



**February
17-18,
2020**

**2020
Program**

Two-Day Agenda:

- Meetings, Events, Meals

Idaho Capitol Building
700 W. Jefferson St.
Boise, Idaho

Monday Keynote:

- The Keys to Communicating in a Crisis

The Grove Hotel
245 S. Capitol Blvd.
Boise, Idaho

Presentation:

- Legislative Advocacy 101

Informative Workshops:

- Three ISBA Workshops

Meet With Your Legislators





About This Event

Day on the Hill is an opportunity for board members to interact with other elected officials, to share with them the needs of our students and employees and work with them to accomplish our shared goal of improved achievement for all students. It also provides a chance to learn more about how to best work with your local legislators to obtain a positive result while following the ethics laws in Idaho. This is your opportunity, as a school board member, to work with ISBA in reaching out to the Idaho State Legislature to preserve local governance while improving education across the State.

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Welcome to Day on the Hill



Welcome to the 29th Annual ISBA Day on the Hill. We are both pleased to see so many of you here advocating for public schools and education in Idaho, and especially for your school district or charter school. We hope you find the next couple of days enjoyable and beneficial.

As we usually do, several members of the ISBA Executive Board will present to both the Senate and House Education Committees. After reviewing your comments from last year, we decided to add an additional workshop. That workshop will be held at 9 am on Monday. In addition, we have recently partnered with Red Sky to provide crisis and issue communications public relations counsel to school districts and charter schools at a significantly reduced rate. We will be kicking off this partnership by having them conduct our keynote workshop at 1:30 on Monday. We have two additional workshops on Tuesday afternoon, so be sure to check those out as well.

The biggest event of Day on the Hill is lunch with your legislators. Quinn and I will provide a Legislative 101 workshop just prior to the lunch that will provide you with some talking points for the current issues that we are all facing. That workshop is held in the Capital.

Finally, Governor Little has asked to come speak with us for a few minutes and he has indicated that he will answer a few questions from all of you as well.

If you have any questions while you are here, please feel free to ask any of our staff or officers. We hope you enjoy your stay and that you find Day on the Hill worthwhile.



Wally Hedrick
ISBA President



Karen Echeverria
ISBA Executive Director

Stay Connected With ISBA



facebook.com/StandUp4IdahoPublicSchools



www.idsba.org/DayOnTheHill

2020 ISBA Calendar

Executive Board Meeting	Feb. 17
Spring Executive Board Meeting	April 17-18
Summer Leadership Institute 2020	July - see pg. 17
Fall Executive Board Meeting	Sept. 11-12
2020 Annual Convention	Nov. 11-13

Keeping Track

4 RESOURCES TO FOLLOW THE LEGISLATURE'S ACTIVITY

1 Capitol Notes

Published each week during the legislative session by the Idaho School Boards Association. It contains a synopsis of the weekly legislative happenings. The intent is to let you know what happened last week, what is expected to occur in the week ahead, and what activity is occurring with the ISBA resolutions. The link for each week's edition can be found on the ISBA website and is also emailed out every Monday.



www.idsba.org/member-services/advocacy/capitol-notes/



2 Live Online Audio/Video

Live streaming video of the House and Senate floor action and JFAC committee meetings, as well as live audio of House and Senate Committee meetings are available through Idaho Public Television website.



www.idahoptv.org/insession/leg.cfm



3 Legislature's Website

The Idaho Legislature's website is a tremendous resource for information, including: lists of House and Senate leadership, members, and committee assignments; House and Senate rules; contact information; legislation listed numerically or by subject; links to the Idaho Constitution, statutes, and administrative rules; publications; and information on the Legislative Services Office and Legislative Information Center.



<https://legislature.idaho.gov/>

4 House & Senate Third Reading Calendars

To catch floor debate and see the vote on a particular bill, you can monitor the bill's progress on the Third Reading Calendar. Generally, the closer a bill is to the top of the Third Reading Calendar, the sooner it will be up for floor consideration. It is difficult to predict when a bill will come up for debate and vote because the Third Reading Calendar is often shifted and bills are considered out of order—this happens more frequently later in the session. Furthermore, debate on bills can range from a couple minutes to hours in length, depending on the nature of the particular bill.



House - <https://legislature.idaho.gov/sessioninfo/agenda/hcal/>

Senate - <https://legislature.idaho.gov/sessioninfo/agenda/scal/>



Event attendees can stay connected using the free WiFi provided by the Grove Hotel. Look for the WiFi network **GROVE Meeting** and you can gain access with no password.

2-Day Agenda:

• Monday, February 17 •

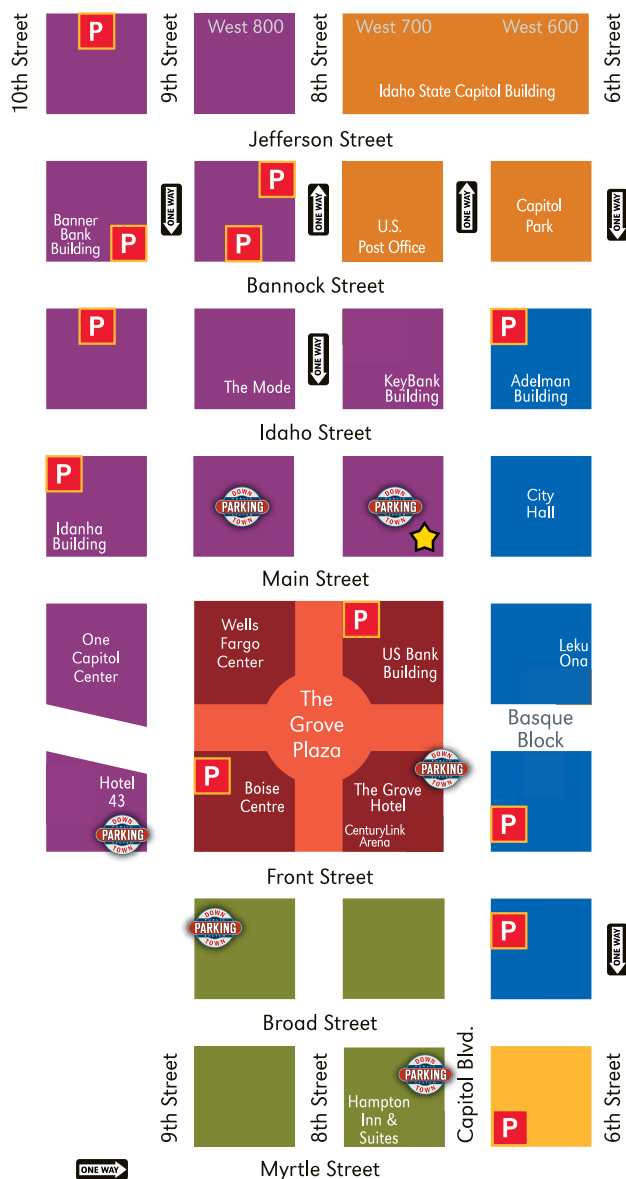
- 8:00 AM – 3:00 PM **Registration Open**
The Grove Hotel, Landing (2nd Floor)
- 9:00 AM – 11:30 AM **Monday Workshop / P. 6**
Let There Be Light!, Ballroom (2nd Floor)
- 11:30 AM Lunch on your own or with your board
- 1:30 – 2:30 PM **Monday Keynote: / P. 6**
Red Sky Public Relations
The Keys to Communicating in a Crisis
The Grove Hotel, Ballroom (2nd Floor)
- 3:00 PM* **Senate Education Committee Meeting / P. 17**
Idaho Capitol Building
Lincoln Auditorium WW02*
- 5:00 PM Dinner on your own or with your board

• Tuesday, February 18 •

- 7:00 AM **Registration Open**
The Grove Hotel, Landing (2nd Floor)
- 7:30 – 8:30 AM **Buffet Breakfast**
The Grove Hotel, Ballroom (2nd Floor)
- 9:00 AM* **House Education Committee Meeting / P. 17**
Idaho Capitol Building
Lincoln Auditorium WW02*
- 10:30 – 11:45 AM **Presentation: Legislative Advocacy 101 / P. 21**
Idaho Capitol Building
Lincoln Auditorium WW02*
* **Special Guest** - Governor Brad Little
- 12:00 – 1:30 PM **Legislative Luncheon**
The Grove Hotel, Ballroom (2nd Floor)
- 1:30 – 3:00 PM **Workshop Option 1 / P. 21**
Sustainable Safety Plans:
The Grove Hotel, Ivy room (2nd Floor)
- 1:30 – 3:00 PM **Workshop Option 2 / P. 21**
Fiduciary Responsibility & Governing Boards:
The Grove Hotel, Ballroom (2nd Floor)

*Time or location may change slightly to accommodate Committee's agenda.

