



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

BOARD GOVERNANCE CONFLICT OF INTEREST SURVEY



Idaho Public Charter School Commission
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Purpose of the Survey Tool

The purpose of this tool is to assist school boards in evaluating conflicts of interest for existing or new board members. Charter school board members must disclose any real or potential conflict of interest that may affect their role on the board. The information presented in this document is for informational purposes only and does not constitute legal advice. Please refer to the statute/rules directly, as they may change. Readers should consult with their own attorney for legal advice.

Notable Statute and Rule:

- [Idaho Code § 74.410-406](#), regarding transparent and ethical government
- [Idaho Ethics in Government Manual](#), published by the Office of the Attorney General
- [Code of Ethics for Idaho Professional Educators](#), published by the Professional Standards Commission of Idaho
- [Idaho Open Meetings Law Manual](#), published by the Office of the Attorney General
- [Idaho Code § 33.5204](#), regarding nonprofit corporations

How might an existing school use this tool?

Many school boards choose to gather this type of information from board members as part of the new board member application process or as part of an annual reflection. Not only does this practice give a formal opportunity for preemptive disclosure of conflict, it provides opportunity for greater transparency, and encourages would-be board members to reflect on their commitment to the common mission of the school.

How might a new school use this tool?

If you are preparing a new charter school petition, please note that only a resume is required for each founding board member in the petition. However, you may choose to include this document in addition to each resume, or use the gathered information to build out a chart of pertinent information (see the New Petition Guidance document for more information regarding developing such a chart). The questions in this survey address important aspects of governance, and therefore represent information crucial to establishing your board's capacity to govern.

Contact Information

Full Name: _____

Home Address: _____

Primary Phone: _____

Email Address: _____

*Emails involving representatives of a school are considered public record. Please review the [Idaho Public Records Law Manual](#), published by the Office of the Attorney General, with your board and consider establishing email accounts dedicated to your governance work.

Board Governance Conflict of Interest Survey

The following information helps to establish whether any conflicts of interest may affect your ability to make objective and ethical decisions in your role as a board member for this school. Real and potential conflicts must be disclosed. Some conflicts may require a board member to recuse him/herself from a particular vote, while other conflicts may make a potential board member ineligible for service. [Idaho Open Meetings Law](#) provides guidance on how to handle specific situations.

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1. Do you qualify for founder's status as your board defines it?

Y N

- According to [IDAPA 08.02.04.203](#), children of founders receive preferential enrollment status. However, the total number of children who received founder's preference may not exceed 10% of the school's maximum enrollment. Additionally, the optional preference for children of staff is not automatic, it must be stated in the petition, and if so, is then included in the Founders 10%.
- Best Practice: clearly define "founder" and name all qualifying founders prior to assigning preferential status to any student.

2. Will you be a member of the governing board after the work of founding is done?

Y N

- During the petitioning period, the pre-operational year, and the first year of operation, founding board members are called on to perform management tasks to a much greater degree than traditional governing board members. It can be difficult for a board member to transition from a role of "doing" to a role of "governing". In fact, it is so common, it is called "[Founders Syndrome](#)". Once the work of founding is complete, governing board members must be ready to let go of pet projects, allow their management team to manage, and hold each other accountable to the work of governance.

3. Do you have children who currently attend this school or who will be entered into the school's enrollment process?

Y N

- a. Do you foresee any situation in which your role as a parent might impede your ability to make an objective decision that is in the best interest of all children served by your school?

Y N

- Board members, as individuals, cannot make decisions regarding board governance. All decisions are made in a public forum by the collective board. In addition to understanding Idaho Open Meetings law, be sure you know your board's

communication and grievance policies. These can help you navigate informal conversations.

- Charter school board members wear many hats. It is crucial to the success of the school that board members behave according to the hat they are wearing at any given time. For example, a concern with your child’s teacher should be conducted as a parent only and through the appropriate communication channels available to all parents.

4. Are you able to fulfill the time commitment of board governance work?

Y N

- It is common for a governing board member to volunteer approximately 5-10 hours each week. This work includes attending regular and special board meetings as well as any committee meetings to which the board member is assigned. It also includes initial and ongoing governance training as well as regular preparation for board meetings, reading board packet materials, reviewing policies, and studying budget and academic achievement reports. Board members are also expected to participate in high level fundraising and development projects and to attend key events, such as major fundraisers and community meetings (i.e. “state of the school” or city council meetings). This work requires board members to have flexible personal and professional schedules.
- The work of a board member does not include items such as hosting family picnics, organizing science fairs, participating in assemblies, or assisting with reading interventions. This work is also important and may be appropriate for a board member in some circumstances, but it is not the primary role of governance and would be an additional time commitment.

