

A PUBLICATION OF THE IDAHO SCHOOL BOARDS ASSOCIATION

SLATE

winter
2022

magazine

YOUR NEXT BIG DECISION

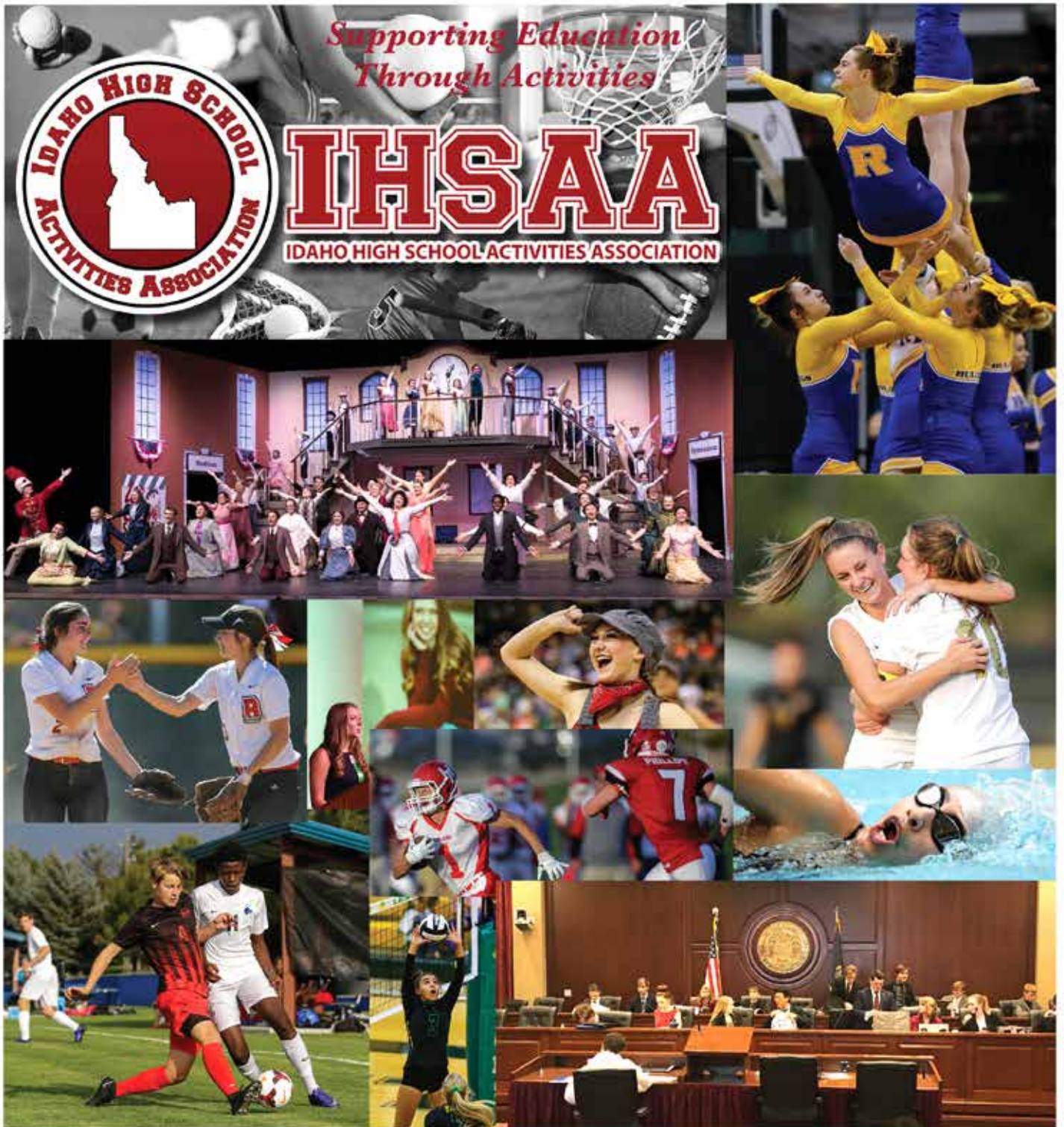
Conducting a Successful Superintendent Search - p.42

In This Issue:

- First Things First
- Priorities for the New Year
- Literacy Planning & Training
- ISBA Annual Convention Recap



Thank You Schools for Your Support of High School Activities



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WINTER / 2022

IN EVERY ISSUE:

- 5 About ISBA
- 6 First Things First / Misty Swanson
- 8 President’s Message / Jason Knopp
- 10 State Department of Education / Sherri Ybarra
- 14 State Board of Education / Kurt Liebich
- 16 Safety Notes / Dane Higdem
- 20 At Your Service / Quinn Perry
- 22 Policy Update News / April Hoy
- 47 Business Partners & Affiliates



p. 10

FEATURES:

- 19 Professional Development / Lisa Colón Durham
- 24 ISBA Annual Convention Recap
- 36 Board Member Spotlight / Marisela Pesina
- 38 2021 PERSI Update / Don Drum
- 40 Dear Idaho School Board Members
/ Dr. Geoff Thomas
- 42 Your Next Big Decision / Catherine Bates



p. 16



p. 22



Save the
Date

February 21-22, 2022

back page



p. 24



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MISSION:

The Idaho School Boards Association advocates for Idaho students and public education with leadership and service for local school boards.

VISION:

Empower Local Boards for Student Success

STANDARDS:

1. Vision and Mission
2. Continuous Improvement
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4. Accountability
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2022 ISBA CALENDAR

January - March	Legislative Session • Idaho Capitol, Boise, ID
February 21	Executive Board Meeting • The Grove Hotel, Boise, ID
February 21-22	Day on the Hill • The Grove Hotel, Boise, ID
April 2-4	NSBA Annual Conference • San Diego, CA
April 22-23	Executive Board Meeting • Boise, ID
November 9-11	ISBA Annual Convention • Coeur d'Alene, ID

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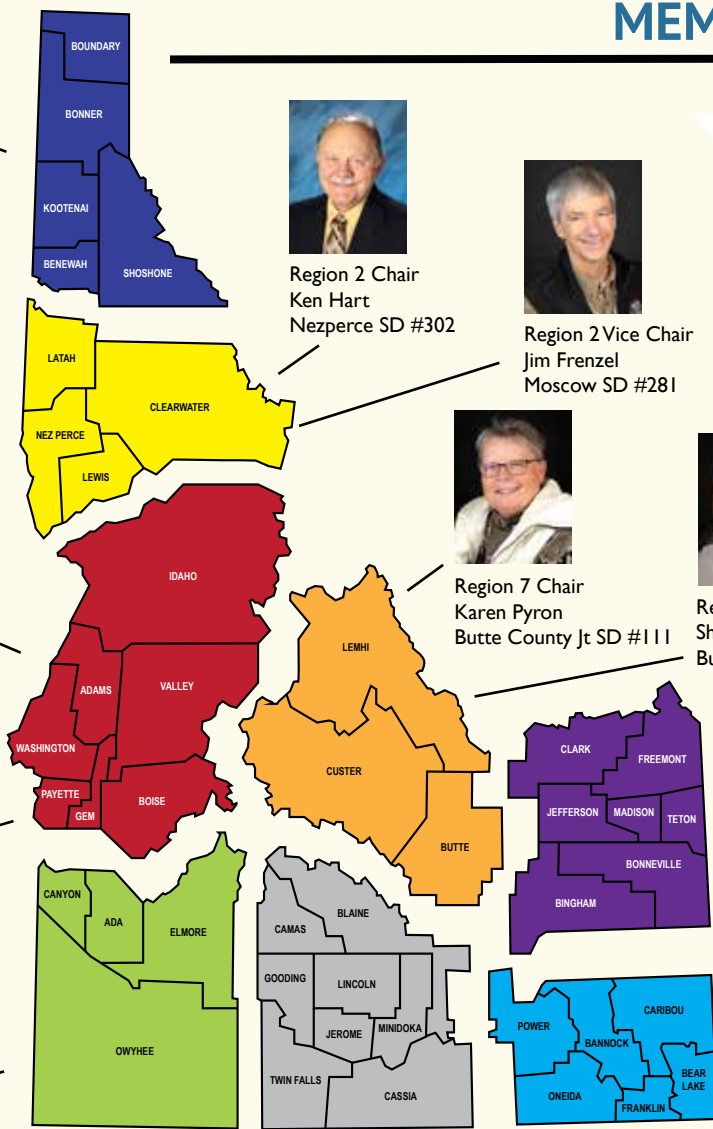
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FIRST THINGS FIRST

By Misty Swanson / ISBA Executive Director

Your Association Is Here For You



First things first, I would like to thank each of you for the opportunity to serve you as ISBA's Executive Director. 2020 was the year that took us by surprise, but 2021 was the year that tested our resiliency, especially for those of us committed to strengthening the value of public education in Idaho. I have so much respect and admiration for the phenomenal work that school board members, administrators, and district/charter staff do for our students and families in Idaho. Those of us at ISBA, know you all have worked with courage and determination, making tough decisions, navigating crucial conversations, and striving to lead with grace.

