A PUBLICATION OF THE IDAHO SCHOOL BOARDS ASSOCIATION

SLATE magazine

fall 2022



REBUILDING A CULTURE OF SAFETY

Jefferson School District implements a new safety plan following a school shooting. - Page 32



Supporting Education Through Activities











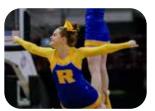


- Students involved in activities average fewer absences per year than the general student population
- Participation in high school activities is a valuable part of the overall high school experience
- Students who compete in high school activity programs achieve higher grades and have better attendance
- 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 referals 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









SLATE magazine

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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
- 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.

2022 ISBA CALENDAR:

September 20 Region 7 & 8 Meeting • Zoom September 27 Region 9 Meeting • Zoom October 4 Region 3 Meeting · Meridian, ID October 5 Region 4 Meeting • Twin Falls, ID October 11 Region 2 Meeting · Lapwai, ID October 12 Region 1 Meeting · Coeur d'Alene, ID October 18 Region 5 Meeting • American Falls, ID October 19 Region 6 Meeting · Rigby, ID November 9-11 ISBA Annual Convention · Coeur d'Alene, ID November 24-25

ISBA HEADOUARTERS:

Thanksgiving Holiday

• ISBA Office Closed

ISBA Office Closed

Christmas Holiday

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December 23-3

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COMMITTEES THAT **ISBA REPRESENTS** OUR MEMBERS ON

The ISBA staff and members serve on a variety of committees, councils, and boards in an effort to provide statewide representation and a voice for all members on a variety of topics. Here is a list of just a few of the committees we

- Governor's K-12 Emergency Council
- Professional Standards Commission
- Idaho High School Activities Association
- 4. State Technical Assistance Team
- Accountability & Oversight Committee
- Vaccine Advisory Council
- Ready Idaho (Early Childhood Coalition)
- 8. Bias and Sensitivity Committee
- Commission for Education Excellence
- 10. Committee for Educator Preparation Standards
- 11. Idaho School Safety & Security Advisory Board
- 12. Idaho's Teacher of the Year Selection Committee
- 13. Consortium of State School Boards Associations
- 14. Keep it Local Idaho

2021-2022 ISBA Executive Board:

OFFICERS: 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. REGION 1 REGION 2 REGION 3 REGION 4 President President-Elect Vice President Imm. Past President REGION 5 Jason Knopp Nancy Gregory Starr Olsen Jody Hendrickx Boise SD #001 Dietrich SD #314 Melba SD #136 St. Maries SD #041 REGION 6 REGION 7 **MEMBERS:** REGION 8 BONNER **REGION 9 CHARTER** Region I Chair Michelle Lippert **SCHOOLS** Post Falls SD #273 Region 2 Chair Region 9 Chair Ken Hart Debbi Burr Nezperce SD #302 Xavier Charter School Region 2 Vice Chair LATAH Jim Frenzel Moscow SD #281 Region I Vice Chair Sandy Kennelly St. Maries Joint SD #041 Region 9 Vice Chair Anne Ritter Region 7 Chair Meridian Medical Region 7 Vice Chair Karen Pyron Arts Charter Shila Hansen Butte County |t SD #111 Butte County Jt SD #111 Region 8 Chair Matt Frye Fruitland SD #373 Region 6 Chair Brian Pyper Madison SD #321 Region 8 Vice Chair Christy Crocco Region 6 Vice Chair Cambridge Joint SD #423 Willy Schmitt West Jefferson SD #253 Region 3 Chair Joy Thomas Region 5 Chair Kuna SD #003 Lon Harrington Snake River SD #52

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Jason Sevy

Marsing SD #363

FIRST THINGS FIRST

By Misty Swanson / ISBA Executive Director



Leading in K-12 Education: A Plan is Priceless

This summer I scooped up an old children's book at a bookstore titled, Caps for Sale. This timeless classic tells the troubles of a peddler who is confronted with a band of mischievous monkeys. The peddler at the start of the story walks across town wearing all the caps he is peddling, stacked tall on his head, before being confronted by an unstoppable team of monkeys who are dead set on dismantling his arrangement of caps.

This is the image I conjure up as I think of school leaders entering the K-12 education landscape. School boards, administrators, teachers, and staff-trying to balance student success, summer reading loss, mental health, children's basic needs, equity, and so much more for their schools and districts every day. How do we balance it all? What do we fear might come tumbling down? What must we hold up at all costs?

The science of planning is not lost on me. I have planned my way through leadership transitions, legislative shifts, staffing shortages, and everyday moments as a parent. And as an association, we have fine-tuned the strategic planning process for school board success.

Strategic planning while tedious at times, can be the answer amidst the unpredictable and unprecedented challenges facing public schools in Idaho. The planning process requires you to drill down to what is most essential — your main objectives and goals. As a school district or charter school, what is most essential for you to focus on in the year ahead? Clear goals and objectives allow teams to create strategies and arrive at locally focused solutions. Without a plan, you may find yourself struggling to hold onto your caps!

ISBA began our own strategic planning process in April of this year. We invited an external consultant to facilitate and guide ISBA's Executive Board in a day-long strategic planning process. The exercise was instrumental in helping guide our efforts for the next few years. Our staff and Executive Board members held in-depth discussion about our strengths, and opportunities for growth. After many rounds of discussion, reflection, active listening, and activities we arrived at our core focus areas. The ISBA leadership team and staff continued the strategic planning process with a retreat to further define our goals and objectives. Our wonderful and hardworking staff will now work to complete the implementation planning and accountability process throughout the length of the strategic plan.



We encourage board members to take part in the strategic planning process—and we have skilled trainers to help guide you through it! Strategic planning can not only strengthen the bond of the board, but also provides the district or charter school with laser focus on your most pressing initiatives and issues.

Like all great books, Caps for Sale has many take-home lessons, and one of them is patience. The peddler tries several different methods to retrieve his caps from the monkeys. The first few attempts fail but eventually, with persistence and determination, he discovers a solution. I know we all are striving to keep our caps straight these days. As another school year is before us, I wish you all patience, a sense of humor, and the will to plan.



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PRESIDENT'S MESSAGE

By Jason Knopp / ISBA President



Do's & Dont's at the **ISBA Annual Convention**

While there are many rewarding aspects of serving as a trustee, my favorite opportunity is each November when our board and superintendent attend the ISBA Convention together. The Convention provides a unique setting where each of us can learn to grow individually as public servants and together to tackle challenges. I love watching how teams might divide up between the 70+ incredible workshops the ISBA staff puts together and then plan a time to come together as a board to share what they learned. I also enjoy watching workshops where a team attends together, because they acknowledge they may have quirks to work through in order to be the most successful team they can build. In any scenario, one of the biggest perks of the ISBA Convention is the opportunity to grow. It's fascinating to watch during the Business Session, how boards have a dialogue about how to cast their votes that makes up the ISBA Legislative Platform – and I am inspired anytime a board member stands up to speak to a resolution that moves them. Whether it's to grow as an individual in your school board service, grow the respect you have for your colleagues, or grow your friendships between your fellow board members or superintendents; the Convention provides a unique place for you to come together and build your A-Team to bring back to your school districts and charter schools.

Here are some of my do's and don'ts, after attending nearly a decade of ISBA Conventions:

DO: Divide and conquer the many workshops; It's OK to attend separate workshops that might interest you. Just set time aside at a future board meeting where you can share what you learned and how you hope the information might improve your team back in the board room.

DON'T: Don't feel bad if you learn something you've been doing might not be a "best practice." The point of the ISBA Convention – and really, all ISBA events - is to help our members find and foster environments where they can be the best governing team.

DO: Plan time for socializing – both with your board and team, but also with other board members from across the state. The ISBA Convention will bring board members who have served more than 20 years, to those who may have just been appointed. The information you can learn from one another will be long-lasting for you.

DON'T: Do NOT miss your ISBA Region Meeting. At the Region Meeting, you will meet other board members who are serving in neighboring districts and schools. It's also where you elect representatives to the ISBA Executive Board, learn about ISBA Officer Candidates, and can answer any final questions about the ISBA Proposed Legislative Platform. Attend this so you can get to know your neighboring board members and find out how you can work together to overcome regional challenges.

DO: Do be prepared to speak on ISBA Resolutions that speak to a challenge your district or school is facing. The ISBA Business Session is formal because we want to show each other – and the public – the issues and challenges we face as school leaders. We want you to speak up!

Lastly – just have fun. This year celebrates the 80th anniversary of ISBA and we're so excited you get to be a part of it.





Below is a list of 80 great benefits that membership in ISBA provides.

- 1. Board training at your district/charter
- 2. Representation on the teacher Performance Evaluation Task Force
- 3. Legislative advocacy
- 4. Scholarship Trust Student Scholarships
- Business Session at Annual Convention to provide for education advocacy
- 6. Buy Board
- 7. Opportunities with ISBA Business Partners
- 8. Policy Update Service
- Ask ISBA questions & answers posted on the ISBA website and SLATE Magazine
- 10. Policy Manual Rewrite Service
- 11. ISBA Property & Liability Insurance Program
- 12. Over 50 workshop options offered at the Annual Convention
- 13. Updated and easy-to-use ISBA website
- Options for paperless board meetings through Simbli, BoardBook, and BoardDocs
- 15. Participation at Boise Chamber events
- 16. Legal support provided to board members & districts
- 17. Member engagement on Facebook (https://www.facebook.com/idahosba)
- 18. Twitter (https://twitter.com/IDSchoolBoards)
- 19. Pay for Performance Design and Implementation Committee
- 20. Assistance with community surveys
- 21. Capitol Notes
- 22. SLATE
- 23. Clerk's Manual
- 24. Idaho Education Network Content and Curriculum Committee
- 25. New Board Member Packets
- 26. Salary Schedule
- 27. Convenient office location in downtown Boise
- 28. Student entertainment and talent at Annual Convention
- 29. Executive Board members that represent you and your region
- 30. Wednesday Webinar
- 31. ISBA Committees: Governmental Affairs, Professional Development & Leadership, Scholarship, Audit, and Nominations
- 32. Annual Convention
- 33. Scholarship Auction
- 34. Legislative Lunch during Day on the Hill
- 35. Fall Region Meetings
- 36. Day on the Hill
- 37. Leadership Institute
- 38. Representation on the Professional Standards Commission Committee

