

A PUBLICATION OF THE IDAHO SCHOOL BOARDS ASSOCIATION

SLATE

magazine

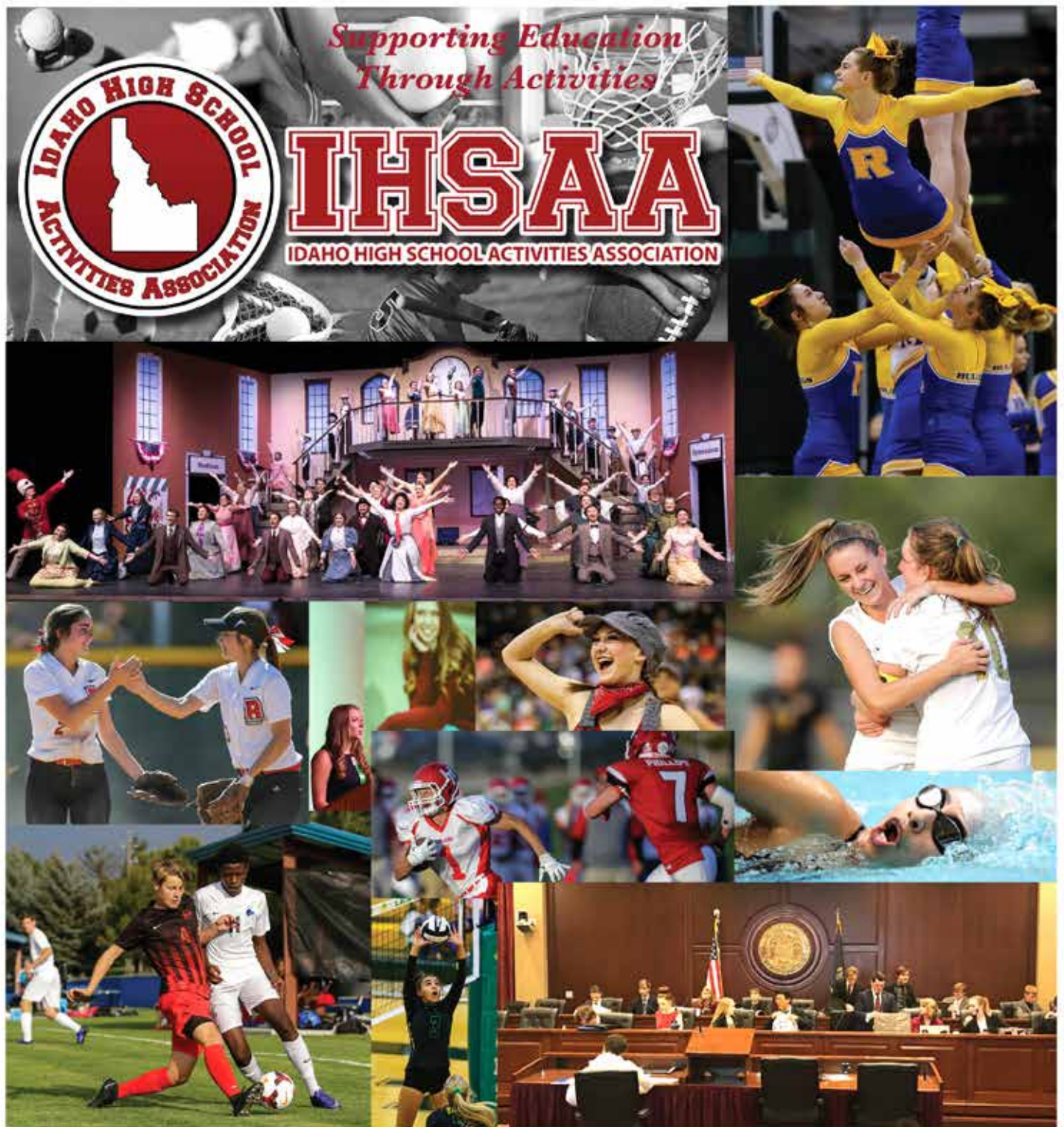
spring
2022

2022 Student Photography Contest **p. 24**

SLATE Cover Photo:
Overall Winner - Maddie Murdock
Kootenai School District
Lake Coeur d'Alene



Thank You Schools for Your Support of High School Activities



IT'S MORE THAN A GAME
Students Now Citizens Forever

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MISSION:

The Idaho School Boards Association advocates for Idaho students and public education with leadership and service for local school boards.

