

A PUBLICATION OF THE IDAHO SCHOOL BOARDS ASSOCIATION

SLATE

magazine

spring
2020

2020 Student Photography Contest

p.18

SLATE Cover Photo:

Overall Winner - Jake Stranzl

Boise School District

Saddleback Lakes / Sawtooth Mountains

In This Issue:

- Idaho's Teacher Shortage
- Message from the Governor
- After School Matters
- Day on the Hill Recap
- 2020 Census





IHSAA

IDAHO HIGH SCHOOL ACTIVITIES ASSOCIATION

Supporting Education Through Activities



MORE THAN A GAME

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



Students Now Citizens Forever

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MISSION:

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

VISION:

School Board leadership for excellence in Idaho public education

STANDARDS:

1. Vision and Mission
2. Continuous Improvement
3. Advocacy
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SLATE

magazine

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ISBA CALENDAR

April 4-6	NSBA Annual Conference • Chicago, IL
April 17-18	Executive Board Meeting • Boise, ID
May 25	Memorial Day • ISBA Office Closed
July 4	Independence Day • ISBA Office Closed
July 7	Summer Leadership Institute • Rigby, ID
July 8	Summer Leadership Institute • Twin Falls, ID
July 16	Summer Leadership Institute • Boise, ID
July 22	Summer Leadership Institute • Lapwai, ID
July 23	Summer Leadership Institute • Coeur d'Alene, ID

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*** Just For Fun ***

Find Champion Ed

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



If you are interested in contributing an ad or an article to the SLATE contact:

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2019-2020 ISBA Executive Board:

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



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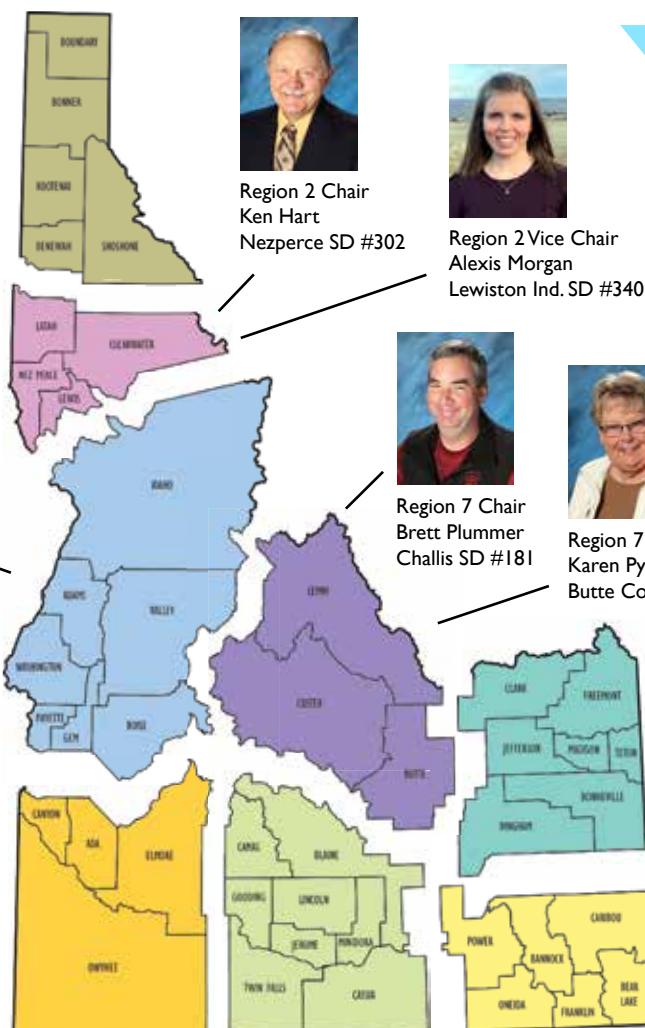
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By Wally Hedrick
ISBA President

ISBA Dues Structure Review



As I discussed in the February issue of the SLATE, we have a committee this year that is assigned the responsibility of reviewing the current ISBA Dues Structure. Nancy Gregory (representing a large district) and Karen Pyron (representing a small district) have agreed to serve as the Co-Chairs of the Committee. Also serving on the Committee is Jason Knopp, ISBA Vice-President, Ed Klopfenstein, West Ada's Board Chair, Louis Pifher, Board Chair of Meridian Medical Arts High School, representing charters, and myself.

It has been several decades since ISBA had a committee review our dues structure. The committee's assignment is to evaluate the current structure, which is based on enrollment and the M & O revenue of each district or charter. That tends to make the current structure complicated and less than an optimal structure as the M & O information dated and not always current year accurate. Thanks to April Hoy, ISBA's Research & Policy Coordinator, the committee has been able to review the dues structures for several other states' school boards associations. As you might imagine, some of those are similar to our dues structure, some more complex, and some less complex. Many of the states use tiers and/or brackets to group similar sized districts into varying numbers of different levels. Other states use a variety of factors for each individual district's dues that seem to be unique among the associations. What is important to our Committee is to evaluate various options and find a formula that is fair and reflects a meaningful relationship to the voting structure of our association. The committee also does not want any district's/charter's dues to increase abruptly because other district's/charter's experience significant

reductions. Be assured that the committee will be thorough and diligent in its review, and when they have completed their assignment, the option(s) will be presented to the Executive Board for a recommendation to the entire membership at our November Annual Convention in Sun Valley. So, why am I discussing this now? I want you to know what steps your Executive Board is taking to ensure that ISBA membership dues reflect a fair and straight-forward approach for each and every district and charter.

I would encourage each of you to schedule your training now with Krissy and/or David. The training reimbursement for this fiscal year must be completed, signed, and sent to Julie Oberle at the State Department of Education by June 23rd in order to obtain reimbursement. Remember, the training is totally reimbursable, and each district/charter has up to \$6,600 of state dedicated funds to use for training. The funds can not be utilized for anything else, so this falls in the category of "use them or lose them". You can select your topic of training, and believe me, the Legislature is always changing the rules and regulations governing school boards and their operations and procedures. Staying up to date with current laws is critical to maintaining a successful district/charter and will help you avoid the pitfalls that we all work to ensure never happen on our watch.

Remember, I am always available for questions or comments. Send me an e-mail at wallyhedrick@aol.com. I want to leave you with this thought for the day....***"A bad attitude is like a flat tire. You can't go anywhere until you change it"***

Wally Hedrick
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By Sherri Ybarra
Idaho Superintendent of
Public Instruction



Tackling Idaho's Teaching Shortage: We're All In It Together

My job, and my joy, is to support schools and students to achieve. Helping Idaho's schools and districts attract and retain skilled, committed teachers is a big part of that.

It's one of the goals in my mission statement for the State Department of Education. It intertwines with my department's key initiatives and our state's continued efforts to boost student achievement.

Idaho faces a severe shortage of qualified teachers. Many school districts are forced to seek emergency provisional certificates to fill vacancies, even in areas where we are struggling to see progress in achievement, such as special education, literacy intervention, and mathematics.

Enrollment in Idaho teacher preparation programs isn't keeping up with demand, and many experienced teachers are retiring, choosing other paths, or going to bordering states that could boost their annual income by \$10,000 or more.

A recent State Board of Education report found that Idaho's teacher attrition rate is 10% per year, two points above the national average. At that rate, more than 1,600 teachers will leave the profession this year alone.

The impact of the teacher shortage on schools and students has been a call to action, fueling our efforts to increase teachers' pay, promote education as a career choice, get out the word about positive education news, and enact programs to help teachers help students succeed in school, college, life, and career.

We've made real progress, particularly with the Career Ladder, the rise of mastery-based education, and a keen focus – through a new early reading test and funding for local literacy efforts – on making sure our youngest students learn to read so they can read to learn.

But we have much more to accomplish, and the teacher shortage is still devastating to those on the front lines.

continued on next page...

District Voices

A week before I presented my 2020-21 budget request to Idaho lawmakers, my office reached out to superintendents and charter school leaders throughout the state for their take on recruiting and retaining teachers. We quickly received a flood of comments from every corner of Idaho, full of heartbreaking detail.

