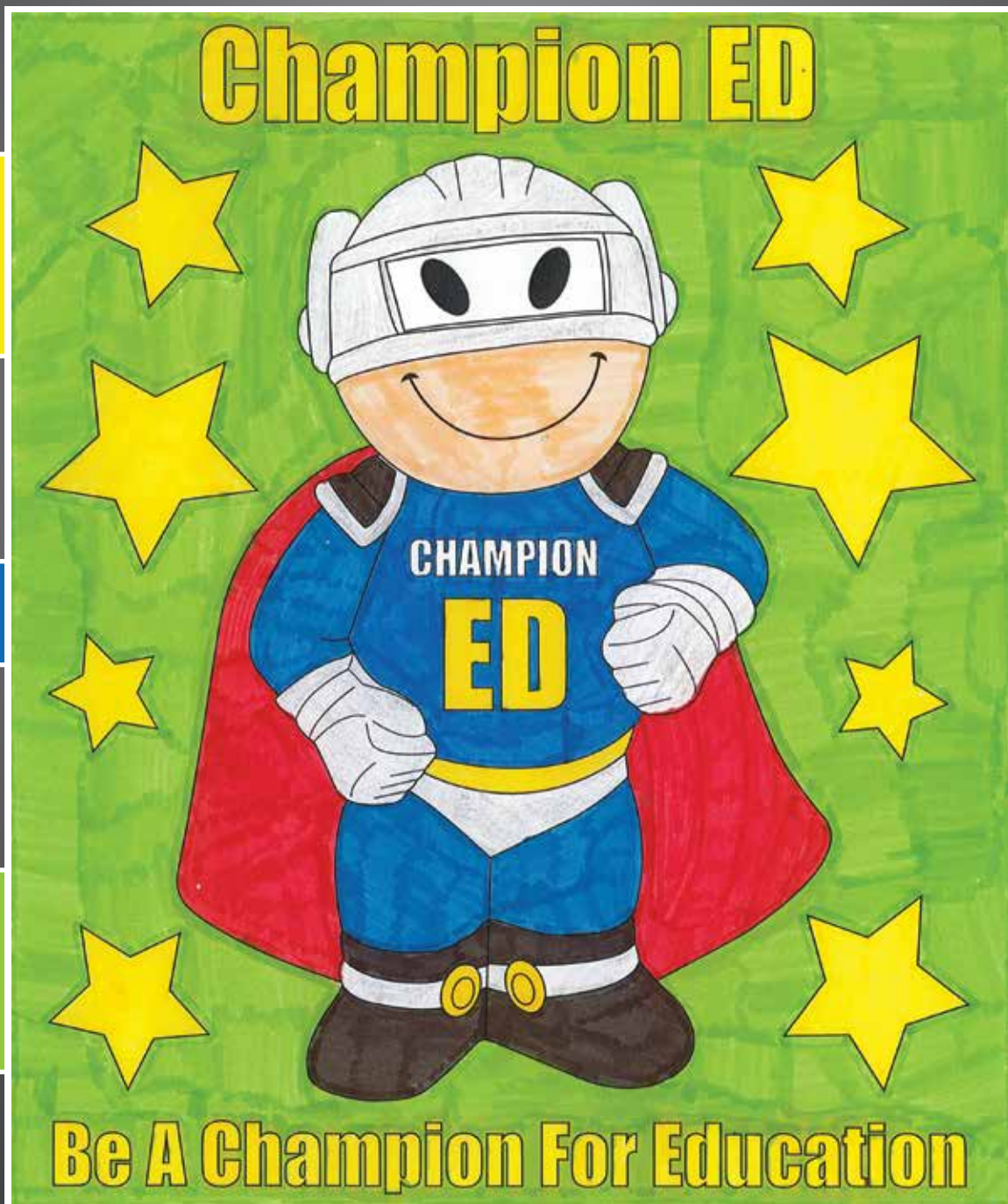


A PUBLICATION OF THE IDAHO SCHOOL BOARDS ASSOCIATION

SLATE

magazine

spring
2019



Eating Right is always the Right Answer

S T U D E N T S B E N E F I T F R O M E A T I N G S C H O O L M E A L S

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- Are **20% more likely** to graduate high school
- Have **better attention** and memory
- Average **17.5% higher** on math test scores

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- Have **fewer calories**, less saturated fat & sugar
- Offer milk, which is **nutrient-rich**



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

ISBA CALENDAR

March 30-1	NSBA Annual Conference • Philadelphia, PA
April 12-13	Executive Board Meeting • Boise, ID
May 27	Memorial Day • ISBA Office Closed
July 4	Independence Day • ISBA Office Closed
July 10	SLI - Rigby, ID
July 11	SLI - Twin Falls, ID
July 17	SLI - Boise, ID
July 24	SLI - Lapwai, ID
July 25	SLI - Coeur d'Alene, ID

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of the 2018-2019 ISBA Executive Board

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



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By Jennifer Parkins
ISBA President

As School Board Members Be Aware Of The Effects Our Posts, Shares, And Likes Could Have On People.



I'm not much of a social media person, as far as sharing information goes, but I do get on Facebook and follow a few people and sites daily. What I think I do on Facebook is called 'stalking', which doesn't sound all that nice, but it lets me look around at people's public posting, which I believe is intended for us to get to know a person a little better. So, I will likely be 'preaching to the choir', as we are all public servants and recognize that in the role we have as school board trustee, we are serving all students in the state of Idaho on what should be a non-partisan issue: Education. As I see some of the political posts, both from professional and personal pages, I am glad to have the restraint that holding a public office in a non-partisan organization requires. As school board members, we hold a unique place in our communities and our children's lives. People look to us for answers about educational issues they see happening publicly on local, state, and national levels. There are also patrons who are more interested in specific schools their children or grandchildren attend, and only have an interest in those. So as trustees, we need to stay informed and engaged at many levels. Our school children look up to us on many different levels as we involve ourselves in their lives.

The legislature holds our education dollars and public education policy in their hands. We are the association and people who are the experts in what we need from them, so we must be active as advocates regarding Idaho's public education. Our staff working in the Capitol building are shining examples for how to build relationships with legislators and how to move or block legislation that helps or harms ISBAs education agenda. As Board members¹, we are expected to engage in civil discourse² with our legislators, patrons, and each other. If you know you will need to discuss an issue with someone that isn't comfortable or that you feel strongly about, email or call the ISBA office. Honestly, the stakes are high for us. We are dealing with public education, and in the state of Idaho, that is not always a positive topic. It is one we can definitely change

though! We need to be the examples for how to interact with our legislators and get things done for our children through public education legislation and policy. Our staff is definitely our greatest asset at the Capitol, but as we continue to use our professional development and strengthen our boards, we all get better versed in how to communicate our needs in a respectful and productive way to those who need to hear it. It is always interesting to hear responses from people I talk to about going to Day on the Hill and talking with our legislators. Some people are cheerleaders, "Go let them know what we need!", some are naysayers, "Good luck getting anything through to them!", but I always say something about the important work we are all doing and that all of us Board members and legislators are serving because we are trying to make a positive difference. I can get just as cynical about day-to-day things as the next person, but I always believe in the positive of the human spirit and the difference serving others makes in our world.

Now, going back a bit to my Facebook paragraph that may have seemed out of place, I just want us to all have an awareness of the effects our posts, shares, and likes have on people. There are people who are definitely 'party affiliated' and 'share' articles on either Republican, Trump, Democrat, or liberal topics. Many people 'like' pages that support some of their views in that same vein. What is the most painful for me to see is the personal posting of views of a very political nature. When we are representing ourselves to each other and others who may just be trying to learn something about us, it is best not to say hurtful or dividing things about others. It really shows someone is not likely to want to engage in civil discourse when making generalized statements and calling groups of people things that used to just clarify a political affiliation, but now are used as derogatory name calling. If we wouldn't say things to each other in person, not knowing how people vote or what party they support, how can a person say it so publicly on the internet and feel good about what they have said? We can gain re-

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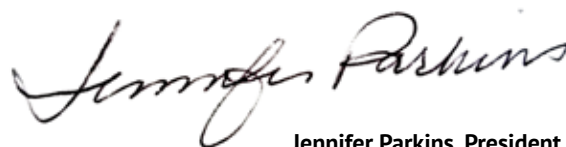
spect by giving respect. This can be a basic Civics class, leading our stakeholders by example. We have new legislators all the time, many who have never been in, or affiliated with, a public office before. Let's show them how it is done! As one of my favorite female student athletes says, "You got this! Let's go!" And my favorite sign outside my house that is so weathered it will need repainted this year. It reads "Work Hard. Be Nice".

The NSBA Annual Convention will be held in Philadelphia this year and your ISBA Executive Director, ISBA Officers, and trustees from throughout the state will attend to gain valuable information on leadership, and national policies, as well as workshops on topics specific to their districts. Wally Hedrick and I will be actively voting as Idaho delegates in the Delegate Assembly on resolutions brought from the different regions of NSBA. We are part of the Pacific Region, and will represent the interests of Idaho public education students to the best of our ability. It is a great privilege to be able to attend these conferences, and it really fills us and renews our commitment to public education and our service to ISBA and our membership.

For those of you who were able to attend Day on the Hill this past February, I hope you were able to connect with legislators in your region as well as attend the professional workshops offered. We appreciate you attending and always hear from the legislators they are grateful to have you all participate. As always, thank you for your service to the public school children of Idaho. You are appreciated and you make a difference!