- 39. Monitoring trends in education at the local, state, and national level
- 40. Yearly calendar contest with Moreton & Company
- 41. Boise Chamber of Commerce Education Committee Member
- 42. Resolution discussion
- 43. Representation on the Idaho High School Activities Association (IHSAA) Board
- 44. Superintendent Search Service
- 45. Student contests (art, photography, poetry)
- 46. Exhibit Show during Convention
- 47. Monthly Meet-Up with ISBA
- 48. Alumni Program
- 49. Board Member Spotlight in the SLATE
- 50. Job postings on ISBA's Job Center
- 51. Trustee rezone assistance
- 52. Video library on You Tube
- 53. Educational and motivational keynote speakers at ISBA events
- 54. Literacy training
- 55. 4 Free Hours of Legal Service to Each District
- 56. Awards (Board Chair of the Year, Clerk of the Year, 20 Years of Service, Bull Dog)
- 57. Knowledgeable and skilled ISBA Consultants
- 58. School Board Appreciation Month
- 59. Job Description Manual
- 60. ISBA Newsletter
- 61. ISBA Code of Ethics
- 62. ISBA Standards
- 63. Idaho's Teacher of the Year Selection Committee Member
- 64. Qualified Trainer with SBOE
- 65. Searchable Master Agreement Database
- 66. Staff available to answer questions via phone, email, etc.
- 67. Consortium of State School Boards Associations Member (COSSBA)
- 68. Emergency K-12 Council Member
- 69. Stand Up 4 Idaho Public Schools Campaign
- 70. Accountability & Oversight Committee Representation
- 71. Commission for Excellence in Education Representation
- 72. Stakeholder engagement on local issues
- 73. School policy research
- 74. Representation on Governor Education Taskforce
- 75. State Technical Assistance Team (STAT) Representation
- 76. Representative for Idaho's ESSA Plan
- 77. Sponsors for Annual Convention and Day on the Hill
- 78. Networking opportunities with other school board members
- 79. Members to the Idaho School Public Relations Association
- 80. An exceptional staff who advocates for Idaho students and public education

STATE DEPARTMENT OF EDUCATION

By Sherri Ybarra / Idaho Superintendent of Public Instruction



Looking Back, with Gratitude, on Eight Great Years

As a longtime teacher and administrator, the beginning of a new school year is always an exciting time for me – the flurry of activity, the long "to-do" lists, looking forward to new lessons and new faces.

This year, too, offers plenty of promise and challenge, and I look forward to seeing Idaho students continue to grow and achieve. As my term as Idaho Superintendent of Public Instruction is coming to an end, I feel the need to look back as well as ahead.

I've loved these past eight years, and I take great pride in what I, my amazing staff, and educators throughout the state have accomplished together.

When I took office in 2015, my first order of business was to change the culture at the State Department of Education from one of blaming and shaming educators to one of support, service, and collaboration. That culture, one of my proudest achievements, has gone a long way toward improving Idaho education and student outcomes.

I assembled a great team, including many certified teachers, to reverse that trajectory and help educators get what they need to help students succeed, from professional development to helping navigate the maze of federal regulations. My motto has always been "we are a flashlight, not a hammer."

Strategic Investments

For nearly eight years as superintendent, I've worked with two governors, two education task forces, and many legislators to consistently strengthen Idaho's investment in K-12 public schools. Most importantly, we've secured targeted investments in key areas, including early literacy, professional development for teachers, and helping cover the costs of health insurance benefits for public school employees.

I've also advocated and secured sustainable funding for technology needs, including additional money for local district IT staff and essential expansion of broadband and wireless infrastructure. My department assumed management of the state's efforts to enhance the broadband capability of rural and remote Idaho school districts, reimbursing more than \$1 million in special construction costs that stretch to every corner of Idaho with our Broadband Infrastructure Improvement Grant.

Since that program began in 2016, Idaho schools' costs for bandwidth have been reduced by nearly nine-tenths, while the amount of bandwidth has multiplied at least 10 times. In a state with many more remote rural districts than large urban ones, technology is the great equalizer.

COVID Relief Funding

Despite our best efforts – and those efforts were truly amazing – this long pandemic has carried with it learning loss that we have not yet fully assessed. That loss has been particularly acute among our special populations – English learners, special education, and low income.

But from what we can tell so far, the setbacks have been considerably smaller than we anticipated, and we haven't seen the devastating impact experienced by many states. In December, a national Pandemic Scorecard ranked Idaho third among all states in how well our education outcomes withstood COVID-19. That was encouraging, but not surprising because we kept schools open or moved quickly to re-open them during the pandemic – unlike many other states.

Technology and innovation can bridge many gaps, but they cannot

take the place of in-person interaction with teachers and peers. I heard that message loud and clear from families and educators alike, and from lawmakers when I took the issue to the Legislature in early 2021.

My bill, overwhelmingly supported by the Idaho House and Senate, has historic implications for student and parent choice in instruction moving forward, ensuring that Idaho students will always have the option of in-person learning, as long as safety concerns can be met at the local level.

One of my department's prime commitments and greatest challenges during the pandemic has been to administer more than \$1 billion in federal COVID relief funds, helping schools and districts navigate the complex and frequently changing regulations and requirements that accompany this vital funding. My staff worked tirelessly to answer questions, host webinars, and solve problems.

I greatly appreciate districts' wise use of COVID relief funds to reduce learning loss through high doses of tutoring, increased academic time, and targeted intervention.

Learn to Read; Read to Learn

One thing I know from my years as a third grade teacher is that if a student could not read by then, that child was at a huge disadvantage going forward. As superintendent, my goal is to even the playing field so all Idaho kids get a strong start toward reading as soon as they enter school. By identifying and meeting students' individual needs and challenges, we can make sure they can read by the end of grade 3, enjoy reading, and read to learn for the rest of their lives.

That goal has propelled my department's early literacy efforts: finding funds to revamp our K-3 reading test and supporting all public schools and districts to implement proven intervention strategies based on the robust data provided by the new Idaho Reading Indicator (IRI).

We have supported schools in implementing research-based literacy intervention programs and strategies, and last year we launched an intensive two-year SMART (Striving to Meet Achievement in Reading Together) program, which immerses K-3 teachers in the science of reading, providing skilled coaching and collaboration.



Superintendent Sherri Ybarra presents her budget request to the Joint Finance-Appropriations Committee.

Photo courtesy of State Department of Education

The response has been overwhelmingly positive from educators and parents, and as we analyze the latest IRI results, we fully expect to see SMART success reflected in student outcomes. The program launched in spring 2021 with our first K-3 Reading Summit, where the first cohort of teachers from across the state joined the two-year program.

At this spring's annual summit, a second cohort of nearly 400 early reading teachers committed to giving the state's students the best possible start on reading, learning, and life. This summer, both cohorts met together in daylong regional trainings with their coaches.

Early literacy is one of our key areas of strategic investment, and this past legislative session brought a particularly bold increase, boosting total early literacy funding from \$26 million to \$72.8 million and opening up options for districts to develop the literacy intervention programs that best meet local needs, including free optional fullday kindergarten.

Supporting Educators

Providing Idaho teachers with highquality professional development and collaboration has been a major theme of my administration. It's essential to our overall focus on supporting schools and students.

We have strengthened Idaho's network of capacity builders and coaches who work in schools to support teachers, particularly in English Language Arts, Math and Science. I also established the Idaho Superintendents Network to enhance leaders' understanding of their role in improving student outcomes.

Engaging Students and Parents

Idaho's students are the focus of everything my department does. They are our mission, our legacy and our future.

Throughout my two terms, I've made it a point to visit classrooms whenever possible, getting direct feedback and ideas from the people most affected by education policies and practices – our students. When I launched my first Student Advisory Council last year - one of my best decisions as superintendent – I had high hopes. And the results far exceeded my expectations. Now we are selecting a new roster of students to advise me this fall, and I can hardly wait. Parental engagement, too, has long been

continued on next page...

a priority for my administration, including a parent advisory group to ensure families' voices are heard and their ideas included in education policy and school operations. We also created an online parent portal to provide better access to important information and resources, and this year we intensified that effort with a new Parent Resource toolkit.

Student Achievement



Members of Superintendent Ybarra's Student Advisory Committee pose with the superintendent in front of the Statehouse before touring the building during their first meeting, Sept. 20, 2021. Twelve of the 13 members attended in person; the 13th joined via Zoom. A newly assembled second SAC will meet this fall.

One of the things I hear most from students and parents is that they're sick and tired of hearing that Idaho education ranks at the bottom. That's still true in terms of per-pupil funding, but it's way off in terms of student achievement. We've come a long way in the past eight years, and we've got the stats to prove it. Here are just a few:

- Education Week ranked Idaho 17th in the nation for student achievement in 2021 – up from 31st just five years earlier. That's progress worth celebrating.
- US News and World Report places our state fifth in the nation for college and career readiness.
- Idaho ranks first in the nation for students earning college credits while still in high school – a jump start on their future and major savings for their families. That's just one impressive data point from our Advanced Opportunities program, which has been streamlined and simplified during my tenure, drawing positive national attention and huge popularity among Idaho students and families.
- Education Week ranked Idaho fifth nationwide for the amount of improvement in students' chance for success between 2020 and 2021.

Student Safety and Wellbeing

Student safety has long been a top priority for me and my department, as it is for families throughout our state. We've secured numerous grants to address mental and behavioral health and to provide more resources for suicide prevention and other critical needs. One example is a \$6 million, five-year Project AWARE grant to help local educational agencies partner with regional medical providers for mental and behavioral health services in schools.

Our Idaho Lives project, a partnership with the Department of Health and Welfare, offers the popular peer-based Sources of Strength program in schools across the state, as well as free online suicide prevention Gatekeeper Training. That training's Question, Persuade and Refer tactics equip educators, parents, and community members with the knowledge to detect early signs of suicidal thought, intervene effectively, and refer students to appropriate resources.

Content and Mastery

The No. 1 recommendation from Idaho's first statewide education task force called for implementing a system in which students advance based on mastery of content instead of seat time. My department took that to heart, starting a mastery education network to provide grants and technical support to schools throughout Idaho. Not surprisingly, students love this studentcentered approach.

The network launched with 31 schools in 2015 and has since provided grants to more than 100 schools and districts - not to mention the many schools who have embraced the mastery education approach without formally joining the network. Our state is now a recognized national leader in mastery-based education.