Here's a sampling of what they said:

- “We have been struggling with teacher shortages for many years. Principals dread springtime as we have to replace upwards of 24% of our entire teaching staff. Higher end math, science, SLP are almost impossible to fill with certificated personnel. Vocationally trained teachers are in extreme shortage. We cannibalize and poach teachers from other districts in order to fill these positions.”
- “We spend far more time and resources recruiting teachers than we ever have. ... We used to be able to pick from a large group ... Now we are far too often selecting the teacher that we think we can grow into the position.”
- “We opened an alternative school this year. We have had a secondary math position open all year. ... This has negatively affected the most at-risk students at our school. We are working very hard to improve our math assessment scores, but that is very difficult when you can't hire staff.”
- “With all of the high stakes testing and pressure on good test scores, how is this struggle to find a teacher, let alone a highly qualified one, explained or even discussed? Accountability is important, but isn't even on the radar when you can't find highly qualified teachers.”
- “We have been hiring almost exclusively non-certified teachers through alternate authorization routes for several years now. It takes a lot of the school's resources to get these teachers trained and even to find them in the first place. I don't think it bodes well for Idaho schools when districts are going around begging people to consider becoming a teacher.”
- “We are constantly training teachers to meet our standards ... We have to teach them how to plan, how to organize, how to discipline. We have decided to pay more than the surrounding districts in hopes the teachers will stay with us.”
- “My district can't entice teachers with pay incentives. Seven of my 13 employees are alumni. ... We can't run a supplemental because our district is economically disadvantaged. My teachers are overworked and underpaid. Yes, that is the case in most districts, but it's that much more when considering we try to keep up with the bigger districts the best we can.”

Everything is Connected

For Idaho schools, districts, and charters, the teacher shortage affects everything: assessment scores, graduation rates, teacher workload, and morale.

Solutions aren't instant, and we need a multi-pronged approach, blending better pay with better conditions for learning and teaching.

Thanks to approval and expansion of our Career Ladder, Idaho is making headway on teacher salaries – first for early-career educators, and now for the veteran teachers who are essential to bridging achievement. New Idaho Master Educator Premiums have already given more than 1,300 veteran teachers a \$4,000 annual bonus that will be renewed over three years, with an improved process to invite more applicants in the future.

But our teachers need more than money, and my department's key initiatives – early literacy, mastery-based education, and social-emotional learning – all are designed to improve the attractiveness, effectiveness, and staying power of a career in Idaho education.

Keeping qualified, experienced teachers on the job, ensuring students can read at grade level by third grade, and training educators to detect and respond to students' social and emotional needs are essential to giving Idaho's children the tools and support they need to succeed in school and beyond.

We advocate that more students enroll in Idaho's teacher-education programs, and we hold educator career fairs in all regions of the state each spring to help connect schools with applicants.

And we're fighting the negative narrative spread by some about Idaho schools and how they rank nationally. Check out our latest Education Outcomes Infographic to see some of the many ways our state is outperforming others in student achievement.

Everything is connected. The more we do to improve student learning and success in our schools, the more we help our teachers.

This isn't about just filling jobs. It's about giving our students what they need. And chief among those things are great teachers.

Links to resources, more information:

Idaho Educator Pipeline

<https://boardofed.idaho.gov/k-12-education/educator-effectiveness/idaho-educator-pipeline/>

Idaho's Educator Landscape

<https://files.eric.ed.gov/fulltext/ED579892.pdf>

2020 Education Outcomes Infographic

<https://www.sde.idaho.gov/superintendent/files/student-achievement/2020-Education-Outcomes-Infographic.pdf>

Idaho Teacher Shortage Video

<https://youtu.be/P5XANaQcubo>

Educator Career Fairs

<https://www.sde.idaho.gov/events/career-fair/>



By Debbie Critchfield
President, Idaho State
Board of Education

Developing Accountability Goals That Are Realistic & Achievable

We focus a lot of attention in education on student performance and how best to measure improvement. During February's State Board of Education meeting, we spent considerable time discussing performance metrics and how they comply with federal requirements under the Every Student Succeeds Act (ESSA).

In 2018, the Board approved its ESSA consolidated state plan, which contained interim and long-term goals for student proficiency and growth in math, English language arts, and graduation rates.

ESSA requires states set achievement goals for all students and for sub-groups of students who are disadvantaged (economically, English as a second language, etc.). However, the State Board cares about our achievement goals for more than mere federal compliance. These goals should help drive success for all schools, not only those that get identified for federal support.

Two years later, the Board has come to realize that perhaps we put too much emphasis on student proficiency and not enough on growth, given the diversity of districts we have in our state. We recognize the importance of tracking and noting performance growth. Superintendent of Public Instruction Sherri Ybarra has said "I think you will see more of a reflection of where school districts really are and that it really is about student growth rather than cut scores on tests."

The accountability discussion must be comprehensive and not solely focused on federal requirements. Accountability, at the fundamental level, is a local function. I agree with my fellow Board member Kurt Liebich's thoughts on this: "Ultimately, if ESSA metrics are only used and visible at the state level in order to appease the federal Department of Education, then they will not have any impact on student achievement and continuous improvement." Idaho uses a single accountability system for state and federal accountability purposes. We want to use appropriate accountability where it best serves students and supports the work of local school boards in accomplishing their goals as well as the federal accountability requirements under ESSA.

We have commenced a review of student performance measures and how we might adjust how they are "weighted" in order to place more emphasis on student growth. "I believe every student should be growing," Dr. Clark said. "Are your top kids growing? Are your middle kids growing? Are your kids who are struggling growing?" That certainly sounds like an equitable measure for all of Idaho's school districts, for parents, and for students. Over the next several months, the Board will be having further conversations about this and how it would meet Idaho's long-term goals under ESSA. If you have thoughts you would like to share, feel free to send me an email at board@osbe.idaho.gov



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

Board Member PROFILE

Jason Knopp

Melba School District #136



How long have you been a board member?

7 years with the Melba School District.

What inspired you to become a board member?

Service is a personal core value of mine. I was on a small community committee for the school district and when the trustee from my area stepped down, I saw an opportunity to step up and help my community. So I guess my inspiration was just the willingness and desire to serve.

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

We have very exciting events that take place in the Melba School District. Melba students have at their disposal multiple pathways that utilize the state advanced opportunities dollars. Students earned over 1,140 dual credits last year, with multiple students graduating with their associate degree. Students earned welding certifications, CNA certifications, Microsoft Office System certification, educational assistant, and athletic training. This year, students will also earn EMT certifications. Students are working as interns with several industry partners with the opportunities to be hired after graduation. Students are currently interning in both the welding industry and HVAC industry. There are currently 58% High school students who participate in the school's extra-curricular activities. Students and their educational needs are the focus of the school district and I am always happy to report on the direction of our schools and the amazing things our students are accomplishing.

Any advice to pass along to future board members?

Ask questions, take advantage of any training opportunities that you can and attend both the state and national convention. I have learned a lot from the conventions and trainings, and find myself learning every day.



By Dane Higdem
Moreton & Company

Prevent Sexual Abuse Liability

The Importance Of Protecting Students & Educating Staff



There are numerous unique risks and liabilities associated with an educational facility. One such liability that has been highlighted in the media in recent years is the sexual abuse of students. Some of the high-profile cases have involved legitimate instances of sexual misconduct or abuse, while others have been false allegations. Whether false or real, such a lawsuit can have significant consequences for any school.

Sexual harassment, abuse, and bullying claims account for claims costs that are higher than any other line of coverage within the entire ISBA Insurance Program. While this topic can be uncomfortable to discuss with staff it is extremely important to ensure that all employees are aware of the professional standards that need to be upheld. The following information should make this topic easier to approach with school staff.

A school's top priority is to ensure the safety of students on its campuses; but you also need to keep in mind the financial, legal, and reputational impact of such a lawsuit. Schools can take several steps to avoid this type of situation. These steps include:

- careful screening of all employees and volunteers;
- strictly enforced supervision guidelines;
- education and training of school staff; and
- a specific plan of action to follow when someone suspects or reports inappropriate behavior.

Background Checks

One of the most important things your school can do to reduce risk is to require that all school staff, regardless of their positions, consent in writing to a federal criminal background check. Section 33-130, Idaho Code requires all adults working in Idaho public schools (certified and non-certified), or applying for an Idaho Educator Certification, to have the results of a background investigation check on file with the State Department of Education. This law also includes any individuals who have unsupervised contact with students in a K-12 setting.

Supervision Guidelines

It is important to set guidelines for staff conduct for two reasons.

1. It protects minors from ill-intentioned adults and makes their environment safer.
2. It protects employees and volunteers from potential false allegations.

Though the ideal situation would be to always have two adults in a room with students, this is often impossible in a classroom setting. For field trips and other special situations, you may want to institute

continued on next page...

the two-adult rule. In addition, you should discourage one-on-one contact, require that at least two students are in a room with one adult, and have a supervisor or principal randomly check on after-school activities.

If your school sponsors any overnight trips, the risks and potential liability increases exponentially. Be sure to provide an adequate ratio of adults to participants for security purposes, and never allow male and female participants to sleep in the same area. Sleeping areas should also have supervision guidelines and adults should never sleep in the same room as students.

