

Day *on the* Hill

A ONE DAY
VIRTUAL EVENT

February 15, 2021

- Workshops
- Legislative Update
From Idaho School
Board Members
- Committee Meetings





About This Event

Day on the Hill is an opportunity for school leaders to interact with other elected officials, to share with them the needs of our students and employees, and work with them to accomplish our shared goal of improved achievement for all students. We know this year, a virtual event makes it a bit more complicated, which is why we'll be covering the ways that you can be the best advocate for your school districts and charter schools during an unprecedented time. We'll provide tools for how you can best work with your local legislators to obtain a positive result. This is your opportunity, as a school board member or school leader, to work with ISBA in reaching out to the Idaho State Legislature to preserve local governance and improving Idaho's educational system across the state.

Table of Contents:

Welcome	3
Welcome from the ISBA President and ISBA Executive Director.	
Keeping Track	4
Use these four resources to keep track of activity during this legislative session.	
One -Day Virtual Agenda	5
Your guide to workshops, meetings, and events	
Monday Workshop	6
Topic: How to Be the Best Advocate for Your School District or Charter School	
Legislative Update From Idaho School Board Members	6
Monday Workshop	6
Topic: Team Building in 2021: Working Together Through Distance and Difference to Create Student Success	
Legislative Process	7-11
A Guide to Building Good Legislative Relationships	
2021 Resolutions	12-15
Anatomy of a Bill	16
A diagram of the components that make up a bill.	
Committee Meetings	17
ISBA's Government Affairs Committee & Advocacy	17
Key Talking Points	18
Use these talking points and tips as a guide for discussing the issues with your Legislators.	
Map of Idaho Districts	19
Use this map to find your Legislators based on where you live.	
Contact Your Legislators	20-21
ISBA Annual Convention - Save The Date	21

Welcome to Day on the Hill



Welcome to the 30th Annual ISBA Day on the Hill. We are both pleased to see so many of you here advocating for public schools and education in Idaho, and especially for your school district or charter school. While we had hoped to be in person, that is not possible yet. With that said, we do hope that you enjoy the virtual event we have put together.

Because of the virtual nature of the event, you won't have the opportunity to sit with your legislators during lunch and discuss the topics that are important to you and your district. As such, we really hope that you will reach out to them via email and phone. As we have discussed, it is really important that you establish a personal relationship with your local legislators.

We still have several things that will be important to discuss – limitations on bond and levy language, removal of election dates, and vouchers. While the ISBA officers will discuss these important topics during our Legislative Update, we hope that you will also reach out. In order to assist you, we have included talking points in this program.

We also have two really great workshops for you that are included as part of your registration fee. At 10:30 you can attend How to Be the Best Advocate for Your School District or Charter School and then at 1:30, you can attend Team Building in 2021: Working Together Through Distance and Difference to Create Student Success

As always, if you have any questions, please feel free to ask any of our staff or officers. We hope you find Day on the Hill worthwhile.



Karen Echeverria



Jody Hendrickx
ISBA President



Karen Echeverria
ISBA Executive Director

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2021 ISBA Calendar

Winter Executive Board Meeting	February 13
Spring Executive Board Meeting	April 16-17
Fall Executive Board Meeting	September 10-11
2021 Annual Convention	November 17-19

Keeping Track

4 RESOURCES TO FOLLOW THE LEGISLATURE'S ACTIVITY

1 Capitol Notes

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

➡ To View Capitol Notes Click Below:



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



2 Live Online Audio/Video

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

➡ www.idahoptv.org/insession/leg.cfm



3 Legislature's Website

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



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

4 House & Senate Third Reading Calendars

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



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

1 Day Virtual Agenda:

• Monday, February 15 •

8:00 AM or 9:00 AM

Time and subjects
tentative

HOUSE EDUCATION:

Watch the House Education Committee
conduct its business.

10:30 AM

WORKSHOP:

How to Be the Best Advocate for Your School
District or Charter School

12:00 PM

LEGISLATIVE UPDATE FROM IDAHO SCHOOL BOARD MEMBERS

1:30 PM

WORKSHOP:

Team Building in 2021: Working Together
Through Distance and Difference to Create
Student Success

3:00 PM

Time and subjects
tentative

SENATE EDUCATION:

Watch the Senate Education Committee
conduct its business.

Zoom: Zoom link will be shared with registered attendees prior to the event.

House and Senate Education streaming links are listed below. Please note that the rooms may be subject to change.

House Education: <https://www.idahoptv.org/shows/idahoinsession/ew41/>

Senate Education: <https://www.idahoptv.org/shows/idahoinsession/ww55/>

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

Monday Workshop:

🕒 10:30 AM - 11:30 AM

📅 Monday, February 15

📍 Virtual

Presented by:



Karen Echeverria
Idaho School
Boards Association



Quinn Perry
Idaho School
Boards Association

How to Be the Best Advocate for Your School District or Charter School

We know that the legislative process can feel daunting, but school leaders are a critical part to making sure that Idaho's laws and rules work to the benefit of students. In this presentation, learn the five ways that school leaders can support their schools and districts in advocacy – including how to stay informed, how to act when called upon, and more. We'll invite members of the legislature to join and provide their insight on how advocacy works from a lawmaker perspective, and ISBA will be available to answer all your questions related to the legislative session and how you can be the best advocate for your schools and districts.



