

**MINIDOKA COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES
2017-18 HANDBOOK**

MINIDOKA COUNTY SCHOOL DISTRICT

2017-18 BOARD HANDBOOK

THIS HANDBOOK CONTAINS THE FOLLOWING INFORMATION:

District Information

1. Dates of Board Meetings
2. District Committees
3. Organizational Chart
4. District Calendars

Board Information

5. So you want to be a School Board Member article
6. Code of Ethics for School Board Members
7. Minidoka School Board Operating Protocol
8. Top Ten Board Rules
9. School Board Information
10. Getting the Most Out of Board Meetings
11. Roles and Responsibilities of School Boards and Superintendents
12. Effective School Board Member Characteristics
13. Redirecting Patron Concern

Related Policies

14. Policy 102.50 Code of Conduct School Trustees
15. Policy 201.21 Board of Trustees
16. Policy 204.01 Board Meetings
17. Policy 204.02 Request to Address the Board
18. Policy 204.02F Request to Address the Board Form
19. Policy 204.05 Open Meeting Law Compliance and Cure
20. Policy 206.14 Board of Trustee Travel

MINIDOKA COUNTY SCHOOL BOARD MEETING DATES FOR 2017 - 2018 SCHOOL YEAR
(Meetings are held at 7:00 p.m. at the District Service Center 310 10th St., Rupert, ID 83350)

Approved June 19, 2017 Annual Board Meeting
(Third Monday of the Month Unless Otherwise Stated *)

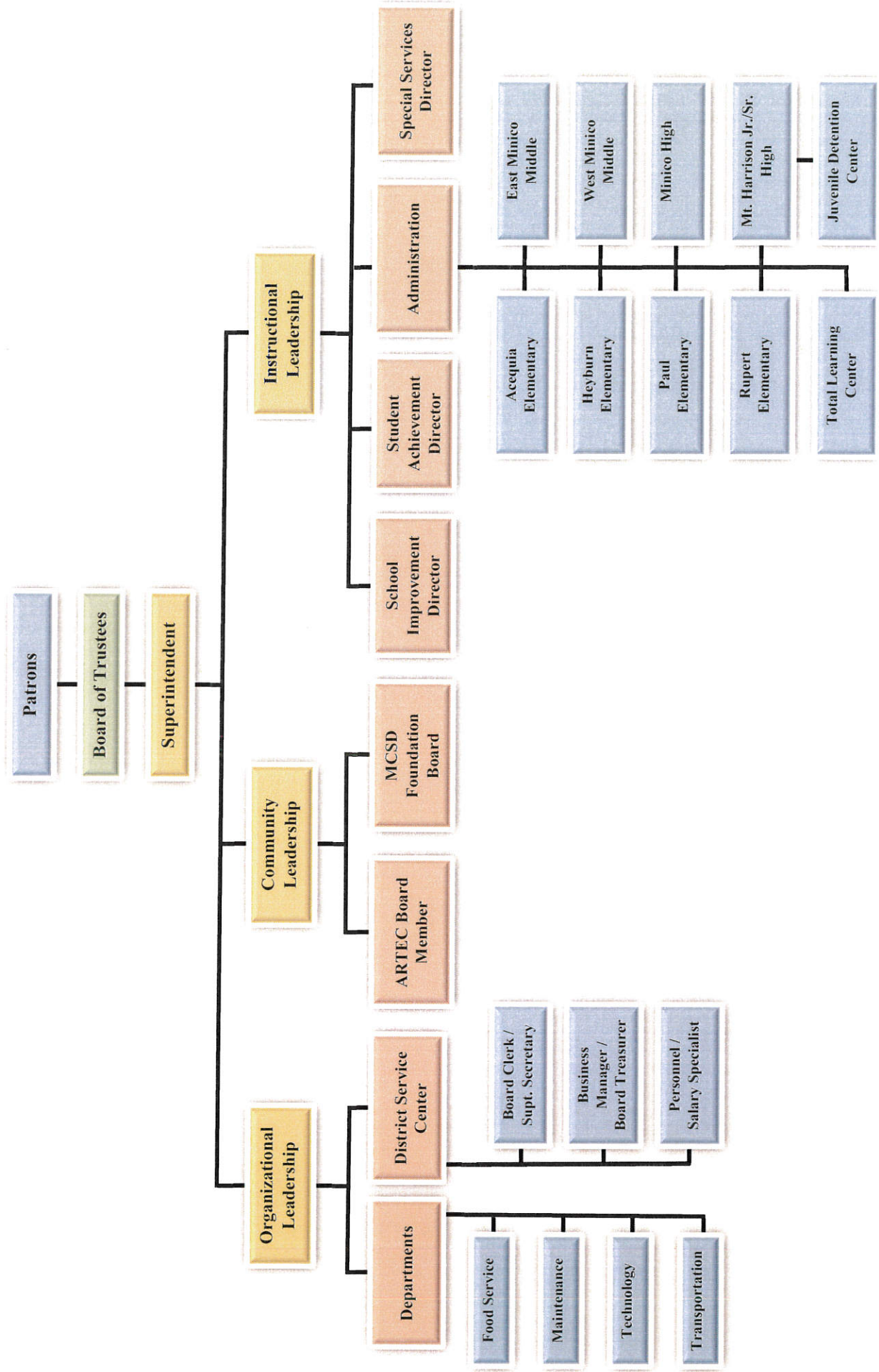
DATE	TYPE OF MEETING	WORK SESSION	GOOD NEWS REPORT
7/17/17	Annual Board Meeting	Board Goal Setting	
7/12/17	<i>Board Training</i>	<i>Governance – Heather Williams</i>	
*8/14/17	Reg. Board Meeting	Admin/Cont. Improvement Plan	
9/18/17	Reg. Board Meeting	Advisory Update	Acequia
10/16/17	Reg. Board Meeting	Literacy Update/NW Reading Coop.	Paul
10/30/17	<i>Board Training</i>		
11/20/17	Reg. Board Meeting	Elementary Accountability	Rupert
*12/11/17	Reg. Board Meeting	Technology Accountability	TLC
1/15/18	Reg. Board Meeting	Secondary Accountability	Heyburn
1/29/18	<i>Board Training</i>		
*2/12/18	Reg. Board Meeting	Curriculum	East Minico
*3/19/18	Reg. Board Meeting	Budget Assumptions/Student Fees Discussion	West Minico
4/16/18	Reg. Board Meeting	MHS Hybrid Schedule/CTE?	Mt. Harrison
4/30/18	<i>Board Training</i>		
5/21/18	Reg. Board Meeting	Insurance Benefits Renewal/Fee Discussion	Minico
6/18/18	Budget Hearing	Amended Budget and Fee Hearings	
7/17/18	Annual Board Meeting	Board Goal Setting	

Posting Locations: District Service Center, all school and department buildings in the District, and the Minidoka School District Website:www.minidokaschools.org

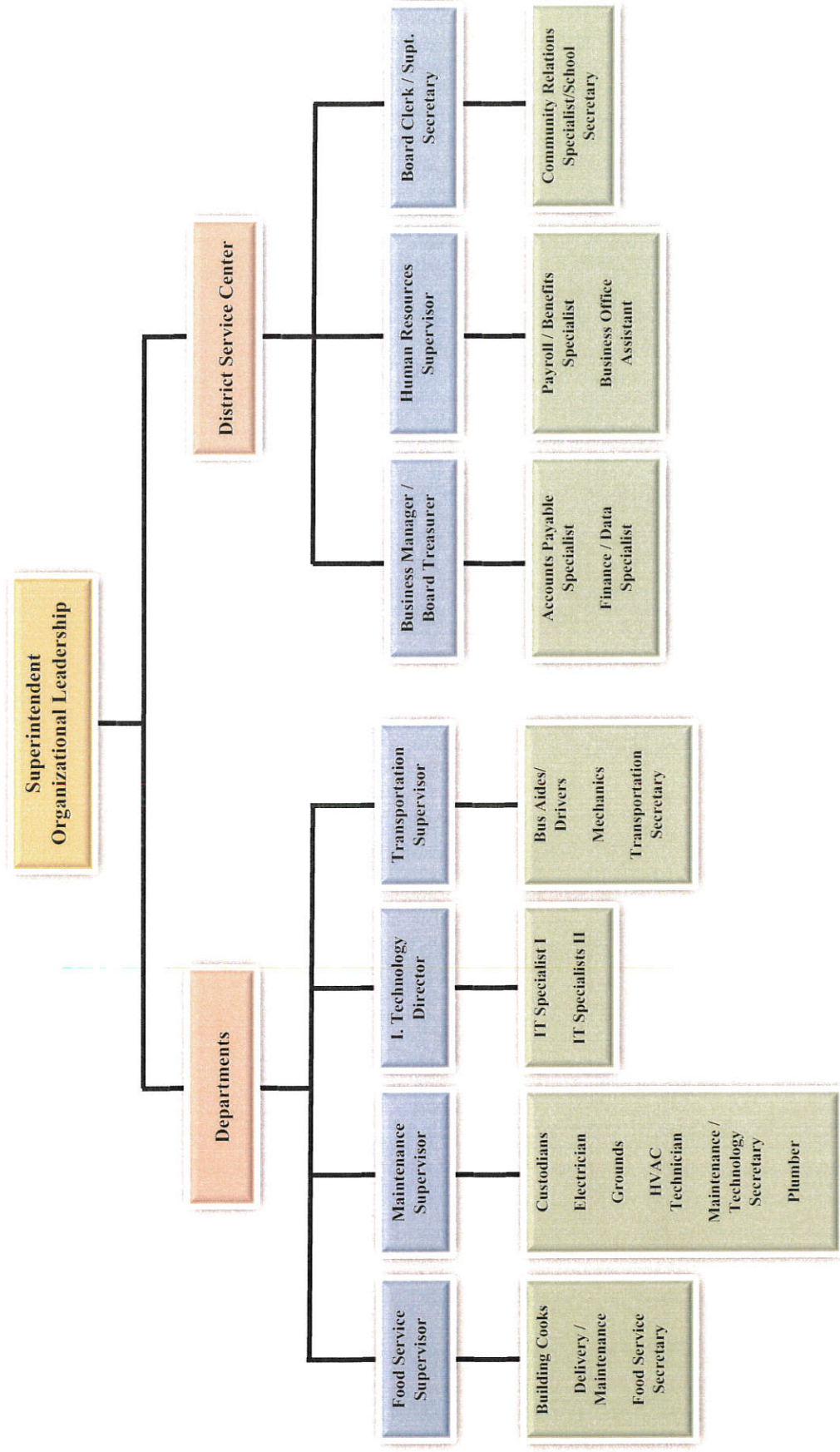
**MINIDOKA COUNTY SCHOOL DISTRICT
COMMITTEES 2017-2018**

COMMITTEE	MEETINGS HELD	COMMITTEE COORDINATOR	BOARD MEMBER LIAISON
Facilities	Monthly at Noon	Theo Schut	Bonnie Heins
Health/Wellness	Monthly at 2:00	Michele Widmier	Rick Stimpson
Insurance	Spring	Nicole Gee	Jeff Gibson
Negotiations	Spring-After School	Dr. Cox	Mary Andersen
Parent Patron Advisory Team (PPAT)	Monthly at Noon	Michele Widmier	Bonnie Heins Mary Andersen
Policy Review (PRC)	Monthly-After School	Dr. Cox	Rick Stimpson
Safety	Admin Meetings	Michele Widmier	Mary Andersen
Technology	As Needed	Ashley Johnson	Tammy Stevenson
Gifted and Talented (GT)	As Needed	Heather Hepworth	Tammy Stevenson
Multi-tiered System of Support (MTSS)	As Needed	Sherry Bingham	Tammy Stevenson
Leadership Premium	Spring – After School	Ashley Johnson	Tammy Stevenson
Minidoka Education Foundation (MEF)	Monthly at Noon	Dr. Cox	Bonnie Heins Jeff Gibson
Curriculum	As Needed	Ashley Johnson	Tammy Stevenson Bonnie Heins
Calendar	Monthly beginning approximately in November - February	Dr. Cox	Jeff Gibson