Staff Education and Training

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 do 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 laws that require training on some of these subjects. Section 33-1631, Idaho Code 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.”

Schools should also review and update their policies on these topics at least annually.

Take Immediate Action

If your school receives a report of suspicions or evidence of abuse, take immediate action. Remove the allegedly responsible employee or volunteer from duty. Do not allow him or her to supervise or come in contact with students until the investigation is complete. This may be a difficult step, especially if it causes hardship or if there is widespread belief the staff member is innocent, but it is crucial in preventing expensive lawsuits claiming negligence.

If there is suspicion of abuse, abandonment or neglect of a child, the district or charter school must notify local law enforcement within 24 hours as per Section 16-605, Idaho Code.

Documentation is the key to reduced risk in allegation-response situations. If you don't document it, it didn't happen. Keep detailed records of the allegations and of any interviews with the victims or the alleged abusers. Check your records to ensure they reflect adequate background checks to further document your efforts.

The best approach is to have solid policies to avoid all circumstances that could lead to accusation of sexual misconduct or abuse, whether the claims are legitimate or false. It is the school's duty to protect staff and volunteers from the risk of harassment and harassment accusations. With proper guidance and careful planning, you can mitigate risks and liabilities.

If you would like to learn more information on sexual harassment liability, please contact Chad Ranstrom, Allan Ranstrom, Aimee Assendrup, or Dane Higdem with Moreton & Company at (208) 321-9300.





By Jess Flynn
Red Sky CEO

How To Avoid Saying Terrible, Horrible, No Good, Very Bad Things

**Your mother or father likely said more than once,
“If you don’t have something nice to say, don’t say anything at all.”**

In reality, that can be tough to abide by.

In conversations, Q&A sessions, and interviews – we can be confronted with difficult and down-right ‘un-nice’ things that others are trying to get us to say. By serving up tough questions laden with terrible, horrible, no good, very bad (negative) words, the aim is to draw us into repeating something not-so-nice and appear defensive at best or stumble into an unfortunate quote. Our instincts, well-honed by an education that drilled into us the need to answer questions in complete sentences, needs an upgrade.

You can help avoid those negative pitfalls by remembering three key things:

1) Remove The Negative

In tough times, we’re asked tough questions. Questions that are often filled with negative words – fault, failure, blame, screwed up, messed up, horrible, fraud, crisis, criminal, slow, mistakes, wrong, etc. The key is to not repeat the negative language of the question in your answer. When we repeat a negative word, it imprints that tone and sentiment in the listener’s mind. Instead, focus on the positive of what you are doing, not what you’re not doing (double negative alert!) Here’s an example:

Question: Hasn’t your organization been extremely slow to respond to data breaches?

Wrong Answer: Our organization hasn’t been extremely slow in responding to breaches.

Better Answer: No, in fact our organization has been on top of responses and we’re proud of the protocols we’ve put in place to ...

2) Rephrase Or Reframe

Media interviews aren’t the only experiences when we face tough questions. Sometimes, the curveball comes from the audience during a Q&A session. In this case, take on the question and make it your own – albeit without the negativity-laden words. Using that same example question:

Question: Hasn’t your organization been extremely slow to respond to data breaches?

Rephrase the question: How has our organization’s response time been for data breaches?

Then answer the question: Our organization has been on top of recent breaches, with a response time at the head of our industry.

continued on next page...

3) Bridge When Necessary

Whether you're in a media interview or taking questions from an audience, sometimes you just don't have the answer. That's when bridging comes into play. It's how you avoid ever saying 'no comment.' It respectfully takes you from what you are asked to what you are able to answer.

Question: Hasn't your organization been extremely slow to respond to data breaches?

Answer: While I can't speak to/don't know our response time in relation to other industries, I can tell you that we are always looking at our protocols and how we can improve in order to ensure the safety of our customers data.

Overall, it is not about completely ignoring and avoiding the tough questions. It's about framing your answers in a way that allows you to share what you are doing, and not have that information be muddled by negative-laden words.

If this seems too much to tackle when faced with those tough questions, remember another important 'R' – reflection. Don't ever be afraid to take a moment and think through your answer before opening up your mouth with a response.

Moving Forward

Beyond what not to say, it is equally as important to identify what you should be saying, and how to communicate vital information when faced with a crisis and your reputation is on the line. Because unfortunately, it's not if, but when, an organization will face a crisis situation.

Red Sky's team of award-winning former journalists, corporate communicators, and marketers provide expertise to organizations across Idaho to prepare for and deal with emerging crisis situations.

Among the discounted services available to IDSBA members are:

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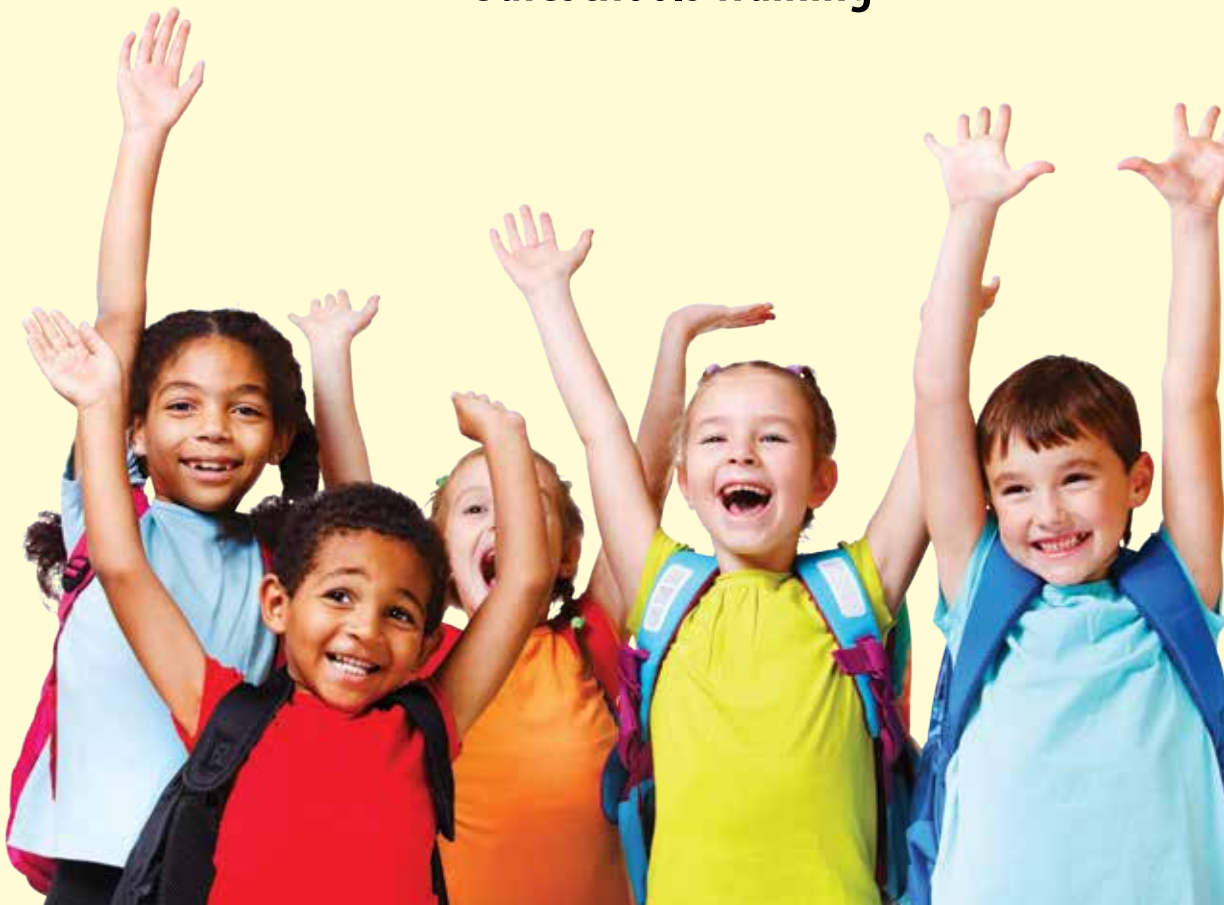
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Statistic of the Quarter

Of those who began teaching in Idaho during the 2014/15 school year, 52.8% were still teaching during the 2018/19 school year.

This is according to an update on the State Board of Education to the House Education Committee on January 30th. While teacher retention rates appear to be increasing slightly, they are not high enough to keep pace with the rising numbers of Idaho students.



By April Hoy
Research & Policy
Coordinator

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in 2017 and 2015. ²Source: Thomson Reuters

2020 ISBA STUDENT PHOTOGRAPHY CONTEST



WINNERS

Thank you to everyone who participated in the 2020 Student Photography Contest. ISBA received photos from 6th through 12th grade students around Idaho. What a beautiful State we live in. We had many entries and our staff had a very difficult time choosing these winners. These are our top two choices from each grade and our overall winner.