ISBA welcomes the new year as we eagerly celebrate the association's 80th anniversary. After some research, our staff discovered the traditional gift to commemorate 80 years is Oak. This seems fitting for the work school board members do. Oak often symbolizes strength, stability, honor, and protection. I can't think of a better line-up of adjectives to describe the very best of school governance.

January of course also symbolizes a new beginning. For our newly elected board members, I want to thank you for beginning your school board journey. ISBA remains committed to our mission to provide members with top-notch, high-quality services. We are here to serve you with a variety of services and benefits. For example:

- Professional Development
- Policy Services
- Advocacy
- Events
- Publications
- Communications

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If you aren't familiar with these, please reach out. Additionally, one of the most frequent ways that ISBA staff helps our members is by being a resource to answer questions and offer solutions. On any given day, we field questions on topics ranging from open meeting laws to trustee elections, as well as from board agenda preparation to negotiations. The ISBA staff stand ready, eager, and willing to help you.

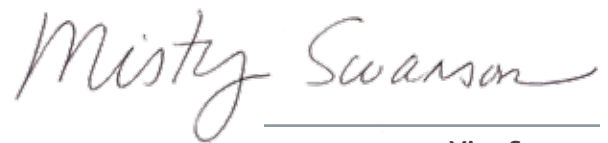
For those of you who continue to serve on a school board, I extend my deep thanks for your service. It was wonderful to see so many of you in-person at the ISBA Convention in November. I hope that you found the event to be a positive learning experience and beneficial to your school board work. For those in-person and online attendees, please be sure to check out the Whova app. You can find recordings of the general sessions and many workshop presentations on the app.

Be sure to save February 21-22, 2022 for the ISBA Day on the Hill event. This is your opportunity to meet with your legislators in Boise and encourage them to vote on topics that are most important to you and your community. We are currently working on details for this event and will be sharing more very soon!

In the spirit of community building, I would also like to encourage all our members to attend the *new* Monthly Meet-Up webinars. We are excited to create a space for members to share strategies and ideas to best support your work. December's main topic was "How to Prepare for Your Annual Meeting." Each month, we will discuss a hot topic so you can learn as much as possible. I hope to see you online for next month's Meet-Up!

As ISBA reflects on the past 80 years, I encourage each of you to remember why you serve, and more importantly, what keeps you coming back. Most of all, I hope you know that your Association is here for you. We will continue to support you and your important work, service, and leadership on behalf of the 300,000+ children attending Idaho's public schools.

It is an honor to serve you.




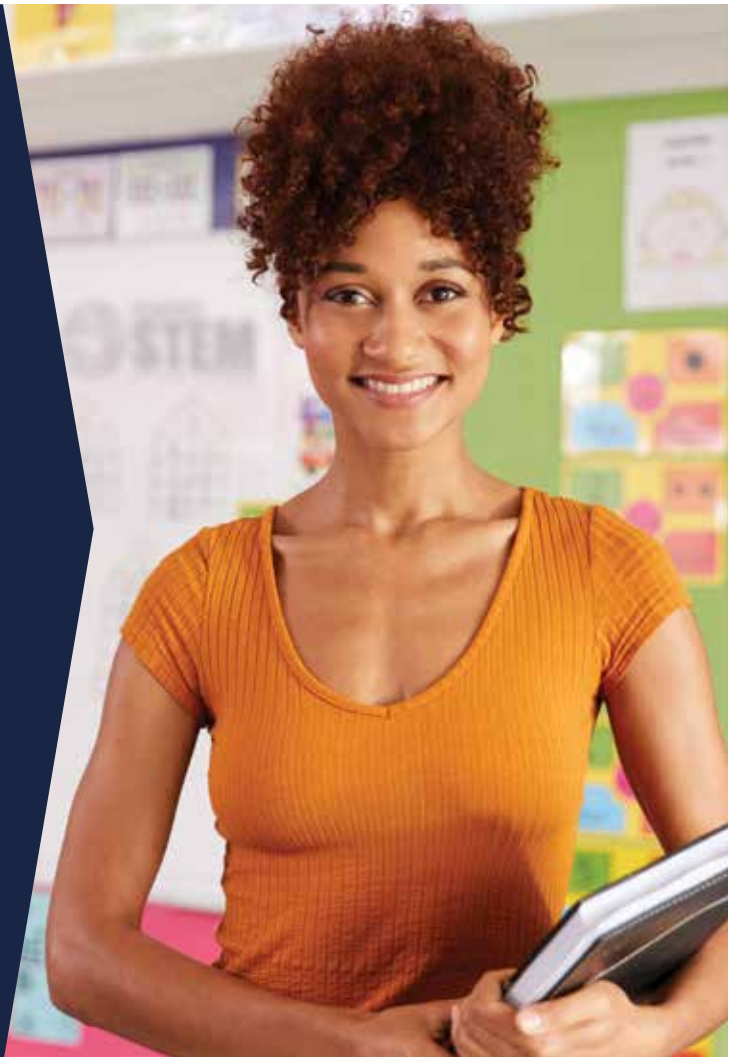
Misty Swanson

Executive Director
Idaho School Boards Association

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PRESIDENT'S MESSAGE

By Jason Knopp / ISBA President



The Power of Public Service



Jason Knopp
President

Idaho School Boards Association

Often people ask what draws me to public service. I have been a career fire fighter for the Nampa Fire Protection District for almost 15 years, and I have served on the Melba School District for almost eight years. Perhaps the motivation to serve is inspired by my rural hometown of Melba, where your neighbor is also your teacher or nurse, and where changes to our schools or town are often discussed over a backyard barbecue.

Or maybe what has drawn me to serve my community is how I was raised. Public service is just a part of life in the Knopp family. My stepdad was a cop for close to 30 years. My mother always taught me to help whenever and wherever I could make a difference. As we enter a new Legislative session and after rough waters for many board members in Idaho, I feel compelled to amplify that same message my mother instilled in me as a young man. Leadership comes in all shapes and sizes and can start from the grassroots.

I recently started an officer development program for firefighters. The leadership program prepares firefighters for how to best handle emergency situations and provides strategies and tactics for best diffusing high stress situations. These strategies have helped me both in board meetings and out in the field. As ISBA President, I want to remind my fellow colleagues that the task before us all requires patience, a level head, and that our guiding principle should always be to address issues that affect the education of all students in Idaho.

Like any high stakes role, as a school board member, your support team is critical. My experience serving the Melba school district and working closely with the staff at ISBA has taught me the value of a good team. Sharing problems with humility brings a team together. Board members, school districts, and charter schools should never struggle in isolation. We can all benefit from the critical resources, support, and guidance offered by ISBA. ISBA strives to improve member services and help districts and charter schools grow and strengthen so they can continue to support student achievement.

I don't have a crystal ball for what the year ahead might hold for public education in Idaho. But I do know that it will require a coalition of people willing to help. There is a saying, "many hands make light work." May we shoulder the responsibilities together and face the challenges ahead with calm optimism.



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STATE DEPARTMENT OF EDUCATION

By Sherri Ybarra / Idaho Superintendent of Public Instruction



Priorities for the New Year



Supt. Ybarra substitute teaching second grade at East Elementary in the Mountain Home School District on Oct. 27, 2021

It's hard to believe, but we are now in our third Idaho legislative session under the COVID pandemic. Through it all, we have kept the learning and well-being of Idaho students front and center.

We are back to in-person learning, and our school boards, teachers, and students have done a remarkable job of meeting needs and striving for excellence. However, COVID is still taking its toll, requiring extra efforts and additional funding.

As you all know, our schools are experiencing a critical shortage of substitute teachers, bus drivers, paraprofessionals, and other support staff. I urged parents and community members throughout Idaho to help fill in as substitute staff, and a temporary state program enabled employees of my department and other executive branch agencies to get paid time off to help fill school staffing needs. I commend the Governor for providing \$10 million in federal COVID relief funds, administered by my department, for schools to use to meet these urgent needs – bringing in more substitutes to fill in for sick teachers and increasing pay to recruit and retain staff for increasingly hard-to-fill positions.

I was happy to join the effort, filling in as a substitute teacher in my home district of Mountain Home. It was wonderful to be back in

my natural habitat, a school classroom. But it also drove home sobering truths about this long pandemic.

I noticed that kids in the first-grade looked more like kindergarteners. And the second-graders seemed more like first-graders. The students in both classrooms were sweet and smart, but they lacked some of the grit and attention span teachers would normally see.

