

A PUBLICATION OF THE IDAHO SCHOOL BOARDS ASSOCIATION

**summer**

**2019**

# SLATE

magazine

**Integrating  
Culture &  
Ethnicity**

**Lapwai SD - p. 36**





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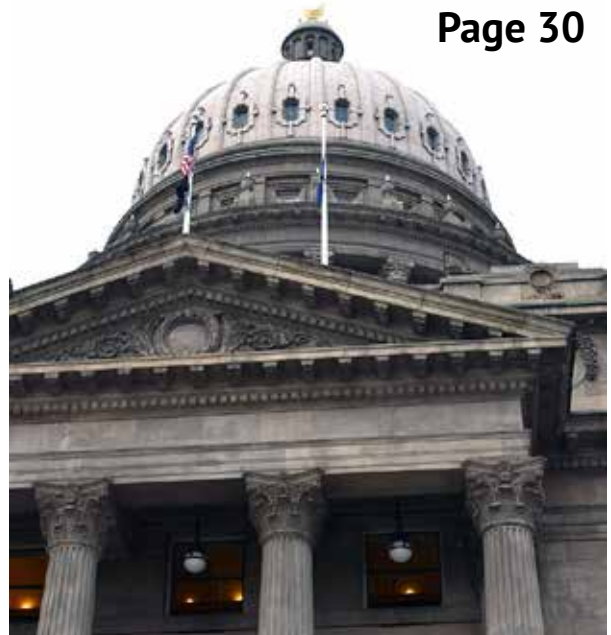
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# SUMMER / 2019

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

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# SLATE

## magazine

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

## ISBA CALENDAR

July 4	Independence Day (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
August 15-18	NSBA Summer Leadership Seminar
September 2	Labor Day (Closed)
September 6-7	Executive Board Meeting
September 11	Region 4 Meeting
September 17	Region 1 Meeting
September 18	Region 2 Meeting
September 18	Region 6 Meeting
September 19	Region 5 Meeting
September 24	Region 9 Meeting (Teleconference)
September 25	Region 3 Meeting
September 25	Region 7, 8 Meeting (Teleconference)

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### Find Champion Ed

There are 4 Champion Eds hidden throughout this magazine. See if you can find them all.

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# 2018-2019 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.



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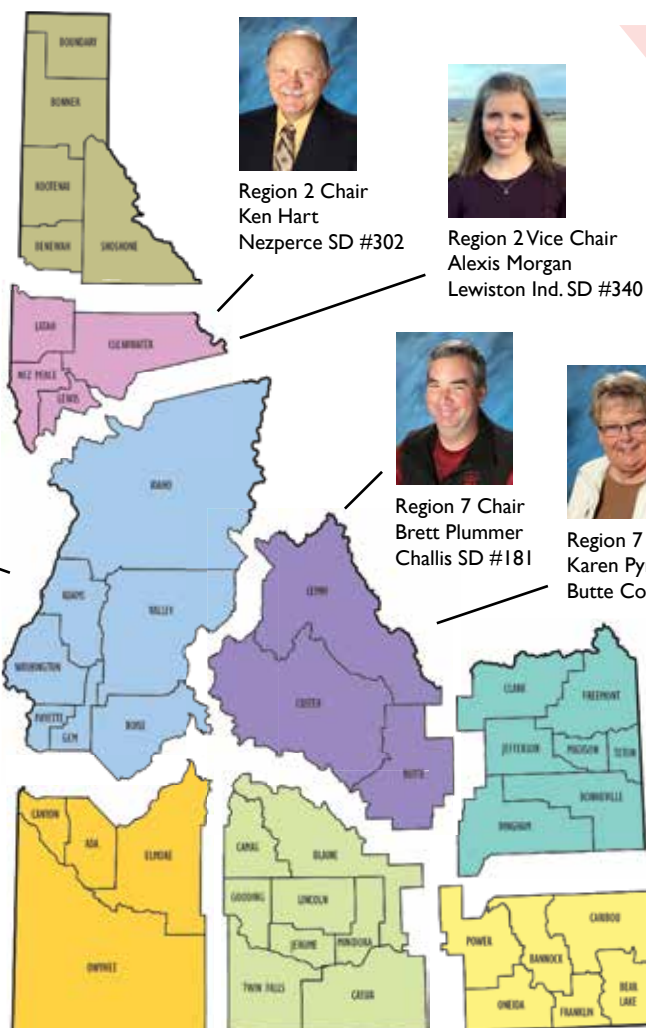
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**By Jennifer Parkins**  
ISBA President

# How Do We Keep Our Association Relevant?

At our last executive Board meeting, we spent time discussing the book *The End of Membership as We Know It*. We were able to agree that our association is healthy and active, but like in any organization, we need to regularly look at ways to improve, change, and grow. Every Idaho school district is a member of ISBA, as well as over 50 charter schools. School Boards have the support of the legislature to receive professional development to better serve our local districts. Our resolution process and advocacy are vital and useful to the school board members we serve. Currently our association provides a multitude of services and professional development to School Board members with the mission of developing leaders who will serve according to a high set of standards and ethical practices. In some ways, we need to keep moving on the path we are on, a successful association fulfilling its mission of "providing leadership and services to local school Boards for the benefit of students and for the advocacy of public education".

However, the discussion from the Board focused primarily on generational shifts, how and why people serve, how different generation groups perceive their purpose in regard to service, and what people get by investing in membership to a group or organization. Our executive board is made up of fairly equal parts 'Baby Boomers', and 'Gen X'ers'. Only eight people were young enough to be in the 'Gen Y' category, or 'Millennial' group! So, it was very helpful to find out just what made belonging to our association important, and even more importantly, why people are serving in leadership for the association based on their age group. We found out that much of what the book laid out in regard to the 'serving and belonging' reasons were right on. This information led us to engage in a great brainstorming session on how to keep our association relevant for all of our members. We feel we have the opportunity to use our seasoned members as mentors and welcome new and younger members by giving them pathways to leadership early in their service to keep them fully

engaged. We plan to use this information and the ideas generated to look at ways to better serve all of you. The staff have lists of ideas to research, and we have developed committees to look into specific ways we can improve the association's impact while staying financially whole. The book review was really useful to the board, and I am appreciative that our leaders were so open and responsive to the process.

Over the summer, it may be useful to pick an education topic of interest - something outside of your comfort zone and your knowledge base or just a focus area of education - and have your local board read a book or an article or bring in a presenter to stimulate discussion among you as a board. On my local Board we have tried to make this a fairly regular practice and have implemented programs that we felt would benefit our students through innovative scheduling, reinforcing a healthy school culture, and empowering our teachers based on what we have read and discussed. We are currently reading a book recommended by another school Board and, (since we have several sets of books read), thought we may offer to share books with other Boards to generate more of a shared knowledge base and get new ideas as well. There are plenty of podcasts, movies, and other media from which to pick topics, so it can be 20 minutes of your Board meeting, or a full board retreat!

Let's be actively involved. Let's figure out and acknowledge what motivates us to do this work. Let's share that commitment with others, lifting them up and inviting them to service. Let's be the leaders we are called to be, advocating for our public schools, changing the conversation from what's wrong to how successful our students really are. Let's be 'pulled by purpose' and initiate that conversation instead of just reacting to it.

Thank you again for all you do for the children of Idaho. We are all better for it.

**Jennifer Parkins, President**  
Idaho School Boards Association





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**By Sherri Ybarra**  
Idaho Superintendent of  
Public Instruction

# Annual Conference Forges Unity In Idaho Schools' Efforts To Keep Students Safe

**Prevention:** It's the core of a successful approach to keeping our schools and children safe. It's also the name of one of the State Department of Education's most popular, and effective, offerings.

The Idaho Prevention and Support Conference, held every spring in Sun Valley, drew more than 650 teachers, administrators, counselors, social workers, school resource officers, and first responders on April 18-19.



*Photo courtesy of State Department of Education*

*Sam Jingfors, Vice President of the international organization, Safer Schools Together, kicked off this year's Prevention and Support Conference to a capacity crowd, giving tips and insights into "Digital Threat Assessment".*

Nationwide attention has focused on school safety in the wake of mass tragedies from Columbine to Parkland and beyond. But the impact and incidents of violence were not the focus of this spring's conference, which coincided almost exactly with the 20th anniversary of the Columbine calamity that thrust "school shooting" into the nation's lexicon.

Instead, the Idaho gathering was infused by a shared commitment to halt that devastating trend by fostering positive school culture, empowering stu-

dents, and assessing and addressing threats through watchfulness, knowledge, and practical tips for navigating the social media world.