***Overall Winner - Jake Stranzl / Boise SD / 12th Grade** (Saddleback Lakes in the Sawtooth Mountains)



Logan Brinkman / Boundary County SD / 6th Grade
(Flag pole at Bonners Ferry Library)



Kirsten Ferbrache / Kuna SD / 6th Grade (Indian Creek in Kuna, ID)

7th Grade

Jaxton Thomas / Kuna SD / **7th Grade** / Kuna, ID

7th Grade

Jonathan Dickerson / Falcon Ridge Charter / **7th Grade**
(Kuna, ID)

8th Grade

Brooklyn Seymour / West Ada SD / **8th Grade**
(Railroad Tracks - Nampa, ID)

8th Grade

Isabelle Tuinstra / Kuna SD / **8th Grade** / Sagle, ID

9th Grade

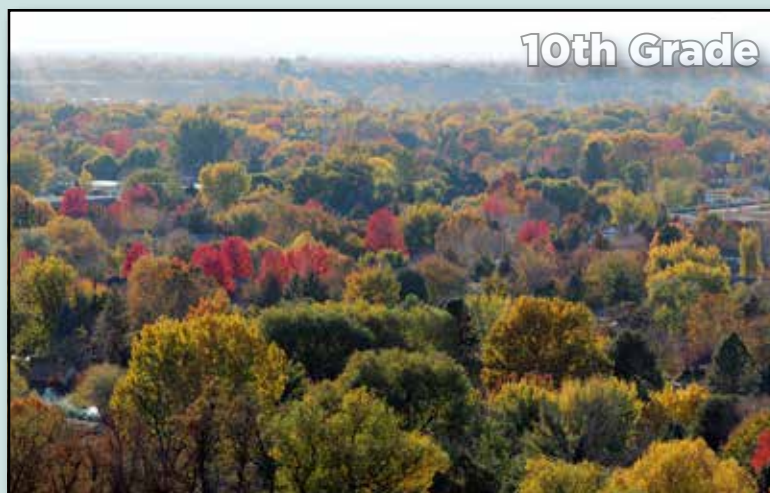
Delphi Lyra / Boise SD / **9th Grade** / Featherville, ID

9th Grade

Jaden Thompson / North Gem SD / **9th Grade** / Hills of Bancroft, ID



Kolbi Beard / Bear Lake SD / **10th Grade** (Dingle, ID)



JayLynn Dowdle / West Ada SD / **10th Grade** (hill above North Boise, ID)



Allie Knight / Xavier Charter School / **11th Grade**
(Snake River Canyon - Idaho Falls, ID)



Miles Finken / Moscow SD / **11th Grade** (Moscow, ID)



Adam DeClark / Bear Lake SD / **12th Grade**
(Georgetown, ID)



Brooke Fannesbeck / West Ada SD / **12th Grade**
(Hungry Onion - Meridian, ID)



By Brad Little
Governor of Idaho

Education Is My Number One Priority As Governor



Dear Friends,

I'm the very proud grandpa of six grandchildren. The ones old enough to attend school are enrolled in Idaho public schools. I want nothing more than for my grandkids to stay in Idaho and carry on the legacy of our family within the state, in whichever way they choose. Moreover, I want all youngsters in Idaho to have the opportunity to thrive. That's why it was easy for me to identify education as my number one priority as Governor. A strong foundation of learning from a very early age will establish a bright future for these young people and a bright future for our state.

I want to thank you – the members of the Idaho School Boards Association – for your leadership at the local level to ensure student success. Your work is truly a labor of love for our young generation.

My education priorities are at the center of many decisions I make as Governor. I subscribe to the view that it is better to prepare our students today than to repair them later. Last year, we passed significant investments in public education. We raised starting teacher pay. We increased funds available for Opportunity Scholarships. We doubled funding for one of my highest priority areas – literacy.

All of you at the districts helped determine the best way to use the additional literacy dollars, from hiring reading coaches to conducting summer reading programs and providing full-day Kindergarten. Parts of the state are surging ahead in their progress on reading proficiency. When we commit to giving students a strong start and provide local schools the flexibility to determine how best to achieve it, we

continued on next page...

see progress. But still too many students across the state are falling behind. I plan to maintain my focus on literacy throughout my time as Governor.

I am also committed to continuing to invest in our teachers. As you know, a child's progress in all subjects – especially reading – depends on the attention and instruction of a good teacher. We cannot simply rely on the good hearts of teachers any longer to retain an effective teaching workforce in Idaho. We must pay them competitively. Idahoans' property taxes shoulder a growing share of teacher salaries and operating expenses in our school districts. It's out of balance and not sustainable. Our efforts to increase teacher pay should elevate the profession and help us keep good teachers in Idaho classrooms.

Teachers are on the front lines of all kinds of challenges. I am also committed to providing teachers additional training and

resources so they can identify and better serve students facing trauma and mental illness, giving parents peace of mind when they send their children to school each day.

My push for greater investments in K-12 is bolstered by other commitments we are making to career and technical education, community colleges, and universities to get our students college- and career-ready.

I feel honored to have the opportunity now as Governor to put a spotlight on Idaho's public education system needs and advocate for the work you are doing at the local level. I need your continued support, and I always appreciate your partnership in serving Idaho students and families.

- Idaho Governor Brad Little





By Anna Almerico
Program Director,
Idaho Out-of-School Network

After-School Matters



Idaho families, schools, and youth can find support from after-school programs to keep kids safe, active, and learning during the hours outside of the traditional school day.

Schools alone cannot meet all the challenges of nurturing the next generation.

For students in elementary through high school, more than 80% of their time is spent learning outside of school—at afterschool and summer programs; in libraries, museums, science centers, or at home; or in the community. Just 20% of their 16 waking hours are spent in school.¹ There simply is not enough time in the school day, providing even more opportunity to invest in quality afterschool programs.

After-school programs inspire children to learn by providing hands-on projects and opportunities to express themselves creatively. Program mentors teach children foundational skills, including communication, teamwork, and problem solving to help prepare them for the jobs of tomorrow. A recent study showed that Idaho kids participating in out-of-school programs for at least 90 days increased their Idaho Standard Achievement Test Scores by 35 points in math and 37 points in English Language Arts. Also, out-of-school programs are helping make sure children retain what they learned in school over summer break. This slide backwards for children

in math and reading has been widely documented and is often referred to as “summer slide”. Based on a study by Johns Hopkins University, summer learning loss during elementary school accounts for two-thirds of the achievement gap in reading between low-income children and their middle-income peers by ninth grade.

After-school programs also foster a healthy economy in Idaho. With more than 8,800 unfilled Science Technology Engineering and Math (STEM) jobs in Idaho and the average salary for a computing occupation in Idaho at \$71,947, there is significant opportunity to prepare more youth for this field. Learning and experimenting in STEM in after-school programs helps youth create a STEM identity early on and potentially spark an interest in a future career. Taking part in STEM activities after school or during the summer when the stakes are low (there are no grades) is the essence of experimentation in its truest form. Providing STEM ensures our youth are not just consumers of technology but our greatest creators of technology.

¹ <http://life-slc.org/>

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Governor Little established a new task force, Our Kids, Idaho's Future, to form a blueprint for improving public education in Idaho. Two specific recommendations in the blueprint focus on K-3 literacy and addressing social and emotional issues to support student learning. Both will be achieved through a creative approach with the whole child in mind and the full day in view. After-school programs help kids grow and reach their full potential-fueling a rising generation of lifelong learners and, in addition, giving parents peace of mind.

The Idaho Out-of-School Network (**ION**) is a local effort that connects Idaho families with before-school, after-school, and summer-time programs. ION engages program staff and offers professional development, quality program design and training, connections with community members, and ideas and opportunities to advocate for more programs. **ION** conducts research and promotes promising practices to successfully launch our next generation into the 21st Century workforce and life. Experiences outside of the school day pro-

vide youth with critical thinking skills, systems thinking, exposure to advanced technology, communication, and interpersonal skills along with applied academic skills.

A shining example of an after-school program in its 10th year of service, is *BEST* in Weiser Idaho. Four days a week, *BEST* students at three schools across the district work with teachers, para-educators, and junior and senior high school students on homework and academic enrichment. The program boasts a low student-to-teacher ratio, ensuring participants get the help they need. The academic program is complemented by exposure to science, technology, engineering, and math (STEM) activities through a partnership with the University of Idaho 4-H Extension Office, art and cultural activities, physical education, and career readiness programming.