VISION:

Empower Local Boards for Student Success

STANDARDS:

1. Vision and Mission
2. Continuous Improvement
3. Advocacy
4. Accountability
5. Community Engagement
6. Board Operations and Professional Development

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

2022 ISBA CALENDAR

April 22-23	Executive Board Meeting • Boise, ID
May 4	Leadership Institute • Boise, ID
May 18	Leadership Institute • Rigby, ID
May 19	Leadership Institute • Twin Falls, ID
May 25	Leadership Institute • Lewiston, ID
May 26	Leadership Institute • Coeur d'Alene, ID
May 30	Memorial Day • ISBA Office Closed
July 4	Independence Day • ISBA Office Closed
November 9-11	ISBA Annual Convention • Coeur d'Alene, ID

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2021-2022 ISBA Executive Board:

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



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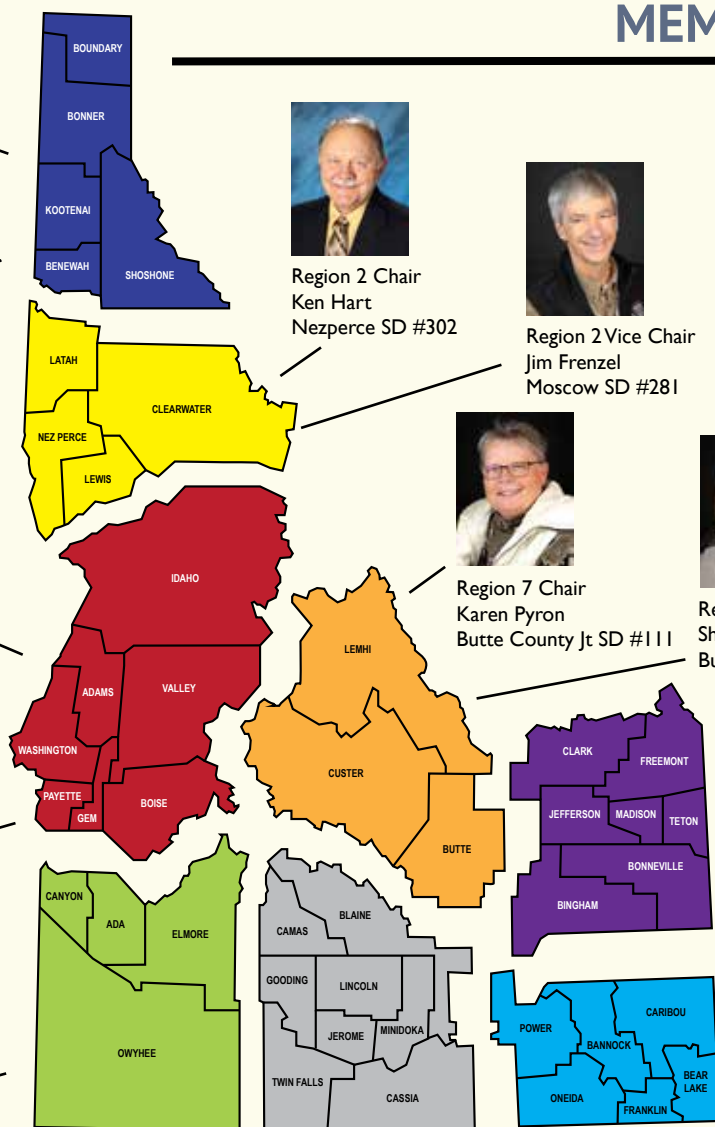
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FIRST THINGS FIRST

By Misty Swanson & Quinn Perry
ISBA Executive Director
ISBA Deputy Director & Government Affairs



Lessons from an Oak Tree: ISBA Celebrates 80 Years



This year marks the Idaho School Boards Association's 80th anniversary. We're big on milestones of the ISBA. We believe whole heartedly that this association is worth celebrating and will revisit our 80-year-old history as an organization dedicated to serving Idaho's locally elected school board members and the students they serve.

