

A PUBLICATION OF THE IDAHO SCHOOL BOARDS ASSOCIATION

fall

SLATE

magazine

2020

**WE'RE GOING
VIRTUAL!!!**

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- Being A Leader In Turbulent Times
- The Four Day School Week





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**WE ARE THE
CLASS OF 2020**



Students Now Citizens Forever

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ISBA CALENDAR

September 15	Region 3 Meeting • Zoom Meeting
September 22	Region 4 Meeting • Zoom Meeting
September 22	Region 9 Meeting • Zoom Meeting
September 23	Region 5 Meeting • Zoom Meeting
September 24	Region 6 Meeting • Zoom Meeting
September 29	Regions 7-8 Meeting • Zoom Meeting
September 29	Region 1 Meeting • Zoom Meeting
September 30	Region 2 Meeting • Zoom Meeting
November 9-12	ISBA Annual Convention • Virtual
November 26-27	Thanksgiving Holiday • ISBA Office Closed
December 24-1	Christmas Holiday • ISBA Office Closed

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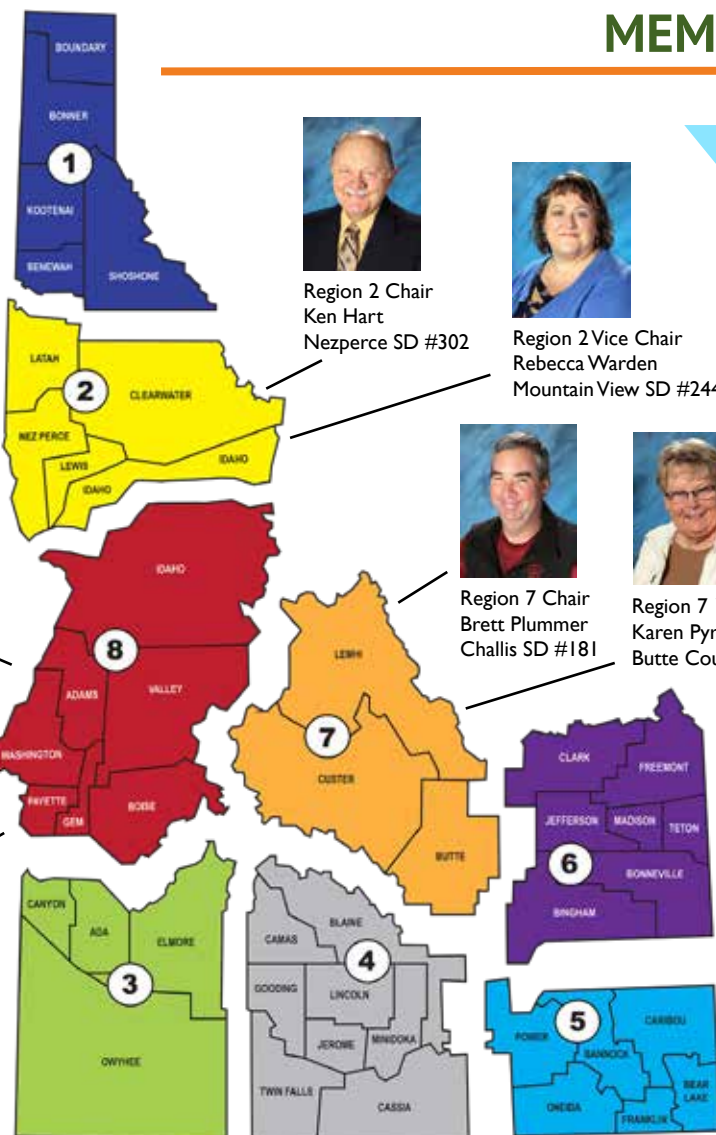
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By Wally Hedrick
ISBA President



The Fall of 2020!!! We will all look back on this time in our lives and remember the challenges we faced as school district trustees and charter school board members. Could it be more complicated? Talk about the different philosophical views on the subject of COVID-19! Everyone has an opinion about the virus and its impact or non-impact on school-age children. Like you, I have heard every conceivable approach, scientific solution, and timetable for opening schools in Idaho. Some opinions are based on emotion, some on science, some on gut-feeling, and some are based on political views. What I know is that our students want to be in school, their parents want them in school, their teachers and administrators want them in school, and we as trustees/board members, want them in school. But how do we get there and keep our students and educators safe? That remains the real challenge with COVID-19.

The collective wisdom is that facemasks, washing hands often, 6-foot physical distancing, and staying home if you are sick really do work. Science also supports the idea that COVID-19 affects all ages to extents that vary based on underlining health conditions, age, and access to health care. The American Pediatrics Association recently announced that ALL students should be back in school. That's easier said than done. But, there is good news. Idaho school districts and charter schools have the authority to decide what is best for their community and how best to open their schools in the fall. So

look at all your options and consider the impact on students, their parents, and your district/charter staff. Blended approaches with some classes at school and some virtual classes hold real promise as they space students out over the week with some staying home while others attend school. Monitoring students and their health each and every morning is a must. Some schools plan to temperature check each student as they arrive at school. We will need to find ways to ensure that our students wear their facemasks and maintain an acceptable physical distance. These are all some of the main challenges that I know the talented and knowledgeable school district trustees and charter board members will meet in conjunction with their administrators and the parents and patrons of their local district/charter. The most important aspect of meeting our challenge will be to work together as a team...our goal is not to defeat COVID-19, but to succeed in spite of it. Together we can and must achieve success...the educational future of our students is on the line here.

On a personal note, I will be ending my ISBA Presidency this November. I want to express my sincere and deep thanks to Karen and her staff at ISBA. They are great to work with and are consummate professionals. Also, my thanks to the other officers and members of the Executive Board. I hope we, as the ISBA leadership, have had a profound and lasting impact on education in Idaho. It is our passion!!!

Wally Hedrick
Idaho School Boards Association

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By Sherri Ybarra
Idaho Superintendent of
Public Instruction

It's Back To School As We've Never Seen It Before & We're Up To The Challenge

The start of a new school year is traditionally a time of great excitement for families and educators, plunging into new lessons and opportunities. As a former teacher and administrator, I remember loving the flurry of activity and long "to do" lists.

This fall has plenty of flurry, too, but without the comfort of personal contact and with the added tension and pressure of meeting staff and students' needs in a time of rapid change and unprecedented obstacles. There has never been a more challenging time for education, in our state and across the nation.

Local education leaders throughout the state are proving equal to the challenges as this pandemic persists into the new school year. I applaud your hard work, flexibility and commitment.

My staff and I are proud to be your partners in navigating this new terrain. Since the sudden onset of COVID-19 dealt a shock to our system last spring, we've stayed in near-constant contact with district leaders to provide resources, information and connections for everything from accessing stimulus funds to acquiring the equipment, connectivity and training to provide equitable distance learning.

Those efforts, and our commitment, continue.

Grants available. A committee is reviewing grant applications to support blended and online learning throughout Idaho. All districts and charter schools can share in the \$30 million set aside from the governor's Idaho Rebounds Coronavirus Relief Funds. Check out the parameters and process on our website.

Grant funds can be used for devices to support students and teachers, connectivity, infrastructure for staff and professional development related to digital and blended learning. Districts can tailor the grants to their specific needs, from laptops and cameras to home internet access for students and teachers who are working remotely.

LMS options. I'm particularly happy about one way districts can use their Coronavirus relief funds: All Idaho districts now have access to a proven learning management system (LMS), so that small rural districts aren't operating at a disadvantage in a distance-learning environment. It is critical that all of our schools can communicate systematically with students and parents, and in the past we have fallen behind other states in this area.

Just before the start of school, my office wrapped up work on the LMS, identifying five leading vendors that agreed to offer preferred pricing to Idaho districts and charters. Districts can choose the vendor that works for them, and those that already have an LMS they're happy with can keep it. Information about LMS contractors and pricing is available on our website.

Safety supplies. With \$10 million in relief funding, the Department of Administration is sourcing and distributing face masks, gloves, hand sanitizer, face shields and plexiglass desk shields to schools throughout Idaho.

This summer and continuing into the fall, State Department of Education staff distributed thousands of gallons of hand sanitizer and hundreds of thousands of face masks at central distribution points in each education region.

Steven Snow with The Council for the Deaf and Hard of Hearing is providing clear face masks for students who are deaf or hard of hearing, and for the educators who support them.

We handed out instant-read thermometers at the August conference of the Idaho Association of School Administrators as part of our effort to make sure every Idaho school has one.

We all owe a heartfelt thank you to Brad Richie at the Office of Emergency Management for OEM's partnership in procuring, receiving and shipping these supplies to support Idaho schools, educators and students.

continued on next page...

Enrollment: As I'm writing this, the State Board of Education has not yet voted on a new, permanent administrative rule to broaden how schools report average daily attendance to take into account blended learning models or limited access to school buildings. My staff and I advocate for the rule, which identifies the amount of time a student is receiving instruction as a proxy for historical in-person attendance.

Efforts beyond COVID. New obligations for school districts are not limited to issues directly related to the pandemic. My department offered a webinar in August and will roll out training this fall on new Title IX rules on sexual harassment. Resources on our website outline minimum response and supportive measures, plus procedures for investigating and reporting.

All school employees are mandatory reporters under the new rules, which offer a new definition for sexual harassment: requiring *Quid pro quo* by an employee; unwelcome conduct that is so severe, pervasive and objectively offensive that it effectively denies a person equal access to a school's education program or activity; and/or sexual assault as defined by the Clery Act, and dating violence, domestic violence and stalking as defined by the Violence Against Women's Act.

Local solutions. We appreciate how quickly district leaders took guidance from the State Board of Education and made it your own, addressing statewide issues and priorities while tailoring your approach to the needs and concerns of local students, parents and staff.

There is no "one size fits all" solution. Rural and urban, north and south, COVID 'hot spots' and areas relatively unscathed, district officials across the state are working with local health districts to make hard, data-driven decisions about how to keep children and staff safe.

You've never lost sight of what matters most: protecting the health and safety of students and staff, and honoring the trust your communities place in you.

The challenges aren't over yet, but I and my staff at the State Department of Education are here to support and help you, answer questions and help find solutions.

I truly believe we will emerge from this pandemic stronger and more adaptable than we were before this crisis hit. Certainly we'll be more prepared for the unexpected and better equipped for distance learning in the future.

**Stay healthy, stay safe, and know
that we're all in this together.**

Credit: State Department of Education



Superintendent of Public Instruction Sherri Ybarra and State Department of Education staff handed out digital thermometers at the Idaho Association of School Administrators Conference in August as part of an effort to make sure every public school in Idaho has one of the devices.