These past two years have impacted Idaho children, educators, and all of us in ways we don't yet fully understand. But a lot can be done to help fill the gaps. My goals for this legislative session and the next school year are all geared toward addressing the learning gap from the pandemic and restoring our momentum as we move forward.

I am so appreciative that students are back in classrooms, which was the goal of my legislation last year to ensure that students had the option for in-person instruction.

Links for more information:

- [Education Week's Quality Counts Report](#)
- [Letter to Gov. Little about bonuses for teachers](#)

This session, my priority is to provide more in-person class time to our youngest students. In order to make progress toward our goals for early literacy, we must provide parents and families with the option to have their students in full-day kindergarten.

My 2023 budget request includes approximately \$39 million to provide optional, full-day kindergarten for the students who need it most. That represents about two-thirds of all incoming kindergartners, based on a three-year average of fall kindergarten scores in the Idaho Reading Indicator. And it is a start toward providing this option for all Idaho kindergarten students. My budget also includes \$100,000 for a statewide kindergarten screener that all districts can use.

My staff has been working closely with legislators to learn what they need in a full-day kindergarten bill, running the numbers and making sure that parental involvement is an integral part of the program.

Full-day kindergarten will help support our shared goals for early literacy – ensuring all students learn to read by Grade 3 so they can read to learn for the rest of their lives. We must intensify our efforts on the science of reading so that our skilled, committed teachers have a more expansive understanding and toolkit to identify and address the specific needs of individuals to ensure their progress. Our new, yearlong Striving to Meet Achievement in Reading Together (SMART) professional development program is getting overwhelmingly positive response from its first cohort of more than 190 Idaho K-3 teachers from 56 schools and 40 districts.

My 2023 budget request includes ongoing funding of \$26 million to continue Idaho's focus and support for K-3 literacy. Last year's interruptions to in-person instruction and a decline

in kindergarten enrollment heighten the importance of literacy intervention programs, professional development, and support for struggling readers.

In order to meet our goals for literacy, we need early detection and intervention for learning disabilities. This particularly includes students with dyslexia, a specific learning disability that makes it difficult for children to learn to read naturally without specialized help. Students often aren't diagnosed with dyslexia until later grades, when a bright student's difficulty with deciphering written language becomes more apparent. By then, teaching them to read for comprehension and even for enjoyment is an uphill battle.

I am working with legislators and stakeholders to get a bill passed this session to emphasize our focus on dyslexia. This includes continued efforts to develop a dyslexia handbook for teachers and parents, focused teacher training, and early screening.

Another key issue for the coming year is improving civics education in Idaho. Our social studies standards are up for review this year, and it is essential that we put statewide emphasis on studies that expand students' understanding of our government and society, preparing them for a productive life beyond school. That is why I am proposing a resolution to develop standalone civics standards.

My public schools budget request for fiscal 2023 is all about people – students, teachers, and staff. I am requesting approximately \$2.2 billion in General Fund appropriations, nearly half of the state's general fund budget.

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Supt. Ybarra and dyslexia expert Dr. Sally Brown of the College of Idaho, teach on the importance of early detection and intervention for learning disabilities.

At legislators' suggestion, we've submitted a supplemental request for the current fiscal year for \$25.6 million to fully fund the career ladder, \$5.2 million for student transportation and nearly \$2 million more for the Idaho Digital Learning Academy. This funding is needed to satisfy statutory requirements. We made this request based on the freeze on availability of the Public Education Stabilization Fund and the anticipated shortfall in the current fiscal year.

The COVID pandemic has made Idaho's teacher shortage even more urgent, and it remains essential to continue to improve teachers' salaries to attract individuals to the profession and reward and retain experienced teachers.

My 2023 budget request includes nearly \$49 million for the Career Ladder. I also seek \$10.3 million for a 6 percent rise in base salary funding for school support staff and \$2.1 million for a 2 percent increase for administrators. There are shortages across the board in school staffing, and the gap between what the state provides to fund these positions and what districts and charter schools must pay has continued to grow.

In addition, I'm asking for a 5.3 percent increase in operational funding to help districts offset the increasing cost of health insurance and inflation.

The public schools budget also includes approximately \$622 million in federal COVID relief funding, to help schools address the challenges of operating amidst COVID.

A key part of this effort is to ensure we keep great teachers in our classrooms. To that end, I wrote a letter to Gov. Little in early November asking that Idaho use some of the general COVID relief funds to give each Idaho teacher a \$1,000 bonus. Our teachers are absolutely essential workers, and this bonus would provide recognition of their efforts. I will continue to advocate for funding teacher bonuses, and I encourage districts to use the COVID funds they have received to award bonuses to their paraprofessionals

and other classified staff who are going above and beyond, taking on additional workload and helping to fill staffing gaps in our schools.

One piece of good news for school districts came in December when the State Board of Education approved enrollment-based funding for the 2021-22 school year instead of using average daily attendance. Substantial increases in student absences due to COVID protocols and quarantine have negatively impacted schools' ADA. As I have for many years, I wholeheartedly support enrollment-based funding in the future, and I will do whatever I can to encourage the Legislature to make this rule permanent.

I am proud to partner with the Idaho School Boards Association to advocate for a predictable, adequate, and equitable funding formula and to support other ISBA legislative priorities including amending Idaho Code to attract administrators and out-of-state teachers to teach in Idaho public schools.

I want to end on a very positive note. Education Week, a national publication, publishes a yearly Quality Counts student achievement report, and this fall it was good news for Idaho schools. While EdWeek generally gives Idaho low marks, this year Idaho ranks 17th for student achievement among all states and the District of Columbia. That's particularly encouraging, considering that our ranking for 2016 (released in December 2015) was 31st in the nation. Idaho ranked above all of our neighboring states except Utah. This is particularly gratifying because the rank is largely based on the National Assessment of Educational Progress (NAEP), the only assessment that gives us apples-to-apples comparisons with other states.

I am excited to continue to lead and work with Idaho's superb local school boards, administrators, teachers, parents and students as we strive to achieve our shared goals. Together we will soon be among the 10 best states in the nation for student achievement!

2022 ISBA STUDENT PHOTOGRAPHY

CONTEST

THEME:

What Does Idaho Mean To You?

Check the ISBA website for all the details:
www.idsba.org/isba-student-photography-contest/

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STATE BOARD OF EDUCATION

By Kurt Liebich / President / Idaho State Board of Education



Board Approves Temporary Enrollment Rule; Works to Continue on Permanent Solution

The pandemic has created many challenges at all levels of public education. Proper funding for our K-12 public system is one of them.

At its December meeting, the State Board of Education again approved a temporary rule to use full time equivalent (FTE) student enrollment to fund our entire system, rather than daily attendance reporting and calculating average daily attendance (ADA) for funding purposes for the 2021-22 academic year.

This is the second year in a row that the Board has enacted a temporary rule to account for fluctuating attendance as a result of the pandemic. We are committed to working with policy makers and stakeholders to make the shift to enrollment-based funding permanent.

The Board felt the temporary rule would at least provide assurance to school board members and administrators that there will be some stability and predictability in state funding for the remainder of the school year. The temporary rule will expire when the legislature adjourns sine die. If that occurs earlier in the year than usual, the Board could pass a second temporary enrollment rule that would expire at the end of the fiscal year.

Legislators have legitimate questions about the long-term costs of basing funding on enrollment rather than attendance. Last year, the temporary switch increased the public schools budget by an additional \$11 million, and some legislators have expressed interest in overhauling the entire funding formula rather than focusing only on the enrollment versus attendance component. And as recent history taught us, changing the entire funding formula is a very heavy lift indeed.

With so many students this year staying home when they feel sick or those that choose to continue to learn remotely, without the temporary rule, the system-wide hit to education funding based only on daily attendance this academic year could total more than



\$95 million. That's a risk the State Board isn't willing to take. We estimate that by approving the temporary rule, the FY22 public schools budget will increase by \$29.7 million.

The Board is working with legislators and stakeholder groups to answer questions and mitigate concerns. Hopefully, we'll reach consensus on a permanent solution. In the meantime, local school board members, administrators, and educators can continue to focus this year on educating their students and not have to worry about how to keep the lights on.



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SAFETY NOTES

By Dane Higdem / Moreton & Company



Put Them in a **Yellow Bus**

Van, small bus, & bus safety

We at Moreton & Company get more questions about student transportation than any other school risk management issue. It is the outstanding safety record of student transportation in approved school buses operated by properly licensed and trained drivers that has led to the Idaho School Board Association Insurance Plan's position.

Our recommendation always has been and always will be, "Put them in a yellow bus!" We urge our districts to use the school's buses for extra-curricular activities.

