

A PUBLICATION OF THE IDAHO SCHOOL BOARDS ASSOCIATION

summer

# SLATE

2020

magazine

## WHAT'S NEXT?

THE CORONAVIRUS & ITS EFFECT  
ON IDAHO PUBLIC EDUCATION

### In This Issue:

- The New Abnormal
- Educating Amid A Pandemic
- COVID-19 & K-12
- 2020 Legislative Recap
- Tips For Your Superintendent Search







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CORONAVIRUS UPDATES



**Students Now Citizens Forever**



## SUMMER / 2020

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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

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# SLATE

## magazine

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

## ISBA CALENDAR

July 4	Independence Day • ISBA Office Closed
August 13-16	NSBA Summer Leadership Seminar
September 7	Labor Day • ISBA Office Closed
September 11-12	ISBA Executive Board Meeting • Boise, ID
September 15	SLI & Region 3 Meeting • Boise, ID
September 16	SLI & Region 4 Meeting • Twin Falls, ID
September 22	Region 9 Meeting • Zoom Meeting
September 23	SLI & Region 5 Meeting • Pocatello, ID
September 24	SLI & Region 6 Meeting • Rigby, ID
September 29	Regions 7-8 Meeting • Zoom Meeting
September 29	SLI & Region 1 Meeting • Coeur d'Alene, ID
September 30	SLI & Region 2 Meeting • Lewiston, ID

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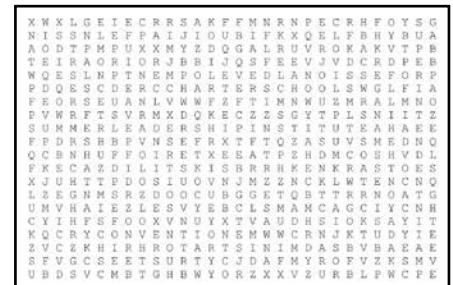
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**\* Just For Fun \***

**Try the ISBA Word Search  
on page 42**



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

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# 2019-2020 ISBA Executive Board:

## OFFICERS:

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



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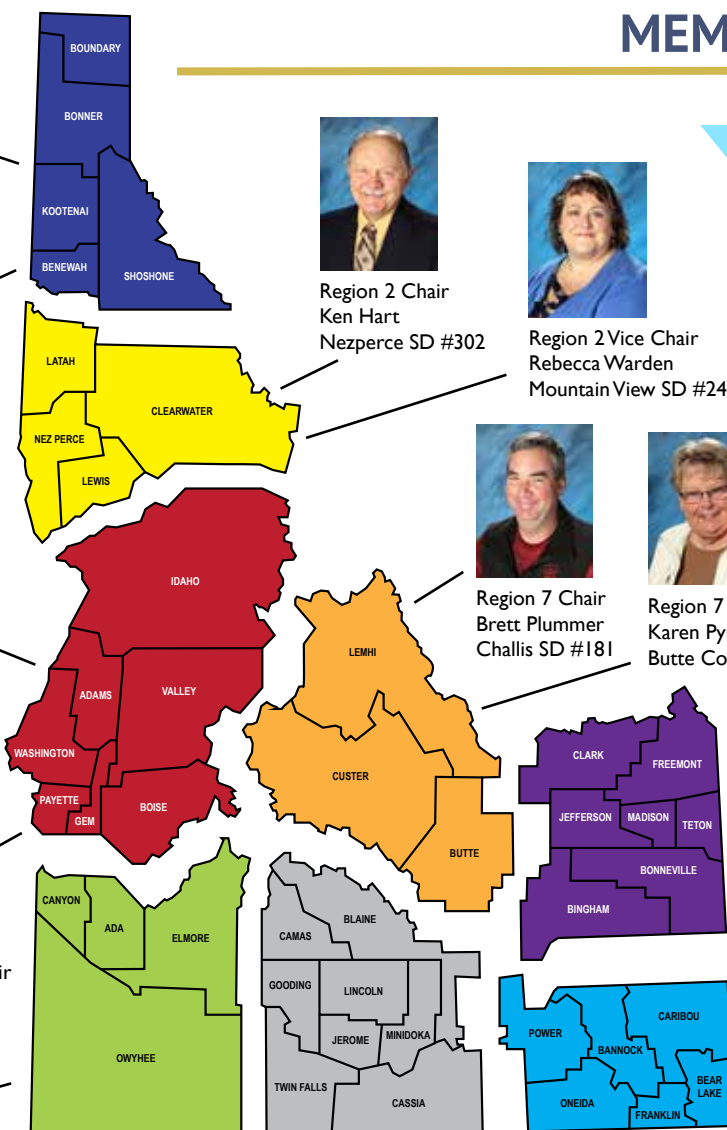
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**By Wally Hedrick**  
ISBA President

# THE NEW ABNORMAL



The New Abnormal is here and all around us. Our challenge to provide education in this atmosphere is monumental and critical to the success of our students in Idaho and America. Our customers - students, parents, and patrons - are looking to us - Trustees and Board members - for answers and solutions. But while we face these challenges, I strongly believe that there is probably no more talented and dedicated group of people to answer the call in this unparalleled time in history. I watched as graduations were held in high school parking lots across the state and students learned at home in both small and large districts, with and without computer technology. I watched as Trustees and Board members worked with their administrators and teachers to provide education and everything from meals for needy students to speech therapy via phone. No one in the educational community panicked or said it was not possible to close schools and still deliver education to Idaho's student population. But it has taken a lot of hard work, dedication, and soul searching to make this new abnormal work. In addition, as we deal with whatever the future holds, we are all encouraged by the ability of the educational community to adjust and move forward. Our thanks to all of you who have made a difference!!!

When I sat down to write this article for the SLATE, I thought about all of the medical professionals, first responders, and front-line workers ensuring that hospitals were fully functional, food was being delivered to stores, and essential services were being offered throughout our communities. I thought about the workers who could no longer do their jobs and were no longer receiving a paycheck. Many of our friends and neighbors are being challenged by this pandemic as the unemployment numbers soar and we watch the sad stories of those who have lost their lives to COVID-19. But we have also watched all the human kindness and unbelievable stories of sacrifice of our fellow Idahoans. Our own ISBA staff has continued to do their jobs, serving our membership and answering your questions and concerns. They are working from their homes and from the office. They are making sure that ISBA operations have been seamless and uninterrupted. My sincere thanks to them for their dedication and commitment. They are an incredible group of folks who understand the importance of, and are committed to, helping our membership day in and day out. Be safe and remember: kindness is loaning someone your strength instead of reminding them of their weakness.

**Wally Hedrick**  
Idaho School Boards Association



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By Sherri Ybarra  
Idaho Superintendent of  
Public Instruction

# Educating Amid A Pandemic: Inspirations & Lessons From A Very Trying Time

One of the blessings of life, and of education, is that good can come from bad. A time of uncertainty can spark inspiration and innovation.

That's certainly been the case with the pandemic that closed Idaho school buildings and disrupted lives this spring. It's been wonderful to watch Idaho's districts, schools, and teachers rise to this occasion.

When teachers couldn't be with kids in their classrooms, they found creative ways to reach out, including one-on-one social media chats or exchanging colorful "I miss you" artwork. They stood outside students' windows to help with homework and volunteered to teach classes on public television. They found countless ways to keep the warmth of personal connection – so essential to learning – alive.

Districts that weren't able to give 2020's high school seniors the celebrations they expected and earned held socially distanced ceremonies, including graduation at a drive-in theater, projecting graduates' photos on the big screen. Teachers rang seniors' doorbells, ran a safe distance and watched them receive a Class of 2020 T-shirt and handwritten note. Many districts turned graduation processions into community-wide parades.

Idaho educators are used to putting kids first, and they're accustomed to thinking outside the box to achieve their goals. This crisis has shifted those strengths into overdrive.

My staff and I draw inspiration and encouragement watching Idaho schools and districts push the limits of their resources and ingenuity to provide information and support to students from a distance. Through webinars, conference calls, and Zoom, we are in near-constant contact with districts as they navigate unprecedented challenges and plan for the coming school year.

This pandemic and soft closure of our schools has brought the issues of distance-learning capabilities and equity to the forefront. Districts that didn't already have the equipment or programs to provide

online learning have made phenomenal efforts, but nothing points out the challenges of distance learning like suddenly being forced to rely on it and keep relying on it for most of the remaining school year.

At the State Department of Education, we're doing everything possible to ensure students have devices and internet connectivity. My staff is working with the Department of Commerce, Idaho Business for Education, and providers to address connectivity issues.

We are also discussing how to provide an opt-in learning management system (LMS) so that small rural districts, and the students and parents they serve, aren't operating at a disadvantage in a distance-learning environment. It is critical that our schools, all of our schools, be able to communicate systematically with students and parents. The reality is that we need to be ready if Idaho faces a resurgence of Covid-19 in the fall.

It is essential that our education system maintain rigor and high expectations, continues to address students' social and emotional needs, and carry out our responsibility to provide educational opportunities for all students.

At the State Department of Education, we are working closely with districts, charter schools, stakeholders, and other agencies to help navigate the remainder of this year and budget and prepare for the coming year.

I'm continually impressed with how Idaho's schools and districts are weathering this storm, and I believe the strength and innovation of this time will serve us well in the future. Next time a crisis strikes, we'll be better prepared.

This pandemic is not over, and we don't yet know what our new normal will be. But we have the opportunity to shape that new normal, working together to strengthen our system of preparing schools and students to succeed.

*continued on next page...*



Photo credit: Emmett School District



## Super Hero Lunch Ladies

*It's not just teachers who've gone above and beyond to help Idaho students and families during the pandemic. Cooks at Emmett Middle School donned superhero garb to hand out meals during spring break.*

Photo credit: Centennial High School



*Centennial High English teacher and varsity baseball assistant coach Aaron Kwan pauses for a selfie after dropping a T-shirt in front of the door of Class of 2020 Patriot Michael Wilkins April 24. In the West Ada District school's 'celebrate seniors' version of Ding Dong Ditch, teachers approached students' homes, rang the doorbell or knocked, then ran away, leaving behind a Class of 2020 T-shirt and a heartfelt handwritten note.*

Photo credit: Nampa School District



*Teacher Jeremiah Moore from South Middle School provided a pandemic 'house call' to help a student Ryen Lungren with his homework safely, through a window.*

### Online Resources:

The State Department of Education offers a wealth of online resources for districts, educators, and parents, from a directory of broadband providers to Kahn Academy and other instructional resources. Available resources are updated frequently and collected on our Educational Resources for Parents & Educators at (<https://www.sde.idaho.gov/parents-educators.html>) page and on the school resources page of the Governor's Idaho coronavirus website at (<https://coronavirus.idaho.gov/resources-for-schools/>).