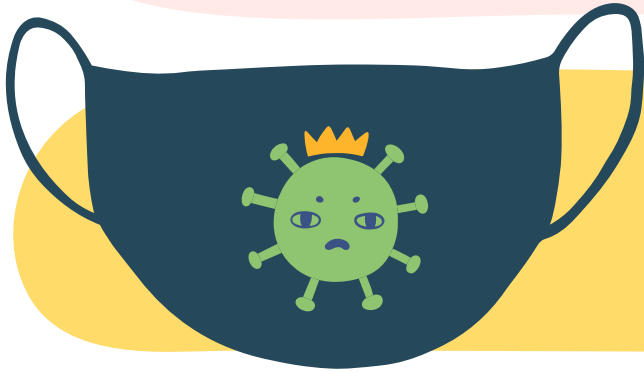
Credit: State Department of Education

Lance Hansen, assistant superintendent of the Lewiston School District, pumps hand sanitizer into containers for schools in Region 2 June 29 as part of the State Department of Education's statewide distribution of sanitizer and face masks.

The State Department of Education offers a wealth of online resources for districts, charter schools, educators, and parents to ease this one-of-a-kind back to school season:

- **Fall 2020 Back to School Reopening** – includes tools and resources on connectivity and devices; student learning; and safety and wellness
- **Idaho Back to School Framework 2020**
- **The CARES Act** – includes breakdown of funding programs and Blended Learning Grant Program application
- **Professional development information for district trustees on blended learning**
- **Learning Management System providers and cost**
- **Back to School video PSA**
- **Department of Administration K-12 School Supply Request**

let's get
Back To School



WEAR
your MASK



WASH your HANDS



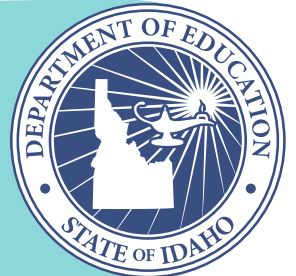
S · O · C · I · A · L
DISTANCE



Stay
HOME



IF
Sick



EVERYONE DO YOUR PART



Thank You For Your Dedication

Dear Idaho School Boards Association members,

I want to express my deep appreciation to you all for the leadership you have demonstrated during these unprecedented times.

You have sought to balance the health and safety of students, teachers, and school staff with the need to continue educating our younger generation effectively during circumstances no one could have predicted. You have done so with integrity and a sincere passion for preparing our students to lead successful lives.

We are doing everything we can to support you at the state level. We put millions toward the safe operation of schools during the 2020-2021 academic year, including additional personal protective equipment in our schools, COVID-19 testing for teachers and school staff, and resources for blended learning.

Additionally, we have made K-12 our priority as we seek to balance the state budget with reduced revenue. Idaho's public school system will be minimally impacted by COVID-19 in the new fiscal year because of our efforts to strategically leverage federal funds to offset planned reductions. Fiscal conservatism elsewhere in the budget combined with the relief funds we directed to K-12 mean teachers, students, and parents won't feel as much of an impact in schools as they will in other states.

Between direct federal support for schools and our actions through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, a total of \$122.2 million has been committed to K-12 public education for the school year.

These are uncertain, challenging times but I know we are far better off here than elsewhere right now, thanks to the dedication of public servants like you.

Sincerely,

Brad Little, Governor of Idaho




By Brad Little
Governor of Idaho



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Sharon Mast, Clerk of the Board
Boise School District, ID



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By Debbie Critchfield
President, Idaho State
Board of Education

Clear & Consistent Communication Is Essential This School Year



With the 2020/2021 school year now upon us, school district and charter school trustees and school administrators statewide are grappling with a very fluid public health problem and deciding whether to resume in-person instruction, or start the year the way the last one ended, with remote learning.

Parents are watching and wondering how these decisions will affect their children academically and emotionally and their own ability to work and make a living.

As a parent, and as a school district employee (I serve as the public information officer for the Cassia County School District), I know how difficult this is for all sides.

In late July, my State Board of Education colleague Kurt Liebich and I had a conversation with administrators at Idaho's two largest school districts – the Boise and West Ada School Districts, along with the presidents of Boise State University and the College of Western Idaho, hospital leaders, and elected officials in Ada County.

Our purpose was to invite conversation and collaboration across the decision making spectrum.

Many topics were discussed, and themes emerged, particularly about communication with parents and staff and the need for consistent messages about the challenges we face. Every community is facing a different situation, but all parents are anxious to know what the plan is this fall for their child's school.

The number of COVID-19 infections reported in our state's most populous county indicates wide community spread. While there are some indications that the county's infection rate is slowing, it doesn't do much to alleviate concerns many have about what to expect if schools open and in-person instruction resumes. Although numbers are different across the state, the same concerns exist everywhere.

Idaho's Back to School Framework provides guidance for school districts like those in the Boise metro area and small districts in rural counties throughout our state where there is little or no evidence of COVID-19. Decisions about what school looks like this fall are best made locally.

continued on next page...

I encourage you to work closely with your local elected officials, public health experts, hospitals, etc., and make communication to parents, students, and staff a priority. Ensuring your community is in the loop and know what your plans are, and the reasoning behind your decision making is vital to the needed support of your plan.

As a communications professional, I know that is not always easy but it is important we do our best. City of Meridian Mayor Robert Simison noted during our conversation that parents need some sense of predictability in what seems like an ever-changing situation. A good way to create predictably is to make sure parents know what the latest developments are through regular and consistent communication. Consider using social media platforms, email, newsletters, or other means, and along with focused actions and messaging on things we can control. No one has every answer, and it is okay to tell your patrons that.

Nothing is more important than the health and safety of our students, teachers, and staff. I believe that we can satisfy that priority along with our duty to educate. I thank you all for your service. It's been a remarkable experience to observe the tremendous efforts on behalf of our students. Together, we are embarking on what may be the most challenging school year in the history of our state. I know you are doing your best to provide the education our students deserve.



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By Dane Higdem
Moreton & Company

Gone Phishing

Is Your School Cyber Ready?

Nationally, right now as this article goes to press, K-12 schools are working diligently to figure out how to deliver all the needed classes and materials in response to the pandemic, whether in person, at distance learning, or a hybrid. Schools will be using far more computers and connected devices than they have used before. This proliferation could inadvertently lead to cyber-attack vulnerability. The use of various devices usually in a controlled school setting, now being used at home, is a contributor to data risk.

This article addresses several different types of cyber-attacks, what causes them, and how to mitigate exposure.

Data Breach:

The loss or breach of sensitive, protected, or confidential data from secure storage into an insecure environment. This material then can be copied, transmitted, viewed, stolen, or used in an unauthorized manner.

Districts and Charter Schools should:

- Train end users in data responsibility, how to handle and protect
- Use encryption for data sent by email
- Train staff on security procedures and ensure all employees understand that protecting data is within their job description
- Establish procedures for what to do when a data breach occurs
- Conduct 3rd party audits if appropriate

Denial of Service (DDoS):

A DDoS attack (Distributed Denial of Service) occurs when multiple systems flood the bandwidth or resources of the district or school's servers. This results in users being unable to access the district or school's website/servers. While this may not result in a data breach or other physical damage to the system, it is designed to interfere with the normal operations by making it functionally useless for the duration of the attack.

Although DDoS attacks can't be prevented, it is possible to enlist 3rd party services that conduct traffic scanning and analysis to stop or mitigate an attack. The best method to stop a DDoS attack is to monitor the network and detect threats early. Have procedures in place with system information and contact details for the appropriate IT personnel needed to work with your service provider. With the providers assistance it may be possible to determine where in the system the attack is being targeted and to limit the amount of incoming traffic which should stop the DDoS attack.

Ransomware:

This is a security attack where hackers hold the data in your system hostage then demand money to release your data back to you. Ransomware is a form of malware and most infections are started by someone accidentally opening or downloading a file which is disguised as legitimate software or a file from peer-to-peer file sharing or email attachment.

The FBI advises that districts/schools never pay a ransom or give in to demands. There are several important steps that can be taken to protect your system from this type of attack. These include keeping software up to date, backing up data in more than one location, and having a recovery plan in place to efficiently recover your data quickly and completely. Vulnerabilities occur when out of date or unpatched software is being utilized. Hackers know the weak points within the outdated unpatched software and utilize those weaknesses to access your system.

continued on next page...

The safest backup method is to have data on a server that is not accessible by the rest of the district or school's network making the data inaccessible to the malicious software.

Phishing/spoofing:

It is estimated that over 90% of cyber-attacks start with a phish. The seemingly legitimate email asks the user to reveal personal information or open a link that installs the malicious software. These phishing emails are becoming more sophisticated and difficult to detect.

Deceptive spoofing: Communications and emails from companies that appear legitimate. These may ask employees to verify and/or enter personal details for their accounts.

Spear phish spoof: Similar to a deceptive phish but more sophisticated. These may contain accurate information such as employees name, position, address, phone number to make the email look legitimate to the person being phished. This type of phish often involves sending an email that appears to come from a colleague or acquaintance.

Removable Media:

Media devices that can be easily connected to the district or school system pose challenges to cybersecurity. These devices consist of, but are not limited to, thumb drives, CDs, DVDs and external hard drives. While these devices make it easier for students to transport and display their work at different workstations, they can also contain harmful content that could damage the system, intentionally or not.

The Internet of Things (IOT):

The IOT can include district or school-owned devices and equipment such as security equipment and cameras, classroom speakers, digital whiteboards. The IOT also includes student, teacher, staff and administration owned gadgets such as watches, phones, and other cloud-based voice activated devices. These devices are best kept to a separate VLAN (Virtual Local Area Network) whenever possible. In a VLAN environment it should be possible to monitor the use of IOT; and if configured properly, the VLAN should not have access to the rest of the school or district network. The separation of the VLAN from your server system helps keep your server system and data safe from IOT devices.

Summary:

We should not be afraid to embrace the online environment. The benefits brought to the K-12 education system include the ability to communicate with teachers in an online environment, provide online content, participate in classes not normally open to our students. We do however need to work diligently to fend off cyber-attacks by proactively addressing any threats as they develop. Keep your guard up and work together to keep your system safe from attack.

Please remember that your policy does include Cyber Insurance. If you find your system under attack or have had a cyber-attack or loss, please contact Moreton and Company as soon as possible to minimize damage to your districts or schools system. Your policy includes vendor relationships with forensic IT firms, legal counsel, public relations consulting, and other valuable services that, if accessed immediately, will minimize the damage suffered by a cyber event.