Sen. Dave Lent (R)
Idaho State Senate
District 33



Rep. Sally J. Toone (D)
Idaho House of
Representatives
District 26

🕒 12:00 PM

📅 Monday, February 15

📍 Virtual

Legislative Update From Idaho School Board Members

The COVID-19 pandemic has brought challenges to school districts and charter schools across the state. While we must address the ongoing needs of our public schools as we continue to weather the storm, we also have to look toward the future and suggest ways we can partner with the legislature in providing the best possible education to Idaho's students.

Monday Workshop:

🕒 1:30 PM - 2:30 PM

📅 Monday, February 15

📍 Virtual

Presented by:



Krissy LaMont
Idaho School
Boards Association



David Brinkman
Idaho School
Boards Association



Amy White
Anderson, Julian,
& Hull

Team Building in 2021: Working Together Through Distance and Difference to Create Student Success

The new year has brought a continued focus on how teams can work together through some of the most profoundly unique circumstances education has ever faced. Whether it's engaging the unengaged in distance meetings or overcoming the long term "this is how it is" board chair, the current climate has brought the focus on team to the forefront. How do we bring new members into the team? What about the member who has an agenda? How do we make sure every voice is heard? Respecting differences without being disrespectful. What is the board's role in the district/charter? What goes to administration and the rest of the team? The success of your students will be impacted by these and other issues addressed in this workshop. We will provide opportunities to discuss scenarios, give resources your team can use, and look at how team building really can improve student success.

Understanding The **LEGISLATIVE PROCESS**

• **A guide for building good legislative relationships** •

THE COMPOSITION OF THE IDAHO LEGISLATURE

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

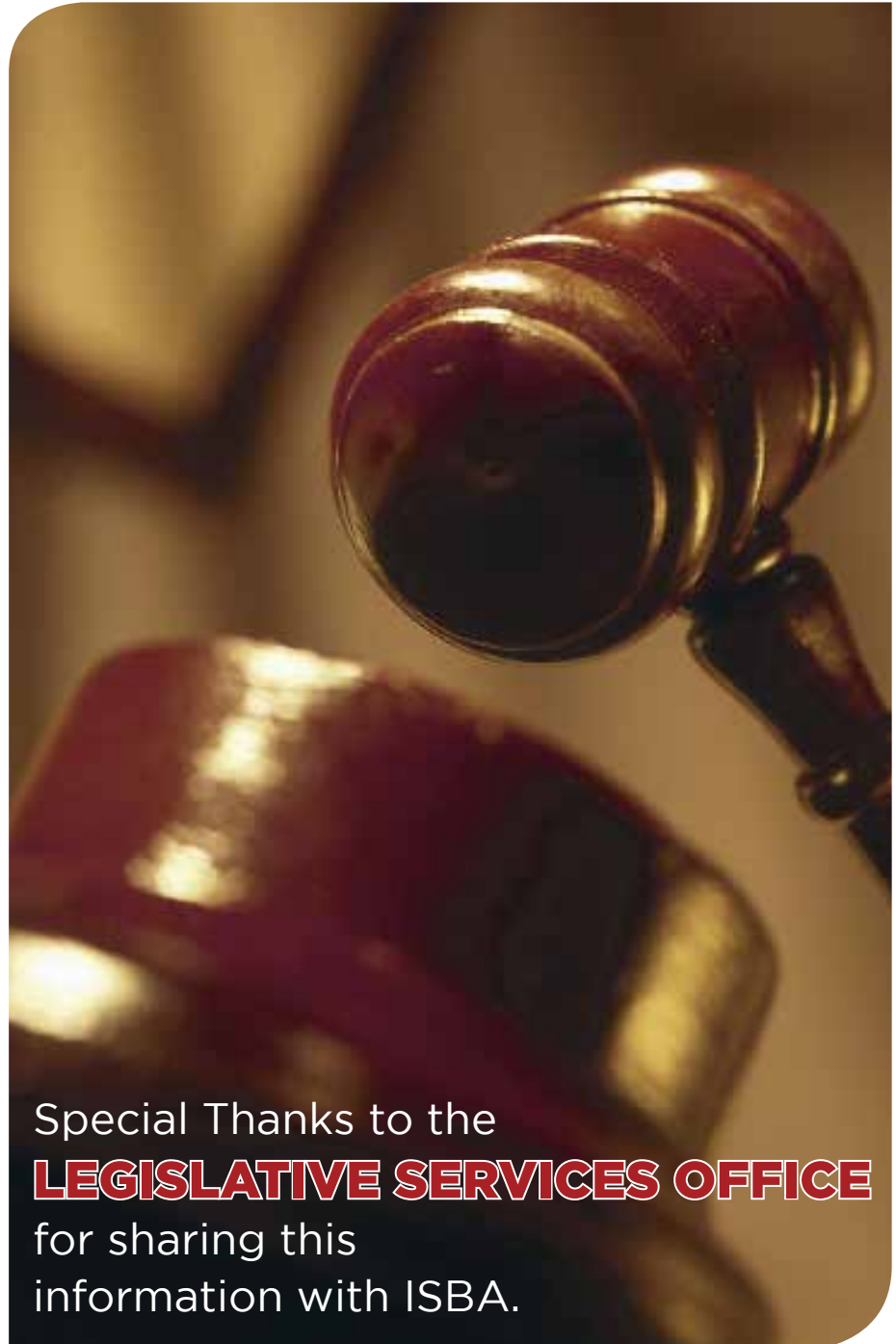
Idaho legislators are, first and foremost, citizen legislators who have their own lives and livelihoods away from the Capitol Building. The Idaho Legislature's real strength as an institution is derived from the diverse backgrounds, life experiences, and individual talents of the men and women who choose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

