

A PUBLICATION OF THE IDAHO SCHOOL BOARDS ASSOCIATION

SLATE

fall
2019

magazine

• CYBERSECURITY •

Protecting Your School District
or Charter School p.18



School Boards Association



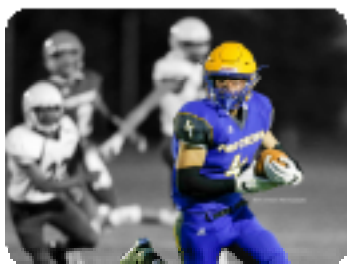
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IHSAA

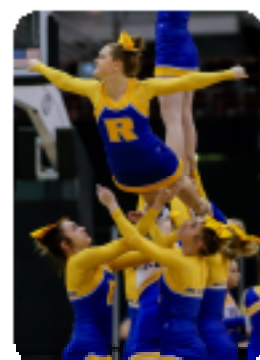
IDAHO HIGH SCHOOL ACTIVITIES ASSOCIATION

Supporting Education Through Activities



MORE THAN A GAME

- Students involved in activities average fewer absences per year than the general student population
- Participation in high school activities is a valuable part of the overall high school experience
- Students who compete in high school activity programs achieve higher grades and have better attendance
- School activities teach lessons that include citizenship, teamwork, motivation, cooperation and self-discipline
- Those who participate in activity programs are less likely to have discipline referrals than the general student population
- High schools that offer multiple activities meet the needs of a wide variety of the student population
- High school activities are fun!



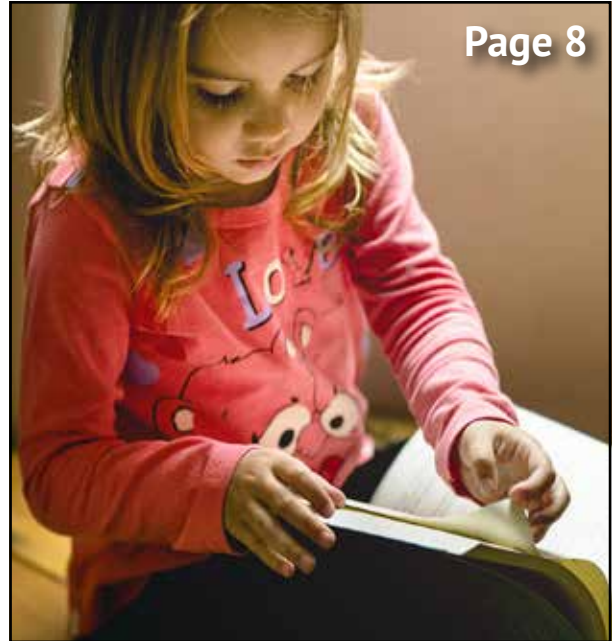
Students Now Citizens Forever

FALL / 2019

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MISSION:

Provide leadership and services to local school boards for the benefit of students and for the advocacy of public education.

VISION:

School Board leadership for excellence in Idaho public education

STANDARDS:

1. Vision and Mission
2. Continuous Improvement
3. Advocacy
4. Accountability
5. Community Engagement
6. Board Operations and Professional Development

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SLATE

magazine

Subscription to the SLATE, published four times per year, is by membership to the Idaho School Boards Association. The material contained herein is for informational purposes only and may be quite divergent in point of view and/or controversial in nature. It is the belief of the Association that the democratic process functions best through discussions which challenge and stimulate thinking on the part of the reader. Therefore, this material does not necessarily reflect the opinion of the Association or its members.

ISBA CALENDAR

October 18 - 20	NSBA Pacific Region Winter Meeting
November 5-8	ISBA Office Closed for Annual Convention
November 6-8	ISBA Annual Convention • Coeur d'Alene Resort
November 28-29	Thanksgiving Holiday • Office Closed
December 25-1	Christmas Holiday • Office Closed

STAY CONNECTED

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 idsba.org



*** Just For Fun ***

Find Champion Ed

There are 5 Champion Eds hidden throughout this magazine. See if you can find them all.

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2018-2019 ISBA Executive Board:

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The Idaho School Boards Association is governed by a 22-member Executive Board which includes four officers and two representatives from each of the nine regions of ISBA.



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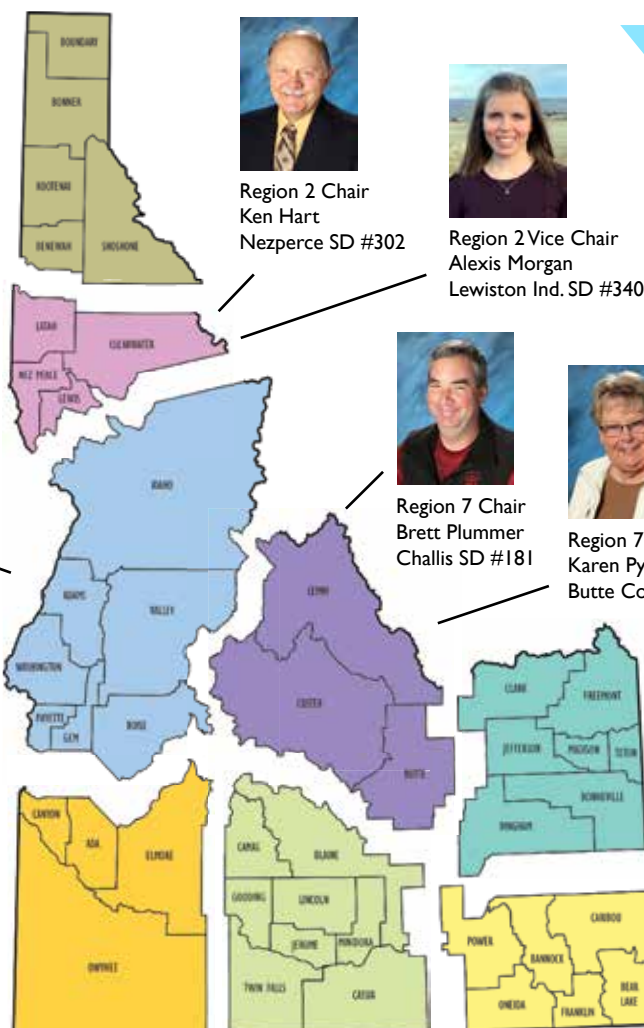
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By Jennifer Parkins
ISBA President

It's Time To Step Up Our Game!

As I write my last message of the year, the school year is just beginning. Staff are busy finalizing plans for the Annual Convention, and your officers are at the Summer Leadership Conference in Chicago. It has been a busy summer and will continue to be a busy fall with school board meetings, back to school events, sports, and the Governor's education committee work.

We have a few officers and several board members on the Governor's "Our Kids, Idaho's Future" education committee and subcommittees. The task is to create a five-year plan focusing on K-3 literacy and Career/College readiness. My experience participating on both the main committee and one of the subcommittees has been both positive and frustrating. It does feel like the members are communicating well, and it is nice to have so many stakeholders in the room to share their particular perspectives and concerns. The issues we discuss are the same issues we have been trying to address for many years and will continue to need attention, and any plans made will need continual revision and updating after the committee has been dissolved. Recommendations from the committee will include a focus on accountability as well as the expectations for where we want our children to be in these two focus areas. We will update the ISBA executive board on the committee's work in September, and hope to be able to share our progress with you at our annual convention in November.

Regardless of what recommendations come from the Governor's committee, it will be crucial for board members to be prepared to evaluate the implementation of them by administrators in our schools. Ongoing professional development as board members is as significant to our districts as professional development for our educators. In addition to the workshops you attend at Convention this year, please develop a plan as a board to get

in-district training through the ISBA Professional Development staff this year. Even if you don't know what core training area to focus on, book a date and time your entire board can attend now, and work out the details later, as it is more difficult to get a date to work for everyone than it is to figure out what needs to be worked on.

It's time to step up our game! We have more diversity and disparity in our schools than ever before, and our kids have more demands on their time and attention than we have ever seen. Let's focus on equity, and on giving our students opportunities to excel, succeed, and be happy and well-rounded individuals. Focus on climate in your districts, lift up our educators and staff, and share success with the community, which will bring it all together and strengthen the system. Love what you do, and do what you love. Our time is precious; let's make the most of it. Thank you for allowing me to represent you all this year. It really is a privilege, and I appreciate all that you do.



Jennifer Parkins, President
Idaho School Boards Association



Meetings



Planning



Policies



Evaluations

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By Sherri Ybarra
Idaho Superintendent of
Public Instruction

Food For Thought: \$2 million-plus in new grants help Child Nutrition Program fill state, local mission



As educators we draw from a vast toolbox – texts, tests, technology, teamwork, and much more – to ensure Idaho's schoolchildren get what they need to succeed in life, college, and career.

One of the essentials, so much a part of the fabric of education that it is often taken for granted, is child nutrition.

From school lunches and breakfasts to fun, nutritious fruit snacks during the school day and summer food service during the gap between school years, the State Department of Education's Child Nutrition Program (CNP) pairs with school and district programs to provide the fuel and nutrients to boost kids' physical and mental development and help keep them comfortable and alert in the classroom. Meal and snack times teach sharing and socializing skills, and many school meal programs help educate children on nutrition, geography, agriculture, and other subjects.

CNP is an essential part of my department's mission to support school and student achievement, and I am proud to announce that mission has been enhanced by three important grants we received this summer.

The first is relatively small in dollar amount but hugely important as a pilot program to ensure elementary school students start their school day with nutritious breakfasts.

As a longtime Idaho schoolteacher, I've seen first-hand how morning nutrition sparks students' energy, ability to concentrate, and overall success. And I'm delighted that Share Our Strength's No Kid Hungry has selected our state as one of only five in the nation for the Breakfast After the Bell pilot program.

continued on next page...

No Kid Hungry, a public-private coalition working to end childhood hunger, is partnering with the State Department of Education (SDE) and four other grantees to make healthy, satisfying morning meals available to children who, for various reasons, do not participate in before-school meal programs.

Statistics show that children in Idaho, and across the nation, are underserved by breakfast programs. In the 2018 school year, Idaho students eligible for free and reduced price meals were served more than 15 million lunches but only 8.6 million breakfasts at schools that serve both meals. That lines up with national figures from the School Breakfast Report Card, which shows about 57 percent of children who receive free and reduced lunch also get breakfast.

Our \$36,000 grant will be divided evenly between two pilot sites – the Emmett School District's Shadow Butte Elementary School and Ustick Elementary in the West Ada School District. Meals are provided after the school day begins, with each pilot site tailoring the details of meal delivery to meet the needs of its student body.

The benefits ultimately will be felt far beyond these two school buildings; The pilot program will help CNP come up with best practices that can be used by schools across Idaho.

All of the Breakfast After the Bell money will go to the pilot programs, with existing state CNP staff absorbing the administrative costs.

Our CNP department also was awarded two much larger competitive grants this summer, totaling more than \$2.3 million. That's a remarkable achievement.