Map of Downtown Boise



DOWNTOWN PARKING SYSTEM



First Hour Free

There are 2,034 parking spaces in five well-lit off-street garages. The first hour is free, each additional hour costs \$3.00. \$15 daily maximum. ISBA recommends parking in the Capital Terrace Parking Garage which will be easily accessible to The Grove Hotel and Capitol Building. This garage is marked by a ★.



City On-Street: First 20 Minutes Free

Push the blue button on any downtown meter from 8am to 6pm Monday through Friday and the first 20 minutes are free.



Private Parking

Many private parking garages and lots are available for public parking.

PDF Agenda: <http://goo.gl/6kz0fZ>

PDF Parking Map: <http://goo.gl/8EhMdf>

Monday Workshop:

🕒 9:00 AM - 11:30 AM

📅 Monday, February 17

📍 The Grove Hotel, Ballroom (2nd floor)

Presented by:



Krissy LaMont
Idaho School
Boards Association



David Brinkman
Idaho School
Boards Association



Karlynn Laraway
Idaho State Department
of Education

LET THERE BE LIGHT: The Role of a Board Member within the District Leadership Team

Workshop will focus on how you, as a board member, function within the framework of district governance and leadership. As a member of the school board you have chosen to serve your community in a unique way and together we will dive into what that means. We will spend our time in this workshop answering some of the fundamental questions of school board service: What are your duties? What is the relationship between the board and the superintendent? What is your relationship with other board members? How do you communicate with patrons, staff, and other board members? What do you do before, during, and after the meeting? Finally, we will answer the most important question “How many board members does it take to screw in a lightbulb?”

Monday Keynote:

🕒 1:30 PM - 2:30 PM

📅 Monday, February 17

📍 The Grove Hotel, Ballroom (2nd floor)

Presented by:

**Red Sky
Public Relations**



Chad Biggs
Red Sky Public Relations

The Keys to Communicating in a Crisis

Effectively communicating in a crisis begins before the crisis does. Preparation and planning are invaluable to ensure you can respond with speed, accuracy, and confidence. The award-winning journalists and public relations professionals from Red Sky will walk you through the essential crisis communication infrastructure you should have in place today, and the framework for dealing with a crisis tomorrow. You'll walk away with a strong understanding of crisis communication best practices and how to implement them or improve upon them in your own district.

ISBA's Government Affairs Committee & Advocacy

WHO IS ON THE GAC?

The membership of the Government Affairs Committee (GAC) is outlined in the ISBA bylaws. The members of the GAC are the four ISBA Officers and the Chair of each of our nine regions. If the Chair of any Region is unable to attend any meeting, the Vice Chair may sit in as a voting member. In addition, the President may ask Vice Chairs to sit on the GAC rather than the Chairs so as to have a balance of large and small district representation. While not members of the GAC, the Executive Director, Chief Deputy, and Government Affairs Director, act as advisors to the GAC.

HOW DOES THE GAC STAY ON TOP OF THE ISSUES?

During the Legislative Session, the GAC meets via teleconference every Friday afternoon at 1 pm. During that meeting, the GAC discusses any legislation that was printed during the week. If ISBA needs to take a formal position on any legislation, the GAC will vote on that issue. The GAC also discusses what needs to be done with any resolutions – whether legislation needs to be drafted, negotiated, and/or brought before the Legislature. Any decision or vote made by the GAC provides the necessary guidance to staff and lobbyists as to how to proceed. Toward the end of the Legislative Session, legislation moves at a faster pace than earlier in the Session. As such, the GAC may meet more often.

WHAT DOES ADVOCACY MEAN?

The board serves as the advocate for educational excellence for the community's youth and puts those interests first. One of the Standards of ISBA is Advocacy. It is defined as championing the vision for a thorough and efficient system of public education.

Understanding The **LEGISLATIVE PROCESS**

• A guide for building good legislative relationships •

THE COMPOSITION OF THE IDAHO LEGISLATURE

Idaho is divided into 35 legislative districts and each district elects one Senator and two Representatives.

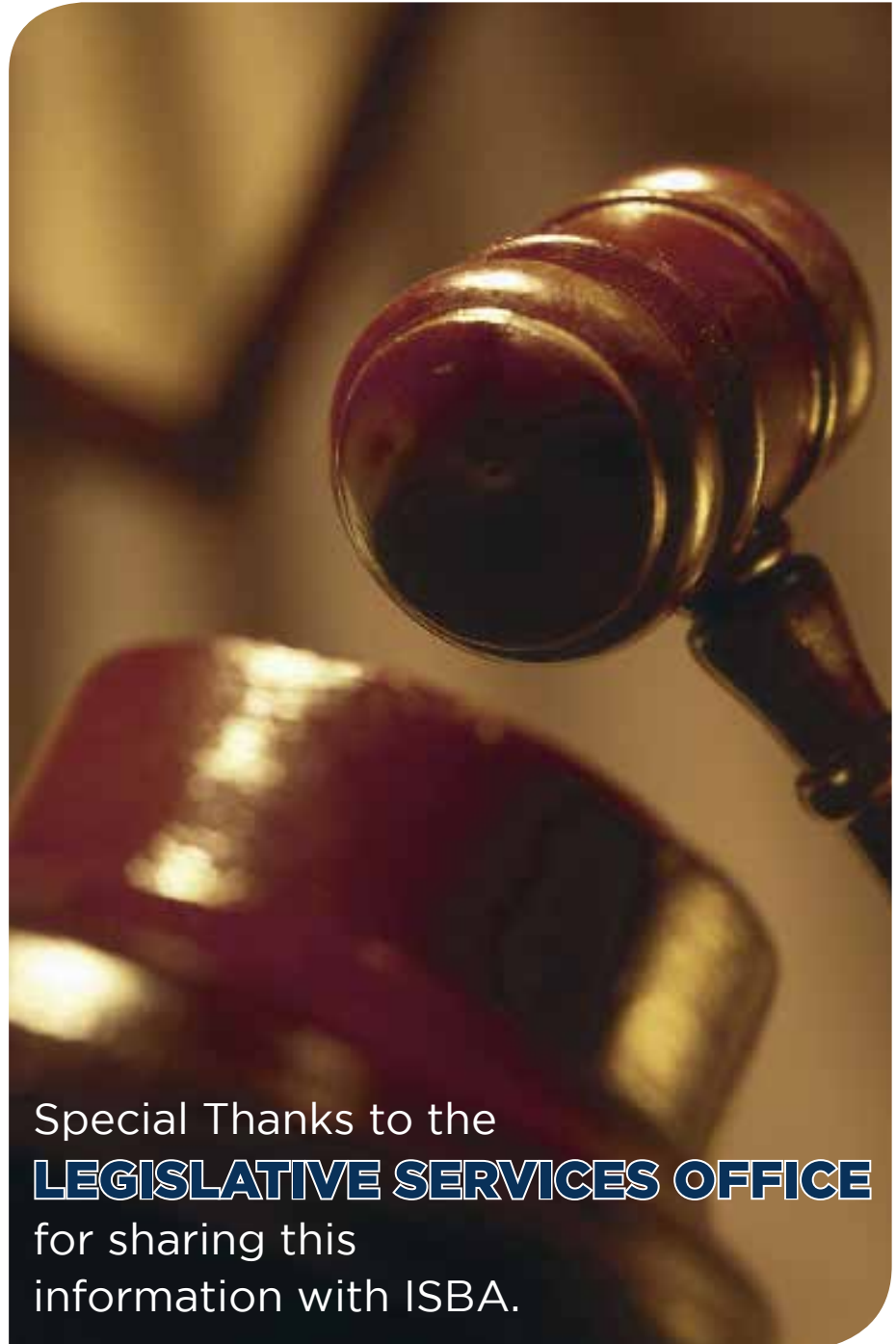
Idaho legislators are, first and foremost, citizen legislators who have their own lives and livelihoods away from the Capitol Building. The Idaho Legislature's real strength as an institution is derived from the diverse backgrounds, life experiences, and individual talents of the men and women who choose public service on behalf of the Idahoans they represent.

QUALIFICATIONS FOR MEMBERS OF THE IDAHO LEGISLATURE

Under the Idaho Constitution, Representatives and Senators must be citizens of the United States, registered to vote in the State of Idaho, and residents of their legislative districts for at least one year prior to election. Members of the Legislature must also reside in their respective districts during their terms of office.

TERM OF OFFICE FOR LEGISLATORS

All members of the Idaho Legislature serve two-year terms. They are elected at the general election held in November of even-numbered years. The terms of legislators commence on December 1, following the election. There is no restriction to the number of terms legislators may serve.



Special Thanks to the
LEGISLATIVE SERVICES OFFICE
for sharing this
information with ISBA.

SESSIONS OF THE IDAHO LEGISLATURE

The Idaho Legislature convenes in regular session each year at noon on the Monday on or nearest to January 9. In election years, an “organizational session” is held the first week in December where members are sworn in, desks are selected,

party leadership is chosen, and members receive their committee assignments.