¹ (are elected—or occasionally appointed—to be leaders and champions for public education in their states and communities. NSBA)

² civil discourse- An engagement in conversation intended to enhance understanding.



Jennifer Parkins, President
Idaho School Boards Association



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By Sherri Ybarra
Idaho Superintendent of
Public Instruction

Regional Math Centers, Other Measures Boost Professional Development, Student Achievement

Understanding and mastery of mathematics are vital to the success of Idaho students as they advance to higher education, technical careers and the rapidly growing number of prime STEM jobs in need of qualified applicants.

One of my department's key objectives, shared by districts throughout the state, is to provide research-based professional development needed to help math teachers elevate their expertise and, with it, their students' performance. Idaho's four state-funded Regional Mathematics Centers (RMCs) are a huge part of that effort, helping educators find ways to reach the many students who find math challenging.

Under my administration so far, Idaho's math initiative has focused on grades K-8 and providing teachers with targeted coaching to improve outcomes and bolster students' foundational math knowledge and the skills they need to master advanced math and computer science in high school and beyond. Future plans call for offering more expertise and assistance for teachers in grades 9-12.

We had hoped to add six more full-time regional math specialists, particularly at the secondary level, but that portion of my budget request did not make it through the appropriations committee this session. At existing staffing, the four Regional Math Centers employ regional math specialists totaling 7.5 FTE, plus a director for each center.

This professional development pays off. In the past two years, the State Department of Education has studied the results of math center programs on student achievement. In general, students taught by educators taking part in math center professional learning scored an estimated average of 8.3 scale score points higher on the math ISAT than students of educators who had not participated.

Idaho's four RMCs customize their efforts to the needs of educators in their area, with a focus on low-performing schools that may have socioeconomic barriers to academic success. Centers for each region of the state are based at a university or college in their area: University of Idaho for Region I, Lewis-Clark State College for Region II, Boise State University for Region III and Idaho State University for regions IV, V and VI.

The centers produce mid-year reports, detailing their efforts and successes. For example, the Boise State University-based Region III center served 171 teachers between July 2018 and January 2019, listing 19 participating districts and charter schools. "Classes fill quickly, with wait lists," the report states, offering an array of positive comments from participants.

RMC program offerings include targeted training, Teaching Mathematical Thinking courses, interactive math teaching workshops, a Math Teacher Leader Network and Math Education Learning Communities. In Region I, the University of Idaho-based center reported hosting

more than 70 teachers in two-day summer and fall academies focused on developing reasoning skills, and the report detailed varied levels of communication and services to 13 school districts in the region.

The Region II RMC out of Lewis-Clark State College planned and hosted a Lesson Study Conference last June in Lewiston featuring internationally acclaimed lesson study expert Dr. Akihiko Takahashi.

At Idaho State University, the RMC's Numeracy Project helps Region IV-VI educators with the tools to find students' mathematics learning gaps and build math fluency.

Each center uses a systematic method to gauge regional, district and school needs and readiness to provide equal opportunity in services and build leadership capacity.

Regional center staff work collaboratively with the SDE, higher education faculty and representatives from local industries to ensure the best possible support is provided for that region's schools and teachers. Emphasis is placed on frequency and duration of professional learning support, with the daily practice needed to drive lasting change.

Another notable effort to help math teachers maximize their effectiveness is the Modeling and Data Analysis Literacy (MoDal) project. For the past three years, the SDE has contracted with Boise State University to provide a four-day summer institute, with three follow-up sessions during the school year. Offerings include Storytelling with Data and Students' Reasoning about Functions.

A new tool in our math-instruction toolbox is the i-Ready Diagnostic System for grades K-2, which is not required but made available on a voluntary basis to all Idaho school districts and charters. We started implementing the system in January 2018 and are continuing to evaluate its effectiveness. The system allows educators to identify students' mathematics learning gaps early on, then take corrective action in time to give our youngest students a solid foundation for math learning.

The State Department of Education; our Regional Mathematics Centers; and other efforts help districts, schools, and educators throughout Idaho meet local needs and challenges. I hope you'll encourage your administrators and teachers to make use of these resources. Together, we can elevate our state's math and STEM expectations and achievement.

Learn more about Idaho's Regional Mathematics Centers

Region I: <https://www.uidaho.edu/cda/outreach/regional-math-centers>

Region II: <http://www.lcsc.edu/irmc/>

Region III: <https://rmc.boisestate.edu/>

Region IV, V and VI: <https://www.isu.edu/rmc/>

I **SUPPORTING REGION ONE**

The Regional Mathematics Center at the University of Idaho's focus project is exploring how using the Routines for Reasoning (Kelemanik, Lucenta, and Creighton, 2016) impacts student understanding of mathematics. Teachers and administrators from ten school districts in Region 1 are engaging in action research projects to better understand the routines. In addition to this project, our team continues to support districts, buildings, administrators, coaches, and teachers through school visits, curricular resources, a full-service lending library of manipulatives/literature, and other specific program offerings.

B **SUPPORTING REGION THREE**

The Regional Mathematics Center at Boise State University's Math Teacher Leader (MTL) Network provides mechanisms for area teacher leaders, math coaches, and curriculum directors to meet, share best practices, and learn from one another. Participants engage in a variety of activities focused on improving their ability to work with colleagues in their schools to improve mathematics achievement. For example, the MTL coaching cooperative involves identifying a problem of practice, investigating and implementing solutions, and reflecting upon the outcome through an iterative improvement cycle.

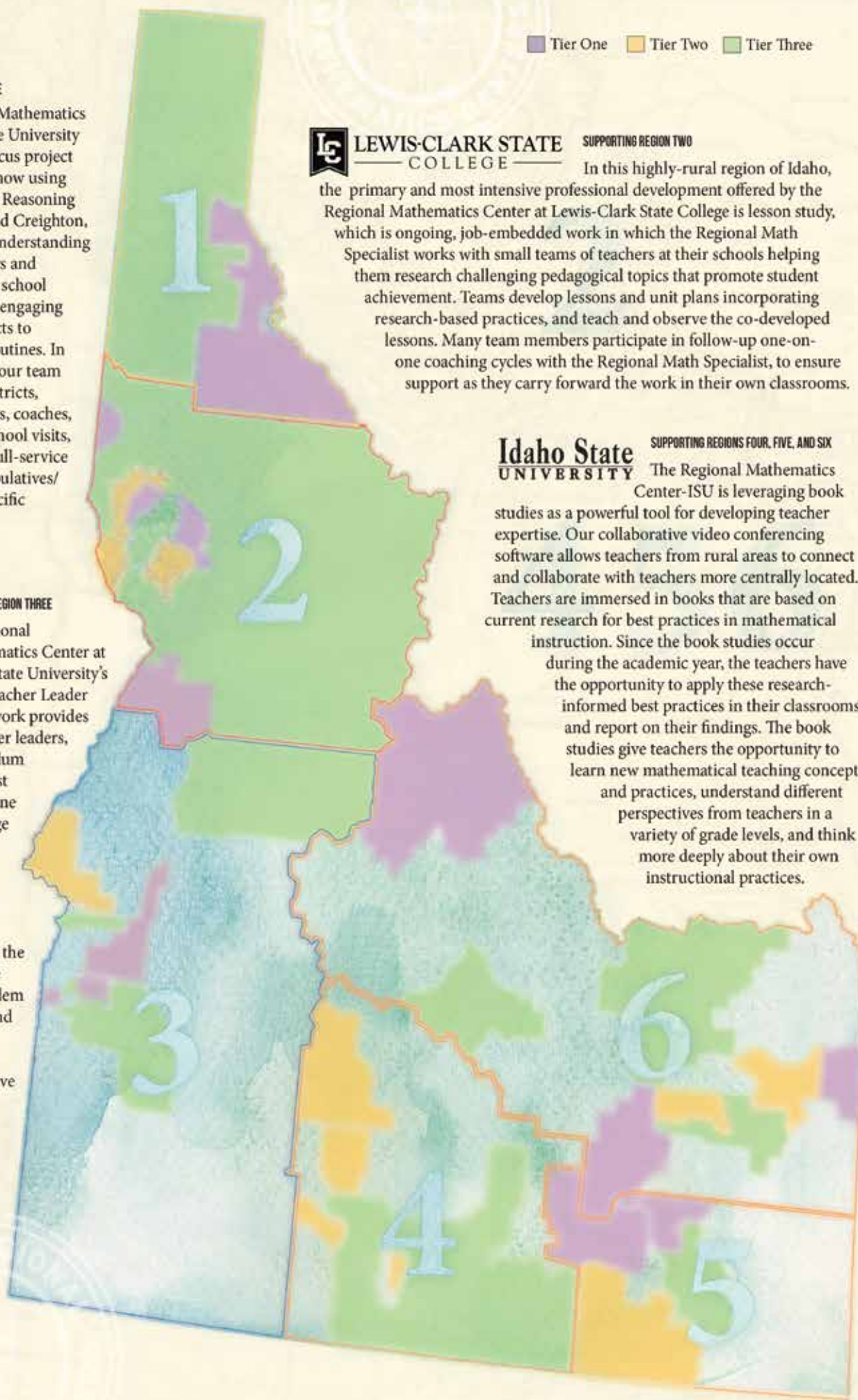


LEWIS-CLARK STATE COLLEGE **SUPPORTING REGION TWO**

In this highly-rural region of Idaho, the primary and most intensive professional development offered by the Regional Mathematics Center at Lewis-Clark State College is lesson study, which is ongoing, job-embedded work in which the Regional Math Specialist works with small teams of teachers at their schools helping them research challenging pedagogical topics that promote student achievement. Teams develop lessons and unit plans incorporating research-based practices, and teach and observe the co-developed lessons. Many team members participate in follow-up one-on-one coaching cycles with the Regional Math Specialist, to ensure support as they carry forward the work in their own classrooms.