We also have achieved the goal of updating our content standards in Math, Science, and English Language Arts, replacing the controversial "Common Core" standards.

Teacher Compensation, Retention, and **Appreciation**

Since taking office, I have fought to increase the respect and appreciation our teachers receive, part of creating a culture that allows us to retain great educators, recruit new ones, and inspire Idaho students to pursue Idaho teaching careers. Boosting pay is a big part of that, especially when our state borders others offering substantially higher salaries.

I strongly supported and ultimately implemented the Career Ladder to improve teacher pay -- a \$250+ million initiative enacted by the 2015 Idaho Legislature, as well as the 2021 Career Ladder expansion to include a new Advanced Professional rung.

In November, I successfully sought \$1,000 bonuses for educators via available COVID funds, and the Legislature extended bonuses to all school staff.

One of my requests each year has been to increase funding for staff, and I am thrilled that for the next school year, classified staff and administrators are getting a 7 percent pay boost.

In Closing ...

Idaho's students, school board members, teachers, and administrators fill me with hope for the future.

I feel confident that our positive culture will endure in districts and classrooms throughout the state, that achievement will continue to increase, and that we will ensure that public education is the No. 1 choice for Idaho students and families.

I take great pride in what I, my staff, and educators throughout this state have accomplished in the past nearly eight years. You will always have my respect and appreciation. Thank you!



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That's why Idaho Public Television provides a wide range of free content and tools to help you customize your child's learning, based on your goals and interests.

Visit our new **IdahoPTV Parents** website (**idahoptv.org/parents**) where you can view descriptions of all of our educational children's series, find tips for watching with your kids, and discover games, activities, learning goals and discussion questions to make learning fun!

"We're facing complicated societal issues and

everyone has different needs," says Jeff Tucker, IdahoPTV general manager. "We believe parents should play an active role in their child's learning and they should be the ones to nurture and direct their child's development as they see fit. On our IdahoPTV Parents site you'll find short videos that explain how to choose the right programs, how to engage with your little one, and how to interact and explain the themes each show presents while you watch and learn together."

Kari Wardle, IdahoPTV education manager, adds, "We know that children who consume educational content are more successful in school and throughout life. When a parent or caregiver watches that content and interacts with the child, the learning increases exponentially. At IdahoPTV, we are here to help and support parents as their child's first teacher. The IdahoPTV Parents website provides a variety of resources to help parents watch and interact with their kids."

Visit the new IdahoPTV Parents site today at **idahoptv.org/parents**.

idahoptv.org/parents



STATE BOARD OF EDUCATION

By Kurt Liebich / President / Idaho State Board of Education





Empowering Parents Program Coming Soon

At the time of this writing, the Idaho State Board of Education is preparing to launch the Empowering Parents grant program, which will provide educational resources to eligible families across our state.

Earlier this year, the Idaho Legislature and Governor Brad Little passed Senate Bill 1255 creating the program. Empowering Parents is modeled after its precursor – Strong Families, Strong Students program – which awarded nearly 18,500 grants benefiting over 24,500 students during the 2020/21 academic year.

The Board office is working with Primary Class, Inc., the vendor chosen to administer the online marketplace where eligible families can use grant funds to purchase internet connectivity, computer hardware and software, instructional materials, tutoring services, etc.

Empowering Parents will also have a Parental Advisory Panel to assist with the implementation and administration of program. The contract requires Primary Class, Inc. to make the online marketplace platform available within 30 days, meaning we expect Empowering Parents to be open for business in early September, near the start of the school year.

The Legislature appropriated \$50 million for the program. Grants will be prioritized and awarded first to families who earn an Adjusted Gross Income (AGI) at or below \$60,000 per year.

Once the first phase of awards are made, the AGI limit will be expanded to families earning \$75,000 per year. After this phase, if there are any grants funds still available, families earning more than that will be eligible for the program.

Families can apply at empoweringparents.idaho.gov or, through the State Board of Education website.

The program will provide \$1,000 per student or a maximum of \$3,000 per family. Eligible students attending public or private schools or students who are homeschooled are all eligible. The program applies to students in kindergarten through the 12th grade.

The Strong Families, Strong Students program made a real difference during the pandemic. We expect the Empowering Parents program will continue to provide needed resources to help address learning loss that resulted from the pandemic and to help get our students back on track.

I'd like to personally thank Governor Brad Little and the Legislature for their commitment to this program, which will be in place for at least two years.





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SAFETY NOTES

By Dane Higdem / Moreton & Company





A critical component of any successful organization is to proper monitor and measures its performance. School administrators, teachers, and ancillary staff members all undergo regular performance reviews, and students receive grades on a quarterly basis! Of course the purpose of these performance reviews is to look for opportunities to further improve upon their skills.

Although the safety of the students, staff, and school facilities is the greatest concern of school trustees and administrators, the performance of a school district's overall safety and loss control process sometimes is not often reviewed. Although many schools will complete periodic inspections of their campuses, and perform regular reviews of certain safety issues such as their crisis plans, comprehensive reviews of their overall safety and loss control policy and procedures are not routinely completed.

SAFETY NOTES

Based on 30 years of experience of providing insurance coverage to Idaho Schools, we have developed a Safety & Loss Control Self Audit guide for ISBA Insurance Plan members. The self audit covers a wide variety of potential loss producing exposures based on the actual insurance loss experience of Idaho schools. It covers safety concerns including;

- Building Access, Security & Key Control
- Inspection and Service of Automatic Fire Sprinklers
- Snow and Ice Removal
- Emergency Procedures
- District Vehicle Use Driver Qualification
- Playground Inspections and Playground Supervision
- Staff Training for the Prevention of Sexual Harassment
- Science Laboratory Safety

There is a separate checklist for Vocational Education.

The Safety & Loss Control Self Audit is best completed in a group setting, whether it be with school trustees, and administrators, school principals and selected staff, or by your district safety committee. The group reviews each of the potential loss producing exposures and assigns a grade based upon their evaluation. An exposure that is controlled by a written formal policy that is fully and consistently in effect would be given an "A". An exposure controlled by written policy but has minor discrepancies in its execution maybe given a "B". Informal safety policies that are regular in their application could be give a "C". Exposures whose controls are inconsistent in their application could be given a failing grade. The Safety & Loss Control Self Audit will identify safety issues that can be improved upon and help you prioritize your safety efforts.

Many Idaho school districts have benefited by having the ISBA Insurance Plan's Safety & Loss Control Consultant participate in the self audit process, as not only can he help to describe the best safety practices needed to control specific exposures, he can also provide tools, assistance and necessary training to help you improve your safety programs.

The Safety & Loss Control Self-Audit form is available to all ISBA Insurance Plan members. If you would a like a copy of the form, or if you like assistance from the ISBA Insurance Plan's Safety & Loss Control Consultant please contact Chad Ranstrom, Dane Higdem or Sondra Lavoie at 1-208-321-9300.



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AT YOUR SERVICE

By Quinn Perry / ISBA Deputy Director & Government Affairs





No Such Thing as a Free Lunch but Free Advice on the Other Hand...

One of the perks of being an ISBA member is direct access to the ISBA staff for consultation. Daily, our staff receive calls from school leaders across Idaho who are seeking guidance on any given issue – and we mean it; we've heard it all.

However, it's one of those benefits that are difficult to explain to people - free advice? While I know there is no such thing as a free lunch, one of the core values we hold at ISBA is that seeking and giving advice are each essential to effective leadership and decision making. Yet, we don't always view this as a practical skill that all leaders - especially school leaders - can use to learn and improve.

When an exchange of seeking and receiving advice is well done, people on both sides benefit. Those who are truly open to input or quidance often develop better solutions to issues or problems than we would have, had we done it on our own. It adds a layer of thoughtful reflection to our thinking and helps us avoid the inevitable tendency to find self-serving rationales or other imperfections that can make us biased.

Those who give advice can help effectively carry a light influence – by helping shape crucial decisions and empowering adviceseekers to act. Combined with engaged listening, giving advice can also bring a deep learning experience for the advicegiver from the problems that people bring to them.

I learn from our members every single day with each new challenging question or issue I'm asked for advice on - and being your trusted advisor isn't something we take lightly. That's why we're always checking in with our colleagues at the ISBA, consulting with long serving trustees or with attorneys, seeking input from our colleagues across the country, or maybe even calling state agencies to discuss (in a way that preserves confidentiality, of course). We're doing it on YOUR behalf, so you don't have to.

There is something, too, about knowing when to call or knowing when it's more appropriate to schedule a professional development or coaching session instead. By understanding the difference, our

members can make requests with greater precision - and we, as advisers, can give you more targeted guidance. For example, calling our office to receive guidance on how to approach a complex or unfamiliar situation is exactly what you should do. But if you're looking to run more effective meetings, or collaborate more effectively with your peers, scheduling a professional development with your entire board will be more fruitful.

As advisers, here is our philosophy in providing free advice.

- 1) Serve as your Soundboard We can often help sharpen your understanding of the issue your experiencing, so you can better articulate it to your peers.
- 2) Identify possible problems We can often help (kindly) scrutinize reasoning or rationale behind conclusions you might have made, including elaborating on potential consequences. This helps both of us as advisers, and you as a seeker, gain a deeper understanding of the issue at hand.
- **3) Provide guidance on process** We know how much it stinks to always hear that trustees need to stay in their "governance lane." Don't let that dissuade you – we can help provide an approach on how to handle complicated, delicate, or high-stakes situations.
- 4) Generate practical ideas Believe us; we take calls on a regular basis about issues happening, and we're almost never stumped. If we are, however, we collaborate with our peers in other states, with legal counsel, and with other experts on these topics in a confidential manner that can help generate a direction for you.
- 5) Protecting Confidentiality It's easy to forget or omit details that might be embarrassing – such as having over stepped or done something you might regret. But these details can be essential

for us to know so we can help best quide you, and you can trust us to point you in the right direction without making you feel poorly. Our staff all sign confidentiality agreements because we know the sensitivity and nature of this work. You can feel secure in giving us a play-by-play on the situation so we can truly grasp the issue to help you avoid creating additional problems or pitfalls.

6) Knowing Where Our Boundaries Are

- First, we're not an enforcement agency, and we're also not here to give unsolicited advice. Just as we advise you to avoid overstepping in your governance role, we strive to never overstep our role in being a trusted advisor to help set you up for success. We know when we're not qualified to give advice, and when a matter is more appropriately handled by an attorney. Our job is to help guide you through your situation and empower you to act effectively.