Skilled at identifying needs and crafting applications, our CNP staff are traditionally successful in netting USDA grants for Idaho, but the announcement at this July's School Nutrition Association conference marked the first time we've won two such major grants at the same time. Only two other states earned that distinction.

A Technology Information Grant (TIG) will bring in more than \$1.48 million to Idaho, with \$250,000 of that money flowing through to local sponsors in the form of mini-grants for computers, software, and other technology they need to run USDA programs. We will use the rest of the money to build a detailed State-wide Data Suite, allowing Idaho CNP to provide needed information as requested for better customer service.

TIG money will help us improve program accountability, data accuracy, and program performance and capacity building across child nutrition programs in every part of Idaho. The Data Suite will increase our reporting ability, increase efficiencies, and help us identify and respond to trends within the programs.

Mini-grants to local sponsors are expected to average \$5,000, with individual amounts not to exceed \$24,000. We anticipate the total \$250,000 will be spread among 51 sponsors, streamlining

communication at all levels and allowing local providers to effectively apply technology to assist reviews, program operation, and outreach. The main focus of the Idaho grant will be in the Summer Food Service Program (SFSP) and Child and Adult Care Food Program (CACFP), where operational funding is very limited and grants are seldom available. National School Lunch Program (NSLP) sponsors also can apply.

Technology also plays a key role in our other big new grant, \$825,241 for Administrative Review and Training (ART). This grant, which focuses on the National School Lunch Program, will help Idaho CNP improve training and oversight processes in this predominately rural state, making the sponsor application process easier for districts, schools, and families.

With the ART grant, we will develop and implement a web-based free and reduced price school meal application for use by local program participants. Online and in-person training will be developed to support adoption and implementation of the new web-based application.

Local stakeholder feedback and input from state agencies will be crucial in this process, and data collected over the course of the grant will enable statewide implementation.

Idaho CNP has successfully landed ART grants since 2004, while this TIG award is a first.

Between these two large USDA grants and the innovative No Kid Hungry grant, this is a banner year for Idaho Child Nutrition Programs, empowering our efforts to improve the health of Idaho children and promote dietary guidance that links scientific research to the nutritional needs of students in every corner of the state.



Links to resources

<http://www.sde.idaho.gov/cnp/>

<https://www.nokidhungry.org/>

<https://www.fns.usda.gov/cn>

2019 Superintendent of the Year

With 45 years of experience as a teacher; elementary principal; director of curriculum, assessment, special education, Title I, and other federal programs; Deputy Superintendent for the State of Idaho; and superintendent of the Lakeland Joint School District; Dr. Mary Ann Ranells currently serves as superintendent for the West Ada School District. Dr. Ranells has extensive knowledge and application of research on standards-based instruction, curriculum alignment, assessment practices, data-driven decision making, intervention strategies, and supervision of learning. As an active member in IASA, ASCD (Association for Supervision and Curriculum Directory), and Phi Delta Kappa for over twenty years, Dr. Ranells has served in numerous leadership roles, provided hundreds of workshop presentations, and organized conferences at local and state levels. When the Idaho School Superintendents' Association recognized her as the 2019 Superintendent of the Year, AASA selected her as one of four finalists for National Superintendent of the Year.



Dr. Mary Ann Ranells
West Ada School District

ISBA Congratulates Dr. Ranells On This Prestigious Award!



Varr Snedaker
Madison School District

2019 Business Official of the Year

This year, the award goes to Varr Snedaker from Madison School District. Teton School District nominated Varr for not just one reason, but for five very solid reasons.

***"First*, as you are likely aware, we dealt with a massive fraud incident with a loss of \$785,000, of which \$484,000 was recovered and insurance covered the remaining \$300,000 loss. Shortly after we sent out a press release on this incident, Varr, along with the School District administration, reached out to us to offer their help. We would not have made it through the past three months without this critical life line of support and guidance for our finances.**

***Second*, Varr made the effort to not only work remotely on our financials, but to make the effort to attend board meetings, answer questions from board members and staff, and provide the experience and expertise we needed.**

***Third*, Varr was on-site numerous days working with school district staff to keep the financials up to date and accurate and to provide insight into ways we can improve. That work will help us to improve many of the systems we have in place for our finances.**

***Fourth*, Varr continues to be a guide and resource for our new business manager. Again, his leadership and support of the financial staff at Madison School District have been a tremendous help for us.**

***Finally*, Varr is a great person with integrity, honesty, no ego, and an ability to share complicated financial information in ways that others can understand. He has gone above and beyond to help our school district through one of the most challenging experiences we have had."**

Varr's own Superintendent, Geoff Thomas, writes the following: "I have always been deeply impressed with Varr's considerable knowledge about accounting and business practices. He is highly intelligent, hard-working, and most importantly, a man of sterling character and great integrity. In my opinion, Varr is the best in the state, and I have often shared with him that I do not want to be Superintendent if he is not the Business Manager."

IASBO was very pleased to present the 2019 Business Official of the Year award to Varr. It is apparent that his expertise and knowledge of school finance is well known. He embodies what it means to be a Business Official of the Year recipient. Congratulations!

2019 ISBA Fall Executive Board Meeting



Jennifer Parkins
ISBA President

Wally Hedrick
ISBA President-Elect

Jody Hendrickx
ISBA Vice President

Jim Stoor
ISBA Past President

The **2019 Fall Executive Board Meeting** was held in Boise, Idaho on September 6th and 7th. Some of the topics discussed were the Executive Director's Report, ISBA Finances & Budget Report, Professional Development Committee Report, Scholarship Committee Report, ISBA Events Report, Fiscal Year 2018-19 Audit Report, 2020 Proposed Resolutions, and Region Reports, among others.



Brett Plummer
Region 7 Chair

Karen Pyron
Region 7 Vice Chair



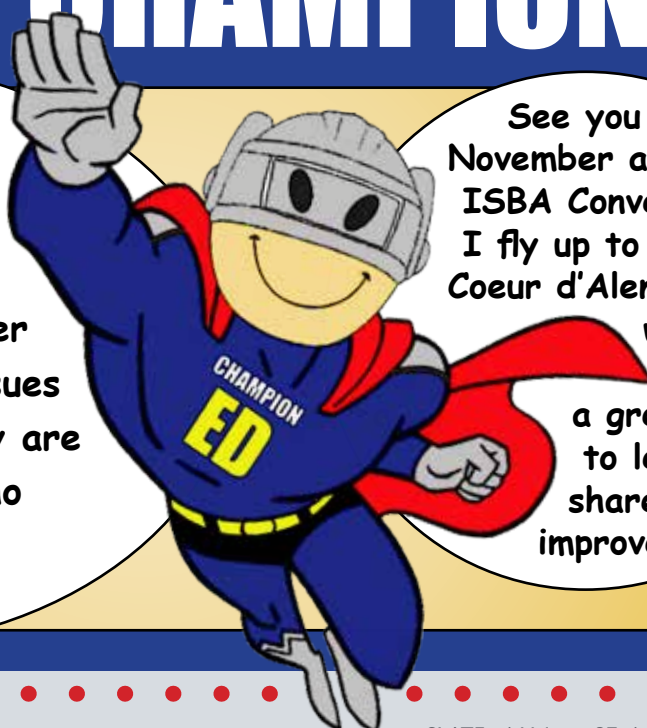
Ken Hart
Region 2 Chair



Nancy Gregory
Region 3 Chair

The Adventures of CHAMPION ED

Just spent the last two days with the ISBA Executive Board. What an amazing group of people who volunteer their time to discuss the issues facing Idaho students. They are truly Champions in Idaho Public Education. Well Done!



See you in November at the ISBA Convention as I fly up to beautiful Coeur d'Alene to meet with all of you. It's a great time to learn, share, and improve!



By Debbie Critchfield
President, Idaho State
Board of Education



Governor Brad Little's education task force, "Our Kids, Idaho's Future," has been diligently working since May to identify areas for improvement for Idaho's K-12 public education system.

The task force is keeping pace to submit final recommendations to the Governor, Legislature, and State Board of Education by November.

Keeping that finish line in sight is imperative. There are many good ideas under discussion, strategies, and pathways on how to set educational goals for the future so that we can improve literacy rates and college and career readiness.

Four subcommittees are holding weekly meetings where information is being presented, ideas are discussed, and perspectives are being shared. Members are thinking about how goals can be achieved, how accountability will be defined, and how needed support will be provided.

Each subcommittee is working in different subject areas, but all are charged with working collaboratively to provide a five-year plan for education reform and investment. A number of themes are developing that tie the subcommittee work to the broader task force. As a co-chair, I am very pleased to see this. Developing Idaho's K-12 education priorities and goals, which focus on student achievement and budget accountability, will require prioritization and coordination throughout this process.

As we plan for the future, task force members must also consider the present. We are taking into account programs already in place that seem to be on autopilot or have contributed additional costs to the K-12 budget without much benefit. This critical

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review is essential to help shape future goals. Ultimately, we are asking ourselves where we want to be in five years, what existing programs and initiatives must remain priorities for funding, and whether any can go away in order to potentially free up space in the education budget.

Projecting a fiscal outlook for the next five years and how to fund initiatives is essential to developing strong recommendations and successful outcomes. Sustainability is critical. Task force members understand taxpayer dollars must be used wisely and that simply providing more money to fix a problem isn't a solution by itself. Improving the ability of school districts to address their student, educator, and operational needs – in a state where challenges are often determined by location – must combine and include any additional funding with policy and programmatic changes.

It's a huge challenge, and task force and subcommittee members are confronting this endeavor with agility and commitment. They are given homework assignments between meetings. They read materials on national best practices, study effective models

from other states, and, most importantly, engage in discussions that consider how final recommendations benefit all Idaho students. Our work has brought a variety of topics to the forefront.

The task force will not bring a long list of recommendations to the Governor. We have tried to limit the scope of issues we are studying and recommendations each subcommittee can bring to the task force as potential solutions. We believe our focus on literacy and college and career readiness touches every aspect of education and provides better experiences for every student in every school. In order to be effective, we must recognize where our recommendations do the most good and focus our attention there.

Governor Little places tremendous trust in the Our Kids, Idaho's Future Task Force. As a co-chair, I am pleased with the progress made to date and the dedication exhibited by the various members. We all look forward to producing meaningful recommendations that will build on recent progress, setting the stage for continued improvement of public education in Idaho.



State Board of Education research is aimed at helping more graduates follow through on college plans.



By Dane Higdem
Moreton & Company

Not Preparing for Winter Weather is a Slippery Slope

The 2019/2020 school year has started and the fall Equinox is upon us as this goes to press. Next, it will be time for jack -O'-lanterns and turkeys. That should be our sign that winter weather is impending. For school boards, administrators, and staff it should prompt us to get our schools ready for cold air, frost, icy walkways, snow, and all of the other issues that come with the onset of winter. Start getting your schools ready now, before we get into freezing weather.

School administration and staff have an obligation to maintain safe conditions for students and staff that work at a campus or district office along with the general public when on school grounds. During the winter season walkways, stairs, driveways, interior roadways, and parking lots become slip and trip hazards as snow falls and ice forms. This is not only a safety hazard; it can also be an expensive legal issue for the district.