To celebrate, we're using the time-honored symbol of the mighty Oak tree to commemorate 80 years. Oak is more traditionally known as a gift for an 80th wedding anniversary and fits perfectly as the symbol of this year-long celebration. Oak is symbolic of strength and longevity rooted in a long-lasting love. An oak tree sits with a strong trunk, with branches resembling a growing family and acorns continuing new growth. We can find wisdom in these traits during these ever-changing times to help remind us of our roots – but also give guidance to those who come after us.

The Roots of ISBA:

The roots of the Idaho School Boards Association – once known as the Idaho School Trustees Association – began under trustees. One of the core reasons for coming together was to be a unified voice to promote the advancement of public education in Idaho, and to keep our members abreast of all information impacting the public schools in their communities.

As such, the oak tree was planted in 1942. Since then, we've worked to be a resource not only to our members – but to policy makers, state education agencies, and the public – about the impact that all public policy has on the overall health of all public schools and our members' ability to govern them locally. In November of 2014, we were one of the first to allow public charter schools to join a trustee association. Since then, we represent over 800 school board members – all with different communities, different constituencies, but with one vision in mind: providing the best possible education to the kids in their communities.

Purpose is not only the root of the organization; it's also the root within each of our members. We make decisions looking through the lens of our founding principles and ultimate goals, and for 80 years we have connected people to our purpose and through our members' own individual purpose.

continued on next page...

The Mighty Oak Branches – What Each School Means to Our Communities

Both of us grew up in rural towns – Misty outside of Grand View, Idaho and Quinn in Riverton, Wyoming. These experiences help each of us carry a deep understanding of how our rural communities are inextricably tied to their local public schools – where pictures of high school seniors' wave prominently throughout main street. Where kindergarten graduation is a community affair, and how hometown athletics can often be more intense and exhilarating than the Super Bowl, and stands and gymnasiums are packed full on a Friday night in a sea of the schools' colors. Our schools – urban, rural, and charter – are all epicenters of Idaho's communities and neighborhoods. It's more than a place for our own children or those in our neighborhood to learn; it's where we gather to cheer on our kids, to take part in community programs and after-school programs, or even where you exercise your right to vote.

If the branches of the oak are to symbolize what builds and extends our purpose, there is no better symbol for Idaho's public schools to join to celebrate these landmarks in our communities. Each of these groups plays an important role in our ability to thrive: School board members – who step-up to volunteer on a school board, and are tasked with making big and sometimes tough decisions for the direction for the district or school; Superintendents – whose job it is to implement the vision of the school board, and who are also likely carrying other tremendous weight in their job description; Teachers – who dedicate their life to their profession, and have the most direct impact on kids; Our other essential staff -from school counselors, to bus drivers, paraprofessionals, school nurses, secretaries, janitors, and our other staff who are essential for operating such an expansive, sensitive

system. Parents – who are partners with our public schools in ensuring that our kids are able to succeed in their education; Policymakers – who can have the most impact on all school leaders, families, patrons, and taxpayers; and last, but certainly not least – our own community patrons – who all have a role to play in the overall state of their communities' schools.

It takes all of us. The oak tree must weather storms – but with strong roots, and the branches flowing together – we can stand strong.

The Acorn – The Future of the Oak Tree

All the wonder in a mighty oak grows from a single acorn. Ancient beliefs held acorns in high regards and were held as symbols of perseverance and potential.