During the session, the House and Senate convene in joint session for the Governor’s State of the State and Budget Address. Formerly separate speeches,

the two have been combined in a single speech in recent years. Extraordinary or “special” sessions are convened by the Governor and are held to address specific issues outlined in the Governor’s call. These sessions are limited to a maximum of twenty days in length.

• THE ROLES OF THE PRESIDING OFFICERS AND LEGISLATIVE LEADERSHIP •

The presiding officers in the Idaho Legislature are the Lieutenant Governor, who is President of the Senate by constitutional designation, and the Speaker of the House of Representatives.

ROLES IN THE SENATE

Lieutenant Governor: President of the Senate: Article IV, Section 13, of the Idaho Constitution, designates the Lieutenant Governor as President of the Senate. The Lieutenant Governor, elected to a term of four years, is not technically a member of the Senate, but rather is its presiding officer. The Lieutenant Governor does not participate in the Senate’s debate or its committee procedures, but does vote when a tie occurs.

President Pro Tempore: The Senate elects this top leadership position. The Pro Tem serves as the chief administrative officer of the Senate and, in the absence of the Lieutenant Governor, in the capacity of President. The Pro Tem is the leader of the majority party in the Senate and provides significant input into the body’s decision-making process on a day-to-day basis, including assignment of bills to committees.

Senate Majority Leaders: In addition to the President Pro Tempore, the Senate majority leadership consists of the majority leader, the assistant majority leader and the majority caucus chairman. The majority leader actively participates in the proceedings of the Senate by speaking for those bills supported by his or her party and working against those opposed by it. The assistant majority leader supports the majority leader by keeping party members informed and by lining up support for party votes. The majority caucus chairman is the presiding officer when the Senate majority party holds a caucus.

Senate Minority Leaders: The Senate minority leadership consists of the minority leader, the assistant minority leader, and the minority caucus chairman. Their duties and functions are comparable to those of the majority party leadership in terms of leading debate and setting party strategy.

ROLES IN THE HOUSE

Speaker of the House: The Speaker is elected by the vote of the members of the House. Unlike the President of the Senate (Lieutenant Governor), the Speaker is a member of the House, and he or she does vote and may participate in its proceedings. The Speaker presides over the House, rules on points of order, refers bills to committees, appoints committee members and chairmen, and presides at Joint Sessions of the Legislature. The Speaker may leave the Chair and appoint a member of the House to preside, so that he or she may debate a bill, but not for a longer period of time than one day.

House Majority Leaders: In addition to the Speaker of the House, majority party leadership in the House of Representatives consists of the majority leader, the assistant majority leader, and the majority caucus chairman. The Speaker cannot engage in partisan debate from the chair, so the majority leader, being second in position to the Speaker, makes many of the majority party’s motions on the floor. The majority leader’s efforts are supported by the assistant majority leader. This person performs the same function as his or her counterpart in the Senate, supporting the majority leader by keeping their party’s members informed and by lining up support for party votes. The majority caucus chairman presides when the House majority party meets in caucus.

House Minority Leaders: The House minority leadership consists of the minority leader, the assistant minority leader, and the minority caucus chairman. Their duties and functions are generally comparable to those of the majority party leadership of the House.

SENATE ORDER OF BUSINESS

1. Roll Call
2. Prayer and Pledge of Allegiance
3. Reading and Correction of Journal
4. Reading of Communications
5. Presentation of Petitions, Resolutions, and Memorials
6. Reports of Standing Committees
7. Reports of Special Committees
8. Consideration of Messages from the Governor
9. Consideration of Messages from the House of Representatives
10. Motions and Consideration of Petitions, Resolutions, and Memorials
11. Introduction, First Reading and Reference of Bills, House Petitions, Resolutions, and Memorials
12. Second Reading of Bills
13. Third Reading of Bills
14. Consideration of General Calendar
15. Miscellaneous Business

HOUSE OF REPRESENTATIVES ORDER OF BUSINESS

1. Roll Call
2. Prayer by the Chaplain, followed by the Pledge of Allegiance
3. Approval of Journal
4. Consideration of Messages from the Governor and the Senate
5. Reports of Standing Committees
6. Reports of Select Committees
7. Motions, Memorials, and Resolutions
8. Introduction, First Reading, and Reference of Bills and Joint Resolutions
9. First Reading of Engrossed Bills
10. Second Reading of Bills and Joint Resolutions
11. Third Reading of Bills and Joint Resolutions
12. Consideration of General Orders
13. Miscellaneous and Unfinished Business
14. Presentation of Petitions and Communications
15. Announcements
16. Adjournment

• THE COMMITTEE SYSTEM •

Committees are the work engines of the Idaho Legislature, providing the public an opportunity for direct participation in the legislative process. Committees act as “mini-legislatures” where contending views are aired from various interest groups, experts, and individual citizens.

There are ten “standing” or permanent committees in the Senate and fourteen standing committees in the House of Representatives.

Committee assignments are made by the Speaker of the House or Senate Pro Tem, usually according to seniority and the preferences of individual members. Committee meeting agendas are updated daily on the Idaho Legislature’s website at: <https://legislature.idaho.gov/sessioninfo/agenda/>.

JOINT FINANCE-APPROPRIATIONS COMMITTEE (JFAC):

The Senate Finance and House Appropriations Committees meet as the Joint Finance-Appropriations Committee (JFAC) to develop the state budget. Meeting every morning through most of the legislative session, JFAC members review the executive budget and budget requests from each state department, agency, and institution, including requests for construction of capital improvements. JFAC’s recommendations on agency budgets are submitted to the Legislature in the form of appropriation bills that rarely fail to be approved by the full Legislature.

Senate Committees:

- Agricultural Affairs
- Commerce & Human Resources
- Education
- Finance
- Health & Welfare
- Judiciary & Rules
- Local Government & Taxation
- Resources & Environment
- State Affairs
- Transportation

House Committees:

- Agricultural Affairs
- Appropriations
- Business
- Commerce & Human Resources
- Education
- Environment, Energy & Technology
- Health & Welfare
- Judiciary, Rules, & Administration
- Local Government
- Resources & Conservation
- Revenue & Taxation
- State Affairs
- Transportation & Defense
- Ways & Means

• HOW A BILL BECOMES LAW •

A bill is a proposal for the enactment of a new law, amendment or repeal of an existing law, or appropriation of public money. Bills may originate in either the House or Senate, with the exception of revenue raising bills, which must begin in the House.

It must be passed by a majority vote of each house of the Legislature and be signed into law by the Governor. If the Governor vetoes a bill, it can become law if passed again by a two-thirds majority of those present in each house. A bill can also become law without the Governor's signature if it is not vetoed within five days (Sundays excepted) after presentation to the Governor. After the Legislature adjourns "sine die," the Governor has ten days to veto or sign a bill.

Before the final vote on a bill, it must be read on three separate days in each house. Two-thirds of the members of the house where the bill is pending may vote to dispense with this provision.

INTRODUCTION

A bill may be introduced by a member, a group of members, or a standing committee. After the 20th day of the session in the House and the 12th day in the Senate, bills may be introduced only by committee. After the 35th day bills may be introduced only by certain committees. In the House: State Affairs, Appropriations, Education, Revenue and Taxation, and Ways and Means Committee. In the Senate: State Affairs, Finance, and Judiciary and Rules. The original bill and fifteen copies are presented to the Chief Clerk who assigns the bill a number. The bill is then introduced by being read on the Order of Business "Introduction and First Reading of Bills." Bills that have been passed by the other House are received and placed on the same Order of Business and treated in the same manner as new bills.

FIRST READING

The bill is read the first time on the floor of the chamber of origination and then is referred to a committee for printing. After the bill is printed, it is reported back and referred to a standing committee by the Speaker.

REPORTS OF STANDING COMMITTEES

Each committee to which a bill is referred conducts a study of all information that may help the committee determine the scope and effect of the proposed law. Studies may include research, hearings, expert testimony, and statements of interested parties. A bill may be reported out of committee with one of the following recommendations:

1. Do pass.
2. Without recommendation.
3. To be placed on General Orders for Amendment.
4. Do not pass. (Bills are seldom released from committee with this recommendation.)
5. Withdrawn with the privilege of introducing another bill.
6. Referred to another standing committee.

If a committee reports a bill out and does not recommend that the bill be amended or other action to keep it from going to the floor, the bill is then placed on second reading.

Many bills are not reported out by committees and "die in committee." Special rules of the House apply when the committee does not desire to report out a bill for consideration by the entire House.

SECOND READING

When a bill is reported out of committee, it is placed on the second reading calendar and is read again. The following legislative day, the bill is automatically on third reading unless other action has been taken.