Idaho State UNIVERSITY **SUPPORTING REGIONS FOUR, FIVE, AND SIX**

The Regional Mathematics Center-ISU is leveraging book studies as a powerful tool for developing teacher expertise. Our collaborative video conferencing software allows teachers from rural areas to connect and collaborate with teachers more centrally located. Teachers are immersed in books that are based on current research for best practices in mathematical instruction. Since the book studies occur during the academic year, the teachers have the opportunity to apply these research-informed best practices in their classrooms and report on their findings. The book studies give teachers the opportunity to learn new mathematical teaching concepts and practices, understand different perspectives from teachers in a variety of grade levels, and think more deeply about their own instructional practices.





By Debbie Critchfield
Vice President, Idaho State
Board of Education

Guided Pathways Work Continues

The Idaho State Board of Education's guided pathways efforts are intended to enable Idaho students to plan and be prepared for life after high school.

Last fall, a workgroup comprised of education professionals from K-12 and higher education developed a budget proposal to create a "Parent Academy" program to engage and equip parents to guide and assist their child throughout their education. It is modeled after a successful program at the University of Arizona's College Academy for Parents. While the Parent Academy likely won't be considered by lawmakers this legislative session, we hope to bring it back next year. Meanwhile, workgroups are busy working on implementation plans for Guided Pathways recommendations, and I want to provide a brief update on our work.

Three years ago, the Legislature approved funding for college and career advising programs statewide, enabling school districts and charter schools to hire advisors and student mentors to pick and implement a model that best fits the LEA's needs from a list of a half-dozen Board-provided model templates.

With college and career advisors in place across our state, we are working to ensure they have clear lines of communication with people at all of our colleges and universities in order to better help students transition from high school to college. Many of our high school seniors give every indication that they plan to enroll in college or a career technical program, but then never show up on campus when the fall semester begins. We call it the "summer melt" phenomenon, and a contributing factor to this melt is that recent graduates often don't know who they

can talk to about concerns or questions they have during the three-month summer lull between graduation and the beginning of their first semester in college.

We are working to create a coordinated support system for these students involving high school, college, and career advisors and counselors and their counterparts in the institutions so that students know who they can turn to for answers and encouragement. State Board researchers estimate Idaho's "go-on" rate from high school to college could increase 10 to 15 percent by curbing summer melt alone.

As with Parent Academy, the Board also submitted a budget proposal to create a Summer Bridge Program for high school graduates to take up to six college credit hours during those summer months to keep them engaged and hopefully preempt summer melt. There are modest price tags associated with both proposals, and we as a Board certainly understand competing budget priorities and the need to let these student success initiatives percolate a bit before they are formally considered by policy makers.

In the meantime, the Board and the Guided Pathways workgroups will continue to collaborate and find ways to improve existing programs and resources. Smoothing the pathway leading from high school to college will result in more college and career technical program graduates, and that is good for our state, and the careers and lives of its people.



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



Going LIVE: Streaming Your School Board Meetings



By Quinn Perry
Policy &
Government Affairs
Director

When it comes to transparency, few things leave a district or charter more visible than a recorded or televised board meeting. Whether it is your district or school that chooses to stream or record your Board meetings, or a patron in attendance filming the meeting, there are a few considerations you should ponder when your board meetings become recorded and shareable to the public.

Before your Board considers streaming its own meetings:

- What is your primary goal in recording/streaming your Board meetings? Is it to provide better transparency to your patrons? To increase awareness and information of the many great things going on in your district or school?
- What are the drawbacks to recording/streaming your meetings – such as decrease in physical patron attendance?
- Will fewer people want to run for a Board knowing they will be recorded?
- Will people feel censored during the meeting, knowing that every word is preserved?

As a best practice, your Board and administrative team should set out goals if you choose to implement this type of technology and agree, collectively, on whether this is the best path forward.

If you choose to participate, make sure you do it right.

If you have the ability, work with your district or school's technology director to ensure the quality of the recordings' imaging and sound. While it is fairly simple and straightforward to stream live on social media sites such as Facebook, you may want to invest in microphones in order to provide good sound quality to your patrons. Ensure you have a sustainable plan that does not overburden staff. Before your district or school participates, we recommend that you:

1. Research your patron's expectations.
2. Discuss the advantages and disadvantages of recording/streaming your meeting.
3. Determine if you have a budget available to participate in recording/streaming.
4. If you do not have a Tech Director, research partnerships with city or county stakeholders.
5. Ensure your board meeting policies and procedures are reviewed regularly.
6. Provide training and orientation for board and staff members on board meeting protocol.

Most importantly, if your Board votes to go into executive session, ensure that any streaming device has been turned off.

If a Patron Records or Streams your Board Meetings:

Legally, the Idaho Open Meeting Law guarantees that meetings may be recorded, though it will be your district or charter policy that outlines reasonable rules on how this can be done. These standards can include ensuring there is minimal disruption – for instance, the patron who is recording must not obstruct the audience, and prohibiting interviews during the meeting.

Transparency and accountability are essential for your community to have trust in your district and charter school. The decision to stream or not to stream is one that should be planned and taken into careful consideration. As always, never hesitate to reach out to ISBA for guidance on these important topics!

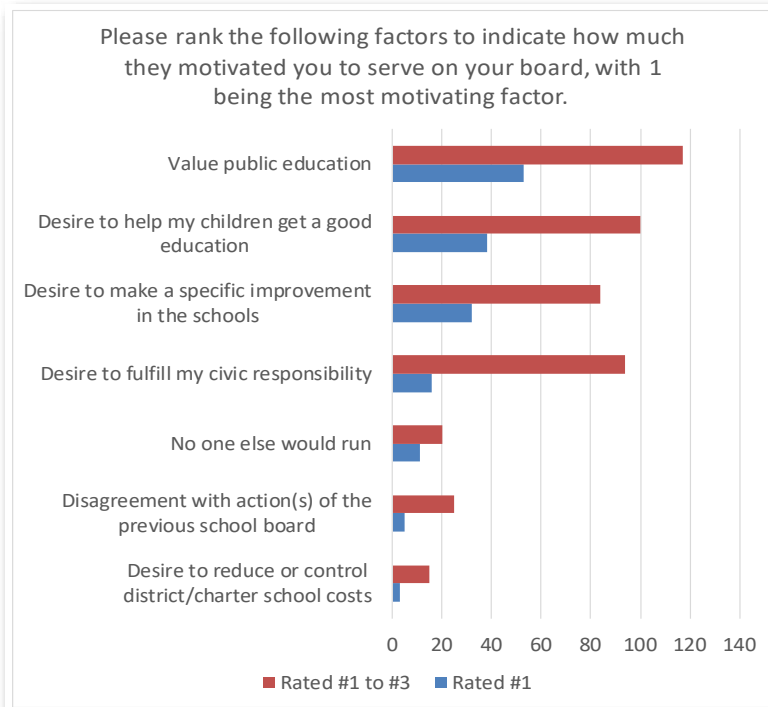


By April Hoy
Research & Policy
Coordinator

Statistic of the Quarter

According to Idaho school board members, the most urgent issue facing their school boards is budget and funding.

In January and February of 2019, ISBA conducted an email survey of school board members whose school districts or charter schools belong to the Idaho School Boards Association. 168 Board Members responded, offering some fascinating insights on the board service and on the priorities and challenges facing board members.



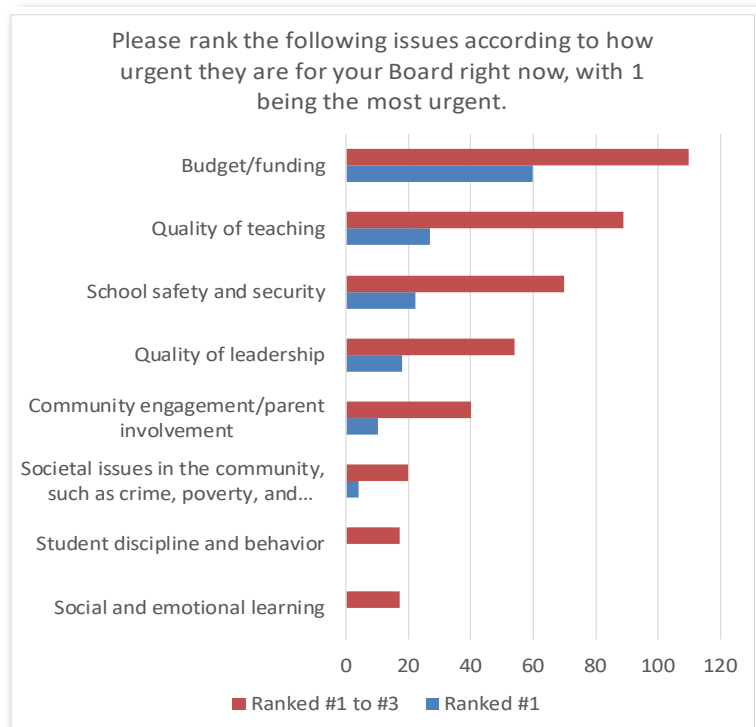
Respondents were asked to rank seven different possible motivations for serving on a school board according to which had motivated them the most. The most common top motivation was “Value public education.” This was also the motivation most likely to be rated among a respondent’s top three.