When severe weather is coming, it is important to review your policies and plans with staff to ensure that your district can handle the situation as it occurs. Staff should be informed of district policies related to inclement weather regarding safety, attendance, and maintenance of buildings and grounds.

Where To Start:

Heating, Ventilation, and Air-conditioning (HVAC):

Don't wait for the stress of colder weather to put stress on your boiler system and cause a breakdown. Have your maintenance department ensure your systems are in proper working order. Have your staff or selected contractor complete yearly maintenance schedules for the system and verify the activities have been completed.

Update your School's Contact List and Preparedness Plan:

It is not uncommon during the winter for districts to need to alert parents and staff regarding school opening delays, early closure, or snow days. Review the school notification system to ensure addition of new students and staff as appropriate. This will make sending information by your chosen method smoother, whether by phone, text, email, or voicemail.

As we are all aware, snow can, and does, happen at any time of the day or night. Have a plan in place and available to staff for getting students home early if a winter storm creates unsafe driving conditions for busses, parents, and staff. This plan should dovetail with your school contact list and notification system.

continued on next page...

Remove Outside Hazards:

Winter weather creates hazards outside that may not be obvious in the fall and spring. Have the gutters cleaned and maintained to avoid or eliminate icicles building up. A falling icicle has the potential to cause significant injury. Also trim trees that are near entrances and where students and staff may be standing. The weight of snow and ice can cause the tree to shed branches possibly right into a path of foot traffic or parked vehicle.

Ice Removal and Maintenance Plan:

Ensure that the facilities ice plan has been reviewed, materials in place and ready to be used. What does an ice plan encompass? Development of formal procedures in advance of winter weather goes a long way in ensuring prompt snow and ice removal. The plan clearly communicates and identifies responsibilities for employees charged to execute the plan. Training should encompass specific duties, tools, and equipment needed for snow and ice removal, proper clothing, and footwear needed to work in the climate they will encounter.

Designate someone to monitor weather conditions and forecasts, the condition of walking surfaces, and the effectiveness of the snow and ice removal practices.

When ice and snow impact your campus, communicate the need to start snow and ice removal activities. When potentially dangerous conditions exist, communicate to students and staff entering or exiting the building about the possibility of hazardous conditions on outside walking surfaces.

Tools of the Trade:

- Snow shovels
- ice chippers
- Ice-melting compounds
- Snow blowers
- Snowplows
- Well maintained interior door mats or nonskid runners

Removal of Ice Dams:

One of the largest areas of building loss and damage are caused by ice dams. These areas should be reviewed and cleared throughout the winter season.

Ice dams occur when ice builds up along the eaves of your roof. They form as snow and ice melt off the main parts of your roof and re-freeze when they reach the eaves. This happens because the eaves (the overhang at the edge of your roof) are typically colder than the rest of your roof. If the ice dams grow large enough, they may prevent water from draining off of the roof. This water can then back up under the roofing materials and cause water damage to the interior of the building.

Additionally, the sheer weight of the ice dam often causes gutters and downspouts to pull away from the building, sometimes bringing the fascia boards with them. Preventing ice dams helps avoid damage and costly repairs.

A good guide for developing severe weather plans for schools can be found at the link below:

<https://www.weather.gov/media/grr/brochures/swep.pdf>

As a parting thought, please feel free to contact me at: ***dhigdem@moreton.com***, and I will send you a guideline Checklist for Snow and Ice Removal along with logs for activities that help minimize liability by demonstrating reasonable care at your district.

If you would like to learn more about SafeSchools, available Online Safety Training or other support for your school, please contact:

Allan Ranstrom, Chad Ranstrom,
Aimee Assendrup or Dane Higdem
with Moreton & Company at (800)341-6789





By April Hoy
Research & Policy
Coordinator

Statistic of the Quarter

610:1

**As of the 2014-15 school year, Idaho had
610 students to each school counselor.**

This was a slightly lower ratio than the previous year's 663 per student, (the highest in the previous ten years). However, it was notably higher than in 2004-05 through 2010-11 when the ratio remained below 500:1.

(American School Counselor Association, State-by-State Student-to-Counselor Ratio Report: 10-Year Trends)

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ONLINE TOOLS
& RESOURCES

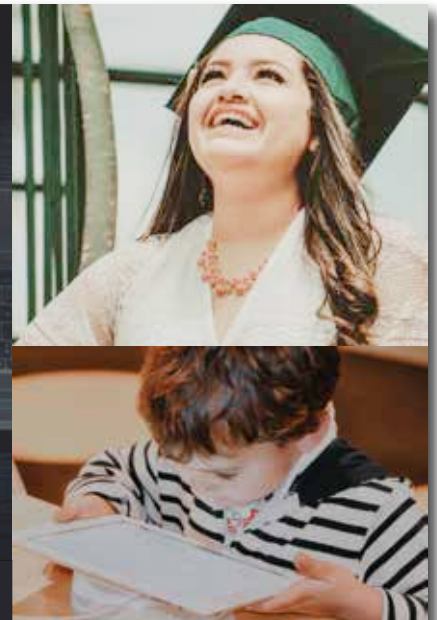


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SUPERINTENDENT SEARCH SERVICE

The ISBA Superintendent Search Service provides the Board with a variety of expertise including pre- and post-search services, a network of regional and national candidates, assistance navigating Idaho Open Meeting Laws, and being a point of contact for the Board, staff, and candidates.

ISBA works with the Board to identify the best process that works for them, using a flexible and customized approach that fits the District's culture. Our role is to assist the Board in making the best decision possible in selecting its next leader.



About the Service:

The ISBA launched this service four years ago and has completed 22 full and partial superintendent searches for Idaho school districts ranging in size from 151 students to 14,500.





By Misty Swanson
ISBA Chief Deputy



In the Spring SLATE, I started the first of a series of articles offering tips to prevent financial fraud in your district or charter school office. This article series stems from the increasing number of fraudulent activities that have occurred in recent years, either intentionally or accidentally. This series of articles is meant to inform all readers of ways to help prevent financial fraud in your schools and offices.

This issue includes information and suggestions from an Idaho technology company that constantly fights to prevent cyberattacks for their clients.

The Benefits of Cybersecurity Awareness Training

Cybercrime is getting more serious by the month, and a wide range of cybersecurity threats are sweeping through the education sector, costing schools' significant amounts of time, money, and trust.

Hackers are getting smarter about tricking people into clicking on fraudulent links or opening malicious attachments to emails. These phishing scams have made student and teacher information vulnerable and have led to identity theft, fraudulent tax returns, and stolen public funds.

The reality is that many school IT departments are under resourced and don't have the technical capacity to deal with these types of attacks. The threat is very real and there needs to be more awareness around this issue.

Thankfully, there's a flipside to this: with proper Cybersecurity Awareness Training, you and your fellow employees can serve as an integral part of your school's security program. You are the key to preventing a cyberattack within your school, and it is important to question the legitimacy of every email you receive. Security is everyone's job, and you are the last line of defense in keeping your school, students, and family safe from cybercrime.

Cybersecurity Awareness Training enables your employees to make smarter security decisions by training them to understand the mechanisms of spam, phishing, spear phishing, ransomware, and social engineering, and then applying this knowledge in their day-to-day jobs. Simply put, Cybersecurity Awareness Training helps you build a human firewall as your last line of defense.

continued on next page...

Below are a few helpful hints and tips that we call **Social Engineering Red Flags** that can help you realize that you are being “phished”.

Red Flag #1: Sender

Analyze who and where the email came from.

- Do you communicate with this person regularly?
- Do you have any type of relationship with the sender? If not, were they at least vouched for by someone you trust?
- Is this email from outside of your organization or unrelated to your job responsibilities?
- Was the email sent from someone you recognize but the content seems unusual or out of character, such as them making an odd request or using a style of writing that is not typical of them?
- Is the sender's email from your company domain? Double check that it is not a visual spoof of your domain, such as “dornain.com” rather than “domain.com”.
- Is the sender's email from a suspicious external domain? (like micorsoft-support.com rather than microsoft.com)

Red Flag #2: Recipient

Look at the recipient of the email.

TO: Analyze who was the email sent to.

- Were you CC'd on an email with people you don't personally know?
- Was the email sent to an unusual mix of people? For example, a seemingly random group of people with unrelated email addresses or a group of people at your organization whose last names all start with the same letter.

Red Flag #3: Date, Time, & Subject

Look at the date, time and subject of the email.

DATE: Analyze the timing of the email.

- Was an email that you would normally get during regular business hours sent at an unusual time, such as 3 a.m.?
- **SUBJECT:** Review the subject line.
- Does the subject line make sense given the context of the email?
- Is the email message a reply to something you never sent or requested?

Red Flag #4: Look for Links or Attachments

Are there hyperlinks in the email?

- Hover over any links and check the link address. Does it match the website of the sender exactly?
- Did you receive a blank email with long hyperlinks and no further information or context?
- Does the email contain a hyperlink that has a misspelling of a well-known website? (Such as Microsoft)
- Is the sender's email from a suspicious external domain? (like micorsoft-support.com rather than microsoft.com)
- What about attachments?

- Did the sender include an email attachment that you were not expecting or that makes no sense in relation to the email's context?
- Does the sender ordinarily send you these types of attachments?
- Did the sender send an email with a possibly dangerous file type? The only file type that is always safe to click on is a .TXT.

Remember: If you notice anything about the email that alarms you, do not click links, open attachments, or reply. You are the last line of defense to prevent cyber criminals from succeeding and making your school and family susceptible to phishing attacks.

ProMission is an IT Managed Service Provider offering cybersecurity awareness training to help manage the ongoing problem of social engineering and malicious email. For more information or to find out how affordable Cybersecurity Awareness Training is for your school please contact:

Joe Runtz
ProMission
jruntz@promission.net
208-939-9698



A Final Thought...

The ISBA staff are reading a book this month authored by Robert Rader of the Connecticut Association of Boards of Education titled “Leadership for State School Boards Associations.” While this book focuses on providing state school board associations with tools to strengthen leadership and value, I did find one particular sentence that is applicable to school districts and charter schools as well:

“Findings of failure to carry out fiduciary responsibilities are rare among members...though this has happened. Nevertheless, it is wise to remember: Board members can carry out their fiduciary responsibilities by acting as a reasonable and prudent person would under the circumstances. For example, when considering a proposed action, such as paying expenses to an outside party, the board members should ask themselves, **“Would a reasonably prudent person take this action?”**”

As you each fulfill your role, whether as a board member, superintendent, clerk, business manager, etc. keep that question in mind when reviewing financial records, contracts, emails, and performing other duties within your position.

Coming Up In Future Issues:

Be sure to watch for more on this topic in the next issue of the SLATE as we wrap up this series of articles.

2019 Summer Leadership Institute By The Numbers



We can't thank Karlynn Laraway (Idaho State Department of Education, Director of Accountability and Assessment), Brian Armes (Manager, Idaho Office of School Safety & Security) and Joe Bongiorno (Meridian Fire Department Deputy Chief - Fire Marshal) enough for being such a wonderful part of our Summer Leadership Institute workshops throughout the state. (Not pictured are Craig Durrell and Shawn Harper, who also helped at other SLI's this summer.)