THIRD READING

The Clerk is required to read the entire bill section by section when it is on the Order of Business, "Third Reading of Bills." It is normal procedure, however, for the members to dispense with this reading at length. It is at third reading that the bill is ready for debate and the final vote on passage of the bill is taken. Each bill is sponsored by a member who is known as the "floor sponsor" and who opens and closes debate in favor of passage of the bill. After debate has closed, House members vote on the electronic voting machine. Each member present can cast either an "aye" or "nay" vote. A bill is passed by a majority of those present. If a bill fails to pass, it is filed by the Chief Clerk. If the bill is passed, it is transmitted to the Senate where it goes through a similar process.

SENATE ACTION ON HOUSE BILLS

After the final action by the Senate on a House bill, it is returned to the House with a message explaining the Senate's action. The message is read to the House. If the bill passed the Senate without amendment, it is enrolled by the House Judiciary, Rules, and Administration Committee, signed by the Speaker of the House of Representatives and the President of the Senate and transmitted to the Governor for his action.

COMMITTEE OF THE WHOLE

When a printed bill is to be amended, it is referred to the Committee of the Whole for amendment. At the proper Order of Business, the House resolves itself into the Committee of the Whole House and the entire membership sits as one committee to consider changes to both House and Senate bills. When a House bill has been amended by the Committee of the Whole, and the amendment(s) accepted by the House, it is referred to the engrossing committee. Amendments are inserted into the bill and the engrossed bill is then placed back on the calendar to be considered as a new bill.

GOVERNOR'S ACTION

After receiving a bill passed by both the House and Senate, the Governor may:

1. Approve the bill by signing it within five days after its receipt (except Sundays), or within ten days after the Legislature adjourns at the end of the session ("sine die").
2. Allow the bill to become law without his approval by not signing it within the five days allowed.
3. Disapprove (veto) the bill within five days and return it to the house of origin giving his reason for disapproval, or within ten days after the Legislature adjourns "sine die."

A bill may become law over the Governor's veto if both houses vote to override the veto by a two-thirds majority vote of the members present in each house.

When a bill is approved by the Governor or becomes law without his approval or over his veto, it is transmitted to the Secretary of State for assignment of a chapter number in the Idaho Session Laws. Most bills become law on July 1, except in the case of a bill containing an emergency clause or other specific date of enactment. The final step is the addition of new laws to the Idaho Code, which contains all Idaho law.

• TESTIFYING BEFORE LEGISLATIVE COMMITTEES •

Committee hearings provide the opportunity for individuals interested in a particular bill to testify about the proposed legislation. Committee hearings follow the guidelines and protocol outlined below. Legislators want to hear what you have to say and they greatly appreciate the input and assistance you provide.

BEFORE THE COMMITTEE HEARING

Find out when and where your bill(s) will be heard. You may do so by contacting the Legislative Information Center (208-332-1000) or by checking the legislative web page at [www.legislature.idaho.gov](https://legislature.idaho.gov) for daily committee agendas when the Legislature is in session.

Read the bill and carefully plan your testimony. The bills are available online, arranged numerically and by topic, at: <https://legislature.idaho.gov/sessioninfo/2020/legislation/>

You will be more effective getting your message across if you have prepared your testimony in writing for distribution to committee members. You can then orally summarize your points to conserve time.

AT THE COMMITTEE HEARING

Be early and be prepared to wait. Many

committees meet upon adjournment of the House or Senate, which means that you may have to wait for legislators to finish their business on the floor.

Sign-up sheets are available at all committee hearings. Be sure to sign your name when you arrive, indicate your position on the legislation and whether you desire to testify.

The chair will announce when a particular bill is coming before the committee for consideration and the bill's sponsor is the first to speak. After testimony from the sponsor, the chair will ask to hear from those who have indicated on the sign-up sheet that they wish to testify about the particular bill.

Begin your testimony by addressing the chair and committee members. State your name, address, who you represent if you are testifying on behalf of a group, and why you are there. For example: "Mr. (or Madam) Chair, members of the committee, my name is Pat Q. Public and I'm from Emmett. I am in favor of this bill because..."

Be prepared to answer questions from legislators. Respond to questions as best you can and don't be embarrassed if you do not have a specific answer. When

answering a question, always address your answer through the chair: "Mr. (or Madam) Chair, and Representative Smith, I appreciate your question..."

Be courteous and brief, and try not to repeat testimony offered by previous speakers. Don't be offended if legislators come and go during a meeting. They have other commitments including the need, at times, to present information in other committee hearings occurring simultaneously.

AFTER YOU TESTIFY

Usually the committee will vote on the bill immediately following the hearing; however, sometimes the vote is postponed to give proponents and opponents time to work out a compromise, or if committee members want more information, or time to consider the legislation.

If the vote on your bill is postponed and the Chair does not announce a date for further consideration, check back with the committee secretary about future scheduling. You are welcome to stay after the discussion on your bill and listen until the end of the committee meeting.

2019 & 2020 Resolutions

No.	The 2019 Resolutions that establish ISBA's Legislative Platform in 2019
1	<p>CLASSIFIED STAFF SALERIES In the years since the State's salary based apportionment formula was enacted, school districts have made significant changes in how they are run. The number and percentage of classified staff and technology specialists that manage a district's human resources and technology operations has increased dramatically. The portion of the State formula that funds classified salaries and benefits was designed with custodians and school secretaries and aides in mind. The need for highly skilled human resource specialists as well as professional business managers and technology specialists to manage the complex and technical aspects of a school district has changed the role for these classified positions. Districts and charters now employ more professional business managers, human resource directors, network administrators, web masters, IT specialists, etc. and other skilled classified staff than ever before. Additionally, many of these professional and technical employees are hired to meet State and Federal mandated requirements, including reporting in the Idaho System for Educational Excellence (ISEE), the State's Longitudinal Data System. This resolution calls for changes in the SBA formula to better reflect the need to increase the salaries and the number of FTE's funded by the classified portion of the formula. In 2017/18, school districts and charter schools spent, on average, \$1.66 for every \$1 of salary based apportionment for a difference of \$79.8 million. The Idaho School Boards Association educate the Idaho State Legislature about the funding disparity for classified salaries compared to what is allocated and support a formula for classified staff designed to bring the percentage paid by the State in line with the percentage paid by districts for instructional and administrative salaries. This should be addressed with changes both to the base salary and number of classified staff provided for by the unit factor.</p>
2	<p>REDUCE SUPER MAJORITY ON FACILITY BONDS School districts facing rapidly increasing enrollment only have one option for the construction of new facilities – passage of a bond that places a burden on property owners. Meanwhile, the State of Idaho is trying to raise student achievement and the quality of school facilities has an impact on that achievement. Many districts are trying to address their facilities needs but are having great difficulty achieving, or have not been able to achieve, the 66.67% approval vote for passing a facilities bond. Any reduction of this extremely high approval threshold would help provide better school facilities in Idaho. The Idaho School Boards Association research, draft, and submit legislation that proposes supplemental mechanisms to fund school construction and maintenance and support the reduction of the super majority approval required for passing school facilities bonds.</p>
3	<p>EXECUTIVE SESSION SIMPLE MAJORITY Due to the likelihood of not always being able to have a 2/3 majority of members present, the Idaho School Boards Association should actively work to reduce the 2/3 majority vote requirement stated in Idaho Code 74-206 (a-j) to convene in Executive Session to a simple majority qualified quorum in the event of two or more Board vacancies. The Idaho School Boards Association work to reduce the 2/3 majority vote requirement to a simple majority in the event of two or more Board vacancies in order to convene in Executive Session per Section 74-206 (aj), Idaho Code.</p>
5	<p>FULLY FUNDED KINDERGARTEN The lack of funding for full day kindergarten puts a hardship on local districts and charters. The funding of kindergarten at the same rate as all other elementary students would allow districts and charters more flexibility in bridging the gaps seen in early childhood literacy. The fiscal impact of this resolution is \$52 million. The Idaho School Boards Association research, draft, and submit legislation – or, support legislation - that proposes the State of Idaho fund full day kindergarten the same way it does all other elementary students. This change would allow districts or charters that offer full day kindergarten increased financial stability and decrease the amount of local support districts or charters utilize through supplemental levies or discretionary dollars.</p>