ION brings programs together to share ideas and learn through hosting Idaho's only annual conference solely dedicat-

ed to after school educators. **ION** also organizes annual roundtables to empower partnerships and exchanges of ideas through cross sector collaborations. Business, education, and municipal leaders are all invited to join and connect with local after school programs to collectively meet the needs of youth across Idaho. Learn more about **ION**, including events, professional development opportunities, grant opportunities, and program directories, at idahoooutofschool.org.



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Idaho School Board members made their voice heard at the 2020 Day on the Hill. Thank you to all those who participated.



Welcome To Boise - Day on the Hill 2020



ISBA's Morgan Garcia & Mika Milette greet attendees at the registration desk.



ISBA's Executive Board meets early before Day on the Hill kicks off.



Day on the Hill attendees leave the Grove Hotel and make their way towards the Capitol Building.



A sunny but brisk walk to the Idaho State Capitol.



Presenter: Karlynn Laraway from the Idaho State Department of Education



Keynote Speaker: Chad Biggs (Red Sky Public Relations)



Anne Ritter, Karen Echeverria, & Todd Wells chat before heading to the Senate Education Committee meeting.



ISBA's David Brinkman presents on "The Role of a Board Member within the District Leadership Team."



It was standing room only at the Senate Education Committee Meeting.



Breakfast was provided Tuesday morning before the House Education Committee meeting.



ISBA Executive Board member Michelle Lippert testifies before the House Education Committee.



ISBA's Quinn Perry & Karen Echeverria again presented their Legislative Advocacy 101 workshop.



ISBA Executive Board member Louis Pifher testifies before the House Education Committee.



Idaho Governor Brad Little made a special appearance to address and thank Idaho's school board members.



Attendees begin to gather for the 2020 Legislative Luncheon.



State Legislators & members of the Idaho School Boards Association meet at the Legislative Luncheon to discuss Idaho education related topics.



ISBA's Krissy LaMont presents on Fiduciary Responsibility & Governing Boards.



Day on the Hill attendees leave the Capitol and walk back to the Grove Hotel.



*Idaho State Capitol Building
Tuesday - February 18th, 2020*

Popular Apps Parents & Educators Should Know



By Josh Ochs
Founder,
Smart Social.com

I watch digital trends come and go as I travel the country speaking to students and parents about social media safety. Right now Facebook is out and TikTok is all the rage for 2020 in the hallways of middle schools and high schools across America.

No matter the social media movement of the moment, the same problems plague each one: bullying, exposure to explicit content, screen time addiction, privacy breaches, and online predators.

The best way for parents and educators to help protect students online is to download and get to know the same apps they are using. The iOS App Store had close to two million apps at last count, making it impossible to stay on top of each one. But here's a cheat sheet for five of the most popular apps for students this year.

INSTAGRAM

(Owned by Facebook, in the USA)



Nearly three out of every four teens now use the **Instagram** app, according to the Pew Research Center. It's a free photo and video sharing application that allows users to take a photo or video, apply a filter, and share it with followers. Instagram can easily turn into a digital popularity contest as students strive for a greater number of "likes" on each of their posts. Like Snapchat, **Instagram** also has a "stories" feature and private messaging. Some students regularly communicate through Instagram instead of traditional texting. Secondary or "fake" Instagram accounts, called Finstagram or Finsta, are also popular among students who want to share certain content with a smaller, private group of followers.

SNAPCHAT

(Based in the USA)



Snapchat promises users they can take a photo or video, send it to a friend, and the content will only be viewed once before disappearing. Some students might feel comfortable sharing very personal moments on **Snapchat** as they begin to trust people. However, the recipient of their photos and videos could easily take a screenshot of the content before it self-destructs. **Snapchat** also has a "story" feature that lets users share posts and videos to a feed for 24 hours. Another feature, called Streaks, is designed to be addictive. Friends must message each other every day to keep their Streak alive.

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TIK TOK

(Based in China)



TikTok lets users create lip-syncing videos to their favorite songs. It mixes self deprecating humor with the latest pop music trends. While this app may be fun for students, it is filled with profanity-laced songs and provocative dancing and movements. Strangers can watch videos and private message children, unless their accounts are set to private. Bullying is becoming a problem on **TikTok** with some students making videos to mock classmates.

BYTE

(Based in the USA)



The **Byte** app is a video looping app that gives users six-seconds to show off their humor, talent, or creativity. It launched in January 2020 and is already climbing its way to the top of the charts. **Byte** has fewer features than TikTok, but its developers have plans to unroll more in the future. Parents and educators should know that anyone can watch and share what students post on **Byte** because there is no option to set videos to private.



YOU TUBE (Owned by Google, in the USA)

YouTube is the world's second largest search engine, only behind Google. Pew researchers report 32% of teens use **YouTube** more often than any other app. It's stocked with a multitude of educational and funny videos and is a wonderful space for students to showcase their talents. However, some **YouTube** content is worse than late night HBO. With so much new content uploaded to YouTube daily, many inappropriate videos slip through the cracks and aren't caught by **YouTube's** filters.

Many popular apps have privacy settings and filters that can be turned on to limit contact with strangers and to reduce the amount of explicit content shown in a feed. It's important for parents and educators to keep an open dialogue about these apps and to remind students they can always come to them if they experience anything uncomfortable online.

SmartSocial.com Founder Josh Ochs is an author and digital citizenship speaker. He shares free app guides for parents, educators, and students on his website, podcast, and YouTube channel. His membership program helps families and schools with a library of \$5 video courses designed to keep students safe on social media so they can shine online to impress colleges and future employers.

**Smart
Social**

Help Protect Students Online

A hand holding a white smartphone. The phone's screen shows various app icons. A large teal rectangular overlay is positioned in the center-left of the image, containing white text. The background is blurred, showing what appears to be a classroom or office setting.

Join the free Smart Social weekly newsletter to keep your students safe on social media. Learn Snapchat, TikTok, Instagram and more...

Join today at
SmartSocial.com

Board Member Conflicts Of Interest Based On Familial Status

This guidance was created in conjunction with the law offices of Andersen, Julian, & Hull. As always, please reach out to ISBA for questions.

Generally speaking, Trustees may have a conflict of interest sufficient to preclude the member from voting and participating in matter where the district is considering entering into a contract with a Trustee's family member, spouse, or a member of the spouse's family; AND where the district is considering employing a Trustee's relative, spouse, or a relative of the Trustee's spouse.

This document cannot address ALL circumstances which may prohibit a Trustee's participation in board matters where a relative of the Trustee is involved, however, if there are circumstances creating a conflict of interest for a Trustee because a relative is involved, there exists the possibility that the Trustee will

be perceived as biased under the circumstances. Under such circumstances, the conflicted Trustee should: **(1)** announce the conflict publicly, **(2)** abstain from participating in any board discussion or vote, and **(3)** should leave the room where the board meeting is taking place and not return until the board is done considering the matter.

Below are specific examples of circumstances where a Trustee is precluded by law from participating in board discussions and actions because a relative is involved:

1. Where a family member related by blood or marriage "within the second degree"¹ to a Trustee has a direct or indirect pecuniary interest in a contract with Trustee's district, that Trustee may not:

- Participate in the preparation of the contract;
- Participate in the vote to approve the bid specifications; nor
- Participate in the vote to approve the contract.

(I.C. § 33-507(1); § 18-1361A.)

2. Under all circumstances, the spouse of a Trustee in a district with a fall student enrollment exceeding one thousand two hundred (1,200) students is prohibited from entering into a contract with or being employed by the Trustee's district.

(I.C. § 33-507(2), (3).)

However, a district with a fall student enrollment not exceeding one thousand two hundred (1,200) students, may enter into a contract with the spouse of a Trustee provided: the Trustee does not participate in the preparation of the contract; does not participate in the vote to approve the bid specifications; and does not participate in the vote to approve the contract.

(I.C. § 33-507(2); § 18-1361A.)

3. Similarly, where a district has satisfied the prerequisites set forth at *I.C. § 33-507(3)*, the spouse of a Trustee in a District with a fall student enrollment not exceeding one thousand two hundred (1,200) students may be employed by the District, and during the time the spouse is employed by the district, the Trustee is prohibited from the following:

- Voting on the employment of the spouse and shall be absent from the meeting while the spouse's employment is being considered by the rest of the board.
- Voting in any decision affecting the compensation, benefits, individual performance evaluation, or disciplinary action related to the spouse; and
- Attending any meeting where such issues are being considered and determined. Such limitation shall include, but is not limited to: any matters relating to negotiations regarding compensation and benefits; discussion and negotiation with district benefits providers; and any performance issues relating to the spouse, including letters of reprimand, letters of direction, probation, or termination. (These limitations shall not prohibit the Trustee, however, from participating in deliberations and voting on the district's annual fiscal budget or annual audit report.)