7) Centering You as the Elected Official -

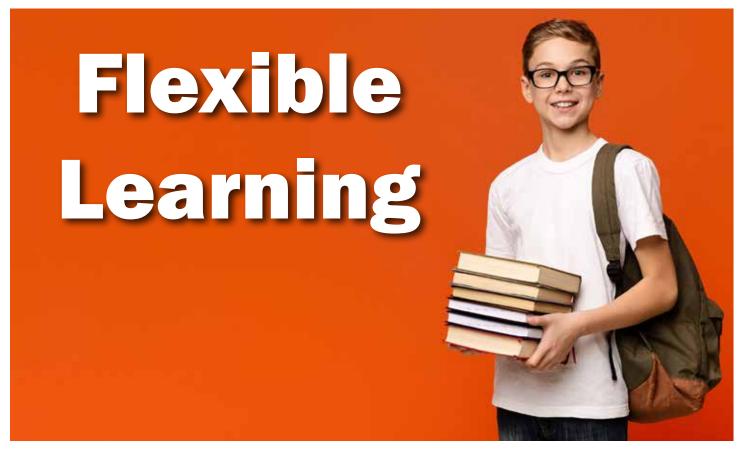
We always like to tell folks that we're not the elected officials in your communities tasked with the great responsibility of governing your schools. Instead, we help empower you to know that you know YOUR community best; In other words, we know we're never truly "in your shoes." That said, collectively, this office has been answering questions and navigating tough issues on behalf of board members for many, many years. Our guidance is never self-centered, as our best interest is the success of your school board.

While I'd love to buy you all lunch, instead I'll offer that if you are ever in a situation where you're stuck, or need guidance, don't know where to start- or just need help crafting a way to present an idea to fellow school leaders - call us. We're here for you.

POLICY UPDATE NEWS

By April Hoy / ISBA Research & Policy Specialist





Idaho's education system has long provided ways for students to shape their education experience around their interests and goals through electives and release time. At least as far back as when my mother attended an Idaho high school, it was common practice for schools to allow students to take a free period to attend religious classes offered near campus or other activities of their choice. Within the last decade, and especially within the last couple of years, the State Legislature has shown a greater interest in expanding the options available for students to customize their education and has created more permission and requirements for school districts and charter schools to help them in doing so.

In 1997, a state administrative rule was promulgated allowing students to petition their superintendent and the school board for early graduation if they had completed the school's graduation requirements in less than eight semesters. ¹ The State Legislature further encouraged this kind of acceleration with a 2016 addition to Idaho's Advanced Opportunities statute providing a scholarship to students who completed the K-12 curriculum at least one year early. ² In 2019, they would further encourage students to complete high school in less than the usual four years by allowing early graduation for students who have not met the typical graduation requirements. ³ Instead, students are required

to meet other academic requirements, including the completion of certain credits, achieving a college and career readiness score, and maintaining a 3.5 GPA. They must also provide a notice of intent to graduate early and an essay explaining their plans. The student must also be at least 16 years old and (if under 18) have their parent's permission. The contrast between the older and newer state level directives related to early graduation seem to fit with an emerging trend—allowing students to not simply accelerate their journey through the material they are expected to learn, but to skip or replace portions of it in favor of pursuing personal education goals

In addition to providing incentives for early graduation, the Advanced Opportunity statute, as modified over time by later legislation, made room for students to personalize their education in other ways. 4 It provided funds for students to use for nonstandard education activities aimed at accelerating the academic progress of students in grades seven and above. These funds can now be used for overload courses, tests, classes providing post-secondary credit, and career-technical training. It requires that a student who fails a course paid for through this program successfully complete a course at their own expense before they can access Advanced Opportunities funds. It also required districts and charter schools to provide timelines and processes related to this program. Matching scholarships for students who complete specified numbers of post-secondary credits provide an incentive for students to make use of these opportunities. 5

In 2015, when the Advanced Opportunities bill first passed, the legislature enacted another bill on mastery-based education. ⁶ It laid out the State Legislature's intention to shift from a system in which students advance in their education by completing courses to one in which they can advance by showing mastery of content. In keeping with this approach, a 2016 revision of the statute on Advanced Opportunities and revision to the state administrative rules allowed school boards to set criteria for students to challenge courses, receiving credit for the course without taking it if the student could meet alternative criteria deemed sufficient by the board. 7 8

In 2021, the Legislature continued to move Idaho's public schools in the direction of customized learning, this time with a requirement that schools grant students credit for activities beyond the classroom designated as extended learning opportunities (ELOs). This legislation requires school districts and charter schools to adopt a policy to provide a process for determining whether an activity teaches something that warrants the awarding of credit. It also calls for the policy to give direction as to what kind of organizations can apply to offer ELOs and how students can request credit for qualifying activities. Like the process for challenging courses, it lets students forgo a class if they can otherwise show they've learned the content. Unlike it, school districts and charter schools are required, rather than simply allowed, to offer this option.

The latest addition to the suite of options the Legislature is calling on schools to offer is the self-directed learner process. Legislation passed during the last session requires school districts and charter schools to have a process to designate students as flexible learners. It calls for students to be eligible for designation as selfdirected learners if they meet certain criteria, including mastery of content knowledge, planning for future education and other goals, knowledge of simple arithmetic, and a teacher's recommendation. Once granted this status, the student may be granted flexibility when it comes to when and how they attend school and other aspects of learning agreed on by the student and the school. The student is allowed to continue their self-directed learner status as long as they meet criteria worked out between the school, the student, and the student's parents or guardians. We at ISBA suggest considering not only academic criteria a student should meet but also criteria related to discipline and adherence to the plan created for a student's learning. Academic excellence is not the only criteria likely to impact whether it's feasible or prudent for a student to be granted flexibility and perhaps different or looser forms of supervision than the standard school day would typically provide.

This brings me to the topic of principles to keep in mind when implementing these forms of flexibility. One general rule is to avoid awarding students credit for activities for which there is a cost, apart from those covered by programs like Advanced Opportunities. Fees for classes have been the subject of lawsuits against school districts in recent years. To avoid landing in similar hot water or running afoul of existing rulings, ISBA strongly recommends against charging students or their parents or guardians fees-for-credit activities. This includes out-ofdistrict/charter school opportunities for which the district or charter school grants credit, like ELOs or activities a student might undertake as a self-directed learner. ISBA has also long recommended against granting credit for religious activities done during release time. At the advice of the attorney we consulted on our latest policies on flexibility in learning, we recommend continuing to apply this approach to activities other than release time a student might seek academic credit for, such as ELOs. ISBA's model policies still allow students the flexibility to attend religious activities during release time; they only recommend against awarding credit for them.

As your board navigates these emerging approaches to personalizing students' courses of education and any others that may emerge as future laws and administrative rules, you're always welcome to reach out to ISBA with questions about them. Additionally, the State Department of Education has a very helpful website with further quidance and resources on flexibility and putting a mastery-based focus into practice:

https://www.sde.idaho.gov/mastery-ed/

¹ IDAPA 08.02.01.350 Early Graduation

² I.C. 33-4602 Advanced Opportunities — Rulemaking

³ I.C. 33-6104 Early Graduation

⁴ I.C. 33-4601 et seq. Advanced Opportunities

⁵ I.C. 33-4605 Postsecondary Credit Scholarship

⁶ I.C. 33-1632 Mastery-Based Education

⁷ I.C. 33-4602 Advanced Opportunities — Rulemaking

⁸ IDAPA 08.02.03.105.b Mastery

PROFESSIONAL DEVELOPMENT

By Lisa Colón Durham / ISBA Professional Development Director



Continuous Improvement Plan – Beyond Compliance



We hear all the time that Idaho law requires this, and Idaho law requires that. While districts and charters may spend a lot of their time reacting to all the requirements in law, there is one area that has tremendous impact for students if districts and charters can get beyond compliance. You guessed it, I am talking about the Continuous Improvement Plan or CIP.

Let's start with compliance; Idaho Code §33-320 requires every district or charter school to develop an annual plan that focuses on improving student performance. The Continuous Improvement Plan (CIP) must be based on an analysis of demographic data, student achievement and growth data, graduation rates, and college and career readiness to establish clear and measurable goals for student outcomes. Specifically, the CIP is required to include:

- The district or charter school's mission and vision
- A description of community involvement in plan development
- Student achievement and growth goals, including the 4-year cohort graduation rate, grade 6 and 8 Math ISAT, and grade 6 and 8 ELA ISAT scores
- Literacy proficiency and growth goals, including kindergarten through grade 3 Spring IRI and Grade 4 English Language Arts
- A method for measuring progress toward literacy proficiency and growth goals
- College and career advising and mentoring goals and method for measuring progress
- A report of progress towards meeting the previous year's improvement goals
- Staff performance goals

The CIP must be posted and submitted to the Office of the State Board of Education by October 1 of each year. The school board needs to approve the CIP and monitor progress toward the goals identified in the plan and to include consideration of the progress in the superintendent's or charter administrator's evaluation.

While districts and charter schools do create such a plan, and periodically monitor the progress, and include it within the superintendent's or charter administrator's evaluation, this still leaves the question of how to take something you have to do and make it work for you? By going beyond compliance.

The CIP can be the driving force of the district or charter school. It is a way for everyone to work together toward the same goal, which is student achievement. Having a positive impact for student success is a common goal for all educators, school board members, parents and any other stakeholder interested in education. So, let's take something that we have to do, and make it work. Here are a few best practices to help take your continuous improvement plan beyond compliance:

- **1. Develop an Action Plan** Set specific, measurable, achievable, relevant, and time-bound (SMART) goals based on an analysis of data. Create a plan for each goal to assist in meeting that goals. Monitor progress and reflect on that progress to determine if you're on target to achieve those goals. If needed, revise the action plan.
- **2. Goal Alignment** Once the district or charter school has set goals, each school establishes a goal that supports the district goal, and then each staff members sets goals

that aligns with the school. In the same fashion as before, the goals are based on their own data. For example, an elementary school within a district would establish their own goals, based on the school's previous year's data and aligned to the district goals. This allows the elementary school to focus on their own action plan and have confidence that if they make progress on their building action plan, they will be supporting the overall district plan. In addition to building level goals, each staff member should establish their own individual goal that is in alignment with the building goal. For example, an 8th grade math teacher would establish an individual goal based on the students within their classroom and in alignment to the building goal. This process ensures everyone is working together, monitoring progress, and making revisions to the plan if students are not progressing.