No.	The 2019 Resolutions that establish ISBA's Legislative Platform in 2019
6	<p>OPPOSITION TO PUBLIC FUNDS DIVERTED TO PRIVATE SCHOOLS School choice is an integral part of public education in the state of Idaho. Public school choice includes charter, magnet, alternative, and virtual schools in addition to traditional public schools where dual language, classical, harbor, international, Montessori, Career Technical, STEM and STEAM programs are offered. These programs are an integral part of what public education already offers across Idaho, funded by state tax dollars. Idaho's current investment in our children's public schools ranks 47th in the country. Reducing the general fund by offering a tax credit for donations to scholarship programs or diverting already scarce resources to provide vouchers to private schools will further erode funding to current public schools all across Idaho. If our state constitution is changed, Idaho's investment in public education will become even smaller as our taxes will be siphoned off to unaccountable private and parochial schools. We oppose amending The Idaho State Constitution, Article IX, §5, Idaho Code, also known as the Blaine Amendment, for the reasons outlined above. Idaho already has substantial choice in its public school system. A voucher, tax-credit, or scholarship program will cause irreparable harm to the existing system of public schools, and will likely harm overall student achievement. The Idaho School Boards Association oppose any effort to divert public dollars to private or parochial schools, grant tax credits for scholarship donations, or amend the Constitution of the State of Idaho, Article IX, §5, Idaho Code, also known as the Blaine Amendment, to allow public dollars to finance private or parochial education in the K-12 education system of the State of Idaho.</p>
7	<p>AMENDING SCHOOL AGE FOR FLEXIBILITY Currently Section 33-201, Idaho Code, prevents school districts and charter schools from using state dollars to support kindergarten preparedness programs for 4 year olds. By amending the current age, it will allow flexibility for local districts and charter schools to use state dollars as they see appropriate in supporting children entering kindergarten. There are no dollars attached to changing the code. It simply allows school districts and charter schools the choice in using the funding they receive in a manner that best fits their local community. This resolution would not amend the age threshold for a child enrolling in kindergarten or first grade. Nor would it be compulsory for local districts or charters to establish such programs. The Idaho School Boards Association work with the State Board of Education, State Department of Education and the Idaho Legislature to revise Section 33-201 and Section 33-208, Idaho Code, thereby providing school districts and charter schools with the flexibility to use state dollars to support school readiness with the understanding that such programs, like kindergarten, will not be compulsory or mandated, allowing local districts and charters to address the needs of their local students.</p>
10	<p>CHARTER SCHOOL RENEWAL RECOURSE Section 33-5209 (b), Idaho Code specifies certain steps in the charter renewal process that must be taken by the chartering entity. Without this action by the chartering entity, a charter school has no way of pursuing renewal of its charter, even if it is meeting all the terms of its performance certificate. Therefore, the Idaho School Boards Association should actively work to provide recourse – such as an automatic renewal, a one-year extension of the five-year renewal deadline, or an appeal process to the State Board of Education – for charter schools whose chartering entities do not follow the process in Section 33-5209 (b), Idaho Code in a timely manner. The Idaho School Boards Association work to provide recourse for charter schools whose chartering entities do not carry out the charter renewal process steps by the deadlines given in Section 33-5209 (b), Idaho Code.</p>
11	<p>STRATEGIC PLAN REPORTING Section 33-320, Idaho Code, as currently written, creates duplicate, unnecessary, and burdensome reporting requirements for Idaho school districts as well as a secondary accountability system on top of Idaho's Accountability Framework and the Every Student Succeeds Act. Returning the statute to its original intent and purpose will allow local school boards to develop strategic plans based on feedback from their stakeholders and the data that they determine to be relevant to the needs of their school district or charter school rather than the current State prescribed metrics currently. The Idaho School Boards Association work to revise State Statute 33-320, Idaho Code to: 1. Return the statute to its original and intended purpose of directing school districts to create and implement a strategic plan that is developed at the local level with local stakeholder input and 2. Eliminate redundant reporting requirements and additional accountability systems for Idaho school districts and charter schools.</p>
12	<p>THREATS ON SCHOOL GROUNDS Even the threat of school violence can cause panic in a community. Peace officers need to have the ability to arrest a perpetrator rather than issue a misdemeanor citation in these cases. This would allow a community to have a sense of security for their children, decrease the fear of the students and staff targeted, and reduce the long term impact on the learning climate. The Idaho School Boards Association research, draft, and submit legislation, or support legislation that proposes an amendment to Section 19-603, Idaho Code when someone threatens violence on school grounds. This will allow a peace officer to place the perpetrator in custody to be evaluated.</p>

No.	The 2020 Resolutions that establish ISBA's Legislative Platform in 2020
1	<p>LOCAL CONTROL REGARDING SCHOOL SECURITY This resolution would direct the Idaho School Boards Association to support legislation that would ensure School Boards retain the ability to allow or prohibit individuals from possessing guns on campus. It would also direct the Association to oppose any legislation that would grant individuals the ability to possess guns on campus without Board approval. The Idaho School Boards Association support legislation to assure that decisions about school security, including allowing guns on campus by any person, be a decision left up to the local school board. FURTHERMORE, the Idaho School Boards Association will actively oppose legislation requiring Idaho public schools to allow any person to have a gun on campus without the approval of the locally elected school board.</p>
2	<p>EXTENSION OF SUPPLEMENTAL LEVIES It is rare to find a district in Idaho that does not rely on a supplemental levy to help provide the programs and services to their schools that their community expects. Section 33-802(5), Idaho Code, recognizes this fact and aims to make it easier for districts to plan their longer-term strategic budgets. However, this statute could be more effective with two substantive changes. First, by removing the requirement of a minimum dollar amount of 20% of the maintenance and operational budget for the levy; and secondly by replacing the “indefinite term” with a three (3) to ten (10) year term if the school district has passed a supplemental levy for seven (7) consecutive years. The five districts that currently have permanent levies (Boise, Blaine, Moscow, Lewiston, and Mullan) will all be grandfathered in. The Idaho School Boards Association support the rewrite of Section 33-802(5), Idaho Code, which would eliminate the requirement of 20% of a district's maintenance and operational budget as the minimum amount of a supplemental levy, and would allow a school district that has passed a levy for at least seven consecutive years to be able to extend the levy length for three (3) to ten (10) years without going back to the voters every year.</p>
3	<p>SALARY ALLOCATION The purpose of this resolution is to encourage the Legislature to implement the complete three-tier recommendation from the Task Force for Improving Education convened under Governor Otter regarding the Career Ladder. The third rung of the Career Ladder was designed to recognize the contribution of experienced educators in Idaho. In addition, it was suggested as a method of encouraging teachers to continue improving their practice, to explore additional credentialing, and to incentivize them to remain in Idaho. Finally, this resolution encourages the Legislature to recognize the disparity of allocation for more experienced teachers by increasing the differential between new-to-the-profession teacher allocations and experienced teacher allocation. The Idaho School Boards Association work with the Idaho State Department of Education, Idaho State Board of Education, the Idaho Legislature, and other Education Stakeholders to amend Idaho Code to phase in a \$60,000 rung on the Idaho Career Ladder over a period of two years and phase out the Master Educator Premium.</p>
4	<p>TASK FORCE ON PROPERTY TAX REFORM Changes to Idaho's property tax system in 2006 has put schools and districts in a tough position of asking their taxpayers for levies in order to provide the programs and educational services their communities expect. This resolution would convene members of the legislature, taxpayers, and stakeholders together to discuss a statewide solution to ensure Idaho's constitutional obligation to provide a uniform and thorough system of education is being met. The Idaho School Boards Association research, draft, and submit legislation that either establishes an interim committee to study and make recommendations to the Legislature to reform the property taxes for school purposes to support a uniform and thorough system of public education in Idaho, or advocate that the Honorable Governor Brad Little establish a task force to study and make recommendations to reform property taxes for school purposes to support a uniform and thorough system of public education.</p>
5	<p>REVISION OF IDAHO CODE ON EXCISIONS Section 33-308, Idaho Code needs to be significantly revised due to the hardship it causes district taxpayers and districts. The current process allows a small group of individuals to increase taxes for another, larger group of taxpayers in an affected district. As a result of the process allowed by Section 33-308, Idaho Code it is extremely difficult for districts to do short or long term financial planning. Additionally, the timeline for district consideration should be changed to allow much more time for both districts' Boards of Trustees to research the impact of an excision petition and seek input from district taxpayers. The Idaho School Boards Association work to revise Section 33-308, Idaho Code, to end the unintended consequences of disenfranchising district taxpayers and the unreasonably short timeline for districts to consider petitions. The Idaho School Boards Association shall seek to amend Section 33-308, Idaho Code to allow participation by all district taxpayers in both districts in the excision/annexation process. Allowing all district taxpayers in both districts the opportunity to vote in an excision/annexation election will protect all taxpayers from having their taxes increased without their permission. The potential excision of real property in the taxpayers' district would reduce property value in the excision district and would automatically cause the remaining district taxpayers' taxes increase. The Idaho School Boards Association shall also seek to increase the allotted time for both districts to respond to a submitted excision petition to allow sufficient time to research the impact of the petition, including changes in USDA programs and federal programs and to get input from district patrons. The current process unfairly penalizes taxpayers in the district impacted by an excision.</p>