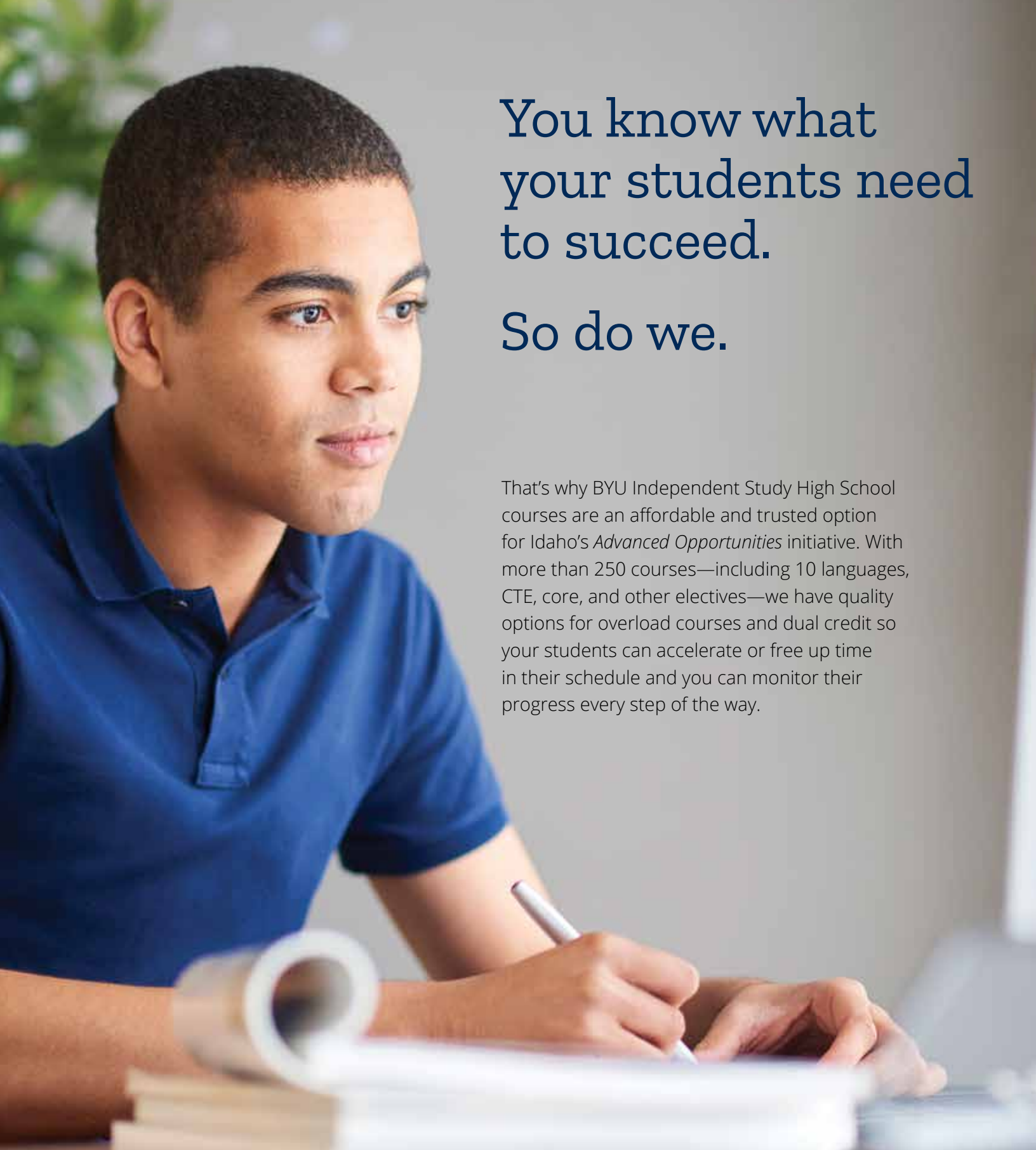
When asked which priority they would most like to accomplish while serving on their board: Increasing student achievement, better community engagement, or financial stability for the district, more than half (96 of 156) chose increasing student achievement.

Respondents were also asked to rank several issues by their urgency for their Board. Budget/funding issues stood out as the option most likely, by far, to be rated #1, and most likely to be rated in the top three. Quality of Teaching and School Safety and Security were also among the top issues, while neither Student Discipline and Behavior nor Social and Emotional Learning garnered a single rating as the top priority.

When asked what had surprised them most as a new board member, and given a variety of options to select from, the most common surprises were the reality of school finances (42 out of 154 respondents) and the amount of time and preparation required (33).

As a group, Idaho school board members value education and want students to succeed academically. However, they face budget challenges in achieving this important work.





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BYU Independent Study



By Misty Swanson
ISBA Chief Deputy

Tips To Prevent Fraud In Your School District or Charter School

For decades, we've heard of fraudulent activity in schools. It seems the stories are getting more and more frequent and even occur here in Idaho. ISBA wants to help you, our members, to prevent fraud from occurring in your schools. Over the next year, we will be offering trainings and in-depth information, such as this article, to help inform and guide you. We have reached out to some of the best in the business to ask for their guidance and tips to help you prevent and reduce fraud.



Quick Tips from a School Auditor:

Who sees the aftermath of fraudulent activities impacting schools more than a school auditor? ISBA Business Partner, Harris CPAs, provided the following tips and tools as suggestions to board members and administrators:

- **Hire the right people:** Conduct background checks and drug screenings.
- **Maintain internal controls including segregation of duties.** Many times the controls erode over time when employees leave and another employee starts performing their duties.
- **Have dual signatures on checks.**
- **Have all expenses approved:** Each expense should be approved by a manager and someone in accounting. The manager will ensure that the expense is legitimate, and the accountant will check the math.
- **Pay special attention to cash transactions.** The risk of theft is much greater before the money is deposited into the bank account.
- **Create a fraud policy:** Inform employees during orientation that fraud is not tolerated, that fraud is being watched for, and what they should do if they suspect fraud. The existence of a policy can be a deterrent since employees will know it is on your radar.
- **Mandatory vacation:** Many fraud schemes are only uncovered when an employee is on vacation and another employee is performing their duties.
- **Budgeting:** If the district has a strong budgeting process, and reviews the budget often, any variance from that budget will quickly be noticed and can be investigated.

For more information or if you'd like to visit with Harris CPAs about best practices your district or charter school can incorporate, please contact:

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continued on next page...

Quick Tips from a Bank:

Who receives the phone calls when school fraudulent activities are suspected or found more often than a bank? ISBA Business Partner, Zions Bank and Zions Public Finance, provided the following tips and tools as suggestions to board members and administrators:

- **Wire/ACH Fraud Prevention:** When wiring funds to any first-time payee, call a person you know at the company receiving the payment to verbally confirm the wire instructions (e.g. routing and account numbers, amounts, etc.). Maintain those payment instructions on file and compare them to future payment instructions. If a vendor provides payment instructions that do not match those on file, call your contact at the vendor to confirm and discuss the reason for the change. Reconcile accounts daily to find unauthorized ACH debits.
- **Malware Prevention:** Bank account information and information useful in email “spoofing” can be collected through malware installed on district or charter school computers. In order to prevent malware, keep basic computer security features up-to-date, including operating systems, firewalls, and antivirus software. That being said, smart internet browsing and email use is more effective than software. Never download or install files from unknown sources. Don’t click on web ads or pop-ups. Don’t respond to unsolicited emails, open the links in them, or view attachments to them. Never click a link to your bank website, always type it into the address bar of your browser, which can then be saved as a bookmark. Change passwords regularly, require that they be alphanumeric, don’t use the same password for more than one website, and don’t write them down where they can be accessed by unauthorized persons. Consider using a password manager that can generate extremely complex passwords for you.
- **Payment Approvals:** Separate financial responsibilities and access rights among employees to safeguard against internal fraud. Watch for behavioral red flags from employees such as living beyond one’s means, refusal to take vacations, or unusually close association with a vendor or other employee. When making payments or reimbursements to employees, the bar for approval should be even higher. Thorough documentation should support all non-payroll payments to employees, and explicit board approval should be given before such payments are processed.

For more information or if you’d like to visit with Zions Bank about best practices your district or charter school can incorporate, please contact:

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Zions Bank offers numerous best practices and tips regarding preventing and reducing fraudulent bank activity. To learn more, please visit this website: <https://www.zionsbank.com/business-banking/security/layered-defense/#Best%20Practices>



continued on next page...