The SDE was happy to join a national effort to recognize and celebrate high school graduates this year, contributing Idaho stories, a video, and other content to the "Graduate Together" project. Check out stories about Idaho innovation, a graduation tracking list, and a video message to the Class of 2020 from Superintendent Sherri Ybarra on our SDE site at (<https://www.sde.idaho.gov/2020-grads/>).



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

# Adapting Idaho's Public Education System In Unprecedented Times



What an incredibly disruptive time we find ourselves in as a result of the COVID-19 pandemic. We are working and learning from home, watching unemployment numbers rise, checking websites that count daily virus numbers, and hoping for eventual return to some form of normality.

Young people in their junior and senior years of high school are wondering what this all means for their plans before and after graduation. For our soon-to-be graduates, Idaho's higher education institutions are working with high schools to answer questions as best they can. Here's where things stand on some priority issues.

## Dual Credit Courses

Like all other courses, college credit-bearing dual credit courses are now conducted through distance learning and, as a result of the disruption, high schools may grade these courses as pass/fail rather than the standard letter grade. Because these are college level courses with college credit granted by the higher education institutions, the grading standards for dual credit courses taught in high school are the same as those taught on the college campus. All eight of our public institutions are working with high schools to identify the best way to serve these students when it comes to grading these courses. When a student earns credit in a dual credit course, regardless of the grading methodology used, those

credits will be accepted by all eight of Idaho's public institutions. Even if a student attends an Idaho college other than the one that awarded the dual credit, that credit will be accepted.

## Advanced Placement Testing

There are many juniors and seniors who have invested countless hours preparing for Advanced Placement (AP) tests only to see those tests postponed as a result of the health crisis. The College Board is working to administer those tests to students at home. Each test will last 45 minutes. Students who score a 3 or better (the range is 1-5) will earn college credit at all Idaho public higher education institutions.

*continued on next page...*



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

## College Entrance Exams/Graduation Requirements

In Idaho, a student must take the SAT or ACT college entrance exam in order to graduate. However, the State Board of Education waived that requirement for seniors who haven't yet taken the exam this year and will be looking at an administrative rule change for juniors who could not take the exam this year due to the pandemic and will be graduating next year. SAT School Day (when most juniors take the test), normally held this time of year statewide, has been cancelled. The State Department of Education is looking at two options for students who are juniors this year:

- Potentially schedule SAT School Day next fall;
- A testing fee waiver enabling students to choose a date to take the SAT on a date when it is administered. The College Board is planning to provide monthly SAT opportunities throughout the summer if social distance restrictions allow.

The Board also waived the Senior Project graduation requirement for this year, and the Spring 2020 ISAT (not a graduation requirement) has also been waived.

We are also working with our institutions to determine how scholarships will be awarded this year and how the waiver of the college entrance exam scores will affect our Direct Admissions and Apply Idaho programs. I'll keep you updated as decisions are made.

Our goal at the State Board of Education, the State Department of Education, the Division of Career Technical Education, our higher education institutions, and at our high schools is to finish out this academic year while doing the best we can for our students. This COVID-19 event will certainly produce lingering memories of a difficult time. We hope those memories will reflect well on how Idaho's public education system adapted for students and for their futures. We are striving to make that happen.

You can read more about these actions and guidance the Board developed for our K-12 system on the State Board of Education website: <https://boardofed.idaho.gov/coronavirus-covid-19-resources/>

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By Dane Higdem  
Moreton & Company

# COVID-19 & K-12

We are living and working in times that are unprecedented in our working careers. As educators, staff, and parents there is uncertainty of what to do and how to go about gathering our students and loved ones into situations that are, or function like, crowded spaces.

What will the summer bring, and how will schools function next year? We all hope that there will be a certain predictable normalcy around our students and schools. While this will change and mature over time, there are steps we can take now and into the future that will help.

In this article, we will look at present advice regarding precautions and recommendations for safe working environments where there is a possibility for exposure to the acute respiratory syndrome coronavirus (SARS-CoV-2), the virus that causes the infectious disease COVID-19. This information is a compilation of some of the available material at the time of writing. Links to materials are provided within the text of the article.

## Resources for K-12 Schools and Child Care Programs:

The Centers for Disease Control and Prevention (CDC) has compiled informational resources and an FAQ for Administrators, Teachers, and Parents. This information can be found at:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html>

This site has information regarding:

- Guidance for Schools and Child Care
- FAQ for Administrators
- Checklist for Teachers & Parents
- Open Child Care Programs
- School Nutrition Professionals & Volunteers

## Face Masks and Cleaning and Disinfecting Facilities:

Since the beginning of the virus outbreak, the two most asked questions have been regarding the voluntary use of facemasks and how to clean and disinfect facilities.

## Voluntary Use of Face Masks:

When schools reopen for student and teacher occupancy there may be individuals who wish to voluntarily wear facemasks for self-protection or protection of others. Each District or Charter will

have to make decisions on the use of facemasks within their school and administrative buildings. There is a volume of information available for the use of medical style facemasks which would be the style most people would suggest or want to use, however, there are other types, such as N 95.

The World Health Organization (WHO) has a great resource including posters, videos, and information on the proper use of facemasks. The link to the resource is:

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/when-and-how-to-use-masks>

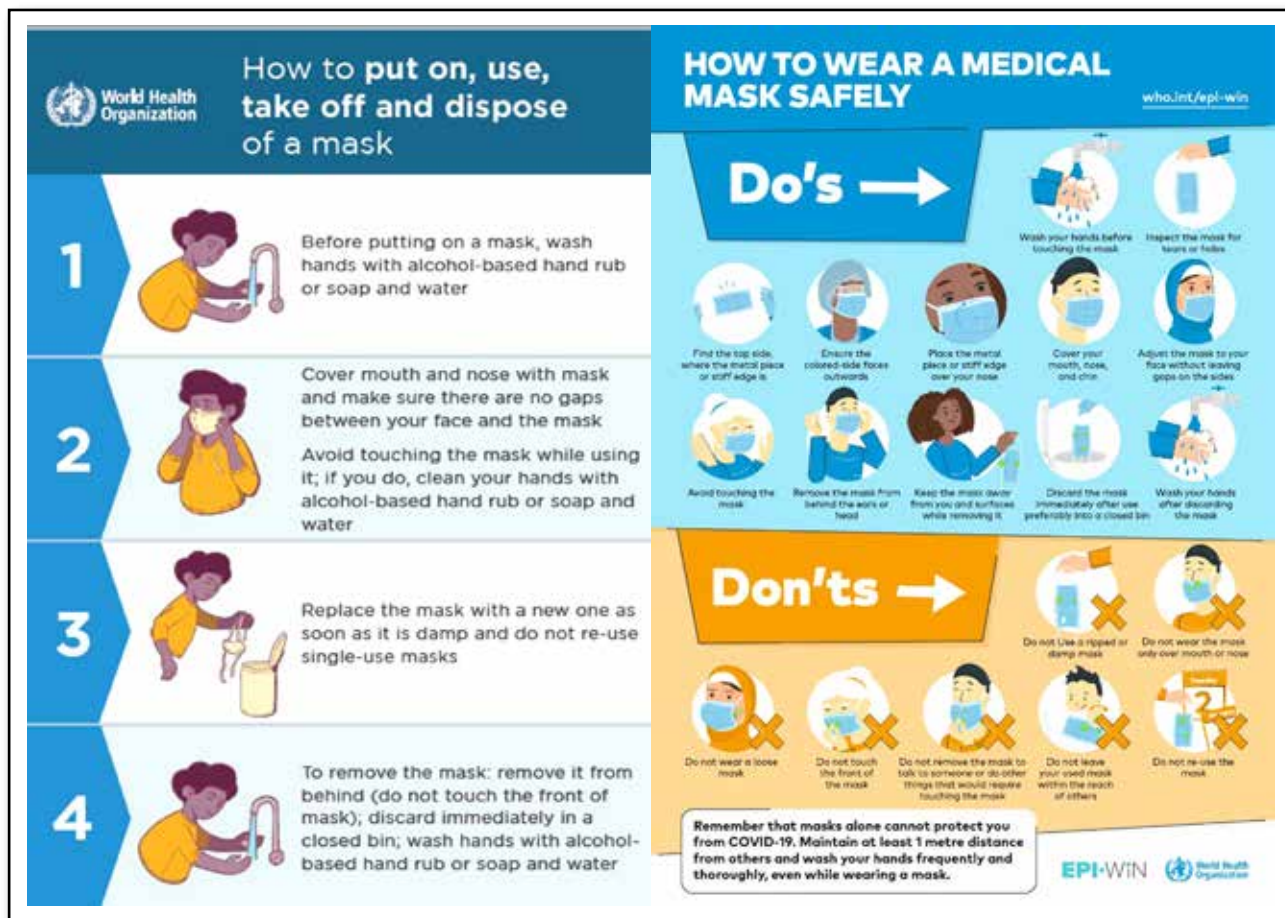
**The steps outlined in the two graphics to the right will help ensure the correct and most effective way to use a mask.** It is remarkable how many of these rules are unknowingly broken by people using a facemask. I am sure we have all seen people wearing the mask under their nose as shown in the Don'ts below. The incorrect use of personal protection equipment (PPE) makes it useless at times while the user thinks they are protected. If your District or Charter have staff or students incorrectly using PPE, please educate them on the proper use of the equipment.

There is a good resource on this Coronavirus disease, "Myth Busters," which gives relevant information about what are and are not the facts around the virus. One of the myths that has been circulating in certain social circles is that 5G mobile networks spread COVID-19. While most would not consider such information accurate, there is a certain amount of information that is factually wrong and at times confusing. This resource is aimed at explaining why the information is not factual and what is accurate. This information is found at:

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters>



*continued on next page...*



## Cleaning and Disinfecting School Facilities:

This is an interesting topic due to the number of different surfaces that are present in our facilities. The National Pesticide Information Center has produced information on using disinfectants to control the COVID-19 Virus. The information is presented at: <http://npic.orst.edu/ingred/ptype/amicrob/covid19.html>.

### Surfaces within facilities are normally described as:

- **Porous:** carpet, clothing, bedding upholstered furniture, ceiling tiles, etc.
- **Semi-porous:** wood, drywall, hardwood floor, linoleum, grout, etc.
- **Non-porous:** glass, metal, some sealed countertops and tiles, etc.

### To effectively use a product, several conditions must be met.

1. In order to kill the virus, the surface must stay wet for the entire time listed on the label, this is the contact time or dwell time.
2. Wipes must remain wet to be effective, if they start to dry out re-wet or replace with fresh wipe.
3. Products are made to work on specific surface types. The label will state where they can be used and on what surfaces the disinfectant is effective.

**Please remember** disinfectants should be used cautiously. To avoid chemical exposure it is necessary to follow the manufactures recommendations for (PPE) and environmental considerations such as ventilation.