Resources:

Listed below are a few publications and organizations that support school districts and charter schools with cybersecurity:

- Framework for Improving Critical Infrastructure Cybersecurity Version 1.1, NIST; <https://www.nist.gov/publications/framework-improving-critical-infrastructure-cybersecurity-version-11>
- Critical Infrastructure Community (C3) Voluntary Program, US-Cert: <https://us-cert.cisa.gov/resources>
- Integrating Cybersecurity with Emergency O Plans (EOPs) for K-12; <http://rems.ed.gov/integratingCybersecurity-ForK12.aspx>
- Office of Educational Technology (OET) Web page, U.S. Department of Education (ED); <https://tech.ed.gov/>

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



SafeSchools



By April Hoy
Research & Policy
Specialist

Statistic of the Quarter

Just over 2/3 of school district trustee seats up for election in 2019 had only one candidate.

In 2020, ISBA conducted a survey of school district clerks that included questions about the most recent November elections. 10% of the seats had no candidates while just over 22% had two or more candidates. The survey respondents represented 84 of Idaho's 114 school districts.

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By Misty Swanson
ISBA Chief Deputy

Tips For Your Superintendent Search



ISBA IS HERE TO HELP.



As I mentioned in the Summer SLATE article, 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. While this was originally going to be a two-part article, it will expand into additional articles due to the number of topics to discuss. I look forward to sharing some of the most important pieces of advice I have to offer about finding a new superintendent.

You can find the first part of the article on ISBA's website here: www.idsba.org/blog/publications/slate-magazine/. The topics covered in that article include:

- Double-Check Your Policy
- Questions You Can't Ask
- Superintendent Certification
- Open Session versus Executive Session

There are so many great questions I hear related to superintendent searches. In this article, I'll discuss **veterans' preference** and **reference checks**.

Veterans' Preference in Public Employment

Does veterans' preference apply to superintendent candidates?

This has always been a difficult question to answer under Idaho's veterans' preference statutes, and we have, in fact, discussed this with legal counsel at Anderson, Julian & Hull from both perspectives.

continued on next page...

To begin, it is well-accepted that the preference applies to school districts, and generally, to school district employees (including teachers). The tough question has always been whether the “key employee” exception applies to superintendents. Unfortunately, based on the definition of a “key employee” set forth below, the superintendent position does not qualify for the exception because the position is not “at will” and it is a civil service position.

Idaho Code § 65-502(7)(7) states that “Key employee” means an individual specifically hired for an “at will” position that is not a civil service position,* and for which:

- (a) The position requires an advanced degree and the exercise of independent judgment for a majority of the public employee’s duties;
- (b) The primary duty of the position is the management of a department or subdivision of the public employer and the position requires the exercise of independent judgment for a majority of position duties;
- (c) The primary duty of the position is administrative work arising from the management of a department or subdivision of the public employer or administrative work arising from the exercise of the duties of an elected official and the public employee holds a confidential relationship to the appointing or employing officer or elected official; or
- (d) The primary duty of the position is to provide advice or consultation to an elected official and the public employee holds a confidential relationship to the elected official.

(*Civil Service Position is defined as “a position for which the public employee is selected from a pool of applicants through a **competitive examination**, a merit system or any other rating system **based on experience and qualifications**.” Interpretation: Superintendents are certainly selected either from a pool of applicants through a competitive examination, or based on experience and qualifications, or possibly both.)

Thus, based on the “key employee” definition, department heads, for example, Operations, Human Resources and Transportation would qualify, (assuming there is no contract), but the Superintendent is not exempt; and as a result, the VA preference requirements (from application through hiring) will apply.

Reference Check Phone Calls

Once the Board reduces the candidate pool to semi-finalists, I strongly recommend the Board participate in reference check calls. Over the years, I have created a list of recommendations for these calls:

- I encourage all board members to participate in the calls by placing at least one call for each of the semi-finalists. This gives each board member the opportunity to hear information (usually good, but, sometimes bad) about each candidate.
- Develop a set of questions to ask references, and stick to that list of questions. It is best practice if everyone asks the same questions of each of the references so that one candidate isn’t given an unfair advantage or disadvantage by deviating from the list of questions.
- If possible, look for a variety of references to call. Normally, we call a few people from the candidate’s list of references. However, it’s okay to look for other people to call as well. This can bring a truly honest and neutral perspective.
- When I make reference call assignments, I have a list of people that I like to try and include. For example:
 - o The candidate’s current and/or past supervisor
 - o Someone who reported to the candidate (i.e. a current or past employee)
 - o School board member (current and/or past)
 - o Parent of a student in the district
 - o Local education association president or member
- Each board member should share what they heard on their calls. This can be done in executive session per Idaho Code 74-206(1)(a) since the board will be discussing the candidate’s qualities.
- While the reference calls take some time to complete and share with the board, this is an important step in the process. I always recommend to boards that they use the reference calls as one of the many important pieces of information they receive throughout the superintendent search process.

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.
- For more details about ISBA’s Superintendent Search Service, please contact me at misty@idsba.org or (208) 854-1476 or visit the ISBA website: <https://www.idsba.org/member-services/superintendent-searches/>.





SUPERINTENDENT SEARCH SERVICE

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

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



About the Service:

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

Why We Need Activities Now More Than Ever

The shutdown of spring activities last school year was quite possibly the most difficult issue that our office has had to address since high school sports were negatively impacted during World War II. Unfortunately, the COVID-19 pandemic has not slowed down and is now threatening what school districts and charter schools are trying to do at the start of this new school year.

During that earlier difficult time, General George C. Marshall was quoted as saying, "I want an officer for a secret and dangerous mission. I want a West Point football player." I'm proud to be able to say that when I look for future leaders for the state of Idaho who can lead us through tough times like what we are facing right now, give me someone that is a graduate of one of our high schools who was involved in one, or more, of our extracurricular activities.

Activity programs are inherently educational and provide valuable lessons for practical situations such as teamwork, sportsmanship, winning and losing, and hard work. Students learn self-discipline, build self-confidence and develop skills to help them handle difficult situations. Activities help students see different viewpoints and perspectives that helps them see a bigger picture than they normally do. There is a strong link between education and citizenship and the many benefits that are realized through participation in interscholastic activities.

Students involved in activity programs have lower dropout rates than students who are not involved in these programs. The students who are involved have a higher GPA, on average, of .5 - 1.0 more than students who are not involved in school sponsored extracurricular activities. These activities help promote the mission of the school and when done correctly, are a fantastic extension of a good educational program.

Students want to participate in extracurricular programs for a number of reasons. The number one reason they participate is that activities are fun. They enjoy being part of a group, being active and learning new skills. The experience of playing on a high school team or being involved in a high school club may be one of the only positive aspects of a student's life. The high school coach, teacher, or director of a speech or music group may be the only positive role model they have.

Most of the school districts/charter schools in Idaho have extracurricular participation rates of over fifty percent of their student body. Some districts or schools will actually have participation rates that are easily over seventy five percent of their student population. Activities matter to students. They matter to schools, parents, families, and friends. They are a source of pride for the communities of our state. They are helping to mold the future leaders of our nation.

Activities provide stability, support, and purpose. There are several studies now that indicate this shutdown of schools has severely impacted the mental well-being of our students. Our office has received dozens of phone calls and emails imploring us to do whatever we can to get sports going in some fashion. Almost everyone says in some form or another, "Our kids need this", and they are spot on with that statement.

Dr. Karissa Niehoff, Executive Director of the National Federation of High Schools, stated in a recent article that minimizing risks to students, coaches, officials and others is the Number 1 consideration in conducting high school sports. However, with students now disengaged from most school activities for the past five months, the physical health concerns of the virus must be weighed against the psychological health concerns of being separated from school and activities.

This is exactly why the Idaho High School Activities Association, school district and charter school leaders, state government and health leaders are working hard to find ways to allow students to participate in conjunction with their regular school day. Make no mistake about it. This has been, and will continue to be hard work. The outcome of this work though will be future leaders of our great state who will be battle tested and resilient enough to help us through the next major issue that we will face. Let us all continue to do what we can to help our student activity participants realize their full potential.



By Ty Jones
Executive Director,
Idaho High School
Activities Association





By Quinn Perry
Policy &
Government Affairs
Director



New Title IX Regulations

Despite the hundred other things on school leaders' minds right now, the new Title IX Regulations issued by the U.S. Department of Education should be at the forefront.

The recently issued final regulations codify – for the first time – rules that specifically pertain to sexual harassment. The regulations will implement Title IX of the 1972 Education Amendments, which was a federal statute that prohibits school districts and charter schools, as recipients of federal funding, from engaging in practices or activities that discriminate on the basis of sex, including sexual harassment. Until now, the rules that determined whether sexual harassment in violation of Title IX has occurred were mainly established by case law and federal guidance and interpretations.

Beginning on August 14, 2020, these regulations will impact how districts and schools will respond to allegations of sexual harassment involving both students and staff. The following is a summary of some of the more general provisions included in the final regulations, including a new definition of sexual harassment, the designation of Title IX Coordinator(s), policy requirements, training, and record retention. The following is a Q & A on the procedural requirements for addressing alleged sexual misconduct, including the proper protocols for reporting, investigating, and making determinations against any allegations.

Definition of Sexual Harassment

Title IX Sexual Harassment, as an umbrella category, includes the actual or attempted offenses of Quid Pro Quo harassment, sexual harassment, sexual assault, domestic violence, dating violence, and stalking. In this context, an educational program or activity which includes locations, events, or circumstances in which the district or school exercises control over the individual reported to have committed the conduct that could constitute the sexual harassment and the context in which the harassment occurs.

Designation of Title IX Coordinator and Publication Requirements:

Districts and schools will be required to designate at least one employee to be their Title IX Coordinator, and authorize such individuals to coordinate the district or school's efforts to comply with its responsibilities under the regulations.

In addition, you are required to notify students, parents and guardians, and employees of the name, address, phone number, and email address of the coordinator. ISBA recommends that if possible, you train and designate at least two staff members on the new regulations, should there be a conflict of interest. If that is not possible, consider entering into Memorandum of Understanding's with neighboring schools or districts that have a qualified Title IX Coordinator handle investigations where a conflict of interest arises. If you are able to have two school or district employees as the Title IX Coordinator, list and distribute the names of all relevant team members and the general delineated responsibilities of each.

Additionally, you must prominently display your Title IX Policy and the names and contact information of the Title IX Coordinator(s) on your website and in student and employee handbooks that makes it easily accessible to students, parents and guardians, and employees.