*locations
across
the state*



*total
attendees*



*school
districts
attended*



*charter
schools
attended*





Don't Put These 6 Items In The Minutes!

By Ann Macfarlane | August 21, 2019 | Jurassic Parliament

There are half a dozen things that DO NOT BELONG in your minutes. Here they are:

1. Things that didn't happen don't belong in the minutes

This may sound unlikely, but we have seen instances where after the meeting, the chair or a board member wants to put something in the minutes that didn't actually happen. Don't do it! Minutes are the official and legal record of your meeting. It is crucial that they be accurate.

2. Discussion doesn't belong in the minutes

The purpose of minutes is to record the actions taken by the body. Yet somehow there is a tide that sweeps people away into writing down what Member A said, and then what member B said, and so on. These detailed minutes are a bad idea!

If you want to include reasons for a decision in the minutes, we recommend adding a preamble to your motion that explains the thought process behind it. If you want to demonstrate that you did due diligence, use summary minutes.

3. Personal remarks don't belong in the minutes

It is a big mistake to include personal opinions in the minutes. The clerk/secretary must not editorialize, and members' personal remarks should not be included. Read our blog entry for an interesting example of the political problems this can present.

4. Putting something "on the record" doesn't belong in the minutes

Having watched too much CSPAN, board members and elected officials sometimes want to put something "on the record." Including something in the minutes is a privilege of the body, and technically speaking, a board or council could vote to allow this. Again, don't do it! Turning the record of official actions into a platform for personal opinion is a mistake.

5. Details of amendments don't belong in the minutes

The clerk/secretary must keep careful track of amendments during discussion. Once the motion is adopted, however, the details of who proposed what, and who voted how, do not belong in the minutes. Instead, this phrase can be used: "After discussion and amendment, the following motion was adopted..."

6. Minor procedural motions don't belong in the minutes

There is no need to include the fact that an agenda was adopted, or that the question was called, in the minutes. These are minor procedural motions and a record of them is not needed.



By Quinn Perry
Policy &
Government Affairs
Director

Trustee Campaign Finance Disclosures: A Refresher and What's Coming Next

In 2017, the Idaho Legislature amended campaign finance laws to include school districts. Therefore, this will only be the second time that school trustees have been required to file sunshine reports for their campaigns similar to those filed by candidates for other political positions. Furthermore, the Idaho Legislature also amended the campaign finance laws this past legislative session, but those changes will not take effect until January 1, 2020.

So, let's walk through the process together and give you an idea of what will come in future elections! **Please note that this law does not apply to charter school board members.**

Who is considered a "candidate" and how do I know if I should file?

November 2019 Trustee Election:

Any individual who is actively seeking nomination or election as a school board trustee in a school district with a student population of 500 or more.

Any Election after January 1, 2020:

Once the new law takes effect, all school district trustees will have to file a sunshine report if the amount of their contributions or expenditures exceeds \$500.

How is a "candidate" defined?

A candidate is any individual who has taken affirmative action to seek nomination or election to public office such as:

- Receiving contributions, making expenditures, or reserving space in facilities with the intent to promote his or her candidacy for office;
- Announcing publicly his or her intent to run for office;
- Filing an Appointment of Political Treasurer;
- Filing a Declaration of Candidacy form during the candidate filing period;
- Current officeholders are considered candidates until the candidate filing deadline for the next election for his or her office.

After January 1, 2020, an incumbent will be presumed to be a candidate in the subsequent election for his/her office until they have failed to file a declaration of candidacy by the statutory deadline.

Can an individual inquire about support for his or her candidacy without becoming a Candidate?

According to the Attorney General's Office, "Those using personal funds... to inquire about support for a proposed candidacy are not 'candidates' if they limit their activities to seeking advice concerning their potential candidacy. However, one becomes a 'candidate' by either making broad based public contacts regarding his or her candidacy or by making any contacts aimed primarily at soliciting campaign staff, volunteers, or financing."

What is considered a contribution?

"Contribution" includes any advance, conveyance, forgiveness of indebtedness, deposit, distribution, loan, payment, gift, pledge, subscription or transfer of money or anything of value, and any contract, agreement, promise, or other obligation, whether or not legally enforceable, to make a contribution, in support of a candidate.

What is considered an expenditure?

"Expenditure" includes any payment, contribution, subscription, distribution, loan, advance, deposit, or gift of money or anything of value, and includes a contract, promise, or agreement, whether or not legally enforceable, to make an expenditure. The term "expenditure" also includes a promise to pay, a payment or, a transfer of anything of value in exchange.

continued on next page...

What are the deadlines for campaign disclosures?

The 2019 Trustee Election

1. 7 Day Pre-Election Statement
2. 30 Day Post-Election Statement
3. 48 Hours after receipt of any \$1,000 contribution
4. Annual (due January 31st after end of year)

After January 1, 2020 (if threshold of \$500 contribution and/or expenditure is reached)

1. In the year of the election, a monthly report shall be filed for each month of the year. Each report must be filed by the 10th day of the month following the month being reported.
2. 48 hours after receipt of any \$1000 contribution
3. In the non-election year, an annual report covering the non-election year must be filed by January 10th of the following year.

With whom do I file the campaign disclosure?

For the 2019 election cycle, you will file with the county clerk. If your school district crosses multiple counties, file with the home county of the school district.

In 2020, you will file with the Idaho Secretary of State who launched an online filing database which will now accommodate all state and local government candidates, political committees, ballot measures, and lobbyists.

Beginning in 2020, the Secretary of State will be required to fine candidates \$50/per day until the report is filed.

Does a candidate have to file a disclosure even if they spend or receive no money?

Yes. The law will require you to file a "Statement as to No Contribution or Expenditure" with the Secretary of State.

When must I appoint a Political Treasurer?

A political treasurer must be appointed and certified prior to any of the following occurring:

1. Receiving any contributions;
2. Spending any funds;
3. Announcing candidacy to office;

Furthermore, when your political treasurer is on file, they'll be notified if someone has filed as an opponent.

Who can serve as my Political Treasurer?

The only requirement to serving as a Political Treasurer is that the individual must be registered to vote in the State of Idaho. Furthermore, you can serve as your own political treasurer, though we would recommend that you keep your campaign funds completely separate from your personal funds.

continued on next page...



Question:

What if only one qualified person declares their candidacy a spot on the board of trustees? Do we still hold an election?

Answer:

No. If the deadline for candidate declaration (including the deadline to declare as a write-in candidate) has passed and only one candidate has filed, the school board OR the district clerk must present a "Certificate of Election" to the county clerk, who will confirm there are no other candidates in that zone. The Board will to either pass a declaration of the candidate's election or delegate that authority to the board clerk by a resolution. ISBA has sample language for both scenarios in the ISBA Clerk's Manual. The code reference for this is Section 33-502B, Idaho Code.



What are the duties of a Political Treasurer?

These are the key responsibilities of being a political treasurer:

- a)** Keep detailed accounts, current within not more than seven days after the date of receiving a contribution or making an expenditure;
- b)** Keep a detailed record of accounts for at least one year after the date of the election or filing of the last Campaign Financial Disclosure Report, whichever is later;
- c)** File the required Campaign Financial Disclosure Reports on time and report all required information;
- d)** Obtain the full name and complete address of any individual or organization which has made a contribution;
[Note: Only those contributing more than \$50 during a calendar year must be itemized on the Campaign Financial Disclosure Report.]

e) Transmit any anonymous contribution of more than \$50 to the State Controller for deposit into the public school fund;

f) Obtain a receipt, canceled check, or an accurate copy thereof for an expenditure of \$25 or more.

g) Clearly indicate on all public political advertising the person responsible for such communications. For example: Print "Paid for by Candidate X for School Board Trustee, John Doe Political Treasurer" on all printed materials; and

h) In addition to normal reports, the candidate will notify the Secretary of State or County Clerk in writing, of any contribution of \$1,000 or more within 48 hours after the receipt of such contribution.

***ISBA is always here to help assist school board members about the requirements of campaign finance disclosures.
When in doubt, do not hesitate to reach out to our office to ask questions!***





Athletic Equipment

Did You Know The ISBA Has A Free Purchasing Cooperative?

The BuyBoard purchasing cooperative is a free, value-added service provided in the state by the Idaho School Boards Association. It is a 20 year old comprehensive purchasing cooperative developed for local governments and one that can reduce purchasing costs on products and services you are buying today. The goal of the BuyBoard is to drive down costs and make your procurement process more efficient. Combining the purchasing power of local governments provides members—big and small—the leverage to achieve better pricing on products, equipment, and services they use every day. There is power in numbers, and BuyBoard has delivered the vast economies of scale in purchasing products and services to members. With a wide range of contracts available, members will find almost everything needed to support their organization.

Here is a small sample of the contracts available for your use:

- Athletics - Equipment, Uniforms
- Instructional Material
- Technology – Hardware, Software, Licensing
- Maintenance – Custodial, Grounds
- Outdoor – Bleachers, Turf, Track, Lighting
- Band – Instruments, Uniforms
- Buses



Musical Instruments

Because the competitive procurement process has been completed, members save time and resources that would have been spent preparing and conducting a formal RFP. Cost savings can be achieved through the competitive price of the product and the reduction of internal administrative time and effort.

As a non-profit, the purchases made through the BuyBoard help to support public education in Idaho.

You can easily sign-up by going to the following site: www.buyboard.com/national/how-to-join.

If you have any questions, please reach out to Travis Maese with the BuyBoard: travis.maese@buyboard.com • 512.909.2555

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Equipment

Gymnasium Floors



Please Plan To Join Us!!!

Nov. 6-8, 2019 • Coeur d'Alene Resort



77th Annual ISBA Convention

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We Need Your Award Nominations!



Board Chair Of The Year Award

Do You Have An Outstanding Board Chair Whom You Would Like To Nominate For The 2019 Board Chair Of The Year?

Submit An Application For Them To Receive Recognition!

ISBA would like to recognize an amazing Board Chair who runs a well structured meeting. Keeping their Board on task and complying with Idaho Open Meeting Laws. The Board Chair is a great leader for their team.

Please submit your Application by October 1, 2019.



20 Years Of Service Award

Do You Know Someone Who Has Served As A Board Member For 20 Or More Years?

Submit An Application To Receive Recognition!

Each year, ISBA recognizes those individuals who have selflessly given **20 years** or more to the students and education system of Idaho. New award recipients will be recognized during the Awards Banquet at the ISBA Annual Convention. In addition, new and past award winners are recognized in our Annual Convention Book. If you are a board member (or know of a board member) who has reached their 20 year mark, we want to know!

Please submit your Application by October 1, 2019.



Clerk Of The Year Award

ISBA would like to recognize an amazing board clerk who goes above and beyond in his or her duties. Someone who provides outstanding service, provides direction to the Board, and has provided contributions to the Board and District or Charter.

Please submit your Application by October 1, 2019.