This year's Prevention conference offered a buffet of information and ideas via nationally known speakers and Idaho experts, with two keynotes and more than 30 breakout sessions on everything from cultivating inner calmness to navigating the child protection reporting process and from trauma-informed classrooms to the positive effects of dogs in school.

*continued on next page...*



"This conference and its popularity are a grass-roots system to knit the state together," said presenter Rick Phillips, founder of Community Matters.

The traditional response to fears of school violence has been from the outside-in: Harden the target, secure the perimeter. But security and safety aren't the same thing, and as we move to make Idaho schools and students genuinely safe, we need to approach the issues from the inside.

Conference participants and other educators throughout Idaho share a commitment to build more trust, improve connections, and strengthen relationships with students and among students. Together, staff and students can elevate the norms of attitude and behavior to boost empathy and decrease the casual cruelty of cyber-bullying.

As we develop more technology layers between us, basic human connections are essential.

Opening keynote speaker Sam Jingfors, vice president of Safer Schools Together, employs eight full-time social media threat analysts and told educators they already have a most effective tool: "School staff are the best app."

From teachers to clerks to bus drivers, it is essential for staff to connect with kids individually, checking in with them every day in the classroom, in the halls, and on the grounds. My department is designing a school safety course that will be offered to staff as well as teachers, stressing a positive school climate, understanding behavioral signs, preventive strategies, and community partnerships.

Connie Kimble, principal of Priest River Elementary, talked about growing a positive school culture, noting: "Just like in a petri dish, the conditions have to be just right." Students are "looking to matter," she said, and it is up to educators to model connections for children who come to school not knowing how to make connections.

Children do better in school and are more able to overcome hardships if they know someone's got their back. And empowered students can play major roles in making their school a better place.

As I talk with students across Idaho, I've noticed a consistent theme in discussions of school safety: They want to help find the solutions, to have a voice in and ownership of the road forward. They are contributors to their education, not just consumers.

Students see, hear, and know things that the adults around them don't, becoming aware of threats and dangers when there is still time to intervene. We should partner with students, developing their empathy and leadership skills to create a culture in which they feel comfortable speaking out and looking out for their peers, rather than serving as bystanders or even encouraging dangerous behavior.

Doug Hart, supervisory senior resident agent for the FBI in Idaho, told participants there is no real profile for school shooters, but it is important to recognize warning behaviors as an individual develops a grievance and then a plan. He noted that of the school shootings studied, attackers displayed an average of nearly five observable, concerning behaviors – and more than half of them began showing those signs more than two years before the attack.

"The signs are there if we will make the effort to identify them and report it," Hart said, adding that most school shooters deliberately or inadvertently reveal their plans well in advance, generally on social media.

The best tool is threat assessment: Know what to look for, and learn how to assess the behavior and patterns. Several conference presenters stressed the importance of multidisciplinary threat assessment teams, including at least one person with a strong understanding of social media.

*Photo courtesy of State Department of Education*



*Rick Phillips, founder of the nonprofit Community Matters, presented about "Empowering Youth to Create a Positive School Culture" at the Prevention conference and offered informal follow-up discussions with participants later that day.*

*continued on next page...*



*Slide from Phillips' presentation on Empowering Students. Credit: Community Matters*

Unlike today's students, most of us are digital immigrants, not digital natives. "We came to this new world; we weren't born to it," Phillips said.

Presentations and handouts offered numerous practical ideas for tracking digital threats, from helpful websites to basic tips such as taking a screenshot of the online post in case the creator deletes it, then comparing it with stock images online to see if it's genuinely specific to your school.

Technology entered this year's Prevention conference in another way, with a handy conference app that allowed participants to access exhibits, receive notifications, get information on sessions and speakers, and evaluate each session. The new app drew rave reviews, even from the technology-averse.

One of the great joys of this annual gathering is the engagement, enthusiasm, and dedication of participants who wholeheartedly share the event's commitment to innovation, best practices, motivation, and collective problem-solving.

The April conference came to an emotional crescendo with the closing keynote from Patrick Gray and Jason Skeesuck of Eagle, lifelong friends who completed the 500-mile Camino de Santiago through Spain, with Gray pushing Skeesuck in a customized wheelchair. Their journey is recorded in an inspirational book and movie, both dubbed "I'll Push You."

Their message, centered on what it means to help and accept help from others, reminds us how much we all need each other in this shared effort to keep our Idaho students safe on their way to success in school and in life.



## See you next year!

The dates for the 2020 Idaho Prevention and Support Conference have not been finalized, but it is tentatively set for April 9-10 at the Sun Valley Conference Center. This fall, the SDE will put out a call for speaker and topic ideas to gather another fine roster of conference presenters.



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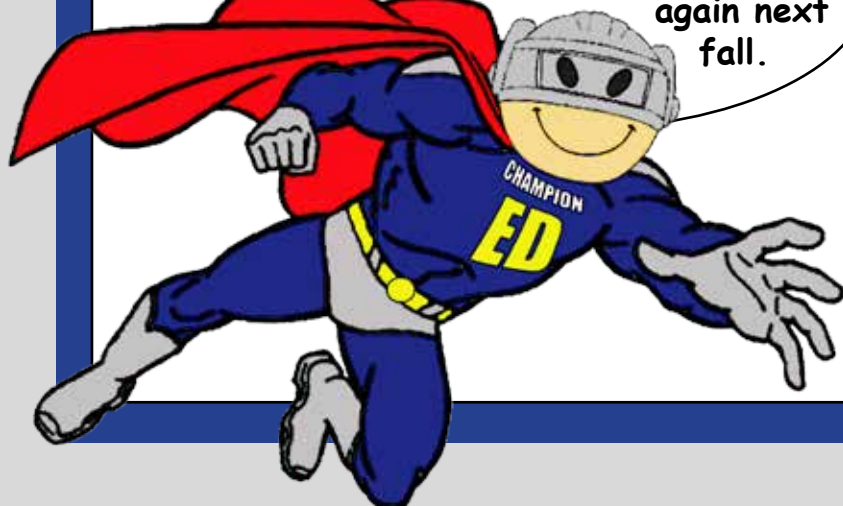
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## The Adventures of CHAMPION ED

Congratulations  
to all of you for a fantastic  
school year! Let's do it  
again next  
fall.

Hope you  
all have a  
**GREAT**  
summer!