No.	The 2020 Resolutions that establish ISBA's Legislative Platform in 2020
6	<p>SALE OF PUBLIC PROPERTY IN EXEC SESSION A school district or charter school must be able to discuss within executive session, prior to receiving bid offers, the possible amount acceptable as a reasonable offer. If an interested party makes an offer on real property, a public agency needs to have had the opportunity to privately discuss what a reasonable offer would be without public knowledge of their final acceptable price. If these deliberations take place in open meetings, the interested party will have a large advantage over the school district or charter school by knowing what the minimal acceptable price is and make the an offer matching that amount. This is detrimental to the interest of the school district patrons if they do not receive the most competitive bid possible. This also is a major impact on rural school systems where there is typically only one interested buyer. The Idaho School Boards Association work with the Idaho Legislature to amend Idaho Code to include language to allow deliberations within executive session on the sale of real property which is owned by a public agency for the sole purpose of discussing possible minimal acceptable bid amounts for the sale of real property.</p>
8	<p>FLEXIBILITY OF MISSASSIGNMENT IN TEACHER ASSIGNMENTS Due to the limited number of applicants in the current teaching pool with multiple endorsements, the lack of teaching experience for alternatively authorized educators, and the need to provide one of a kind classes in many small and rural schools, the Idaho School Boards Association should actively work to allow local districts and charter schools to temporarily assign experienced teachers to fill assignments outside their areas of endorsement. The Idaho School Boards Association shall work to allow local districts additional flexibility in making teacher assignments. Such flexibility would be limited to teaching outside the teacher's endorsed content area for no more than one period per day or less than 25% of the teacher's total contract time.</p>
9	<p>SCHOOL AGE AND ACCOUNTABILITY REQUIREMENTS Idaho's accountability measures for high schools rely upon students completing academic requirements, participating in college level work, and mastering industry level skills during a four year window. Two of those four years occur in the final two years of high school, when most students are older than 16. Section 33-202, Idaho Code, should be amended to support state accountability expectations for schools by changing the required school age from 16 to 18, unless the pupil has graduated early or has received their GED. The Idaho School Boards Association shall draft legislation to align Idaho Code Section 33-202, Idaho Code, with the state's accountability requirements for public schools by changing the required school age from 16 to 18, unless the pupil has graduated early or has received their GED.</p>
11	<p>SUPPORT FOR IDAHO SCIENCE STANDARDS Idaho's current Science Standards represent the work of a broad group of stakeholders over a three-year period and have garnered widespread support from stakeholders and citizens across Idaho. Districts and schools have invested significant resources of time and money into the professional development and curricular materials aligned to these standards over the past year and a half. To revise or not approve the standards as currently written, would represent a significant step backward in our efforts to prepare students with the 21st-century learning skills that will be necessary to fulfill the labor needs of our state's ever-growing STEM job market. The Idaho School Boards Association work to ensure that the science standards and their "Supporting Content" sections, which are incorporated by reference into IDAPA 08.02.03.004.01 and approved by the Legislature in 2018, are maintained and reauthorized by the Idaho Legislature.</p>
12	<p>K-12 FUNDING PRINCIPLES Over the past three years, a K-12 public school funding formula legislative interim committee has worked to develop a proposal for a new K-12 funding formula. While the proposed model was not approved, the 2019 Legislature did approve HB 293, which established definitions to be used in a SBFF model to be considered by the 2020 Legislature. It is our belief that by having a standard of fundamental guiding principles provides a measure against which ideas can be weighed and evaluated. These guiding principles represent a philosophical direction for funding public schools and reflect some of the concerns identified with the proposed model that was released last year. The Idaho School Boards Association shall work with the Idaho Legislature to adopt a funding formula that is based upon the following principles:</p> <ul style="list-style-type: none"> • Predictability: It should have the ability to accurately predict and budgets in coming years; • Adequacy: It should provide sufficient funding for districts and charter schools to provide essentials to students; • Transparency: The process should be clear, • Stability: There should be no cliffs from year to year, • Equitability: It should differentiate between LEAs in a way that recognizes their unique needs, • Honors the experience of staff, • Honors the education of staff, • Holds harmless: No LEA should lose funding, i.e., the cost per pupil is not lower than the current funding model; and the new model should take into account growing enrollment.
13	<p>INCREASED REIMBURSEMENTS FOR DRIVER TRAINING PROGRAMS Currently, Section 33-1707, Idaho Code, sets the amount LEAs receive in reimbursement at \$125 per student completing a public driver education program. Increasing the reimbursement from \$125 to \$150 per student will prevent LEAs from using discretionary funds to support their driver training programs and decrease the amount students have to pay in Driver Education fees to sustain these programs. The Idaho School Boards Association shall work to revise Section 33-1707, Idaho Code, increasing the driver training reimbursement to LEAs from \$125 to \$150 per student completing the program.</p>

ANATOMY Of A Bill:

• EXAMPLE OF A BILL •

The chamber — House or Senate — in which the bill originated. Revenue raising bills must originate in the House.

The committee or legislator(s) that introduced the bill.

The title. A brief summary of the bill. Article III, Section 16 of the Idaho Constitution requires that all subjects in a bill be expressed in the title.

Effective date. Bills go into effect on July 1 of the current year, unless a different date is specified.

LEGISLATURE OF THE STATE OF IDAHO
Sixty-fourth Legislature Second Regular Session - 2018

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 366

BY EDUCATION COMMITTEE

1 AN ACT
2 RELATING TO WORKER'S COMPENSATION; AMENDING SECTION 72-205, IDAHO CODE, TO
3 REVISE PROVISIONS REGARDING PUBLIC EMPLOYMENT.
4 Be It Enacted by the Legislature of the State of Idaho:

5 SECTION 1. That Section 72-205, Idaho Code, be, and the same is hereby
6 amended to read as follows:

7 72-205. PUBLIC EMPLOYMENT GENERALLY -- COVERAGE. The following shall
8 constitute employees in public employment and their employers subject to the
9 provisions of this law:
10 (1) Every person in the service of the state or of any political sub-
11 division thereof, under any contract of hire, express or implied, and every
12 official or officer thereof, whether elected or appointed, while performing
13 his official duties, except officials of athletic contests involving sec-
14 ondary schools, as defined by section 33-119, Idaho Code.
15 (2) Every person in the service of a county, city, or any political sub-
16 division thereof, or of any municipal corporation.
17 (3) Participants in the Idaho youth conservation project under the su-
18 pervision of the Idaho state forester.

Bill number. House bills start at 1; Senate Bills start at 1000. Numbering resets at the beginning of the Legislature in odd-numbered years.

The enacting clause, required by Article III, Section 1 of the Idaho Constitution to be on all bills.

The Idaho Code section, which is from Title 59, Chapter 9.

The body of the bill. Words being added are shown in underscore. Words being deleted are shown in strikethrough.

• STATEMENT OF PURPOSE •

The Statement of Purpose is a brief summary of what the bill seeks to accomplish.

The Fiscal Note explains the financial cost of the legislation to the state and local governments.

STATEMENT OF PURPOSE

RS22438

This legislation would revise Idaho Code to provide that disbursement of liquor funds to the community colleges shall be authorized by the State Board of Education instead of the Liquor Division.

FISCAL NOTE

There would be no fiscal impact to the state from this legislation.

The RS Number is a tracking number assigned to a piece of legislation by the Legislative Services Office before its introduction.

COMMITTEE MEETINGS:

Senate Education Committee Meeting:

🕒 3:00 PM *

📅 Monday, February 17

📍 Idaho Capitol Building • Lincoln Auditorium WW02 *

*Time or location may change to accommodate the Committee's agenda.

🔗 Find the agenda for this meeting at:
<https://legislature.idaho.gov/sessioninfo/agenda/>

Committee Members:

Chair Dean Mortimer (R)

Vice Chair Steven Thayn (R)

Sen. Chuck Winder (R)

Sen. Lori Den Hartog (R)

Sen. Carl Crabtree (R)

Sen. Jim Woodward (R)

Sen. Dave Lent (R)

Sen. Cherie Buckner-Webb (D)

Sen. Janie Ward-Engelking (D)

Secretary

Morgan Howard

• (208) 332-1321

• sedu@senate.idaho.gov

• Room WW55

Regular Meetings

• Room WW55

• Mon, Tues, Wed, Thurs

• 3:00 PM

House Education Committee Meeting:

🕒 9:00 AM *

📅 Tuesday, February 18

📍 Idaho Capitol Building • Lincoln Auditorium WW02 *

*Time or location may change to accommodate the Committee's agenda.

🔗 Find the agenda for this meeting at:
<https://legislature.idaho.gov/sessioninfo/agenda/>

Committee Members:

Chair Lance W. Clow (R)

Vice Chair Ryan Kerby (R)

Rep. Paul Shepherd (R)

Rep. Judy Boyle (R)

Rep. Ron Mendive (R)

Rep. Gayann DeMordaunt (R)

Rep. Dorothy Moon (R)

Rep. Barbara Ehardt (R)

Rep. Bill Goesling (R)

Rep. Gary Marshall (R)

Rep. Jerald Raymond (R)

Rep. Tony Wisniewski (R)

Rep. John McCrostie (D)

Rep. Chris Abernathy (D)

Rep. Steve Berch (D)

Secretary

Erica McGinnis

• (208) 332-1148

• hedu@house.idaho.gov

• Room EW49

Regular Meetings

• Room EW41

• Daily / 9:00 AM

SEE YOU THIS SUMMER!