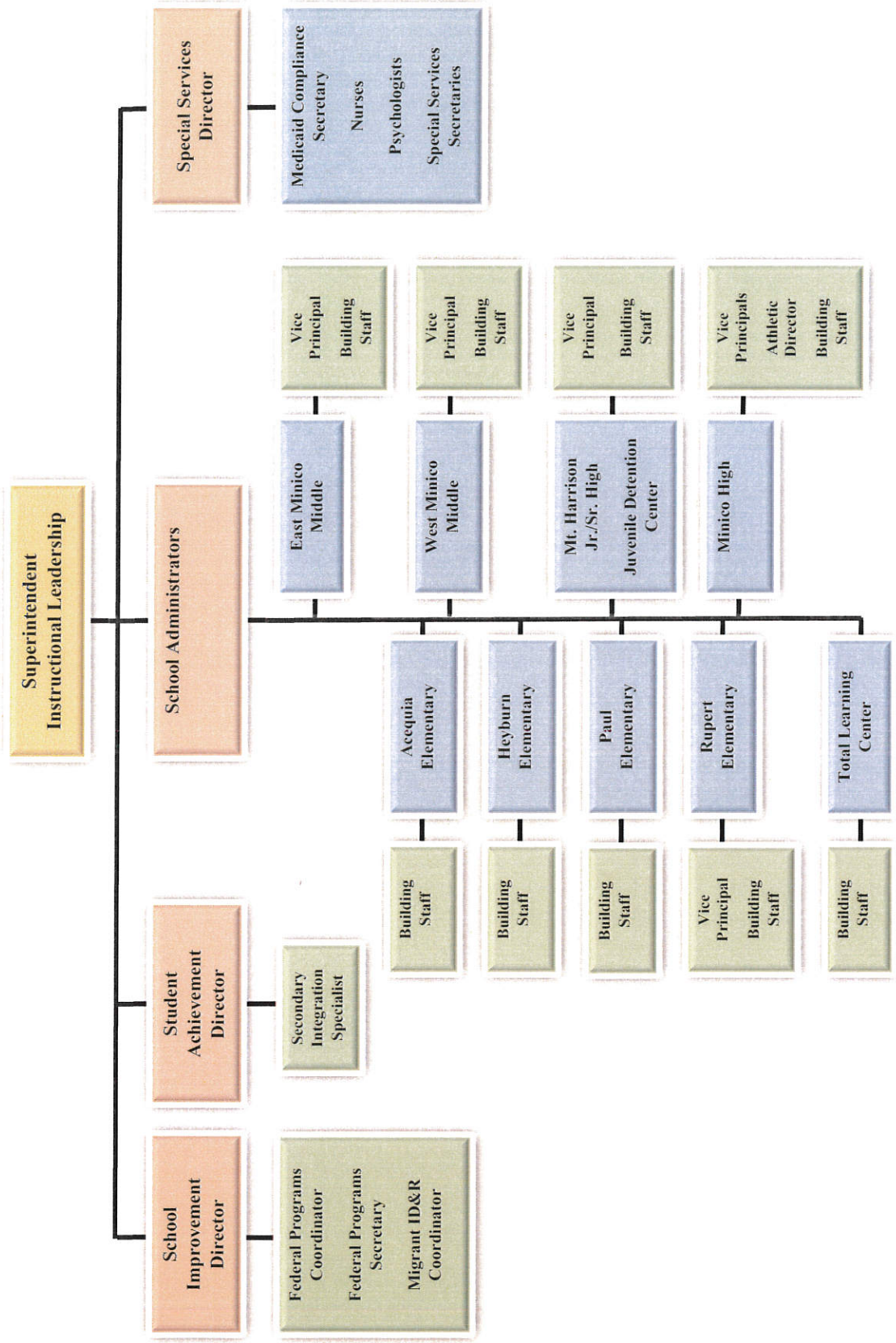
Minidoka County Joint School District #331 2017-18 District Organizational Plan and Authority Flowchart (Policy 201.02A)



Minidoka County Joint School District #331 2017-18 District Organizational Plan and Authority Flowchart (Policy 201.02A)



Minidoka County Joint School District #331 2017-18 District Organizational Plan and Authority Flowchart (Policy 201.02A)



MINIDOKA COUNTY SCHOOL DISTRICT #331 2017-2018 STAFF CALENDAR

July

4 Independence Day

JULY							Student Days	Contract Days
S	M	T	W	T	F	S		
						1		
2	3	4	5	6	7	8		
9	10	11	12	13	14	15		
16	17	18	19	20	21	22		
23	24	25	26	27	28	29		
30	31						0	0

August

10 New Teacher Orientation 8:30
14 Registration: **Minico** New Student
15 Registration Elementary
15-16 Registration Middle/High School
16-21 Teachers on Contract
17 Back to School Meeting
18 Orientation 6th & 9th
22 First Day of School

AUGUST							Student Days	Contract Days
S	M	T	W	T	F	S		
		1	2	3	4	5	0	0
6	7	8	9	10	11	12	0	0
13	14	15	16	17	18	19	0	3
20	21	22	23	24	25	26	4	5
27	28	29	30	31			4	4
							8	12

September

4 Labor Day, No School
20 Mt. Harrison PTC 3:00-6:30 p.m.

SEPTEMBER							Student Days	Contract Days
S	M	T	W	T	F	S		
					1	2	1	1
3	4	5	6	7	8	9	4	4
10	11	12	13	14	15	16	5	5
17	18	19	20	21	22	23	5	5
24	25	26	27	28	29	30	5	5
							20	20

October

5-6 Teacher In-Service, No School
25 Mt. Harrison 2nd Quarter Starts
26 PTC 3:30 - 7:30 p.m., School
27 PTC 8 a.m.-12:00 p.m. (half day)

OCTOBER							Student Days	Contract Days
S	M	T	W	T	F	S		
1	2	3	4	5	6	7	3	5
8	9	10	11	12	13	14	5	5
15	16	17	18	19	20	21	5	5
22	23	24	25	26	27	28	4	5
29	30	31					2	2
							19	22

November

13 Teacher Work Day, No School
14 Teacher In-Service, No School
15 2nd Trimester Starts
22-24 Thanksgiving Break, No School
29 Mt. Harrison PTC 3:00-6:30 p.m.

NOVEMBER							Student Days	Contract Days
S	M	T	W	T	F	S		
			1	2	3	4	3	3
5	6	7	8	9	10	11	5	5
12	13	14	15	16	17	18	3	5
19	20	21	22	23	24	25	2	3
26	27	28	29	30			4	4
							17	20

December

18-29 Christmas Break, No School

DECEMBER							Student Days	Contract Days
S	M	T	W	T	F	S		
						1	1	1
3	4	5	6	7	8	9	5	5
10	11	12	13	14	15	16	5	5
17	18	19	20	21	22	23	0	0
24	25	26	27	28	29	30	0	1
31							11	12

January

1 New Year's Day, No School
2 Teacher In-Service, No School
15 Minico 2nd Semester Starts
18 Mt. Harrison 3rd Quarter Starts
25 PTC 3:30 - 7:30 p.m., School
26 PTC 8 a.m. - 12:00 p.m. (half day)

JANUARY							Student Days	Contract Days
S	M	T	W	T	F	S		
			3	4	5	6	3	5
7	8	9	10	11	12	13	5	5
14	15	16	17	18	19	20	5	5
21	22	23	24	25	26	27	4	5
28	29	30	31				3	3
							20	23

February

14 Mt. Harrison PTC 3:00-6:30 p.m.
19 Presidents' Day, No School
26 Teacher In-Service, No School
27 Teacher Work Day, No School
28 3rd Trimester Starts

FEBRUARY							Student Days	Contract Days
S	M	T	W	T	F	S		
				1	2	3	2	2
4	5	6	7	8	9	10	5	5
11	12	13	14	15	16	17	5	5
18	19	20	21	22	23	24	4	4
25	26	27	28				1	3
							17	19

March

26-30 Spring Break, No School

MARCH							Student Days	Contract Days
S	M	T	W	T	F	S		
				1	2	3	2	2
4	5	6	7	8	9	10	5	5
11	12	13	14	15	16	17	5	5
18	19	20	21	22	23	24	5	5
25	26	27	28	29	30	31	0	0
							17	17

April

2 Mt. Harrison 4th Quarter Starts
27 Teacher In-Service, No School

APRIL							Student Days	Contract Days
S	M	T	W	T	F	S		
1	2	3	4	5	6	7	5	5
8	9	10	11	12	13	14	5	5
15	16	17	18	19	20	21	5	5
22	23	24	25	26	27	28	4	5
29	30						1	1
							20	21

May

2 Mt. Harrison PTC 3:00-6:30 p.m.
23 Mt. Harrison Graduation
24 Minico Graduation
24 Last Day for Preschool
28 Memorial Day
30 Last Day for Kindergarten
31 Last Day of School, Early Dismissal

MAY							Student Days	Contract Days
S	M	T	W	T	F	S		
		1	2	3	4	5	4	4
6	7	8	9	10	11	12	5	5
13	14	15	16	17	18	19	5	5
20	21	22	23	24	25	26	5	5
27	28	29	30	31			3	4
							22	23

June

1 Teacher Work Day

JUNE							Student Days	Contract Days
S	M	T	W	T	F	S		
					1	2	0	1
3	4	5	6	7	8	9	0	0
10	11	12	13	14	15	16	0	0
17	18	19	20	21	22	23	0	0
24	25	26	27	28	29	30	0	0
							0	1

Total Student Days/Contract Days

	Student Days	Contract Days
T1	55	
T2	56	
T3	60	
Total	171	190

LEGEND:	
	Holiday
	No School, Non Contract Day
	No School, Staff Development
	PTC 3:30 - 7:30 p.m. School
	PTC 8:00 a.m. - 12:00 p.m., No School
	Mt. Harrison PTC
	Mt. Harrison Quarter Begins
	Teacher Work Day, No School
	Trimester Begins
	Early Release - School Dismiss 1:00 p.m.