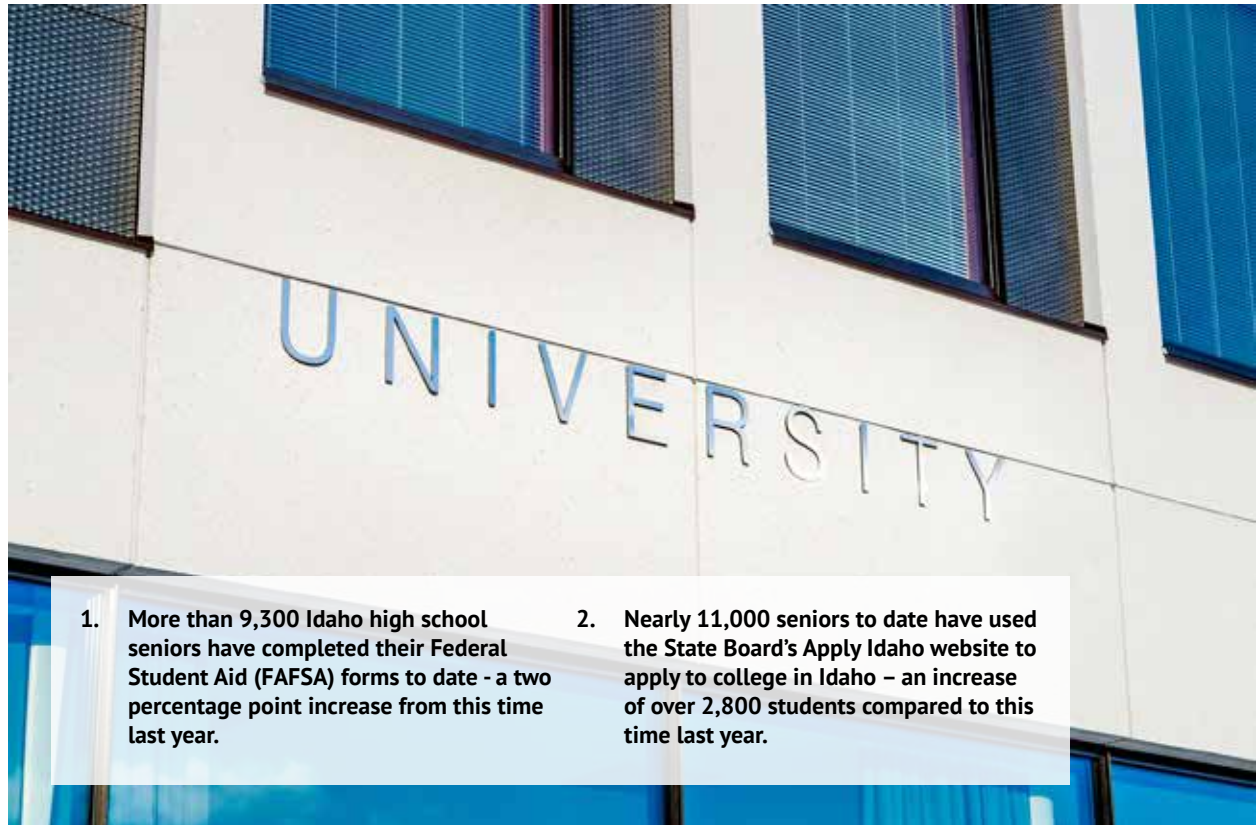




**By Debbie Critchfield**  
President, Idaho State  
Board of Education

# Idaho College Enrollment Bump May Be Coming

*A couple of key early indicators tracked by the Idaho State Board of Education suggest more Idaho high school seniors are planning to enroll in college or a career technical program in the fall.*



1. More than 9,300 Idaho high school seniors have completed their Federal Student Aid (FAFSA) forms to date - a two percentage point increase from this time last year.
2. Nearly 11,000 seniors to date have used the State Board's Apply Idaho website to apply to college in Idaho - an increase of over 2,800 students compared to this time last year.

The bump in Idaho's FAFSA completions to date has moved our state up in national rankings. The National College Access Network last year ranked Idaho 44th among the 50 states in the percentage of high school seniors who had completed their FAFSA forms by the late June deadline. In 2019, as of the beginning of April, Idaho ranks 39th. If the increased rate of completion holds, or even improves, between now and the end of June, Idaho's ranking will move up at least five spots this year.

"I'm thrilled," Idaho State Board College and Career Advising Program Manager Byron Yankey said. "FAFSA completion is a predictor of student enrollment. It is a national marker. 'When states see increased FAFSAs, college enrollment generally increases.'"

Yankey attributes the increase to Idaho's push of strategic initiatives to improve its "go-on" rate - the percentage of high school graduates who enroll either in career technical programs or college. The go-on rate has stayed at about 48 percent for the last five years.

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Beginning three years ago, in partnership with the Legislature and the Governor, the Board launched several initiatives to improve the go-on rate.

**Direct Admissions Program** – automatically admitting all Idaho high school graduates to at least six of our public institutions. Each fall, the Board sends out Direct Admissions letters to each of Idaho's approximately 22,000 high school seniors.

**Apply Idaho website** – a single site where Idaho high school seniors can submit applications to one or more of Idaho's institutions free of charge and complete their FAFSA forms. The entire application process takes about 10 minutes.

**FAFSA WEB** – an online portal enabling high school counselors to monitor their students' progress throughout the process of applying for federal financial aid. Filling out a FAFSA form can be intimidating. "In the past, a counselor would see a student in the hallway and ask them if they had finished their FAFSA," Yankee said. "The usual answer was "yes" but the counselor had no way of knowing for sure. FAFSA WEB helps counselors improve their effectiveness because they know how to help students and where to start the process."

**College and Career Counseling funds** – help districts hire additional staff who focus on college and career exploration and provide resources to stage career fairs, parent nights and to provide campus visits. These efforts no longer are primarily confined to the last year of high school, but now begin in middle school and build each year a student is in high school. College and career counselors work with students and parents to provide information, answer questions, and provide encouragement to take the next step after graduation.

Board Member Dr. Linda Clark believes these efforts and initiatives are beginning to take hold. "This is really encouraging for increasing enrollment in the fall," she said. "We on the Board recognize the value of these tools. If they are indeed making a difference, as it appears they are, we will see increased enrollment figures for Idaho residents, the people these initiatives are intended for."



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



By Aimee Assendrup  
Moreton & Company



The school year has wrapped up; and most districts and charters are very busy getting ready for next school year. As you make plans for next year we hope you will also plan for staff training in the area of abuse and harassment. That training should be given to all employees and to regular volunteers, such as volunteer coaches, and to anyone else who regularly interacts with students and staff members. Many districts and charters provide training at the start of the year before the students arrive. This is a perfect time to address these sensitive issues.

A recent report from SafeSchools shows that approximately 972,000 courses have been completed by Idaho school staff members utilizing the SafeSchools system since July 1, 2009.

For those of you who are not familiar with SafeSchools, it is an online safety training and tracking system designed for K – 12 schools. Their library now contains over 300 topics, covering virtually every department within a school.

In the last couple of years we have seen an increase of allegations in sexual misconduct to both staff and students with significant payments made on these types of claims.

In order to understand the risk of sexual misconduct allegations, it's critical that education and training be provided to all staff and volunteers. Moreton & Company's Safety and Loss Control Consultants have been making formal recommendations to ISBA members that training be completed annually on the following subjects:

- Sexual Harassment: Staff – to – Staff;
- Sexual Harassment: Staff – to – Student;
- Boundary Invasion; and
- Bullying.

There should also be education and training for school staff on social networking with students. In general, the role of the school staff member is that of an authority figure rather than that of a peer or friend. School staff members should not “friend” or “follow” students on social networking sites such as Facebook, Twitter, etc. Social networking training should be included within the Boundary Invasion training, and schools should have a written policy in place.

Schools should keep in mind that Idaho has a statute requiring training on some of these subjects. Idaho statute 33-1631 states “School districts and charter schools shall provide ongoing professional development to build skills of school staff members to prevent, identify and respond to harassment, intimidation and bullying.”

Moreton & Company has worked with Northwest Nazarene University to compile a list of courses in order for a certified staff member to obtain one continuing education credit. These courses amount to 15 hours of training. If you would like to receive the list of courses eligible for one continuing education credit, please contact our office.

---

If you would like to learn more about SafeSchools Online Safety Training or the recent enhancements made to the SafeSchools Training site, please contact

Allan Ranstrom, Chad Ranstrom,  
Aimee Assendrup, or Pat Pinkham  
with Moreton & Company at (800)341-6789.



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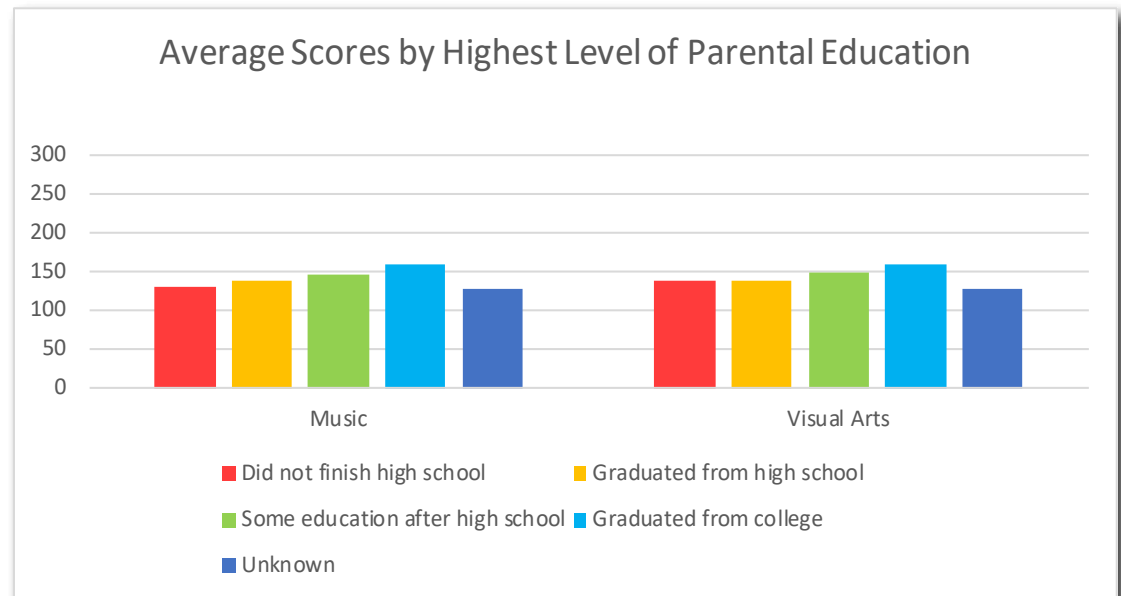