Training Requirements

The new regulations will require that Title IX Coordinator(s), investigators, or anyone who may be involved in facilitating an informal resolution process, if applicable, receive training in a number of areas specified in the regulations. We know that right now, there is not a lot of accessible training, but ISBA has been collaborating with the Idaho State Department of Education, the Idaho Office of School Safety and Security, and other stakeholders to ensure Idaho's schools and districts can receive the proper training as soon as possible.

Retention of Records

Districts and schools will be required to maintain – for a minimum of seven years- certain specific records relating to sexual harassment including investigation records, determinations, remedies provided, disciplinary sanctions, and appeal records. Records of mandated training materials must also be maintained.

Thanks to our friends at the New York State School Boards Association, specifically Kate Gaffney their Senior Staff Counsel, here are some frequently asked questions regarding the new Title IX Procedures:

Who can report allegations of sexual harassment?

Any person may report allegations of sexual harassment, including but not limited to, the victim, a friend, bystander, parent or guardian, or school personnel. The report can be done by phone, mail, email, or in person.

What constitutes a formal complaint?

A formal complaint is a document filed by an alleged victim (or their parent or legal guardian) or signed by the Title IX Coordinator alleging sexual harassment against an individual

How must districts and schools respond to allegations of sexual harassment?

Districts or schools with “actual knowledge” of sexual harassment in an education program or activity must promptly respond to such allegations. A district or school will be deemed to have actual knowledge when any school employee has notice of sexual harassment or allegations of sexual harassment. It is important to note that this standard is not met when the only school official with actual knowledge is the perpetrator of the conduct that could constitute sexual harassment.

The district or school's response must not be deliberately indifferent (i.e.: clearly unreasonable under the known circumstances).

Are there any specific ways in which districts or schools must respond to allegations of sexual harassment?

At a minimum, the district or school's Title IX Coordinator must:

- Promptly contacted the alleged victim and discuss the availability of supportive measures regardless of whether the alleged victim chooses to file a formal complaint or not;
- Explain the process for filing a formal complaint, which initiates an investigation into the sexual harassment allegations.

Supportive measures are non-disciplinary, non-punitive and free individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties. Supportive measures are designed to restore or preserve access to the educational program or activity of all parties or the district/school's education environment, as well as deter Title IX Sexual Harassment.

Examples of supportive measures include referral to counseling, altering work arrangements for employees, safety planning, class schedule modifications, and more.

How must districts or schools address formal complaints of sexual harassment?

They must follow a grievance process that includes investigating the complaint, making determinations regarding a complaint's allegations using a specific standard of proof, and appeals. In the grievance process, the district or school must, among other things:

- Treat alleged victims and those accused equitably;
- Require an objective evaluation of all available evidence;
- Require that the Title IX Coordinator or other participants in the process, does not have a conflict of interest or bias for or against either the alleged victims or the accused;
- Have a presumption that the accused is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process;
- Provide reasonably prompt timeframes for conclusion of the grievance process, appeals, and information resolution process, if available.
- Describe the range of possible disciplinary sanctions and remedies that the district or school may implement;
- State whether the district or school will use the preponderance of the evidence standards or clear and convincing evidence standard to determine responsibility;
- State the appeal procedures and permissible reasons for appeal;
- Describe the range of supportive measures available to the alleged victims and accused;
- Provide that no information protected by legal privilege may be used for any purpose, or be sought through disclosure, unless the person holding the privilege has waived such privilege.

Must a district or school provide notice that it has received a formal complaint?

Yes. Upon receipt of a formal complaint, a district or school must provide written notice to the alleged victim and the accused in sufficient time to allow the accused to prepare a response before an initial review.

The notice must include, among other items:

- Information regarding the district or school's grievance process and any informal resolution process that a district or school might have chosen to offer;
- Sufficient details, including the conduct allegedly constituting sexual harassment, and if known, the identities of the parties involved in the incident, including the date and location of the incident.
- A statement that the accused is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- Notice that the parties may inspect and review evidence.

continued on next page...

- Notice about any provision in the district or school's code of conduct that prohibits knowingly making false statements of submitting false information during the grievance process.

After commencing an investigation of formal complaint, a district or school may decide to also investigate allegations that were not included in the initial notice to the parties. In that case, the district or school must provide notice of the additional allegations to the parties.

Must districts or schools conduct an investigation upon receipt of a formal complaint?

Yes. Districts or schools must investigate the allegations in a formal complaint unless one or more of the regulatory exceptions that require or otherwise allow the dismissal of a complaint applies. For example, one exception is when the accused individual is no longer enrolled in or employed by the district/school.

When conducting an investigation into a formal complaint, the parties must be provided an equal opportunity to:

- Present witnesses and to gather and present relevant evidence;
- Have others present during any grievance proceeding, including the advisor of their choice who may be, but is not required to be, an attorney;
- Inspect and review all evidence obtained as part of the investigation that is directly related to the allegations in the complaint.

In addition, schools and districts must prepare a written investigative report that fairly summarizes the relevant evidence and send it to both parties and their advisors, if any.

Are there any restrictions on who can serve as the decision-maker regarding a formal complaint?

Yes. The decision-maker cannot be the same person as the investigator or the Title IX Coordinator. In the event of an appeal, the decision-maker for the appeal cannot be the same person as the initial decision-maker, investigator, or Title IX Coordinator.

May a district or school remove a student or employee accused of sexual harassment on an emergency basis while the grievance process is underway?

Yes. A district or school may remove a student accused of sexual harassment from an education program or activity on an emergency basis and prior to the conclusion of the grievance process following an individualized safety and risk analysis and a determination that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. The district or school must provide the accused student with notice and an opportunity to challenge the decision immediately following the removal, which is further subject to laws and regulations pertaining to disciplining students with disabilities, if applicable.

With respect to employees accused of sexual harassment, a district or school may place them on administrative leave while the grievance process is ongoing, subject to any rights they may have under a collective bargaining agreement, and/or under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

ask

ISBA

Question:

Are school districts and charter schools required to offer their school buildings as polling places?

Answer:

Yes. Idaho Code 34-302 requires that "public school facilities shall be made available to the {election} board as precinct polling places."

Question:

Now, how does that play into the time of school during a global pandemic, where your school facilities may be physically closed and/or you are limiting visitors to your school campus?

Answer:

More than ever, county officials will need to ensure that all Idaho citizens have the ability to safely exercise their right to vote. That means they need areas with abundant space, like auditoriums or gymnasiums, making school facilities a likely fit. In any case, it is wise to maintain a good relationship with your local county clerk and elections officials. We are, in fact, all in this together.

ISBA recommends you and your Board consider the following as we look to the 2020 General Election:

- Consider a virtual learning day on the day of the General Election (November 3, 2020).
- If you're not able to shift to virtual setting for that day, create a plan for how you will be able to separate students and staff from the polling location for that day;
- Consider that each voter will need at least six-feet of space between anyone not in their household. Work with the elections official to create a plan for how they can direct voters where they can spread out while waiting to cast their vote. If you choose to keep in-person instruction that day, ensure that the waiting area does not overlap with areas that may be frequented by students or staff.
- Outline the district or school's expectation for "health and safety protocols" during the election, and have a plan for your janitorial staff to decontaminate the area once the election has concluded;
- If it's held in common areas in the school facility, consider keeping that area closed for a minimum of 24 hours once the election has concluded in order to allow decontamination practices to take place.

Question:

Can we require face masks or other approved facial coverings for those casting their ballot on our public school facilities?

Answer:

Unfortunately, while your school policy may apply to staff and students of the district/school, we have reason to believe that we cannot require face masks as a condition for a citizen to exercise their right to vote. This is why we are suggesting a virtual learning day on the date of the election.

Sound Advice for School Leaders

Here are 24 tips to help make you a better school board member

By Robert Rader

These tips for school board members grew out of a similar list I created for NSBA to help provide orientation for new state association executive directors. I have worked for the New York State School Boards Association and the Connecticut Association of Boards of Education for nearly 40 years. This list is useful for new board members. It also can serve as a good reminder for those of us who have been doing this work for much longer.

1. **Put your students' needs first. Be true to your district's mission.**
2. **Drop your party affiliation at the boardroom door.**
3. **Remember that you represent ALL the children in the district, not just those whose parents voted for you.**
4. **Know your roles and responsibilities.**
5. **Know the superintendent's roles and responsibilities.**
6. **Communicate often and honestly with other members of the board and the superintendent. One-to-one conversations are best for building relationships.**
7. **Learn about what drives other board members and the superintendent to develop strong bonds between the members of your leadership team.**
8. **Be the advocate your students and district need you to be.**
9. **Inspire others.**
10. **Strengthen your board's image. Conduct yourself with respect and civility. Help build a professional culture. You are a role model.**
11. **Let others shine, whether other board members or staff. Dale Carnegie told us, "A person's name is to that person, the sweetest and most important sound in any language." Almost everyone likes to see their names in print in a positive way, too.**
12. **Speak your piece, but actively listen to others speak theirs.**
13. **When confronted by a mistake, whether by a board member or someone else, generally assume incompetence rather than malfeasance. Your first reaction should be to give them the benefit of the doubt.**
14. **Never criticize others in public.**
15. **Pick your battles. Often others just want to vent and will feel validated by your listening.**
16. **Apologize when you know you should.**
17. **Be aware of your own implicit biases. We all have them.**
18. **Remember that, as a board member, you have no other power than other citizens, except when at the board table.**
19. **Do not try to solve every problem you hear about. Explaining that there is a chain of command should be your mantra.**
20. **Follow the money. Your budget is your most important policy document.**
21. **Hone and use your emotional intelligence. Walking in someone else's shoes can give you a completely different perspective.**
22. **Keep and use your sense of humor to defuse situations. Try not to take yourself too seriously.**
23. **Take time for yourself and your family. You need to recharge, too. And, lastly...**
24. **Focus on the big picture with optimism and think long-term. Although this may be difficult in light of your current concerns, strong leaders are optimistic and build their legacies one step at a time.**

Robert Rader (rrader@cabe.org) is Executive Director of the Connecticut Association of Boards of Education, Wethersfield, Connecticut.

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WE'RE GOING VIRTUAL!!!



The ISBA Executive Board met on August 3rd, 2020 to discuss the upcoming ISBA Annual Convention in Sun Valley. Due to the COVID-19 pandemic, there was concern regarding holding the event in-person. The health and safety of our attendees and staff is our top priority. After much discussion and deliberation, the Board made the very difficult decision to cancel the in-person Convention and switch to an online-only event.

The **2020 ISBA “Virtual” Annual Convention** will be filled with many opportunities that inspire new ideas and solutions that you can share with your district or charter school including:

- 30+ Workshops
- 2 Keynote Speakers
- Annual Business Session
- Region Meetings
- Networking Opportunities
- and much more!