“The strongest oak of the forest is not the one that is protected from the storm and hidden from the sun. It's the one that stands in the open where it is compelled to struggle for its existence against the winds and rains and the scorching sun,” said Napoleon Hill, American author.

The acorn that grows into a mighty oak is one that has had to handle struggle – reminding us that the difficulties we endure will help us grow strong.

This message could not resonate more soundly in this 80th year – as we have endured over three school-years impacted by a pandemic, our communities divided, exacerbated by untruths fueled by conflict entrepreneurs.

The Oak tree persists, and even better, it transforms after storms.



The Changes to ISBA and Public Education

ISBA has had nearly 80 presidents over the years (some served more than one year) and its 9th executive director is currently serving. The focus and priorities of the association have changed over the years as has the curriculum and topics among public education.

NEXT PAGE

Jamie Vollmer, the author of Schools Cannot Do It Alone Network, shared his list of responsibilities schools are tasked with, dating back to the 1900s. Jamie Vollmer's list can be seen on the next two pages.



By Jamie Vollmer / Author
Schools Cannot Do It Alone Network

The Ever-Increasing Burden on America's Public Schools: One Hundred and Twenty Years of Mandates

Our schools have not been asked to “just teach the basics” for over a hundred and twenty years. It is true they were originally created to teach reading, writing, and arithmetic, while cultivating early American values. But by the beginning of the twentieth century, leaders in business, politics, academia, and the clergy, decided that public schools were the perfect place to sort and socialize young people for the industrial age. It was then that we began to shift non-academic duties to the schools.

From 1900 to 1910, the new responsibilities were mainly related to student health. We added:

- Lessons in Basic Hygiene
- Courses on Nutrition
- Immunizations, and
- Screening for Vision, Hearing, and Dental problems

From 1910 to 1940, the pace of change accelerated. Child labor laws swept the nation. Compulsory attendance was mandated. There was a push to formally track students. And we added:

- Vocational education, including the Industrial Arts and Agricultural education
- Domestic Science/Home Economics, including sewing and cooking
- Phys Ed was expanded, including a growing roster of team sports, and
- School transportation was mandated.

In the 1940s, we fought a war, managed the recovery, and launched an economic boom, but none of this stopped the mandate machine. We added:

- Business education, including typing, shorthand, and bookkeeping
- Music and Art classes were expanded
- Speech, including drama, became a separate academic subject
- Half-day kindergartens were introduced, and
- School lunch programs first appeared. (We take this for granted today, but it was a huge step to ask to the schools to feed America's children one third of their daily meals.)

In the 1950s, the student population exploded as the Baby Boomers poured into the schools. The Supreme Court struck down school segregation. The Soviets launched Sputnik. And in response:

- Science and Math education were greatly expanded
- Foreign language requirements were strengthened
- Fire, tornado, and “duck and cover” drills became compulsory
- Driver's education was offered, and
- Sex education was introduced.

In the 1960s, the economy was roaring, and schools were rapidly expanding. Congress made its first major regulatory push into public education by passing Title I of the Elementary and Secondary Education Act, and we added:

- Head Start
- Bilingual education
- Advanced Placement programs
- Adult education
- Consumer education,
- Career education,
- Recreation education and Peace studies. (Oh those sixties!)

In the 1970s, the breakup of the American family accelerated, Vietnam ended, Watergate changed American politics forever, and we added:

- Special Education
- Drug and Alcohol Abuse education
- Parenting education,
- African-American studies
- Women's studies
- Talented and Gifted programs
- Alternative education
- Character education
- Behavior Adjustment classes,
- Environmental education
- Title IX expanded athletic programs for girls

- The Supreme Court granted free speech rights for students, and
- School breakfast programs appeared. (Public schools now feed 89% of America's school aged children two-thirds of their daily meals, and, for many, it's the only nutritious food they get.)