**By April Hoy**  
Research & Policy  
Coordinator

# Statistic of the Quarter

**Students whose parents had higher levels of education had higher scores, on average, on the NAEP assessment of music and visual arts.<sup>1</sup>**



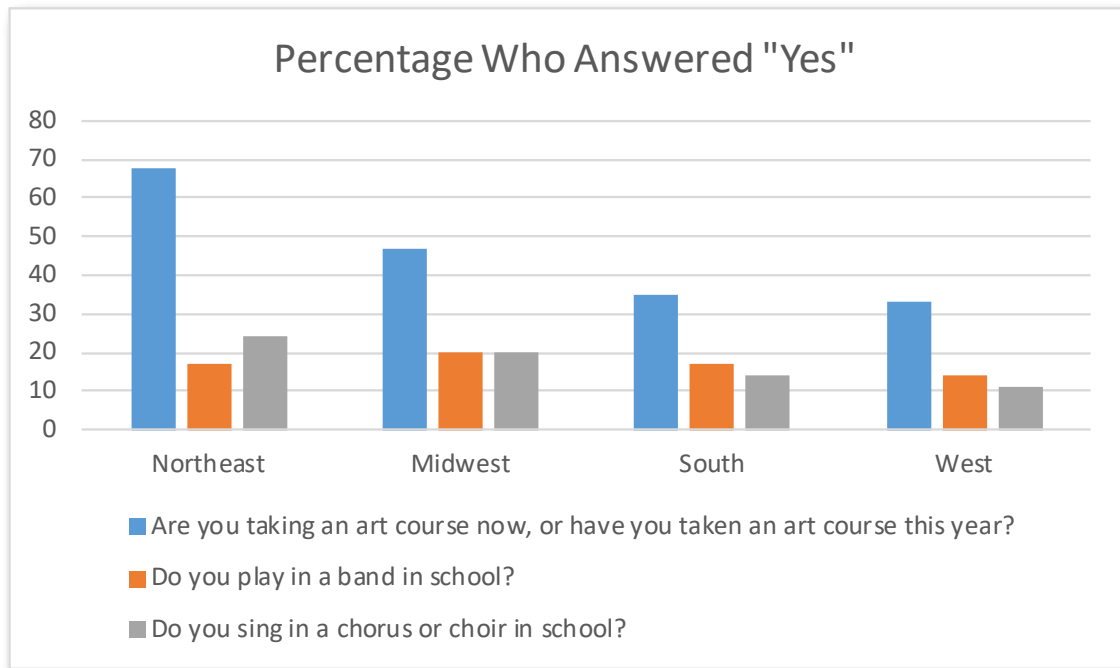
The National Center for Education Statistics conducts the National Assessment of Education Progress (NAEP), a series of standardized tests on a variety of academic subjects administered across the US.<sup>2</sup> While assessments of math, reading, science, and writing are given most often, assessments are also given on other academic subjects, such as geography, economics, and the arts.<sup>3</sup>

For the arts test, a representative sample of US 8th grade students are tested on their knowledge and skills in the visual arts and music.<sup>4</sup> The visual arts test includes tasks ranging from answering multiple choice questions about the composition of sample works, to short essays interpreting a work of art, to the creation of a self-portrait. The music test involves identifying features of sample pieces of music played for the test-taker as well as understanding of written music.<sup>5</sup> Students are also asked about their participation in arts and music-related activities in and out of school. This assessment was conducted most recently in 2016.

While the results of the NAEP Arts Assessment are not available at the state level, they can be used to compare regions of the US. There is no statistical difference between the regions in likelihood to play in a school band. However, students in the Western region are less likely than those in the Northeast to sing in a school choir or chorus and are less likely to have taken an arts course that year than students in the Northeast or Midwest.

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The arts assessments reveal disparities in outcomes as well as access. Students in the West had lower music scores, on average, than those in the Northeast and Midwest and lower visual arts scores than those in the Northeast. Students whose parents had attained higher levels of education had higher average music scores than students whose parents had lower levels of education. For visual arts scores, the pattern was the same, except that students whose parents who didn't finish high school and those parents' highest level of education was graduating high school were not significantly different. Additionally, students who were eligible for free and reduced lunch had lower music and visual arts scores than those who were not eligible or whose status was not known.

Schools may be able to play a role in ameliorating these differences based on factors beyond students' control by providing education in the arts that meets the needs of students of varied backgrounds. If so, schools can help to ensure that students are equipped to create and understand art and to hone their analytical and creative skills.

<sup>1</sup> "NDE Core Web." *The Nation's Report Card*. Accessed May 02, 2019. <https://www.nationsreportcard.gov/ndecore/xplore/NDE>.

<sup>2</sup> U.S. Department of Education. "An Overview of NAEP." *National Center for Education Statistics*. 2018. Accessed May 2, 2019. [https://nces.ed.gov/nationsreportcard/subject/about/pdf/NAEP\\_Overview\\_Brochure\\_2018.pdf](https://nces.ed.gov/nationsreportcard/subject/about/pdf/NAEP_Overview_Brochure_2018.pdf).

<sup>3</sup> Assessments." *NAEP Assessments*. February 5, 2019. Accessed May 02, 2019. <https://nces.ed.gov/nationsreportcard/assessments/>.

<sup>4</sup> National Assessment Governing Board. "2016 Arts Education Assessment Framework." *National Assessment Governing Board*. 2016.

Accessed May 2, 2019. <https://www.nagb.gov/content/nagb/assets/documents/publications/frameworks/arts/2016-arts-framework.pdf>.

<sup>5</sup> "NAEP Questions Tool." *The NAEP Questions Tool*. Accessed May 03, 2019. <https://nces.ed.gov/NationsReportCard/nqt/>.



By Misty Swanson  
ISBA Chief Deputy

# Tips To Prevent Fraud In Your School District or Charter School: Part II



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

This issue includes suggestions from two different resources. First, industry expert in school administrative software, Skyward, offers three tips to prevent fraud as you use Skyward (or a similar software) in your schools. Second, retired Business Manager, Katharine McPherson, shares her tips after many years as a financial director in schools and other governmental agencies.

*continued on next page...*



### 3 Tips to Prevent Fraud at Your District: An SIS Perspective

No school likes to consider itself susceptible to fraud, but one lapse in judgment can lead to harmful consequences. Fortunately, school districts and charter schools across Idaho have plenty of options and resources available to combat fraud. Here are three tips from Skyward, a school information system (SIS) provider, to get you started:

#### 1. Electronic Time-Tracking

Employee trust should be a priority in every school culture, but it takes one bad apple with self-serving interests to subject your district to fraud. Paper time-tracking only increases that risk due to the ability to pad work hours, both intentionally and unintentionally. This is especially true if employees don't fill out their time entries until the end of the pay period when the odds of error are higher.

District/Charter leaders can put accountability into the hands of their employees by implementing an electronic time tracking solution. Districts/Charters looking to implement electronic time-tracking can choose from options such as web portals, touch-screen kiosks, mobile apps, and scannable badges. By moving to an electronic time-tracking method, employee data immediately becomes more efficient, accurate, and credible; three ingredients of any fraud-free district. (*see sample graphic below*)

**Wardville School District**

Alan Jones Account

Home Employee Information Time Off **True Time** FastTrack Open Positions FastTrack Screener Expense Reimbursement Online Open Enrollment Custom Reports

**True Time Quick Entry**

In Unavailable Temp Out Break Lunch Meeting Work Out Gone for the day Enter Future Out of Office Records Refresh

**Current Status**

Current Status:  
Start Time:  
Current Time:  
Duration:  
Scheduled Return:  
Note:

**Totals**

Tue 04/23/19 Total: **4h 00m**  
Scheduled Hours: **8h 00m**  
Lunch Total: **1h 00m**  
Break Total:  
Weekly Total: **4h 00m**

Refresh

Transactions for Tuesday 04/23/2019 for JONESALA000 JONES, ALAN

Status	Start Time	End Time	Duration	Pay Code
IN	08:00 AM	12:00 PM	4h 00m	CST - Cus
LUNCH	12:00 PM	01:00 PM	1h 00m	CST - Cus

Save Cancel

#### 2. Vendor Control

District/Charter administrators have the power to decide which vendors their districts partner with using valuable state and federal funds. While uncommon, there have been multiple instances of deals between administrators and businesses to pay for products in exchange for side benefits.