All of the learning. None of the crowd!

78th Annual ISBA Convention

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 / Please submit via email, fax, or mail.

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

Agenda At A Glance

All times
are in
mountain
time zone.



MONDAY, NOVEMBER 9

8:00 am – 4:00 pm	ISBA Technology Help Desk Open
8:30 am – 9:00 am	Early Bird Welcome
9:00 am – 11:00 am	Early Bird Workshops
11:00 am – 1:00 pm	Virtual Exhibit Hall Open
1:00 pm – 5:00 pm	Region Meetings

TUESDAY, NOVEMBER 10

8:00 am – 4:00 pm	ISBA Technology Help Desk Open
8:30 am – 9:00 am	Virtual Convention Kick Off
9:00 am – 10:00 am	Keynote Speaker
10:15 am – 11:15 am	Workshop Session #1
11:00 am – 1:00 pm	Virtual Exhibit Hall
11:30 am – 12:30 pm	Workshop Session #2
1:00 pm – 2:00 pm	Workshop Session #3
2:00 pm – 3:00 pm	Afternoon Networking Hour
5:00 pm – 6:00 pm	Evening Networking Hour

WEDNESDAY, NOVEMBER 11

8:00 am – 4:00 pm	ISBA Technology Help Desk Open
8:30 am – 9:00 am	Wednesday Welcome Session
9:00 am – 10:00 am	Keynote Speaker
10:15 am – 11:15 am	Workshop Session #4
11:00 am – 1:00 pm	Virtual Exhibit Hall
11:30 am – 12:30 pm	Workshop Session #5
1:00 pm – 2:00 pm	Workshop Session #6
2:00 pm – 3:00 pm	Afternoon Networking Hour
5:00 pm – 6:00 pm	ISBA Talent Show

THURSDAY, NOVEMBER 12 - School Spirit Day! Wear Your School Colors.

8:00 am – 1:00 pm	ISBA Technology Help Desk Open
8:30 am – 9:00 am	Closing Welcome Session
9:00 am – 9:45 am	Awards Ceremony
10:00 am – Conclusion	ISBA Business Session

Meet Our Keynote Speakers

Jennifer Ulie-Wells, Ph.D



Tuesday, Nov.10, 9:00 am - 10:00 am

TOPIC: 14 Ways for School Boards to Improve School Mental Health

Jennifer finished from Iowa State University in Education with certifications in mental health and social justice. She has been in education for over 20 years as a special educator. In 2013, she founded Please Pass the Love Youth Mental Health Initiative which provides systemic training and support for thousands of educators, schools, and districts across Iowa while hosting the only school mental health conference in the state.

Each year Dr. Ulie-Wells trains thousands of educators, young people, families, and community providers on a variety of school mental health (SMH) topics. She works for Drake University as an adjunct professor. In 2018, she launched an on-line school mental health program in collaboration with Drake University and Iowa State Education Association (ISEA). She actively engage in national school mental health capacities including the National School Mental Health State Summit with leaders of federal agencies such as SAMHSA, HHS, HRSA, DOE, DOJ, and the University of Maryland Center for School Mental Health. She is a member of SMH communities of practices and the national Family School Community Alliance with scholars from across the nation.

She is passionate about improving the quality of life and educational opportunities for children, families, and educators as well as offer more comprehensive services and supports to school systems. She strives to bridge positive relationships between the educational and mental health communities to more effectively prevent and address mental health issues for our children and adolescents throughout the state of Iowa.

Eric Aroca



Wednesday, Nov.11, 9:00 am - 10:00 am

TOPIC: The Four Acts of Leaders

Eric Aroca has spent years motivating and inspiring audiences to live the life they've imagined by inspiring them to dream more, learn more, do more and become more. After starting his career in corporate America, he is now entertaining audiences nationwide for association markets, corporate and schools that want to improve their leadership skills, and see continuous improvement in their lives. He captures your attention and draws you in with humor, intertwines it with masterful storytelling and motivating spiritual anecdotes, then boldly challenges you to do and be better. It is his ability to relate and connect with everyone he comes in contact with that allows him to be such a captivating motivator.

Eric is a graduate of the University of Phoenix where he earned a bachelor's in Business Management and a Masters degree in Organizational Management. He had a successful sales career earning many awards in the high tech sector, pharmaceutical and medical device markets.

Eric is married to his high school sweetheart and they have been together for 30 years. Together they have five children or as Eric calls them "the fab five," and two grandchildren. When not delivering upbeat motivating programs for audiences across the country, Eric loves spending time with his family, and going bass fishing.

His entertaining and motivating style will encourage you to learn more, do more, and become more resulting in living the life you've always imagined.

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

BOARD MEMBER profile

DEBBIE BURR

Xavier Charter School

1) How long have you served on ISBA's Executive Board? I was invited to join the ISBA Executive Board in December 2019 by Louis Pifher, the Region IX Chair person. I have participated in many ISBA events over the years and am excited to be able to give something back to the organization and fellow board members across our state.

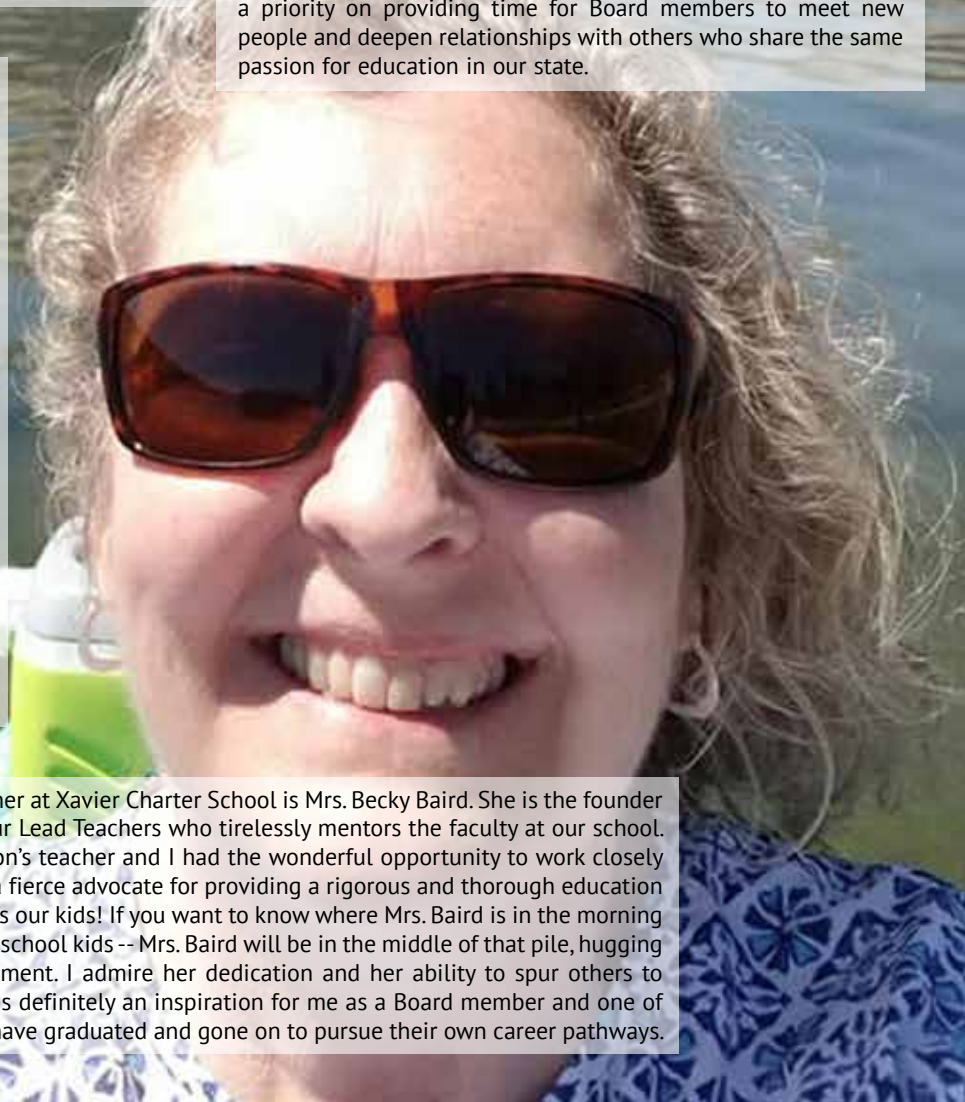
2) How long have you been a board member? I was first elected to the board of Xavier Charter School in 2011 and have served on that board continuously since that time. I am currently serving as the Chair of the board and have served in that capacity for 7 of the 10 years I have been on the board.

3) What is a success story from your district you would like to share? One of the struggles for many charter schools is determining how to purchase an appropriate facility that will provide support for the school's educational program. My district had a tumultuous few years at the beginning in terms of finances and started out with a lease payment that was approximately 30% of the operating budget, which is unsustainable. It took a determined Board, Admin Team, and staff to work together to create a future for the school. Working as a team, we put together a solid 5-year plan to put the school on a firm financial footing, which involved renegotiating the lease, and then to move ourselves into a position so we could issue bonds to finance the purchase of our building. I think the reason I consider this to be such a success story is that it took all of us, from our varied backgrounds and talents, to pull together to accomplish a common goal. It was a great example of doing something significant that ensured that children in our community would have the opportunity to experience a classical education for generations to come. Xavier now occupies a building that it owns, and is looking forward to future expansion.

4) What inspired you to become a board member? I remember wanting to pursue serving on a local school board beginning around the time I graduated from the University of Idaho many years ago. As someone who was born and raised in Idaho, I have always been passionate about education in our state. I recognized how fortunate I was to have received an excellent public education and wanted to be a part of the process to ensure that future generations of Idahoans could have the same experience. As my children finished elementary school in Twin Falls, a new charter school opened up and I was intrigued by the concept of a public "school of choice". After my children completed their first year at Xavier, I began to see how important the role of the school board is to ensure teachers have the necessary supplies, space, and support to provide an exemplary education. I became more involved, attending Board meetings, and listening to what teachers had to say about their biggest struggles and best moments in the classroom. The next year I ran for and was elected to a position on the Xavier Board of Directors and have served since 2011. It has been a truly rewarding experience!