Safe Schools Training Opportunities:

Is your district or charter school a client of Moreton & Company? If so, do you subscribe to SafeSchools? SafeSchools provides an extensive training library of over 300+ courses for every staff member role. It is offered at a deeply-discounted rate to ISBA members on a per-employee basis. I highly recommend you check out this opportunity and consider subscribing. SafeSchools offers six trainings on IT topics such as:

- **Cybersecurity Overview:** The convenience of web access makes it easy to forget that we need to protect and care for our information. This introductory course provides an overview of cybercrime and cybersecurity, including the basics of cybersecurity along with the effects of cybercrime, the types of cyber threats and how users are susceptible.
- **Browser Security Basics:** A large number of cyber attacks target browser activity. This course provides all staff members with an overview of browser security and ways to browse the web safely. Topics include: the types of browser threats, the basics of browser security and safe browsing practices.
- **Email and Messaging Safety:** Email is the primary means of attack from cyber-perpetrators. This course provides an overview of cybercrime via email, and how to employ safe email and messaging practices to avoid and help prevent cyber threats, attempts at fraud and identity theft.
- **Online Safety - Predators:** Internet access helps us share information with a wide variety of people and groups. Unfortunately, criminals – including online predators – can exploit this and can cause serious harm to those who aren't careful, including students. This course provides school staff members with an overview of online safety for students with a focus on protection from online predators. This course covers types and indicators of online predator activity, and several prevention strategies for school staff members.
- **Payment Card Industry Data Security Standard (PCI DSS) Overview:** As the amount and types of online transactions continue to grow exponentially, so does the possibility of fraud. This course provides school staff members with a basic overview of the Payment Card Industry Data Security Standard (PCI DSS), as well as information to help improve the security posture of an organization.
- **Protection Against Malware:** Malware is a primary means of attack for cyber-perpetrators. This course provides staff members with an overview of basic protection against malware. Topics include the types of malware, how malware works, and protective strategies.

The best part is these training videos range from 12 to 17 minutes in length, so they can easily be viewed by your staff without taking up too much of their time. To learn more about SafeSchools and these online trainings, please contact:

Aimee Assendrup
Moreton & Company
aassendrup@moreton.com
(208) 947-4440



Coming Up In Future Issues:

Be sure to watch for more on this topic in the next few issues of the SLATE. I will be sharing more fraud-prevention tips from business managers, industry experts, a school financial software company, legal counsel, and more as they provide ways to prevent fraud and share ideas with board members and administrators specific to your roles.

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Day ON THE Hill



Thank you to all these wonderful school board members for making this event possible.



The walk to the Capitol.



Quinn Perry of ISBA testifies before the Senate Education Committee.



Rep. Gary Collins & Rep. Rick Youngblood meet with Region 3 school board members during the Legislative Luncheon.



Sen. Dan Johnson meets with Region 2 school board members during the Legislative Luncheon.



ISBA President Jennifer Parkins testifies before the Senate Education Committee.



Day on the Hill attendees listen during the House Education Meeting.



*Monday Keynote: An IdLEG Outlook from Idaho Education Stakeholders.
(L-R) Matt Compton, Tamara Baysinger, Marilyn Whitney, Karen Echeverria, Rob Winslow, Tracie Bent*



School Board members make their way towards the House Education Committee meeting.



ISBA Employees, Mika Milette & Morgan Garcia at the registration desk.



David Brinkman, Matt McCarter, Brian Armes present on School Safety.



Krissy LaMont, Allison Westfall, and Amy White (not pictured), present on Surfing the Tides of Public Opinion.



Day ON THE Hill



Boise School District Member, Nancy Gregory, testifies before the House Education Committee



Quinn Perry & Karen Echeverria gave a fantastic presentation on Legislative Advocacy 101



Huge turnout for the Legislative Advocacy 101 presentation.

Leaving A Lasting Impression

On Thursday, January 10, 2019, students, staff, and Board members gathered to leave a lasting impression on the Marsing School District. Throughout the day, members of the Marsing School District took time to imprint their handprints and signatures to the concrete flooring in the new gymnasium.

On March 14, 2017, voters of the Marsing Joint School District approved a new 25-year, \$13.5 million bond, to construct a new middle school, physical education facility, covered walkway, and other safety renovations needed throughout the district. The bond was approved by a 72% yes vote and allowed the district to begin constructing new facilities while maintaining the current tax rates, providing local citizens a zero percent tax increase.

Bids for construction were opened on February 15, 2018, and the official groundbreaking took place on Thursday, April 5th honoring Alpha Muldoon Percifield, Marsing's last living graduate from Marsing High School's first graduating class of 1939.

As construction passed the midway point, the district took the opportunity to allow all students, staff, and Board members to leave a personal mark on the district for years to come. Areas on the concrete gymnasium floor were divided into sections designated for the student's graduation years ranging from this year's graduating class of 2019 through the kindergarten graduation in 2031. Soon the concrete flooring will be covered by the wooden athletic floor. The handprints and personal signatures will be preserved as a time capsule of the construction project and will not be visible again for decades or until the need to replace the gymnasium floor arises. Handprint participants will be able to return to the Marsing's gymnasium and proudly view the gym floor, knowing that their personal handprints are preserved as a lasting memory of their time with the district.

Alpha Muldoon Percifield / Class of 39



ISBA Executive Board Spotlight / ALEXIS MORGAN



Alexis Morgan
Region 2 Vice Chair
Lewiston Ind. SD #340

Years ago, I read a book by Jane Clayson Johnson titled, *I Am A Mother*. She shared a specific experience that rang such truth in my ears. During a large dinner gathering of political dignitaries, gifted professionals, and other noteworthy individuals, roughly 75 in all, the guests were asked to stand and introduce themselves. Most guests stood, stated their name and distinguished accomplishment. Several women stood, introduced themselves and said, my name is such and such and I'm just a mom. Jane, an ABC reporter at the time, remarked at how sad that made her feel and acknowledged internally that she did not want mothers to ever feel they were 'just a mom.'



A main reason I love volunteering in my community begins with me saying: I am a mother. My husband and I have four children whom we love immensely. Our children are at the heart of what we do and how we choose to use our time. I am grateful that my life's journey has led me to where I find myself today: living in a place full of people who value their community and its future.

I grew up in the coastal town of Astoria, Oregon on a holly farm; which meant my summers consisted of picking pine cones and wiring them for the wreaths that were made each fall for Christmas time. I am a fourth generation Astorian and proud that my grandparents and great-grandparents journeyed from Finland and Germany to settle in such a small, quaint town. After graduating from Astoria High School as valedictorian, I attended Brigham Young University, majoring in History and Geography teaching. There I met Clinton. We married at the end of our junior year, graduated together, and had our first child. Four weeks after his birth, we traveled across the country to Hershey, PA. Clinton attended medical school at Penn State. Two more children were born, a daughter and son, in the sweetest place on earth. We moved to Portland, Oregon for Clinton's residency in internal medicine. Our fourth child was born, and she completed our Morgan crew. After residency, we moved to New Hampshire where Clinton trained to be a hematologist/oncologist at the Dartmouth-Hitchcock Medical Center. When I say 'we' attended med school, I mean it. (wink)

During these years, I took joy in raising my children and taking care of my family. When the oldest commenced kindergarten, I began my volunteering journey. I started as a member of the parent group; I became president the following year. As we moved from state to state, my role in the parent group changed. When we arrived in Lewiston after finishing in NH, I knew the parent group would be where I began again. The Parent Teacher Association (PTA) at my children's elementary school was a great group of parents and teachers; there I currently serve as president. I have also served on the regional and state board of Idaho PTA, earning a few awards within the PTA organization and receiving a few grants for my local elementary school. I joined the Lewiston School District School Board in the summer of 2016, after living in Lewiston for a year. Serving on the school board is quite an experience, and I'm grateful to learn and serve with my fellow trustees. As the new Region 2 Vice Chair, I look forward to the joys and challenges the role has in store.



As my family has moved across our beautiful country four times, we have made transitions and explored new places together. We love all things Disney, National Parks, the outdoors, vacations, movies, "Dad's Garden", biking, skiing, laughing, and animals. Education is a value my husband and I teach in our home; working to facilitate an environment of life-long learners. Currently, I'm pursuing a master's degree in adult organizational learning and leadership at the University of Idaho. We are a family with a full schedule and I am fortunate that my family supports me in my volunteering and educational endeavors. One of my favorite lines in a church song is "Because I have been given much, I too must give." I appreciate that I am able to serve in the PTA and the school board, to strive to create an environment for children in my community and in the state of Idaho that is one of hope, engagement, and civility.

I was born and raised in Twin Falls by second generation Japanese American parents who moved to Idaho after their relocation to Tule Lake Camp in California.

I was the first college graduate in my family, earning a Bachelor of Arts Degree from Boise State University in 1982 and Masters Degree in Education Administration from the University of Idaho in 2000.

I also earned certificates and endorsements from the Idaho State Board of Education for:

- Administrator
- School Principal (Pre-K-12)
- K-8 Standard Instructional Certificate, All Subjects (K-8)

Mrs. Sue Remaley, my fourth grade teacher at Lincoln Elementary School and my first crush, inspired me to be a teacher. Two principals of Lincoln Elementary, Mr. Ted Popplewell and Mr. Keith Turner, were also role models. Ted was the principal when I taught sixth grade in the same classroom where I attended sixth grade. Keith provided for my first judo dojo in the basement of Lincoln Elementary.

I earned my black belt in the Olympic sport of judo while attending Boise State. I currently hold the rank of Fifth (of ten) Degree Black Belt from the United States Judo Federation. I have National level coaching certification from both the United States Judo Federation and USA Judo. I am also a USA National Referee and certify and train regional and national level teachers and coaches of the sport. In 1991, I began teaching Judo at the College of Southern Idaho, primarily to students from the Law Enforcement program.