Do You Have An Outstanding Board Clerk Whom You Would Like To Nominate For The 2019 Clerk Of The Year?
Submit An Application For Them To Receive Recognition!

Awards Will Be Presented At The ISBA Annual Convention

Download nomination forms at www.idsba.org

Please submit via email, fax, or mail.

Email: misty@idsba.org . Fax: (208) 854-1480

PO Box 9797, Boise, ID 83707-4797



2019 ISBA Annual Convention

Agenda At A Glance

COEUR D'ALENE RESORT

This is a draft agenda and could be subject to change.

WEDNESDAY, NOVEMBER 6

Times:

7:00 am – 5:00 pm

9:00 am – 12:00 pm

10:30 am - 1:30 pm

1:30 pm - 2:45 pm

2:45 pm – 4:00 pm

4:15 pm – 5:30 pm

5:30 pm

Event:

Registration Open

Early Bird Workshops

Exhibit Show & Lunch

1st General Session with Keynote

Workshop Session 1

Workshop Session 2

Dinner on your own

* No events this evening. Please enjoy dinner with your Board and other colleagues.

THURSDAY, NOVEMBER 7

Times:

7:00 am – 4:00 pm

7:30 am – 8:00 am

8:00 am – 9:45 am

9:45 am – 11:00 am

11:00 am – 1:30 pm

11:15 am – 1:00 pm

1:30 pm – 2:45 pm

3:00 pm - 4:15 pm

4:30 pm – 5:30 pm

5:45 pm – 7:00 pm

7:00 pm – 7:15 pm

7:15 pm – 8:30 pm

Event:

Registration Open

Breakfast Buffet

2nd General Session with Keynote

Workshop Session 3

Exhibit Show & Lunch

Region Meetings

Workshop Session 4

Workshop Session 5

Workshop Session 6

Scholarship Auction

Networking Time

Awards Banquet with Dinner

FRIDAY, NOVEMBER 8

Times:

7:30 am – 8:30 am

8:30 am – Conclusion

8:30 am – 12:00 pm

Event:

Breakfast Buffet

Business Session (Lunch Provided)

Friday Finale / Clerks / Business Managers

KEYNOTE SPEAKERS:

Wednesday, November 6th - 1:30 pm



Jamie Vollmer

Welcome To The Great Conversation:

Building public support for public schools one community at a time.

Praised as both practical and energizing, this session presents an inspiring call-to-arms, and a powerful case for the need to increase local support for public schools.

Jamie makes it clear that administrators and their staffs have real power: the power to change – for the better – the way the public thinks and acts toward their public schools. He shows that public trust is both public

education's most precious resource, and a prerequisite for substantive change. He explains why educators must connect with the public—an increasingly misinformed and difficult group.

Using his own transformation as a backdrop, Jamie helps his audience identify the corrosive social forces currently undermining support for schools, and he discusses a strategy to reverse this trend. He examines the threats arising from multiplying mandates, shifting demographics, and media hype. He aggressively refutes the popular belief that the people who work within our schools are the obstacles to meaningful reform.

In clear layman's terms, Jamie teaches administrators how they can both inspire their staff to become more positive, proactive ambassadors for their district, and energize the community to support their schools.

Thursday, November 7th - 8:00 am



Dr. Pam Moran



Ira Socol

Leading with Optimism in a VUCA World: A Treehouse Metaphor

Pam Moran and Ira Socol will show how reframing the narrative of VUCA into an OPTI worldview helps School Boards and superintendents to lead educational communities to work from a focus on strengths and assets so that educators positively take on and find solutions to the grand challenges of educating contemporary learners facing an ever-evolving future. Through their OPTI World stories gathered from educators and students with whom they have worked, they will share how educational leaders can Open up equity and access, create Possibilities when change seems impossible, Transform leadership so that leaders can transform school culture, and amplify Imagination to generate innovative solutions to the challenges of learning in the rising Smart Machine Age. In this keynote, Pam Moran and Ira Socol will share the treehouse story as a beginning metaphor for how learning can change when educators embrace changes that amplify engagement and expand deeper, rich learning experiences to support equity and access for all young people.

WORKSHOPS:

This is a list of workshop topics from which you can choose from that are included with your registration. The full workshop schedule and descriptions will be available at www.idsba.org/convention.

With over 70 workshops to choose from, there is something for everyone. We will have workshops tracks for:

- Board members, whether you are a new board member or an experienced board member;
- Superintendents/Charter Administrators;
- Clerks/Business Managers;
- Charter track; and
- Safety track

Also, some workshops that are being offered are:

- Conducting a Hearing: What to do when the board serves in its Judicial Capacity
- The Four-Day Week - Is It for You?
- Idaho Open Meeting Law
- Hot Topics in School Policy
- Clerk Duties and the "What-Ifs"
- Avoid Financial Pitfalls in Charter Schools and Rural Districts

Can You Rock The Mic?

Let the audience decide.

It's the 4th Annual LIP SYNC BATTLE!!!

Do you have what it takes? Build your team now.

Contact Mika at mika@idsba.org to reserve your spot in the Lip Sync Battle at our Annual Convention.





2019 ISBA Scholarship Recipients

This year, the ISBA Scholarship Trust awarded scholarships to 24 children and grandchildren of school board members. Those awarded included students from all areas of the State.

Thank you to all of those who participate in the Scholarship Auction held each year at the ISBA Annual Convention! The items you donate to be auctioned off and your auction purchases are what make this program possible.

RECIPIENT:	REGION:	BOARD MEMBER:	RELATIONSHIP:
Erika Anthony	4	Nick Sabala	Grandparent
Jimmy Barnett	2	Patty Barnett	Parent
Kaitlyn Burnham	4	Byron Burnham	Parent
Stephen Crawford	6	Janet Crawford	Parent
Abbigail Davis	2	Jason Davis	Parent
* Madison Fillmore	6	Tyler Fillmore	Parent
Jordyne Fredrickson	2	Wendy Fredrickson	Parent
Samuel Fuller	3	Mike Fuller	Parent
Paxton Goodman	1	Vaughn Goodman	Parent
Harrison Hertzberg	9	Bill Hertzberg	Parent
Madison Hinkelman	2	Aaron Hinkelman	Parent
Emma Landers	6	Amy Landers	Parent
** Allyson LeForce	2	Keri LeForce	Parent
Katelyn McBride	6	Douglas McBride	Parent
Ashlyn McBride	6	Douglas McBride	Parent
Ender Sandidge	3	Laura Sandidge	Grandparent
*** Orion Southwick	8	Richard Southwick Jr	Parent
Kyle Spence	2	Sharon Church	Grandparent
Hannah Stapleton	2	Joyce Stapleton	Grandparent
Charlie Swan	5	George Swan	Grandparent
Kolby Taylor	4	Kimberly Taylor	Parent
Jodi Transtrum	5	Todd Transtrum	Parent
Grant Turner	1	Carolyn Turner	Parent
Landon Wahl	2	Carrie Wahl	Parent

Memorial Scholarships:

* **Comstock Jr. Memorial Scholarship:** Madison Fillmore, daughter of Tyler Fillmore

** **Comstock Sr. Memorial Scholarship:** Allyson LeForce, daughter of Keri LeForce

*** **Smith Family Memorial Scholarship:** Orion Southwick, son of Richard Southwick Jr.



By Tami Tanoue
Executive Director,
Colorado Intergovernmental
Risk Sharing Agency



Those who have been working with municipalities for an extended period have observed a phenomenon that occurs at the governing body level. Let's call this phenomenon the Outlier Syndrome.

The Outlier is the "lone wolf" who sits on a city council or board of trustees and steadfastly refuses to act like a member of the team. Even while isolating himself or herself as the only person on the losing side of just about every vote, the Outlier manages to create havoc with the rest of the body. The Outlier may be obstreperous and obstructionist. The Outlier may refuse to recognize and respect the norms that guide the rest of the body's conduct. The Outlier may position himself or herself as the only "ethical" or "transparent" member of the body. The Outlier's every statement and action may be aimed at preserving that self-assumed distinction rather

than making any concrete achievements. Sometimes, a governing body is unfortunate enough to have more than one Outlier.

Have you ever experienced the Outlier Syndrome in action? It can be called a syndrome because of the recognizable features or symptoms that seem to fester whenever an Outlier sits on a governing body. Do you have an Outlier on your governing body? Could you possibly be an Outlier? Should the Outlier Syndrome be viewed as an affliction or malady? And if so, what can be done? We'll explore these questions in more detail below.

Tami Tanoue is the executive director for the Colorado Intergovernmental Risk Sharing Agency, a public entity self-insurance pool providing property, liability and workers' compensation coverages to local governments in Colorado. Previously she was city/town attorney or special counsel for numerous Colorado municipalities. Prior to that, she was staff attorney for the Colorado Municipal League. Contact her at Tami@cirsa.org.

The Outlier Syndrome

Power, Goals and the Outlier

To understand the Outlier's impact on a governing body, let's start with the idea that elected officials can only act as part of a body – a collaborative decision-making body. You can search throughout the laws governing statutory municipalities, or just about any home rule charter, and you'll likely find no powers or duties that are to be exercised by a singular elected official – other than the mayor, who may have certain defined responsibilities. This means that, as elected officials, the only way you can get anything accomplished is to have a majority of the governing body on your side.

It's likely that each elected official has an individual list of goals; goals that those who voted for you want you to accomplish. But your goals can be accomplished only if they're part of the goals of the body as a whole. That means your success depends on creating a consensus of the majority! And where does the Outlier fit in on a collaborative decision-making body? Nowhere. Perpetually being on the losing side of a vote means that the Outlier gets nowhere on his or her goals... unless, of course, he or she feels that being an Outlier is its own reward.

Are you an Outlier?

Perhaps you have met your share of Outliers, who tend to share one or more of these characteristics:

- There is an element of the lone crusader in them. They feel they were elected to shake up the status quo in some way. Maybe they think their

predecessors were too cozy with developers, not friendly enough with the business community, too close to the municipality's staff or not close enough to the municipality's staff.

- They view themselves as independent thinkers. They are often highly intelligent, but not "people persons." In kindergarten, their report cards might have reflected a poor score on "plays well with others."
- They take a perverse glee in being the "outsider," relish arguments for argument's sake and place little value on matters like courtesy and regard for the feelings of others.
- They hate having to endure "soft" discussions, such as a council or board retreat, the establishment of a mission or vision statement, the development of consensus around rules of procedure or rules of conduct, a session to discuss goals and priorities, or an insurance liability training session.
- They feel they are always right, and everyone else is always wrong. They feel they are always ethical, and everyone else is not. They feel they are looking out for the citizens, and everyone else is not.

- Initially, they may just have been unfamiliar with the ways of local government and needed to build the skills to work effectively in a new environment. One or more gaffes may have caused them to be pegged as Outliers and treated accordingly, initiating an unhealthy Outlier dynamic.

- There may have been some explosive moments in private or public with the Outlier's colleagues, or the colleagues may have made some attempt at an "intervention."