5. Based on your professional experience and history of volunteer work, please check the areas in which your strengths can benefit the overall governance capacity of this board.

- | | | |
|--|---|--|
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Public Relations | <input type="checkbox"/> Management |
| <input type="checkbox"/> Education | <input type="checkbox"/> Finance | <input type="checkbox"/> Human Resources |
| <input type="checkbox"/> Government | <input type="checkbox"/> Fundraising | <input type="checkbox"/> Marketing |
| <input type="checkbox"/> Public Policy | <input type="checkbox"/> Law | <input type="checkbox"/> Personnel |
| <input type="checkbox"/> Family Engagement | <input type="checkbox"/> Other (please explain) _____ | |

6. Have you previously served, or are you currently in service on another charter school’s governing board or the board of a for-profit or non-profit entity?

Y N

If yes, please include the name and location of the school or organization as well as the dates of your term of service: [Click here to type text.](#)

7. Other than your current board position, do you currently serve as an elected or appointed public official?

Y N

If yes, please provide the title of your office: [Click here to type text.](#)

8. Have you ever been formally cited for unethical or unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?

Y N

If yes, please explain: [Click here to type text.](#)

9. Other than being a parent of a student or potential student at the school, do you or any of your immediate family members have a close personal relationship with existing board members, school administrators, or school faculty or staff?

Y N

If yes, please explain the nature of the relationship (i.e. your uncle is a board member or the school administrator is a friend, etc.): [Click here to type text.](#)

a. Will the disclosed relationship affect your ability to make objective decisions in your role as a board member?

Y N

- A disclosed relationship does not necessarily prevent a person from serving as a board member. However, it may indicate a need for a board member to recuse him/herself from a particular vote or scope of work, which may affect the efficacy of such person as a member of the board. Please see Idaho Open Meetings Law and Code of Ethics for more guidance.

10. Do you or any of your immediate family members have a close professional, contracted, or service relationship with other board members, school administrators, school faculty or staff, or with the school as an entity?

Y N

If yes, please describe the nature of the relationship (i.e. your company has contracted with the school to provide office supplies or your daughter is a teacher at the school, etc.): [Click here to type text.](#)

- If a conflict or potential conflict exists in this category, you may be ineligible to serve on this board. Please review [33-5204\(6\)](#) for more information.
- Please disclose in this section if you and/or an immediate family member is providing land, facilities, financial services, or if you or an immediate family member intend to apply for employment with the school within the next calendar year.
- Please disclose in this section if a company owned by yourself or an immediate family member intends to engage in a professional, contractual, or service relationship with the school within the next calendar year.
- Please review the [Ethics in Government Manual](#) for more information.

11. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the school or any other company contracting or providing service to the school?

Y N

- Please review the [Ethics in Government Manual](#), published by the Office of the Attorney General and [ID Code § 33.5204](#), Nonprofit Corporation, for more information.

12. Are you or an immediate family member current serving, or do you intend to serve within the next calendar year, in any capacity (employee, contractor, or volunteer) with the educational service provider or management organization with which the school is contracted or intends to contract?

Y N

- Please note that no member of a for-profit EMO may serve on the board of a school with whom the company contracts. Please see [33-5204](#) for more information.

13. Do you foresee any real or potential legal or ethical conflicts of interest in your service as a board member for this charter school?

Y N

If yes, please explain: [Click here to type text.](#)

Short Answer Questions

Please limit your response to the following questions to a few sentences each.

1. Why do you wish to serve on the board for this school?

[Click here to type text.](#)

2. What does the word “transparency” mean to you as it relates to your role as a board member and to the work of a charter school governing board?

[Click here to type text.](#)

3. How would you describe a healthy relationship between a charter school and its authorizer?

[Click here to type text.](#)

4. What will be the defining achievements of your school five years from now?

[Click here to type text.](#)

5. How will you know if the school is performing well academically, financially, and operationally?

[Click here to type text.](#)

6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interest of the school?

[Click here to type text.](#)