As with many teachers, my K-8 career changed, too. One day, the principal called over the intercom to my classroom, "Mr. Matsuoka, you need to pick up your wife at home, she thinks its time to have the baby." It was right before the last bell, and I thought he was kidding.

"No, Mr. Matsuoka, Mrs. Matsuoka is not in a kidding mood..."

With that, I had need for additional income.

I married my high school sweetheart, and have two great adult children. Our son is a professional musician and collaborator under contract with the Austin Opera House and has a Master's from University of Texas.

Our daughter is a true Vandal and an HR professional for an international salmon company. She is also working on her ABCTE certifications in Special Education and Biology and is certified as a yoga instructor.

I went on to work at Hewlett Packard writing proposals (not code) and working in sales, management, ownership, and eventually succession to a competitor from Quebec, Canada.

After this, I became Regional Director of the Idaho Small Business Development Center (Idaho SBDC) at CSI, which provides coaching and consulting of small businesses as well as low cost business trainings.

I am a certified instructor and facilitator of the following business development curriculums and concepts:

- Franklin Covey - 7 Habits of Highly Effective People, 4.0
- Franklin Covey - 4 Effective Principles of Leadership
- Arbinger Institute - Developing and Implementing an Outward Mindset (DIOM)

I am the current Vice-Chair of the Twin Falls School District. My Trustee service began in 1998.

In addition to serving on the ISBA Executive Committee, I continue to be contracted by ISBA to facilitate board trainings.



Bryan Matsuoka
Region 4 Vice Chair
Twin Falls SD #411





By David Roberts
IETA Security
Sub-Committee Chairman,
Boise SD
Director of Technology



By Will Goodman
IETA Board Member,
Mountain Home SD
Director of Technology

Idaho Education Technology Association

"My name is Dan. 1121315945 is your passphrase:) I have the taped video and my malware uploaded all of your email and Facebook contacts to me. I'll send your recording to your friends unless you pay me \$2000 via B I T C O I N S in the next 24 hours to the below address:

B I T C O I N Address: 1Pm5BUDncLaK4pPtufvF1xLRc9anAiMNC5 Please Copy & Paste the address because it is CasE SenSiTiVe.

Once you have sent the money, I will delete your video and every bit of information I have about you. If I don't receive the money, I will send your video to every contact of yours. Visualize about the embarrassment you feel. and consequently should you be in an important relationship, exactly how it will affect? Want proof? Reply with "Yes", & I'll email your video to 6 of your contacts right now."

The teacher's heart sank. She had heard of phishing attacks and was pretty sure this was one. You know, one of those crazy emails from a criminal trying to trick her into sending money or gift cards immediately or else. But the password, or as the email said, passphrase, was correct. It was old but it was correct! Now, what should she do?

Scenarios like this have been taking place across the United States at increasing rates. Educational institutions in the State of Idaho have also witnessed a spike in cyber threats and it is clearly time for educational leaders in Idaho and throughout our country to update strategies to meet the challenge head-on. Districts and charters need digital tools and the training to successfully address these cybersecurity threats, and protecting student data privacy. Leaders must create their digital processes and procedures to respond to these cyber threats through a collaborative culture that welcomes ongoing conversations across the state with all stakeholders. In districts of all sizes, it is important to understand that collaborative responsibility, collaborative learning, collaborative awareness resulting in collaborative action is needed.

What is the role of the School Board, IT Department, Superintendent, cabinet, building level administrators, teachers, parents, and students? For each of these groups, the level of understanding necessary to keep students and staff safe involves much more than physical safety. The digital environment holds potential dangers, and leaders must understand these threats. We can no longer hide behind the curtain of uncertainty, misunderstanding, and the hope that nothing will happen. Ignorance of potential threats or a lack of resources are not excuses; we must heed the call to action.

As a part of the call to action, the Idaho Education Technology Association (IETA) wants to assist district and state leaders as they create processes, procedures, and structures to protect staff and students. These processes, procedures, and structures should exceed compliance with state and federal

mandates. Members of IETA believe we should protect and train stakeholders in a balanced approach, and this balanced approach starts with increasing awareness. We must discuss our common challenges, our successes, our expectations, and how our approach to security protects our approach to teaching and learning.

The vision of a unified community of professionals, dedicated to protecting Idaho K-12 stakeholders and resources from cyber threats is possible. Within that vision, an IETA security subcommittee was formed, and awareness goals were established. In the next year, IETA would like to encourage Idaho school districts to build cybersecurity leadership teams to provide direction, and oversight on cybersecurity issues. As needed, we are willing to assist each district's cybersecurity leadership team to:

continued on next page...



- Understand federal and state laws, policies, standards, and requirements
- Develop a clear understanding of the district's existing systems and policies
- Analyze their current cybersecurity posture
- Adopt a cybersecurity framework to find and address vulnerabilities within their systems
- Establish strategic vision and goals to address and mitigate identified vulnerabilities
- Define roles and responsibilities to meet an established vision and goals
- Assign roles and give authority to team members to meet their responsibilities
- Develop an awareness campaign designed to inform all levels of the organization

As a five year goal, IETA would like to support Idaho school districts to:

- Implement policies, practices, and technology to meet the requirements of an adopted plan
- Continuously assess risks and adapt security posture to mitigate the identified risks
- Develop metrics to measure the maturity and progress of the security program
- Empower districts to perpetuate their own cybersecurity awareness campaigns

Similarly, the National School Boards Association (NSBA) published the 2018 NSBA Cyber Risk Report. The report has excellent information for Idaho school boards to consider. Action

items in the report included establishing "specific procedures for board communication, including digital files and storage, emails, and texts." The report also recommends the creation of a Cyber Risk Task Force, a Data Protection Officer, and the creation of a specific Disaster Recovery/Business Continuity plan for cyber events. While they are great goals, the difficulty of these action items is that school districts of all sizes have limited time, staff, and financial resources. However, even with different starting points and resources, districts can work to prevent cyber attacks and meet clear standards with a collaborative, supportive, awareness plan and long range goals.

We should also ask, what can be done today? The answer is - Make ongoing training and awareness of all stakeholders a priority across the state today. Awareness is not a one-time event, and we cannot wait for the next cyber attack before we act. Despite repeated warnings about phishing campaigns (mostly through email), they remain the most common method that fraudsters use. There is no magic bullet to preventing phishing and spear phishing attacks. Patch, spam filters, and anti-virus programs that can protect us from scammers calling, faxing, or emailing our staff. Still, email remains the greatest security risk to schools. While all staff involved in education need to hear that we are a target, we can take simple steps to improve our awareness of what phishing is, how it works, and how to move from fear to confidence.

These are some basic steps that can help protect your district from phishing attacks.

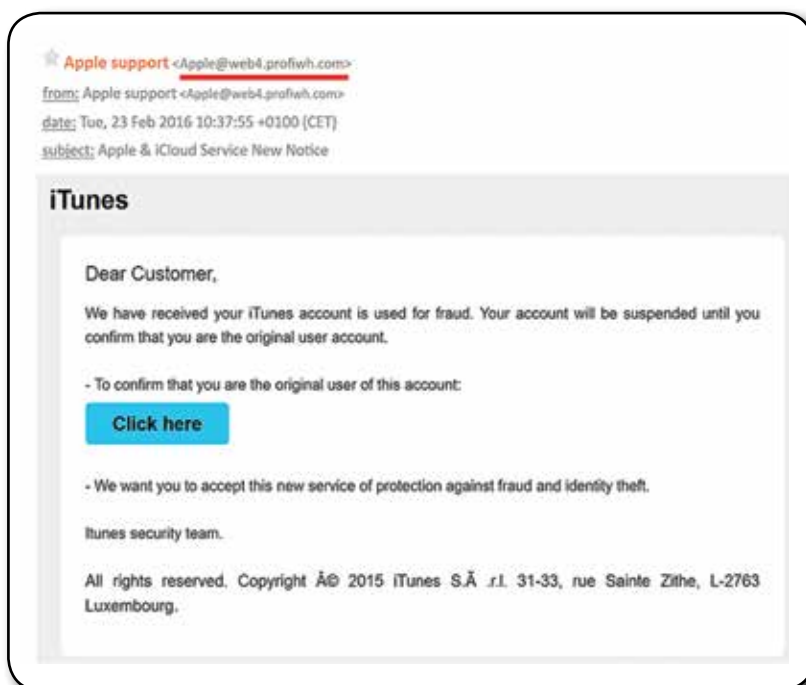
- Please be vigilant with emails
- Don't trust the display name
- Check the senders address domain (after the @). Most companies own their own domain and everything after @ will match that domain. The domain is also usually their website address. For example Apple Computers owns www.apple.com and their emails will typically come from something@apple.com

Contact information for the IETA if your district would like to request information or support.