QUALIFICATIONS FOR MEMBERS OF THE IDAHO LEGISLATURE

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

TERM OF OFFICE FOR LEGISLATORS

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



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

SESSIONS OF THE IDAHO LEGISLATURE

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

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

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

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

• THE ROLES OF THE PRESIDING OFFICERS AND LEGISLATIVE LEADERSHIP •

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

ROLES IN THE SENATE

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

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

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

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

ROLES IN THE HOUSE

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

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

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

SENATE ORDER OF BUSINESS

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

HOUSE OF REPRESENTATIVES ORDER OF BUSINESS

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

• THE COMMITTEE SYSTEM •

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

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

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

JOINT FINANCE-APPROPRIATIONS COMMITTEE (JFAC):

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

Senate Committees:

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

House Committees:

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

• HOW A BILL BECOMES LAW •

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

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

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

INTRODUCTION

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

FIRST READING

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

REPORTS OF STANDING COMMITTEES

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

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

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

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

SECOND READING

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

THIRD READING

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

SENATE ACTION ON HOUSE BILLS

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

COMMITTEE OF THE WHOLE

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

ISBA DAY ON THE HILL 2021

GOVERNOR'S ACTION

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

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

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

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

• TESTIFYING BEFORE LEGISLATIVE COMMITTEES •

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

BEFORE THE COMMITTEE HEARING

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

Read the bill and carefully plan your testimony. The bills are available online, arranged numerically and by topic, at: <https://legislature.idaho.gov/sessioninfo/2021/legislation/>

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

AT THE COMMITTEE HEARING

Be early and be prepared to wait. Many

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

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

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

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

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

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

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

AFTER YOU TESTIFY

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

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

2021 Resolutions

No.	The 2021 Resolutions that establish ISBA's Legislative Platform in 2021
1	<p>ALLOWING FOR DECISIONS REGARDING STUDENT HEARINGS IN EXECUTIVE SESSION School Boards often have to make decisions to deny enrollment to students by expulsion. They are required by law to make the decision regarding students in open session. Frequently the student and any guardians present leave the open session to avoid the shame of the decision, leaving no opportunity for the board to explain findings or provisions of the expulsion. Students' privacy and FERPA rights are at risk when opening the meeting to the public for the decision or explanation to be made, as members of the public are allowed to be present for such decisions and discussion. This change to statute would allow school boards to make and discuss their decision regarding enrollment with students and their guardians in executive session to ensure understanding, give greater privacy, and avoid public demoralization. The Idaho School Boards Association work to add language to Idaho Code 33-205 to allow for decisions regarding student enrollment or attendance to be made in executive session.</p>
2	<p>AMEND IDAHO CODE TO REQUIRE THAT CANDIDATES ON AN INTERIM CERTIFICATE CANNOT BE PLACED ON A RENEWABLE CONTRACT UNTIL RESPECTIVE PROGRAM REQUIREMENTS ARE MET In accordance with Idaho Code 33-515, an employee on a three-year interim certificate who has not met program requirements for a full Idaho certificate or endorsement is placed on a renewable contract in the same manner as any other teacher who has completed 3 consecutive years with the same school district. Given the nature of interim programs, it is possible more than three years may be needed for an employee to complete the interim program even with due diligence from both parties. "Holding" an employee who has not met the requirements during the three years on a Category I, II, or III contract allows additional time to "grow" the teacher as program requirements intend. As interim-certificated employees progress to a renewable contract, this provides parity with those employees who possess full certificates and are also on a Category I, II, or III contract progressing toward a renewable contract. The Idaho School Boards Association seek legislation that would allow a school board to retain on a Category III contract any employee who has not completed alternative authorization program requirements while on a three-year interim certificate. Movement to a renewable contract would occur upon the completion of the school year in which the candidate successfully completes his or her respective program and is granted a full state certificate.</p>
3	<p>RESOLUTION TO AMEND IDAHO CODE 33205: DENIAL OF SCHOOL ATTENDANCE This resolution directs the Idaho School Boards Association (ISBA) to work with legislators to change Idaho Code §33-205 to align more closely to the minimum requirements of the federal Gun-Free Schools Act and to provide local school boards with the local authority to make judgments as to when expulsion from school may not be the most appropriate discipline for a student based on a professional assessment of the threat of harm to others or self. The Idaho School Boards Association work collaboratively with the Idaho legislature to propose and adopt a legislative bill to amend Section 33-205, Idaho Code in order to align with the minimum requirements of the Federal Gun-Free Schools Act and to provide Boards and administrators greater latitude to address students who are facing disciplinary/expulsion associated with the possession of a firearm or other deadly or dangerous weapon on school property to confirm that a student does not automatically have to face expulsion but that there be latitude by administrators and/or board members to not expel on a case-by-case basis.</p>
4	<p>AMENDING IDAHO SCHOOL AGE STATUTE TO ALLOW FLEXIBILITY FOR SCHOOL PREPAREDNESS PROGRAMS Currently Section 33-201, Idaho Code, prevents school districts and charter schools from using state dollars to support kindergarten preparedness programs for 4 year olds. By amending the current age, it will allow flexibility for local districts and charter schools to use state dollars as they see appropriate in supporting children entering kindergarten. There are no dollars attached to changing the code. It simply allows school districts and charter schools more choice in using the funding they receive in a manner that best fits their local community. This resolution would not amend the age threshold for a child enrolling in kindergarten or first grade. Nor would it be compulsory for local districts or charters to establish such programs. The Idaho School Boards Association work with the State Board of Education, State Department of Education and the Idaho Legislature to revise Section 33-201 and Section 33-208, Idaho Code, thereby providing school districts and charter schools with the flexibility to use state dollars to support school readiness with the understanding that such programs, like kindergarten, will not be compulsory or mandated, allowing school districts and charter schools to address the needs of their local students</p>