MINIDOKA COUNTY SCHOOL DISTRICT #331

2017-2018 CALENDAR

August

14 Registration, **MINICO** New Students
15 Registration, Elementary
15-16 Registration, Middle/High School
18 Orientation 6th & 9th Grade
22 First Day of School

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

1 New Year's Day, No School
2 Teacher In-Service, No School
15 Minico 2nd Semester Starts
18 Mt. Harrison 3rd Quarter Starts
25 PTC After School 3:30 - 7:30 p.m.
26 PTC 8:00 a.m.-12:00 p.m., No School

JANUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

4 Labor Day, No School
20 Mt. Harrison PTC 3:00-6:30 p.m.

SEPTEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

February

14 Mt. Harrison PTC 3:00-6:30 p.m.
19 Presidents' Day, No School
26 Teacher In-Service, No School
27 Teacher Workday, No School
28 3rd Trimester Starts

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

October

5-6 Teacher In-Service, No School
25 Mt. Harrison 2nd Quarter Starts
26 PTC After School 3:30-7:30 p.m.
27 PTC 8:00 a.m.-12:00 p.m., No School

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March

26-30 Spring Break, No School

MARCH						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

13 Teacher Workday, No School
14 Teacher In-Service, No School
15 2nd Trimester Starts
22-24 Thanksgiving Break, No School
29 Mt. Harrison PTC 3:00-6:30 p.m.

NOVEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April

SAT Testing, High School, TBA
2 Mt. Harrison 4th Quarter Starts
27 Teacher In-Service, No School

APRIL						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

18-29 Christmas Break, No School

DECEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May

2 Mt. Harrison PTC 3:00-6:30 p.m.
23 Mt. Harrison Graduation
24 Minico High School Graduation
24 Last Day for Preschool
28 Memorial Day, No School
30 Last Day for Kindergarten
31 Last day of School, 1:00 Dismissal

MAY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 1 Teacher Work Day

No Preschool on Fridays

LEGEND:	
	Highlighted Dates Indicate "No School"
	Indicates Early Release, 1:00 Dismissal

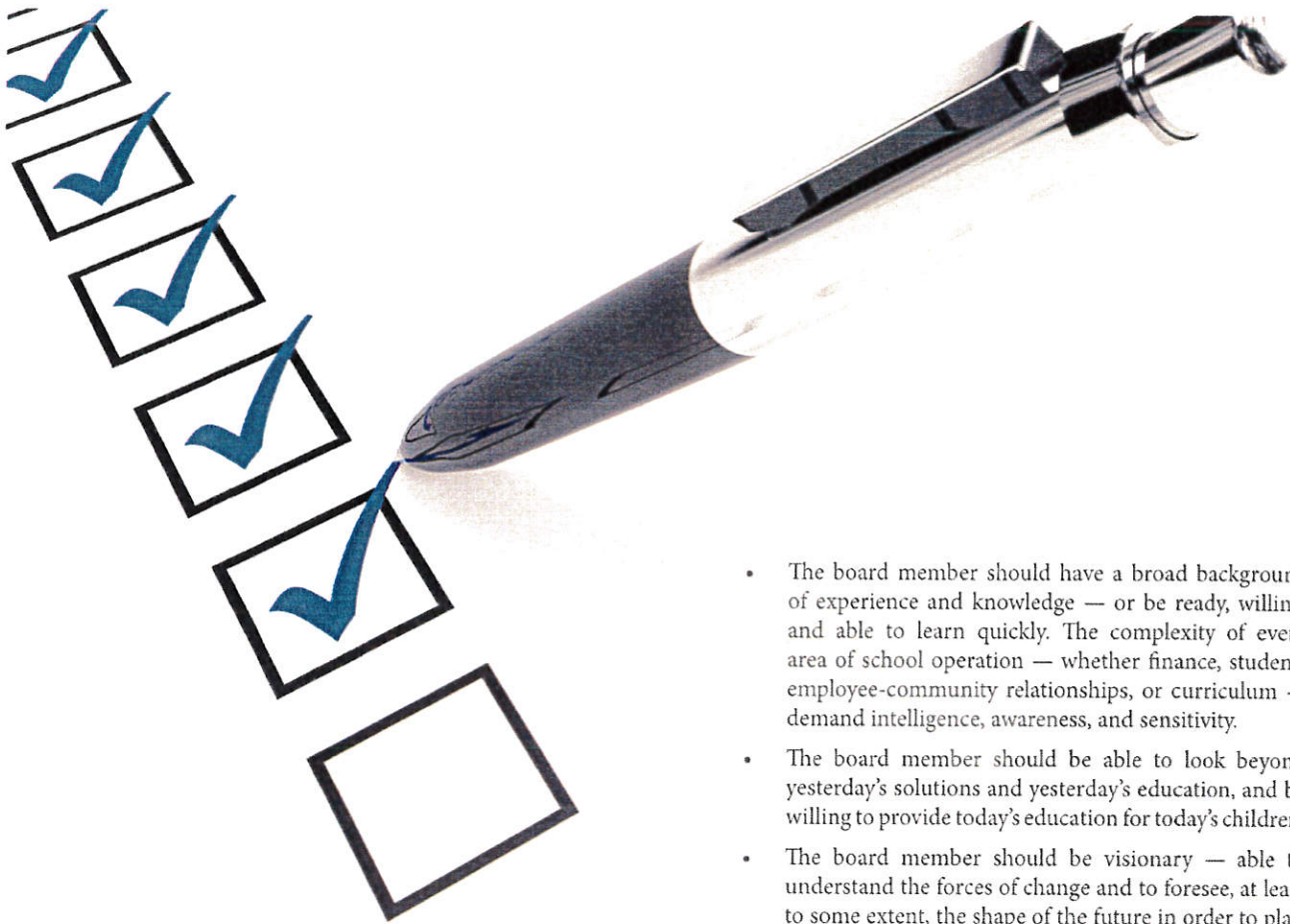
Changes may occur, pending Legislative actions
 Excessive emergency closures may necessitate a change in the Spring Break
 171 Student Instructional Days



A Guide for
Candidates

So you want to be a **School Board Member?**

Published by the **Idaho School Boards Association**



What are the qualifications of a good school board member?

The legal requirements to become a school board member are found in Idaho Code 33-501. The requirements include being an elector of the district (age 18 and able to vote) and a resident of the trustee zone from which nominated, elected or appointed. Although the legal requirements for board membership are few, the qualifications needed for effective service on a board are many.

- The board member should have a broad background of experience and knowledge — or be ready, willing, and able to learn quickly. The complexity of every area of school operation — whether finance, student-employee-community relationships, or curriculum — demand intelligence, awareness, and sensitivity.
- The board member should be able to look beyond yesterday's solutions and yesterday's education, and be willing to provide today's education for today's children.
- The board member should be visionary — able to understand the forces of change and to foresee, at least to some extent, the shape of the future in order to plan wisely.
- The board member should be tolerant and avoid prejudice. The diversity in the ethnic, racial, and socioeconomic composition of the student populations in many of our schools; as well as the changing mores of our society, make it imperative that the board member be understanding of all children and patrons.
- The board member should understand that education today is extremely complex, and that simplistic approaches will not meet today's challenges.
- The board member should be able to defend the board's philosophy and goals and withstand criticisms from people with opposing views.
- The board member should be willing to invest the many hours necessary to discharge their responsibilities.
- The board member should serve out of sincere desire to serve the community and its children, rather than for personal glory or to carry out personal objectives or a hidden agenda.
- The board member should bear in mind that their responsibility is to all the children in the State, not solely to those in their own district.

What does a board member do?

One of the most important jobs a school board member has is to join in setting goals and establishing policy for the school system. All board decisions should logically follow these objectives.

A look at an agenda for a board meeting confirms the fact that the board member is expected to make decisions on a wide range of problems. Some decisions are strictly routine (such as approving the minutes of the last meeting). Others are somewhat more complex (for instance, prepare for the implementation of Common Core State Standards). Some decisions are the result of numerous sub-decisions (should the board adopt the proposed budget for the coming school year?).

A board member should be a skilled decision-maker but must also remember that decisions are made only by the board acting as a whole. Individual opinions on board matters can and should be defended vigorously but once the board as a team has made a decision it should be accepted gracefully and implemented whole-heartedly.

Another essential duty is the selection and evaluation of the superintendent. The right superintendent can mean a school system where children learn, where administration and

teaching staff work together harmoniously, where parents are satisfied and supportive and where student achievement soars. The wrong superintendent can spell disaster.

Effective board members establish good working relationships with the superintendent. Although it has been frequently said that the board makes policy and the superintendent carries out policy, it is difficult to draw an exact line between policy and administration. Often a superintendent will recommend policy which the board, after consideration, may accept or reject. Once a policy is adopted, the superintendent is responsible for its administration.

The board should refrain from becoming involved with the day-to-day operation of the schools. However, it should oversee the administration and operation of the schools and require periodic reports for purposes of evaluation.

A board member must help build public support and understanding of public education and to lead the public in demanding better education. This means communication, serving as a link between the school system and the public, interpreting the schools to the public and the public to the schools, and helping to establish a climate for change when necessary.

The Board Member and the State Association

The Idaho School Boards Association (ISBA) was established in 1942 to serve the state's local district boards of education. More than 100 school boards are members and pay dues to support the Association.

The ISBA mission statement states, "The Idaho School Boards Association provides leadership and services to local boards for the benefit of students and the advocacy of public education." Within this mission the ISBA strives to 1) keep its members informed and up-to-date on educational practices in school districts throughout the state and nation; 2) fulfill its self-imposed mandate "to encourage and aid all movements for the improvements of the educational affairs in this state; and 3) help develop public support of education.

The ISBA works tirelessly to support education and enact legislation that favors the interests of public schools. Its communications program is designed not only to build support for public education on the state and national levels, but also to help local school districts create support in their communities.

The programs of the ISBA include training, and continuing education services; consultation with school districts; negotiation services; legislative services; legal services; research services; policy services; public relations; publications, and information services; inter-group cooperation; studies and reports on particular school problems; and representation at legislative hearings, conferences, and local, state, and national meetings.

The ISBA exerts influence on education nationally through its affiliation with the National School Boards Association, a confederation of state school board associations.

The ISBA maintains headquarters in Boise where liaises with the State Department of Education and other state agencies. The Association's official publication, the SLATE, is sent to all school board members and distributed widely throughout the State.

Participation in ISBA is the most effective way a new board member can learn best practices and the full governance role of a School Board Trustee. *continued on next page...*

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ISBA also holds an annual three-day convention at which experts analyze, discuss, and debate problems and issues in education. The convention, which attracts over 500 attendees, also features exhibits of commercially supplied goods and services.

The ISBA sponsors workshops on various issues in education when it sees a need to explore them with board members.

The ISBA invites all board members to avail themselves of Association programs and services.

Questions & Answers for School Board Candidates

Q: What are the legal qualifications for being a school board member?

A: A member of any board of education must be a citizen and resident of the zone they are to represent; except in a charter district.

Q: Do school board members get paid for their services?

A: A board member does not receive compensation for services nor may they be interested directly in any contract with or claim against the board.

Q: How many people serve on a board? What is their term of office?