- **3. Accountability & Support** Sometimes the term "accountability" gets a bad reputation because it can be seen as punitive. In this case, accountability is about holding each other responsible for the implementation of the plan. In other words, ensuring students are making progress. School boards should be receiving periodic reports on the progress of the CIP. This is typically done during a regularly scheduled board meeting through a report. Superintendents and Charter Administrators should be receiving periodic reports from their principals on their building plans, and principals should be checking in with their staff on their progress. This allows for the sharing of successes, any revisions that were made, and request for support if needed. This is an essential practice to going beyond compliance.
- **4. Professional Development** One very important way to provide support is to provide professional development. This applies to everyone within the school system including school board members and parents. For example, a district may have chosen to establish a new intervention program for 1st grade students who struggle with reading. The teachers who are implementing this program may need professional development on how to implement the program effectively. School board members may benefit from receiving professional development regarding data-based decision making and instructional interventions. A school may implement professional development for parents on what they can do at home to assist with mathematics.

So, are you ready to go beyond compliance? Identify at least one best practice that you might like to start this year and discuss it with your superintendent, charter administrator, or board member. It just might be the thing that is needed to start the process to making an even greater positive impact on students!





Coeur d'Alene, Idaho • November 9-11, 2022 • Coeur d'Alene Resort

	WEDNESDAY, NOVEMBER 9 Registration is Open 8:00 am - 5:00 pm					
Times:	Event:	Room:				
9:00 am – 11:45 am	Early Bird Workshops	Kidd Island Bay, North Cape Bay Casco Bay, Shore Room				
12:00 pm – 1:30 pm	Lunch / Opening Ceremonies / 1st General Session with Keynote	Bays 3-6				
1:45 pm – 2:45 pm	Workshop Session 1	Workshop Rooms				
3:00 pm – 4:00 pm	Workshop Session 2	Workshop Rooms				
4:15 pm – 5:15 pm	Workshop Session 3	Workshop Rooms				
5:30 pm – 6:30 pm	Reception / Scholarship Auction	Bays 1-2				
THURSDAY, NOVEMBER 10 Registration is Open 7:00 am - 4:00 pm						
Times:	Event:	Room:				
7:00 am – 8:00 am	Breakfast Buffet	Bays 3-6				
8:00 am – 9:45 am	2nd General Session with Keynote	Bays 3-6				
10:00 am – 11:00 am	Workshop Session 4	Workshop Rooms				
11:15 am – 2:30 pm	Exhibit Show	Bays 1-2				
11:15 am – 1:30 pm	Exhibit Show Luncheon	Bays 1-2				
11:15 am – 1:15 pm	Region Meetings	North Cape Bay, Kidd Island Bay Casco Bay				
11:15 am – 12:00 pm	ISSA Meeting	The Shore Room				
1:15 pm – 2:15 pm	Networking Sessions	7th Floor Board Rooms				
2:30 pm – 2:45 pm	Exhibit Show Prize Drawings	Bays 1-2				
3:00 pm – 4:00 pm	Workshop Session 5	Workshop Rooms				
4:15 pm – 5:15 pm	Workshop Session 6	Workshop Rooms				
5:15 pm – 6:00 pm	Open Networking Social Time	North Cape Bay, Kidd Island Bay Casco Bay				
6:00 pm – 8:00 pm	Awards Banquet with Dinner	Bays 3-6				
	FRIDAY, NOVEMBER 11					
Times:	Event:	Room:				
7:00 am – 8:00 am	Breakfast Buffet	Bays 3-6				
8:00 am – 8:30 am	3rd General Session	Bays 3-6				
8:30 am - Conclusion (noon)	Business Session	Bays 3-6				
8:30 am – 12:00 pm	Clerk's Corner	Bays 1-2				

MEET OUR KEYNOTE SPEAKERS



Phil Gore

Wednesday, Nov. 9, 12:00 pm

Phil Gore, PhD, a former Seattle-area school board member, currently serves as the Director of Board Services for the Vermont School Boards Association. Previous to his current role, Phil served as the Division Director for Board Development with the Texas Association of School Boards, Director of State Association Partnerships with the National School Boards Association, and Director of Leadership Development Services with the Washington School Directors' Association. He is coeditor of Improving School Board Effectiveness: A Balanced Governance Approach, published by Harvard Education Press in 2015. Phil's PhD is in Educational Leadership and Policy Studies at the University of Washington.



Caleb Campbell

Thursday, Nov. 10, 8:00 am

Caleb Campbell, a West Point graduate and ex-NFL athlete, is on a mission to help professionals, teams, and leaders move from stress-to-stretch so that they can increase their inner capacity and become a high capacity leader.

His Leadership Expansion Framework offers tools to help expand leadership capabilities, increase performance, deepen relationships, and grow in purpose.

Awards Will Be Presented At The Annual Convention

Download nomination forms at www.idsba.org • Please submit via email, fax, or mail. Email: mika@idsba.org • Fax: (208) 854-1480 • PO Box 9797 • Boise, ID 83707-4797







2022 ISBA **Scholarship** Recipients

This year, the ISBA Scholarship Trust awarded scholarships to 23 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:
Travis Alfrey	2	Patricia Alfrey	Parent
DanniKa Barfuss	5	MaLissa Barfuss	Parent
Wyatt Castagneto	4	Pete Castagneto	Parent
Joshua Castaneda	4	Alejandro Castaneda	Parent
Tessa Dalton	9	Deby Infanger	Grandparent
Taya De Kruyf	4	Dean De Kruyf	Parent
Emalissa Espinosa	2	Chad Knowlton	Parent
Gregory Fullmer	5	Alan Erickson	Grandparent
Benjamin Gee	5	Antonette Gee	Grandparent
Caleb Gee	5	Antonette Gee	Grandparent
Makenna Hart	5	Larin Ward	Parent
Allie Hunt	6	Donna Jean Kinghorn	Grandparent
Kaylee Hunt	2	Jesse Hunt	Parent
Aubrey Irons	1	Rob Irons	Parent
Emma Johnson	6	Steve Johnson	Grandparent
Sydney Kelsey	4	Zachary Kelsey	Parent
Megan Krein	9	Melissa Krein	Parent
Jacob Krick	2	Alan Krick	Parent
Steven Roberts	5	Kayla Roberts	Parent
Trinity Seefried	7	Holly Seefried	Grandparent
Eric Taylor	4	Kimberly Taylor	Parent
Grace Tiegs	2	Oscar Tiegs	Grandparent
Riley Valley	1	Amber Valley	Parent

Thank You to our Amazing Sponsors!















PIPER SANDLER



















The 2022 ISBA Annual Convention would not be possible without the generosity of our sponsors. The support these businesses have given to Idaho public education and this event is exceptional. ISBA would like to personally thank each of these companies and urge our members to consider them for any of your school district or charter school purchasing needs. They provide many of the essential services that are vital to the success of your schools.

Meet ISBA's Newest Team Member: Katie Drum







Hello. My name is Katie Drum, and I am excited to join the ISBA team as the new Communications & Program Associate. I grew up in Meridian, where I spent the better half of 18 years playing competitive softball and working in a local ice cream shop. In 2015, I graduated from Rocky Mountain High School and made my way north, where I received a bachelor's degree in Advertising from the University of Idaho (Go Vandals!).

Before coming to ISBA, I spent three years working for a nonprofit that provides early childhood education and care to families around the Treasure Valley regardless of their ability to pay. It was here that I found my passion for ensuring everyone has the opportunity to receive a well-rounded, quality education and began to truly value and understand the passion and dedication our educators and school leaders put into their work every day.

School boards are arguably the cornerstone of our school districts, and when they are provided with the materials and support they need to succeed, our schools and students succeed as well.

"Education is for improving the lives of others and for leaving your community and world better than you found it."

- Marian Wright Edelman

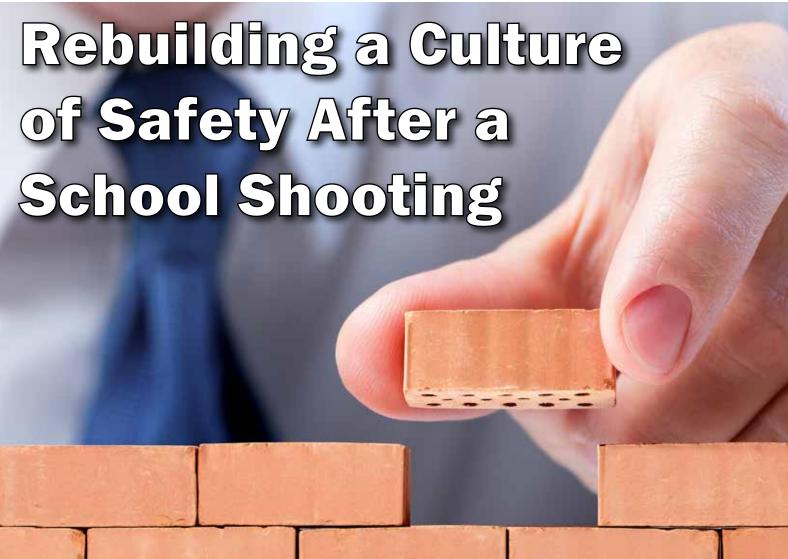
The moment I stepped through the door, it was clear everyone at ISBA truly loves what they do and is dedicated to supporting school boards in any way they can. I am excited to join such a passionate organization and look forward to working alongside so many dedicated individuals.

I am fortunate to live somewhere that makes having a work-life balance so easy. Any free time I have, I spend exploring Idaho's great outdoors. You will likely find me on a lake, fly-fishing along a stream bank near Lowman, or camping and hiking in the mountains around Prairie. I also enjoy playing with my two dogs - Gordon and Toad, and spending time with my family.

As a life-long Idahoan, a graduate of our great public school system, and a daughter of a teacher, I truly value and appreciate the opportunities that are provided by our public school system. I am excited to be the new face of ISBA Communications and look forward to helping ISBA continue its vision of empowering school boards for student success. I am looking forward to meeting so many of you at our ISBA Annual Convention in November! If you have any questions, don't hesitate to reach out.