No.	The 2021 Resolutions that establish ISBA's Legislative Platform in 2021
5	<p>IN OPPOSITION TO DIVERTING PUBLIC DOLLARS TO PRIVATE OR PAROCHIAL SCHOOLS School choice is an integral part of public education in the state of Idaho. Public school choice includes charter, magnet, alternative, and virtual schools in addition to traditional public schools where dual language, classical, harbor, international, Montessori, Career Technical, STEM, and STEAM programs are offered. These programs are an integral part of what public education already offers across Idaho, funded by state tax dollars. Idaho's current investment in our children's public schools ranks 51st in the country. Reducing the general fund by offering a tax credit for donations to scholarship programs or diverting already scarce resources to provide vouchers to private schools will further erode funding to current public schools all across Idaho. If our state constitution is changed, Idaho's investment in public education will become even smaller as our taxes will be siphoned off to unaccountable private and parochial schools. We oppose amending The Idaho State Constitution, Article IX, §5, Idaho Code, also known as the Blaine Amendment, for the reasons outlined above. Idaho already has substantial choice in its public school system. A voucher, tax-credit, or scholarship program will cause irreparable harm to the existing system of public schools, and will likely harm overall student achievement. The Idaho School Boards Association oppose any effort to divert public dollars to private or parochial schools, grant tax credits for scholarship donations, or amend the Constitution of the State of Idaho, Article IX, §5, Idaho Code, also known as the Blaine Amendment, to allow public dollars to finance private or parochial education in the K-12 education system of the State of Idaho.</p>
6	<p>REDUCE SUPER MAJORITY ON FACILITY BONDS School districts facing rapidly increasing enrollment only have one option for the construction of new facilities: passage of a bond that places a burden on property owners. Meanwhile, the State of Idaho is trying to raise student achievement, and the quality of school facilities has an impact on that achievement. Many districts are trying to address their facilities needs but are having great difficulty achieving, or have not been able to achieve, the 66.67% approval vote required to pass a facilities bond. Any reduction of this extremely high approval threshold would help provide better school facilities in Idaho. The Idaho School Boards Association research, draft, and submit legislation that proposes supplemental mechanisms to fund school construction and maintenance and support the reduction of the super majority approval required to pass school facilities bonds.</p>
8	<p>ADMINISTRATIVE LEAVE WITH PAY Idaho public schools have found themselves in situations where multiple employees throughout the state have criminal charges pending against them which negatively impact and/or prevent the individual's ability to work as an educator for the school. However, such individuals do not necessarily fall under the no-pay provision of Idaho Code 33-513(7). This results in school districts and charter schools having to pay employees who are not working and cannot be in the school setting for significant periods. It does not appear that 33-513(7) envisioned situations where such employees would waive their rights to speedy trial. Such employees literally cannot work in the school setting and collect compensation from already financially strapped school districts for significant periods of time, including periods up to two (2) calendar years. The Idaho School Boards Association educate the Idaho Legislature regarding this burdensome mandate on Idaho public schools and research, draft, and submit legislation that proposes an amendment to Idaho Code 33-513(7) and any other related statutes to limit the financial exposure to school districts associated with administrative leave with pay when an employee is on administrative leave due to pending criminal charges. This may be addressed by either considering such to be covered under subsection (7)(a) not obligating compensation or, at minimum, defining a period of time for the employee to be entitled to compensation.</p>
9	<p>PERSONNEL FUNDING – USE IT OR LOSE IT While provisions have been put in place in Idaho Code 33-1004, to compare or group similarly situated districts and schools, the current model only grants one (1) student above the state average in a similarly sized district before being considered out of compliance. In a majority of instances, district and charters are penalized for being out of compliance by slightly more than one (1) student per teacher. Because the student to teacher average is based on all funds available to a district rather than state reimbursed funds only, the districts with generous supplemental levies who hire additional certified staff impact the state average for their respective groups, creating an inequitable calculation process. Thus, districts without this supplemental funding are at a disadvantage and lose discretion of one (1) percent of personnel funding flexibility each year under the current model. The Idaho School Boards Association educate the Idaho Legislature regarding the economic concerns of the Districts, including the inequities created by this legislation and the need for flexibility for schools. Be it further resolved, the Idaho School Boards Association shall research, draft, and submit legislation that proposes an amendment to Idaho Code 33-1004(2) (g) and any other related statutes and pursue amendment to any related Idaho State Board of Education rules to amend this section and provide greater latitude for school districts and charter schools in class sizes under this statute.</p>