A: In most districts the board consists of five members. A law passed in 1973, makes it possible for any district that changes its boundaries to increase its membership up to nine, at local option. Charter districts have either six or seven members while elementary districts (those without a high school) have three members. The term of office is four years on a staggered basis. Charter districts' terms may differ.

Q: Who votes for a school board member?

A: Any person of voting age residing in the same trustee zone as the person running for the board may vote in that school board election. There are three independent charter districts that use different methods. Boise and Lewiston both nominate and elect through a district-wide basis. Emmett nominates and elects by zone.

Q: Are board members protected from civil suits?

A: Generally a district carries insurance which entitles a board member to be indemnified against the cost of defending any civil or criminal action arising out of the performance of his or her duties. Such protection extends to criminal actions only if the final disposition favors the member.

Q: What happens when a school board member moves to another community?

A: Whenever a board member ceases to be a bona fide resident of the zone they represent, their membership on the board shall cease. The board then appoints someone to serve until the next election.

Q: When are school board elections held?

A: A law passed by the 1973 Legislature, mandates a uniform election date, the third Tuesday of May. In 2010 Legislation specifying that school board elections must be held only in the odd numbered years. Again, charter districts may differ. (IC Sec 34-102) (IC Sec 34-1101)

Q: Is attendance at board meetings mandatory?

A: The board member has been elected to bring their voice to the governance of the school district. It is important for all the trustees to take an active role in the board meetings. As such, while there is no mandatory requirement, any board member who fails to attend four consecutive public meetings without good cause may be removed by the board.

Q:

Who serves as chair of the board?

A:

The board is required to reorganize every year at the annual meeting, which is the regular meeting in July. At that time the board selects a chair, vice chair, clerk, and treasurer. Some boards keep the same chair for several years, others change periodically, and some rotate it so that everyone has an opportunity to serve; all are acceptable methods.

Q:

May an employee of a school district serve as a board member?

A:

Only under certain circumstances. The 2014 Legislative Session resulted in some exceptions to the strict prohibition of school board member spouses being employed in the district. For school districts with a fall student enrollment of twelve hundred (1,200) or less in the prior school year, the spouse of a school board member may be employed in a non-administrative position under certain conditions; the position must have been listed as open for application on the school district's website or a local newspaper for at least sixty (60) days. However, if the opening occurs during the school year the position must only have been listed as open for fifteen (15) days. At that time, if no applications were received by the district that met the minimum certification, endorsement, education, or experience requirements of the position other than that of the spouse of the board member, the district can consider hiring the spouse. To actually hire the spouse, the board member must abstain from voting on the employment the spouse and be absent from the meeting while such employment is being considered. The board member also has to abstain from voting on any decisions affecting compensation, benefits, individual performance evaluation, or disciplinary action related to the spouse and be absent when

such decisions are made. The board member is also prohibited from participating in negotiations. Additionally, a certificated spouse must be employed on a Category 1 contract only. The school district may employ the spouse for further school years provided these same conditions are met for each school year in which the spouse is employed.

Idaho School Boards Association

P.O. Box 9797
Boise, ID 83707-9797

222 N. 13th St.
Boise, ID 83702

Toll-Free: (866) 799-4722
Phone: (208) 854-1476
Fax: (208) 854-1480
Web: www.idsba.org





Code of Ethics for School Board Members

As a member of my local board of trustees, I will strive to improve student achievement in public education, and to that end I will:

1. Attend all regularly scheduled board meetings insofar as possible, having read my packet ensuring that I am informed about the issues to be considered at the meetings;
2. Recognize that the board must comply with the Open Meeting Law and only has authority to make decisions at official board meetings;
3. Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Understand that the board makes decisions as a team. Individual board members may not commit the board to any action unless so authorized by official board action;
5. Recognize that decisions are made by a majority vote and the outcome should be supported by all board members;
6. Acknowledge that policy decisions are a primary function of the board and should be made after full discussion at publicly held board meetings, recognizing that authority to administer policy rests with the superintendent or administrator of the charter school;
7. Be open, fair and honest – no hidden agendas, and respect the right of other board members to have opinions and ideas which differ from mine;
8. Recognize that the superintendent or the administrator is the board's advisor and should be present at all meetings, except when the board is considering the superintendent's evaluation, contract or salary;
9. Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a concern ever rise to the attention of the board as a hearings panel;
10. Keep abreast of important developments in educational trends, research and practices by individual study and through participation in programs providing such information;
11. Respect the right of the public to be informed about district decisions and school operations;
12. Understand that I will receive information that is confidential and cannot be shared;
13. Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as district staff, while insisting on regular and impartial evaluation of all staff;
14. Present personal criticism of district operations to the superintendent or administrator, not to district staff or to a board meeting;
15. Refuse to use my board position for personal or family gain or prestige. I will announce any conflicts of interest before board action is taken; and
16. Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Trustee Signature: _____ Date: _____

Minidoka School Board Operating Protocol

2017-2018

For the purpose of enhancing teamwork among members of the board and between the board and the administration, we, the members of the Minidoka School District Leadership Team (board of trustees and superintendent) do hereby publicly commit ourselves collectively and individually to the following operating protocol:

1. **Agenda items** - All items to be discussed at board meetings must be posted on the agenda. No additional issues are to be brought to the board, unscheduled. If you wish to address an item or issue which is not posted on the board agenda, you must contact the superintendent or the board chair and ask to have it posted on the agenda for the following meeting date. There are to be 'no surprises' during the board meeting.
2. **Communication** between staff and the board is encouraged as long as it follows board policy. The District Leadership Team recognizes that "good", "timely", "open", and "constant" communication regarding school district issues is extremely important. We will strive to anticipate and address issues which may become important or are sensitive to our school district and district stakeholders.
3. **Follow the chain of command.** The last stop, not the first, will be the board. We agree to follow the chain of command and insist that others do so. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue. Board requests that will likely require considerable time or have political implications are to be directed to the superintendent. All personnel complaints and criticisms received by the board or its individual members will be directed to the superintendent.
4. **Own the collective decision making process.** The District Leadership Team will support decisions made by the board and/or the administrative team once approved. We will support the majority decision(s).
5. **Exemplify the governance role.** The District Leadership Team (board and superintendent) will support the policies our district currently has in place. We will continue to annually study and review policies for effectiveness and appropriately engage key stakeholders in the development or deletion of policies and policy revisions. We will maintain and apply district policies consistently while being cognizant of, and recognizing the potential uniqueness of, any given situation.
6. **Annually conduct a self-assessment/evaluation.** The board will address its behavior by an annual self-evaluation and by addressing itself to any individual problems, such as poor meeting attendance or leaks of confidential information.
7. **Clearly state goals.** The board will set clear goals for themselves and the superintendent. The board and superintendent will set clear goals for the District.

8. **Utilize CEO input.** The superintendent is the chief executive officer of the District Leadership Team and should make recommendations, proposals or suggestions on most matters that come before the board.
9. **Board acts only as a body.** Individual board members do not have authority. Only the board as a whole has authority. We agree that an individual board member will not take any unilateral action. The board chairman will communicate the position(s) of the board on controversial issues. [When board members serve on various school committees their role shall be defined by the board as silent observer or active participant.]
10. **Meeting protocol.** Conduct at a board meeting is very important. We desire to have a legacy of a well-functioning, effective board. We agree to avoid words and actions that create a negative impression on an individual, the board or the district. We will be open minded and willing to “deeply listen” to all speakers and presenters. We agree that we can disagree and will do so using common courtesy and respect for others. We will not react to impromptu complaints on the spot, but will assure any individual(s) that the school district will follow-up.
11. **Avoid marathon board meetings.** To be efficient and effective, long board meetings must be avoided. Points are to be made in as few words as possible; speeches at board meetings will be minimal. If a board member believes s/he doesn’t have enough information or has questions, either the superintendent or board chair is to be made aware of those concerns before the meeting.
12. **Practice efficient decision-making.** Board meetings are for decision-making, action and votes, not endless discussion. We agree to move to the question when discussion is repetitive.
13. **Speak to agenda issues.** The board will not play to the audience. We agree to speak to the issues on the agenda and attend to our fellow board members. Facts and information needed from the administration will be referred to the superintendent.
14. **Executive/closed sessions** will be held only for appropriate subjects. Executive sessions will be held only when specific needs arise. Board members will be extremely sensitive to the legal ramifications of their meetings and comments. **All conversations in executive sessions are to be kept strictly confidential.**
15. **Children’s interests come first.** The board will represent the needs and interests of all the children in our district.

Date reviewed: July 20, 2015

Basic Top Ten Board Rules

1. No surprises at Board Meetings - If you have concerns about a topic of discussion, discuss it ahead of time with the chairman or superintendent. If you need more information on topic, ask for it well before the board meeting. We are a team working together and trust is crucial to that teamwork. Use our agenda review to share your thoughts with others.
2. Reprimand or correct in private - Praise in Public. This would apply to personally directed questions or statements that might be controversial or personal in nature. No one should ever be publicly called out or questioned about their performance.
3. No innuendos or hearsay will be entertained by the board. If one can't tell who said it and in what context, the board will not accept the information. If one is concerned about retaliation- that's bullying and we do not accept that in this district. Come forward and if the retaliation takes place, we will reprimand accordingly.
4. Be prepared for board meetings. Read the packet well ahead of time. Attend the board trainings to learn more about your responsibilities.
5. If you have questions (especially possibly controversial questions) ask them ahead of the meeting. Ask questions seeking to understand concepts not undermine authority or question judgment.
6. Understand the board's responsibilities - they set the goals (vision), policies and oversee the finances. The board says *what* they want to accomplish, not *how* to accomplish it. Ask yourself- is the issue of concern based on a policy or goal of the district? If not, it's not your job to DO or necessarily say anything about it. Concerns can always be shared with the superintendent, but not direction as to how to take care of the concern.
7. Understand the superintendent role - Chief executive officer. He's the one who decides *how* to accomplish what the board directs through policy and goals. He's the one who decides how to deal with administrators and directors in accomplishing the District goals.
8. Visits to schools should be unobtrusive. A chance to cheer on students and staff through sporting events, open houses or other school events. Do not make a visit if your primary purpose is to "spy," investigate or check-up on an issue or concern.
9. Realize you were elected by your area to make decisions based on the information you receive as a board member- not to further personal agendas or community biases. Often community members don't have all the information, so they trust you to use the information you have in making decisions on their behalf.
10. As one board member, you have no power or authority - don't promise anyone anything. Only as a board is the power and authority. Once the board makes a decision, it is the responsibility of every board member to support the decision in moving forward.

Minidoka County School District #331
School Board Information - 8-17-17

The following excerpts were taken from "Essentials of School Board Service: A guide to surviving your first year" published by the Pennsylvania School Boards Association

"1:3. What exactly do school boards do?"

A school board:

- Sets the district's direction with performance-based goals
- Ensures alignment of strategies, resources (including the approved budget), policies, programs and processes with district goals
- Assesses and accounts for student achievement using comprehensive data, thorough deliberation and open communication
- Annually conducts a written performance assessment of the district superintendent and assistant district superintendent(s)
- Leads the district, accentuating and reinforcing the positive while correcting the negative

Keep in mind the school board's job is to focus on the ends, while the superintendent focuses on the ways and means to attain the ends. In other words, the board oversees the education of students and is responsible for school district operations, but does not directly run the district's day-to-day operations.