We have had increasing queries regarding the use of 15 passenger vans for school transportation. This increase seems to be the result of the last few years with the pandemic and the associated staffing difficulties being faced by Idaho's school districts. This article looks at full size buses and minibuses compared to vans.

The National Highway Traffic Safety Administration (NHTSA) says, "School buses are the safest form of ground transportation."

In school buses, both full and mini sized, children are protected by the engineered "safety compartment" which is a passive form of crash protection. In a collision, the seat in front of the passenger is designed to deflect forward, absorbing the energy developed in the crash.

While school buses continue to be the safest vehicle on the highways, the federal government is studying ways to make school buses even safer. In the meantime, current school bus safety requirements provide your child with the safest form of transportation possible, including personal vehicles.

The ISBA Insurance Plan supports the direction of the State Department of Education and recommends that students always be transported in approved buses. Why? Because accident histories clearly show that students are safer on school buses.

Idaho Standards

Each state has the authority to determine how school children are to be transported. Here in Idaho, approved school buses are required to transport students to and from school. However, no such requirement exists while transporting students to extra-curricular school activities. The state does not provide the same level of reimbursement to the district or charter for transportation costs for extra-curricular school activities as they do for transporting students to and from school.

Every school administrator we talk to would prefer to use approved buses for all student transportation if adequate funding is available. With tight budgets and limited resources, some school districts and charters elect to use a vehicle other than a school bus such as a van to transport small groups of students.

This is not the optimum choice for student safety. In addition to the physical challenges presented by vans, drivers of vans do not have to have any special training, nor a commercial driver's license. Charters and districts who choose not to use approved buses accept higher risk of student injury and fatality.

Buses Are the Safest

National Highway Traffic Safety Administration's (NHTSA) studies show that school buses are the safest form of ground transportation averaging

less than 4 fatalities per year. In comparison, occupants of passenger vehicles suffered an average of 453 fatalities per year going to and from school for the same 10-year period.

There are several reasons why school buses have such an outstanding safety record. First, school bus construction must meet more federal safety standards than any other type of vehicle. School buses are stoutly constructed with heavy duty roll over protection, place the occupants above the crush zones of other vehicles, painted yellow for high visibility, and can help control traffic by way of their overhead warning and stop lights. School buses are operated by well trained and certified drivers who must meet specific physical fitness levels, and who undergo Department of Transportation drug tests.

A Better Alternative to the use of vans--Small Approved Bus

There are alternatives to using large school busses for transporting small groups of students, including the use of a minibus. These busses have seating capacities of 10 or more students and meet the same federal safety requirements of the larger bus. Idaho law requires drivers of school busses with seating capacities of 10 or more to have a commercial driver's license meaning that drivers of the minibus are trained and certified just as the drivers of the large school buses.

15-Passenger Van Safety

There is growing concern regarding the safety of 15-passenger vans and the injuries and fatalities that can result. Fifteen-passenger vans are more likely to be involved in a single-vehicle rollover crash than any other type of vehicle. Compounding this problem, the rate of safety belt use among occupants of 15-passenger vans is low compared to those in other types of vehicles, increasing the likelihood of severe injury and fatality.

There are issues of concern that are specific to passenger vans, such as unique vehicle characteristics, loading cargo/passengers to minimize the risk of rollover, backing safely, proper tire care, and strategies to reduce the risk of rollover, backing safely, proper tire care, and strategies to reduce crash risks.

Hazards of 15-passenger Vans according the NHTSA

Higher fatality risks - Because 15-passenger vans can hold more people, they can contribute to a higher number of fatalities in the event of a crash. What's more, the risk of a rollover increases with each additional occupant in the van.

Speed concerns - Driving at high speeds can be significantly more dangerous in large vehicles. The likelihood of a 15-passenger van rolling over increases fivefold on roads with a speed limit that's above 50 mph.

Roads with curves - Driving on curved roads can also be more hazardous in a larger vehicle with a higher center of gravity. The odds of a 15-passenger van rolling over on a curved road is double that of the risk on a straight road.

Heavy loads - Passenger vans have a center of gravity that shifts up and to the back. The heavier the load, whether passengers or cargo, the greater the risk of rollover.

Underinflated tires - The NHTSA states that over 70% of 15-passenger vans have at least one underinflated tire. Driving with underinflated tires increases the risk of a blowout occurring, which can cause a driver to lose control of the vehicle and potentially lead to a rollover incident.

Poor weather conditions - As with any vehicle, adverse weather can lead to reduced visibility and slippery road conditions—both of which increase the risk of being involved in a crash, however, these vans do not respond or handle or stop like a personal vehicle.

Reducing the risks 15-passenger van operation

Despite these safety hazards, there a variety of steps that your organization can take to reduce the risks of operating 15-passenger vans please consider the following.

Enforce passenger safety - Never allow more than 15 occupants within a 15-passenger van. Have passengers fill the van from front to back. If every seat in the van is not occupied, have passengers sit only in forward-facing seats in front of the rear axle to increase vehicle stability. If possible, remove the rear seat. Further, require passengers to always wear seat belts.

Select skilled drivers - Only allow competent, experienced drivers to operate your 15-passenger van(s). Drivers who possess a commercial driver's license are ideal candidates. In addition, review all candidates' driving history before letting them operate your vehicle(s).

Implement a driver training program

Even skilled drivers need routine training. Your training program should include the following safety recommendations for 15-passenger van operations:

- Conduct a pre-trip inspection and address any safety or maintenance concerns before each journey.
- Drive in the right-hand lane whenever possible.
- In good weather conditions, keep at least a four-second distance behind other traffic. In poor conditions, keep at least a six-second distance.
- Avoid being in other vehicles' blind spots as much as possible and avoid backing up as much as possible.
- Always obey the speed limit and consider driving under the speed limit, if needed, in poor weather conditions, heavy traffic, or other conditions as needed.
- Exercise extra caution on steep or curved roads.
- Take all turns slowly. Remember that 15-passenger vans can't handle abrupt maneuvers.
- Avoid panicked steering and hard braking. If an emergency occurs on the road, slow down and pull over, in a safe manner, as soon as possible.
- Distribute passengers and cargo evenly on the left and right sides of the vehicle. Place cargo in front of the rear axle. Insist that passengers sit toward the front of the vehicle, if possible, and always wear their seat belts.
- Don't overload the vehicle with passengers or cargo. Never load items on top of the vehicle.
- Always stay focused on the road. Never use a handheld device while driving, and limit conversation with passengers. Avoid driving when fatigued.

Concluding Thoughts

There are two training resources within the Safe Schools training catalog that are appropriate and worth consideration for your transportation department. Depending on your districts needs these may even be considered for being required courses. These courses are "15-Passenger Van Safety" and "Van Safety". This does not need to be for all district drivers, just those that drive this type of vehicle.

If you have any questions or comments on this article, or have safety or loss control questions, please contact Chad Ranstrom or Dane Higdem with Moreton & Company at (208) 321-9300.

Why Members Choose the ISBA Insurance Plan

The Strength Of Membership



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Idaho School Boards Association Professional Development

ISBA Professional Development Director, Lisa Colon Durham

As ISBA's new Professional Development Director, my goal is to inspire, educate, and support Idaho School Boards. ISBA's professional development playbooks will help board members develop highly successful teams so Idaho students win!



ISBA strives to provide school boards plays that win!

Pick and choose from ISBA's playbooks to add or refresh your district or charter's game plan. ISBA can facilitate implementation of best practices for your board! We want to help you see improvement, stay up to date on rules and regulations, and feel confident!

Strategic Playbook

Strategic Planning, Superintendent Evaluation, Board Self Evaluation, Continuous Improvement Plan

Offensive Playbook

Effective Board Meetings, Governance, Roles & Responsibilities

Defensive Playbook

Open Meeting Law, Public Records, Community Support

Specialty Team Playbook

Crisis Management, School Safety, Bond/Supplemental Levies, Individual District/Charter School Needs



**Interested in learning more or setting up a training with ISBA's
Professional Development Department?**

Contact Lisa - lisa@idsba.org | 208-854-1476

AT YOUR SERVICE

By Quinn Perry / ISBA Deputy Director & Government Affairs



REAL PEOPLE REAL ANSWERS

As new and veteran board member take their oath of office, begin a new year, and start or resume their board service journey, it's a prime opportunity for you to look at the services we offer. Here at ISBA, everything we do is member driven. If you have a need of any kind, you can always pick up the phone or shoot us an email, and our staff will do everything in our ability to assist you. We have an extremely capable staff full of "YES" people. We are always willing to step up to the challenge and go above and beyond to serve you. Our calling is you! (Note: services marked with an asterisk are included in the cost of membership.)

Ask ISBA: *

The ISBA staff are available for any question that might arise for school board members, superintendents or charter administrators, board clerks, and more. There is no such thing as a silly question – we have heard it all. We can assist you with meeting notices/agendas, open meeting law, policy questions, or any question you might have in your service to public schools. Call or email us at the office, and one of us will get back to you ASAP.