No.	The 2021 Resolutions that establish ISBA's Legislative Platform in 2021
10	<p>FULL FUNDING OF ALL DAY KINDERGARTEN The lack of funding for full day kindergarten puts a hardship on local districts and charters schools. Funding kindergarten at the same rate as all other elementary students would allow districts and charters more flexibility in bridging the gaps seen in early childhood literacy. The Idaho School Boards Association research, draft, and submit legislation - or, support legislation - that proposes the State of Idaho fund full day kindergarten the same way it does all other elementary students. Such legislation shall be sought regardless of whether the legislature amends the current funding formula. This change would allow districts or charters that offer full day kindergarten increased financial stability and decrease the amount of local support districts or charter schools utilize through supplemental levies or discretionary dollars.</p>
11	<p>RECLAMATION OF CAREER LADDER PLACEMENT FOR INSTRUCTIONAL AND PUPIL SERVICE STAFF The 2020 Legislature of the State Idaho approved a budget, which included appropriate placement of certificated staff on a new three-tier career ladder. To comply with the Governor's executive order, teachers were not advanced in their placement on the career ladder. This resolution proposes that teachers, assuming they have met the other appropriate requirements of step advancement outlined in 33-1004(B), would move forward 2 steps to return them to the position on the career ladder they would have been placed at if the freeze had not been instituted. Although short term solutions are necessary to meet revenue short falls, continuation of these holdbacks, (assuming the economy begins to rebound), is detrimental to the important work of school districts. The Idaho School Boards Association create legislation to reinstate instructional and pupil service staff on their appropriate steps by advancing them two steps on the career ladder upon enactment. This one time advancement of two steps would be contingent on the staff member meeting the other requirements of movement for their rung.</p>
12	<p>SALARY BASED APPORTIONMENT FOR CLASSIFIED EMPLOYEES The competitive salary range for classified staff and technology specialists that manage a districts' and charter schools' human resources and technology operations has increased dramatically. The salary range for other skilled classified staff has increased in order to remain competitive with the industry, to be aligned with additional assignments as districts and charter schools have reduced staffing numbers, and to offer reasonable salaries to provide for cost of living increases. The portion of the State formula that funds classified salaries and benefits was initially designed with custodians, school secretaries, and aides in mind.</p> <p>The need for highly skilled human resource specialists as well as professional business managers and technology specialists to manage the complex and technical aspects of a school district or charter school has changed the role of these classified positions. Similarly, districts and charter schools rely on other classified personnel such as janitorial staff, bus drivers, and more to keep the operations of their buildings functional. Districts and charters now employ more professional business managers, human resource directors, network administrators, web masters, IT specialists, and other skilled classified staff than ever before. Additionally, many of these professional and technical employees are hired to meet State and Federal mandated requirements, including reporting in the Idaho System for Educational Excellence (ISEE), the State's Longitudinal Data System.</p> <p>This resolution calls for changes in the SBA formula to better reflect the need to increase the salaries and the number of FTE's funded by the classified portion of the formula.</p> <p>In 2017/18, school districts and charter schools spent, on average, \$1.66 for every \$1 of salary based apportionment for a difference of \$79.8 million.</p> <p>In 2018/19, school districts and charter schools spent, on average, \$1.68 for every \$1 of salary based apportionment for a difference of \$85.2 million. Approximately \$69 million is attributable to Actual vs Base Salary, and the remaining \$16.2 million is attributable to hiring more staff than the allowance (6,470.8 hired vs 5,794.9 staff allowance, or 675.9 hired in excess of staff allowance). Source: Idaho State Department of Education. The Idaho School Boards Association educate the Idaho State Legislature about the funding disparity between classified salaries and is the amount the Legislature allocates for them. Be it further resolved that the Idaho School Boards Association support a funding formula for classified staff designed to bring the percentage paid by the State in line with the percentage paid by districts and charters for instructional and administrative salaries. This should be addressed with changes both to the base salary and number of classified staff provided for by the unit factor.</p>