Staff can practice routine cleaning and disinfection of commonly touched surfaces such as desks, tables, chairs, light switches, sinks, and other hard surfaces. The use of cleaners that are appropriate for hard surfaces are effective when the instructions for safe and effective use are followed. The instructions for use are on the container. The following hyperlink contains a list of EPA-registered disinfectants that are for used against SARS-CoV-2:

<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2>.

As for Districts and Charters that are in the process of, or will be, reopening facilities either this summer or in the fall, the CDC and the US EPA have teamed up and written guidance specifically for the task at hand:

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

If you would like to learn more information on resources and procedures related to school facilities and COVID-19, please contact Chad Ranstrom, Allan Ranstrom, Aimee Assendrup, or Dane Higdem with Moreton & Company at (208) 321-9300.



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

ask

ISBA

A few weeks ago, ISBA sent a Transportation Memo regarding the status of the current model contract for transportation, and whether or not a termination was viable considering the COVID-19 pandemic. Unfortunately, there was no provision in the model contract to address the current COVID-19 situation. ISBA immediately acted, and asked the SDE to consider provisions in the model

contract that would add additional protections for school districts and charter schools that contract their transportation services. This is an update for our members: \*Please note that this only applies to school districts or charter schools that contract for transportation services.

**Q: What is the status of the model contract that the SDE sends to districts/schools to use for transportation services?**

**A:** ISBA worked with our legal counsel to ask the State Department to amend that contract. Our efforts have been successful, and the new contract you will be issued will have additional protections for the school district/charter school. We suggest you consider working with your contractor to determine who will be responsible for upholding your local health districts' cleaning standards.

**Q: May we add additional provisions to the State's model contract?**

**A:** Schools and districts are allowed to add an addenda to the model contract, outlining additional provisions such as the previously mentioned cleaning protocols. Like the contract, the addenda must be reviewed by the SDE prior to signing them.

**Q: When does the SDE need to be provided a copy of the contract or addenda to the transportation contract?**

**A:** Before either party sign the contract or any addenda, a copy must be submitted, reviewed, and approved by the SDE. Once you are given the green light by the SDE, you will need to submit a signed copy.



**By April Hoy**  
Research & Policy  
Specialist

## Statistic of the Quarter

**In November 2019, Idaho's public schools had 22,211 students in 12th grade. We wish these students the best as they face graduation and adult life beyond the K-12 classroom in the midst of a pandemic.**

*Footnote: "Idaho State Department of Education: Enrollment by District and Charter School by Grade," Idaho State Department of Education: Public School Finance Department, May 5, 2020, <https://www.sde.idaho.gov/finance/>.*



VIA OVER-THE-AIR ANTENNA  
**IDAHO** PUBLIC TELEVISION

**FREE CLASSES**  
**Grades 3-6**  
Weekday Mornings

**Classroom IDAHO: LEARN @ HOME**

Working with Idaho Business for Education and the State Department of Education, we broadcast five hours of direct instruction each weekday on our **Create** channel. Taught by Idaho educators, lessons for grades 3, 4, 5 and 6 keep Idaho students learning at home.. Links to the YouTube playlists, which will be up for a limited time, are included. Additional resources are provided in Spanish.

**CLASES GRATUITAS PARA GRADOS 3-6**

**Classroom IDAHO: LEARN @ HOME**

**APRENDA MÁS**

**POR LA SEÑAL ABIERTA IDAHO** **PBS**

**CABLE 000000 3**

We are currently in discussions with education entities and our statewide online learning school to produce additional boot camp classes and possible fall semester classes as direct instruction modules for students.

**FREE K-12 Resources**

Distance Learning for Idaho Families & Teachers

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**CUSTOMIZED WEBSITE for distance learning** created in the first days of the pandemic:

- **PBS LearningMedia**
- Resources for educators
- Resources for parents & caregivers
- Higher education updates
- Videos, lesson plans & more
- Sub sites with resources for families, communities and educators

[Idahoptv.org/distanceLearning](http://Idahoptv.org/distanceLearning)

This **FREE** service delivers games and activities to help kids learn at home, tailored to the age of your child and texted directly to you 2 to 5 times a week. Available in English and Spanish.

**IDAHO** PUBLIC TELEVISION **Bright by Text**

Customized tips & activities for kids prenatal to age 5

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## Idaho Ready to Learn



### KINDERGARTEN READINESS:

#### "Preparing for Kindergarten" Informational videos

Produced in partnership with Lee Pesky Learning Center and IDAEYC, these short videos give parents skills and activities to teach their preschoolers to prepare them for learning and life.

#### "Virtual information night" for parents of incoming kindergartners

This virtual parents' night will discuss kinder registration with parents, focusing on developmental milestones, activities, special education information, summer prep activities, etc.

[Idahoptv.org/families](http://Idahoptv.org/families)

**IDAHO** PUBLIC TELEVISION

**I am so very thankful for the new classes on free public television! I have been a homeschool mom for 10+ yrs and having this available for our family is life-changing. Please continue this forever!!!**

**SHAMILEE A.**

**IDAHO** PUBLIC TELEVISION **VIRTUAL BOOK CLUB**

**Grades 3-6** **LEARN MORE**

### ENGAGING YOUNG READERS:

- **Virtual Book Club**  
FREE book discussions on Zoom for grades 3-6
- **Story Times with Sam, Spanish Stories with Lupita**  
Shared on multiple social media sites
- **Idaho Poster Contest**  
inspired children's artistic side during the first days of distance learning from home





**By Misty Swanson**  
ISBA Chief Deputy



# TIPS FOR YOUR SUPERINTENDENT SEARCH

ISBA launched our Superintendent Search Service in 2015 and has completed over 30 superintendent searches since the program began. We are seeing more and more superintendents retiring or changing districts, which is resulting in more questions related to the Superintendent search process and more demand for ISBA's service. In this two part article, I will share some of the most important pieces of advice I have to offer about finding a new superintendent.

## Double-Check Your Policy:

We always recommend you double-check your board policy and procedures, master agreement, and any other documents that may discuss topics such as internal candidates, a hiring panel, etc. While it is rare, I have seen a few district policies indicate any internal candidate must be interviewed for any position they've applied for. Similarly, I have seen a master agreement indicate that members of the education association must participate in an interview committee. Just to be safe, double-check your policy, procedure, master agreement, and any other documents that may contain such wording.

## Questions You Can't Ask:

I am often asked "what questions should we ask superintendent candidates?" but I also like to share with boards what questions they should not ask. The U.S. Equal Employment Opportunity Commission (EEOC) is responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person's

race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), or disability or genetic information. When you compile questions to ask candidates, it is important that you do not ask questions about these topics nor use any of these topics as a reason to hire or not hire. For more information, we recommend you contact legal counsel, ISBA, or refer to the EEOC website at <https://www.eeoc.gov/>.

## Superintendent Certification:

It is important that any candidate for the Superintendent position either have the Superintendent endorsement from the Idaho State Department of Education (SDE) or is qualified to receive it (Idaho Code 33-1201). While there are various reasons why this is so important, one important reason for a district/charter is that it is a requirement for receiving funding for this position from the State. The funding allocation is reduced for any assignment(s) for which a candidate does not hold proper certification/endorsement. There are a few things to keep in mind as you consider candidates with regard to their Superintendent certification:

- **Idaho Superintendent Certification** – This is a candidate who has a valid and current certification from the SDE. You can look up a candidate's certificate(s) by going to this website: <https://apps2.sde.idaho.gov/certificationlookup>.
- **Out-of-State Superintendent Certification** – If a candidate has a valid Superintendent certification from another state, the candidate is eligible to apply for a reciprocal certificate in Idaho. Ask to see a copy of the candidate's out-of-state certificate.
- **Student in a University Educational Leadership Program** – You can consider hiring a candidate who has not completed their Superintendent certification but is currently enrolled in an accredited university to complete the Educational Leadership Program. As a board/district, you can apply for an Alternative Authorization with the qualifying candidate through the SDE. The candidate will be responsible for providing a signed formal plan from the Education Department Dean of their university. The plan will outline a timeline of coursework the university anticipates the candidate will need to complete to be qualified to receive the Superintendent recommendation for certification. There are some rules regarding this type of candidate, so we strongly recommend you work with ISBA or the SDE if you are considering a candidate currently in a program. There are some steps to take, but, they are very easy to accomplish.
- **Not Enrolled in a Program** – If you have a candidate who is not enrolled in a program that will lead to Superintendent certification, the candidate should be referred to find a program and obtain a signed formal plan that could be reviewed by the board prior to offering the position. I encourage you to have the SDE review the signed formal plan to see if it is viable.

For more details, please visit the Idaho State Department of Education Certification Department webpage at: <https://www.sde.idaho.gov/cert-psc/cert/> or contact me at the ISBA Office.

## And last, but not least, the issue I'm most commonly asked about:

**Open Session versus Executive Session:** It is incredibly important that the board ensure they follow open meeting laws.

*"The requirement that the Open Meeting Law be complied with whenever a quorum of a governing body meets to deliberate or to make a decision should not be evaded by holding smaller meetings with less than a quorum present or by having a go-between contact each of the governing board members to ascertain his/her sentiments."*

*- Idaho Attorney General's Open Meeting Law Manual*

We always recommend you contact legal counsel or ISBA when you have questions regarding Idaho's Open Meeting Laws. Here's a quick tutorial on open session and executive session in relation to the superintendent search:

**Open Session** – Idaho Code 74-202 – should be used when discussing topics such as:

- Qualifications, timeline of search, application packet content, etc.
- Making a decision such as who to move forward as a semi-finalist or finalist, who to decline as a candidate, or who to offer the position to.

**Executive Session** – Idaho Code 74-206(1)(a) – should be used, for example:

- When discussing the qualities of a candidate. (i.e. reviewing and discussing application packets, sharing reference check results, conducting interviews)

The main point to remember is, if you aren't talking about the qualities of a candidate, you should not be having the discussion in executive session.

## REMEMBER: We Can Help!

- Having ISBA assist with the search saves staff and board time. We do all of the behind-the-scenes work letting the Board focus on learning and then making decisions.
- We launched the service five years ago and have completed over 30 full and partial searches for districts ranging in size from 151 students to 20,000+.
- We have a full list of contacts, including thousands of superintendents and potential candidates from many states to help spread the word about openings.
- We are neutral. We aren't a district or charter school staff member who is looking for his/her next boss. Our #1 priority is to find the best candidate for the board and district or school.

## Next SLATE Issue

Be sure to watch for the next SLATE issue. I will be covering more frequently asked questions including these topics: when to say candidate names in open session, reference check calls, veteran's preference, involvement of community and staff, agenda wording, action items, and contract negotiations.







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We want to help. eBOARDsolutions will provide the **Simbli Meetings module FREE, through June 30th**, for any school district not currently subscribing to the module. If you would like to explore how Simbli may help your board, please contact us to answer any questions or for a demonstration.