Don't overlook your district's accounting office either. There have been cases where a vendor's name is changed before cutting a check for services, later switching it back after the funds have been paid to the wrong recipient.

Fortunately, emphasizing transparent purchasing processes can help prevent both scenarios. One place to start is with a request for proposal, which puts more eyes on every bid and helps identify any red flags from vendors. You can also move to an electronic, accountable environment by implementing a purchasing system that logs every change to vendor information, ensuring a trail of edits always exists.

*see sample graphic next page...*

	PO Number	Req Number	Vendor Name	Status	Description	Amount	Batch Number	Entered By
1	0051600002	0000016210	ANDY'S BAIT SHOP	Batch	supplies	144.00	10	JONES, ALAN
2	0051600003	0000016213	BAKER OFFICE PRODUCTS	Batch	Supplies	55.00	16	JONES, ALAN
3	0051600005	0000016217	BAKER OFFICE PRODUCTS	Batch	Supplies	124.32	17	JONES, ALAN
4	0051600008	0000016239	ALAN JONES	Batch	Expense Reimbursement For: ALAN KRUIZICKI, Expense Date Range: 01/13/2016 thru 01/13/2016, Purpose: Rochester site visit	23.00	13	JONES, ALAN
5	0051600010	0000016242	ABC SCHOOL SUPPLIES	Batch	Construction work	234.32	04	JONES, ALAN
6	0051600011	0000016243	AMAZON	Batch	Paper supplies	59.96	09	JONES, ALAN
7	0051600012	0000016244	AMAZON	Batch	Amazon order	62.16	23	JONES, ALAN
8	0051600015	0000016249	G & J AWNING & CANVAS, I...	Batch	Art Supplies	68.77	21	JONES, ALAN
9	1407000007	0000016235	ABC SCHOOL SUPPLIES	Batch	Inventory	163.60	10	JONES, ALAN
10	1407000009	0000016237	ABC SCHOOL SUPPLIES	Batch	Inventory	155.88	10	JONES, ALAN



**By Tyler Herek**  
Industry Specialist  
Skyward, Inc.  
tylerh@skyward.com

### 3. Special Education Funding

While the Individuals with Disabilities Education Act (IDEA) guarantees a quality education to students in need of special education, it also creates an opening for fraudulent individuals and organizations. In some cases, millions of special education dollars have been inappropriately allocated to various areas in a district, ranging from payroll for fraudulent employees to personal expenditures.

To keep your district on the straight and narrow, look for red flags such as altered student documents, vague line items such as "supplies" or "conferences", and false credentials from third-party providers. Other key areas to examine are whether funding has been returned when students withdraw and whether your special education teachers lack a separation of duties.

For more information on how Skyward can help combat fraud in your district, visit [www.skyward.com](http://www.skyward.com) or contact Tyler Herek at [tylerh@skyward.com](mailto:tylerh@skyward.com).



**By Katharine McPherson**  
Retired - Director of  
Business Services,  
Lewiston Independent  
School District

### 3 Incidents to Watch for and 3 Tips for Prevention

A school business manager's day is BUSY and often leaves little time to consider new processes or safeguards until it is too late. Unfortunately, we are seeing an increase in fraud activity in our world, and I think schools are sometimes considered a "soft target". I do not consider myself to be a fraud expert, but I did experience a few incidents of fraudulent activity over the years that could provide a learning moment for others.

1. **Check washing.** A person who may have worked for a legitimate vendor obtained a copy of a genuine accounts payable check. They "washed" the information from the face of the check, retaining the original check numbers and the image of the electronic signatures, and replaced the payee with their own name and a different dollar amount. The person actually produced a half-dozen of these fake checks and walked into the same bank each day for a period of six days, cashing a check each day.

When this was discovered, we were amazed that the bank apparently didn't question the transactions at all. Sometimes when people are busy, they go through their daily tasks and do not consider that a given transaction may be fraudulent. This particular fraud was discovered in the bank reconciliation process because we have a segregation of duties that picked up on the fact that the same check number(s) had cleared the account twice. We reported the situation to the bank immediately and worked closely with their fraud department.

*continued on next page...*

The bank replaced the money in our account, but I also pressed them to involve the police. I believe it is important to prosecute those who perpetrate these crimes and hopefully prevent future crimes. The prosecution was handled by law enforcement in San Diego, California because that is where the checks were cashed. My hat is off to those folks who took this crime seriously, reviewed security footage from the bank, filed charges and eventually obtained a conviction. The fraud investigators shared with me that people involved in this type of scheme usually use their real names because it is easier to detect false identification.

**2. Paychecks deposited twice.** It is hard to say whether this incident was actually fraud or simply a mistake, but it is something to watch for. People are using bank apps that allow us to make a bank deposit by simply snapping a photo of a check and submitting it to our bank. In this case, a part-time employee found a fairly old paycheck in a drawer and took it to the bank for deposit. Unfortunately, the check had already been deposited by electronic means. Again, we discovered this error in the reconciliation process and the bank recovered the district funds.

**3. Email request for wire transfer.** This incident actually made me laugh, but it could have been anything but funny. I received an email that looked EXACTLY like an email from the Superintendent asking me to make a very large wire transfer. The language was very different than anything my Superintendent would use and I knew right away it was a scam. I can definitely see how a very busy person who isn't quite as skeptical as me, might simply make the transfer, believing the request to be genuine.

## So, what can we do to prevent fraud, detect a fraudulent transaction, and recover from a fraud that has occurred? I have a few suggestions:

**1. Work with your banker.** There are fraud detection services available and processes you can implement in your accounting system, such as "positive pay" that will detect an unauthorized transaction. These services do have a cost, but often the fees can be offset by maintaining a certain balance in your account. Once or twice a year, meet with your banker to learn what services are available and which make sense for your district/charter. Fraud detection is constantly evolving.

**2. Work with your auditor.** Each year, you probably respond to a fraud questionnaire that helps the auditor understand the fraud risk inherent in your financial systems. It is helpful to ask for suggestions to improve your systems. Your auditor will be happy to help you reduce your audit risk.

**3. Communicate.** As soon as you detect a fraud incident or any type of financial irregularity, communicate with your Superintendent immediately. They are busy people, but it is imperative that they are aware so that they aren't blindsided at some point. Timely and honest communication about a problem actually protects everyone. Sometimes we try to get matters sorted out without causing undue alarm, and I believe this is a mistake to avoid. It may also be necessary to notify your insurance carrier. Many policies now have a certain amount of fraud coverage as well as professional liability if the fraud involves an internal situation.

While I know that these examples do not provide an exhaustive list of fraud incidents that have occurred in Idaho schools, these events do illustrate that despite our best efforts, we are all at risk. Rather than be victimized, we can be proactive and make it as difficult as possible for those who wish to commit fraud.

*Katharine McPherson recently retired from the position of Director of Business Services with the Lewiston Independent School District No. 1, a role she held for more than nine years. Ms. McPherson is a Certified Public Accountant, and her long career included financial management positions with Washington State University and the Nez Perce Tribe. She continues to reside in Lewiston with her husband and enjoys volunteer service with the Idaho Association of School Business Officials and her church.*

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## 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 other business managers, industry experts, legal counsel, and more as they provide ways to prevent fraud and share ideas with board members and administrators specific to your roles.



**Please Plan To Join Us!!!**



**77th Annual ISBA Convention**

**Nov. 6-8, 2019 • Coeur d'Alene Resort**

# We Need Your Award Nominations!



## Board Chair Of The Year Award

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

Submit An Application For Them To Receive Recognition!

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

**Please submit your Application by October 1, 2019.**



## 20 Years Of Service Award

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

Submit An Application To Receive Recognition!

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

**Please submit your Application by October 1, 2019.**



## Clerk Of The Year Award

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

**Please submit your Application by October 1, 2019.**

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

## Awards Will Be Presented At The ISBA Annual Convention

Download nomination forms at [www.idsba.org](http://www.idsba.org)

Please submit via email, fax, or mail.

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

PO Box 9797, Boise, ID 83707-4797



# Workshop Proposals

**Can The Board Members & District/Charter Leadership Of Idaho Benefit From Your Expertise & Experience?**



ISBA invites Board members, administrators, agency representatives, and others to submit proposals for workshops to be presented at the ISBA 77<sup>th</sup> Annual Convention. Convention attendees are seeking information and skills to help them govern and lead more effectively in the ever-changing world of public education. Workshop proposal applications are available at [www.idsba.org/convention](http://www.idsba.org/convention).