1:4. Now that I'm a director, what does my community expect of me?

As a new director you will be asked to make decisions on major issues that affect the students and citizens of your community. You will be asked to vote publicly on matters that you may know little about. As with every new job, it takes time to learn the ropes. You need to take that time to learn about your job and the issues at the same time you are performing your job.

Some of the activities you will be expected to do are: attend board meetings, participate on committees, attend school functions, keep yourself informed about issues, pursue developmental opportunities for yourself, and interact with your fellow directors and the superintendent. These activities require a significant amount of time, but it is time extremely well spent when you consider that you are helping to shape the future of the children in your community.

1:7. How do the school board's responsibilities differ from the superintendent's?

The school board is the district's board of directors and is responsible for establishing goals, adopting policy and overseeing resources for the school district. The superintendent – the district's chief executive officer – works for the school board and is the person who translates the policy into action. Consistent with the goals established by the school board, the superintendent and staff make the day-to-day decisions that affect the operation of the school district, deploying resources, assigning staff and documenting results.

1:11. What is the board's role when there are problems with an administrator?

If there are concerns about an administrator's performance, the board should raise these concerns with the superintendent in executive session. It is the superintendent who has the responsibility to handle these issues. Take care not to cross the line into micromanaging the relationship with this administrator. It's the superintendent's job to lead and manage the employees in the district.

2:1. Is it ok to call the superintendent?

You need to establish a productive working relationship with your superintendent. To do this, you will have to talk to that individual. If you have questions, it is better to call the superintendent and discuss them before the board meeting rather than surprise him or her at a public meeting. If these questions are concerns or relate to negative feelings from the community, the superintendent will appreciate knowing about these in advance of the board meeting so that he or she can come prepared to address them. It is appropriate to call the superintendent, set up a meeting to discuss questions, or even email him or her for simple questions or requests.

2:2. If I disagree with directors or the superintendent, what is the best way to let them know how I feel?

Always treat your fellow directors and the superintendent and administrators with respect. Don't be afraid to disagree on an issue, however. In fact, a discussion about an issue that reflects two or more views usually results in a better decision than if everyone agrees with the first solution offered. Be certain you debate the issue, not the person. Demeaning comments or angry discussions do not facilitate effective decision making.

2:3. How do I approach my superintendent or board if I have a suggestion for a change?

If your suggestion needs to be discussed by the entire board and voted on, it should be added to an upcoming board agenda. Contact the superintendent or the board president to discuss your idea and have it either put on the agenda or referred to committee.

2:4. Is it OK to talk to district administrators and staff?

In addition to the superintendent, you will come in contact with district employees, including administrators, teachers and other staff members. While there's nothing wrong with talking to district staff, keep in mind the chain of command. For example, teachers report to principals; principals report to the superintendent; the superintendent reports to the board. If you have a request for information, you should ask the superintendent unless he or she indicates otherwise.

2:5. Can I talk to directors outside the board meeting?

Based upon case law and the Sunshine Act's [Public Meeting Law in Idaho] definition of the term "meeting," it is unlikely a court would find a violation of the Sunshine Act [Public Meeting Law in Idaho] just because a group of members chat in the parking lot after a meeting, provided that the parking lot get-together is spontaneous and is not held for the purpose of

deliberating or taking action on agency business. School directors may get together in a social setting, even if it is prearranged, provided they are not getting together for the purpose of deliberating or taking action on agency business. It is wise to be cautious whenever a quorum of a board or committee is present in an unadvertised gathering. Even the most innocent and legal of gatherings could raise public suspicion and invite legal challenges.

2:6. What can I say, or not say, to parents and friends about school issues?

School board business that is discussed in executive session or relates to confidential matters (such as an employee personnel issue or student discipline issue) should never be discussed with anyone other than another director or the superintendent. A good rule of thumb is to discuss only items that have been made public at a school board meeting. Adhering to this rule of thumb will go a long way in maintaining trust with the superintendent and the other directors, and to protecting staff and the public.

2:8. I have children in school. How can I talk with their teachers now that I'm on the school board?

This is a tricky area. No matter what you say about "speaking as a parent, not a director," it's difficult for some teachers to separate your role on the school board from your role as a parent. It's not surprising that some teachers may be somewhat intimidated by your role as a school director. Some married school directors have indicated that their spouses frequently take the lead in speaking to their children's teachers.

Make sure you're not using your position as a school director to secure special treatment for your child. Your child should be treated the same as other students and be subject to the same rules and requirements. If there are issues you wish to discuss with a teacher, you should follow the normal procedures for contacting your child's teacher to discuss them. Keep in mind you don't have to relinquish your parental rights now that you're a school director. At the same time, you must remain sensitive to the fact that because you are on the school board, you are not just like any other parent.

2:9. As a school director, may I visit the schools?

You have the same right as a parent or community member to visit the schools in your district, so long as you follow whatever procedures your district has for visitors. As a school director, you may also visit the schools in an official capacity for purposes and in accordance with procedures authorized by the board.

As a school director, you should use school visits to build good working relations with building principals and staff, to celebrate the positive accomplishments of the schools, and to show your pride as a member of the board. Look for opportunities to visit when a school is hosting a special event or recognition program for students and staff. In any event, be sure to tell the superintendent and/or principal in advance of attending such events and follow the established procedures for arranging other authorized visits.

2:10. How do I respond to a community that questions the school board's decisions?

It's normal to hear questions about the board's decisions. You will at times find yourself dealing with controversial, complex issues, and the board's final decisions may be unpopular. Explain the thought process that went into the decision and why the board arrived at the conclusion it did. Be sure to answer honestly and without emotion. One of your roles as a school director is to be an advocate for the district. Being asked about board decisions provides an opportunity to promote the positive activities that are occurring in your schools while at the same time responding to community questions.

2:12. How should I respond to reports from community members about staff misconduct?

This kind of question arises frequently, and is something members of the PSBA Legal Services try to address training programs designed for new school directors. You may be glad to learn that whether the allegation involves serious misconduct by staff or by students, the recommended course of action is the same and is relatively simple. There are four basic steps.

First, you should thank the person for saying something about it to someone. Second, tell them you want them to call the superintendent of schools and give the superintendent the information directly. Third, explain that school directors are not a proper channel for handling such matters because school directors must be careful not to appear as though they are participating in the investigation or prosecution of serious staff and student misconduct, so that they do not become disqualified from helping to decide what will happen as a result of a possible board hearing in the matter. Fourth, tell the parent that you will call the superintendent yourself to let the superintendent know about the matter, and tell the superintendent that the parent is going to call him or her to report the information directly. That way, the superintendent will be expecting the call, and can make sure it is given priority.

When you handle it that way, you have helped make sure the matter is properly reported, and you have fulfilled your responsibility in a way that does not interfere with your ability to perform your other duties as a school director.

It is a fair question to ask whether the person instead should be told to report the matter to the school principal or other person designated to receive complaints under the various school district policies that address complaint procedures. That would not be an inappropriate response, and might be best for less serious issues, like complaints from parents about a student's grade in a course.

2:13. Can I use email or social media to communicate with my board colleagues?

School directors should take care to ensure that use of email to communicate with each other about school district matters does not take the place of discussions that should be happening at public meetings, or become a way to avoid open meeting requirements. The same holds true with social media, such as Facebook, LinkedIn or Twitter. You should be particularly careful to avoid sequential email communications or social media conversations.

Pennsylvania courts have expressed concern about multiple school directors discussing school district business via back and forth email even though there is no court decision yet directly saying it is unlawful. PSBA recommends taking a safe approach, limiting emails by and between school directors to things such as coordinating schedules and availability for meetings, and distributing background information in advance of meetings.

Under [State] Law, emails from your personal or school district account may be public records subject to disclosure, and they may also end up being disclosed in the event of litigation. Your online communications may also become public as well, even with privacy settings set to "friends only." If you don't want your conversations to become front-page fodder, then don't have them online.

3:15. Can I ask questions during the board meeting?

Absolutely! Hopefully, you have taken time to review the materials in your board packet and have asked for any clarifications from the superintendent or board president prior to the meeting. Certainly as the discussion of an item ensues, other questions may occur to you that you have not previously asked.

3:16. How may I ask questions at a board meeting and still adhere to the "no surprises" rule?

If you think your question may be controversial, let the superintendent or president or both know ahead of time. They can help you decide if there is a better way to address the issue. If your question is to clarify an issue or if it is prompted by the discussion, then it is appropriate to ask it at the board meeting, as long as you don't stray into topics more properly discussed in executive session. If you have a question that may require collecting data or information not already in your board packet, you should let the superintendent know prior to the meeting so that he or she can come prepared to answer your questions.

3:22. What does it mean when we are told that all board members should support decisions of the board, even when they disagree with them?

This concept is often misunderstood and expressed unclearly. It does NOT mean that you are expected to pretend to be a cheerleader for a course of action you argued and voted against. What it does mean is that once the vote has been taken, school directors should accept that the time for debate on the issue is over, and that it is time to move forward constructively. Once the course of action has been decided, all members of the board are expected to work together to find the best way to implement it. It can be damaging to students, the district and the community if at every step along the way the focus is diverted from the best way to move forward by continued sniping and rehashing of the original decision, or attempts to throw new roadblocks in the way.

4:2. When are issues serious enough to bring to the board?

You are the link between the school district and the community. You should be aware of issues confronting other districts that could become an issue in your district. You also must

filter what you bring to the board for consideration to be sure it truly requires board attention and is not best routed through the administration first. If you are hearing concerns from community members, you might want to ask other school directors whether they're hearing the same concerns. An issue or activity that is counter to board policy should be brought to the attention of the president or the superintendent. When in doubt, feel free to discuss concerns with the superintendent and the president. They can help decide if the board needs to be proactive about a particular issue.

4:5. How can I best assimilate into the team?

You may be joining a board with members who have been together for a number of years. As the "new kid on the block," it will take you time to become part of the team. Talk with your new colleagues. Respect their experience, knowledge and the backgrounds they bring to the board. Earn respect by being a good listener, asking questions and doing your homework. Time and experience will help you become a contributing member.

4:6. What should a board do when it is not working well as a team?

Open communication is critical to the proper functioning of your board. If you feel your board is not functioning well, it may be appropriate to suggest a workshop where the board reviews its ground rules that establish how it will function. If these ground rules are not effective, then consider adding to or clarifying them. Consider developing a specific set of guidelines or a board protocol or code of conduct. You may want to hire a facilitator to assist your board in improving the board's working relations. PSBA can help with a custom workshop tailored to your board's specific situation.

4:9. What can or can't school directors reveal to each other?

School directors will learn information that is confidential and should not be discussed outside of a board's closed session. This does not limit discussions among school directors at appropriate times in conformity with the Sunshine Act [Public Meeting Law in Idaho]. Information discussed at executive sessions of a committee should not be disclosed to anyone who is not a member of that committee unless authorized by the committee to do so.