5) Who is your favorite teacher and why? My favorite teacher at Xavier Charter School is Mrs. Becky Baird. She is the founder of our school, a fantastic 5th grade teacher, and one of our Lead Teachers who tirelessly mentors the faculty at our school. The first year my children attended Xavier, she was my son's teacher and I had the wonderful opportunity to work closely with her as a parent and later as a Board member. She is a fierce advocate for providing a rigorous and thorough education to every child. In addition to her love for learning, she loves our kids! If you want to know where Mrs. Baird is in the morning before school, just look for a wild gathering of elementary school kids -- Mrs. Baird will be in the middle of that pile, hugging every one of them and giving them words of encouragement. I admire her dedication and her ability to spur others to achieve things they didn't even know were possible. She is definitely an inspiration for me as a Board member and one of the reasons I continue to serve even though my children have graduated and gone on to pursue their own career pathways.

6) Any advice to pass along to future board members? Read! One of the most influential books I read when I became a Board member was "Charter School Board University" written by Brian L. Carpenter. If you are a first time board member, look for resources to help you discover what you don't know about being a member of a highly functional and effective board. Seek out other learning opportunities to help you become a more informed Board member -- ISBA is a fantastic resource. The ISBA trainers can provide helpful information from a broad overview to specific in-depth training on complex topics such as how to understand your district's financial picture. Finally, network with other Board members! I discovered that a problem that I am facing in my district has most likely been faced before in another district. Developing relationships with other Board members in other districts provided me with the ability to gain insight that helped me find solutions and achieve my Board's goals. ISBA events place a priority on providing time for Board members to meet new people and deepen relationships with others who share the same passion for education in our state.





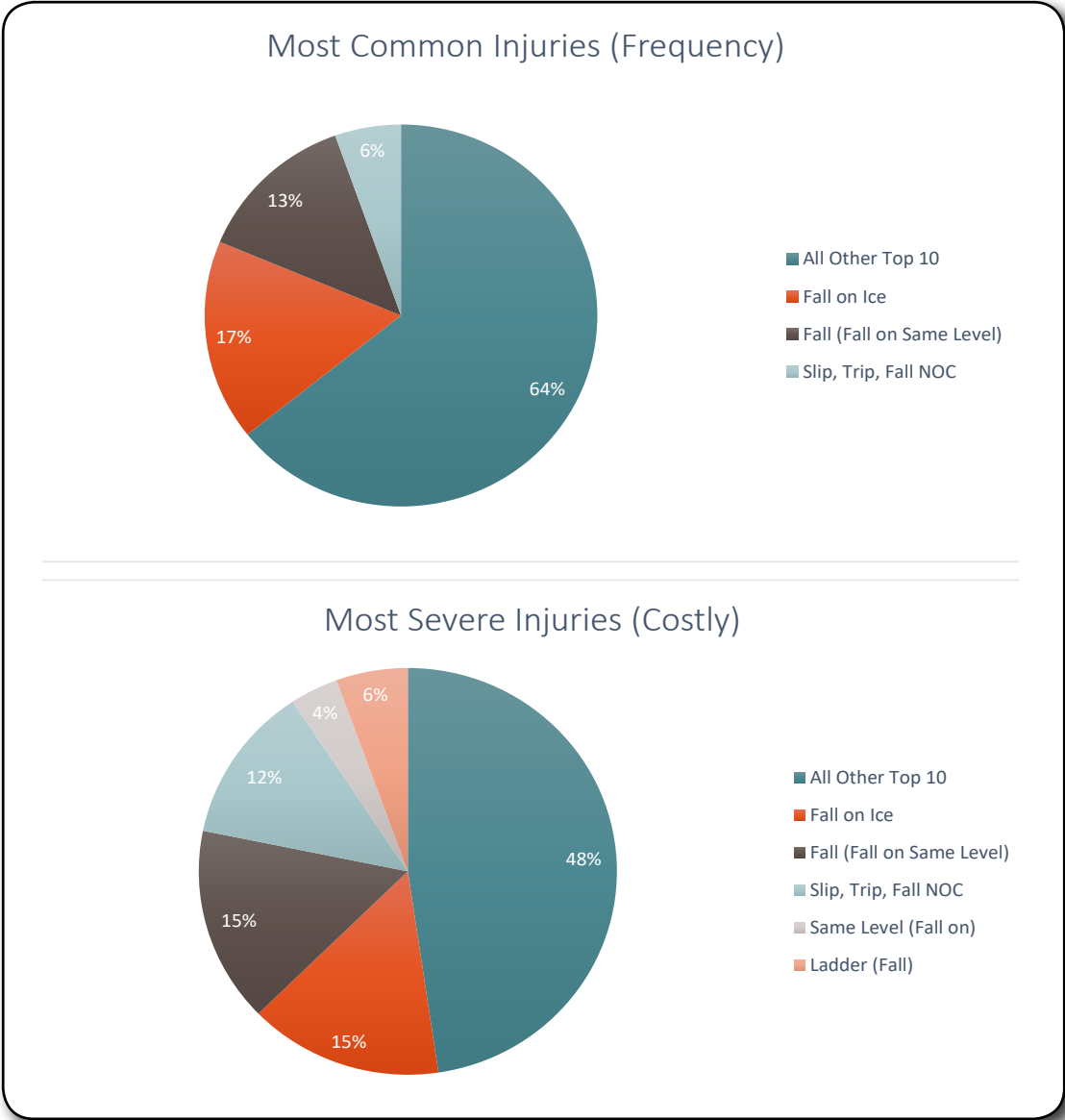
By Lea Duffin
Technical Loss
Control Consultant,
Idaho State
Insurance Fund

FOCUS ON SAFETY:

Slips, Trips, and Falls

In our previous article, Focus on Safety: Save Money through Workers' Compensation, a graph reflected Idaho school districts' claim costs from 2017 to 2020. The highest claim cost on the chart was Slips, Trips, and Falls (STFs), accounting for 44% of the total costs, with over \$10 million in losses. STFs also account for the highest frequency of claims for school districts/charter schools, at one-third of all claims.

It's helpful to focus on the true cause of accidents, which is beneficial in finding solutions and taking corrective and preventative measures. The most frequent cause of an STF was a fall on ice or snow. These accidents were also the second most common claim that school districts/charter schools had (of all causes of claims) and the third most costly. The following graphs highlight the types of STFs that make up the top ten most frequent (or common) claims.



E-mod Costs

According to the Centers for Disease Control and Prevention (CDC), in 2018, nonfatal falls accounted for twenty five percent of days away from work cases. Claims with multiple days away from work directly impact a district's experience modification rating (e-mod). Higher e-mods result in higher workers' compensation premiums.

STFs may also have serious or fatal outcomes and are accidents that not only occur in heavy industrial settings but can also happen at school districts/charter schools: building operations, janitorial/maintenance, nutrition, teachers and administration, etc. These accidents even occur for those who may consider themselves to have a "desk job."

Prevention Strategies

Fortunately, STFs are easily preventable. The following are prevention strategy techniques that school districts/charter schools can adopt. These strategies may be implemented in the form of a policy, communication, change in practice, and employee training. Like all safety and accident prevention measures, management commitment and accountability are vital to ensure the strategies are effective.

Prevention Strategies:

1. Create a footwear policy: A footwear policy should encompass all employees in every department. The policy should consider seasonality (winter vs. summer footwear). Slip-resistant shoes are an excellent way to prevent slips and falls. Many districts/schools that have implemented traction devices for the winter months have reduced overall slips on ice.
2. Encourage proper use of ladders/step stools: Have enough ladders or step stools for your district. The use of ladders and step stools increases during classroom set-up and take-down as well as around major holidays, like winter break. Ensuring your district/school has enough, and even creating a schedule of use, will support the use of the proper equipment. Teach your staff how to find and use the ladders and step stools. Many times employees may use chairs (especially swivel chairs), desks, buckets, etc. "in a pinch" to get the job done. Never allow employees to use an item not intended for climbing to be used in that manner.
3. Report spills, ice patches, and other hazards: Create a system for easy and fast reporting of hazards. A possible solution is a "Report a Hazard" section on your employee portal or a special maintenance or custodial number for employees to call or text. Encouraging reporting can identify hazards early and prevent the next person from getting hurt.
4. Cover cords and other trip hazards: Identify trip hazards at your district/school. Common trip hazards include cords, rugs, change in flooring, or items protruding into the walkway. Solutions may include placing specifically designed covers over cords on the floor. Prevent trips by removing items that protrude in the walkway and find a permanent safe spot.
5. Cell phone and walking distractions: Being distracted while walking around the school campus, including talking or texting on cell phones, can lead to employees tripping on curbs and not observing potential hazards before it is too late. Policy implementation and training can help prevent these injuries.
6. Prepare for the job: Before undertaking any job, careful thought and discussion should occur. Encourage employees to plan the job: What tools are necessary? Is this a two-person job? Is there a safety policy to review prior to starting work? Taking a few minutes can ensure that the employee is set up for success and can do the job safely.
7. Inspections: Conduct inspections that include STF hazards including physical hazards and observing behavior (for example, do you see employees using the right equipment?)

Contact State Insurance Fund to learn more about how to prevent slips, trips, and falls at your district.

Lea Duffin

Technical Loss Control Consultant
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(208) 332-2234





By Kari Wardle
Teacher Ambassador,
Idaho Public Television

Great Things Are Happening At Idaho Public Television For Teachers!

Now more than ever, people need to be media literate. The National Association for Media Literacy Education (NAMLE) describes the importance of media literacy this way: “The ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication is interdisciplinary by nature. Students, as well as adults, consume large amounts of media on a daily basis. In this digital world, teachers are expected to not only understand how media works, but also teach students how to find and analyze accurate media and how to create meaningful, digital media.”

PBS and IdahoPTV recognize that if we are going to have media-literate students, we need to have media-literate teachers. For this reason, PBS and public media station KQED have partnered to create the PBS Media Literacy Educator Certification by KQED. This FREE and rigorous program prepares teachers to become media literate so that they can, in turn, teach their students to be media literate. Teachers complete microcredentials that demonstrate their literacy teaching ability and earn badges when they have completed the requirements. After they've completed eight microcredentials, they become PBS Media Literacy Certified Educators.

Because IdahoPTV recognizes the value of having media-literate teachers, we, in partnership with MontanaPBS, have designed an online professional development course to help support teachers as they work through the PBS Media Literacy certification. Teachers who sign up to take this yearlong PD course will receive support from staff at IdahoPTV and MontanaPBS who are certified teachers, and certified PBS Media Literacy certified educators. In addition to the support they will receive, teachers can obtain four PD credits. If you or your staff are interested in participating in this course, please contact our education manager, Kari Wardle, at kari.wardle@idahoptv.org

Just in time to make learning science fun for a new school year, the new animated PBS KIDS series **Elinor Wonders Why** joins our lineup beginning Sept. 7. The series aims to encourage children to follow their curiosity, ask questions when they don't understand, and find answers using science inquiry skills. The main character, Elinor – the most observant and curious bunny rabbit in Animal Town – introduces kids ages 3-5 to science, nature, and community through adventures with her friends.