In the 1980s, mandate mania exploded as global competition forced millions of women to enter the workforce, which dramatically altered a home-school partnership. Faced with growing cultural turmoil and a dawning tech revolution we added:

- Keyboarding and Computer education
- Sexual Abuse Prevention education
- Stranger/danger education
- Antismoking education
- Abstinence education
- Teen Pregnancy Awareness programs
- Teen Parenting programs
- Global education
- English as a Second Language instruction
- Multicultural education
- Nonsexist education
- Hispanic Heritage education
- International Baccalaureate programs
- Jump Start, Early Start, Even Start, Prime Start
- Full-day Kindergarten
- Preschool programs for children at risk
- After-school programs for children of working parents
- Expanded Health and Psychological services, and
- Child abuse monitoring became a legal requirement for all teachers.

In the 1990s, public schools found themselves in the middle of an emotional culture war. The World Wide Web was born. Generation X was replaced by Generation Y. Educators found themselves under tremendous pressure as the school reform movement shifted into high gear, and we added:

- Computer Labs and Internet instruction
- Tech Prep
- School To Work programs
- Distance learning
- Homeless education and its effects on children,
- HIV/AIDS education
- Death education
- America 2000 initiatives
- Goals 2000 initiatives

Courses on:

- Bicycle Safety, Gun Safety, and Water Safety
- Conflict Resolution
- Service Learning
- Asian-American history
- CPR training
- Technical Adequacy Assessment
- Dropout Prevention
- Anti-Gang initiatives
- Inclusion and Mainstreaming requirements, and
- The Individuals with Disabilities Education Act greatly expanded the scope of Special Education.

Which brings us to the first decades of the twenty-first century, where 1) the pressures presented by a rapidly changing society, and 2) the increasing demands of a global, knowledge-based economy, have forced educators, politicians, business leaders, and bureaucrats to add:

- No Child Left Behind
- Bullying Prevention programs
- Elevator and Escalator Safety instruction
- Body Mass Index evaluation (Obesity Monitoring)
- Eating Disorder counseling
- Suicide Awareness programs
- Steroid Abuse Prevention programs
- Media Literacy training
- Expanded Early Childhood Wrap Around programs
- Financial Literacy development
- Intruder Lockdown training
- Health and Wellness programs
- External Defibrillator training
- Leadership training
- Entrepreneurial Skill development
- Credit Retrieval programs
- Mastery education
- Data-based decision making
- On-line learning requirements
- Race to the Top
- The Common Core
- S.T.E.M programs
- Allergic Reaction monitoring
- Critical Incident training (terror, chemical, natural disaster, active shooter)
- Summer breakfast and lunch programs
- Weekend backpack programs (Food for four)
- Anti-harassment programs (gender, race, religion, national origin)

Courses on:

- Internet safety
- Date rape
- Organ donor awareness
- The Abandoned Newborn Protection Act
- Child trafficking
- Domestic violence
- Job interview preparation
- Marijuana safety (secondhand smoke)
- Cyber bullying
- Opiate addiction
- Distracted driving prevention
- Anger management,
- Texting and Social Media Etiquette, and
- Hours upon hours of standardized test prep
- Responding to the challenges presented by the COVID-19 pandemic

And we have not a single minute to the school calendar in eight decades!

No generation of teachers and administrators in the history of the world has been asked to fulfill this mandate.

It is easy to say, "just teach the basics," and walk away as if that solves the problem. It doesn't. We live in an age when social and economic conditions demand that we do everything we can to prepare every child to thrive and prosper as an adult. The time has come for all of us to come together and support our public schools as they strive to increase student success. It's smart. It's practical. It is the most important enterprise of our time.

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PRESIDENT'S MESSAGE

By Jason Knopp / ISBA President

Leaving the NSBA

The Idaho School Boards Association's Executive Board passed a motion on February 21, 2022 to terminate membership in the National School Boards Association (NSBA.)

This was a difficult decision and one that we arrived at with great care and consideration for the impact it would have on ISBA members. The ISBA Executive Board passed its motion following extensive discussion, research, and analysis regarding NSBA's shortcomings in transparency at all levels and listening to the unique and diverse needs of its members from across the country.