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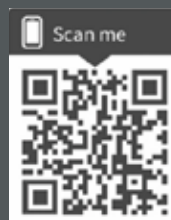
## Virtual Board Meetings Guide

Explore our new eBOARDsolutions microsite, 'Virtual Board Meetings Guide,' designed to help you and your board learn to navigate conducting virtual meetings.

**CALL OR EMAIL:**

 **770.822.3626**

 **[crigby@eboardsolutions.com](mailto:crigby@eboardsolutions.com)**







By Quinn Perry  
Policy &  
Government Affairs  
Director

# 2020 Legislative Session Recap

You've probably heard the proverb "The seven most dangerous words in business are 'We have always done it that way.'" The ISBA staff and Executive Board read "The End of Membership as We Know It", which outlined the possibility of businesses or membership associations failing because they tend to look back too frequently at the past and look forward too timidly at the future. At the end, we committed to being innovative and adaptable to change, even in political advocacy.

In political advocacy, a wish for the "good ol' days" of how things used to be just doesn't cut it in the ever-changing landscape of politics. When we gear up for the legislative session, we prepare ourselves for discussions on a multitude of issues that have been bubbling up during the interim. However, more often than not, something completely bewildering comes along and dominates the political discussion. Then, at the end of it all, COVID-19 came and knocked all of us and life as we knew it onto the floor.

I have been in awe at how change-ready school board members, superintendents, and teachers and other school staff have had to become during this pandemic. One glimmer of light during this otherwise awful pandemic is that it very likely will become a roadmap for how we can collaboratively improve our system of public education and address gaps where inequities exist.

Success in advocacy is hard to quantify because of the need for a long-term game plan. I once read that advocacy is like a muscle that needs to be used regularly, and the more you use it, the more familiar you are with your limits. Evaluating what we can do in any given environment will improve our chances for success in the future. Because even if we come out successful, we are always striving to improve and become change-ready.

Here is a recap of what happened, (and what didn't happen), during the 2020 legislative session. However, before I begin, I want to thank our members for their dedication to the schoolchildren of Idaho, and for being readily available when called upon. Simply put, we could not do this work without you.

## To start the recap, here is what didn't happen:

**Removal of Idaho's Content Standards:** When all administrative rules expired on June 30 of last year, it became immediately clear that the K-12 content standards for Math, English Language Arts, and Science were in jeopardy. Hearings were held all across the state over the summer of 2019, and early in the Session the House Education Committee heard over a week of testimony from citizens, teachers, parents, and students alike who were either in favor of or against repealing the content standards. The Senate Education Committee heard little to no testimony on the content standards and voted unanimously to leave them in place in less than one hearing. However, they passed a resolution to form an interim committee to study and re-write the standards over time. It is unclear if the Joint Legislative Oversight Committee is consider-

ing the uncertain future from COVID-19. However, in the spirit of becoming change-ready, the ISBA heard loud and clear that more training is needed for our school boards on how content and curriculum are adopted.

**State-Mandated School Calendar:** Even though we never heard a peep about this bill post- introduction, HB 364 would have prohibited school boards from beginning the academic school year prior to the first Tuesday after Labor Day. Perhaps the best thing to come from this bill is how quickly we realized that setting a school calendar is done quite thoughtfully in every community – whether it is based on potato harvest, hunting season, or the county fair. Setting school calendars will remain in the hands of the school board.



**Limitations on School Elections:** We saw two bills related to limitations on elections, both would have affected schools significantly. The first was HB 347, which would have limited facilities bond elections to once per year instead of at the discretion of the elected school board. Similarly, HB 393 would have removed the March and August election dates – which had been specifically included for school districts when the State moved to consolidated elections – entirely. Both bills cleared the House but failed to have hearings in the Senate. We suspect that both will resurface in the 2021 session, which could further exacerbate uncertainty in budget forecasting due to COVID-19.

**School Board Training & Superintendent Evaluations:** Senator Dave Lent – a former school trustee from southeastern Idaho – brought two pieces of legislation involving school boards. The first would have created an evaluation framework including

measurable goals that the school board would use to evaluate their Superintendent. The second would have required some training for every school board member within 120 days of taking office. While ISBA's GAC voted to remain neutral on both bills, we were supportive of each concept. They were left on the 3rd reading calendar (which is the final stop before a vote by the entire body) of the House as they rushed to adjourn amid COVID-19 concerns.

**Firearms in K-12 Schools:** SB 1384 would have seized school boards' authority to allow or prohibit certain staff of your schools and districts to carry firearms onto your K-12 campuses. There were large concerns outlined in this legislation, and we collaborated with education and law enforcement associations to stop the bill in committee on a 5-4 vote.

## These bills will take effect on July 1, 2020:

### HB 388 – Advance Enrollment for Military Students:

This legislation will require schools and districts to establish a process for enrollment by children whose family is in the military and has received transfer orders. The process will need to allow those children to enroll in a school district or be placed into a charter school's lottery prior to residing in the actual attendance zone.

### HB 440 – Discrimination by Public Agencies:

This new section of code will prohibit any school district or charter school from discriminating against, or granting preferential treatment to, any individual based on race, sex, color, ethnicity, or national origin in the operation of employment, contracts, procurement, and public works.

### HB 480 – Bi-Literacy Diplomas:

If your school district or charter school offers dual immersion language programs, this legislation would allow you to create a "seal of bi-literacy" that can be noted on a student's diploma if they become proficient in English and one or more additional World Languages.

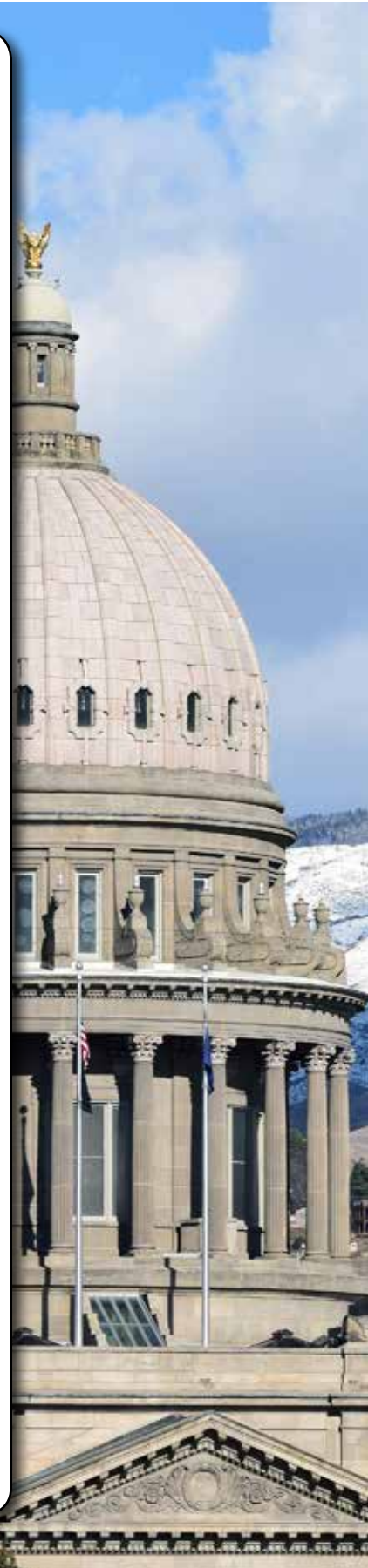
### HB 500 – Fairness in Women's Sports Act:

This legislation would prohibit a school or district from allowing a transgender girl to play on girls athletic teams. It also creates a process in which anyone may dispute a team member's gender and directs the State Board of Education to promulgate rules for the dispute process. ISBA testified against this legislation because it does not provide appropriate protection for schools and districts against litigation. Furthermore, within 15 days of Governor signing this bill into law, the ACLU filed suit in federal court challenging the law.

### HB 501 – Excision:

Based on an ISBA Resolution, this legislation updates an unintended consequence of how an excision/annexation petition is approved by the voters. Previously, the statute only allowed "those residing in the area described in the petition" to vote in favor of or against an excision/annexation, even though there would be implications for both school districts. With HB 501, patrons in both the districts effected will be allowed to vote on the question, and will only pass if more than 50% of voters from each district approve of the change.

*continued on next page...*



### HB 511 – Charter School Financial Stability:

This will require that non-virtual charter schools that have been open for two or more years have a minimum of 15 days' worth of cash on hand by June 30 of the current calendar year. If a school is unable to, they will be notified that they will have until the following June 30 to cure the situation. If they are unable to meet the cash on hand requirement, the chartering entity may begin revoking the school's charter.

### HB 512 – Charter School Lottery:

This bill will allow charter schools to weight their admission lotteries in a way that grants preference to educationally disadvantaged students. They may only do so if such preference is specified in their charter. This preference may include such students as those who are living at or below the 185% of the federal poverty level, students who are homeless or in foster care, children with disabilities, children with limited English proficiency, and students who are at-risk according to the State's definition.

### HB 522 – Online Library Resources:

This bill required that any vendor contracts that schools and districts have for online library resources contain a provision stating that the resources will not contain material deemed harmful to minors. It also allows contracts to be suspended or terminated entirely for violating that provision.

### HB 523 – Career Ladder – Advanced Professional Rung:

This legislation – notably the only legislation brought by the Office of the Governor – added the 'third' rung to the career ladder and will put nearly \$223 million into the career ladder over the next five years. Districts and schools will need to update their evaluation criteria accordingly, especially if you are not using a 'distinguished' category. There is a possibility that the financial implementation of this bill will be delayed because of the economic impact of COVID-19. Regardless, we encourage you to update your evaluation criteria.

### HB 555 – Literacy Intervention Programs:

This legislation directs the State Board of Education to select and approve adaptive technology literacy intervention providers through an RFP process that can be provided to schools and districts to use as a part of their K-3 literacy intervention programs.

### HB 576 – Digital Curriculum:

This legislation changes a line item in the Public Schools Budget that currently dedicates a part of "Content and Curriculum" to districts and schools for digital resources. Now that specific portion of the line item must now be requested based on the need of the district or school and is available on a first-come, first-served basis. The maximum amount is \$50,000 per request and you may collaborate with other schools or districts to request funding.

### HB 599-Non-Public Teacher Preparation Programs:

In essence, this bill removed non-public (also known as non-traditional or alternate route) teaching certification programs from the purview of the State and instead created statutory requirements for participants to qualify for a teaching certificate. Most notably, it does not include a clinical experience (student teaching) requirement. It is important to note that when you hire individuals under any non-traditional route or alternative authorization, they may not be as fully prepared and may require additional mentoring and guidance. They also may need additional follow up in order to ensure they are meeting the conditions of their certificate so that they can convert it to a renewable certificate and continue teaching in the school or district.