Free Legal Hours: *

With your membership to ISBA, you receive up to four (4) free hours per year to consult with attorneys at the firm Anderson, Julian, & Hull – Idaho's premier education law attorneys. ISBA pays the cost for you to receive these free legal hours, which can often protect the district or school from costly litigation or unnecessary harm. When in doubt, use your free legal hours! Contact the ISBA office to learn more information about how to access this service.

Clerks Manual: *

While it's technically a document for Clerk's, this should be a resource that is reviewed and accessed by all school board members, superintendents, charter administrators, and business managers. It includes a wealth of information, sample notices, and other information that is pertinent to operating a public school. Need a resolution for a Supplemental Levy? Got it! A sample agenda? Yup, it's in there! Employment Law forms? It's in there, too!

Salary Schedules: *

Do you want to know what other districts or charter schools are paying their staff? ISBA's salary schedules can help. This resource includes salary schedules for certificated staff, including teachers and principals, along with benefit options. There is also a separate schedule for charter schools as well as classified salary schedules. These are especially important to review as you ramp up for teacher negotiations in the spring!

Master Agreements: *

This database contains all the Master Agreements (aka Negotiated Agreements) between local education organizations and the school board. Oftentimes, during negotiations, issues will be brought to the table that your school district may not have previously addressed. This database gives you access to dozens of other Master Agreements that might contain language that would be useful to you in crafting new language for your district's agreement.

Moreton & Company Insurance:

Moreton & Company provides property and liability insurance to member school districts and charter schools through the ISBA Insurance Program. Since the program's inception, subscribing schools and districts have received over \$8.5 million in dividends, averaging about \$300,000 per year. Dividends are passed right back to subscriber schools and districts and help put money back in your pocket.

Professional Development:

We believe continuous learning and professional development is critical for school board members to be successful. ISBA's professional development services are entirely member driven, and we adapt to the needs of your school board. Each year, the legislature appropriates \$6,600 per school board in Idaho to receive professional development training on five topics – governance, ethics, finance, superintendent/charter administrator evaluations, and continuous improvement. From Board Basics, to conducting a Superintendent Evaluation, to in-depth Strategic Planning – we have a list of consultants who will fit your wants and needs.

Policy Services:

School policy is one of the most important governance functions of a school board. School policy is like a compass for your district/charter school, guiding operations and governance exactly where they should be. That's why adopting local policies that fit your school community is one of the school board's most important

jobs. ISBA has multiple services for school policy, including the ISBA Policy Update Service which tailors updates to model policies based on changes in state or federal law, agency rule, or just a general practice. This service also provides the ability for ISBA to craft a model policy that fits your local school district or charter school needs. In addition, we offer multiple full-manual services, including a customizable model policy manual for both traditional school districts and charter schools, as well as “rewrite” services that can help align the manual to fit your board’s needs.

Superintendent Searches:

Finding the right superintendent for your district or charter school isn’t easy. ISBA’s Superintendent Search Services help boards overcome the challenges of searching for a new superintendent by leveraging our Association’s resources and tailoring a search to meet the unique needs of your community. In successful districts and charter schools, the Board and Superintendent/Charter Administrator work as a team. We provide skilled, experienced, and helpful staff dedicated to the principle of serving local school boards. Our services include, promotional brochures, establishing a search timeline, legal support, and research data to help support your search, including a statewide database to recruit individuals from outside the state.

Job Center: *

Do you have job positions to fill? Let us help. Our job center can help list your positions online, in our SLATE magazine, an email blast, list on our homepage, and more. Basic listings on the website are free of charge, while other listing types may have additional fees.

Job Descriptions:

Did you know that school districts and charter schools are required by law to have written job descriptions for all non-certificated employees? Let ISBA help you meet this requirement and prepare you for hiring. Our Job Descriptions Manual includes job descriptions for more than 100 certificated, classified, and administrative positions. They can be purchased individually or in a complete manual.

Advocacy: *

ISBA’s legislative platform is set by our member school districts and charter schools, and approved as a part of the annual business meeting of school boards. In addition, ISBA convenes our regional chairs/vice chairs that make up our Executive Board to take positions on legislative issues, and that includes an equal make up of large and small school districts. Charter schools are also represented. Advocacy is one the most important components of ISBA’s work for school boards, including advocating for issues impacting your students and their families. We advocate on your behalf on issues that have a real and direct impact for the students and families in your community. Submit resolutions to ISBA for consideration by July 31 and watch for weekly updates on legislative issues and guidance on how you can best represent your school district or charter school in legislative matters .

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POLICY UPDATE NEWS

By April Hoy / ISBA Research & Policy Specialist

Literacy Planning & Training



School boards across the state are welcoming new members who won their seats in the November 2021 election. There is always a lot for new board members to learn—open meeting law, the intricacies of Roberts Rules of Order, and a plethora of education related acronyms. However, this is the first cohort of new trustees to be required by law to learn about a particular aspect of their work as board members.

The story of this required training starts with Governor Brad Little's K-12 Task Force. This group was convened in summer of 2019 with the mission of creating a five-year plan to improve and invest in education in Idaho. It included stakeholders from business, state government, and many areas of the education community. After months of study and meetings of the Task Force and its subcommittees, they produced a short list of recommendations. Recommendation #1 was Statewide Accountability: Focusing Our Efforts on K-3 Literacy:

“We recommend focusing our statewide accountability efforts on the following components:

- K-3 literacy as foundation;
- Providing boards, communities, and school leadership additional state guidance; and
- A framework for schools to achieve specific literacy growth targets based on like cohorts of students.”

This helped prompt legislation aimed at helping all students become capable readers by the end of third grade. There were new requirements to assess the reading skills of young students, to provide intervention to those who are behind, to involve parents in helping their children to read, and to otherwise make sure Idaho children are reading at grade level.

The following year, the 2021 legislative session saw the passage of S1006 into law. This bill gathered many of these existing literacy related measures into Chapter 18, Title 33. More significantly, it added a new requirement for all incoming board members to participate in a training to inform them about specific aspects of

literacy education. This orientation is required to cover the state and district level resources available for literacy intervention and improvement. It must also cover the data that can be used to track student progress when it comes to literacy proficiency. Finally, it must also teach how to set goals to improve student literacy. According to the opening statement in the statute addressing this training, the intended purpose of this legislation is to “provide local school boards of trustees and charter school boards of directors with the resources necessary to work effectively with school leadership to set goals and growth targets.” These growth targets must align with the district or charter school’s continuous improvement and to statewide literacy growth targets.

This new law went to effect on July 1, 2021. So, if you were newly appointed after that date or elected to your Board this past November, these requirements for training apply to you. Eventually, this requirement will apply to all Board members, including those who were already serving when this legislation passed. According to the statute, all members of school district and charter school boards must complete this training by June 30, 2023 “or as provided by the State Board of Education thereafter.”

At ISBA’s recent Annual Convention, Quinn Perry and I gave a presentation on current policy issues that touched on these new requirements. One question that came up was whether there would be an enforcement mechanism to make board members comply with this requirement or punish them for failing to do so. At present, it appears the main mechanism for enforcement will be a website publicizing information on which Boards have and have not had the required training.

You may be wondering how you or your board should go about receiving this training, ISBA’s talented professional development folks intend to help. ISBA is still deciding the details what this will look like. It may include a workshop available alongside ISBA’s annual Day on the Hill, and there may end up being an online training option. There will be more on this from us soon, so, stay tuned for further details!

While the state only requires that district and charter school board members be trained in a handful of specific topics related to literacy, there are a lot of other important topics to learn about as a new or experienced trustee. So, keep reading, attend events for board members to learn and network, and consider reaching out to ISBA to schedule professional development for your board on the topics that are most urgent for your district.



Through the Gaggle Lens: The State of Student Safety



What did Gaggle’s data reveal during the 2020–21 school year?

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UNITED



AGAIN!



A VERY SPECIAL THANK YOU TO FORMER ISBA PRESIDENT, **VERN NEWBY**, FOR TAKING OUR CONVENTION PHOTOS. THANK YOU FOR YOUR CONTINUED SUPPORT FOR ISBA AND FOR SHARING YOUR AMAZING TALENTS. WE REALLY APPRECIATE YOU.

OPENING DAY



Registration desk with Morgan Garcia, Mika Milette, & Catherine Bates



On-site COVID testing helped make this event possible.



Escalators were busy at the Boise Centre.



Hallways were crowded and full of activity at the Boise Centre.

WORKSHOPS



Amy White of Anderson, Jullian, & Hull was a very popular speaker. She taught multiple workshops, all of which were attended by high numbers of school board members.