No.	The 2021 Resolutions that establish ISBA's Legislative Platform in 2021
13	<p>RESTORATION OF FY21 FUNDING HOLDBACKS The 2020 Legislature of the State Idaho approved an overall K-12 education budget which included all the General Fund allocations listed above. In supporting the Governor's executive order, we would like it to be clear that reinstatement of these holdbacks and support for the legislation that implemented the original education allocation is crucial for school districts and charters in Idaho.</p> <p>Although short term solutions are necessary to meet revenue short falls, continuation of these holdbacks (assuming the economy begins to rebound) is detrimental to the important work of school districts. The Idaho School Boards Association encourage or create legislation to reinstate all funds associated with the Governor's executive order regarding Public School 5% holdbacks for the 2020-21 school year.</p>
15	<p>MODIFICATION TO DEFINITION TO RECOGNIZE PUBLIC SCHOOLS AS PUBLIC FACILITIES TO COLLECT IMPACT FEES Adding "Public School Facilities" to the definition of "Public Facilities" in Section 678203(24) would allow school districts to access funding under Title 67 Chapter 82 for the purpose stated in Idaho Code 67-8202, namely to create "an equitable program for planning and financing public facilities needed to serve new growth and development," which "is necessary in order to promote and accommodate orderly growth and development and to protect the public health, safety, and general welfare of the citizens of the state of Idaho". The Idaho School Boards Association work with the Idaho State Department of Education, Idaho State Board of Education, and the Idaho Legislature to amend Idaho Code to add "Public School Facilities" to 67-8203(24), Idaho Code.</p>

ANATOMY of A Bill:

• EXAMPLE OF A BILL •

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

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

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

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

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

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 366

BY EDUCATION COMMITTEE

1 AN ACT
2 RELATING TO WORKER'S COMPENSATION; AMENDING SECTION 72-205, IDAHO CODE, TO
3 REVISE PROVISIONS REGARDING PUBLIC EMPLOYMENT.

Be It Enacted by the Legislature of the State of Idaho:

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

72-205. PUBLIC EMPLOYMENT GENERALLY -- COVERAGE. The following shall constitute employees in public employment and their employers subject to the provisions of this law:

(1) Every person in the service of the state or of any political subdivision thereof, under any contract of hire, express or implied, and every official or officer thereof, whether elected or appointed, while performing his official duties, except officials of athletic contests involving secondary schools, as defined by section 33-119, Idaho Code.

(2) Every person in the service of a county, city, or any political subdivision thereof, or of any municipal corporation.

(3) Participants in the Idaho youth conservation project under the supervision of the Idaho state forester.

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

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

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

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

• STATEMENT OF PURPOSE •

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

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

STATEMENT OF PURPOSE

RS22438

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


FISCAL NOTE

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

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

COMMITTEE MEETINGS:

House Education Committee Meeting:

 9:00 AM *

 Monday, February 15

 Virtual *

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

Find the agenda for this meeting at:

<https://legislature.idaho.gov/sessioninfo/2021/standingcommittees/HEDU/>



Committee Members:

Chair Lance W. Clow (R)

Vice Chair Ryan Kerby (R)

Rep. Paul Shepherd (R)

Rep. Judy Boyle (R)

Rep. Ron Mendive (R)

Rep. Gayann DeMordaunt (R)

Rep. Dorothy Moon (R)

Rep. Barbara Ehardt (R)

Rep. Julie Yamamoto (R)

Rep. Gary Marshall (R)

Rep. Charlie Shepherd (R)

Rep. Tony Wisniewski (R)

Rep. John McCrostie (D)

Rep. Sally J. Toone (D)

Rep. Steve Berch (D)

Secretary

Christine Reynolds

- (208) 332-1148
- hedu@house.idaho.gov
- Room EW49

Regular Meetings

- Room EW41
- Daily / 9:00 AM

Senate Education Committee Meeting:

 3:00 PM *

 Monday, February 15

 Virtual *

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

Find the agenda for this meeting at:

<https://legislature.idaho.gov/sessioninfo/2021/standingcommittees/SEDU/>



Committee Members:

Chair Steven Thayn (R)

Vice Chair Carl Crabtree (R)

Sen. Dave Lent (R)

Sen. Lori Den Hartog (R)

Sen. Daniel G. Johnson (R)

Sen. Jim Woodward (R)

Sen. Kevin Cook (R)

Sen. David Nelson (D)

Sen. Janie Ward-Engelking (D)

Secretary

Florence Lince

- (208) 332-1321
- sedu@senate.idaho.gov
- Room WW39

Regular Meetings

- Room WW55
- Mon, Tues, Wed, Thurs
- 3:00 PM

ISBA's Government Affairs Committee & Advocacy

WHO IS ON THE GAC?