Summer Leadership Institute

- Rigby: July 7th
- Twin Falls: July 8th
- Boise: July 16th
- Lapwai: July 22nd
- CDA: July 23rd

MAKE CONNECTIONS:

PRESENTATION:

Legislative Advocacy 101

🕒 10:30 -11:45 AM *

📅 Tuesday, February 18

📍 Idaho Capitol Building

*Time may change based on when the House Education Committee meeting concludes.

Legislative Luncheon:

🕒 12:00 -1:30 PM

📅 Tuesday, February 18

📍 The Grove Hotel • Ballroom (2nd floor)

MY LEGISLATORS ARE:

(see map on page 20)

GET TO KNOW YOUR LEGISLATORS

The more you know about a legislator or official, the more effective you can be in communicating the public education message and ensuring a successful outcome from your advocacy efforts. Use the six key talking points (opposite page) to guide your conversation.

Some legislators may have more influence than others as they sit on more relevant committees, are members of the governing body's power structure or leadership, or are considered experts in a particular area. When deciding which legislators to approach, always ask yourself "who can make or break this piece of legislation"?

Policymakers who hold appointments on critical committees should be targeted first. After all, if your bill doesn't make it out of committee, it will never be voted on. Committees that often consider issues that affect public education include the JFAC, Education, Health and Welfare, and Tax committees.

HOW TO CONTACT YOUR LEGISLATORS

Capitol Mail

(Legislator's Name)
Idaho State Legislature
State Capitol Building
P.O. Box 83720
Boise, ID
83720-0038 (House)
83720-0081 (Senate)

Legislative Information Center

Tel: (208) 332-1000 or (800) 626-0471
Fax: (208) 334-5397
Hearing Impaired: (800) 626-0471
Email: idleginfo@lso.idaho.gov

NOTE: All mail, email, and faxes must contain your name and address to be processed



2019 Legislative Luncheon



For a mini directory of legislators and committee members, go to:

https://legislature.idaho.gov/wp-content/uploads/sessioninfo/2020/directory/Mini_Directory.pdf

1 HB393 – Election Dates – Representative Wendy Horman & Senator Lori Den Hartog, sponsors – **OPPOSE**

This bill would remove the March and August election dates for school districts. Rep. Wendy Horman claims that the voter turnout is too low and all elections should be held in May and November.

The March date is needed for negotiation and budget setting purposes. 85-90% of all school district budgets are salaries and benefits. Districts can't negotiate with their teachers if they don't know whether or not the levy will pass. Running a levy in May is too late for negotiations because teacher contracts need to be issued by June 1.

Districts must set their budgets, publish notice to their patrons, and submit their budget summary to the State no later than 14 days prior to the Board's July meeting. There is simply not enough time to do that after the May election.

When the legislature approved election consolidation a decade ago and took local control away from school districts, they provided them with the March and August dates as a compromise. The dates were specifically chosen to allow school districts time to make decisions about their upcoming budgets.

Supplemental levies are truly operational funds. These levies go to staff salaries and benefits, specialized programs, literacy programs, technology, and other extremely important operations within the district.

- Use examples of what your supplemental levies went toward when speaking to your lawmakers about this issue.

2 SB 1278 – Driver Training Reimbursements – Sen. Janie Ward-Engelking – **SUPPORT**

This bill is based on an ISBA Resolution to increase reimbursements to districts and schools that offer driver training programs.

- A small portion of every Idaho resident driver license fee goes to a fund that supports driver training programs.
- That fund has grown exponentially, but the rate for reimbursement has not changed since 1996.
- Increasing the reimbursement rate to districts and schools by \$25 will still maintain a balance in the fund but will help offset the costs to districts/schools and to parents who have to pay a small portion of the driver training program.

3 HB347 – Bond Elections Only Once a Year – Representative Heather Scott, Senator Lori Den Hartog, sponsors – **OPPOSE**

This bill would force districts to wait a year before re-running a bond election. This bill has already passed the House. We need to work on the Senate State Affairs Committee as quickly as possible.

HB 347 is a "solution" in search of a problem.

- Since 2002, there have been 257 bond elections, only 16 of which were back-to-back elections on previously failed bonds. That means just over 6% of bond elections were re-runs. HB 347 is being brought to address this small fraction of bond elections, which amount to less than one bond election per year, on average.

Most re-run bonds nearly passed on their first attempt.

When a school district brings a bond election to their patrons a second time, it is often because more than 60% of their patrons were in favor of the bond. Almost always, a school board and superintendent will go back to the drawing board alongside their patrons to creatively revise their plans in order to reduce costs, or recraft their messaging to better explain their needs.

Waiting one full year to re-run a bond will cause financial uncertainty for your school districts.

School districts go to great lengths to time their bond election to meet the needs of their students, to obtain the lowest interest rates possible, and take advantage of the best possible bond ratings. If forced to wait a year, they would be at the mercy of rising interest rates and increased costs of labor and construction materials.

ISBA wants the State to have a thoughtful discussion about funding for school facilities, but HB 347 creates an even heavier burden.

The needs in our school districts will vary. Some are growing so quickly they cannot build schools fast enough. Other districts' schools are between 70 and 100 years old and need serious repair or rebuilding in order to provide a safe environment for students to learn and grow. Idaho's 2/3 majority threshold to pass facility bonds creates a hurdle very few states require:

Idaho's neighboring states do not have as difficult a standard as Idaho's:

- Montana requires a simple majority.
- Utah requires a simple majority.
- Oregon requires a simple majority for May and November elections and a 50-50 (50% registered voters, and over 50% passage) for elections in September and March.
- Washington requires 60%.
- Wyoming has no local bonds because the state funds all school construction, based on a State Supreme Court decision a decade ago. The state assumes the cost of all school construction (over \$3 billion over since that court decision).

4 NO BILL NUMBER – Revision of Idaho Code on Excision – **SUPPORT**

This bill is based on an ISBA Resolution to end unintended consequences of disenfranchising district taxpayers and fix a short timeline for districts to consider petitions.

- Currently, if a community seeks to be excised from one school district and annexed into another, only the area seeking the excision can vote even though both districts will feel an impact.
- This bill will require that district patrons from both the excising and annexing school districts approve the excision to take place.
- This protects taxpayers from the possibility of having their taxes increased without the ability to vote in favor or against the petition.

5 NO BILL NUMBER – Guns on School Campuses – **OPPOSE**

Even though there is no bill on this issue yet, we know that the 2nd Amendment groups are working hard on this issue.

The draft bill we have seen would force districts and charter schools to allow anyone, even a student in some scenarios, who has an enhanced carry permit to bring a gun on campus. The individual carrying the gun cannot be required to notify anyone that they have a gun. Teachers would be required to inform their principal that they have an enhanced carry permit, but would not have to inform them that they are carrying a gun.

This is a local control/governance issue. ISBA is not opposed to guns on school campuses, but we are pro-local decision making.

- School boards can already allow guns in this way if they feel it is right for their district.
- Several school districts and charter schools already have guns on their school campuses. If you are one of those, talk to lawmakers about that process and how it's working in your district or school.
- Those school districts have extensive policies about use, location, and access to the guns.

The current draft does not have any provision for training for use of guns in an active shooter situation.