By Willy Schmitt / West Jefferson School District ISBA Region 6 Vice Chair





May 6, 2021, changed Jefferson School District and the community of Rigby. When a 6th grade student shot and injured a staff member and two students, it shocked our quiet community. It opened our eyes to the fact that nowhere is immune to the issues we face in this time. This type of evil can tear a community apart or draw them together. We are fortunate that our community rallied with the School District. Violence in our schools is not acceptable. Not at all. Not ever! As a community and district, we have taken great measures to build upon the safety protocols we previously had in place.



I had the opportunity to interview Jefferson Joint School District 251's Superintendent, Chad Martin, regarding changes and programs the District has implemented since the school shooting at Rigby Middle School. I was not only amazed but humbled by the resilience of the students, staff, and community to rebound and become even stronger after such a tragic event. This is their story, and by that, I mean it took a lot of people who should be commended for continuing to educate our students while bringing back a feeling of safety to an entire community.

Chad Martin, Superintendent, Jefferson Joint School District #251

Our school community has been busy working on implementing or improving the items listed below to increase safety for everyone.

- The District hired a Safety Coordinator to assist with updating building safety and security plan procedures.
- Two additional resource officers have been hired for a total of four officers in the District. Resource officers provide security for schools and develop cooperative, trusting relationships with students and staff.
- A parent/community member safety task force was formed and has been providing suggestions and recommendations to the District.
- Every school in the District has created safety/security teams that monitor student behavior, implement interventions, and examine facility safety.
- The District received a grant through Blue Cross of Idaho to add additional mental health counselors in the district.
- Secondary schools have hired additional safety monitors to supervise parking lots and hallways during school hours.
- Students and staff practice lockdown drills each trimester with law enforcement officers.
- A new visitor check-in procedure being implemented will allow secretaries to check guests' ID and run a check on them before allowing the guest to enter to the school. All guests must wear a visitor badge or identification in the school.
- Classroom doors are locked, and schools have automatic exterior door locking systems.
- The District uses automated lighting control technology to ensure visibility in walkways and dark areas around our schools.
- School administrators and teachers have access to the RAVE Emergency Notification System app. The system is connected to the local 911 system at the Jefferson County Sheriff's Office. All staff have the ability to call a lock down lockdown or emergency.
- Students and parents have access to the STOPit app. The app provides a way for students to anonymously report issues or concerns they are aware of.

- Hope Squad has been implemented in all of the schools. Hope Squad is a peer-to-peer suicide prevention program. This evidence-based program changes how schools approach mental health and suicide prevention. Hope Squad members are trained to be aware of their peers and watch for warning signs and report it to appropriate school personnel or parents.
- The District provides Love & Logic parenting classes to the
- The District provided a screening of the film Screenagers NEXT Chapter to share information with parents and students on the science behind teens' emotional challenges, the interplay of social media, and what can be done in our schools and homes to help students build crucial skills to navigate stress, anxiety, and depression in our digital age.
- Secondary middle schools implemented a "Dad's on Duty" program. Dad volunteers are background checked before they can participate in the program. The dads roam the school during lunch hour and visit with students. The program is intended to make students feel safe and have another positive presence in the school.
- A monthly newsletter is sent to parents from the District keeping them apprised of all of the happenings going on throughout the District.
- The District's completed a year-long Strategic Planning process that involved, patrons, staff, teachers, and administrators. One of the plan's goals is the focus on facilities and continued safety improvements for all facilities.
- Our District uses the SchoolMessenger system to keep in contact with our parents. Daily events, transportation delays, upcoming events, and emergencies can be sent to parents via text, e-mail, or voice call.

continued on next page...





Dad's on Duty

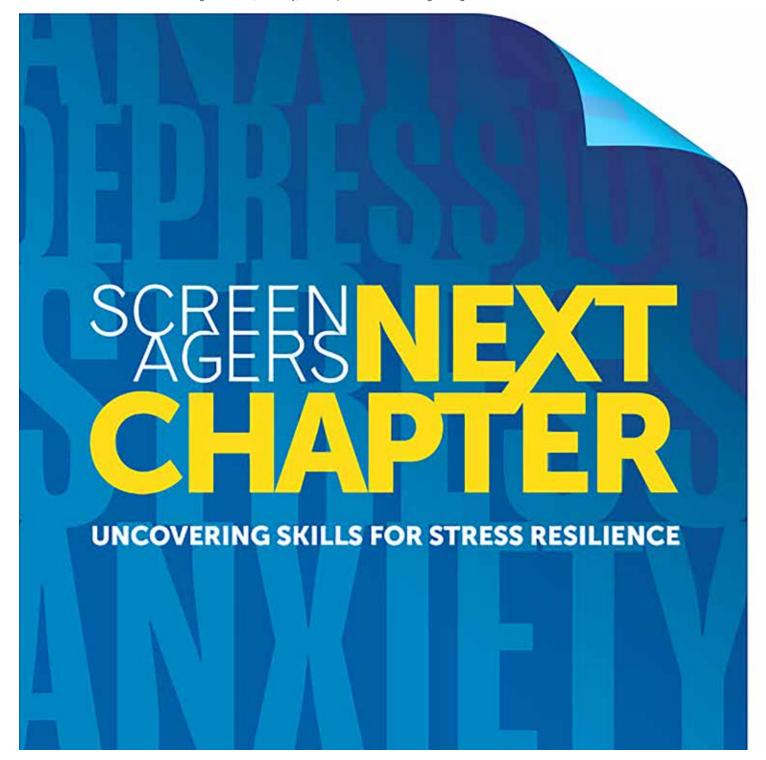
This last year has opened our eyes to many things, we have recognized areas in the District that we have done well regarding student safety as well as places for improvement. With all the programs and strategies we have implemented and/or improved over the last year perhaps the most important step we have taken is strengthening our relationships with our local and even national partners. We have had the opportunity to meet with groups from the Secret Service, Navy Seals, and FEMA as well as commercial entities who have supported us in moving forward.

We have all heard the adage "it takes a village to raise a child". We have found it is also true that it takes a community to keep our children safe. We are fortunate to have an amazing community full of caring and knowledgeable individuals. In the midst of navigating this new territory, we have had the opportunity to create a community multi-discipline threat assessment team to assist in identifying students who need support before it reaches the crisis level. This team is composed of the local prosecuting attorney, law enforcement, juvenile justice/probation, mental health agencies, Health and Welfare, and school administrators, and counselors. We meet weekly to discuss the needs of the youth in our community and have a threat assessment tool we can utilize when we have a student who we feel may need intervention.

By partnering with all of these agencies, and more importantly, the caring and professional individuals within these agencies, we have been able to update our lockdown and active shooter protocols, improve our threat assessment tools, and create a mechanism to better identify and support students in crisis. We have accomplished many amazing things in our district, and we could not have done it without the support of our community, patrons, and most importantly our amazing and committed staff and students.

35

Back in January 2022, the district provided a screening of the film Screenagers NEXT Chapter to share information with parents and students on the science behind teens' emotional challenges, the interplay of social media, and what can be done in our schools and homes to help students build crucial skills to navigate stress, anxiety, and depression in our digital age.



BY: Jefferson Joint School District 251

WHEN: Monday, January 31, 2022

TIME: 6:30 p.m.

WHERE: Rigby High School Auditorium

screenagersmovie.com

By David Workman / Idaho Lottery Public Information Specialist



Classroom Wishlist: The Feel Good, "Do Good" Program from the Idaho Lottery

Educating Idaho's young students takes heart, commitment, and resources. One thing is constant in the education world – teachers always spend money from their own pockets to fill in the gaps or needs from the traditional sources of school funding. For some, this commitment can lead to out-of-pocket expenses totaling thousands of dollars each year.



The Idaho Lottery was created by a vote of the people in November of 1988 with the specific intent to provide meaningful financial benefits for public education in the Gem State. The Lottery was never created to fully fund all education needs, but rather to supplement the funding schools already receive. After 33 years, the Idaho Lottery has returned \$1.1 billion to support education at every level, from kindergarten to college campuses. Today, Lottery monies expended by the school districts are used for maintenance and operations, as well as paying a good portion of the interest on qualifying school bonds.

Still, opportunities to provide additional resources for classrooms existed. This is why the Idaho Lottery created their "Do Good" program Classroom Wishlist. Classroom Wishlist allows schools to propose small projects and Idaho Lottery VIP Club members help fund it through their play. Since its creation in 2018, this program has awarded over 120 individual classroom projects worth more than \$175,000.

What follows are three special, summertime visits of how Classroom Wishlist is preparing schools for the upcoming year.

Table Legs at Preston Junior High School

Preston Junior High School was built twenty years ago. And while the bricks and mortar are doing fine, the original table legs in teacher Shantel Kimpton's classroom were becoming ragged. She made a Classroom Wishlist request to replace 10 sets of legs, many of which were held together with just brackets and screws.

"The new table legs will extend the life of the tables. My tables are extremely old, but the tops still have life. It is the legs that have been repaired over, and over, again; to the point that they are beyond repair now. I think getting new legs that screw directly to the tabletop will extend the use of the tables." said Shantel.

Her wish was granted on August 3, 2022. The new table legs will make the classroom more comfortable and provide a safer learning environment.



Full-day Kindergarten Flexible Seating at Treaty Rock Elementary in Post Falls

Longtime Treaty Rock Elementary School 2nd Grade teacher Jessica Lamb is making the switch to teach kindergarten for the first time this year.

While Treaty Rock had the room available for the new classroom, the materials and supplies – like unique teaching tools and flexible seating for very young students – simply were not in the budget. Jessica turned to Classroom Wishlist for assistance.

"Since we are switching to full-day kindergarten, we have to create two new kinder classes and supply them with materials to successfully run centers and whole group teaching throughout the day. The materials requested will help aid in the cost (both district and personal) of starting a new classroom," said Jessica.

This wish was granted on June 8, 2022.

"I want to make sure our newest students have the best experience to start off their schooling. If they are successful and enjoy kindergarten, that lays the foundation for success later in their elementary years," added Jessica.





Getting Involved

The Idaho Lottery accepts applications every month for Classroom Wishlist projects. Each month, the Idaho Lottery awards \$10,000 for projects that schools need. Let your teachers know about Classroom Wishlist and have them visit: https://www.idaholottery.com/wishlist

This is not a job, it's a joy - Frontier Elementary in West Boise

At the close of last school year, one west Boise elementary school was already preparing for this coming fall. Longtime Librarian, Carolyn Knam at Frontier Elementary School, requested six new reading tables students can use when they visit the school's centrally located library.