4:10. When I'm in the minority on the board, how can I influence the other school directors to consider my point of view?

You can practice patience, respect the majority and develop your skills. Genuinely listen to your colleagues. Use one-on-one conversations outside of meetings to get to know them and fully understand their views. At meetings, don't interrupt. Wait to be recognized, then make your point, but don't deliver a monologue. Argue from fact, not emotion, and avoid saying things that seem aimed at the person rather than the issue. Concisely identify the problem or the potential opportunity. Use facts to make the point that it is a district-wide problem or opportunity. State your recommendation and explain how it helps attain a district goal. Finally, be prepared to compromise.

5:1. What is the role of the superintendent relative to the school board?

Consider the superintendent the chief executive officer of the school district who reports to the board of directors – the school board. While the school board is responsible for setting the vision and goals for the district, it is the superintendent who implements the policies to attain the goals the board sets. The school board tells the superintendent what it wants done; the superintendent determines the best way to do it. The superintendent also is the board's principal adviser – identifying operational needs and recommending policies for board action.

5:2. How do I communicate with the superintendent?

You should feel free to communicate in any way you are comfortable. Usually the superintendent is more than willing to meet with you, discuss issues on the phone or respond by email. The important thing is not how to communicate, but that you do communicate with the superintendent, especially when you have questions about agenda items being discussed at your board meeting.

5:5. How do I gain the respect of the superintendent and other administrators?

As with any relationship, you have to earn it. Respect the superintendent and district administrators – they're the education experts. Seek their advice. Listen to what they have to say. Ask thoughtful questions. Be open, honest and direct. Take time to learn about the school environment and issues that may be unique to your district prior to making suggestions and trying to effect change.

GETTING THE MOST OUT OF BOARD MEETINGS

Tips for Getting the Most Out of Board Meetings

- **Develop a month at a glance agenda calendar for the school year.**
Developing a monthly agenda calendar in advance for the school year takes away some of the stress and time out of the board meeting planning and preparation processes. Special reports to the state have annual dates. Some topics need to be addressed on an annual basis. These items can be mapped out ahead of time to help with the planning process.
- **Follow a cyclical process.**
Treat board meetings as a process. The end of a monthly board meeting begins the preparation for the next month's agenda and planning processes.
- **Follow district policies and legal requirements.**
Identify and understand all district policies relevant to the structure, organization, legal requirements, etc. required for Board meetings.
- **No Surprises!**
When issues of concern are brewing, do not spring them on each other at a public meeting.
 - Let the superintendent know ahead of time in order for him/her to be prepared to address issues as they come up.
 - If you have significant questions about items for action on the agenda, consider talking with the superintendent ahead of time.
 - At the same time, the superintendent should not be springing surprises (unless it's great news) on the Board for the first time either at their public meeting.
- **Plan carefully.**
Recognize that careful planning of the Board meeting tends to result in a smoother meeting for all.
 - Develop a written protocol, aligned with relevant policies that outline basic steps to guide the monthly process.
 - Follow the protocol.
 - Consistency on the Board's part provides transparency and predictability for employees and the public.

Governance Challenges:

- Accountability
- Participation
- Predictability
- Transparency

Roles & Responsibilities of School Boards and Superintendents



"What is the role of the Board and what is the role of the superintendent in the operation of the school district?" This is a question often asked and misunderstood by Board members and superintendents.

The age-old statement that the Board sets policy and the superintendent administers that policy would seem to indicate a clear dividing line between the respective roles. That distinction, however, is not always so clear nor is it one upon which everyone involved agrees.

Board members are usually "doers": they operate businesses, they run homes, they buy supplies. "Doers" often find it hard to look at the big picture and make decisions that cause other people to "do" the job. Many times they are tempted to get in and "do" the job themselves. Conflicts arise when the Board and the superintendent have not defined their specific roles within the district.

Because the needs of a district vary, and leadership and management styles vary, the real need in each district is for the board and superintendent to decide what each is to do and establish proper policies and procedures that will lead to the performance of those duties.

As they make decisions and find themselves involved in the business of the district, board members should ask themselves: "Am I providing leadership to the superintendent and staff and establishing policy for the district or have I stepped into the role of administrator?"

Superintendents should ask themselves: "Am I providing leadership to the board, in pointing out areas where policy is needed, or am I usurping the Board's responsibility by establishing policy? Worse yet, am I forcing the board to make administrative decisions because I don't want to take the responsibility?"

Keeping roles clear and communication open is the key to good Board and superintendent relationships.

Roles & Responsibilities of School Boards and Superintendents



1 - GENERAL AREAS

SCHOOL BOARD

1. Establishes rules and policies for the governance of the school district.
2. Approves a planning process to include stakeholders in developing a strategic plan for student achievement.
3. Invests the superintendent with those powers and duties in accordance with board policy and state and federal laws.
4. Requires professional leadership from the superintendent.
5. Participates in educational conferences, workshops, training, and professional organizations.

SUPERINTENDENT

1. As the chief executive officer of the Board, the superintendent implements board policies and directives.
2. Recommends a comprehensive planning process for improving student achievement.
3. Coordinates the operation of the schools, supervision of the instructional programs, and management of district personnel.
4. Provides educational leadership to the Board, staff, students, and community.
5. Identifies needs of the district and reports them to the Board.
6. Keeps the Board aware of statewide and national educational developments and changes.
7. Continually upgrades his/her professional knowledge and qualifications through membership and participation in professional associations, conferences, and workshops.

Individual districts may want to make changes to the above roles and responsibilities according to the differences and needs of the district.

Roles & Responsibilities of School Boards and Superintendents



3 - MEETINGS

SCHOOL BOARD

1. All duties imposed upon the Board are performed at a public board meeting.
2. The Board refrains from misuse of the executive session provisions as defined in the Public Meeting Law.
3. The Board establishes, through policy, the operational guidelines or practices for meetings.
4. The Board chair, in consultation with the superintendent, develops the meeting agenda.
5. The Board identifies, for the superintendent, the information needed for decision making.
6. Board members receive their agenda materials in adequate time for study before scheduled Board meetings.

SUPERINTENDENT

1. Serves as an advisor to the Board during regularly scheduled meetings.
2. Assures compliance with all legal requirements relative to the posting of notices and maintenance of meeting records.
3. Identifies areas of business which the Board should address at meetings.
4. Prior to meetings, provides Board members with sufficient information for decision making.
5. Implements Board decisions and instructions developed at meetings.
6. Assures that Board meetings, including executive sessions, meet the requirements of the law.

Individual districts may want to make changes in the above roles and responsibilities according to the differences and needs of the district.

Roles & Responsibilities of School Boards and Superintendents



5 - INSTRUCTION

SCHOOL BOARD

1. Establishes educational philosophy, goals, and objectives for the instructional program of the district.
2. Adopts and/or changes standards and instructional programs as necessary or as recommended by the superintendent.
3. Regularly reviews student achievement data.
4. Reports to the community the status of education in the district.
5. Identifies and adopts graduation requirements.
6. Periodically requests reports relative to assessments and instructional programs.

SUPERINTENDENT

1. Provides leadership to the Board and staff in the continuous development, implementation, and evaluation of the instructional program.
2. Recommends appropriate graduation standards and methods to measure their attainment.
3. Assigns staff to instructional areas and informs the Board.
4. Regularly schedules presentations and reports by staff on various segments of assessments and instructional programs as requested by the Board.
5. Recommends and implements policy on selection of instructional materials and equipment.

Individual districts may want to make changes in the above roles and responsibilities according to the differences and needs of the district.

Roles & Responsibilities of School Boards and Superintendents



7 - COMMUNITY RELATIONS

SCHOOL BOARD

1. Represents and advocates for public education.
2. Serves as a liaison between the school district and the community.
3. Maintains an awareness of community values, concerns, and interests.
4. Actively participates in programs that build good community relations.
5. Appoints advisory committees when necessary and outlines their responsibilities.
6. Appoints the district's spokesperson(s) to deal with the news media.
7. Channels complaints or grievances through the established channels.

SUPERINTENDENT

1. Informs and interprets school programs and activities to the community.
2. Serves as the Board's liaison with appointed advisory committees.
3. Establishes a working relationship with the news media.
4. Makes recommendations to the Board for resolution of complaints that cannot be resolved at the administrative level.

Individual districts may want to make changes in the above roles and responsibilities according to the differences and needs of the district.

Roles & Responsibilities of School Boards and Superintendents



9 - STUDENT SERVICES

SCHOOL BOARD

1. Adopts policies for provision of student services including admission, attendance, activities, rights and responsibilities, discipline, and welfare.
2. Adopts policies necessary to assure the safety and health needs of students.

SUPERINTENDENT

1. Recommends and implements policies and rules to maintain adequate services and control of students.
2. Develops and implements procedures to deal with health and safety emergencies.
3. Provides for the direction and supervision of student activities.

Individual districts may want to make changes in the above roles and responsibilities according to the differences and needs of the district.

Effective School Board Member Characteristics

Research findings on school board effectiveness can be applied to individual board member characteristics and beliefs. More specifically, studies give us a clue as to the individual characteristics that are seen in stable and more effective school boards. The point of importance is that more stable school boards with less turnover, experience less superintendent turnover, more stable principals and teachers, and higher student performance. While change is sometimes needed to improve a board, frequent turnover and contentious relations among board members are counter-productive. The following table lists the board member characteristic, a brief description, the preferred (stabilizing) disposition, and a practical description.

Board Member Characteristic	Brief Description	Stabilizing Characteristic	Practical Description
1. Understands Role Boundaries	Understands the difference between the role of <i>oversight</i> and <i>micromanagement</i> .	<i>Oversight</i> with knowledgeable critique and advocacy.	If confronted by a parent in the store, the board member can explain school needs, applied interventions, and current success data. Avoids generalities or playing the role of cheerleader or critic.
2. Trustee vs. Delegate	A <i>trustee</i> speaks for themselves and assumes a personal mandate due to their election. A <i>delegate</i> speaks for all stakeholders and maintains constant, open communication with a broad constituency.	<i>Trustee</i> With the ability to shift to Delegate in times of chaos	The board member seeks out input from multiple and varied stakeholders and seeks open dialogue. However, when conflict arises, the board member has the wisdom to maintain order by discouraging contentious communication tactics.
3. Interest- vs. Position-Driven	A <i>position</i> is often polarizing and identifies "friends" and "enemies". An <i>interest</i> is often hidden and needs to be discovered. Often one solution can satisfy multiple interests.	<i>Interest-Driven</i>	The board member avoids declaring allegiance to named organizations or ideologies, but seeks to understand multiple and conflicting interests of all constituents and seeks a solution that can satisfy multiple interests.
4. Broad Student Concern	A stated responsibility to insure <i>all students are afforded social justice</i> . Avoids focused justice for single categories of students or needs.	<i>Social justice for all students</i>	The board member avoids focusing only on a narrow agenda of student issues and needs. Board member avoids focusing only on particular student demographic groups and issues.
5. Contextually Minded	The understanding that the local school district, and each school has <i>unique and shifting needs</i> ; often requiring <i>non-standard solutions</i> .	Recognizes <i>Contextual Need</i> Supports <i>Creative, Non-standard Solutions</i>	The board member avoids reacting to national education issues and focuses on identifying local needs. The board member avoids promoting standardized solutions and prefers to design a solution to fit the unique need of each school as supported by data evidence.
6. Understands Visibility & Influence	The board member understands they possess <i>no individual authority</i> . Power rests in the board as a group only.	<i>School board entity influence</i>	The board member avoids communicating directives or interests to individual school district employees. Visits to schools are unobtrusive, informational, and as part of established

REDIRECTING PATRON CONCERN

This sounds like it could be an issue that could possibly come before the board for consideration in the future. In order to preserve my ability to deliberate after, I would suggest you talk with teacher or building administrator, as they would be better able to help directly resolve the issue at this point.