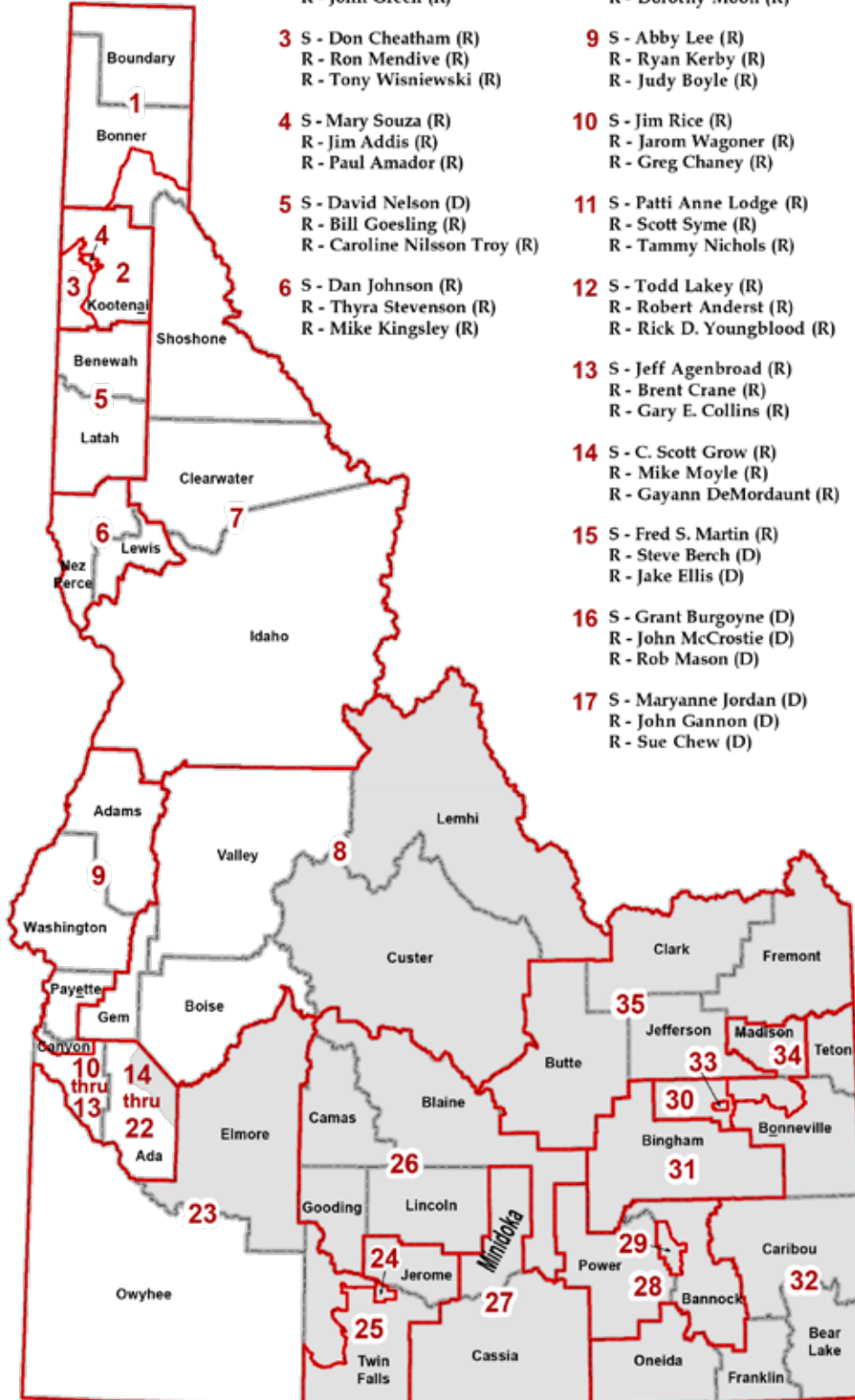
IDAHO STATE LEGISLATIVE MEMBERS

65th IDAHO STATE LEGISLATURE

SECOND REGULAR SESSION

SESSION BEGINS
JANUARY 6, 2020

Legend	
S - Senator	
R - Representative	
(D) Democrat	
(R) Republican	
 	State Legislative District Boundary
10	State Legislative District Number
 	1st Congressional District
 	2nd Congressional District
 	County Boundary



1 S - Jim Woodward (R)
R - Heather Scott (R)
R - Sage Dixon (R)

2 S - Steve Vick (R)
R - Vito Barbieri (R)
R - John Green (R)

3 S - Don Cheatham (R)
R - Ron Mendive (R)
R - Tony Wisniewski (R)

4 S - Mary Souza (R)
R - Jim Addis (R)
R - Paul Amador (R)

5 S - David Nelson (D)
R - Bill Goesling (R)
R - Caroline Nilsson Troy (R)

6 S - Dan Johnson (R)
R - Thyra Stevenson (R)
R - Mike Kingsley (R)

7 S - Carl Crabtree (R)
R - Priscilla Giddings (R)
R - Paul Shepherd (R)

8 S - Steven Thayn (R)
R - Terry F. Gestrin (R)
R - Dorothy Moon (R)

9 S - Abby Lee (R)
R - Ryan Kerby (R)
R - Judy Boyle (R)

10 S - Jim Rice (R)
R - Jarom Wagoner (R)
R - Greg Chaney (R)

11 S - Patti Anne Lodge (R)
R - Scott Syme (R)
R - Tammy Nichols (R)

12 S - Todd Lakey (R)
R - Robert Anderst (R)
R - Rick D. Youngblood (R)

13 S - Jeff Agenbroad (R)
R - Brent Crane (R)
R - Gary E. Collins (R)

14 S - C. Scott Grow (R)
R - Mike Moyle (R)
R - Gayann DeMordaunt (R)

15 S - Fred S. Martin (R)
R - Steve Berch (D)
R - Jake Ellis (D)

16 S - Grant Burgoyne (D)
R - John McCrostie (D)
R - Rob Mason (D)

17 S - Maryanne Jordan (D)
R - John Gannon (D)
R - Sue Chew (D)

18 S - Janie Ward-Engelking (D)
R - Ilana Rubel (D)
R - Brooke Green (D)

19 S - Cherie Buckner-Webb (D)
R - Lauren Necochea (D)
R - Melissa Wintrow (D)

20 S - Chuck Winder (R)
R - Joe Palmer (R)
R - James Holtzclaw (R)

21 S - Regina M. Bayer (R)
R - Steven C. Harris (R)
R - Megan Kiska (R)

22 S - Lori Den Hartog (R)
R - John Vander Woude (R)
R - Jason Monks (R)

23 S - Bert Brackett (R)
R - Christy Zito (R)
R - Megan Blanksma (R)

24 S - Lee Heider (R)
R - Lance W. Clow (R)
R - Linda Wright Hartgen (R)

25 S - Jim Patrick (R)
R - Laurie Lickley (R)
R - Clark Kauffman (R)

26 S - Michelle Stennett (D)
R - Muffy Davis (D)
R - Sally Toone (D)

27 S - Kelly Anthon (R)
R - Scott Bedke (R)
R - Fred Wood (R)

28 S - Jim Guthrie (R)
R - Randy Armstrong (R)
R - Kevin Andrus (R)

29 S - Mark Nye (D)
R - Chris Abernathy (D)
R - Elaine Smith (D)

30 S - Dean Mortimer (R)
R - Gary L. Marshall (R)
R - Wendy Horman (R)

31 S - Steven Bair (R)
R - Neil A. Anderson (R)
R - Julianne Young (R)

32 S - Mark Harris (R)
R - Marc Gibbs (R)
R - Chad Christensen (R)

33 S - Dave Lent (R)
R - Barbara Ehardt (R)
R - Bryan Zollinger (R)

34 S - Brent Hill (R)
R - Doug Ricks (R)
R - Britt Raybould (R)

35 S - Van Burtenshaw (R)
R - Jerald Raymond (R)
R - Rod Furniss (R)

[Click here](#) to see on-line map.

Prepared by the Idaho Transportation Department

Revised: January 13, 2020

TUESDAY WORKSHOPS:

PRESENTATION: Legislative Advocacy 101

🕒 10:30 - 11:45 AM

📅 Tuesday, February 18

📍 Idaho Capitol Building,
Lincoln Auditorium WW02

Special Guest:
Governor Brad Little

School board members play an invaluable role in their communities. By taking the time to build relationships with locally elected and appointed officials, they have an effective voice in public policy that impacts education. State legislators want to hear from school boards because they know education is such a vital function of state and local governments and because their decisions may impact schools back home in their districts and charter schools. We'll talk about working effectively with legislators who live in your local community and map out ISBA's Legislative Priorities and how you can support advocacy efforts.

Sustainable Safety Plans

🕒 1:30 - 3:00 PM

📅 Tuesday, February 18

📍 The Grove Hotel, Ivy Room (2nd floor)

Presented by:



David Brinkman
Idaho School
Boards Association



Brian Armes
Idaho Office of School
Safety & Security

About this Workshop:

The board is the authority when it comes to school safety but how do you and your team create a lasting safety plan? It takes strategic decision making by the board, superintendent, and staff to make a plan that survives and thrives through personnel changes. What should be included? Who should help in its creation? How does the district or charter school move to sustainability in this vital role? Explore these issues and learn to implement best practices for your district or charter in this workshop.

Fiduciary Responsibility & Governing Boards

🕒 1:30 - 3:00 PM

📅 Tuesday, February 18

📍 The Grove Hotel, Ballroom (2nd floor)

Presented by:



Krissy LaMont
Idaho School
Boards Association



Amy White
Anderson, Julian, & Hull

About this Workshop:

Throughout code are many areas of relevance to the board and its oversight of the funding of the district. When utilizing taxpayer funding to create educational programs it is important that the board have all the information it needs to find the balance between the funding and finding the best opportunity for the students it serves. In this workshop we will review what you need for resources, questions you should ask and procedures available to districts and charters in becoming responsible fiduciary agents.

Contact Your Legislators:

DISTRICT 1

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Sun Valley, Idaho

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