"The old tables were an unfortunate casualty of COVID," Carolyn remarked when the Lottery delivered the new tables on a warm sunny spring day in late May. "Because we had to clean them so often, and with the type of cleaner we had, it ate away the surface top so much that the only thing we could do was to replace them. We've had rental tables all year. We really needed these new tables."

The old tables were original to the school when it first opened in 1984. The new tables will provide a better fit for the students and create a more comfortable learning environment that supports the school's diversity.

The 300 students at Frontier Elementary represent dozens of nationalities and speak 26 different languages. The school's Hall of Flags leads directly to the library and proudly displays the assortment of home country flags for all the students – including from places as remote as Nepal and Burundi.

Carolyn admits that helping so many unique students learn to read proficiently at grade level can be challenging, but she's up to the task; and creating a positive environment is the first step.

"It's Christmas in May! We will have these ready to go by next fall," added Carolyn. "Some schools asked for materials to repair book covers, but I do a good job with that. I felt our students needed a better library experience. So, I put in the grant for these tables. Thank you, Idaho Lottery!"

Carolyn's enthusiasm and passion for her work is evident. It's hard to visit her library and not take a book to read yourself. "Whether it's graphic novels, traditional stories, mysteries, or histories, I want to get students reading," she admitted. "I don't know if I'll ever retire. For me, this is not a job, it's a joy."

By Brittany Keil SchoolCEO Research and Writer

NOW BOARDING





Dr. Jason Andrews

Tips from Dr. Jason Andrews on getting your board relations off the ground

While most college freshmen were pledging fraternities or settling into dorm life, Dr. Jason Andrews was driving to his hometown of Harpursville, New York, to serve as the youngest member of his district's school board. As the Harpursville Central High School class president, Andrews became interested in the broader politics at play when his school district's superintendent was forced to resign. In the debate that followed this abrupt change, Andrews felt that his own voice, and that of students in general, was being ignored. Vowing to change that, Andrews was elected to his first term as a school board member at the age of 18, a position that he would hold for over seven years.

This choice would serve as a springboard for Andrews' long career in education. Since then, he has served as a teacher, coach, middle school principal, school board president, and superintendent. Currently, in his 16th year leading New York's Windsor Central School District, Andrews also works as a consultant with Solution Tree, where he leads professional development sessions about school and administrative culture across the country.

Given his unique background, Andrews is now a leading expert on one of the trickiest aspects of superintendency: board relations. To gain insight into this complex relationship, we talked to Dr. Andrews about the impact of board relations on everything from school culture to student learning.

How do you maintain a positive, productive relationship with your board?

There's a quote from Mike Schmoker: Clarity precedes competence. Part of it is being really clear on roles; I think it's critical that people know their lanes. It's also really important to define what the mission, vision, values, and goals are for the school. When you haven't been clear on those things, it's really easy to get into the weeds and fall into micromanagement. In a worst-case scenario, a school governance team can feel like they are dealing with issues on a case-by-case basis or just putting out fires. All too often, this can happen between a superintendent and a school board when something has soured within the relationship, or when there isn't a clear process for handling a specific situation.

I think it's also important to have some basic communication skills. You have to be able to communicate very clearly and at the appropriate level. If you want the board to be at the governance level, then you have to provide them with governance-level information. If you provide them with management-level information, then you're going to get management-level questions.

One of the big problems with communication is that people listen to reply rather than to understand. When working with a board, everyone needs to understand not only their roles but also the communication protocols. As superintendent, you must spend time defining both of those things. This way, you will help your board members be successful in their roles—which will help you be successful in yours.

How do you balance board members' different viewpoints and priorities?

It all goes back to the four pillars: mission, vision, values, and goals. You must ask yourself, Are we clear on our core purpose? Do we have a shared mission to ensure that all students are learning at high levels? As a team, we have to decide what we want our district's reputation to be. It doesn't matter if we have differing viewpoints or interests—as long as they are consistent within the shared vision and values that we have already established.

It's our job as superintendents to make recommendations; it is the board's job to decide whether or not to approve those recommendations. Sometimes, that feels like a weakness. We take those decisions as a judgment of us ourselves and our expertise. We have to learn not to take things personally so we can work together to move forward.

Even with the relationships you've built, has it ever been challenging to work with board members?

Absolutely. You have to accept that it's bound to happen. Sometimes you have smart, well-intentioned, supportive people, but there's a

particular interest that they feel really strongly about. We have to go back and work through what aligns to with our four pillars.

Even when things are really tough, remember to listen to understand. Your board members have to know that you understand their perspectives, and, more than that, you value them. It's also helpful if they know your values and have some expectations of what you are going to do.

How does setting expectations help you be more proactive rather than reactive with your board?

Honestly, that's how you build trust, right? Imagine you're at a crowded four-way stop, and you're unsure which car is going to go next. Everyone ends up spending way too much time second-guessing themselves and carving out their own rules rather than being able to rely on a clear, familiar pattern. It's the same when it comes to navigating a crisis. That predictability and consistency allows people to trust one another, which helps them feel more comfortable having autonomy over their own actions.

I think that helps a lot with being a strong leader. If your team knows that you are not going to follow a flavor-of-the-month approach but rather stick to your mission, vision, values, and goals, then it's easier for them to trust you. Everyone won't always agree with you, but people are more accepting if they understand why you made a certain decision.

Do you think maintaining a relationship with your board gets easier over time?

Some parts of the job definitely do get easier. By the time I got to my 16th year of the superintendency, there were few things that I hadn't dealt with before (besides a pandemic). Once again, if you have that strong moral compass and those four pillars, then no matter what problem you are dealing with, people generally know how you are going to handle things before you even weigh in. That makes a lot of the day-to-day issues easier to handle, which can free up some space to innovate and try new things.

But, of course, this is a role where you can never be complacent. In 2005, our high school had a 78% graduation rate. Last year, our graduation rate was 97%. I'm really proud of that, but we're not hitting the mark for all kids. Getting to 100% is going to be a really heavy lift—it will require us to think of things we've never done before. It's always challenging.

How do you hope to see board relations shift in the future?

Moving forward, I would love to see more work go into continuous professional development for school board members, both individually and as teams. In many cases, they have little to no formal training about some aspects of their jobs, including the procedures of boardsmanship. These are very real, very specific skills. You don't automatically have them. You have to build them over time.

I have recently partnered with a group called SuperEVAL, which builds capacity in governance teams through self-evaluations. It's a great way for board members to consider whether or not they are growing, and whether they are being proactive or reactive. We do this for almost every other profession, so it makes sense to do it for school boards, too.

How do these relationships contribute to better student outcomes?

Once you are focused on the right things and have that relationship with your board, you are better able to communicate your policies and strategic plan through your budget. That budget is the numerical expression of your four pillars. I believe every district in the country should have the same mission: to ensure that all kids are learning. If we're clear on that mission, we can use our resources to support what we value.

This sense of stability trickles down, setting the tone and direction for everyone. It allows you all to focus on more than just promoting your special interests or putting out fires. Just as stability can positively affect student learning, instability can have a negative impact. If you're having constant upheaval in the board and superintendency, that can translate into high levels of turnover in your school buildings, which absolutely affects kids. When you think about that, it's easy to see how turbulence on the governance team can result in academic challenges as well.

How can districts better clarify the roles of superintendents and their school boards?

The thing is, you'll never find the time to clarify what these roles are. You have to make the time—it's that important. Establishing relationships isn't just a one-and-done thing. Just as we have to provide maintenance to buildings, relationships require regular maintenance as well.

Sometimes, maintaining your relationship with your school board—and constantly returning to your district's mission, vision, values, and goals—can feel redundant, but that's okay. You really want to get to a place where it feels automatic. You can't wait until there is an issue to establish those routines; you must create that system ahead of time.

Finally, you have to consider that you are managing and reporting to a group—not just one person. That can be pretty tricky. Your board members may have very different interests, agendas, and backgrounds. But you have to work with them using the fundamental human principles of honesty, respect, and kindness. This goes a lot further than people think.







The Benefits of Flexible Learning Spaces

The terms, flexible seating, flexible furniture, and flexible classroom are really the end product of the pedagogical change from teacher-centered learning to student-centered learning. A learner-centered environment embodies practices that optimize the students' movement from whole-group instruction to smaller groupings, to personalized spaces.

A flexible learning space is designed to morph classroom activities into different learning configurations by using furniture, materials, tools and technology. It becomes an essential part of learning and teaching by enhancing both the students' and teacher's sensory input, and also physical movement and psychological well-being.

To optimize such a flexible design, learning spaces should utilize five categories of furniture and technology to enhance student movement, which in turn helps to spark their motivation, engagement, and creativity.

1. Seating and Movement

Sitting with subtle movement while working independently or in groups

2. Modular Sitting Tables

Sitting at shaped tables that optimize space while working in groups or independently

3. Sit to Stand Tables and Movement

Having a standing option to weight-transfer while working independently or in groups

4. AV & Visual Communications

Walls that talk using audio, video and visuals with a variety of fixed and mobile displays, and boards

5. Mobile Storage

Bin and cabinet places organized and optimized for stacking and mobility. Personalized storage for each student, and for the variety of room materials, books, tools and technology

From Classroom to Learning Studio

As a child in the 20th century, you probably attended K-12 classrooms where all the desks and chairs were the same, probably in rows, facing the front chalkboard. As 21st century learning and teaching practices support literacy, STEAM, project-based learning, critical thinking, and collaborative learning, the curriculum has been transformed. What hasn't evolved as much is the physically furnished classroom in this century. Stationary single or double desks and 4-legged chairs still make up most classrooms today designed for single activity whole-group instruction.

In the last ten years more and more teachers and administrators have moved together to sync their 21st century curriculum with a sprinkling of flexible furniture and technology in their classroom. I call this process, "transitions to transformation" as the physical classroom evolves into what many are now calling, "Learning Studios." Classrooms are becoming learning studios as pedagogy and physical space converge to enhance student creativity, expression, and understanding.