These observations may not be totally on the mark, but one characteristic of the Outlier cannot be denied: he or she is seldom on the prevailing side of a vote, and is often at loggerheads with the rest of the body.

Do you think you may be an Outlier? If so, you might examine what your goals as an elected official really are. Do you want to have a list of concrete accomplishments at the end of your term? Or will it be accomplishment enough to have been the "loyal opposition"? If it's the former, then your behavior may be working at cross-purposes with your goals. If it's the latter... really? Will the people who voted for you be satisfied with that accomplishment? *Will you?*

Is the Outlier a Problem for the Rest of the Body? For the Municipality?

Most people who've had to deal with an Outlier would say that yes, the Outlier is a problem. How? Here are some ways:

- Anger and frustration build when a council or board has to deal with an Outlier, siphoning away energy that could be spent on more positive endeavors. This is a particular problem if tensions have built to the point that confrontations have begun to occur. No reasonable person wants to attend or view a council meeting and have a hockey game break out. It may be entertaining, but it's embarrassing to the governing body and to the community.

continued on next page...

To be a high-functioning board, recognize the Outlier Syndrome and address it.

- Healthy teams seek to build a sense of camaraderie and cohesiveness. That's not entirely possible when there's an Outlier. It's not healthy to build a team around a shared hatred of one of its own members, and most reasonable people would prefer not to have that happen.
- The Outlier's perspective tends to be oppositional. From a liability standpoint, such a perspective is risky. If you're taking positions on an oppositional basis, are you really meeting your fiduciary duty to look out for the best interests of the entity?
- A disharmonious governing body is a dysfunctional governing body. It's been the Colorado Intergovernmental Risk Sharing Agency's experience that liability claims thrive in an environment of disharmony and dysfunction.
- Your staff members are affected by the Outlier Syndrome, too. From the staff's perspective, seeing dysfunction on the governing body is a little like watching discord between one's own parents. It's unsettling, distressing and morale-crushing.
- Most importantly, it's a shame for the governing body to lose a potentially valuable contributing member. In a worst case scenario, the Outlier becomes completely disempowered as he or she is ignored and marginalized. But this means that the body isn't running on all cylinders and is deprived of the valuable perspectives that the Outlier might otherwise bring. Ultimately, the voters and the community are the losers.
- Confront the issue forthrightly and compassionately in a neutral environment. A council or board meeting is likely not a neutral environment. Perhaps the matter could be discussed as one item on a retreat agenda. Be prepared with specific examples of how the Outlier has negatively impacted the body.
- Consider addressing the issue in the context of a larger discussion about governing body rules of procedure or rules of conduct. The "norms" that guide members' interactions with one another may be obvious to some, but not to all, especially newer members. Those norms can be part of the discussion and the process of articulating them can facilitate a consensus to honor them.
- Consider bringing in an outside facilitator to assist you, as a governing body is a bit like a marriage that's been arranged for you by the citizens. There's nothing wrong with getting some outside help for perspective and to find solutions.
- If you think you might have the Outlier label pinned on you, consider these suggestions:
 - First, get a reality check. Find out how you're being perceived by your peers. It may be very different from your own perception of yourself. Ask each of your colleagues to give you a frank assessment.
 - Check your motivations. If you have concrete goals you want to accomplish as an elected official, you must accept that success in your position can't happen without collaboration and consensus building. There is nothing that you can accomplish alone. So, set a goal to be on the "prevailing" side or to bring others over to establish a "prevailing" side.
 - If you've already burned some bridges, understand that consensus building can't happen without mutual trust, respect and a sense of cohesion. These will take time to build. Look for a retreat or other opportunities to clear the air and start fresh.
- Use staff as a resource! Your manager or administrator wants nothing more than to assist newly elected officials in learning the ropes and understanding the best time, place and approach to raising issues. Don't get off on the wrong foot with blunders that might peg you as an Outlier.

[Editor's note: Be mindful that board meetings to discuss the conduct of board members are subject to the open meetings law.]

What if all efforts to deal with the Outlier Syndrome fail? Well, it might be time for the rest of the governing body to cut its losses and move on. Don't continue to agonize over the Outlier and his or her impact on the body's functioning. Continue to accord the Outlier the same opportunities to participate in discussion and decision-making as any other member, but don't allow the Outlier to keep pushing your buttons. Remember, arguments and confrontations require more than one participant. You may need to simply say "thank you" or move on to the next point of discussion. Ultimately, the responsibility for putting an Outlier into office rests with the citizens, so there's only so much you can do. Try to go about your business without having the Outlier become the dysfunctional center around which the rest of you swirl.

Conclusion:

Governing body members don't all have to be in lockstep, thinking and behaving in the same way. On the contrary, diversity of thinking, styles, opinions, experiences and approaches are healthy and necessary for a collaborative decision-making body. There is truly a collective wisdom that comes forth when many diverse minds work together on common goals. But the Outlier Syndrome is detrimental to a high-functioning governing body and, therefore, to the community. If your governing body is afflicted with the Outlier Syndrome, it's time to do something about it.

Dealing with the Outlier Syndrome

You can't cure an affliction until you recognize it. And you can't recognize what you haven't named and defined. If your municipality is afflicted with Outlier Syndrome, you've taken the first steps toward a cure by naming, defining and recognizing it. Here are some other steps you might consider:

- If you've already burned some bridges, understand that consensus building can't happen without mutual trust, respect and a sense of cohesion. These will take time to build. Look for a retreat or other opportunities to clear the air and start fresh.

We Salute Our Amazing Educators

Working Together to Support
Idaho's Learning Ecosystem



Joan Cartan-

Hansen produces and hosts Science Trek, IdahoPTV's digital project that teaches science topics to elementary-age students and provides science education materials to teachers and parents.

Community education specialist **Samantha Hill** works with families of young learners, connecting them with educational resources to increase learning opportunities and success later in life.

Teacher Ambassador **Kari Wardle** supports educators by providing professional development, mentoring, one-on-one coaching, and classroom modeling on technology integration in the classroom.

Cindy Lunte,

IdahoPTV's education specialist, promotes children's literacy and love of science with story time programs and STEM activities for families, especially in Idaho's rural communities.



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GAME ON

By Robin L. Flanigan

WITH THE ADVENT AND GROWTH OF ESPORTS, GAMERS ARE THE NEW STUDENT ATHLETES

As colleges introduce esports scholarships and as competitive gaming becomes more professionalized, schools are reacting differently to the trend and its mark on the world of school athletics.

It's a sport so inclusive that participants can be any size or gender. They can be differently abled. It requires communication, collaboration, and critical thinking skills. It offers socialization for traditionally underserved students. It has been extolled as a learning platform for STEM subjects.

Video gaming is gaining acceptance as a high school and collegiate sport. The exploding competitive video gaming industry worldwide has made its mark on the world of school athletics over the past two years. Depending on where school leaders stand on issues of screen time and physical activity, this trend will seem either alarming or amazing.

The influence and attraction of gaming on students are undeniable, with 66 percent of tweens and 56 percent of teens already using some sort of gaming system. As these games have grown in sophistication, single-player games have given way to a new generation of online games that are social events with friends.

Esports, as competitive gaming is called, offers potential opportunities for students. Nearly 200 U.S. colleges give out esports scholarships and aid. More than half of them offer \$15 million per year, according to the National Association of Collegiate Esports, founded in 2016.

In October, the University of Akron opened what was then the largest dedicated gaming space on any college or university campus in the country, a space that the university, in a news release, said will provide "an innovative pathway for students to flourish academically, socially and professionally." Already that record has been surpassed by a gaming arena more than twice its size, an 11,200-square-foot facility at Full Sail University in Winter Park, Florida.



Polarizing Subject

The surge in interest in higher education “breaks that stereotype that all gamers are fat kids who will end up living in their parents’ basement at 30 and do nothing but play video games,” says Michael Mascone, head coach of the esports team at Rio Rancho High School in Rio Rancho, New Mexico.

That may be, but esports—which drew more spectators for the most recent League of Legends World Championship than the 2019 Super Bowl and the NCAA Final Four combined—is a polarizing subject.

In fact, the New Mexico Activities Association was unconventionally divided in a 6-5 decision to name esports as an official activity for the 2018-19 school year, ending with a state tournament and trophy. Thirty schools are competing in three game titles—League of Legends, Rocket League, and Smite—during the state’s first season, which launched in February.

And the University of Akron did meet resistance from the Ohio Conference of the American Association of University Professors, which interpreted the move as a message that playing video games would relieve the boredom of being educated.

“Some ask the very accurate and critical question, ‘You’re telling me you’re going to sponsor an activity that encourages kids to play more video games and have more screen time?’” says Mark Uyl, executive director of the Michigan High School Athletic Association. “That’s a very legitimate concern.”

Uyl and his colleagues have been debating for nearly a year over whether to add esports to its varsity sports roster. They are studying what other states are doing. What games are they offering, and are those games appropriate? What are their participation numbers? How do they organize competitions between schools?



“We need to leave no stone unturned,” Uyl says. “Certainly, we’ll not be one of the leading pioneers in this endeavor. We’re going to move slowly on this and make sure we get this right.”

There’s nothing slow about the growth of the Wisconsin High School Esports Association, which started with seven schools and 75 students in 2017—and now has 31 schools with nearly 700 students.

That’s just in four semesters of competition. “I foresee high school competitions coming to every single state pretty soon,” says instructional designer and former business education teacher Mike Dahle, who created the association and serves as president.

Dahle, who played video games casually in college, used to teach at Arrowhead Union High School in Hartland, Wisconsin. In 2013, when a freshman chose to focus a passion project on League of Legends, he gained a deep appreciation for the video gaming industry’s evolution. He began incorporating video games into his lessons on programming and coding and started an after-school gaming club that competed with other schools around the country.

When Arrowhead received an invitation to participate in an esports tournament in downtown Chicago, Dahle says he battled to get his players there. The tournament was free but, because transportation for a school-sanctioned event runs 75 cents per mile, it would wind up costing around \$250.

“I fought with my athletic department to make it happen, but we made it happen,” recalls Dahle. “The adviser for our Business Competition Club said he’d pay for it.”

Dahle continues to see pushback—and apathy—from school officials in many districts: “Just getting responses from administrators, even teachers, has been the hardest thing. I have students emailing me every single day about wanting to participate, but the biggest challenge is finding active advisers or coaches to oversee these kids. We need that oversight, that encouragement, that accountability to make this really successful.”

Inclusivity and Diversity

Video game competitions have the potential to attract students who are alienated or disengaged from school.

High schools in 15 states participate in the online gaming provider PlayVS esports league. It has partnered since May 2018 with the National Federation of State High School Associations, which governs most high school sports and now sanctions competitions within its network of more than 19,500 high schools.

More than 40 percent of PlayVS participants in the fall 2018 esports season—named Season Zero—had never participated in a high school sport or activity, according to Laz Alberto, vice president of PlayVS, which is based in Los Angeles.

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Just as a quarterback can read the field, a gamer can read a battleground. And just as hockey players use their stick, gamers use their mouse.

While that is encouraging for the industry, gender diversity remains a problem, though girls are beginning to find their way in what has been known for decades as a hypermasculine space.