**\* (Please apply by July 15, 2019.)**

## **Can You Rock The Mic?**

### **Let the audience decide.**

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

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

Contact Mika at [mika@idsba.org](mailto:mika@idsba.org) to reserve your spot in the Lip Sync Battle at our Annual Convention.





# 2019 ISBA Scholarship Recipients

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

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

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

## Memorial Scholarships:

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

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

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



# Idaho School Boards Association

2018-2019 Annual Report





## ISBA Overview:

- Established in **1942**
- Includes **8** geographical regions and a statewide charter region
- Governed by a **22** member Board (2 from each region) with **4** officers
- Represents all **115** school districts and over **50** charter schools
- Provides services to over **900** School Board members
- Nine full time staff members
- Fourteen contract consultants
- Central office located in downtown Boise, close to the Capitol

## Legal Services:

- Service provided by premier education law firm Anderson, Julian, & Hull
- Up to **4** free hours of legal service provided to each district and charter every year
- Provided over **\$32,000** in free legal services in FY2019
- Provided **4** legal workshops at Annual Convention and Day on the Hill
- Available for negotiation services

## Policy Update Services:

- Nearly **90%** of school districts and charter schools subscribe in the State
- Less expensive than any other school policy provider in the State
- Policies reviewed by premier education law attorneys in the State
- Offers additional services to subscribers such as custom model policies to fit individual needs.
- Now offering model policies created for charter schools

## Legislative Session:



- Pieces of legislation tracked: **54**
- Testified on School Board Member's behalf for over **14** bills.
- **Succeeded in supporting:**
  - Threats upon school grounds
  - Executive Session on simple majority with vacancies
  - Increase of the minimum teacher salary
  - Reduction in redundant reporting requirements for schools and districts.
- **Succeeded in stopping:**
  - Guns in **K-12** public schools
  - Immunization Exemption Disclosure
  - Sex Education Opt-In Requirement
- Coordinated lobby efforts with stakeholders

## Policy Rewrites:

- Currently we have **18** policy rewrites underway, including one that's on hiatus.

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# ISBA 2018 Annual Report

## Superintendent Searches:

- Assisted **four** school districts this year with superintendent searches bringing the total number of superintendent searches to over **20** in the past **five** years.
- Worked with the district or charter school to customize the process to meet the needs of the community.
- Handles the details and presents the board with options to consider in filling the superintendent or administrator position.

## Business Affiliates:



- ISBA's Business Affiliates provide phenomenal services and products to assist Idaho's schools. Many of these companies offer exclusive prices for ISBA members.
- Districts and Charters worked with various affiliates in **2018**, including BoardBook.
- **14** school districts and charter schools across Idaho use BoardBook for their paperless meeting system.
- BuyBoard - This year, BuyBoard had **19** school district/ charter members join.

## BoardDocs:

- Over **10** school districts and charter schools across Idaho use BoardDocs for their paperless meeting system.
- BoardDocs' paperless agenda services offer school boards turn-key electronic solutions for processing virtually any type of governance document, including agenda items, supporting documents, policies, procedures, and more.
- BoardDocs' unique, state-of-the-art solutions save taxpayers money, reduce staff time, improve board effectiveness, increase transparency in governance, and have a positive effect on the environment.

## Events:

### Convention

- The most highly-attended event of the year with an attendance of over **560**. The 2018 ISBA Annual Convention had the highest number of attendees ever.
- There were a total of **77** workshops at our Annual Convention
- Keynote speakers included NFL great Karl Mecklenburg and Darrell Scott with Rachel's Challenge.

### Day on the Hill

- Day on the Hill attendance was **185**.
- There were a total of **three** workshops.
- Day on the Hill provides an opportunity for school board members to meet with their legislators to discuss policy issues that affect public education. It also provides attendees time with fellow school board members from around the State to visit and share information.

# Publications:

## SLATE

- The SLATE is published **four** times per year and is in its **37th** volume.
- The SLATE is mailed to over **1,100** recipients, including school board members, superintendents, clerks, legislators, and education stakeholders, etc. around the State of Idaho.

## Master Agreements

- ISBA provides a webpage containing Master Agreements from school districts. This includes a searchable database for negotiation purposes.
- Oftentimes during negotiations, issues will be brought to the table that your school district may not have previously addressed.
- This database gives you access to dozens of other Master Agreements that may contain language that may be useful to you in crafting the new language for your district's agreement.

## Capitol Notes:

- Provides a weekly, in-depth look at the legislative session and on bills that affect schools and districts. This newsletter provides info on issues that need your attention, including a bill tracker and easy to understand talking points.

## Salary Schedule

- This year, over **80** school districts/ charter members contributed information to the Salary Schedule information.

# Professional Development:

## Summer Leadership Institute

**Five** locations with **178** attendees total

- Rigby (**48 Attendees**)
- Twin Falls (**30 Attendees**)
- Boise (**37 Attendees**)
- Lapwai (**27 Attendees**)
- Coeur d'Alene (**36 Attendees**)

## Convention

- A total of **77** workshops at our Annual Convention
  - **4** early bird workshops
  - **42** workshops on Wednesday
  - **31** workshops on Thursday



## Day on the Hill

- Three workshops at our Day on the Hill

## In-District or Charter Workshops

- Conducted Professional Development workshops in **71** districts and charters



**By Quinn Perry**  
Policy &  
Government Affairs  
Director

# 2019 Legislative Session Recap

Normally, the holiday season is a time for family, vacation, gluttonous eating, and fun. Karen and I spent our holidays preparing for what we knew could be a few tough battles in the 2019 session.

First, Idaho was preparing to swear in a brand new Governor who had bold ideas about Education policy. Combine that with freshman comprising nearly one-third of the legislature (including seven members on the House Education committee), a brand new House Education Committee Chairman, and some of the most complex issues the State has dealt with in years, and it goes without saying we started the session knowing it had the potential to be very challenging.

As we moved through those 95 legislative days, we came out on the other side with many successes and lessons learned. We are ready to dust our shoulders off and prepare for what comes next!

## Here are the bills you need to know about:

### HB 91 – Impact Fees for Charter Schools

This clarified in statute that charter schools are public schools and should have impact fees waived as they build facilities. ISBA's GAC voted to support this legislation.

### HB 93aa – Nontraditional Educator Preparation Program

This legislation would create a process for school districts and charter school boards to enter into agreements with nontraditional teacher preparation programs – such as Teach for America – and could provide for some matching of state funds. There are additional requirements, including the requirement for state funds to be matched locally.

### HB 103 – Levy Election Disclosure

Similar to the bond election disclosure law that changed this last year, your levy elections will now require some ballot language to include a dollar amount per hundred thousand of taxable assessed value. ISBA testified in opposition to this legislation, stating that it did not provide the taxpayers with an accurate projection if the levy was replacing a current levy, thus not resulting in a tax increase. During the hearing in the Senate, it was stated that school districts should be able to work with their county clerks in order to include pertinent information if it was replacing a levy. **Senate Pro Tem Brent Hill told ISBA that if school districts were unable to do that, to let him know so we could clarify that in the law next session. Please let us know how this plays out in your school districts if you have a levy election coming up after July 1.**





### HB 150 – Executive Session Simple Majority

Based on an ISBA Resolution, this legislation allows for school districts and charter schools that have two or more vacancies to enter executive session with a simple majority vote. To be clear, this only applies to boards with vacant seats and not absences in order to go into executive session on a simple majority.

### HB153 – Career Ladder, Minimum Teacher Salary

This bill was brought by Governor Brad Little as a campaign promise to increase the minimum teacher salary to \$40,000 over the next two years.

### HB 209 - Threats Upon School Grounds

Based on an ISBA Resolution, this legislation would allow law enforcement to arrest an individual who makes a threat upon school grounds. Previously, the law only allowed law enforcement to issue a misdemeanor citation. The new law will allow law enforcement to bring the individual in for evaluation.

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### HB 270 – Public Schools as Polling Places

Beginning July 1, 2020, this will require school districts and charter schools to be used as polling places if the county clerk requests it. We know that a handful of school districts have recently questioned the use of their schools as polling places out of concerns of safety, which is likely why this legislation came forward. That said, we still encourage all of you to have continued discussions of safety with your county officials and law enforcement.