### HB 601 – Public Records Act:

While the bulk of the changes to the Public Records Act apply only to the legislature, it did add a provision allowing public agencies these changes to ask that the requestor add more specific detail on the records they are seeking. It also exempts notes intended for personal use from disclosure, though ISBA reminds Board Members to err on the side of transparency and consider any notes taken to influence a decision a public record.



### HB 624 – Sunset of Master Educator Premium:

This bill sunsets the Master Educator Premium program beginning next fiscal year. Individuals who have already received the premium will continue to receive their premium, and individuals who were already beginning to apply this year may still do so. Beginning July 1, the program will not accept new applications to receive the premium.

### SB 1238 – AP Government Civics/Test:

Current law already required students to pass a civics test before they graduate from high school. This bill expanded that law so that a college-credit-bearing exam associated with an AP Civics Course can serve as a way of meeting the requirement.

### SB 1278 – Driver Training Reimbursements:

Based on an ISBA Resolution, this will increase from \$125 to \$150 per student the reimbursement to districts and schools that offer driver training. A portion of every Idaho driver license fee supports this fund, which has grown dramatically over the last few years. The increase in reimbursement will help offset the costs to districts/schools and to the student/parent.

### SB 1304 – Grandfathered Endorsements:

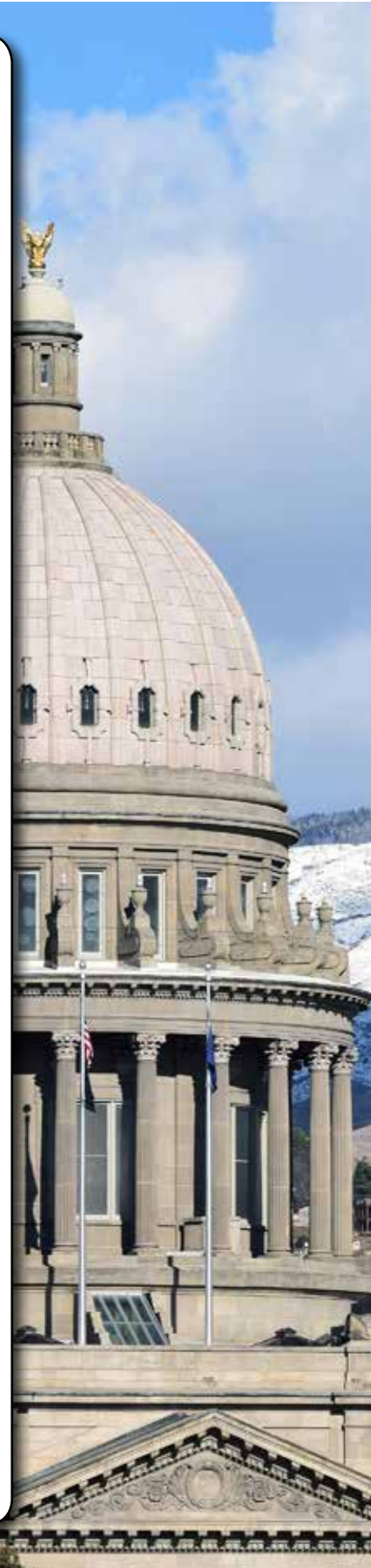
This legislation will provide “grandfather rights” to educators who have received a specific endorsement on their teaching certificates when such endorsements no longer exist within Idaho Code or Administrative Rule.

### SB 1323a – Teaching Certificate, Crimes:

This bill amended the felony offenses that disqualify persons from holding a teaching certificate, removing the condition that they be committed “against a child.” There are fewer than 30 individuals in the state who will now have their teaching certification removed. To muddy the waters, it will have different implications for certification and employment. For certification, the 30 or so individuals will be notified of the new law, that the revocation process will need to move forward, and that they have a right to a hearing with the Professional Standards Commission. For employment (both certified & classified staff), there may be no implications as they were hired under the current law. However, if the employed staff was certified, and their certification was revoked, they could still be employed in the same district as long as there was not a break in service, but not in a certified assignment. Any new applicants with these enumerated offenses cannot be hired. ISBA’s legal counsel is aware of the situation, and we will work with districts and schools that will be effected.

### SB 1329 – CTE Placement on Career Ladder:

This bill addressed a long standing issue with placing CTE instructional staff on the career ladder to reflect industry experience, including that the \$3,000 historically allocated to the district will go into CTE teacher’s salary instead. It also authorizes the Division of CTE to start a new teacher/educator training program for newly-certificated CTE instructional staff.





# SAVE THE DATE!!!



## 78th Annual ISBA Convention

Nov. 11-13, 2020 • Sun Valley Resort

# WE NEED YOUR AWARD NOMINATIONS!



## Board Chair Of The Year Award

**Nominate Your Outstanding Board Chair For The 2020 Board Chair Of The Year!**

Submit An Application For Them To Receive Recognition!

ISBA would like to recognize an amazing Board Chair who runs a well structured meeting, keeping their Board on task, and complying with Idaho Open Meeting Laws. We're seeking a Board Chair who is a great leader for their team.

**Please submit your Application by October 1, 2020.**



## 20 Years Of Service Award

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

Submit An Application For Them To Receive Recognition!

ISBA would like to recognize those individuals who have selflessly given **20 years** or more to the students and education system of Idaho. Award recipients will be recognized during the Awards Banquet. If you are a board member (or know of a board member) who has reached their 20 year mark, we want to know!

**Please submit your Application by October 1, 2020.**



## Clerk Of The Year Award

**Nominate Your Outstanding Clerk For The 2020 Clerk Of The Year!**

Submit An Application For Them To Receive Recognition!

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

**Please submit your Application by October 1, 2020.**



## Jessica Gearino Harrison "Bulldog" Award

**This award recognizes an individual who best embodies the "bulldog spirit" of Jessica Harrison,** through their tenacious efforts to support and provide leadership through advocacy on behalf of Idaho's public schools with unrelenting courage.

This award should honor an individual for their leadership and advocacy at the local, county, regional, state, and/or federal level. Though it is preferable that the nominee is a school board member or school leader, it is not required.

**Please submit your Application by October 1, 2020.**

## Awards Will Be Presented At The Annual Convention

Download nomination forms at [www.idsba.org](http://www.idsba.org) / Please submit via email, fax, or mail.

Email: [misty@idsba.org](mailto:misty@idsba.org) / Fax: (208) 854-1480 / PO Box 9797 / Boise, ID 83707-4797

# Workshop Proposals

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



ISBA invites Board members, administrators, agency representatives, and others to submit proposals for workshops to be presented at the ISBA 78<sup>th</sup> Annual Convention. Convention attendees are seeking information and skills to help them govern and lead more effectively in the ever-changing world of public education. Workshop proposal applications are available at [www.idsba.org/convention](http://www.idsba.org/convention).

**\* (Please apply by July 31, 2020.)**

## 2020 ISBA ANNUAL CONVENTION

*Scholarship Auction* BUSINESS SESSION  
*Awards Banquet* EXHIBIT SHOW  
 WORKSHOPS *Region Meetings*





# 2020 ISBA Scholarship Recipients

This year, the ISBA Scholarship Trust awarded scholarships to 19 children and grandchildren of school board members. Those awarded included students from all areas of the State.

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

RECIPIENT:	REGION:	BOARD MEMBER:	RELATIONSHIP:
Mari Bjorneberg	4	David Bjorneberg	Parent
Ladd Christensen	5	Joy Christensen	Parent
Kali Davis	1	Brook Amber Valley	Parent
Annalise DeVries	8	Douglas Larzelier	Grandparent
Lauren DeVries	8	Douglas Larzelier	Grandparent
Macey Fillmore	6	Tyler Fillmore	Parent
Suzanne Galbraith	6	Kristin Galbraith	Parent
Joshua Henggeler	8	Kelly Henggeler	Parent
Alexee Kline	8	Brandee Kline	Parent
Matthew Krein	9	Melissa Krein	Parent
Abigail Leavitt	4	Staci Leavitt	Parent
Brooke Morris	5	Randal Morris	Parent
Dallin Palmer	5	Brooke Palmer	Parent
Bailey Provost	9	Mike Provost	Parent
Victoria Rae	1	Teresa Lynn Rae	Parent
Ella Sharp	4	Matthew Sharp	Parent
Elysse South	6	Terry Wilcox	Grandparent
Abigail Spencer	3	Nichoel Baird Spencer	Parent
Jacoda Whitworth	7	Herb Whitworth	Grandparent



**By Michelle Healy**  
Associate Editor,  
American School  
Board Journal

# CLOSE TO HOME

**Child sex trafficking is closer than you think, and policies, awareness, and training can help.**



**Schools across the country are implementing different procedures to respond to potential sex trafficking in their districts.**

Atlanta Public Schools Board Member Erika Mitchell was on a site visit to Georgia's Fulton County Juvenile Court to gain a better understanding of what happens to district students in the juvenile justice system. She was meeting with staff and mental health providers when the conversation turned to child sex trafficking. "I had no idea," says Mitchell, who learned how high school and middle school students in Atlanta, and in her district, were victims of sex trafficking.

Sharnell Myles, a licensed psychotherapist and clinical trauma specialist, explained that what is officially known as Commercial Sexual Exploitation of Children (CSEC) or Domestic Minor Sex Trafficking (DMST) refers to the exploitation of minors for sexual services such as prostitution and pornography.

Through coercion, manipulation, or force, vulnerable students who become trafficking victims often do so "as a means of survival for food, clothing, money, or shelter," Myles says.

Red flags that students are being harmed may include marks on the body indicating abuse or restraint; signs of having been deprived of food or sleep; dramatic changes in behavior, appearance, or dress; or visible branding or new tattoos.

In all cases, this is a form of child abuse in which minors—girls as well as boys, straight as well as LGBTQ—are recruited, groomed, and exploited, says Myles, who directs Atlanta's JoyUs Beginnings Child & Family Wellness Center and The Urban Trauma Positive Impact Center.

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Mitchell was particularly surprised to learn that “peer recruiters” for trafficking activities can be found operating in schools, and that victims often continue to attend school whenever possible, viewing it as a “safe haven where they can eat, sleep, and find some protection.” At night, however, “they do whatever activity they were recruited to do.”

To protect its vulnerable students, the Atlanta School Board joined a growing number of districts across the country that have adopted policies, protocols, and programs designed to raise awareness and expand education about the commercial sexual exploitation of children.

“Identification of victims is difficult because they don’t initially self-identify,” says Myles, who co-wrote with Mitchell Atlanta’s protocol and policy adopted in 2018. They led a presentation on child sex trafficking and the district’s work at CUBE’s 2019 annual conference.

## Spike in Numbers

Despite often-cited numbers, there is no official estimate of the number of sex trafficking victims in the U.S. However, the Polaris Project, the nonprofit that operates the National Human Trafficking Hotline, reported a 25 percent spike in the number of reported human trafficking cases in the U.S. from 2017 to 2018. In total, 10,949 cases were reported in 2018, including 7,859 sex trafficking cases. More than 49,000 cases of human trafficking have been reported to the hotline in the last 10 years, with an average of 150 calls per day received.