¹ A Trustee's relations to the second degree of consanguinity are: his or her parents, his or her children, his or her brothers and sisters, and his or her grandchildren.

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- Examples of prohibited participation. After the employee is hired, the related Trustee is prohibited from participating any portion of a meeting in which the following topics are discussed, and from voting in any decision on these topics. Examples of such topics which the Trustee cannot participate in include: (1) District negotiations with the local collective bargaining union which would result in a Master Agreement between the district and the union – and Board approval; (2) the type and quality of employee benefits offered to employees including, health insurance, life insurance, sick leave, personal leave, bereavement leave, vacation days, sick leave bank implementation and policy; (3) complaints, grievances, concerns, and other matters related to the relative's job performance; (4) Curricular adoption where the employee is part of the committee that requested the adoption and/or where the relative-employee is a team leader and the school is moving to Mastery Based; (5) Requests brought by the relative to benefit his or her classroom, such as requests to take students on a field trip; for new uniforms for the students, for classroom materials and equipment, etc.; and (6) other building issues/working conditions in the building where the relative works. (Again, this list is not exhaustive and is only intended to provide a sample of prohibited subject matter.)

(I.C. § 33-507(3).)

4. Where the relative of a Trustee or a relative of the Trustee's spouse related by affinity or consanguinity within the second degree is considered for employment at the District, the Trustee shall abstain from voting on the employment of such relative and shall exit the meeting during the time the Board is considering and deciding such employment.

(I.C. § 33-507(4).)

Similar limitations apply to Charter Schools (*see I.C. § 33-5204(6) and (7)*), the Idaho Bureau of Educational Services for the Deaf and Blind (*see I.C. § 33-3407(5) and (6)*), and the Idaho Digital Learning Academy (*see I.C. § 33-5504A(4) and (5)*).



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By Kari Wardle
Teacher Ambassador,
Idaho Public Television

IdahoPTV Seeks Nominations For Innovative Teachers

Idaho Public Television needs your help identifying a tech-savvy, innovative, and collaborative teacher to honor as our next Digital Innovator.

The IdahoPTV Digital Innovator program recognizes Idaho teachers who enhance learning by integrating technology or digital media into their classrooms. Each spring IdahoPTV selects one Idaho K-12 educator who will serve as Digital Innovator for the following school year.

Whether you're a fellow teacher, a school administrator, a parent, or a student, YOU can nominate your favorite classroom change-maker to be the 2020-2021 IdahoPTV Digital Innovator. Do you know an educator who pushes the boundaries of teaching to better engage their students, who enhances learning by integrating technology or digital media into their classroom? A teacher who is passionate, bold, and innovative? A classroom collaborator who is excited to share new resources and skills with fellow educators?

We are accepting your nominations from March 16 through April 17, 2020. Nominees must be K-12 educators holding a current teaching certificate and currently teaching in an Idaho classroom or working in an Idaho school. You can nominate them online at idahoptv.org/educators and include a one-page letter with the following details:

- **How long have you known the educator?**
- **Why do you think this educator deserves to be the IdahoPTV Digital Innovator?**
- **What is something innovative this educator is currently doing in their classroom?**

The winning Digital Innovator will be announced in May. This teacher will have opportunities to explore new teaching strategies and share their knowledge with other Idaho teachers, beginning this summer with IdahoPTV's annual "Educate and Celebrate" event. Throughout the 2020-2021 school year, the Digital Innovator will partner with IdahoPTV education staff on professional development trainings for teachers around Idaho. They will also receive an expenses-paid trip to the Northwest Council for Computer Education (NCCE) conference in Seattle (March 2021) as well as a classroom innovation kit from IdahoPTV.

PBS began the Digital Innovator program in 2013 when it selected a handful of educators from throughout the country who demonstrated "fresh ideas that open new worlds for their students, and whose bold approach to teaching creates a joyful learning environment."

Paige Somoza, who was a French and world studies teacher at Boise's Riverglen Junior High School and now works as an integration specialist for the Boise School District, was selected as a PBS Digital Innovator in 2017. She was later named a PBS Digital Innovator All-Star (2018-2020), one of only 30 educators from across the country to receive the honor.

"My experience as a PBS Digital Innovator has been amazing!" Somoza says. "It is clear that PBS values the role of educators and the important work that we do. PBS and Idaho Public Television's teacher recognition program has elevated my voice as an educator locally and nationally. Through this experience I have improved my craft and have been given a platform to share my love of teaching with other educators."

In 2019, PBS encouraged each state to begin selecting its own Digital Innovator. For the 2019-2020 school year, we chose Gabriel Garcia, a video production teacher at Capital High School and computer science teacher at Riverglen Junior High School, both in Boise. Gabe exudes a passion for teaching students about video creation and broadcasting. He also encourages organization, inspires confidence, builds leadership skills, and teaches students how to tell important stories, both theirs and others'. Gabe says that "being a Digital Innovator has led to professional growth and opportunity outside of traditional curriculum. This has allowed me to inspire further growth and imagination in the classroom."



Capital High School principal Sandy Winters with teacher Gabriel Garcia

**WHO WILL THE NEXT DIGITAL INNOVATOR BE?
YOUR NOMINATION COULD DECIDE!**

Kari Wardle currently works as the Teacher Ambassador for Idaho Public Television where she provides training and support to teachers throughout the state. Before joining the IdahoPTV staff in 2017, she worked as an elementary school teacher, teaching 5th grade in Burley, Idaho, for eight years and in Arizona for one year. Kari served on her school and district technology teams and was instrumental in implementing technology throughout her school and district, including providing training for teachers.

DO YOU KNOW A DIGITAL INNOVATOR?

Do you know an Idaho educator who is pushing the boundaries of teaching to better engage their students and enhance learning by integrating technology or digital media into their classroom?

Do you know a K-12 teacher who is passionate, bold, and innovative? A classroom changemaker?

If so, please consider nominating that teacher to be Idaho Public Television's 2020-2021 Digital Innovator. **We will be accepting nominations from March 16 through April 17, 2020.**

For more information, contact Kari Wardle at (208) 373-7314 or visit idahoptv.org/educators.

**NOMINATE
Your Favorite
Classroom
Changemaker!**



Gabe Garcia

2019-2020

Digital Innovator winner

Paige Somoza

2017-2018

Digital Innovator winner



IDAHO PUBLIC TELEVISION **Digital
Innovator**

idahoptv.org/educators



By Karen Echeverria
ISBA Executive Director



The Importance Of Counting Why School Districts & Charter Schools Should Care

The U.S. Constitution mandates that a census of all people living on American soil be conducted once every ten years (Article 1, Section 2). Census data is used to reapportion Congressional representation among the states and to determine how billions in federal funds are distributed to states and local communities every year for services and infrastructure, including health care, jobs, schools, roads, and businesses. Census data is also used for drawing political boundaries for local, state, and federal elections.

Dr. Steven Dillingham, Census Bureau Director, has indicated that the census is one of the few national activities the American public does together – “It’s the largest peacetime mobilization in our country, and it’s a cornerstone of our democracy.”

The U.S. Census Bureau describes the effort as “Counting Everyone Once, Only Once, and in the Right Place.” Count everyone in the U.S. every ten years. It sounds simple, right? Yet, it is incredibly complex.

Idaho’s Governor Brad Little has appointed a State Complete Count Committee (SCCC) to assure everyone is counted. The goal will be to ensure that Idahoans are not undercounted. In 2010 Idaho had a 76% response rate. The SCCC is committed to exceeding that number.

Possible Road Blocks

The census categorized hard-to-count populations as hard to locate, hard to contact, hard to persuade, hard to interview, or overlapping segments of each. Among the groups historically undercounted are veterans, minority communities, college students, foreign-born Idaho residents (documented and undocumented), retirees spending the summer in Idaho and winter in warmer climates, farm families residing in rural counties, persons living in large housing units or apartment complexes, children under age five, and the homeless.

Based on the 2010 Census, challenges in Idaho for a complete count include possible undercounts of renters, children younger than five, seniors, homeless people, immigrants, and Idahoans with limited internet access.

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Aside from the complexities of the census, concerns center around various barriers that make collecting data even more difficult. Those barriers include privacy concerns, mobile populations, mistrust of the federal government, fear about confidentiality, and people having a limited knowledge of how serious the data can be to their communities and their schools and of the importance of getting the numbers as right as possible to ensure accurate representation and distribution of funds.

A completed census form is anonymous. The responses are used to produce statistics and cannot be used by any local, state, or the federal government or agency. In fact, sizeable fines can be imposed if the data are used illegally.