"We were incredibly encouraged that two out of our five state champions in the fall season had girls on their team, and a couple had female coaches," Alberto says. "We just see ourselves as a platform that's open to everyone. Certainly, there's a long way to go—gaming in general has struggled with this."

Kelly Corrigan is a programming instructor and coach for varsity and JV esports teams at Shawsheen Valley Regional Vocational Technical High School in Billerica, Massachusetts. She has 12 players altogether. Only two of them are girls, but she has noticed more girls coming to the school's video club recently, and some of them have shown interest in joining.

Corrigan reached out to Becker College School of Design and Technology in Worcester and was invited to bring her players to an overnight "lock-in tournament" to compete with another high school in League of Legends, with coaching from some of the college's varsity and club esports members. The college also has an esports management program, so Corrigan is helping to develop a pipeline for students who want to earn college credit by developing video games and programs before graduation.

"There's huge money in this," she says, adding that she teaches students JavaScript, C#, and C++ by helping them develop video games.

Boyle County High School in Danville, Kentucky, seems to buck the norm on the diversity front, for more than one reason.

Not only are there two girls on the esports team, but half of the team's 27 participants are involved in other sports, including football, swimming, bowling, track, cross country, band, and soccer. In January 2019, when the team competed against 22 other teams to win the first esports championship sponsored by the Kentucky High School Athletic Association, "some of the first people to congratulate us were football and track athletes," recalls Damian Laymon, information technology teacher and the team's head coach.

Concerns about Violence

Holding some school districts back from offering esports as a school-sponsored event are concerns that video games glorify and potentially encourage violence among gamers.

Chris Aviles, an innovation teacher for Fair Haven Public Schools in Fair Haven, New Jersey, and coach for the FH Knights esports team at Knollwood Middle School, wishes that weren't the case.

"There's absolutely no correlation between video games and violence," Aviles says. He recently tweeted the results of an Oxford University study, published in February 2019, that found no relationship between aggressive behavior in teenagers and the amount of time spent playing violent video games.

Studies have shown, however, that excessive screen time may affect learning. In December 2018 the National Institutes of Health released a \$300 million project, known as the A.B.C.D. Study (Adolescent Brain Cognitive Development), that found children who spent more than two hours a day of screen time scored lower on thinking and language tests. Children who spent more than seven hours a day with screens had prematurely thinning cortexes—the part of the brain responsible for processing sensory information such as vision, touch, and hearing—although cortical thinning is a natural process and researchers question whether the acceleration is causal. The study expects to follow 11,800 children through adolescence, so the data is preliminary and long-term effects won't be known for years.

In New Mexico, Mascone's point of view on esports violence has relaxed over time because of the attention he has seen higher education give to stellar players exposed to it. One student on the Rio Rancho High School esports team, for example, already has college scholarship offers from at least three colleges and universities—but that has nothing to do with the student's performance on the team. The wooing is because of his scores on *Overwatch*, a first-person shooter game he plays at home.

Those games are not an easy sell in today's K-12 school climate, but Mascone hopes that changes.

"Little by little, I'm going to push and tell [administrators] this is the next big thing," he says. "I've got kids already used to competing against the best in the state, and colleges see that as a recruiting opportunity."

"You can be good at baseball," he continues, "but if you don't have a baseball team at school, it's going to be really hard for colleges to scout you out."

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Fueling Passions

Aviles, from New Jersey's Knollwood Middle School, says school board members should carefully consider the prospect of offering esports in their district as a potential career pathway. "I don't think stakeholders understand the seriousness of esports as a career," he says.

The FH Knights, comprised of 16 boys, is the first middle school esports team in the country. Students from nearby Rutgers University, which has a team of its own, play against and mentor the FH Knights, occasionally visiting the middle-schoolers to talk about what a high-level esports team looks like and how, for many of them, their interest in STEM majors was born from a passion for video games.

"We need to take what kids love and use that to fuel their passion for the future," says Aviles, adding that careers in esports these days include marketing, accounting, and cybersecurity.

Aviles met with administrators and school board members over three months before getting the green light to start his team. A few people were hesitant, but ultimately gave the go-ahead.

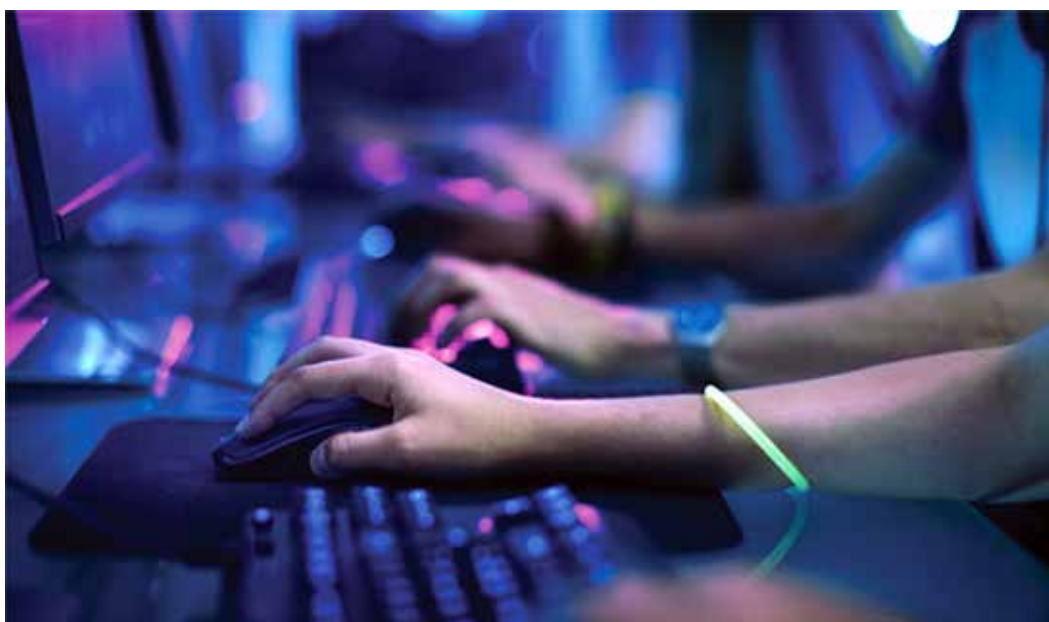
"My biggest advice? Be those guys who say, 'Let's give it a try and see how it goes,'" says Aviles. "There's no reason you can't modify or tweak things. A lot of our board members feel excited that we're at the center of a national conversation. There's some pride when you do something great for children, as well as do something most schools haven't recognized is great for children."

And, say proponents, at little cost. Corrigan's school in Massachusetts spends \$64 per student per season—in the spring and fall—for a licensing fee with PlayVS, and a local company sponsors game jerseys for tournament competitions. IT requirements include a computer monitor, mouse, keyboard, gaming headphones, and graphics card for each player.

Miles Harvey, a media literacy and language arts instructor who heads a gaming club at James Monroe Middle School in Albuquerque, New Mexico, calls the support of esports "a culturally responsive approach" to a changing world, one in which more people than ever are using digital media. Just as a quarterback can read the field, a gamer can read a battleground, he explains. And just as hockey players use their stick, gamers use their mouse.

That doesn't mean he has all the answers to the burgeoning sport or the reaction of educators. "There's definitely a gap that still exists between the players and the audience and the people in between like us, who are trying to figure out what the hell is going on with this scene and how it's all going to play out," Harvey says. "It's not going to be an easy road. It's about time and exposure."

Robin L. Flanigan is a freelance writer in Rochester, New York.



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By Alain Burrese
Director,
Active Defend Training
Reflex Protect

Escape ▼ Deny ▼ Defend: The Active Threat Triangle

There are numerous active shooter, or active threat, response models. The most commonly discussed and known model is probably "Run-Hide-Fight." Others include "Run-Lock-Fight," "Alert-Lockdown-Inform-Counter-Evacuate (ALICE)," and London's "Run-Hide-Tell." With the exception of those that don't advocate fighting back, most of the models are similar, are generally sound advice, and are definitely better than doing nothing.

Why Another Model?

Through the study of vocabulary and words you find the right words create images, emotions, and actions. This is one of the reasons I don't like the word "hide" in the "Run-Hide-Fight" model. What image does the word "hide" create? One of empowerment? One of personal responsibility and capability? More often it conjures an image of cowering under a table or desk. People have been killed by active shooters as they hid under tables and desks. Hiding and hoping is not a plan for survival! I prefer a model to use words that are pro-active and empowering and that will convey the responses that will best increase survivability in extreme situations. "Escape – Deny – Defend" does just that.

Escape

Escape better conveys the concept of getting out of the danger zone. Running may be the best way to escape, but diving behind cover and crawling toward safety, or going out a window to escape the danger may be better options. And if you are not running toward safety, you shouldn't just be running to run.

Deny

Deny stands for actively denying the killer access to kill you. This can be done in a variety of ways. Locking and barricading the entrance to your location is an excellent tactic to save lives in these situations. Getting behind cover, something that is bulletproof, is a way to keep the killer from shooting you. Getting behind a curtain and denying the killer the ability to see or hear you, is a way to stay safe. Sight and sound attract killers. Sounds a lot like hiding doesn't it? It is, but the proactive act of denying the killer sight, sound, or access is more empowering than just "hiding."