The National Center for Missing and Exploited Children reported that 1 in 7 of the more than 23,500 runaways reported to the nonprofit in 2018 were likely victims of child sex trafficking; 88 percent of these victims were in the care of social services or foster care when they went missing.

Los Angeles Unified School District’s focus on CSEC began in 2015 after the city made an FBI list of 13 high-intensity areas where children were being trafficked. “That sparked a need to bring together a collaborative group of community stakeholders to address this,” including government and law enforcement agencies, advocacy organizations, and various school system divisions, says Linet Danoukh, a district counselor in the office of pupil services.

In 2016, the board resolution “Not in Our Schools, Not in Our Communities” launched an initiative to provide CSEC awareness and prevention training throughout the district to support those at-risk.

“Our staff are probably the key adults who spend the most amount of time with our children and are at the forefront of protecting them when they are in school,” says Danoukh, who helped develop the training. So far, over 60,000 teachers, administrators, and school staff at over 140 secondary school sites have participated. It aims to create “a higher level of awareness for staff, allowing them to really recognize and feel more comfortable reporting cases if they notice something.” Reporting procedures are aligned to child abuse reporting procedures.

Evaluations show that before the training, “over 40 percent of staff had no clue about CSEC and that it is happening in the U.S., let alone in Los Angeles,” Danoukh says.

In the classroom, sex trafficking is required subject matter included in the California Healthy Youth Act, enacted in 2016. The state law requires that all school districts provide students with “medically accurate” and “age appropriate” comprehensive sexual health education, including information about HIV prevention, sexual and relationship abuse, and sex trafficking awareness, at least once in middle school and once in high school.

## First in the nation

In October 2019, the Florida State Board of Education became the first in the nation to mandate that local school districts specifically teach all K-12 students child trafficking awareness and prevention. The state board noted that with 767 cases of human trafficking reported in the 2018 Polaris report, Florida ranked third nationally behind California (1,656) and Texas (1,000). Nearly 20 percent of Florida’s cases (149) were minors.

Florida school districts were required to submit an implementation plan to the state by December 1 that outlined how instruction would be delivered for each grade level along with materials and resources to be used. Classroom implementation is planned for this spring, says Ashlee Cappucci, supervisor for K-12 physical education, health, and dance for Hillsborough County Public Schools.

Hillsborough Schools have been embedding coursework around child sex trafficking—what it is, recognizing the signs, and how to report it—in its ninth-grade HOPE (Health Opportunities Through Physical Education) course. And separate from the new state mandate, all K-12 physical education teachers participated in a session on child trafficking this summer offered through the nonprofit Shared Hope International. The training emphasized warning signs, reporting protocol, where to turn for help, and “especially how prevalent it is in our district,” Cappucci says.

The program’s focus included both the labor and sex trafficking of children, as well as the online trafficking that uses apps, websites, and social media platforms to recruit victims. The district will participate in additional training this spring.

*continued on next page...*



## 'Right in our own backyard'

When drafting the protocol for Atlanta Public Schools, Mitchell and Myles say they intentionally labeled it the Domestic Minor Sex Trafficking protocol. They wanted to drive home the point that this crime not only happens in developing countries far away, "but right in our own backyard." The district's policy states that Atlanta's status as an international transportation hub makes DMST particularly prevalent.

And although minors are prostituted, the authors stress that children are not prostitutes and should not be referred to that way. "This is not an at-will thing," Myles says. "Adults who engage in prostitution very often end up in jail. Our focus should not be on jailing our children but moving them to a safe house and providing trauma-informed treatment. Often the entire family needs resources to work through this issue."

Under the federal Trafficking Victims Protection Act, sex trafficking requires force, fraud, or coercion unless the victim is a minor. Any minor used in a commercial sex act is a victim of trafficking, regardless of their willingness or desire to participate.

A major focus of Atlanta's board policy is collaborating with statewide and community-based agencies and partners to ensure that "we can serve these students and help them get the help they need and re-enter the school system" using a trauma-informed response, Mitchell says.

Among the practices outlined in the boards' DMST protocol is the development of a Care Incident Response Team, a multidisciplinary unit that would respond to reports of trafficking with a coordinated effort that includes education, mental health, juvenile justice, medical,

law enforcement, and child protective services and look at the needs of any impacted child. When the student returns to school, "the care team would still be in place, helping them become comfortable back around their peers and addressing any learning or behavior difficulties," she says.

"That's what a good re-entry would look like."

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*Michelle Healy (mhealy@nsba.org)  
is associate editor of American School  
Board Journal*

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# CHARTER SCHOOL POLICY MANUAL



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**By Randy Hoffman**  
Vice President  
Policyholder Services,  
Idaho State  
Insurance Fund



# FOCUS ON SAFETY: SAVE MONEY THROUGH WORKERS' COMPENSATION

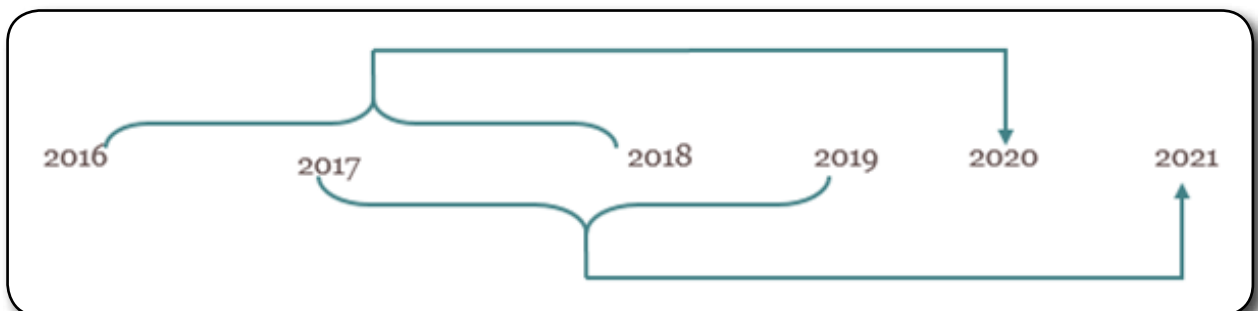
As another summer approaches, minds turn to much deserved relief from grading, planning, and school associated activities, especially during a school year that is turning out to be like no other. Although some relief comes from summer vacation, several challenges still lie ahead for school districts around the state. Budget season is upon us, and as economic uncertainty is prevalent, districts look for ways to save money and to wisely allocate financial resources. With a little elbow grease and dedication, a commonly overlooked budgetary item may provide some assistance: **Workers' Compensation**.

**Workers' Compensation** is intended to provide an "exclusive remedy" for employees, allowing them to feel supported and safe as they accomplish their day-to-day tasks. As district leaders focus on creating safe work environments, not only does it help employees feel supported, but it also results in monetary savings for the district. The premium charged for workers' compensation insurance is based on several aspects, the two most significant being Experience Rating and Schedule Rating.

## Experience Rating

Experience modification ratings (E-mod) are used as a multiplier to increase or decrease premium based on claims experience. If your e-mod is 1.0, then your district has average performance compared to other districts.

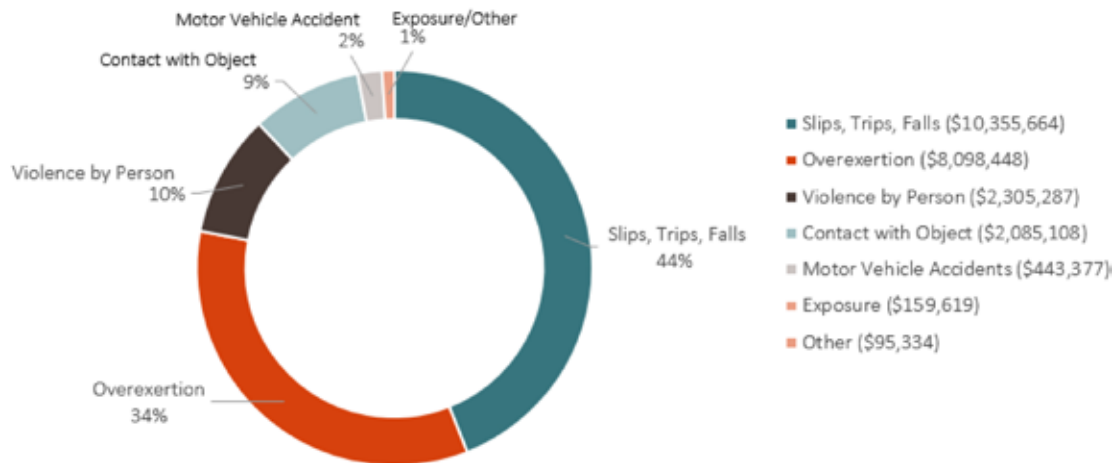
E-mods are based on the first 3 of the last 4 completed policy years. **In the example below**, the payroll and loss information for policy years 2016, 2017, and 2018 determine the e-mod for 2020. For 2021, policy year 2016 drops out of the formula, and the information for the 2019 policy year is then utilized for a new multiplier.



*continued on next page...*



## School District Claims Cost July 1, 2017 to May 5, 2020



## How Can Districts Lower Their E-mod?

Congratulations to those with success stories. Actual experience as indicated by school districts with good loss history indicates that the following practices are effective:

- Establish a written commitment to safety and formal safety programs and training.
- Hold supervisors accountable and responsible for safety.
- Manage claims effectively by offering modified duty work to injured workers that allow them to return to the job as soon as they are medically able.
  - Medical only claims are valued at 70% less than claims where an employee misses work (time-loss). Medical-only means there are no time-loss benefits (compensation) and no impairment benefits (loss of body part or function) paid or reserved.

## Schedule Rating

Schedule rating is a dynamic pricing tool that allows insurance companies to modify premiums through the use of credits and debits. This provides an avenue for districts with effective safety measures to lower their insurance costs, and others with less effective safety results to be priced more accurately. As a result, policies are evaluated at each renewal cycle.

Criteria include safety aspects of hiring practices, supervisor accountability, use of a PPO network, return to work programs, staff certifications in First Aid / CPR, written safety programs and follow-thru, accident and near-miss reporting along with drug screening programs.

## What Can Districts Do To Get A Scheduled Credit?

Effective implementation of the items listed may lead to almost immediate credit upon your next renewal. It is important to note that effectiveness is key to receiving credit for your efforts.

## How Can We Start Saving Money On Insurance Today?

Over the last three years, Idaho school districts experienced more than \$10 million in claims due to slips, trips, and falls. Solutions as simple as effectively implementing a footwear policy could lower an e-mod over time and provide an immediate schedule credit resulting in huge savings.