Ryan Gravette – President of IETA
rgravette@idahoedtech.org

William Goodman
wgoodman@idahoedtech.org

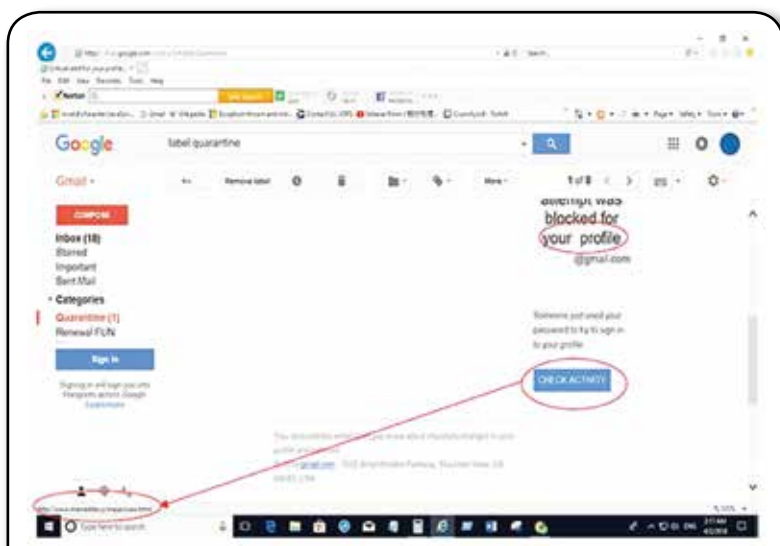
David Roberts
David.Roberts@boiseschools.org



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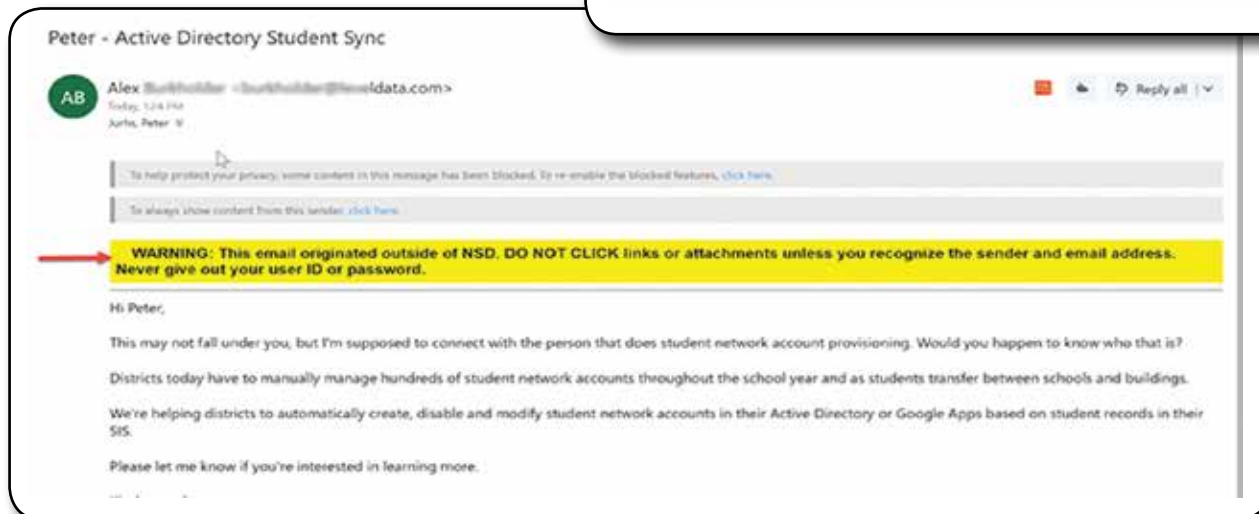


- Review the signature
- Don't give out personal information.
- Look but don't click on links by hovering your mouse over any buttons or links.
- Beware of urgent or threatening language.
- Check for spelling mistakes.
- Verify the URL by hovering (Domain)
- Don't click on attachments.
- Analyze the salutation. Is it vague, such as "valued customer?"
- Don't believe everything you see.



To my G-Mail, received something that looked official from "Administration" (easowink1987@digeronimopaDOTcom) claiming that someone other than me accessed my account (the usual garbage), however, when I went under "Check Activity" link where it is sending you, to some mysterious .cz domain. Good luck with that. Please also take note of the irregular spacing between the words 'your' and 'profile'.

- It never hurts to call and ask.
- Unless expected, the government will not email you for important information.
- If you never gave the business, such as a bank or Fedex, your email address then it's probably not a real email.
- Be skeptical when it comes to the email subject: If it looks even remotely suspicious, don't open it.
- Consider adding a header on emails coming from out of district email to warn staff it is not from someone in your district.
- Train staff on how to avoid phishing attacks. Simulate phishing attacks targeting your own employees, and provide training again for staff that fail the test.



Written on behalf of the Idaho Education Technology Association by David Roberts, IETA Security Sub-Committee Chairman and Boise School District's Director of Technology, and William Goodman, IETA Board Member and Mountain Home School District's Director of Technology.

Got A Job To Do?

Make Sure You Have The Right Tools



By Mark Browning
Vice President,
Communications &
Government Relations,
College of Western Idaho

“Those words were said to me countless times over the course of my youth by my father.”

As I learned how to fix the machinery on our farm and later the equipment we used to commercially manufacture large animal feed in eastern Idaho, I also learned that lesson applies to all of us, regardless of industry or interest.

What are tools? Tools are things that perform tasks, that advance our intentions from just that - an idea, a wish, a desire - to something tangible and measurable, an outcome. If you need to replace a part on a tractor, you choose the correct size of wrench, loosen the bolts, remove the broken part, put the new one on, align it properly, tighten the bolts and you have effectively moved something from an idea - you want to fix the tractor - to an outcome - you have fixed the tractor. And you did it because you presumably chose the right tool.

So, how does all this relate to what we do in the field of education?

We are in the tool business.

Education is the tool that connects someone's idea, their dream, to an outcome. It is my belief that we could improve the use of some of our tools in the field of Career and Technical Education or CTE.

For years, we have positioned CTE as vocational or trade based only, designed to lead students to blue collar fields. May we all be so fortunate that students still see the value and honor of learning these skills and pursuing careers within these fields. Because I will tell you this: While I am moderately skilled with some tools, you've never seen someone at their most vulnerable until it is a weekend and their plumbing or electricity is down!

What can we do to help students see the possibilities that are contained within the scope of CTE? For one, let us all stop saying, “Oh are you going to college or are you going to learn a trade?” Aren't both learning? Are not both learning to use tools? One might be in a more literal sense, but the student who chooses to learn the trade of being an educator or accountant or communications specialist is learning to use different tools. All students are learning and going to college.

Second, let us work more diligently to find ways to expand and more fully integrate dual credit opportunities for CTE courses for our high school students. This one is a challenge but one I think we can tackle together. The nature of CTE courses naturally means more hands-on,

lab environment learning. How awesome is that?! I don't know about you, but I learn much more quickly and with better comprehension when I am actively involved in the learning than from lecture and traditional testing/recitation methods. That's the good news. The difficulties come with facilities and schedules. CTE courses require equipment, large footprints for facilities, and operational costs. Not every school district can provide the wide variety of needed equipment, skilled faculty, and lab space that today's workplace demands. Transporting students to and from regional facilities like those found on our four community college campuses simply isn't realistic in many areas due to distance. Digital delivery is getting better and more effective, and we should aggressively look for solutions that can help us bridge those gaps. As a farm kid growing up, my attempts to learn welding on the farm certainly could have been helped with some time in a digital virtual reality lab where I could have improved my approach to fusing metals together. And I am sure my father would have appreciated a stronger weld as it most likely would have kept that ground disk from breaking free and bouncing down an asphalt county highway when he was moving it from one field to another. But that is another story.

As Board members, you have many responsibilities. Balancing the needs of the districts you serve, the schools, students, and the faculty and administrations who serve against the capacity of your communities to fund those needs is complex and often seems impossible. Technology is often a solution but it comes with a cost. Connectivity can be a challenge. The technical skills to maintain and operate that technology is an element that must not be ignored. Again, tools. If our intention, our desire, is to connect the students in our charges to the most needed and highly rewarding careers that possibly await them, we must not ignore Career Technical Education as the right tool to accomplish our outcome.

I believe that there is a bright future for education in Idaho if we embrace all students and all the possible tools they can learn to use and new, innovative ways to deliver and value that outcome.

Mark Browning is the Vice President of Communications and Government Relations at the College of Western Idaho. He works with the staff, faculty, and students at the College of Western Idaho (CWI) in Nampa/Boise.



By Julie Allen
Staff Attorney,
Texas Association
of School Boards

Do Right By Copyright



Avoid Piracy And Other Copyright Infringements In Your Schools

A Teacher Scans And Uploads...

a study guide purchased from a bookstore to the classroom website for student use. A principal purchases access to an online grading tool and shares the password with all campus staff. A school band performs a current artist's hit song during a graduation ceremony being recorded for sale to parents.

Are these activities compliant with U.S. copyright law? If this question goes unasked and unanswered, overlooked copyright law implications may result in unpleasant legal surprises for unsuspecting schools.

What Is A Copyright?

A copyright is one kind of legal right that assigns value to, and secures protection in, a variety of intangible assets known as intellectual property—a broad term that also covers patents, trademarks, and trade secrets. The basic principle underlying protection of intellectual property was penned in 1790 in the U.S. Constitution, authorizing Congress to “promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries.”

Today, copyright protection is generally governed by the U.S. Copyright Act of 1976, Title 17 of the United States Code, which grants authors or owners immediate rights in their original works of authorship in

any tangible medium of expression that can be perceived, reproduced, or communicated. Copyrights are usually claimed by the original author affixing his or her name, the term “copyright” or its symbol “©,” and the year of initial publication.