Early Bird Workshop:
Jefferson County SD discusses "Preparing for and Responding to a Crisis".



Workshop Rooms were full for the most part with attendees excited to get back together.



Early Bird Workshop:
New ISBA Professional Development Director - Lisa Colón Durham discusses her topic on "How to Maximize your Funding: Salary Based Apportionment & Certification Options."



Workshop:
Ryan Cantrell of the Idaho Digital Learning Alliance & Idaho Rural Education Association talks about "Building Healthy Relationships in the Board Room."

SPEAKERS



Wednesday Keynote: Dr. David Mouser (Focus on Impact-Lessons that Matter)



Thursday General Session: ISBA Executive Director - Misty Swanson



Idaho State Board of Education: Dr. Linda Clark



Thursday Keynote: Mark Brown (Stronger Together)



Zions Public Finance: Christian Anderson



Idaho Superintendent of Public Instruction: Sherri Ybarra

EXHIBIT SHOW



Exhibit Show attendees enjoy lunch in addition to meeting with many great vendors.



ISBA's Morgan Garcia emcees the Exhibit Show



Exhibit Show: Idaho Lottery



Exhibit Show: Idaho STEM Action Center



Exhibit Show: Hummel Architects



Exhibit Show: Piper Sandler

ENTERTAINMENT



Student Entertainment: Idaho Falls School District Expressions Choir



Student Entertainment: Kuna School District Jazz One



The Oinkari Basque Dancers kick off the Awards Banquet with a great performance.



Student Entertainment: Shelley School District Choir



Student Entertainment: Idaho Arts Charter School ELRO



Lip Sync: Karen Echeverria (with a little help from her friends) goes out in style as Tina Turner to win the lip sync battle.



Lip Sync: Caldwell School District rocks "We're not going to take it anymore."

SCHOLARSHIP AUCTION



Many great items were donated to this year's ISBA Scholarship Auction.



Auctioneer: Alden Neal



Scholarship Auction: Marg Chipman & Dallas Clinger show a hand made quilt.



Former ISBA Presidents: (L to R) John Menter, Vern Newby, Marg Chipman, Alden Neal, Dallas Clinger, and Todd Wells



Scholarship Auction: Dallas Clinger & David Hawk auction off items.



Scholarship Auction: Sandy Kennelly of St. Maries Joint SD places her bid.

AWARDS BANQUET



Retiring ISBA Executive Director, Karen Echeverria, addresses attendees one last time.



Awards Banquet: *New ISBA President Jason Knopp*



Awards Banquet: *Past ISBA President Jody Hendrickx*



Awards Banquet: *Sharese Maynard with Butte County Joint School District receives her Board Chair of the Year Award.*



Awards Banquet: *Retiring ISBA Executive Director and golf enthusiast, Karen Echeverria, is presented with a new golf cart as a token of appreciation for her many years of service to Idaho public education.*

Thank you Karen!



Awards Banquet: *Angie Robison with Jefferson County School District receives her 20 Years of Service Award.*

BUSINESS SESSION



Business Session: Twin Falls School District



Kirk Adams from Middleton SD testifies during Business Session.



Business Session: Caldwell School District



New ISBA Vice President: Starr Olsen addresses attendees



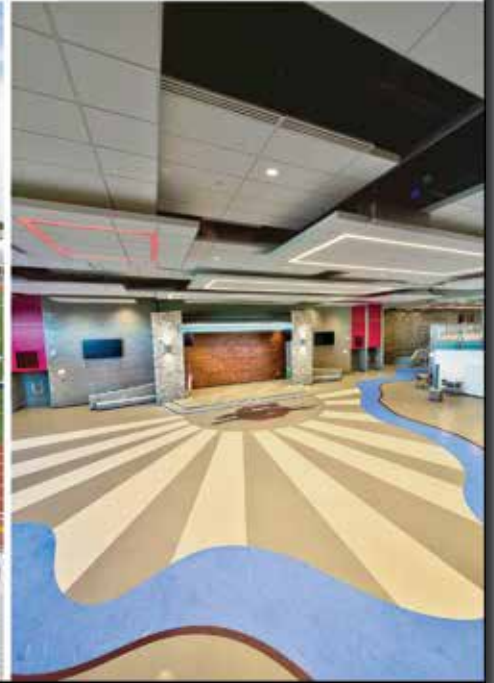
Business Session: St. Maries Joint School District



ISBA President Elect: Nancy Gregory addresses attendees

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\$10,000 a month for classroom wishlist projects. Teachers can submit their wishes at idaholottery.com/wishlist. Wishes are granted at least once a month.

BUCKS FOR BOOKS

\$185,000 in awards given to elementary school libraries through the Idaho Commission for Libraries. Applications accepted each September.

Jim Bruce SCRATCH FOR SCHOOLS

\$1.5 Million in funds given to schools since 2001. It's a fundraiser event to earn additional funds for your school each fall. Sign-ups are in September, check out our website for details.

For more information about these programs visit idaholottery.com/DoGood



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BOARD MEMBER SPOTLIGHT

By Catherine Bates / ISBA Communications & Program Manager



Marisela Pesina

HER START

Even as a young girl blocking sugar beets and sacking onion seed in Notus, Idaho, Marisela Pesina has always understood the power of education. Marisela and her family were migrant farmworkers, and as a teenager, she attended classes at Caldwell High School, always knowing she could be pulled out of school at any moment. Marisela was an excellent student in high school, and she graduated at the top of her class despite the barriers she experienced. “I could control my grades,” she said, “but not much else in my life.”

Marisela and her father didn’t always see eye-to-eye. She wanted to sit in the front row of her social studies class, but her father often wanted her to work. This balancing act made the pursuit of a college education challenging, and it was easy for Marisela to fall into the mental trap that college was meant for other kids.

Her story is now a gift she shares with the students and families she works closely with in the Caldwell School District. The same barriers from her youth, help her build relationships with families and students who are struggling with poverty and searching for a path forward. At graduation, Marisela always takes time to congratulate the parents. “Sometimes as parents we wish we could have gone further, but I’m always grateful when parents can support their child’s dreams.”

REPRESENTATION MATTERS

Marisela serves as the Board Chair of the Caldwell School Board, a district that is approximately 65% Latinx. Despite the diversity of students that make up the district, very few people of color serve as teachers or hold leadership positions. “I have always felt it is important to see board members that reflect our community,” Marisela said. Representation is what first motivated her to run for a seat on the Caldwell School Board.

In grade school Marisela would return to South Texas after harvest season. She can remember seeing her cultural traditions reflected in the people in her South Texas community. “Most of my teachers were Mexican, and not just teachers, but our doctors, our judges, our friends.” Marisela believes having teachers and school administrators that can honor students’ cultural traditions is important. “When you have a teacher that looks like you, or takes interest in attending your Quinceañera, that is powerful.” Marisela continues to work with her board to explore ways to create a similar sense of belonging for the students in Caldwell. She believes the answer is taking an authentic interest in each student’s life.

Dr. N. Shalene French, Superintendent of the Caldwell School District, values Marisela’s perspective on the board. “Among her greatest contributions is her own story and her desire to share with all students what a gift education is.” Dr. French also reflected on the various ways Marisela’s perspectives have

made a difference for students in their district. “Marisela wanted to make sure that when a student walks across the stage at graduation someone pronounces their name properly.” Marisela now reads the names of students at graduation, not just to make sure they are pronounced properly, but to honor the diversities within their district, one of Caldwell School Districts core values. She also provides critical information in both Spanish and English to ensure all families are informed and can be engaged.

A GIFTED LISTENER

Marisela is also an effective collaborator in the boardroom and a gifted listener. Like most school boards across the country, the Caldwell School Board faced many unforeseen challenges during the 2020-2021 school year. Dr. French shared that while there were many difficult conversations, and they didn’t always see eye to eye, “Marisela as Board Chair always made sure everyone was treated with dignity and respect.” Marisela started her journey as a board member with no agenda, wanting to learn from everyone around her. Almost five years later, listening to all voices is still her method for making positive change.

On July 2017, Marisela Pesina was first sworn in, and Superintendent French has worked closely with her for the last four years. “She is a pleasure to have as Board Chair. Marisela always makes herself available, taking every phone call and text and making sure that everyone feels heard.” In her fifth year, the one thing Marisela hopes the students in her district know is that it is always possible to pursue your dreams. “I want them to know there is nothing they can’t do. And whether your parents have told you or not, you set your destiny, and there are a lot of people rooting for you.”



Caldwell Board of Trustees



By Don Drum / Executive Director
PERSI - Public Employee Retirement System of Idaho

PERSI FISCAL YEAR 2021 RECAP & UPDATE

While the pandemic has created challenges, it has also provided opportunities. We are proud of how our staff at our three locations adapted to the situation and put inconveniences aside during the last two years to successfully serve our membership and the public, onsite and remotely.