Applicability To Schools

School district and charter school communities have a stake in an accurate count. Census data directly affects special education dollars, Title I grants, school meal programs, and early childhood education initiatives. Census data indirectly impacts Medicaid, housing, and paying for college. At the local level, one missed individual, especially a school-aged child, can cost a community and school district or charter school thousands of dollars over time. A conservative estimate states that the annual disbursement by federal agencies based on the 2010 Census count is \$675 billion – or trillions of dollars over the ten-year census term. A George Washington University study has indicated that, based on 2015 figures, Idaho's state budget included \$2.4 billion dollars in federal funding. That is about \$1,473 per person.

The cost of undercounting is high, particularly in the education community. Undercounting children ages 0-5 is costly in the long term, and that age is statistically the most likely to be undercounted. An estimated 5% of children from birth through preschool-age weren't counted in 2010. Imagine what the loss of funds might do to your schools if that student population is undercounted.

Distributions based on accurate census data mean that funding responsibilities don't fall on state-wide tax payers. Census data from 2020 will be used to determine each state's share of federal funding for the next decade, so accuracy is vital!

How Will This Work?

Households will receive an invitation to participate in the 2020 Census in one of two ways.

1. A notice from the census will be mailed to households encouraging online participation for a completed decennial survey by April 1.
2. For households that have P.O. Boxes, a census worker may deliver the survey to the physical address.

The 2020 census will be the first "high tech" census. Every household will have the option of responding to the ten questions online – by smartphone, tablet, computer, over the phone, or on paper. Online access in Idaho will occur March 23. National Census Day is April 1. The census process is anticipated to wrap up in late July.

What Can School Districts and Charter Schools Do To Help?

Because of the impact this could have on school districts and charter schools, we are encouraging you to get involved. Below are a few ideas.

- Open your school libraries or computer rooms in the evening so that those who may not have internet access or a computer at home can utilize your resources.
- Plan now for a multi-tiered communication strategy that will periodically share fact-based information in the months leading up to and during the census, in the major languages of your community. Consider the communication preferences of your staff, parents, and other stakeholders when deciding how best to deploy all of the communication tools available to your system: district and school websites, student backpacks, open house events, parent-teacher conferences, district apps, automated notification system emails, print and digital newsletters, social media, and video channels.
- Send materials home with your students or through your messaging system to remind families to complete the forms and return them.
- Provide interpreters for those families that may need assistance reading the forms.
- Ask a representative of the local census-taking effort if they would be willing to set up a table at the gate of any of your athletic events or other events you might be hosting.
- Work with other local groups that are also doing work with the Census, like the United Way and local public libraries.
- Add a census script to your routine phone messages.
- Host a fill-out-your-Census-form day at your schools.
- Plan a "National Census Day" and invite community partners.
- Alert households that Census workers will knock on doors if they don't fill out their questionnaire completely.

Important Dates:

- Online access in Idaho will occur March 23.
- National Census Day is April 1.
- The census process is anticipated to wrap up in late July.

As always, if you have any questions, please feel free to contact our office.



By Dave Moniz
Vice President,
Strategic Partnerships
at PLEXUSS

How PLEXUSS MyCounselor Illuminates The Next Steps After High School

Some of our work at **Plexuss** is simple. We hunt down all the relevant information about colleges, majors, affordability, rankings, and workforce opportunities. These sources include federal data, reports from colleges, reputable rankings, and state and local labor market forecasts. Then we give that information to students so they can make wiser decisions about what to do after high school. Dishing out the right information, in the right format, to the right students, at the right time is far more complicated.

We have also challenged ourselves to do this work without charging families or high schools any fees.

Ultimately, we want to make data as user-friendly as possible so that families and high school counseling departments can help students make a plan that fits their aspirations, abilities, and budgets.

The MyCounselor program combines live advisors with a mobile app and machine learning platform designed to prepare students to have more efficient meetings with their counselors. We are researching things like the latest rankings or out-of-state scholarship programs so that high school counselors in Idaho have more time to address the social-emotional needs of their students.

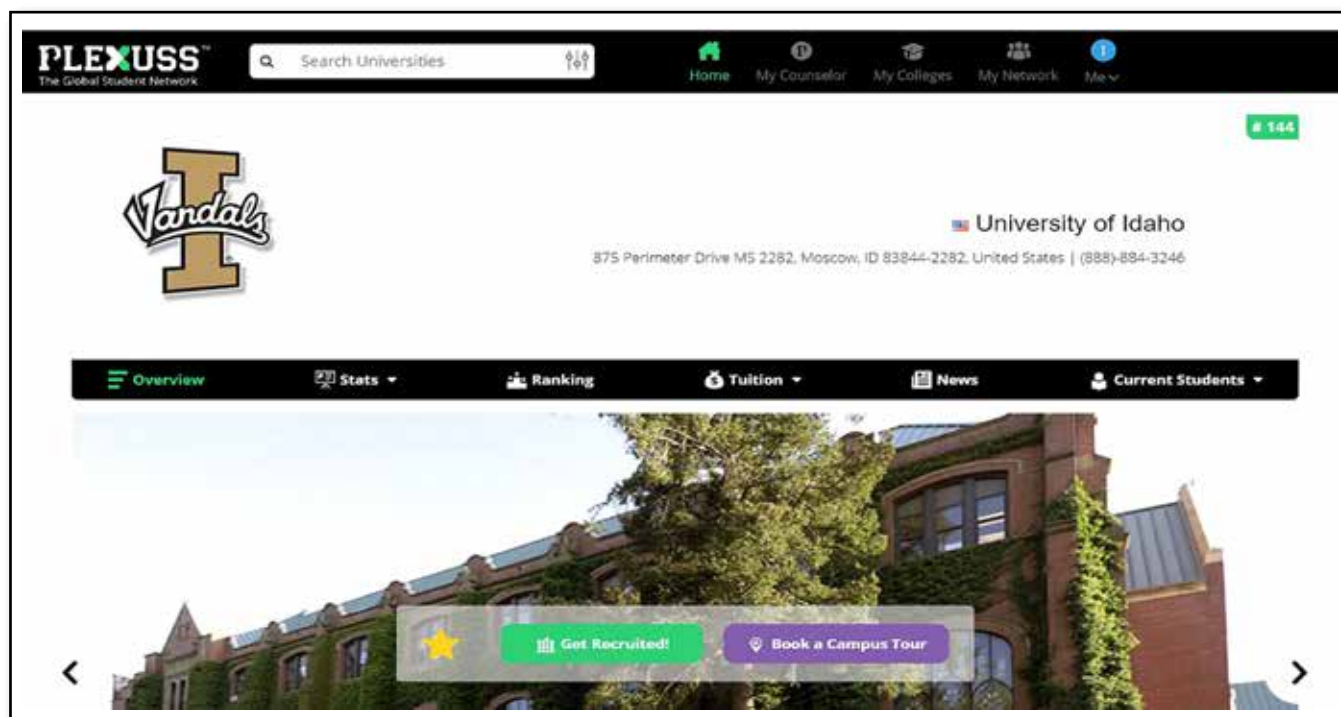
Families can also get answers about college admissions and financial aid in English and Spanish from the advisors at MyCounselor, even at night and on weekends.

Idaho already does an exceptional job of creating pathways for students with scholarship programs, Advanced Opportunities, Direct Admissions, and NextSteps Idaho. I had the privilege of working directly with counselors across the state and collecting their feedback while some of these programs were being formed.

Even with millions of new dollars devoted to creating positions for college and career advisors, I see a role for MyCounselor to assist counselors and amplify their voices.

Students get additional reminders of important deadlines through multiple channels, like notifications we send to their phones. The MyCounselor website functions like LinkedIn for education. We can customize news feeds for students and act as a virtual assistant for school counseling departments.

continued on next page...



Is MyCounselor really offered at no charge? Are there any surprise or premium costs?

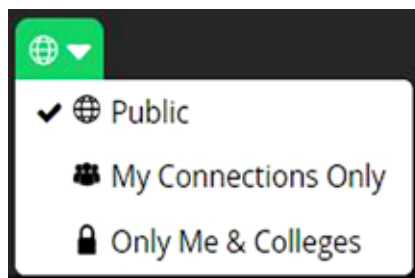
Plexuss is able to offer the MyCounselor program at no cost thanks to funding from over 700 community colleges and universities. We not only help those institutions find and recruit qualified students, but also use our counseling staff and technology to support students after they commit to a school. Plexuss invested heavily to build infrastructure that ensures college students and adult learners make informed decisions, turn in paperwork, and show up for appointments. This is the infrastructure we give high schools and families at no cost.