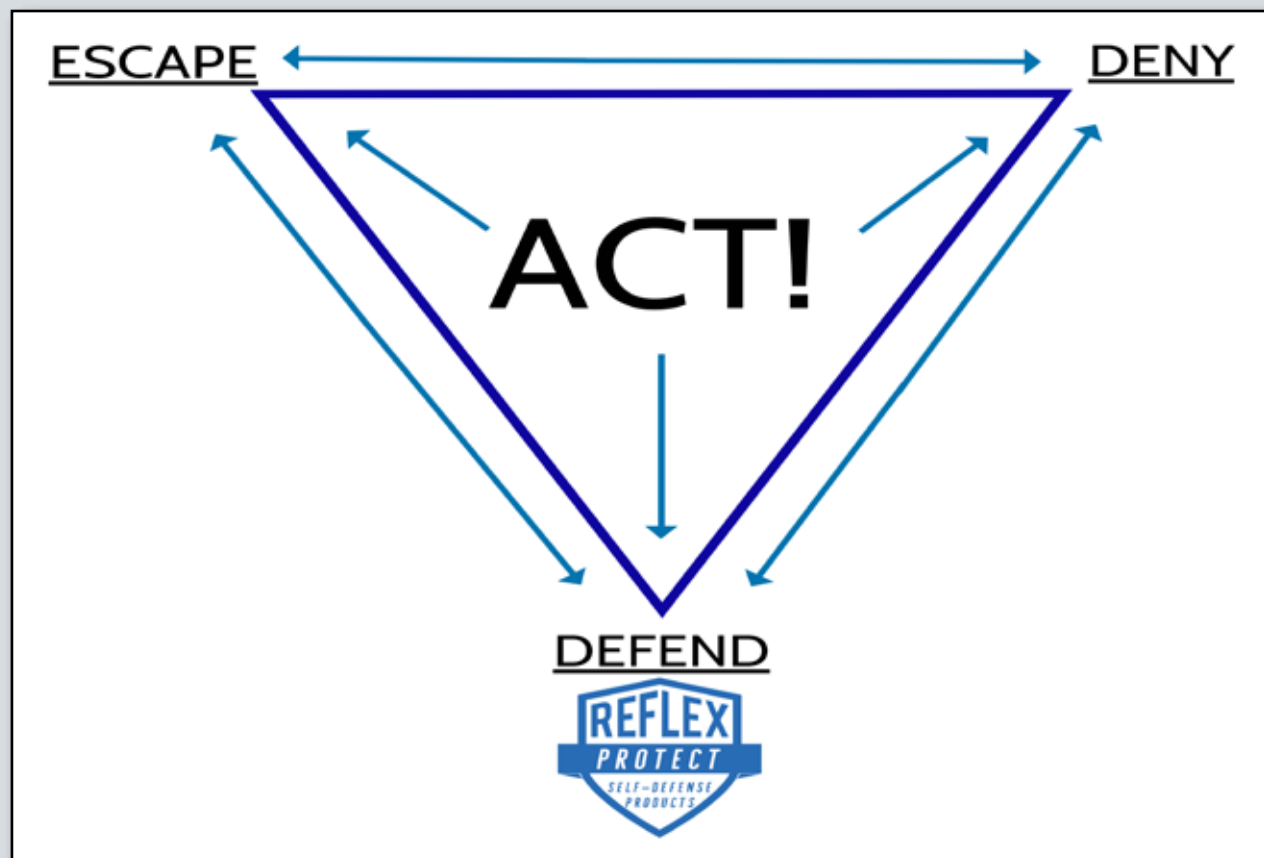
Defend

An active killer situation is not a "fight." Many people think of fights and fighting as what is done in school yards across the nation resulting in black eyes and fat lips. Others envision boxing or MMA bouts. These are nothing like defending yourself from serious bodily harm or death. You must proactively defend yourself and possibly others by doing whatever it takes, including going on the offense to stop the threat. You'll often hear me say, "Attack back and stop the threat!" This should be your mindset when defending yourself. We've made this easier for many people with Reflex Protect, a defensive spray that is revolutionizing non-lethal defense, but individuals still must have the mindset to defend themselves with any means necessary. Absent a specific tool such as Reflex Protect, improvisation and your own hands and feet must come into play. Defend yourself with any means possible.

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Active Threat Triangle vs. Linear Models

Many models are taught in a linear manner. You have probably heard “Run-Hide-Fight” taught this way, “First, you run. If you can’t run, then you should hide. Only if you can’t run or hide should you fight.” Actual situations won’t necessarily provide you with options in that linear order or at all.



The most important thing is for you to act, and this is why “ACT!” is in the middle of the triangle. This is also why getting past denial and breaking the freeze are taught in my live classes. But what you do will be determined by your location, proximity to the killer, and other variables. This is represented in the triangle by arrows going from ACT to one of the three responses. You may be able to escape, but you might be in a situation where you are forced to defend yourself immediately. Others may immediately go into lockdown to deny the killer access to save their lives. There is a choice to make, but it’s not a linear deliberation.

I also want you to notice and pay attention to the arrows around the outside of the triangle. You must always be prepared to do one of the other options. As you are escaping, you may run into a dead-end and have to barricade and deny, or turn a corner and run into a threat you must defend against. After defending yourself and stopping a killer, you may have to escape from, or deny

access to, a second threat. And just because you have locked and barricaded the door doesn’t mean you stop. You need to look to see if there is a way to escape to safety or prepare to defend yourself if the door and barricade are breached.

Conclusion

The “Escape-Deny-Defend Active Threat Triangle” is a way to easily conceptualize and visualize actions to save lives in such extreme circumstances. It provides a framework to teach and learn skills and actions to survive active threat situations. It’s a model I hope you never have to apply. But if the terrifying and unthinkable ever does occur, I hope it’s a model that helps save your life.

*Alain Burrese, J.D., is the Director of Active Defense Training for Reflex Protect and the author of *Survive A Shooting: Strategies to Survive Active Shooters and Terrorist Attacks**



Board Member PROFILE

Brett Plummer

Challis

School District #181

How long have you been a board member?

I have served on the Challis School Board for 8 years, and this is will be my 6th year on the ISBA Executive Board.

What is a success story from your district you would like to share?

I don't have just one success story to share. Challis School District #181 has 347 success stories. I believe every student that is enrolled in our district is a success story in their own way.

What inspired you to become a trustee?

Challis School District is where I attended Public School From K-12, so I became a board member to be able to serve and give something back to the district that gave so much to me.

Who was your favorite teacher and why?

I don't have one favorite teacher. They are all my favorites. From the teachers that taught me to the teachers that are, or have taught, my children and continue to teach our communities children.



Any advice to pass along to future board members?

Advise to future board members. You only have one question to ask yourself EVERYTIME you are in a board meeting and make a decision whether it be financial, curriculum, employee recommendations, punishment or whatever the question may be...**IS THIS WHAT IS BEST FOR OUR STUDENTS?**

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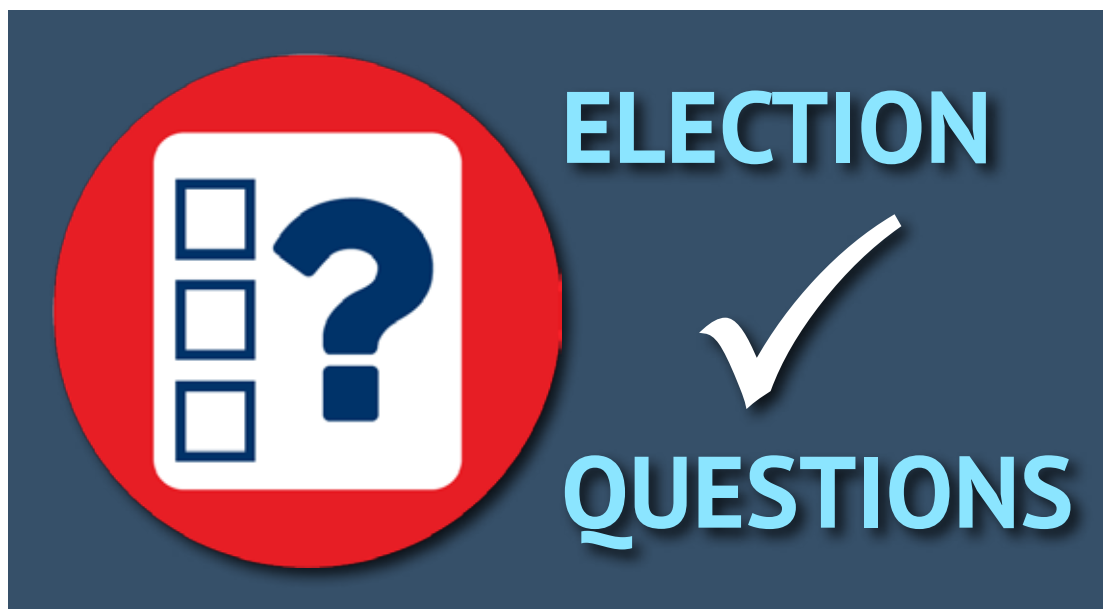
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By Karen Echeverria
ISBA Executive Director



By the time you read this issue of the SLATE, the election filing deadline will have passed for the first ever November elections. ISBA's Annual Convention will be the week following the election. At that time, we will have a better idea as to whether or not the change in dates had an impact on elections. In the meantime, we often receive various questions related to running for, and serving on, a Board. So I thought I would address some of those questions in this issue. I should note that this article only applies to traditional school Board members and does not affect charter school Board members.

Who can run for a trustee position?

Anyone who is 18 years of age or older, a United States citizen, and lives within the zone they will be representing. There are exceptions to the zone requirement but only after an exhaustive attempt has been made to fill the seat from the zone. See Section 33-504.

Can relatives run for different trustee positions/zones on the same Board?

Yes. There is no prohibition against relatives serving on the same Board. They would need to exercise even more caution than most trustees when it comes to the Open Meeting Law. They should not discuss any school business over Sunday dinner.

Can an employee of the district run for a trustee position in the district in which he/she is employed?

Yes. However, the employee must comply with all of the laws related to using school district resources to run a campaign. Essentially, don't use school computers, paper, or email lists. In addition, all campaigning must be done off school campus and not during work hours. If elected, the employee would need to resign their position in the district prior to being sworn in or acting in any capacity as a Board member.

Can an employee in one district run for a trustee position in another district?

Yes, there is no prohibition on an employee in one district sitting on the Board in another district. In fact, we have that situation occurring in Idaho now.

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Can a student in the district run for a trustee position?

Yes, as long as they meet the basic requirements of age and citizenship and they live in the zone.

Can a legislator run for a trustee position and retain his/her seat as a legislator?

Yes; there is no prohibition against holding both a legislative seat and a trustee position at the same time. In the past, we have had trustees who ran for the legislature while still serving on their local school Board. Some kept their trustee seat until their Board seat was up for election and then chose not to run, others resigned immediately upon winning their election. However, there was no obligation that they do so.

We also receive several questions related to Board members and employment within the district in which they serve. We receive the following question more often than other questions, so I thought you might find a discussion of it beneficial.

Can relatives of a trustee (spouses, parent, siblings, children) be employed in the district?

There is no simple answer to this question. In certain cases, the answer is yes and in others it is no. See Section 33-507, Idaho Code for more information. I have provided a quick recap below.

A relative of the trustee or relative of the spouse of a trustee related by affinity or consanguinity in the second degree can work for the district. The second degree of consanguinity include grandchildren, siblings, and grandparents. The first degree of consanguinity are parents and children. Under the current law, the district is prohibited from employing a relative in the first degree of consanguinity.

If the district were to employ a sibling, grandchild, or grandparent (2nd degree), the trustee must abstain from any votes in deciding whether that person is hired and must actually be absent from that part of the meeting. In any future meetings, the trustee must abstain from any vote related to payment for that employee.



When it comes to hiring a spouse of a Board member, it gets even more complicated. All of the laws I noted in the previous paragraph will still apply. Districts with greater than 1200 fall enrollment may not hire a spouse. There are no exceptions to that law. However, districts with fewer than 1200 students can hire a spouse but only if the district has advertised the position and the district received no applications that met the minimum requirements.

It is important to note that the district can continue to employ the spouse in subsequent years, but only after the district meets the advertising conditions again in the subsequent year. Furthermore, if the district receives an application from a potential employee that meets all of the minimum requirements, the district is then obligated to hire the new employee rather than the spouse. The statute is silent on the issue of the most qualified candidate/employee. It simply states that the district can only employ the spouse if the district does not receive any applications that meet the minimum qualifications.

For those of you that are running for election this upcoming November, I want to wish you luck. I hope to see you at Convention.

As always, if you ever have questions or need assistance from anyone at ISBA, please don't ever hesitate to call.

Karen Echeverria



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