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

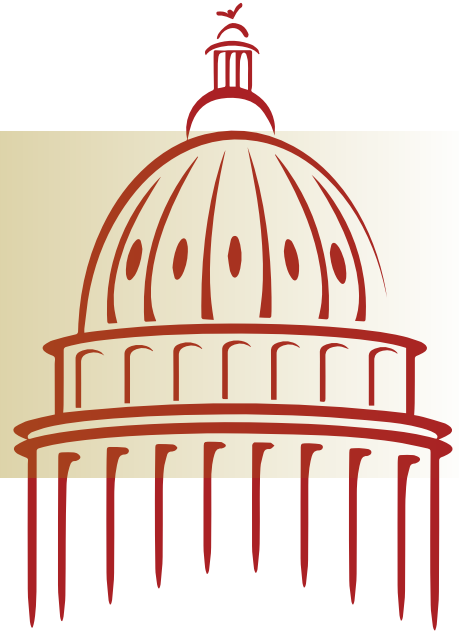
HOW DOES THE GAC STAY ON TOP OF THE ISSUES?

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

WHAT DOES ADVOCACY MEAN?

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

Key Talking Points



1 HB 66 – Bond/Levy Disclosure

- It does not allow for full transparency on the ballot and prohibits the district from providing the most accurate information to the elector about the bond or levy question before them – such as, if the levy before them is replacing a levy that is set to expire;
- It mandates inaccurate disclosure, by not allowing the school district to provide the most accurate information on the ballot for the elector.
- The current statute is working. It provides the elector the information they need to make their choice on the bond/levy question.

2 School Vouchers (No Bill Number):

- The Legislature's obligation is to our State's public school system, and school vouchers undermine the State's commitment to our Public Schools;
- Private and parochial schools do not provide the same accountability to taxpayers – on their student achievement, standards, or fiscal accountability;
- There are very few private and parochial schools in rural, remote areas of Idaho. Siphoning dollars from the public system to private/parochial schools will benefit some students in urban areas at the expense of our rural and remote schools and districts.
- Idaho has expansive options for school choice with our 60+ charter schools.

3 Preserving School Election Dates:

- School district levies are essential to the operations of public schools.
- If a school district bond or levy fails, they need a quick turnaround to regroup before putting the question back out to their community; If they are forced to wait six months, the school's capacity to serve students will be diminished.
- The March election date in particular is absolutely critical to school districts in setting their budgets and issuing contracts to their professional personnel.
- School districts go to great lengths to educate their patrons about their bond or levy election;
- Districts also go to great lengths to capitalize on bond ratings, thus the need for quick turnaround.