## Who Is SIF, and How Can We Help?

For over 100 years, the Idaho State Insurance Fund (SIF) has maintained a reliable and competitive source of workers' compensation for Idaho. SIF provides districts with specialized teams of business development executives, loss control representatives, and claims examiners to address challenges school districts face and how to effectively implement safety solutions and appropriately manage claims. SIF helps you manage your workers' compensation so you can focus on growing and educating the future bright minds of Idaho.

To learn more about how SIF can improve your safety efforts and lower your workers' compensation costs, contact: Lea Duffin, Loss Control Consultant at (208) 332-2234 or by email [lea.duffin@idahosif.org](mailto:lea.duffin@idahosif.org).



**By Glenn Cook**  
Contributing Editor,  
American School  
Board Journal

# TELLING YOUR STORY



## Advancing your district's brand is critical to communicating with your communities.

School boards regularly go through strategic planning, either developing a long-range mission and vision for the district or tweaking one that already exists. But how much attention does your district pay to the branding that does – and should – carry out your work in visible and public ways?

Advancing your district's brand is critical as you compete with private and charter schools for community support, students, and talented staff. After all, your brand – and how you deploy it – goes a long way in telling your district's story.

"There are so many different stories happening every single minute within our district, and we don't want others creating the stories for us," says Stephanie Hansen, a public relations specialist with North Dakota's West Fargo Public Schools. "We say we are working to educate today's learners for tomorrow's world, but you need to have the proof. You need to have the evidence. And your brand is what supports the statements that you make."

Branding is what differentiates you from the competition. Your brand is defined by what you do, how others see it, and how they feel about it. When you are working on your brand, you are trying to make a connection to parents, students, and your community.

Joe Sanfelippo, superintendent of Wisconsin's Fall Creek School District, has written a book called *The Power of Branding: Telling Your School's Story*. Sanfelippo wrote the book to help schools learn how to communicate about what occurs daily in our nation's classrooms.

"The issue is the stories about schools are being told by people who have no affiliation with schools. The idea of branding schools isn't about making false promises," Sanfelippo says in the book. "It's about promoting the amazing things happening for those not experiencing them on a daily basis."

### Benchmarking

"Effective marketing programs that support a strong brand can improve employee retention and morale, help you stabilize or increase enrollment, build community support, and aid the district in accomplishing tangible goals."

The previous statement is from *School Communication Benchmarking: Rubrics of Practices and Measures*, a 2018 guide published by the National School Public Relations Association (NSPRA). And it's one that has been embraced by your competition, which invests heavily in branding and marketing in an attempt to siphon off your students.

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## Your brand - and how you deploy it - goes a long way in telling your district's story.

Hansen, who joined the West Fargo communications staff in 2015, helped lead a long-term branding effort made necessary by the district's rapid growth. West Fargo is considered a suburb of the state's largest city, even though the school district encompasses part of Fargo and several other small communities.

"We are known as a district of choice. Hundreds of families are coming to southeast North Dakota and are choosing to come to our schools," says Hansen, noting the district has opened a new school annually since 2007 and has added, on average, 500 students a year. "We were growing too large too fast, and our brand simply could not keep up."

Hansen and the communications staff used the NSPRA rubric to develop the district's new brand. Two simple questions helped guide the initial research: "What do you stand for and believe in?" and "Does your community know what you stand for and believe in?"

The rebranding exercise fell into two categories—the big-picture perspective and the nitty-gritty of developing a universal look for the district.

"On one hand, we are looking at how we promote our brand beyond the pretty aesthetics, and for us, that means falling back on our mission and vision," Hansen says. "We work to provide consistent examples in social media: how our staff is continuously learning; how the alumni in our community have become entrepreneurs who are making a difference; and how we are educating today's learners for tomorrow's world."

"From registration to graduation, everything is tied to that mission and vision."

### Consistent, pragmatic, controlled

And it is not something that can be accomplished with an event or campaign, a single new mascot or logo, or the launching of a social media account. All those things are important but branding often is most effective when it is consistent, pragmatic, and controlled centrally — factors that can chafe some building-level administrators.

As Hansen and Heather Leas, her co-worker in the communications department, discovered, developing a universal look and feel for your district is a time-consuming process. Many administrators can be change-averse, even if they know their school's look is out of date, and that resistance can slow the process.

"With 26 facilities, it was a challenge to achieve one cohesive brand while allowing each school to have its own identity," Hansen says. "We had a mishmash. Almost all of the logos were taken from Google Images or drawn by students years or decades ago. And no school wanted to change their logo, at least initially, because they had become tied to it. It was a lot of back and forth over how to meet the district's needs and the needs of what the school wanted."

"Whenever we tried to make changes, we always heard, 'We've always done it that way.' But in education, we are continuously growing and working to do better, and with your brand you want to take the reins and take back your story," Hansen says. "If you don't have buy-in from the superintendent, district-level administrators, and the board, principals are just going to roll their eyes. But if they see you have support from higher levels, the more inclined they'll be to embrace what you're trying to do."

Eight months after the rebranding efforts started, West Fargo launched its new look. And the rebranding efforts have paid off. In September 2018, voters approved a \$106.9 million referendum to build a new middle school opening in 2020 and a third comprehensive high school scheduled for 2021.

In April, following community meetings with district leaders, students who will go to the new high school voted on a new mascot and logo. A graphic designer who developed all of the other school logos will work with community members on the new one, which will then be trademarked, so it is unique to West Fargo.

This level of engagement is at the heart of what developing and maintaining a consistent, cohesive brand is about. As Sanfelippo says in his book, "School perception is often based on the narrative of those who attended years ago. Telling the real story of schools helps create a narrative that builds culture and gives everyone in your community an identity ... Find your audience. Build your brand. Celebrate kids."

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*Glenn Cook (glenncook117@gmail.com), a contributing editor to American School Board Journal, is a freelance writer and photographer in Northern Virginia. He also spent five years as a communications director for a North Carolina school district.*

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**By Susan Obasi-Ikeagwu**  
Executive Director,  
Restore Missions Inc.



## The Key to Unlocking Restorative Justice and Navigating Conflicts

Conflicts tend to be a part of our lives, and now more than ever, they are becoming increasingly inevitable. Emotions run high when dealing with differences over how to deal best with dissimilarities or contradicting views. Conflicts could arise with teachers who are caught between their primary role of educating the students and maintaining order in their classroom, and their role of communicating with the parents, particularly irate ones. More so, the increasing demands put on public education without the attendant resources—financial, time, and human capital (qualified personnel)—inflict an exacting toll on teachers, school districts, school boards, administrators, and superintendents. Unnecessary conflict and mistrust inevitably arise from misinformation and confusion of roles, as each side gets locked in a power struggle of “I’m right; they’re wrong.”

Restorative justice provides an alternative way to resolving conflicts in place of the dumping and blaming practice prevalent in the retributive and punitive model. Evans and Vaandering (2016) defined restorative justice in education as “facilitating learning communities that nurture the capacity of people to engage with one another and their environment in a manner that supports and respects the inherent dignity and worth of all.” Practicing restorative justice in a school environment will nurture

healthy relationships, create a just and equitable learning environment, as well as repair harm and transform conflict in a way that will reduce stress and burnout. An attitude that says, “Sorry, my hands are tied. I don’t make the rules; I simply apply them. I’m too busy,” remains a bolt-hole for people unwilling to confront and resolve conflicts.

When we view conflict through a restorative lens, it becomes an opportunity to develop empathy and accountability and cultivate a genuine community with intentional relationships rooted in the values of all parties involved. However, when conflicts are handled inappropriately in a school setting, the outcome can be destructive for all parties involved, especially for the students.

For restorative justice to be successfully implemented, the process must encompass compassion. Compassion is the ingredient that enables conflict to be resolved with justice. Compassion transcends the sphere of law and regulation. It cannot be defined adequately in legal and policy terms, and cannot be enforced by threatened sanctions. Compassion, in essence, is a free and volitional commitment.

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Some people may consider compassion as “sentimental claptrap” and believe there are dangers in allowing emotions to influence process in a school environment. However, there are also dangers in pretending emotions can be wholly excluded from a school system. True compassion involves social, emotional, and adversity quotients necessary to build character, resilience, charisma, and the ability for sound judgment.

As noted by Christopher Marshall (author of *Compassionate Justice*), there are four character traits particularly important in facilitating altruistic (selfless concern) engagement and compassion:

- **Empathy:** a consistent tendency to respond emotionally to other people's experience and a willingness to see things from the perspective of others
- **Responsibility:** a sense of accountability for the welfare of others
- **Efficacy:** a confidence in one's own ability to effect change
- **Extensivity:** an ability to connect with and feel responsible for people beyond one's own immediate in-group

Noteworthy is the fact that compassion does not by any means excuse the wrongdoer; rather, it imposes an obligation that includes contrition, confession, correction of life, atonement, and reconciliation. And it creates a vantage point for clarifying the moral responsibility of each party involved: “Do to others what you would have them do to you in your hour of greatest need.”

Therefore, reflective and educated compassion in decision-making and conflict resolution entails a shift from being a “thing-oriented” society to being a “person-oriented” society. It is a different paradigm of thinking about conflict that transcends social and ideological boundaries. Although this may appear to be a difficult undertaking that involves conscious effort, no one is ever beyond the reach of compassion or exempt from the obligation to show compassion, because this is a treasure inherent in each of us.

As a parent, I have had a few occasions to disagree with my child's teachers, especially on issues conflicting with my ideals

and cultural and religious background. Such dissimilarities, without a heart of compassion, can escalate and provoke a negative response that becomes a barrier to achieving a restorative outcome. As I reflect on my responses, I can't but ask myself, “Did my cultural programming influence my reaction? What were my real motives? Were my assumptions accurate? Did I contribute to an outcome that was in the best interest of my child and other children in his class?” The ultimate solution to resolving conflict in our school environment is in the willingness of people to obey the unenforceable obligations of morality.

It is important to recognize that as Idaho grows, our school community is becoming more demographically diverse and interconnected, but the spirit remains the same. I have heard people say, “We don't need all these changes. If only diversity were removed from the equation, we would have peace as we always have, and things would become more coherent.” If anything, the prevailing but unfortunate situation created by COVID-19 goes to show that change is the only constant thing in life, and regardless of race, social, or ideological differences, we are all interconnected. As long as we have right and left, men and women, religious and nonreligious, baby boomers and millennials, there will be differences and conflicts.

Restorative justice provides the tools to manage these conflicts brought about by diversity by prioritizing the values of mutual care and respect, participa-

tion and truth telling, reconciliation and peacemaking, and healing and social transformation. However, compassion, as the central pillar of human existence, is the cornerstone and the key to unlocking effective restorative justice. Well-crafted policies and law do not dictate one's restorative response to conflict. Rather, it is one's determination to let compassion overrule all the forces that push in the opposite direction.

All the law can do is restrain the heartless. It cannot change the human heart. This requires something more powerful than law—compassion—without which the fullness of justice cannot be achieved.