MARKET AND FUND UPDATE

Unlike fiscal year 2020, the fund thrived during fiscal year 2021 resulting in significant returns. PERSI's fiscal year ended (June 30, 2021) with an assets gain of almost five billion dollars and an investment return of 27.43%, net of all expenses.

Even though the markets are often up and down, day-to-day or week-to-week, overall, they manage to balance out and the fund performs as expected. PERSI's investment professionals and staff monitor the markets against our long-term investment strategy very carefully to safeguard the fund.

At the end of the fiscal year 2021, PERSI was fully funded at 100% (before any COLA decision). Since there was no amortization period, there are no proposed contribution rate increases for employers or employees. If the amortization period had exceeded 25 years or more, per Idaho Statute 59-1322(5), the Board would need to take action with a contribution rate increase.

The regular interest rate that active members will earn on their personal Base Plan accounts was announced at the November Board meeting. From January 1, 2022 through December 31, 2022, members will earn 24.69%.

COST-OF-LIVING ADJUSTMENT

Although the Board has made keeping retirees' purchasing power a priority, with more members retiring discretionary cost-of-living adjustments are becoming more and more expensive. The Board is watchful of ongoing market volatility, changing demographics within the plan, and retirees anticipating additional COLA during positive return years.

Future discretionary COLAs, other than mandated, will require careful consideration. The Board is dedicated to the health of the fund and keeping COLA practices that align with fund sustainability.

At the December 2021 Board meeting, the Board chose to grant a 2.5% discretionary cost-of-living adjustment along with the 1% legislatively mandated cost-of-living adjustment. Since discretionary COLA was granted, it will require approval from the Idaho legislature.

Providing the legislature approves the Board motion, the discretionary and legislatively mandated COLA will become effective on March 1, 2022.

BOARD'S PRIORITIES AND GOALS

During fiscal year 2021, the Board began developing a comprehensive Long-Range Plan for the agency. They received input from staff and surveyed members, employers, legislators, vendors, and others involved with the plan. The feedback the Board received resulted in well-defined goals and priorities.

The Board's primary priority and responsibility is to protect the fund. The Board also has the following equally important goals:

- Contribution rates – keep rates stable for employers and members.
- Actuarial assumptions – set realistic assumptions to predict future revenues and liabilities.
- Cost-of-living adjustments (COLA) – address retirees' purchasing power.

Market volatility and political climate have the ability to influence each of these goals, which may affect the fund. The Board is committed to these goals; however, preserving the well-being of the fund is their highest priority.

Accurate assumptions are extremely important to the health of the fund. Our actuaries and experts tell us that the next ten years could be more volatile than the last ten years. PERSI's actuaries estimate an average return of 6.47% per year for the next 30 years.

At the August Board meeting, after hearing from experts and a lengthy discussion, the Board approved lowering the inflation assumption to 2.3% resulting in lowering the assumed rate of return to 6.3%. PERSI has one of the lowest assumed rates of return in the nation.

If we did not adjust our assumed rate of return, we would likely need to increase contribution rates and discretionary COLAs would be far and few between. This adjustment allows for potential discretionary COLAs and the stabilization of rates.

STUDY AND NEW CLASS

PERSI's actuaries recently completed a comprehensive five-year study (July 1, 2015 – June 30, 2020) examining retired member mortality, active member experience, and economic assumptions.

The analysis showed that there is a drift occurring in the normal cost between general members and school district employees. We waited to see if the cost would self-correct. However with an additional actuarial study specifically focusing on school district employees' normal cost and the normal cost for general and public safety members the result shows a 2.4% difference between the groups that needs correcting.

What is causing the difference? Demographics and benefits for school district employees differ from general members due to:

- Being hired at a younger age and earlier in their career.
- They often reach rule of 90 sooner and retire earlier – on average two years earlier.
- School district employees also typically live longer than other general members on average of at least two years.
- Have the opportunity to return to work after retirement.

At the November Board meeting, the Board approved the creation of a new class. The new school district employees class may have a separate contribution rate from general members. This will be discussed by the Board.

Who will be considered a school district employee? Proposed legislation would include any employee of any school district or charter school employed as instructional staff, pupil service staff, professionally endorsed staff, and staff holding a certificate as determined in Section 33-1201A, Idaho Code, and school bus drivers and resource officers, subject to the provisions of section 59-1302(14), Idaho Statute.

This new proposed class is a realistic modification. Many of our peer pension systems across the nation have a class dedicated to educators. While PERSI is smaller than other state pension systems, we are growing and need to address issues when they arise. The new class will be presented to the Idaho legislature for approval during the 2022 session.

OVERALL

PERSI is doing well but we must continue to be diligent to protect the fund and address challenges as they develop. We have a strong group of experts and feel we are moving in the right direction for a sound future.



PERSI

Public Employee Retirement System of Idaho



By Dr. Geoff Thomas / Assistant Professor
Idaho State University

Dear Idaho School Board Members

In this season of acknowledging our many blessings and new beginnings, let me be the first to express my support, personal and professional thanks, and sincere gratitude to every Idaho school board member for your time, hard work, and dedicated service to our children and communities.

As a former Superintendent with over twenty-three years working in central office, I have had the pleasure of serving with nearly thirty school board members in two Idaho districts.

What I discovered in that time is that school board members are genuinely impressive people. For zero monetary compensation and copious amounts of time away from their families, they voluntarily assume vast responsibilities of educational stewardship in their local communities.

During their tenure, board members experience firsthand the unmitigated joys of holding much needed bond or levy elections, seeking to replace head varsity coaches, producing a school calendar that is universally embraced, settling contentious negotiations, addressing the difficult challenge of whether a student should or should not be expelled, overseeing painful employment terminations, or how best to protect students and staff from potential acts of violence or a pandemic.

And last, but certainly not least, most recently, having to defend teachers, principals, and their districts (all of whom are using Idaho legislator approved state standards and curriculum) against patently false and frankly idiotic charges of indoctrination, socialism, or secretly abetting and implementing communist doctrine.

If all the above mentioned was not enough, school board members, most of whom are not professional educators, must also learn additional skills on the job, including acquiring a new extensive education-based vocabulary, becoming experts on important budgetary matters, and garnering the finer points of school law.

Given their massive responsibilities and being elected directly by their neighborhood peers, Idaho board members should be given respect for their service, and deference in making difficult decisions, while being profusely thanked, rather than threatened at board meetings for their efforts.

Therefore, on behalf of Idahoans everywhere, let me again express my deepest personal and professional gratitude for your selfless dedication and tireless service. You are appreciated!

Have a happy, blessed, and safe New Year!

Sincerely,

Dr. Geoff Thomas
Assistant Professor
Idaho State University



A woman with dark hair is sitting on a bed with a green and white patterned blanket. She is holding a white tissue to her nose and sneezing. The background shows a bedroom with a mirror and a window.

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SUPERINTENDENT SEARCH

By Catherine Bates / ISBA Communications & Program Manager

Conducting a Successful Superintendent Search **YOUR NEXT BIG DECISION**



Strong district leadership is more important now than ever. At ISBA, we understand first-hand the challenges of finding the right leader for the students and families in your community. Hiring a superintendent is one of the most important jobs of a school board. Some boards go years without conducting a search for a new superintendent, while others do so every few years. Finding the right candidate can be a difficult process, but ISBA customizes every search to meet the needs of the board and the community. We work closely with your board to facilitate the process, offer advice, and with great care, manage the many details involved in successfully hiring your next superintendent.

"This was absolutely the best money we spent at the district this year. Our Board could not have done this on our own. The amount of work involved, the steps involved, and the obligation to get it "right" is an immense undertaking. The process ISBA has created is a great process. From the letter that went out about our superintendent's retirement, to the brochure, application essays, community survey, application review, reference check process, meet and greet, interviews and ultimate decision- every single step of the way, they were there to guide the process." – Board Member, Payette SD

To Search or Not to Search

One of the first decisions the board will make is the consideration of three options: Should we hire an internal candidate, conduct the search ourselves, or contract to have the search done by an outside company?

Oftentimes the district already has an in-house candidate who is ready and willing to take the position. This person may have been "groomed" by the current superintendent to take on the new role. This candidate can be a great successor and prove to be an excellent superintendent for the district. However, before hiring an internal candidate, a board should ask themselves if they feel the district needs a change that could be better provided by an outside candidate. An internal candidate brings many strengths, including historical perspective and community support. If the board can agree unanimously that hiring the internal candidate is the best option, then it is wise to move forward with this decision. It will save the district time and money.