Elinor Wonders Why airs on our IDAHO and PBS KIDS channels. The program has learning resources for parents and educators, including games and apps available on PBS LearningMedia.

The stories in **Elinor Wonders Why** center around Elinor and her friends Ari, a funny and imaginative bat, and Olive, a perceptive and warm elephant. As kids explore Animal Town, they meet all kinds of interesting, funny, and quirky characters, each with something to teach us about respecting others, the importance of diversity, caring for the environment, and working together to solve problems.

When Elinore encounters something she doesn't understand, like why birds have feathers or how tiny ants build massive anthills, she just can't let it go until she figures it out. And in discovering the answers, Elinor often learns something about nature's ingenious inventions and how they can connect to ideas in our designed world, and what it takes to live in a community. **Elinor Wonders Why** encourages children and parents to ask their own questions and experience the joy of discovery and understanding together.

Watch **Elinor Wonders Why**, beginning September 7, Monday-Friday at 10:30 AM and 1:30 PM on our IDAHO Channel, and 7 days a week at 3:30 PM and 11:30 PM on our KIDS Channel.

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KQED PBS



"The PBS Media Literacy Educator Certification provided me in-depth, essential lessons with opportunities to practice, expand, and strengthen my skills in creating and evaluating media. Most importantly, I now feel confident and prepared to teach students how to produce high-quality media and to think critically when engaging with media. This is an outstanding professional development opportunity, and I recommend it for all teachers interested in deepening their media literacy skills."

Elizabeth Faddick

5th/6th Grade Gifted and Talented Teacher,
Monroe Elementary School, Boise School District

If you're a teacher and want to find out more about this certification, visit edu-landing.kqed.org/certification.

If you'd like to join an online cohort of Idaho teachers who will be working through the certification for professional development (PD) credit beginning in September, contact Kari Wardle at: kari.wardle@idahoptv.org.

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PUBLIC TELEVISION

New kids show to premiere Monday, September 7

Elinor
Wonders Why

Encourage children to follow their curiosity and discover the natural world using science inquiry skills.

Series
Premiere
Monday,
Sept 7

IDAHO  **PBS KIDS**

IDAHO M-F @ 10:30 AM & 1:30 PM

KIDS 7 DAYS A WEEK @ 3:30 PM & 11:30 PM





By Sean Covey
President,
Franklin Covey Education



This is an unprecedented moment in American history, and we are told things will probably get worse before they get better. At times like these, I am reminded of what my late father, Stephen R. Covey, the author of the best-selling book **The 7 Habits of Highly Effective People** said, “The greater the change, the more difficult the challenges, the more relevant the habits become.”

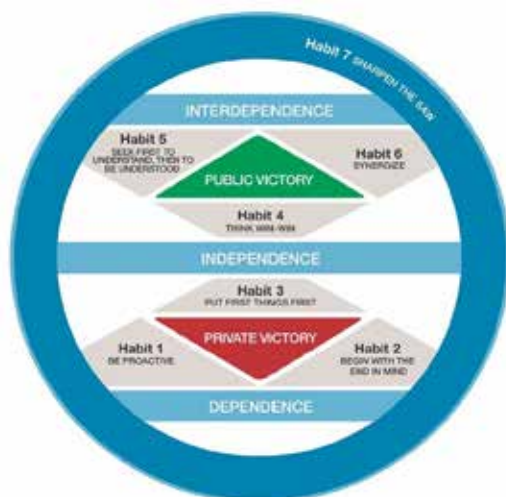
The 7 Habits is a personal effectiveness framework used by millions of people and thousands of organizations across the world. Because they are based on timeless principles, they can provide stability to our lives at times when the rules are changing by the hour. I would like to take this opportunity to cover the habits briefly, in the hopes that they might be helpful to you and whatever you are facing.

The first three habits are all about winning the Private Victory or learning to master yourself. They include:

- **Habit 1: Be Proactive®.** Take responsibility for your life; think before you act.
- **Habit 2: Begin with the End in Mind®.** Start with a clear understanding of what you want, then ensure the steps you take move in that direction.
- **Habit 3: Put First Things First®.** Prioritize and manage your time so that your most important things come first.

The next three habits are all about winning the Public Victory or succeeding with other people. They are:

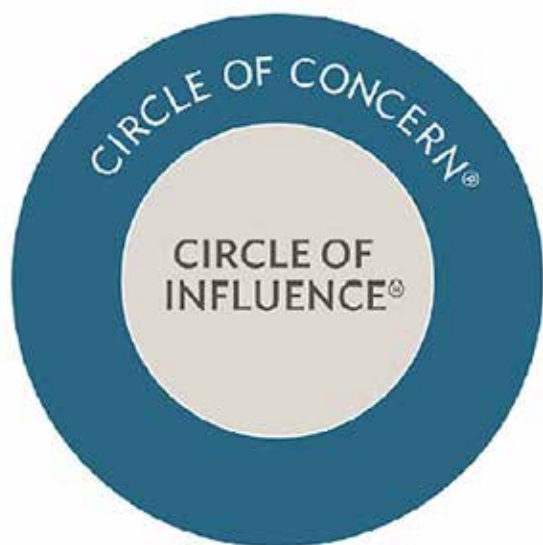
- **Habit 4: Think Win-Win®.** Work with a mutual benefit frame of mind. “I can win, and so can you. It’s not me or you, it’s both of us.”
- **Habit 5: Seek First to Understand, Then to Be Understood®.** Listen first, talk second. Habit 5 addresses the greatest need of the human heart—to be understood.
- **Habit 6: Synergize®.** Value differences. Work together to create better solutions than you can alone.
- **Habit 7: Sharpen the Saw®.** It is all about renewing your body, heart, mind, and spirit on a regular basis.



continued on next page...

Being Proactive

Habit 1 teaches us to focus our time and energy on what we can control and not to worry so much about things we can't. We don't have control over everything—this has never been truer than it is today. To gain a sense of empowerment, write down everything that concerns you right now, which is probably a lot. These are the things in your **Circle of Concern®**. Next, highlight those concerns that you can influence. These are the things in your **Circle of Influence®**.



When we focus on our **Circle of Influence**, our circle expands and so does our influence and trust. In the current environment, our attitude, our response to outside circumstances, our personal reaction, and our choice to follow CDC guidelines are in our Circle of Influence. The virus, other peoples' reaction to the crisis, or the media are in our **Circle of Concern**. If your team members are struggling, you might consider sharing this exercise with them to help them highlight what is within their control.

Second, remember that between what happens to you and what you do about it is a space. It is in that space that we have the freedom to choose how we will react. This freedom is based on our unique four human endowments.

- **Self-awareness:** Our ability to stand apart from ourselves and examine our thoughts, moods, and behavior. Some starting points might be: » What is it like to work with me right now? » What am I communicating to my team—directly and indirectly?
- **Imagination:** Our ability to visualize beyond our experience and present reality. Try the following: » Can I visualize June? September? 2021? » What I can do now to prepare for that future?
- **Conscience:** Our ability to sense right from wrong. Questions to ask might be: » What is the right thing to do? » What can I do to help others right now?
- **Independent will:** Our ability to act outside of external influences. Consider: » Am I making choices that align with my vision, values, and conscience, despite all the urgencies, worries, and obstacles that arise?

In other words, in that space between action and reaction, you are free to choose what your response will be.

I want to offer up an example of what this looks like in action. I have been thinking of this company often in recent weeks. Western Digital is a large company based in Thailand that manufactures high tech equipment. In 2011, Thailand experienced massive floods, driving 13 million from their homes. Experts estimated that it would take a billion dollars and at least seven months of cleanup to get the factory back online. Some predicted this would end the company.

Western Digital was trained in the 7 Habits and took a proactive approach. They immediately decided there would be no layoffs. Next, they hired local navy crews to salvage their equipment. Thousands of employees, many still trying to cope with crises at home, showed up each day to clean and revive their plant. Company leaders worked beside frontline workers.

As a result, they were back on-line in only 15 days after the water receded, with no layoffs. Within a year they had reclaimed the number one position in the market. That is the power of a proactive culture. I hope that this helps to inspire you, and serves as a reminder that, even in the middle of unprecedented chaos, there is much that is still within our circle of control.

Seeking First to Understand

Another crucial habit right now is Habit 5: Seek First to Understand, Then to Be Understood. When emotions are high, as they are now, we must remember to slow down and be human. We must practice empathy. Many leaders are well-versed in the importance of listening, but they listen with the intent to solve or to respond. Empathic listening requires us to listen with the intent to understand the other person, from their frame of reference.

What does this look like in practice? Ask people, "How are you doing, really?" Encourage them to talk to you, then listen empathically to what they share. Empathic listening builds trust because it answers the greatest need of the human heart—to be understood.

How do you do it? Here's a start: when you communicate to your educational stakeholders, begin from their frame of reference. For example, "I am so sorry about some of the challenges you are facing, such as..." "From what you've shared with me, I can see that you are facing a lot of uncertainty and fear that is creating its own set of problems, including..." By showing that you genuinely understand how they feel and the conditions they are in, whatever advice and direction you give them will be more credible to them and they will be more open to it.

Taking Care of Self

As we are reminded each time our airplane takes off, if you want to help others you must put on your own oxygen mask first. In moments like these, it is vital that you take time to renew the most important asset you have—yourself. Get good sleep. Eat well. Exercise. Do things that renew and revive your spirit. Manage your stress. Spend quality time with loved ones. If you do, you'll be in a much better position each day to serve and contribute.

continued on next page...

Innovation from Chaos

When the Great Plague of London hit in 1665, Isaac Newton, then a student at Trinity College in Cambridge, was sent home for a year - a form of social distancing. It was during that year at home that Newton, age 24, developed Calculus, a mathematical breakthrough that impacted every scientific field and changed the world.

Like the pandemic of 1665, the current environment provides us with an opportunity to be creative and work together with parents, teachers, states, and unions like never before. Many of the typical barriers are down because we have a common enemy we're fighting against. If you are able, I encourage you to leverage this time to attack some of your most difficult and persistent challenges through using technology and building structures for virtual collaboration and innovation.

We will survive this trial. And if we apply these habits and other timeless principles, I believe we can come out stronger on the other side. Living the 7 Habits is an inside-out approach, meaning it starts with me and you. What the leader values, gets valued. What people see us model; they will model. In the words of William James, "Act as if what you do makes a difference. It does." I know that this is sometimes easier said than done, but I also know that you can do it. You make a difference every day in your schools and classrooms.