Just as importantly, we are not advertiser supported and do not recommend colleges to students without evidence of a good fit. Our algorithms are driven by our partnerships. Also, many of our partners work with Plexuss solely to connect with adult learners, not high school students.

What Is Your Privacy Policy?

In a nutshell, students and families decide exactly who gets to see their profile and which colleges can contact them. When they create an account on Plexuss, by default they have zero connections.

At that point they can research colleges, read articles, learn about financial aid, and ask for advice selecting a major or finding a job based on where they want to live.



Students can choose whether or not to add connections. Starting from zero, they can add parents, high school counselors, and other students to their social network on Plexuss.

Students also need to literally click a button asking to “Get Recruited” by a particular college or “Book a Campus Tour” before Plexuss will facilitate a connection.

This is a stark contrast to policies of most scholarship search websites and agencies that administer standardized tests. The default for most companies is get students to opt-in or consent to share their email address, and then sell that data to as many colleges as possible.

While it can be helpful for students to receive hundreds of emails from unknown colleges that might be a good fit, this is not efficient. Nor is it always transparent.

Moving Forward

Hundreds of students at about half of the high schools in Idaho have already discovered Plexuss on their own and set up accounts to use MyCounselor. We will continue serving them and over 6 million students worldwide. Moving forward, our goal is to partner directly with more schools to increase access to MyCounselor and customize our advising to better serve local communities.

I welcome questions, comments, and requests for support.

Dave Moniz

Vice President, Strategic Relationships

PLEXUSS, INC.

Direct: 925.400.6987 / Wireless: 310.422.6509 / plexuss.com

Do you have a problem or issue at your school district that you want changed? Can this be changed by State Law or Administrative Rule?



If yes, prepare a Resolution to be submitted to ISBA. A Resolution is a document that explains the problem and what outcome you would like.



THE PROCESS OF RESOLUTIONS

from Start to Finish

How To Submit

- ✓ Send a copy to your Region Chair;
- ✓ Send a copy to the ISBA Office by fax to (208) 854-1480 or by mail to P.O. Box 9797, Boise, Idaho 83707-4797; and
- ✓ Email a copy to Quinn Perry at quinn@idsba.org

If you would like to receive a sample resolution, contact Quinn Perry by email at quinn@idsba.org or (208) 854-1476 or toll free (866) 799-ISBA (4722).

If you have any questions about the procedure for submitting or drafting resolutions, please contact Karen Echeverria, Executive Director: (208) 854-1476 or toll free (866) 799-ISBA (4722).



Some Resolutions are passed and some are not passed by the members. Those Resolutions that passed become the legislative platform for ISBA staff and lobbyists during the Legislative Session.



During the Legislative Session, ISBA staff request legislators to help "carry" the legislation (Resolutions) and present them



If the legislation (Resolution) passes the House and Senate then it goes to the Governor to be signed into law.



2020 Legislative Committee Assignments

Every other year, following an election, members of the Idaho Legislature convene in early December for their Organizational Sessions. The first order of business is the selection of leadership positions. Once the leadership positions in both chambers, and for both parties, have been established then committee assignments are determined. Committee Chairs are very important positions in Idaho. For those interested in education policy, it's crucial to know which legislators are in the majority leadership positions, the chairs of the education committees, and on the Joint Finance and Appropriations Committee (JFAC) which sets the public schools budget. Now is the time to start building relationships with these key individuals! You will also have a chance to meet with them during ISBA's Day on the Hill which is February 17-18 in Boise.

SENATE MAJORITY LEADERSHIP (R)

President Pro Tempore – Brent Hill (R)
 Majority Leader – Chuck Winder (R)
 Assistant Majority Leader – Steve Vick (R)
 Majority Caucus Chair – Kelly Arthur Anthon (R)

Minority Leader – Michelle Stennett (D)
 Assistant Minority Leader – Cherie Buckner Webb (D)
 Minority Caucus Chair – Maryanne Jordan (D)

HOUSE MAJORITY LEADERSHIP (R)

Speaker of the House – Scott Bedke (R)
 Majority Leader – Mike Moyle (R)
 Assistant Majority Leader – Jason A. Monks (R)
 Majority Caucus Chair – Megan Blanksma (R)

Minority Leader – Ilana Rubel (D)
 Assistant Minority Leader – John McCrostie (D)
 Minority Caucus Chair – Elaine Smith (D)

Now is the time to start building relationships with these key individuals!

Submit the Resolution to the ISBA Office no later than July 31st. If you would like help writing the Resolution or have questions, contact the ISBA Office.



Throughout the month of August, ISBA will review all Resolutions and may contact you for clarification.



All Resolutions are presented to the ISBA Executive Board during its September Board Meeting. There, the Board reviews all Resolutions and votes on each Resolution with a “do pass,” “do not pass,” or “no recommendation”.

During the ISBA Annual Convention in November, the Business Session is held where member districts can debate and vote on each Resolution.



All Resolutions are sent to ISBA membership via email and posted on the ISBA website. Boards should review each of the Resolutions and discuss the pros and cons of the Resolutions. Boards should choose a position to take on each Resolution.



Resolution Checklist

Include these elements:

This is how your Resolution can ultimately become law and help your school district and many others in the State.

FINISH

- ✓ District / Charter name; ISBA Region number; mailing address; subject and presenter.
- ✓ At least one reasoning statement starting with “Whereas”.
- ✓ A complete statement of purpose
- ✓ Conclude with a summarizing statement beginning with “Now, therefore be it resolved...”

SENATE EDUCATION COMMITTEE

Dean Mortimer (R), Chair
Steven Thayn (R), Vice Chair
Chuck Winder (R)
Lori Den Hartog (R)
Carl Crabtree (R)
Jim Woodward (R)
Dave Lent (R)
Cherie Buckner-Webb (D)
Janie Ward-Engelking (D)

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Ryan Kerby (R), Vice Chair
Paul E. Shepherd (R)
Judy Boyle (R)
Ron Mendive (R)
Gayann DeMordaunt (R)
Dorothy Moon (R)
Barbara Ehardt (R)
Bill Goesling (R)
Gary Marshall (R)
Jerald Raymond (R)
Tony Wisniewski (R)
John McCrostie (D)
Chris Abernathy (D)
Steve Berch (D)

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Dan G. Johnson (R), Vice Chair
Abby Lee (R)
Jeff Agenbroad (R)
Carl Crabtree (R)
C. Scott Grow (R)
Van T. Burtenshaw (R)
Jim Woodward (R)
Janie Ward-Engelking (D)
Mark Nye (D)

HOUSE APPROPRIATIONS COMMITTEE

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Wendy Horman (R), Vice Chair
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Paul Amador (R)
Clark Kauffman (R)
Britt Raybould (R)
Scott A. Syme (R)
Caroline Nilsson Troy (R)
Melissa Wintrow (D)





SUPERINTENDENT SEARCH SERVICE

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

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



About the Service:

The ISBA launched this service five years ago and has completed 30+ full and partial superintendent searches for Idaho school districts ranging in size from 151 students to 14,500.

ISBA BUSINESS AFFILIATES

Simbli

/ Board Management Software



Charlie Rigby
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crigby@eboardsolutions.com
<https://eboardsolutions.com>

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/ Paperless Board Meetings

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hal.frazier@boardbook.org
www.boardbook.org

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info@idsba.org


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Christopher Diorio
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christopher_diorio@ajg.com
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info@idsba.org

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www.imsafeapps.com

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info@myaxisplus.com



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allan@moreton.com
www.moreton.com

Chad Ranstrom
(208) 321-9300
cranstrom@moreton.com
www.moreton.com



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

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christian.anderson@zionsbancorp.com



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Eric.Heringer@psc.com
www.pipersandler.com

Michael Keith
(208) 344-8564
Michael.Keith@psc.com
www.pipersandler.com

Piper Sandler is a broker-dealer with a Boise office that specializes in Idaho school bonds. Piper Sandler's Idaho based bankers have completed over 80 financings totaling \$1.35 billion for Idaho school districts in the past 10 years. Piper Sandler offers financial expertise and transactional experience, as well as client services with tailored solutions.

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www.coreconstruction.com

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

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Harris' dedicated team of government-focused CPAs brings expertise based on years of experience serving the education industry. We provide financial and compliance audit services and a full range of reporting and advisory assistance to schools throughout Idaho.

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REGISTRATION OPENING SOON!



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2020 SUMMER Leadership INSTITUTE

5 LOCATIONS. 5 DAYS.



- | | |
|-----------|-------------------|
| • July 7 | Rigby, ID |
| • July 8 | Twin Falls, ID |
| • July 16 | Boise, ID |
| • July 22 | Lapwai, ID |
| • July 23 | Coeur d'Alene, ID |