### HB293 – School Funding, Definitions

I'll provide a play-by-play on the school funding formula later, but this legislation was really a step in moving towards a new formula. It creates definitions so that school districts and charter schools can begin to collect and report data on their students including at-risk, economically disadvantaged, child with a disability, English language learners, and more. However, it also included a definition of "local salary schedule," which seems to be more complicated than we anticipated. The definition of "local salary schedule" essentially mandates that any staff member who holds a professional endorsement (or a P1 on the career ladder), receive a salary of \$42,500. We know that many school districts and charter schools spread their career ladder allocation across their salary schedules in order to compensate their higher-end veteran teachers. While the sponsors of the legislation released a joint letter explaining that this was not their intent, and the Governor noted a similar intent in his transmittal letter with the bill, we feel it is our duty to mitigate risk of wage claims coming from your employees and would advise you to ensure that anyone in your schools who carries a professional endorsement is paid at least \$42,500.

Additional reporting comes with this definitions bill, including reporting to the state how you spend your discretionary dollars. We will take a more in-depth look at HB293 in the coming months. Never hesitate to reach out to us with questions.

### SB 1030 – School Boards Organizational Meeting

This was just a technical correction that was left out in the change to school board elections from the 2018 legislative session. It clarifies that school boards "reorganize" every year, and not only after an election.

### SB 1057 – Continuous Improvement Plans

This legislation emerged from Superintendent Ybarra's Red Tape Committee and was supported by an ISBA resolution. It removes redundant reporting requirements in your continuous improvement plans. There is no longer a need for districts' and schools' improvement plans to include the metrics, because the State Department of Education reports them in the state school report card at [www.idahoschools.org](http://www.idahoschools.org).

### SB 1058 – Charter School Administrators

This legislation was worded nearly identically to HB566 from the 2018 legislative session, which was vetoed by Governor Otter. It creates a new certificate for charter school administrators who do not have a degree or experience in an education-related field. It would be entirely up to the charter school's board of directors to hire the individual. When he signed the bill into law, Governor Little expressed concern over the legislation and vowed to continue following it closely.

### SB 1059 – Mastery Based Education

This legislation lifted the existing statutory cap on the mastery-based education initiative so that schools and districts could apply for a grant to support their transition into a mastery-based model. However, JFAC did not provide any funding, so schools and districts would have to participate using their own funds.

### SB 1060a – Flexible Schedule and Early Education

Brought by a high school senior in Nampa, this bill outlines exceptions allowing students to receive a high school diploma without attending all required classes. It provides the student the flexibility to focus on Career and Technical education or elective programs. After determining the students' aptitude through the SAT, ACT, or other State Board of Education examinations and demonstrating "college and career" readiness, they may be granted this flexibility.

### SB 1104 a – Certificate Renewal/Professional Development

This legislation clarifies a section of code to authorize the State Board of Education to provide professional development credits to individuals who teach said professional development courses.

### SB 1105 – Advanced Opportunities for CTE

This legislation will allow Advanced Opportunities funding to go to CTE Workforce Training. This will allow high school students to take CTE courses that lead to industry certifications, even if these courses are not offered in their school or district.

### SB 1113a – Campaign Finance Reform

Beginning January 1, 2020, ALL school board trustees will have to report their campaign contributions and expenditures over \$500. Previously, the law made for an exception for trustees of school districts with fewer than 500 students. Now it will apply equally to all candidates during an election.

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### SB 1131a – Fines for School Bus Passing

After multiple issues in Idaho and across the country where drivers have disregarded the stop-arm and flashing lights on a school bus while students were boarding or disembarking the bus, this legislation increases the fine to \$200 for a first offense, \$400 for a second offense within five years, and \$600 for a third offense within five years. In addition, it allows excess money be paid into the school bus camera fund.

### SB 1180 – Charter School Facility Fund

Because charter schools do not have the ability to ask for school facilities money through bond elections, this new program would create a credit enhancement to help stable public charter schools obtain lower interest rates on bonds so that their public school appropriation can stay in the classroom. It does not create any legal obligation for the state, but does create a moral obligation. In addition, it does not affect the bond credit rating for traditional school districts.

## What didn't happen but we expect to return:

### HB 41 – Public Employees, Severance Pay

This would have prevented public employers from paying severance to their employees upon termination. While it never moved forward with a hearing this session, it's something to note because it was often referred to as "necessary" because of cases of school superintendents who received "big buyouts" from their PERSI benefits.

### HB 120 – Sex Education

This legislation would change Idaho from an "opt-out" passive consent state to an "opt-in" state when offering Sex Education courses. The kicker in this legislation is that it also required this for any instruction that could have "sexual" content included, but did not define sexual content. Our legal counsel advised us this could dump insurmountable paperwork onto school districts and charter schools. To make matters worse, this legislation was brought because of a wildfire of misinformation. ISBA hopes to work with the bill sponsor to come up with a more efficient way of easing concerns about how schools and districts teach sex education to their students, and how they educate parents.

### HB 133 – Immunization Exemption

This legislation would have required school districts and charter schools to provide all applicable information on immunization exemptions at the same time it asked for proof of the immunization records. This was a difficult issue for us, but ultimately we felt we had to oppose this kind of policy change. Especially with the measles outbreak that we have seen this year, and considering that Idaho already has the highest exemption rate in the country, we felt it could encourage parents to opt their kids out of immunizations solely for convenience.

### HB 203 – Firearms on School Grounds

Perhaps one of the most egregious pieces of legislation we saw this legislative session was this bill, which would essentially allow anyone with an enhanced carry permit to carry a firearm on school grounds. In addition, the person carrying would not have to disclose to the school district or charter school that they were carrying, even if asked. We expect this to surface again next session.



### HB 253/HB 273 – Voucher Legislation

While neither of them got hearings, both a full-blown school voucher bill and the scholarship granting organization bill (known as the GEM act) were introduced. When the GEM Act was introduced, the sponsor explicitly stated they were excited for a switch to the new school funding formula because each student would be given a per-pupil amount. As usual, we expect to deal with this legislation next year.

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## Last but not least...

### The Public School Funding Formula

The public school funding formula sucked the oxygen out of the room as far as education policy goes. Karen and I were committed to working with the legislature to ensure that a transition to a student-based funding formula would be as smooth as possible for schools and districts. The process was a bumpy one, and yes, that is an understatement. After hours and hours of negotiating language, re-negotiating language, and disputes over data, it became clear that passing something this year was not achievable. While HB 293 passed, setting the stage for data collection on special populations, it is still unclear if the legislature will get the data they are seeking by the 2020 Legislative Session.

## Non-education related bills of interest:

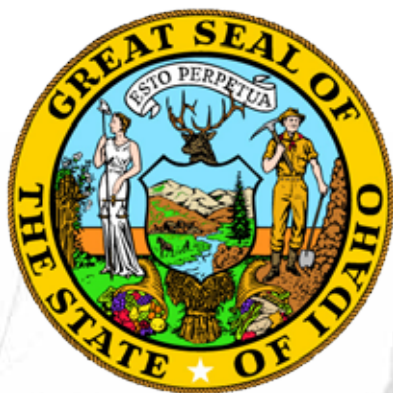
Are you wondering why this legislative session was the third longest in Idaho history? Here is what kept them late:

### Medicaid Expansion

What kept the Legislature there for most of the session was Medicaid expansion, which passed with more than a 60% approval rate from the voters. All that really needed to happen to implement of Medicaid expansion was the selection of an initial funding source. The Senate passed that appropriation early, while the House battled over lengthy hearings on “sideboards,” such as work requirements. After Governor Little signed legislation authorizing work requirements, the House finally passed the Medicaid budget bill. Similar work requirement laws have been struck down in other states, so it will be interesting to see how it all plays out.

### Citizen Ballot Initiatives

This was an unexpected, controversial issue that dominated the political arena this session. This was an attempt to increase the signature threshold and decrease the time given for petitioners to qualify citizen initiatives on the ballot. After hours of brutal committee hearings, floor debates, and bi-partisan opposition on both sides of the rotunda, Governor Brad Little vetoed all attempts to change this process.





# Board Member PROFILE

## Casey Morrisroe

Coeur d'Alene  
School District #271

### How long have you been a board member?

I have served on the Coeur d'Alene School District's board for four years, the past three as board chair. I spent two years on the District's long-range planning committee prior to becoming a member of the board.

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

Last year was a challenging year with the publicly acknowledged suicide death of an administrator, two students, and a retired teacher/coach in a two month span. In the aftermath, our community and district rallied around each other with a goal to provide more mental health supports to our community. Since that time, we have:

- Provided Question, Persuade, Refer (QPR) training to over 2,500 students, staff, and community members with the intent to train all future high school students;
- Certified two dozen staff members as QPR instructors;
- Implemented the Sources of Strength program in our secondary schools;
- Added a school-based health care option at our alternative school;
- Initiated a process to train all staff in Trust-Based Relational Intervention (TBRI).