If the board cannot agree unanimously on a candidate, it is prudent for the board to consider opening up the search to see if there are any other candidates who should be considered. When a district decides to conduct a superintendent search, it's usually a very fast-paced and extensive process. Some board members may have participated in a previous search and will have a great perspective on the process and what changes are necessary this time. When a district decides to search for a new superintendent, the board has two main options: conduct a search on its own or hire a company to assist with the search.

It is important to consider the reasons for choosing one search option over the other. Using a search company, such as ISBA's Superintendent Search Service, lends the board the company's experience. The scope of an ISBA search reaches candidates across the state, as well as nationally. ISBA conducts a thorough evaluation of applicants using criteria established by your local board. We leverage the Association's resources to establish the search timeline, determine key qualifications, assist with marketing, application review, conducting reference checks, the interview process, and more.

Community and Staff Involvement

Here at ISBA, we believe local involvement is critical to finding the right leader for your district. Encouraging your local community and staff to be involved as the board selects the next superintendent ensures parents, patrons, and staff feel their opinions and voices are valued. Including your local community in this process from the start can help some of your biggest supporters feel valued and heard. Two common methods to ensure community involvement are: 1.) conducting a survey at the beginning of the superintendent search process - ask questions about what the community, staff, and students would like to see in the next superintendent; and 2.) hold a community meet and greet with superintendent finalists. This provides the community and staff the opportunity to meet with the finalists and submit feedback.

Qualifications and Expectations

It is our job at ISBA to help you nail down criteria that accurately reflects your organization and community priorities. One of the first tasks the board will work on is determining the qualifications of the ideal candidate as well as any expectations the board has. There are many considerations the board should analyze including education background, work experience, and specific skillsets just to name a few. The board will use these qualifications as a guide in future steps of the search.

Conducting the Search

Marketing

The next step in the superintendent search process is to conduct the marketing. The vacancy should be advertised broadly using all available methods that will reach potential applicants across the state and the Northwest, as well as nationwide.

Application Review

Once the application period is complete, the board will review each application. A thorough application review should be conducted keeping in mind the input from the community and staff and the identified qualifications by the board.

Without question I would recommend the ISBA. This service was invaluable to us. We could not have gone through this process without their help. ISBA was so professional, personal, and willing to help us in every area of the search. This was such an overwhelming task, and we sincerely appreciate the time and effort ISBA put forth."

- Board Member, Twin Falls SD

continued on next page...

Reference Checks

Following that step, the board will conduct reference checks of those candidates selected to move forward. As references are checked, remember that the candidate provided reference names because they assume the reference will give the candidate a glowing review. Candidates do not provide a reference name of someone who might give a negative review. During the reference check step, the board should prepare and use a defined protocol as they conduct reference checks.

Interviews

Once the reference checks are complete, the board will determine which candidates to move forward for interviews. The board should determine details related to the interview process and interview questions. Some districts have conducted more than one interview as they narrow the candidate pool to the very top candidates.

Announce the Board's Decision and Prepare for the Transition

One of the most enjoyable and rewarding steps in this process is announcing the candidate selected to take the position of superintendent. This is an exciting time for the district. ISBA

can help craft messaging to introduce the new superintendent. There will most likely be a transition period where the new superintendent learns what the board expects and wants, and the board learns the same from the superintendent. The board may want to consider having an ISBA board trainer come to the district to provide a training on roles and responsibilities. The trainer will help the board learn the roles and responsibilities of the board as well as the superintendent.

ISBA Can Help

Hiring a new superintendent isn't nearly as important as hiring the right superintendent. When a board conducts a superintendent search, the process will most likely be time consuming and there will be many other factors involved. Our job at ISBA is to assist school board members every step of the way and to ensure local boards retain total decision-making control to hire their next leader. Don't worry,

ISBA is here to help!

continued on next page...



Mental Health Services in Idaho Schools

A school-based model for behavioral and mental health service delivery can increase treatment accessibility for youth. By developing a working relationship between a clinical service provider, a school district and the parents of children in need of services, the system of care can support the child's success.

Optum Idaho has created The Behavioral and Mental Health Services in Idaho Schools Toolkit as a resource for providers and school districts interested in developing a program. The toolkit provides information about policies, guidelines, rules and laws that providers need to consider when engaged in mental health services in schools.

Learn more about implementing a MHS program in your district.

Email Optum Idaho's MHS Program Manager at MHSIdaho@optum.com

20%

of children in the U.S. may have a mental health condition, but as few as **21%** of those children receive treatment.*



*Kristine Goodwin and Jennifer B. Saunders; Improving Children's Mental Health; National Conference of State Legislatures (NCSL), Vol. 22, No. 2 / January 2014; <http://www.ncsl.org/research/health/improving-childrens-mental-health.aspx>
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WHAT WE DO

Task	Why You Should Choose ISBA
Work with the board to establish a timeline for the superintendent search	We know the optimal times during the year to open the position and market it.
Work with the board to determine key qualifications	With years of experience, we can guide the board to determine the needed qualifications for this position.
Advertise and recruit candidates	We have a variety of marketing methods with outreach to potential candidates and other professional organizations throughout Idaho, the Northwest, and across the country. We have professionals on staff to design the announcement brochure and effectively market the position. We have an application form that is created specifically for the superintendent position.
Review application packets	We provide the board with pros and cons of each candidate, items to note, responses to be cautious of, and more. We review the entire application packet including transcripts, credentials, letters of recommendation, etc. On average, application packets are 25 pages.
Selection of semi-finalists	We are the main contact for all candidates. We provide updates to the candidates, communicate with those who are selected to move forward as well as those who are not. We work with the board as they review the qualifications previously established.
Conduct reference checks	We provide the board with a detailed reference check protocol and training. We work with the board to determine questions that will be asked. We assist the board with reference checks and then lead the board in discussing what was received from the references.
Conduct interviews	We will schedule all of the interviews with the selected finalists. We provide training to the board on interview protocol, prepare interview questions for the board to select from, and provide a checklist of items to listen for.
Superintendent selection and contract negotiation	Once the board selects the superintendent, we notify the non-selected candidates. We also can assist the board with contract negotiation.
Community and staff participation	We assist the board to include the community and staff during the process. We can conduct a survey to gather feedback with regards to what the community and staff would like in the next superintendent. We can also assist with the organization of a community meet and greet where the community and staff can meet the superintendent finalists. We can assist with press releases before, during, and after the search.
Open meeting law	We have several examples of meeting agendas and meeting minutes regarding the line item of superintendent search. We are well versed with open meeting law and work with the board to ensure they properly go in and out of executive session in accordance with state law.

Superintendent Search Service Fees:

- **Option 1:** Marketing of Opening \$3,750
- **Option 2:** Marketing + Full Search Service \$8,750 (all steps mentioned in this article)

For more information, please contact Catherine Bates at the ISBA Office: (208) 854-1476 or catherine@idsba.org.

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Blue Cross of Idaho

Our philosophy remains much as it was when we began in 1945: To help our members have the access they need to quality healthcare services while providing them financial peace of mind. We work closely with healthcare providers, hospitals,

and partners across the state to ensure that those goals are met. We will continue to stand by our members and give them the tools they need to take control of their healthcare journey, while continuing to provide the kind of superior personal customer service our members have come to expect.

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ISBA DIAMOND BUSINESS PARTNERS



Zions Public Finance, Inc.

Zions Public Finance is a leading municipal advisor to Idaho school districts. Having worked in Idaho since 1994, Zions has helped to finance hundreds of millions of dollars in bonds for both large and small districts throughout the state. Throughout the financing process, Zions maintains a fiduciary duty to its advisory clients, providing recommendations made in the best interests of each district.

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Northwest Building Systems is a design build manufacturer of modular buildings since 1983 in Boise, Idaho. NWBS has built educational buildings through-out Idaho and 6 other states both relocatable and permanent structures. We adhere to all code compliance and employ licensed trades.

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Piper Sandler

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Piper Sandler is a broker-dealer with a Boise office that specializes in Idaho school bonds. Piper Sandler's Idaho based bankers have completed over 70 financings totaling \$1.55 billion for Idaho school districts in the past 10 years. Piper Sandler offers financial expertise and transactional experience, as well as client services with tailored solutions.



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Idaho Forest Products Commission

The Idaho Forest Products Commission (IFPC) supports balanced, responsible management of Idaho's economically vital public and private forests through information and education programs. The cornerstone of our education efforts is Project Learning Tree (PLT). Designed for teachers and others who engage with PreK-12th grade youth, PLT helps students learn how to think, not what to think, about the environment.

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In becoming a business partner of ISBA, your organization will demonstrate support for public education to local school leaders across the state. Your organization will gain insight into the latest developments in education while providing direct networking opportunities with school leaders.

Please contact Morgan Garcia at morgan@idsba.org if you or someone you know might be interested in becoming an ISBA Business Partner or Affiliate.



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- Senate Education Committee Meeting

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