Model Code of Conduct: The following code of conduct shall govern the general conduct of all individual members of the Board:

1. Commitments. Each trustee shall:

- a. Represent all District constituents honestly and equally, and refuse to surrender the Trustee's responsibilities to special interest or partisan political groups;
- b. Avoid any conflict of interest or the appearance of impropriety which could result from the position of Trustee, and shall not use membership on the Board for personal gain or publicity;
- c. Recognize that a Trustee has no legal authority as an individual, and that decisions can be made only by a vote of at least a majority of Board members at a properly convened meeting of the Board;
- d. Take no private action that might compromise the Board or the District administration, and shall respect the confidentiality of privileged information;
- e. Abide by majority decisions of the Board while retaining the right to seek changes in such decisions through ethical and constructive channels;
- f. Encourage and respect the free expression of opinion by fellow Trustees and others who seek a hearing before the Board; and
- g. Be involved and knowledgeable about local educational concerns and participate in professional development activities, when possible.

2. Goals. Each Trustee shall assist the Board in pursuit of:

- a. The development of educational programs which meet the individual needs of every student, regardless of ability, race, sex, creed, or social standing;
- b. The development of procedures for the regular and systematic evaluation of programs, staff performance, and Board operations to ensure progress toward educational and fiscal goals;
- c. The development of effective District policies which provide direction for the operation of the schools and which delegate authority to the Superintendent for their administration;
- d. The development of systematic communications which ensure that the Board, administration, staff, students, and community are fully informed and that the staff understands the community's aspirations for its schools; and
- e. The development of sound business practices which ensure that every dollar spent produces maximum benefits.

LEGAL REFERENCE: Idaho Code 33-506

ADOPTED: November 15, 2004

AMENDED/REVISED: Ratified on July 17, 2017

Board Member Signatures:

It is the policy of the Board of Trustees of Minidoka County Joint School District No. 331 to follow the Idaho State Constitution in forming the Board of Trustees for Minidoka County. The District is governed by a Board of Trustees consisting of five (5) members. Each member represents a different Trustee zone unless a Trustee was appointed at-large to fill a vacancy. Except as otherwise provided by law, Trustees shall hold office for terms of four (4) years until July 1 of the year in which the Trustee's term expires.

Provisions:

The following provisions are to be delineated:

1. Membership of the Board shall consist of the following:
 - a. The Board of Trustees shall consist of five members nominated and elected by the qualified voters of Zone in which the Trustees live for a term of four years. The Trustee election shall be held on the third Tuesday in May in odd-numbered years.
 - b. Each Trustee shall be a school district elector of his/her district at the time of his or her nomination and a resident of the Trustee Zone from which nominated and elected, or appointed.
 - c. The Board of Trustees shall have authority to fill (appoint) any vacancies which may occur in that body. The person appointed shall serve until July 1 of the year in which the original term expires for the Trustee Zone that was filled by the appointee.
2. The Board of Trustees shall organize at the Annual Meeting and elect a Chairman, a Vice-Chairman, a Clerk, and a Treasurer.
3. It shall be the duty of each member of the Board of Trustees to attend all meetings, both regular and special. The Board shall have the following powers and duties:
 - a. To make bylaws, rules and regulations for its governance and that of the District, consistent with the laws of the State of Idaho and the rules and regulations of the State Board of Education.
 - b. To call special meetings or elections for such purpose as may be necessary for the proper conduct and management of the schools of the District.
 - c. To employ an attorney or attorneys when deemed the best interest of the District, or the purpose of defending the District against any suit or bringing action deemed necessary to be commenced by the Board.
4. Governing authority is granted to the Board, not to the individual members. The Board actually is not in existence unless it is sitting in a legal session. It is only at that time that a Board has legal authority. Members of the Board have authority only when acting as a Board legally in session. The Board shall not be bound in any way by any action or statement on the part of an individual Board Member except when such statement or action is in pursuance of

specific instructions from the Board. No Board Member, by virtue of his\her office, shall exercise any administrative responsibility with respect to the schools, or as an individual, command the services of any school employee. School Board Members, as individuals, have no authority over school affairs or personnel, except as provided by law or authorized the Board.

5. Major functions of the Board of Trustees are the following:
 - a. Provide the best educational program possible within the financial means available.
 - b. To establish the educational policies of the District.
 - c. To determine the personnel policies of the District.
 - d. To select and employ a well qualified professional school administrator to manage the system.
 - e. To employ the necessary personnel upon recommendation of the Superintendent of Schools.
 - f. To establish the educational and administrative structure of the school system external and internal.
 - g. To provide and maintain the physical plant and equipment.
 - h. To assume and carry out the responsibility for the raising, spending, and accounting of the funds to support the school system.
 - i. To evaluate the accomplishments of the school system.
 - j. To plan for the continued effectiveness and further improvement of the school system.

Elections:

Elections conducted on behalf of the District are non-partisan elections governed by the election laws of the State of Idaho and include the election of Board Members, various public policy propositions and advisory questions.

Board elections shall be held on the third (3rd) Tuesday in May in odd-numbered years. Any person legally qualified to hold the position of School Board Trustee, may file a declaration of candidacy for the office. The declaration must include the name of the candidate, the term for which declaration of candidacy is made and include the signatures of not less than five (5) school district electors residing in the Trustee Zone of which the candidate seeks election. Such declaration must be filed with the Clerk of the School District not later than 5:00 p.m. on the ninth Friday proceeding the day of the election for the subject Trustee position. Any person seeking to become a write-in candidate must file a declaration of intent with the County Clerk not later than forty-five (45) days before the election date.

If, after expiration of the date for filing written nominations, it appears that only one (1) qualified candidate has been nominated for a position or if only one (1) candidate has filed a write-in declaration of intent, no election shall be held for that position, and the Board of Trustees or the Clerk with the written permission of the Board, shall within thirteen (13) days before the date of

the election declare such candidate elected as a Trustee. The Clerk shall immediately prepare and deliver to the person a certificate of election signed by him bearing the seal of the district. All other scheduled Trustee elections will move forward under the regular procedures.

In each Trustee zone, the person receiving the greatest number of votes cast within his Trustee Zone shall be declared by the Board of Trustees as the Trustee elected from that Zone.

If any two (2) or more persons have an equal number of votes in any Trustee Zones and a greater number than any other nominee in that Zone, the Board of Trustees shall determine the winner by a toss of a coin.

Taking Office:

At the time of nomination and election or appointment, each Trustee shall be a School District elector of the District and a resident of the Trustee Zone from which nominated and elected, or appointed.

Each Trustee shall qualify for and assume office on the next July 1 following his or her election, or, if appointed, at the regular meeting of the Board of Trustees next following such appointment.

An oath of office shall be administered to each Trustee, whether elected, re-elected or appointed. The oath may be administered by the Clerk, or by a Trustee of the District. The records of the district shall show such oath of office to have been taken, by whom the oath was administered and shall be filed with the official records of the District.

**LEGAL REFERENCE:**

- I.C. § 33-401 Legislative Intent,
- I.C. § 33-501 Board of Trustees,
- I.C. § 33-313 Trustee Zones
- I.C. § 33-501 Board of Trustees [Effective January 1, 2011]
- I.C. § 33-502 Declaration of Candidacy for Trustees
- I.C. § 33-502B Board of Trustees-One nomination-No election
- I.C. § 33-503 Election of Trustees-Uniform Date
- I.C. § 33-504 Vacancies on Boards of Trustees
- I.C. § 67-2341 Open Public Meetings – Definitions
- I.C. § 34-1404 Declaration of Candidacy
- I.C. § 34-1407 Write-in Candidates
- I.C. Title 34 Elections

ADOPTED: Original Adoption Date Unknown

RATIFIED: July 17, 2017

AMENDED/REVISED: July 19, 2010; January 17, 2011; January 16, 2012

The Board of Trustees of Minidoka County Joint School District No. 331 must exert constant vigilance to assure that the District's constituents are fully informed of the actions of their elected officials. The vehicle most often used is the action of the Board in its meetings. The Board meeting then is most critical because it gives patrons a chance to monitor the Board's labors. In juxtaposition it also provides the format for handling the legal responsibilities of the Board. Board meetings should be direct and to the issues required for the members to conduct its business.

Meeting Defined

A meeting is defined as the convening of the Board of Trustees to make a decision or to deliberate toward a decision on any matter. Trustees may participate in Board meetings via electronic means, including telephonic or video conferencing devices, provided at least one member of the Board of Trustees or Superintendent is physically present at the meeting location.

Regular Meetings

Unless otherwise specified, all meetings will be held at the Minidoka County Schools District Service Center at 310 10th street, Rupert Idaho. Regular meetings will generally be held at 7 PM on the third Monday of each month. Notice of dates, locations and agendas of meetings will be conspicuously posted 48 hours preceding that meeting at the following locations:

1. The District Service Center, Rupert Idaho;
2. The District website: www.minidokaschools.org (See BoardBook/Agenda link under the District tab); and
3. Each School & Department Building in the District.

Budget Meetings

No later than 28 days prior to its annual meeting, the Board shall have prepared a budget, in the form prescribed by the State Superintendent of Public Instruction, and shall hold a public hearing. At such public hearing or at a special meeting held no later than 14 days after the public hearing, the Board shall adopt a budget for the ensuing year. Notice of the budget hearing shall be posted and published as prescribed in Idaho Code. From the time noticed, a copy of the budget shall be available for public inspection during regular business hours.

Special Meetings

Special meetings may be called by the Chair or by any two Trustees. If the time and place of special meetings has not been determined at a meeting of the Board with all members present, then written notice of a special meeting, stating the purpose of the meeting, shall be delivered to each Trustee not less than 24 hours prior to the time of the meeting. Such written notice shall be

posted conspicuously at the District Office and at least two or more public buildings within the District. Business transacted at a special meeting will be limited to that stated in the notice of the meeting.