Flexible Learning Space Assets

- Emulates the world of work In the real world, adults work in teams. Project-based tasks are what most people do everyday at their jobs. Modern office spaces have transformed how people work in face-to-face environments that also facilitate online activities. Educators are empowered as designers to create learning spaces that now include a broader mix of hard and soft furniture not only made for schools. This new mix includes furniture from office and work, hotel and restaurant, and home and living space environments.
- Designers of their space A teachers, working with their students, should be the designers of their learning space. With a variety of district standard flexible furniture, the classroom design is often the first class project of the school year.
- A Social and Emotional Safe Nest When students walk into a classroom, they need a safe place to land. Cozy is cool-both a physical and emotional feeling. Many students need the comfort of a welcoming classroom to serve as a springboard for the deep-dive of learning with a class of peers.
- Living with Covid As collaborative teams have become standard practice in pre-covid classrooms, the pandemic has created learning challenges that include the furniture. Flexible shape desks and tables can both be configured for group work, or can easily be reconfigured for social distancing space and individualized seating.

To Flex Minds, We Need to Flex the Classroom.

Learning spaces in the 2020's need non-traditional eclectic designs to create a positive learning environment. The key to a flexible learning space combines a student's need to fidget, rock, swivel, stretch, stand, and even get horizontal with mobile and modular furniture and technology. Subtle self-movement and weight transfer keeps student brains stimulated and helps prevent mental fatique within a contained space. It's really simple, physical movement sparks the mind to enhance one's motivation, engagement, and creativity that open paths for learning.

About the author: Doug McIntosh was a 35 year K-12 teacher in special and general education. In 2014, he started Groupwerk® his educational consulting business working with schools and vendors to craft engaging learning spaces.



Building 21st Century Learning Environments...







AmeriCorps' mission is to improve lives, strengthen communities, and foster civic engagement through service and volunteering. Serve Idaho, the Governor's Commission on Service and Volunteerism provides AmeriCorps grants to nonprofits, schools, local and state agencies and Indian Tribes across the state of Idaho. Through these grants, organizations can develop and expand their programming utilizing AmeriCorps members to impact communities around the state. AmeriCorps programs focus on education, disaster recovery, economic opportunity, healthy futures, veterans and military families, and environmental stewardship. In 2021, AmeriCorps invested more than \$5.2 million in funding in Idaho to empower individuals in communities to tackle their toughest challenges.

AmeriCorps members put their values into action through sustained, results-driven service and have profound impacts on the communities where they serve. In 2021, over 900 members served at 200 service sites across Idaho meeting local needs such as providing health screenings; after school Science, Technology, Engineering and Math (STEM) education and serving as teachers in rural communities throughout Southwestern Idaho.



Meet three of the AmeriCorps members, Citlalli, Erica, and Ian, who all committed to a year of service through an AmeriCorps program. They share what their service entailed as well as the impact their service had both on them and the people they served.

CITLALLI CELIS,

Teach For America AmeriCorps member at East Valley Middle School

Citalli works with 6th-8th graders, focusing on each student's Individualized Education Program (IEP) and providing them math support. She builds her curriculum and activities to help these students meet and achieve their IEP goals in math. Being bilingual in Spanish, she has been able to communicate directly with Spanish speaking parents, which provides them the opportunity to be more involved and help support their child's learning.



ERICA JANSEN.

Idaho Firewise AmeriCorps member

Erica has been able to enhance her skills as well as experience a variety of projects through her service at Idaho Firewise, where she provides education to individuals and communities on how to prevent wildfires. Erica's AmeriCorps position has prepared her for a job where she can relate to and work with a variety of people, create educational outreach materials, present to the public and plan, schedule, organize, and follow through on projects.

IAN HOLLAND.

Genesis Community Health AmeriCorps member

Serving at Genesis Community Health has provided Ian an opportunity to work directly with clients and better understand the social determinates and barriers in place that impact and affect a patient's health. Through his service, he is better prepared to understand these complex issues and able to address and work to overcome these barriers when providing health services to patients.

If your organization is looking to expand a program and could benefit from managing an AmeriCorps grant or would be interested in hosting an AmeriCorps member, you can learn more at https://serve. idaho.gov/ or reach out to Renee Bade, Serve Idaho Director at renee.bade@labor.idaho.gov.

Serve Idaho is supported by AmeriCorps. A total of \$4,519,228, or 61%, of the program is financed with federal funds, and \$2,893,430, or 39%, is funded by local support.







AmeriCorps empowers organizations to develop and expand their impact in supporting students.

AmeriCorps members can help provide health education and screenings to students, offer environmental education, and facilitate afterschool STEAM activities.

Learn more about AmeriCorps grants and hosting an AmeriCorps member at Serveldaho.org

By Anna Almerico / Idaho Out-of-School Network Director





Keeping Kids Healthy, Learning, & Active

The goal of Idaho's K-12 educational institutions is to make sure all youth are on the path to success. Unfortunately, over the last three years many youth have experienced unexpected detours and rough spots in their education. Most school systems, through no fault of their own, just don't have the tools to do it alone.

In many Idaho communities, school-based and community youth programs have taken on an increasingly important role. These outof-school time (OST) programs teach important life skills and fill academic gaps. These programs are especially important to rural communities.

At the national level, more families than ever are taking advantage of out-of-school time programs to help enrich their children's education. In Idaho, far more families are looking for youth programs than are finding them.

The Idaho Out-of-school Network (ION) is doing what we can. Our network includes more than 500 youth programs, including afterschool and community-based 21st Century programs, Boys and Girls Clubs, 4-H programs, YMCAs, summer camps, Girl Scouts, and outdoor educational programs. ION and other agencies have been able to tap into one-time funding from federal programs to offer enrichment grants.

Even with COVID relief funding, Idaho's OST programs are not fully funded. There is so much room for these programs to grow. But, for them to serve the needs of their communities, partnering more closely with Local Education Associations and District's is crucial.

Since last fall, ION has awarded almost \$1,000,000 in grants to OST programs from COVID relief or American Rescue Plan Act funds. Programs have used those funds to hire new staff, increase salaries, expand services and start entirely new programs. We are proud to be able to do that and more.

In the next two years, ION and our partners will distribute nearly 5 million in additional funds to support afterschool and summer programming. Yet these are one time grants and will require leveraged funds to continue into the future. Programs will need local support to avoid a funding cliff. Evidence shows afterschool and summer programming not only helps children succeed but supports working parents and ensures schools achieve their academic goals.

As the director of the Idaho Out-of-School Network, I've seen some amazing things while visiting youth programs across rural Idaho. I see dedicated OST program staff stretching limited funds to reach as many youth as they possibly can. I know that, given more resources, these programs will be ready to do so much more and serve even more kids.

One newly-created summer camp program, held at the College of Southern Idaho, brought together 50 youth between the ages of 6 to 13. These youth had recently arrived in America with their families. Over the five weeks of camp, they were mentored by middle and high school youth, and helped by teachers delivering effective, interactive programming. As a result, these kids are far more ready for school, and will be able to fully engage in their first 2022-2023 academic year.

In the Coeur d'Alene School District, teachers selected 50 youth to attend the summer program because they were behind by 1-3 grade levels. With the help of an enrichment grant from ION, educators in the program focused on literacy skills and tutoring and helped these kids demonstrably improve grade-level skills and catch up with their peers.

These are just two examples of how dozens of summer programs in Idaho meet the unique needs of Idaho communities. OST programs support the goals of school districts and help youth learn, grow and thrive in their time outside of the school day and

Idaho youth need more enrichment programs like these during out-of-school time hours.

While ION is expanding support for quality OST programs, our programs are not stop-gap measures. Eventually, emergency and one-time funding for these programs will no longer be available. Long-term LEA support of youth enrichment programs is essential - so, we need to plan now.

We know that 80% of youth learning happens outside of the classroom – that isn't going to change, and we don't want to fall behind again.

If each district started the conversation now and considered how to adjust budgets, every school statewide could have their own unique enrichment program. It's important to act now and build these partnerships while there is an unprecedented amount of financial support. ION is here to help districts find OST partners and community-based programs with quality programming aligned with school day learning.



Idaho Out-of-School Network



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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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Pivot North Architecture

Clint Sievers (208) 690-3108 clint@pivotnorthdesign.com

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Based in Boise, Idaho, Pivot North Architecture specializes in K-12 education master planning, bond support, existing facility assessment, new projects, and future learning models. Their dedicated and talented staff has experience at the elementary, middle, and high school level. They have a passion for making their clients successful and strive to find creative solutions to any challenge. Call them today to see how they can help!



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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.

Jennifer Okerlund (208) 863-1514

ifpc@idahoforests.org www.idahoforests.org



Associated Logging Contractors Inc.

The Associated Logging Contractors of Idaho is a non-profit trade association with over 450 member businesses. Our businesses are located in the forested rural communities of Idaho and offer good paying jobs to thousands of people. Today's logging and trucking businesses strive to operate safely and efficiently utilizing modern machinery.

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2022 REGION MEETINGS



Review ISBA's proposed legislative platform & meet board members in your region.

REGION 1: Wednesday, October 12, 2022 - 6:00 p.m. PDT Coeur d'Alene SD Midtown Meeting Center 1505 N 5th St, Coeur d'Alene, ID 83814

REGION 2: Tuesday, October 11, 2022 - 6:00 p.m. PDT Lapwai Middle/High School Library 200 Willow Ave W, Lapwai, ID 83540

REGION 3: Tuesday, October 4, 2022 - 6:30 p.m. MDT Swan Falls High School 7300 S Linder Rd, Meridian, ID 83642 **REGION 4:** Wednesday, October 5, 2022 - 6:00 p.m. MDT Magic Valley High School Cafeteria 512 Main Ave N, Twin Falls, ID 83301

REGION 5: Tuesday, October 18, 2022 - 6:00 p.m. MDT American Falls School District Office 827 Fort Hall Ave, American Falls, ID 83211

REGION 6: Wednesday, October 19, 2022 - 6:00 p.m. MDT Jefferson County SD District Board Room 3850 E. 300 N., Rigby, ID 83442

REGION 7 & 8: Tuesday, September 20, 2022 - 6:30 p.m. MDT Zoom Meeting ID: 852 7247 7472

Participant Code: 370684 • Zoom Link: see website

REGION 9: Tuesday, September 27, 2022 - 7:00 p.m. MDT/6:00 p.m. PDT Zoom Meeting ID: 871 0233 7335

Participant Code: 772309 • Zoom Link: see website

Website:

https://www.idsba.org/events/region-meetings/