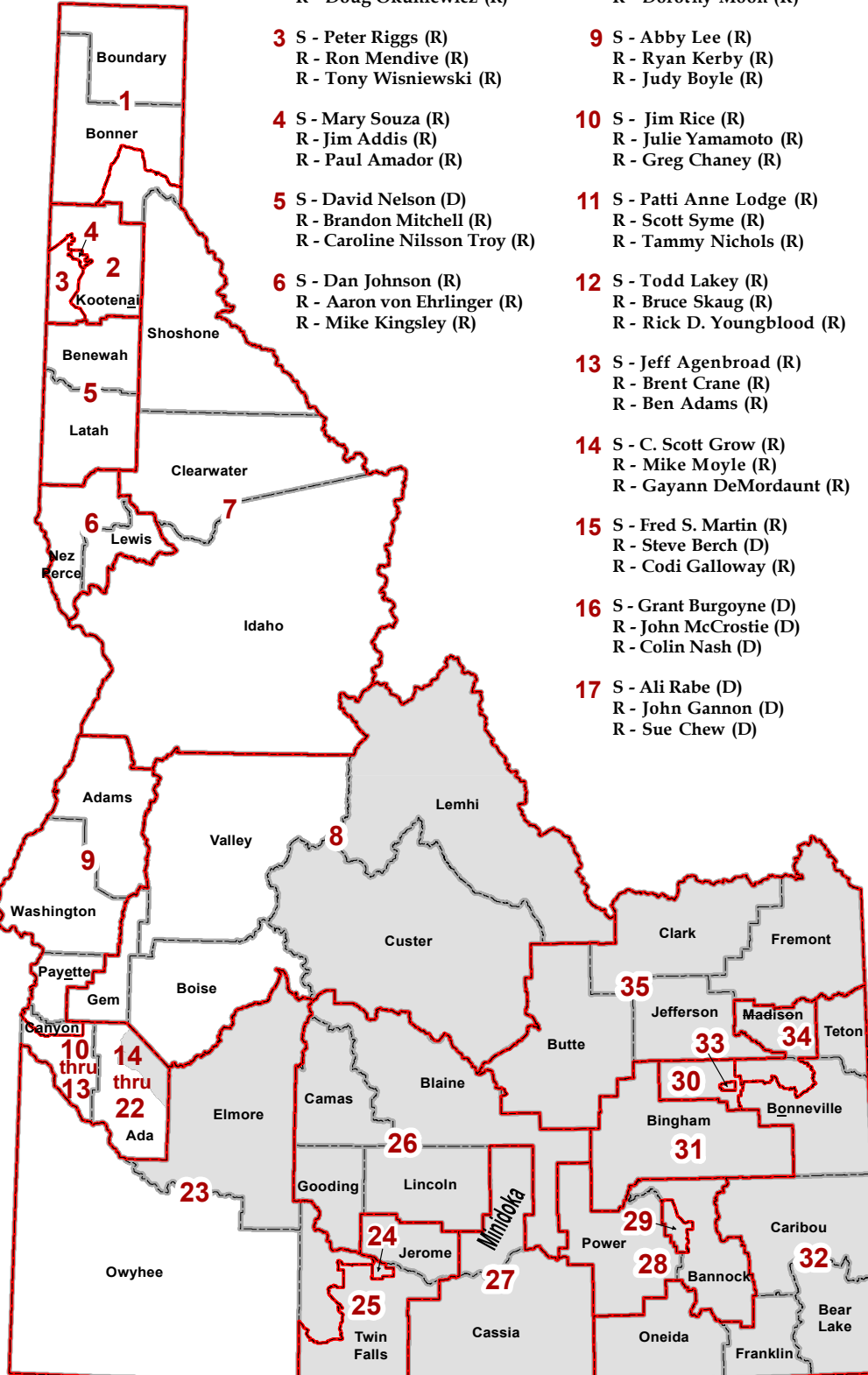
IDAHO STATE LEGISLATIVE MEMBERS

66th IDAHO STATE LEGISLATURE

FIRST REGULAR SESSION

SESSION BEGINS
JANUARY 11, 2021

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



- 1 S - Jim Woodward (R)
R - Heather Scott (R)
R - Sage Dixon (R)
- 2 S - Steve Vick (R)
R - Vito Barbieri (R)
R - Doug Okuniewicz (R)
- 3 S - Peter Riggs (R)
R - Ron Mendive (R)
R - Tony Wisniewski (R)
- 4 S - Mary Souza (R)
R - Jim Addis (R)
R - Paul Amador (R)
- 5 S - David Nelson (D)
R - Brandon Mitchell (R)
R - Caroline Nilsson Troy (R)
- 6 S - Dan Johnson (R)
R - Aaron von Ehrlinger (R)
R - Mike Kingsley (R)

- 7 S - Carl Crabtree (R)
R - Priscilla Giddings (R)
R - Charlie Shepherd (R)
- 8 S - Steven Thayn (R)
R - Terry F. Gestrin (R)
R - Dorothy Moon (R)
- 9 S - Abby Lee (R)
R - Ryan Kerby (R)
R - Judy Boyle (R)
- 10 S - Jim Rice (R)
R - Julie Yamamoto (R)
R - Greg Chaney (R)
- 11 S - Patti Anne Lodge (R)
R - Scott Syme (R)
R - Tammy Nichols (R)
- 12 S - Todd Lakey (R)
R - Bruce Skaug (R)
R - Rick D. Youngblood (R)
- 13 S - Jeff Agenbroad (R)
R - Brent Crane (R)
R - Ben Adams (R)
- 14 S - C. Scott Grow (R)
R - Mike Moyle (R)
R - Gayann DeMordaunt (R)
- 15 S - Fred S. Martin (R)
R - Steve Berch (D)
R - Codi Galloway (R)
- 16 S - Grant Burgoyne (D)
R - John McCrostie (D)
R - Colin Nash (D)
- 17 S - Ali Rabe (D)
R - John Gannon (D)
R - Sue Chew (D)

- 18 S - Janie Ward-Engelking (D)
R - Ilana Rubel (D)
R - Brooke Green (D)
- 19 S - Melissa Wintrow (D)
R - Lauren Necoechea (D)
R - Chris Mathias (D)
- 20 S - Chuck Winder (R)
R - Joe Palmer (R)
R - James Holtzclaw (R)
- 21 S - Regina M. Bayer (R)
R - Steven C. Harris (R)
R - Greg Ferch (R)
- 22 S - Lori Den Hartog (R)
R - John Vander Woude (R)
R - Jason Monks (R)
- 23 S - Christy Zito (R)
R - Matthew Bundy (R)
R - Megan Blanksma (R)
- 24 S - Lee Heider (R)
R - Lance W. Clow (R)
R - Linda Wright Hartgen (R)
- 25 S - Jim Patrick (R)
R - Laurie Lickley (R)
R - Clark Kauffman (R)
- 26 S - Michelle Stennett (D)
R - Muffy Davis (D)
R - Sally Toone (D)
- 27 S - Kelly Anthon (R)
R - Scott Bedke (R)
R - Fred Wood (R)
- 28 S - Jim Guthrie (R)
R - Randy Armstrong (R)
R - Kevin Andrus (R)
- 29 S - Mark Nye (D)
R - Dustin Manwaring (R)
R - James Ruchti (D)
- 30 S - Kevin Cook (R)
R - Gary L. Marshall (R)
R - Wendy Horman (R)
- 31 S - Steven Bair (R)
R - David Cannon (R)
R - Julianne Young (R)
- 32 S - Mark Harris (R)
R - Marc Gibbs (R)
R - Chad Christensen (R)
- 33 S - Dave Lent (R)
R - Barbara Ehardt (R)
R - Marco Erickson (R)
- 34 S - Doug Ricks (R)
R - Jon Weber (R)
R - Ronald Nate (R)
- 35 S - Van T. Burtenshaw (R)
R - Karey Hanks (R)
R - Rod Furniss (R)

[Click here](#) to see on-line map.
Prepared by the Idaho Transportation Department
Revised by LSO: December 5, 2020

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