Additionally, the district has strengthened relationships with area health professionals and organizations to increase access to quality care. Next year, the district will use voter-approved increased M&O Levy funds to add a Mental Health Coordinator and additional school counselors. While we are early into the process, the response and feedback has been extremely positive.

### What inspired you to become a trustee?

I have a long history with the district as a graduate, community member, and parent; and I was not satisfied with the way decisions were being made at the board level. I felt there were too many personal agendas and recognized that individuals serving for single issues or personal agendas lacked the commitment to serve long-term. This lack of commitment led to excessive board turnover (16 different trustees in 4.5 years) which created instability and uncertainty. In my opinion, the district needed trustees without hidden agendas, who cared about our youth, believed in public education, were business minded, and were willing to collaborate and listen for the benefit of the community. After consulting with family, friends, and community members I decided to seek an open position, and I've enjoyed almost every moment of it.

### Who was your favorite teacher and why?

I have so many who helped me along the way; I'm not sure I could pick just one teacher, staff member, or administrator as my favorite, but I know what made them important to me. My favorites always found a way to connect with me and make learning fun. They helped, encouraged, and guided me along the way, but also demanded more from me and forced me outside my comfort zone. With their support I accomplish things I thought I couldn't, and I found confidence in myself.

### Any advice to pass along to future board members?

Serve for the right reasons, enjoy what you do, and always remember to make decisions that are in the best interest of students.

# Integrating Culture & Ethnicity

## Lapwai School District - Lapwai, Idaho

By **Kathleen Vail** ([kvail@nsba.org](mailto:kvail@nsba.org)) . Editor-in-Chief of American School Board Journal.

*This article contains excerpts written by Lapwai School District.*



*Photos: A. Nellesen Photography*

### Connection To The Tribe

The Lapwai School District is located on the Nez Perce Indian Reservation and has an 86 percent Native American student population. Its relationship with the tribe is critical to the success of Lapwai students, which is the largest population of Nez Perce students in the world. District administration works closely with the Nez Perce Tribe Executive Committee, Nez Perce Tribe Education Department, and the Circle of Elders to help Lapwai's students continue to beat the odds with pockets of exciting growth.

*continued on next page...*





## Removing Barriers:

Lapwai's demographics are unique in comparison to those of many other Idaho schools. Ethnicity is a strength for Lapwai students who are surrounded with a rich culture and beautiful history. Lapwai's collaboration with the Nez Perce Tribe Education Department has facilitated student achievement through cultural competence and responsiveness. Nez Perce language instruction has been expanded into the school day, preK through high school, where it had previously been limited to after-school enrichment and one dedicated high school class. The current high school Nez Perce language class is dual enrollment for college credit and also counts as a world language requirement as students enter college.

The superintendent co-facilitates a Native Culture and Language Team with the Nez Perce Tribe Education Department as a component to the State Tribal Education Project (STEP) grant. Objectives include: 1) providing leadership for culture and language; 2) engaging the community with culture and language; and 3) infusing culture and language in curriculum and instruction. Action plans include an annual student pow wow to honor our graduates and retirees, as well as a Respecting Our Elders day, where Nez Perce elders engage and share stories, legends, and perspectives with elementary school students. Embracing the strengths of ethnicity and integrating the culture of district students into instruction has led to pockets of growth in student achievement higher than the state average and a competitive go-on rate of students moving on to higher education. Superintendents are only as successful as those that surround them.

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## Evidence Of Success:

The Lapwai School District grew 7.5 percent in student proficiency on the Idaho State Achievement Tests from 2014-15 to 2015-16. This is in comparison to only 2.3 percent average growth statewide. Lapwai students have a competitive college-going rate. Though Lapwai had long been classified by “school improvement” status, its focus on improving teaching and learning moved the district out of this determination in 2018.

The Lapwai School District was founded in the late 19th century, before Idaho was even a state. The Nez Perce Indian Reservation land is exempt from property taxes, so the district is not able

to run bond levies like most districts do to increase funding. Therefore, it relies largely upon federal funding in the form of Impact Aid.

Unfortunately, Impact Aid is not enough to make up for the funding gaps for Lapwai students. In 2010, the district contracted with a professional grant writer to rigorously seek funds for its schools. Daily collaboration and partnership have led to funding increased elementary mental health counseling, the return of baseball and softball athletic programs, interactive classroom projectors, preschool playground equipment, and drug and alcohol prevention programs, among other projects.



## Lapwai School District is a 2019 Magna Award Winner

The National School Boards Association's (NSBA) Magna Awards Program has a long history of recognizing school district innovation and creativity in helping increase student achievement.

The 2019 Magna Awards Program focused on equity in education, and recognized district programs that remove barriers to achievement for vulnerable or underserved children.

*Accepting the award was School Board Chair - Sonya Samuels-Allen, and Lapwai School District Superintendent - Dr. David Aiken*





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**By Karen Echeverria**  
ISBA Executive Director

# The Value of Membership



The ISBA staff and Executive Board recently undertook a book study. The Book was entitled ***The End of Membership as We Know It*** by Sarah L. Sladek. The purpose was to ask ourselves if we are providing the services and assistance that our members want and need.

I've been in my position for 12 years now. Others have worked for ISBA for longer and some less than me. At the same time, our membership has changed as well. Many Board members who were there 12 years ago are no longer serving.

Over that time, ISBA has made several changes to our events, we stopped providing services that no one was using, and we have begun providing many new services. Our goal is to always provide services that Board members, superintendents, and administrators find helpful, useful, and worthwhile. We are here to serve your needs.

But, the question is whether or not that is enough.

*continued on next page...*





## Differences Between Age Groups

The book discussed how different generations of people view membership. Baby boomers, like myself, see membership in organizations and associations as a civic duty. Baby Boomers feel like they owe it to society to belong to organizations like the Rotary Club, Chamber of Commerce, Elks, and Shriners. They also believe they should belong to associations that come from running for public office like the Idaho School Boards Association. They don't usually question the value of belonging or whether or not it is really worth it because it is just something they should do.

On the other hand, Gen Y and Gen X individuals don't see it as a civic duty but rather as a matter of what the organization or association can do for them. What value can the association add to their lives on a professional, personal, and civic level? Will it provide them with a learning opportunity or contacts with other individuals that would be beneficial to them? Gen Y and Gen X populations don't feel the need to connect with others who are "in the same boat" with them. In other words, they don't see the value of meeting just to have the opportunity to meet with others who are experiencing the same things they are – connecting with our School Board members.

## So What Does That Mean For ISBA?

We know that baby boomers aren't always going to be around. While ISBA currently has many Baby Boomers for members, we also know that we have a lot of Gen X and Gen Y members. We need to assure that we cultivate the younger generation so they will hopefully see the value in remaining members of ISBA. Even more importantly, we need to ensure that they want to run for the Executive Board so that we have a strong group of individuals running the affairs of the Association.

As such, it was time for some deep introspection. Staff read the book first. After we had some good discussions, we asked the Board to read it as well. We then spent a few hours at our April Board meeting reviewing the book, its recommendations, where we feel ISBA currently stands, and whether we need to make any changes.

### The Big Question Still Remains:

## Do Our Members Value Their Membership In ISBA?

### Services

The discussion centered on the question of the services we provide. Are they adequate? Are they the right services? Do we need to provide other services? Are the services we provide being used? We do an annual survey every year to try to get answers to these questions, but we get less than a 20% response rate on the survey. While it gives us an idea of what our membership is thinking, I'm not sure if it really answers our questions.



After the Board read the book, we learned that many of our Executive Board members didn't know about the myriad of services that we provide and/or make available to all of you. We write about them often in the SLATE magazine, they are posted on our website, and many of the providers sponsor booths and workshops at the Annual Convention.

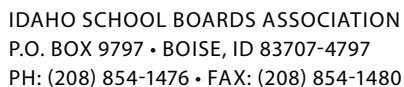
Everyone seems to know about our biggest services – policy, legal, professional development, and advocacy. After that, I bet any one of you would be hard pressed to list three other services that we provide. That tells me we need to find a better way of communicating about them to all of you.

### Close

So, I'm asking for your help. If there is a service that you would like to see us provide, will you please call the office and let us know? Conversely, if we are providing a service that you don't think is of any value to you or your district or charter will you please let us know that as well?

Again, our goal is to provide you with services and assistance that will hopefully make ISBA valuable to you.

I look forward to hearing from you.



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