I work for a company called **FranklinCovey**, who sponsors the **Leader in Me**, a whole school improvement model. To do our part in this time of need we are opening access to world-class, curated resources for you, your teachers, and your families at no cost. The Family Resources may be especially useful at this time. Please feel free to share these resources with all your stakeholders across the state. Here are the links:

Administrator Resources:

- **Leaderinme.org** Includes access to The 4 Disciplines of Execution® experience for district administrators. 4DX is a simple, repeatable, and proven formula for executing on your most important priorities, in the midst of the whirlwind, and we recently created a course specifically addressing the challenges many district administrators experience in balancing the two.
- **Teacher Resources**
- **Family Resources**

Our hearts are with you during these challenging times. Thank you for all you do for our students and their families!



For more information about this content or Leader in Me, please contact:

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By Spencer Barzee
Superintendent,
West Side School District



A number of school districts and charter schools throughout the nation have changed their delivery method of a five-day school week to a four-day school week. Between 2009 and 2015, 27 Idaho school districts transitioned to a four-day school week, bringing the total number of school districts on a four-day week to 44 by 2015. This number increased to 45 by 2018. At least four more districts made the decision to make the transition to the four-day school week for the 2020-2021 school year. Two of these districts had more enrolled students than the Preston School District, the largest district in Idaho on a four-day week prior to those districts making the switch.

As school districts and charter schools have become more comfortable with the four-day week schedule, school employees and constituents alike have increased satisfaction. A four-day school week results in about 20% fewer days of student and teacher contact days. This leads to a concern of how a four-day school week impacts academic performance. Therefore, the purpose of this quantitative research study was to look at student achievement scores, specifically in rural Idaho public schools. The research compared standardized test scores of rural school districts on the four-day school week to the same test scores of rural school districts on the five-day school week.

School districts as a whole were compared as well as sub populations with similar demographics. These demographics included economically disadvantaged (free and reduced lunch percentages)

and the percentage of Hispanics/Latinos. Schools districts that had an economically disadvantaged population of at least 45% were also analyzed. In each of the aforementioned areas, not all school districts or charter schools in the state were included in the study. In some instances, no data was available because it was redacted pursuant to Idaho Code § 33-133 and the State Board of Education's Data Management Council's implementing Policies and Procedures. To protect student privacy, data was redacted from in any cells with fewer than five students or where the difference between the total of one or more cells of categorical data is less than five of the total student population.

Five years of historical standardized test scores were gathered from the Idaho Department of Education beginning with the 2014-2015 school year and ending with the 2018-2019 school year. The standardized test scores that were analyzed included the Idaho Reading Indicator (IRI) and the Idaho Standards Achievement Test (ISAT).

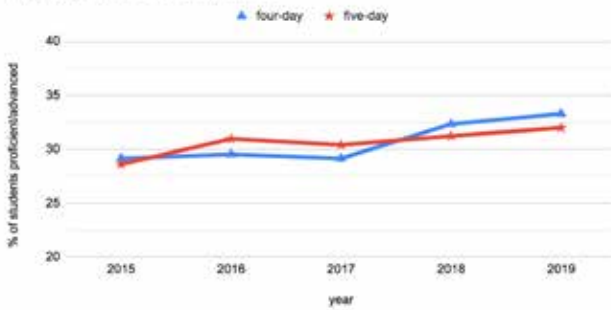
While results indicate that school districts on a five-day school week in most cases had a higher percentage of proficient/advanced students on standardized tests when compared to four-day week school districts, there was no statistically significant impact ($p \geq .05$) on the academic performance, as measured by the previously mentioned standardized metrics. On average, the percentage of proficient/advanced students was 1.54% higher with five-day school districts compared to four-day week school districts.

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Five years of historical standardized test scores:

Mathematics ISAT

2014-2019 - Economically Disadvantaged

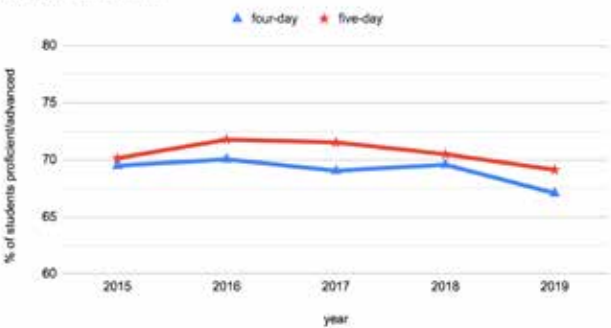


Number of Schools Analyzed

All Schools				
School Numbers	Math	ELA	IRI (2014-2018)	IRI (2019)
total number of schools to analyze	66	76	66	90
number of four-day week schools to analyze	22	29	23	37
number of five-day week schools to analyze	44	47	43	53

Idaho Reading Indicator

2014-2019 - All Students



Economically Disadvantaged Sub Population

School Numbers	Math	ELA	IRI (2014-2018)	IRI (2019)
total number of schools to analyze	42	44	69	78
number of four-day week schools to analyze	13	14	25	32
number of five-day week schools to analyze	29	30	44	46

English Language Arts ISAT

2014-2019 - Economically Disadvantaged >45%



School Districts With Economically Disadvantaged Population >45%

School Numbers	Math	ELA	IRI (2014-2018)	IRI (2019)
total number of schools to analyze	39	76	41	60
number of four-day week schools to analyze	15	29	17	27
number of five-day week schools to analyze	24	47	24	33

English Language Arts ISAT

2014-2019 - Economically Disadvantaged



Hispanic or Latino

School Numbers	Math (2019)	ELA (2019)	IRI (2014-2018)	IRI (2019)
total number of schools to analyze	38	42	not available	53
number of four-day week schools to analyze	10	12		19
number of five-day week schools to analyze	28	30		34



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



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By Karen Echeverria
ISBA Executive Director

THINGS I HAVE LEARNED DURING THE PANDEMIC

This pandemic has changed the world in ways we never imagined. One thing is for sure, some of those things will never be the same as they used to be. That may or may not be a good thing. We have all been so busy just trying to keep our heads above water that I fear we have lost some of the fun and enjoyment in our lives. In this issue, I hope to get you to smile for just a minute or two and try to remember the good in life.

Because I have been working from home and don't need to commute or put on makeup, I seem to have more free time than usual. Recently, I spent that time thinking about all the things that have changed in my world and what I have learned during this weird time. I thought I would share some of them with you:

- I don't like having my face on the screen during a Zoom or Google Meets meeting. It forces me to look at the myriad of wrinkles that exist on my face and neck. If you have been on a zoom meeting with me, you will note that I usually black out the video or try to put a lot of light behind me.
- I'm thankful to have my 20 year old grandson currently living with me. As with most young men/teenagers, he knows everything about everything. So when I'm struggling for an answer to life's big questions, or even life's smaller ones, he always has the answer for me. I may not like the answer but he has one and he knows it's accurate. He's also great at opening jars and bottles that my arthritic hands can't open.
- I saw what I always knew. School Board members are awesome. You all spun on a dime and figured out how to take care of the kids in your district/charter when the world was upended. You are continuing to do great work as you reopen your schools.
- I've learned that I can set my coffee pot to start brewing at 5:45 AM so it's ready when I get up at 6 AM. I like to wake up to the smell of coffee and I spend way less money than I did buying a \$2 cup every day. As a side note, I didn't even know I had a coffee pot.
- I've learned that I miss my yoga and Zumba classes at the YMCA every day at noon. As an alternative exercise, I bought a brand new, beautiful bike after 35 years not being on a bike. 15 minutes later, I learned the hard way that I can't ride one any more. No broken bones or concussions, but 29 stitches, bruises in places I shouldn't describe here, and a severely damaged ego. The bike did not have a single scratch and has since been returned for an adult tricycle. Did I mention my damaged ego?
- I've learned that I can still walk, and it's good exercise too.
- I've learned how much I really miss personal touch – like hugging my grandkids, close friends, and colleagues. I told the woman at the grocery checkout last week that she needs to be prepared when we can finally hug each other again because I just plan to hug everyone that is even just an acquaintance.
- I learned about a Magic Bank account:

continued on next page...

Imagine that you won the following *PRIZE* in a contest. Each morning your bank would deposit \$86,400 in your private account for your use. However, this prize has certain rules:

1. Everything that you didn't spend during each day would be taken away from you.
2. You may not simply transfer money into some other account; You may only spend it.
3. Each morning upon awakening, the bank transfers in another \$86,400 for that day.
4. The bank can end the game without warning; at any time, it can say, Game Over. It can close the account and you will not receive a new one.

What would you personally do? If you're like me, you would buy anything and everything you wanted. You would buy not only for yourself, but for all the people you love and care about. You would even likely buy for people you don't know because you couldn't possibly spend it all on yourself, right? You would probably try to spend every penny and use it all because you knew it would be replenished in the morning. Why would you not?

Actually, this game is real. Each of us is already a winner of this *PRIZE*. Most of us just can't seem to see it. The PRIZE is *TIME*.



1. Each morning we awaken to receive 86,400 seconds as a gift of life for that day.
2. When we go to sleep at night, any remaining time is not credited to us.
3. What we haven't used up that day is forever lost.
4. Yesterday is forever gone.
5. Each morning the account is refilled, but the bank can dissolve your account at any time WITHOUT WARNING.

So, what will YOU do with your 86,400 seconds today? Those seconds are worth so much more than the same amount in dollars. Think about it and remember to enjoy every second of your life, because time races by so much quicker than you might think. Yes, we senior citizens can certainly relate to that.

Please take care of yourself, be happy, love deeply, and enjoy life! Here's wishing you a wonderful and beautiful day.

Start spending....

ISBA Has A New Employee



Meet Donna Kemper | Office Assistant

Donna grew up in the Chicago area, attending Western Illinois University majoring in Park Management and Tourism. After college she began a career working for a youth non-profit agency. Then, marriage came along which sent her on a new path. Following her husband's career, the family has lived in Charleston, WV, Appleton, WI, Cranberry Twp., PA (near Pittsburg) and finally settling in the great state of Idaho in 2006. Donna has worked in various positions within

the West Ada School District. She has two wonderful sons, the oldest lives in Jackson, WY and her youngest is completing his degree in Supply Chain Management at BSU. As an outdoor enthusiast, Donna enjoys camping, hiking, kayaking, sailing, and recently started fly fishing. Donna's other passions are reading, history, and travel. The desire to continue learning, making connections with people, and working together to better the lives in our community are her guiding principles. Donna is super excited to work with the team at ISBA supporting our school boards, educators, and students in Idaho.

Welcome Donna!





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