Work Sessions

Work Sessions will occur only upon call of the Board of Trustees, and may take one (1) of four (4) formats:

1. Public Hearing -- An open public forum to address a single pre-determined issue, with prior notice given consistent with policy. The Chairman will conduct such meeting determining at his/her discretion those who may speak to the issue, the time allotted, and the order of addressing the issue.
2. Work Plan -- This meeting is open to the public to attend, but closed to any and all public input and is limited to discussion of the predetermined subject by Board Members and invited staff.
3. Planning Session -- A combination of public input and work plan formats, again addressing only predetermined issues.
4. Committee Hearing or Report -- A data collecting or gathering procedure in which a committee may present its findings or employee(s) may present a status report to the Board.
5. In all cases, the meetings will be open to public and patrons. No action will be officially taken by the Board. The board, however, may give direction to the Superintendent for development of an item for action at a subsequent regular or special meeting.

Executive Sessions

Pursuant to Idaho Code, upon a 2/3 roll call vote recorded in the minutes of the meeting, the Board may hold an executive session after the Board Chair has expressly identified the specific legal authorization for holding an executive session and provided sufficient detail to identify the general purpose and topic of the executive session. However, the information provided shall not compromise the purpose of going into an executive session.

An executive session may be held for, and only for, the following purposes:

1. To consider hiring a public officer, employee, staff member, or individual agent wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. Please note this does not apply to filling a vacancy in an elective office or deliberations about staffing needs in general.
2. To consider the evaluation, dismissal, or disciplining of; or to hear complaint or charges brought against a public officer, employee, staff member or individual agent, or a student.

3. To acquire an interest in real property that is not owned by a public agency.
4. To consider records exempt from public disclosure.
5. To consider preliminary negotiations involving matters of trade or commerce in which the Board is in competition with other governing bodies in other states or nations.
6. To communicate with legal counsel and to discuss any legal ramifications and/or legal options for pending litigation or possible legal controversies not yet being litigated, but imminently likely to be litigated. The presence of legal counsel at executive session is not sufficient to satisfy this requirement.
7. To communicate with a representative of the District's risk management or insurance provider to discuss a pending claim or prevention of a possible claim imminently likely to be filed. The presence of a risk management or insurance provider at executive session is not sufficient to satisfy this requirement.
8. To conduct deliberations regarding labor negotiations. *Note: The Board may still deliberate regarding labor negotiations and may caucus regarding negotiations in Executive Session. However, all actual negotiations between the parties; such as the exchange of offers, counteroffers, and exchange of documents; must be conducted in open session.*

Except for making a determination to place a certified professional employee on probation, no action may be held for the purpose of taking any final action or making any final decisions.

If only an executive session will be held, a 24 hour meeting and agenda notice shall include the date, time, place, items to be discussed, and the specific provision of law authorizing the executive session. The Board will not change the subject within the executive session to any subject not identified within the motion to enter executive session or to any topic for which an executive session is not provided.

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Board Meeting Agendas

The agenda for any Board meeting shall be prepared by the Board Clerk under the direction of the Superintendent and Board Chairman. Items submitted by the Board Chair or at least two (2) board members shall be placed on the agenda. Citizens may also suggest inclusions on the agenda. Such suggestions must be received by the Superintendent by the Wednesday prior to the

second Monday of each month before the board meeting, unless of immediate importance. Individuals who wish to address the Board must also notify the Superintendent, in writing, of the request. The request must include the reason for the appearance. Citizens wishing to make brief comments about school programs or procedures or items on the agenda need not request placement on the agenda, and must follow procedure established for public input at Board meeting. (See Policy #204.02 “Public Participation in Board Meetings”)

Additional items may be added to the agenda notice after completion of the agenda up to and including the hour of the meeting, provided that a good faith effort is made to include in the notice all agenda items known at the time to be probable items of discussion.

Annual Meeting

Consistent with Idaho Code 33-510, an annual meeting of the Board shall be held on the date of the regular July meeting in each year. The Board will at that meeting determine the regular meetings of the Board of Trustees for a uniform day of a uniform week.

Quorum

A quorum for the transaction of business of the Board of Trustees shall consist of a majority of the members of the Board. Unless otherwise provided by law, all questions shall be determined by a majority of the votes cast. The Chairman of the Board may vote in all cases.



**LEGAL REFERENCE: I. C. §33-510 Annual Meetings –
Regular Meetings – Board of Trustees
I.C. § 74-202 Open Public Meetings – Definitions
I.C. § 74-203 Governing Bodies—Requirement for Open
Public Meetings
I.C. § 74-204 Notice of Meetings
I.C. § 74-205 Written Minutes of Meetings
I.C. § 74-206 Executive Sessions – When Authorized
I.C. § 74-206A Negotiations in Open Session**

ADOPTED: May 22, 1996

AMENDED/REVISED: August 20, 2007, July 21, 2008, April 18, 2016

REQUEST TO ADDRESS THE BOARD

NOTICE

DUE TO THEIR SENSITIVE NATURE, COMMENTS OR COMPLAINTS ABOUT PERSONNEL OR INDIVIDUAL STUDENTS WILL ONLY BE HEARD IN EXECUTIVE SESSION. ADDITIONALLY, OTHER TOPICS YOU WISH TO ADDRESS MAY ONLY BE APPROPRIATE FOR EXECUTIVE SESSION. IN SUCH INSTANCES, THE BOARD WILL DETERMINE IF YOUR COMMENTS ARE APPROPRIATE FOR OPEN OR EXECUTIVE SESSION AND WILL NOTIFY YOU ACCORDINGLY.

A PERSON WHO DISRUPTS THE EDUCATIONAL PROCESS OR WHOSE PRESENCE IS DETRIMENTAL TO THE MORALS, HEALTH, SAFETY, ACADEMIC LEARNING, OR DISCIPLINE OF THE PUPILS OR WHO LOITERS IN SCHOOLS OR ON SCHOOL GROUNDS, IS GUILTY OF A MISDEMEANOR.

Any complaint about the District, including instruction, discipline, District personnel policy, procedure or curriculum, should be referred through proper administrative channels before it is presented to the board. All complaints should be resolved through proper channels in the following order:

1. Teacher or Staff
2. Principal or Supervisor
3. Director or Administrator
4. Superintendent
5. Board of Trustees

If these channels have been exhausted, this form should be filled out and handed to the Board Clerk prior to the beginning of the meeting.

The Board of Trustees follows a written agenda, a copy of which is available to assist you in participating in the meeting.

If you have indicated on this form your desire to speak, at the appropriate time, the Chair will announce your name.

You will have the floor a maximum of **three (3) minutes**.

The Board of Trustees encourages input from the public. If you want the Board to receive more information than time permits, please reduce your concerns to written form and send them to the Board Clerk. Written comments must include name, address, and telephone number. All individuals appearing before the Board are expected to follow these guidelines:

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board Chair.
2. Identify oneself and be brief. Comments shall be limited to three (3) minutes. In unusual circumstances, and when an individual has made a request in advance to speak for a longer period of time, the individual may be allowed to speak for more than five minutes.
3. The Board Chair may shorten or lengthen an individual's opportunity to speak. The Chair may also deny an individual the opportunity if the individual has previously addressed the Board on the same subject within the past two months.
4. The Board Chair shall have the authority to determine procedural matters regarding public participation not otherwise defined in Board policy.

Request to Address the Board

Date: _____

Name: _____ (Please Print)

Subject Matter Desiring to Address:

Check if any of the below identified subject matters are matters you wish to address in your presentation to the Board:

- _____ The hiring of a public school employee.
- _____ The qualifications of any individual employed/prospective employee.
- _____ The evaluation or performance of any individual employed by the District.
- _____ A complaint or concern about any individual employed by the District.
- _____ A complaint or concern about any student enrolled at the District.

****Please deliver a completed copy of this form to the Board's Clerk prior to the commencement of the Board Meeting.**

ADOPTED: April 18, 2016

The District recognizes that the formation of public policy is public business and shall not be conducted in secret. The District further recognizes the goal of the Open Meeting Law is compliance, and that in order to achieve compliance, the District must have the ability to correct any errors.

Violations

If an action, or any deliberation or decision-making that leads to an action, occurs at any meeting which fails to comply with the guidelines set forth in Idaho's Open Meeting laws, such action shall be null and void.

The Board may self-recognize an open meeting violation or receive written notice to the Clerk of the Board of an alleged violation. A civil complaint filed and served upon the Board may serve as written notice.

An individual Board member who conducts or participates in a meeting which violations the Open Meeting Law is subject to a civil penalty of up to two hundred fifty dollars (\$250.00). A knowing violation is subject to a civil penalty of up to one thousand five hundred dollars (\$1,500.00). A second knowing violation within a twelve month time period is subject to a civil penalty of up to two thousand five hundred dollars (\$2,500).

Cure Provision

A violation may be cured by the Board upon:

1. The Board's self-recognition of a violation; or
2. Receipt by the Clerk of a written notice of an alleged violation. A civil complaint filed and served upon the Board may be substituted for other forms of written notice. Upon notice of an alleged open meeting violation, the Board shall have 14 days to respond publicly and either acknowledge the open meeting violation and state an intent to cure the violation or state that Board has determined that no violation has occurred and that no cure is necessary. Failure to respond shall be treated as a denial of any violation.

Following the Board's acknowledgment of a violation, the Board shall have 14 days to cure the violation by declaring as void all actions taken at or resulting from the meeting in violation of the Open Meeting Law.

Within 14 days of acknowledging the violation, and stating an intent to cure, the Board shall cure the violation by holding a properly noticed meeting to address the voided actions. The Board may then address the voided actions and lawfully take the desired action in accordance with the Open Meeting Law. Curing the violation in this manner bars any civil penalty for an unintentional violation. Private enforcement actions are stayed during the cure period.

Ratification

Any suit brought for the purpose of having an action or decision declared null and void must be commenced within 30 days of the decision or action that results from an open meeting violation. Actions taken in violation of the Open Meeting Law are not void unless they are challenged within 30 days. Even where an action is not challenged within 30 days, it is the best practice to cure any known violation by holding a meeting in accordance with the law to ratify a decision or action that results from an open meeting violation.



LEGAL REFERENCE:

I.C. § 74-201	Formation of Public Policy at Open Meetings
I.C. § 74-202	Open Public Meetings – Definitions
I.C. § 74-203	Governing Bodies—Requirement for Open Public Meetings
I.C. § 74-204	Notice of Meetings
I.C. § 74-208	Violations

ADOPTED: March 13, 2017

AMENDED/REVISED

The Board of Trustees of Minidoka County, Joint School District No. 331 recognizes the importance of continued training in their capacities as board members. Realizing that school board training generally occurs outside of the school district boundaries, the district will pay expenses for travel of school board Trustees when on school district business.

Provisions

The following provisions are to be used to administer this policy: The district will pay for the meals which are a part of the in-service training. Other meals will be compensated on the District's per diem allowance.

1. When meals come as part of an approved convention, the payment for meals will be adjusted according to meals included with the convention.
2. National and state convention costs will be paid as approved by the entire Board of Trustees.
3. Reimbursement for travel by private auto will be \$.45 per mile. When possible and practical, district vehicles will be used. When airline travel is the most appropriate means of travel, the district will purchase a plane ticket for each board member. A person choosing to drive will be paid the cost equal to one airline ticket.
4. Motel/Hotel will be paid for single occupancy.

**LEGAL REFERENCE:****ADOPTED: March 22, 1994****AMENDED/REVISED: June 21, 2008**