short or no notice situation, in addition to steps above:

1. All district computers, materials, keys, and records are obtained from the director.
 2. IT manager will change accounts, passwords, and access to district accounts.
-

General Provisions for Continuity of Service and the Meeting of the Chugach Mission

- The Chugach School District will continue in its practice of shared leadership for the strengthening of the overall district, the engagement and full utilization of the skills of each team member, and for the integrity and continuity of the district's efforts towards an effective competency-based education for all of its students in the case of an emergency.
- All administrative staff will regularly back up their computers onto either a district server, the cloud, or an external hard drive.
- All grant passwords will be saved on a common document and shared by all leadership
- Computer and other passwords will be saved in a hard copy folder that will be accessible by administrative staff in the case of an emergency.

Appendix A

Superintendent Job Description

The Superintendent is directly responsible to the members of the School Board of, serves as chief executive of the Board, and supervises all District operations in accordance with Board policies. Although the Superintendent may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, he/she is responsible for the execution of these powers and duties and will establish administrative regulations as needed to manage the District.

Duties related to the Board

The Superintendent:

1. Advises the Board on the need for new and/or revised policies and makes policy recommendations based on data and input from staff and advisory committees.
2. Submits to the Board recommendations relative to all matters requiring Board action, together with the materials needed for informed decisions.
3. Reports periodically on all District operations.
4. Conducts special studies requested by the Board.
5. Secures legal opinions when needed for the Board.
6. Submits staff members' communications to the Board or to Board committees at regular Board meetings, with or without recommendations.
7. Provides advice and leadership to the Board and to the District's chief negotiator during the collective bargaining process.
8. Jointly with the Board President prepares the agenda, ensures minutes of Board meetings are composed, facilitates Board correspondence, and maintains all Board records, contracts, securities and other documents.

Duties related to Staff

The Superintendent:

1. Coordinates the work of all schools and departments.
2. Directs the employment and assignment of administrative staff and coordinates administrative staff activities.
3. Selects and recommends to the Board the best qualified and most competent candidates for employment, in accordance with nondiscrimination policy and affirmative action plans.

4. Advises the Board regarding the leave, classification, retirement, resignation, promotion, suspension or dismissal of District employees.
5. Assigns personnel within the District in accordance with Board policy and the collective bargaining agreement.
6. Arranges for the evaluation of each staff member and identifies appropriate opportunities for continued professional development.
7. Maintains appropriate channels of communication within the District and ensures that staff is informed about relevant federal, state, and county laws, District policies, regulations and procedures, and matters related to the improvement and welfare of the schools.

Duties related to Students and the Educational Program

The Superintendent:

1. Enforces compulsory attendance laws.
2. Continuously observes the instructional program in schools and provides the Board with regular evaluations of District programs and student progress.
3. Together with staff, studies the curriculum and makes recommendations to the Board regarding the courses of study, major changes in texts and time schedules, and potentially sound innovative programs.
4. Apprises the Board of contemporary educational practices and related legislative issues which he/she discovers by reading, attending professional conferences, and visiting other school systems.
5. Under appropriate circumstances, recommends to the Board a student's suspension or expulsion.

Duties related to Noninstructional Operations

The Superintendent:

1. Seeks and identifies sources of income and funding.
2. Maintains and updates student, business and personnel records.
3. Submits to the Board periodic financial and budgetary reports which identify the District's outstanding obligations.
4. Annually prepares and submits to the Board the District budget for the upcoming year; revises this budget or takes other related action as the Board designates.
5. Approves all expenditures in accordance with Board policy and within Board-approved appropriation limits.
6. Makes recommendations to the Board regarding the maintenance, safety, improvement and/or expansion of school facilities, sites, equipment, and transportation services.

7. Develops instructions and regulations governing the use and care of school properties for school purposes.

Duties related to the Community

The Superintendent:

1. Represents and advocates for the Board in relationships to the local community, state governments, private agencies, and the school community.
2. Sees that the community is informed about school matters through the school accountability report card and other informational materials.
3. Participates in appropriate community organizations and functions to obtain support for the attainment of District goals.
4. Hears complaints against the schools and resolves controversies between employees or between employees and students or parents/guardians.

Appendix B

Superintendent Sample Interview Questions

1. Why are you interested in this position of superintendent for the Chugach school district?
2. What are your three best leadership qualities, and can you describe a situation that demonstrates one?
3. Which qualifications, skills would you say qualify you to be the superintendent of a performance-based district? How would those strengthen our system?
4. How would you work to conduct yourself in a manner that promotes openness, cooperation, teamwork, trust, respect, and full fair dealings with the Board?
5. Explain your philosophy and understanding of the separation of powers between the superintendent (AR) and board BB/BP as a working unit.
6. How would you address a situation where you had a philosophical difference with the school board?
7. How would you promote our shared purpose throughout the district?
8. What method and strategy have you used to resolve conflicts?
9. Using these strengths, will you be able to make tough decisions in the best interest of the students, staff and the district while holding people accountable?
10. Talk about your philosophical alignment with a Chugach performance-based system.
11. Talk about your philosophy of empowering students to take ownership of their learning.
12. Talk about your vision for collaboration between classrooms, schools, other districts, and business partners.
13. How would you work towards securing adequate resources and funding to meet students and staff needs?
14. How would you work to ensure efficient fiscal management, compliance risk management, and equitable resource allocations with limited resources?
15. How much will you build upon our past success to further the credibility of our performance space system?
16. How would you build trust in the relationships with all stakeholders?

17. How would you learn about the needs of staff members and provide support for those who need it?
18. How would you manage the wide array of job requirements, which all require your attention?
19. How would you involve students, staff, and/or community in decision making? How are you able to travel to our schools and homeschool branches on a regular basis?
20. What are your professional goals for the next 5 to 10 years?
21. Why do you feel that you are the best candidate for this position?
22. What questions do you wish we would have asked you?
23. Do you have questions for us?