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*Susan Obasi-Ikeagwu is a Restorative Justice practitioner who is passionate about cross-cultural interaction and cross-sector collaboration in designing and implementing viable solutions and promoting peace and reconciliation in the community. She's the Executive Director of Restore Missions Inc., a 501 (c) nonprofit organization dedicated to providing advocacy and support services to low income and at-risk individuals, as well as providing Cross Cultural education to teachers and other professionals to facilitate respectful communication and resolve conflicts.*

*Susan has over 15 year combined experience of work and volunteer experience with a variety of nonprofit and for-profit organizations. Susan is also a human resource and workplace consultant and provides Strategic Plan and Organizational Effectiveness support to nonprofits, associations, and small businesses. Susan is a law school graduate with masters is Transitional Business Practice. She possesses great cross-cultural skills, having lived and worked in different countries with people of all strides.*



**Restore Missions**  
S O L U T I O N S



**By Erin Werra**  
Writer,  
Skyward, Inc.

# How Teachers Empower Kids Through eLearning



## Learning doesn't stop. But it will be different, and that's okay.

As time goes on, we've grown accustomed to constant change. Teachers are adapting to new online methods of instruction. Educators, kids, and families have been pushed to the limits of patience—and ingenuity. A strong strategy supported by the right tools can help students and teachers adjust to eLearning and find their stride.

### What We're Learning

Above all, we're learning how unrealistic expectations kill the possibility of meaningful growth. Education leaders are cautioning against the temptation to “do school” at home—attempting to replicate the normal classroom environment in a home setting which is anything but normal.

Options for mobile learning have been called into the front lines, including one-way video lectures and other blended learning strategies. Flexibility is key to making progress, and progress is preferable to perfection. Educators are making assignment plans on a weekly, rather than daily, basis. Students then complete their assignments on a schedule that works for them and their families. Siblings and parents may be vying for the same devices all day. Instead of marathons of seat time, educators might set students up for short sprints of engagement punctuated by scheduled one-on-one or class lecture time.

Aside from the health concerns keeping families homebound, danger lurks in online applications as well. Hackers are taking full advantage of new remote learners and workers. Established, approved, and vetted ed tech options should always take priority over one-off applications, which can contain vulnerabilities.

Some districts are facing additional challenges around bandwidth. More than ever, it is becoming clear which vendors have prepared for an influx in users, and which ones have not.

### Developmental Stages

Educators are in a unique support position for kids during these historic times. As teachers plan lessons, standards and learning are at the forefront of their brainstorming—it's impossible to override that training. However, teachers can empower students at a time when many feel completely powerless. Here's how.

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## Early childhood

Social-emotional development at this age can be hard to replicate. Kids are missing the interaction they get with their friends and teachers, and their work is extremely difficult to move on-line, since students cannot read independently.

Movement is important for students at this age, so combining video and activity helps capture their attention for a few precious minutes.

## Middle grades

Desperate to assert their independence, these kids have suddenly found themselves with even fewer options to do so. Project-based learning is great for this developmental group. Allow them to choose an area of expertise and produce something to prove they've enriched their expert status. If this expertise is skateboarding, that's just as valid as calculus or literary classics. The choice and agency afforded is worth it.

## Teens

While districts in affluent areas are seeing high levels of participation, students in lower income areas may struggle.

It's a catch-22: These students have the most to lose, since they are so close to graduation, but teen students who are called in to active duty as substitute parents have little recourse—especially if their household is one of millions without adequate internet connection.

Weekly assignments can help students feel confident enough to participate when able.

## Parents

Schools have always supported parents, and they are leaning on schools even more as they help their children.

Especially for younger students, assignments are just as much work for parents. Depending on the household and the district's capability to provide 1:1 technology, there may be a backlog of available devices. Offering maximum flexibility can be a life-saver.

The district has a couple choices: they can either pile on work in the name of standards mastery, or they can take an understanding route and remind families progress is what's important. Either way, good communication is the foundation to build on. Parent portals, like Skyward Family Access, take the email guesswork out of the equation and can deliver a standard message to every family quickly, or provide a secure place for teachers to exchange messages with students and parents.



## Maintaining Teachers' Sanity

Under the best of conditions, teachers are in constant states of improvisation. This training prepared them to respond better than anyone ever would have thought possible. That said, teachers are only human.

Encourage them to breathe. To trust themselves (because you trust them, too). To take everything week by week. Minimize and absorb all you can as a school leader, so teachers can in turn minimize the trauma happening to kids.

Teachers are (mostly) all in the same boat across the country. They can lean on their counterparts via social media and learn what works and what doesn't. Empowerment to try and fail, then try again, is crucial to teachers' mental health.

## Maintaining Administrators' Sanity

As teachers staff the front lines, administrators remain behind the scenes keeping district operations moving smoothly. Some are working remotely, some visit school buildings or help distribute meals to students. All are depended on (and held mercilessly accountable) by their entire community.

### It's a lot to handle.

The best response teams have continued to be visible. They're making frequent statements, some via video to keep families informed. Over-communication isn't possible in this situation, which changes daily.

Gently reinforce healthy work-from-home habits. Any operations which can be managed online will prove lifesaving. Payroll and time tracking with True Time from Skyward, reporting, and other operations remain essential. This is a prime example of how paperless, app-based time and resource tracking can be life-changing. It's one less thing to set up and manage as schools pivot constantly to provide essential services.

## The Bottom Line

Embrace the unexpected, feel it, then let it go. Be gentle with yourself first—the old oxygen mask adage remains valid.

This isn't normal, so you don't have to pretend it is. We are all in this together, and we can do it.

### Author Bio:

Erin Werra is a writer at Skyward and Advancing K12. She spent sixteen+ years learning, then went on to scrutinize the inner workings of practice, learning data, and edtech in K12 schools. Follow her on Twitter at @erinwerra.

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 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](mailto:quinn@idsba.org)

If you would like to receive a sample resolution, contact Quinn Perry by email at [quinn@idsba.org](mailto:quinn@idsba.org) or (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)  
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 Assistant Majority Leader – Steve Vick (R)  
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Speaker of the House – Scott Bedke (R)  
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 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 assigning it 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..."

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F	K	E	C	A	Z	D	I	L	I	T	S	K	I	S	B	R	R	H	K	E	N	K	R	A	S	T	O	E	S
X	J	U	H	T	T	P	D	O	S	I	U	O	V	N	J	M	Z	Z	N	C	K	L	W	T	E	N	C	N	Q
L	Z	E	G	N	M	S	R	Z	D	O	O	C	U	B	G	G	E	T	Q	B	T	T	R	R	N	O	A	T	G
U	M	V	H	A	I	E	Z	L	E	S	V	Y	E	B	C	L	S	M	A	M	C	A	G	C	I	Y	C	N	H
C	Y	I	H	F	S	F	O	O	X	V	N	U	Y	X	T	V	A	U	D	H	S	I	O	K	S	A	Y	I	T
K	Q	C	R	Y	C	O	N	V	E	N	T	I	O	N	E	M	W	W	C	R	N	J	K	T	U	D	Y	I	E
Z	V	C	Z	K	H	I	R	H	R	O	T	A	R	T	S	I	N	I	M	D	A	S	B	V	B	A	E	A	E
S	F	V	G	C	S	E	E	T	S	U	R	T	Y	C	J	D	A	F	M	Y	R	O	F	V	Z	K	S	M	V
U	B	D	S	V	C	M	B	T	G	H	B	W	Y	O	R	Z	X	X	V	Z	U	R	B	L	P	W	C	P	E

**WORDS**

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**By Karen Echeverria**  
ISBA Executive Director

# THIS TOO SHALL PASS



As I write this article, we are still dealing with the effects of the Coronavirus. Most of us are just trying to figure out how to keep our friends and families safe and healthy. On the other hand, charter schools and districts have a much greater responsibility.

While school has closed for the year, we are still trying to figure out how we deal with online learning, summer school, delivering food to needy families, and a myriad of other things critical to schools. At the same time, we are already planning for the re-opening of schools in the fall as well as the hold back in funding both in fiscal year 2020 and fiscal year 2021.

## This Too Shall Pass

My aunt was a very patient person. My mom, not so much. After they both became widows, and in their later years of life, my mom and Aunt lived together. They were opposites in many ways, and it caused some great “debates” and some humor. Early on, my cousin and I would get involved in the debates, both of us trying to defend our respective mothers and their positions on the issue. After getting chewed out and told to mind our own business, we learned our lesson and let them work their way through their own issues.

I have one very distinct memory. All four of us were sitting around my aunt’s kitchen table one sunny summer morning having coffee and solving the problems of the world. The kitchen window was open and the robins were having a heyday in the cherry tree right outside. That kitchen and kitchen table were a comforting place my entire life and one I remember fondly.

While I can’t remember what exact issue was being discussed, I clearly remember my aunt very calmly saying, “This too shall pass.” My mother leaned across the table and tapped her index finger vigorously on the table and said, “But, not soon enough Zoila, not soon enough!” We all looked at each other and burst out laughing. It became our war cry for years to come. Even now that our mothers are both gone, my cousin and I oftentimes say it to one another.

It is certainly an unprecedented time and one I have never seen before. Like all of you, I hope to never experience it again in my lifetime and hope that it will pass soon. My mother’s statement rings in my ears. “But not soon enough!”

*continued on next page...*

## Changes at ISBA

I wanted to let you know that you will be hearing about some upcoming changes at ISBA. I have announced my plan to retire in December of 2021. The current plan is to have the new Executive Director begin their duties in the fall of 2021 so that I will be able to work with that person for 3-4 months prior to my departure.

President Wally Hedrick has appointed a special Executive Director Search Committee. That Committee consists of the four sitting officers of ISBA and the five most recent Past Presidents: Jim Stoor, Marg Chipman, John Menter, Anne Ritter, and Todd Wells.

As you can imagine, I have mixed feelings about my retirement. I will have been in the workforce for nearly 53 years when I actually retire. I look forward to spending the winter months in a warmer climate where I can swing my golf clubs as often as I want. I also look forward to spending more time with my kids and grandkids. At the same time, I know I will miss the work and all of you. This job has been my lifeblood, and it will be hard to stop the day-to-day.

So, while I can't use my mom's saying here, I can say, This (my time at ISBA) Too Shall Pass.



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Because of the COVID-19 pandemic, ISBA rescheduled our July Summer Leadership Institute to September. SLI will be held before Region Meetings, except where indicated.

September 15 • Boise, ID

September 16 • Twin Falls, ID

September 22 • Region 9 • Zoom Meeting \*

September 23 • Pocatello, ID

September 24 • Rigby, ID

September 29 • Regions 7-8 • Zoom Meeting \*

September 29 • Coeur d'Alene, ID

September 30 • Lewiston, ID

\* Zoom Meetings are for Region Meetings only, not SLI.