A copyright owner is entitled to control how the original work may be copied, distributed, or utilized. Anyone violating the exclusive rights of the copyright author or owner may be sued for copyright infringement or copyright piracy. Copyright authors or owners may pursue both civil and criminal remedies.

How Might Schools Be Violating Copyrights?

Any single use of protected works without obtaining appropriate permissions can violate the law, even with proper attribution. With innovative technology granting newfound ways that authors can circulate copyrighted material, the methods by which copyright laws may be violated in and around schools have likewise proliferated.

Many mistakenly assume that content published on the internet is freely available for public use, an idea referred to as the public domain. In fact, online content like digital images, videos, and music are protected by the same copyright laws as physical content like books, photographs, and paintings. Many also wrongly believe that if a copy of work is

continued on next page...

purchased, then the purchased copy can be used for any purpose that the purchaser sees fit. Actually, the purchased copy of an original work is simply what's called a license, or special permission, for uses that are determined by the copyright's original author or owner. Moreover, some may forget that students themselves create original works and own the copyright in these works, whether creations are generated at school or as a result of school assignments. Therefore, schools must obtain permission from the author (or a minor author's parents) before displaying or duplicating student work, such as art for a year-book cover or the winning story of a writing contest.

How Can Schools Protect Their Own Copyrights?

At times, schools themselves become owners of original content that they may want to defend against misappropriation. Examples include an original school song, video, wall mural, worksheet, or statue created with school resources by employees in the scope of employment. The copyright in these "works made for hire" is owned by the school. Schools may also own original rights to school performances that they wish to protect from unauthorized uses or commercial gain. Grants of copyrights are automatic and federal registration of the work is not required for the intellectual property to be safeguarded. The copyright owner may not, however, sue for copyright infringement until the work is registered. Thus, registering copyrights with the U.S. Copyright Office greatly strengthens school copyrights.

What Is Allowed Under The Fair Use Doctrine?

Copyright law allows for some use of copyrighted materials under a concept known as fair use, which is helpful to schools but easily misunderstood. Under the fair use doctrine, individuals may use copyrighted material in a reasonable manner without permission if the use qualifies as fair use. Fair use may include use for purposes of criticism, comment, teaching, or research. When determining whether usage truly qualifies as fair use, courts will consider several factors: (1) the purpose and character of the use, including whether the use is for nonprofit educational purposes; (2) the nature of the work; (3) the amount and importance of the portion used in relation to the work as a whole; and (4) the effect of the use upon the potential market for or value of the work. Many simply apply one factor instead of all four, and some mistakenly overextend the educational purpose section to include any action an educator takes with the original work.

In deciding what will be considered fair use, school employees may find helpful the historical note in the U.S. Copyright Act

titled "Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with Respect to Books and Periodicals" and "Guidelines for Educational Uses of Music." The guidelines provide examples for fair use of copyrighted print material and music that constitute a minimum guaranteed fair use, not a maximum. Any determination regarding whether use that exceeds the guidelines is fair use will rest with an appropriate court of law.

Do Schools Have Any Immunity From Copyright Infringement Claims?

Although there is no immunity from suit, eligible service providers may claim safe harbor from monetary liability for copyright infringement by users of its services under the Online Copyright Infringement Liability Limitation Act. Most modern schools likely qualify as a service provider defined under the law if they can provide online services or network access, or offer transmission, routing, or connections for digital online communications. Eligible service providers must not have actual knowledge about infringing works or activities, act immediately to remove the information once the school learns of the infringement, not receive a financial benefit stemming from the infringing activity, designate an agent with the U.S. Copyright Office to receive notifications of claimed infringement, and have a policy terminating access to services for repeat offenders.

What Can School Boards Do To Reduce Legal Risk?

Besides avoiding copyright infringement themselves, board members can help their schools avoid copyright infringement by (1) adopting policies that regulate use of school technology resources and prohibit illegal use of copyrighted materials or performances; (2) supporting education and training on copyright law; and, (3) if appropriate, authorizing legal action to protect the school's ownership rights in original works.

Copyright infringement is serious enough an issue that Congress, when passing the Every Student Succeeds Act (ESSA) in 2016, embedded reminders for schools to consider the topic of "harms of copyright piracy" when providing training to educators, parents, and students, and even authorized use of ESSA funding for such purposes.

Ultimately, boards can set clear expectations for copyright compliance to protect their schools from costly consequences.

Julie Allen (julie.allen@tasb.org) is a staff attorney with the Texas Association of School Boards in Austin, Texas.

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CHAMPION ED COLORING CONTEST

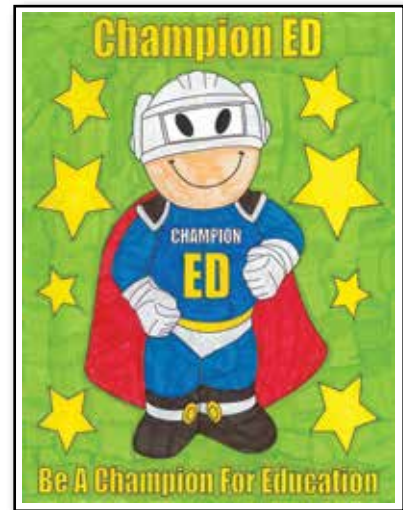
Thank you to all those who participated in the Champion ED Coloring Contest. ISBA received hundreds of entries from around the State. Idaho has some great young artists and our staff had a very difficult time choosing these winners. These are our top two choices from each grade and our over-all winner.

K


Andrew Paz
Rupert Elementary
Minidoka County SD



Aden Hill
Glenns Ferry Elementary
Glenns Ferry SD



***Overall Winner - Jayden Hill**
Challis Elementary - 3rd Grade
Challis SD

1st


Mesa Graning
Prairie Elementary
Cottonwood SD



Ethan Webb
Horseshoe Bend Elementary
Horseshoe Bend SD

2nd


Riley McMillan
Nezperce Elementary
Nezperce SD



Rakale Hamilton
Tendoy Elementary
South Lemhi SD

6th

Monica Seubert
Genesee Middle School
Genesee SD



Anistyn Tovey
Malad Middle School
Oneida SD

5th

Travis Lloyd
Challis Elementary
Challis SD



Eden Kreger
Snake River Middle School
Snake River SD

3rd

Tenlee Sweeten
Malad Elementary
Oneida SD



Lincoln Martin
Burton Elementary
Madison SD

4th

Eliza Walsh
Grangeville Elementary
Mountain View SD



Marely Reynosa
Marsing Elementary
Marsing SD

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RESPECT OUR PARTNERS

OR THERE COULD BE DIRE CONSEQUENCES: REMOVAL OF MARCH & AUGUST ELECTION DATES

When you read this article, the legislative session will likely be nearly done, so my words may not be pertinent to this year. However, I feel it is important to remind all of us how important our partnerships are when we are dealing with the legislature.

Non-Traditional Partnerships

When we think of partnerships, we need to think about our traditional and non-traditional partnerships. Our traditional partners are superintendents, administrators, and teachers. Our non-traditional partners are the Idaho Association of Counties (IAC) and the Association of Idaho Cities (AIC). We work with these partners on tax issues all the time, and our strong partnership has helped us to keep tax cuts related to business personal property tax at bay.

These partnerships are important and critical to the work we do. That is why it is so important that we do everything we can to maintain that relationship. I reached out to a few school districts this year because IAC approached me with concerns about polling places in local school districts. I reached out to those districts but was not very successful with my efforts.

Schools as Polling Places

These particular school districts had told their local counties that they could no longer use their schools as polling places. We certainly understand the concern for student safety in our schools and your desire, as Board members and administrators, to keep them safe. But these kinds of decisions also have unintended consequences. Whether these consequences are fair or not is really not the question. The question is whether or not we are willing to take the risk.

I am not going to tell you whether the decision you made is right or wrong, or if counties are doing enough to protect your students, or if there are other possible polling places, or a myriad of other things. What I am going to tell you is that there will be consequences for these actions. Whether they occur this year or next, if we are unable to come to some resolution, the consequences will be dire.



Removal of March and August Election Dates

The staff at IAC is doing their best to keep their members at bay, but if we are unable to find some resolution they plan to bring legislation that will do away with the March and August election dates. If this legislation comes forward, it will likely pass, given the current climate in our legislature.

In addition, the county commissioners in some of these districts have vowed to fight any future bonds or levies in those local communities. This would also not be good for the local school district.

Again, I'm not saying this is right or wrong. I'm saying this is the reality and the backlash from our non-traditional partners who don't think they are being treated fairly. What I do know is that this would have a devastating impact on school districts around the State.

What Can You Do to Help Prevent This?

If you know of a school district that has made this decision, I would encourage you to have this discussion with their Board and superintendent. There may be significant reasons for their decision that the local county does not yet understand. Maybe you can help to facilitate a more in-depth discussion. Maybe an outside set of eyes will help to find a solution that has not yet been considered. We will do our part by trying to find a resolution at the State level as well.

I would hate to see a decision that has been made by 3 or 4 school districts have a very negative, long-lasting, and likely unalterable impact on the entire rest of the State.



By Karen Echeverria
ISBA Executive Director

Karen Echeverria



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