Since 1942, the Idaho School Boards Association has represented many different districts - different communities, with different constituencies. Throughout, a guiding principle for us all has been the belief in local control—that local governance, where school board members listen to parents, students, and families, and know their communities best, will make the best-informed decisions. School Board members represent very different districts, and we don't always see eye-to-eye on every education issue. But we stand united in the belief that those closest to their community are best equipped to address the unique challenges and opportunities facing their constituents.

Unfortunately, NSBA lost sight of these governing principles—to listen to their members from east to west, north to south, and across the state. We are stronger when we have diverse stakeholders at the education table to preserve the power of public education. Time and time again, rural states like Idaho, and neighboring states from the west have not felt that our concerns, challenges, and opportunities have been reflected in both the leadership at NSBA but also in their strategic priorities as a national organization.

ISBA's decision to terminate membership was not without forewarning. ISBA wrote a letter to the NSBA requesting a formal review of procedures on transparency and direct involvement from state associations when sending correspondence that appears to have the endorsement of every state association, and a clear vision statement from NSBA that highlights the value of local control and protects the authority of school board members. ISBA hoped in earnest for improved coordination and consultation in the future. Despite our actions, NSBA has struggled to address our concerns and has failed to act on any promised changes. While we continue to believe there is a value in a national association of school boards, our primary obligation is to advocate for Idaho students to have quality public schools no matter their zip code. We are unable to advocate for Idaho students if we are continuously held accountable for the actions of NSBA. As such, we feel the NSBA is unable to meet the needs requested by the ISBA Executive Board at this time and has a long way to restore a culture of transparency.

Please be assured that this decision was made cautiously, judiciously, and with the approval of the ISBA Executive Board.

We want to assure our members that our decision to leave the NSBA will have no impact on our ability to provide quality services and timely information to you.

A stylized, handwritten signature in dark ink, appearing to read 'Jason Knopp'.

Jason Knopp
President
Idaho School Boards Association

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DISCUSSION QUESTIONS
ACTIVITIES

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That's why Idaho Public Television provides a wide range of free content and tools to help you customize your child's learning, based on your goals and interests.

Visit our new **IdahoPTV Parents** website (idahoptv.org/parents) where you can view descriptions of all of our educational children's series, find tips for watching with your kids, and discover games, activities, learning goals and discussion questions to make learning fun!

"We're facing complicated societal issues and

everyone has different needs," says Jeff Tucker, IdahoPTV general manager. "We believe parents should play an active role in their child's learning and they should be the ones to nurture and direct their child's development as they see fit. On our IdahoPTV Parents site you'll find short videos that explain how to choose the right programs, how to engage with your little one, and how to interact and explain the themes each show presents while you watch and learn together."

Kari Wardle, IdahoPTV education manager, adds, "We know that children who consume educational content are more successful in school and throughout life. When a parent or caregiver watches that content and interacts with the child, the learning increases exponentially. At IdahoPTV, we are here to help and support parents as their child's first teacher. The IdahoPTV Parents website provides a variety of resources to help parents watch and interact with their kids."

Visit the new IdahoPTV Parents site today at idahoptv.org/parents.

idahoptv.org/parents



STATE DEPARTMENT OF EDUCATION

By Sherri Ybarra / Idaho Superintendent of Public Instruction

Thank You for your Leadership

As we approach our third spring amid the COVID-19 pandemic, I am so grateful for each of you who serve on Idaho's public school boards. You have shown exceptional leadership, and you keep rising to the occasion whenever new challenges come your way.

I want to say a huge thank you, and congratulations! Your efforts over these past three school years have been inspiring. Despite what you may hear from some politicians and pundits, those efforts have been incredibly successful in helping Idaho students stay safe, healthy, and on the path to achievement and success.

In December, a national "Pandemic Scorecard" ranked Idaho third among all states in how our education outcomes withstood COVID-19, pairing with our No. 4-ranked economic response to propel our state to an overall ranking of fourth in the nation despite considerably lower marks in the categories of social wellbeing and health.

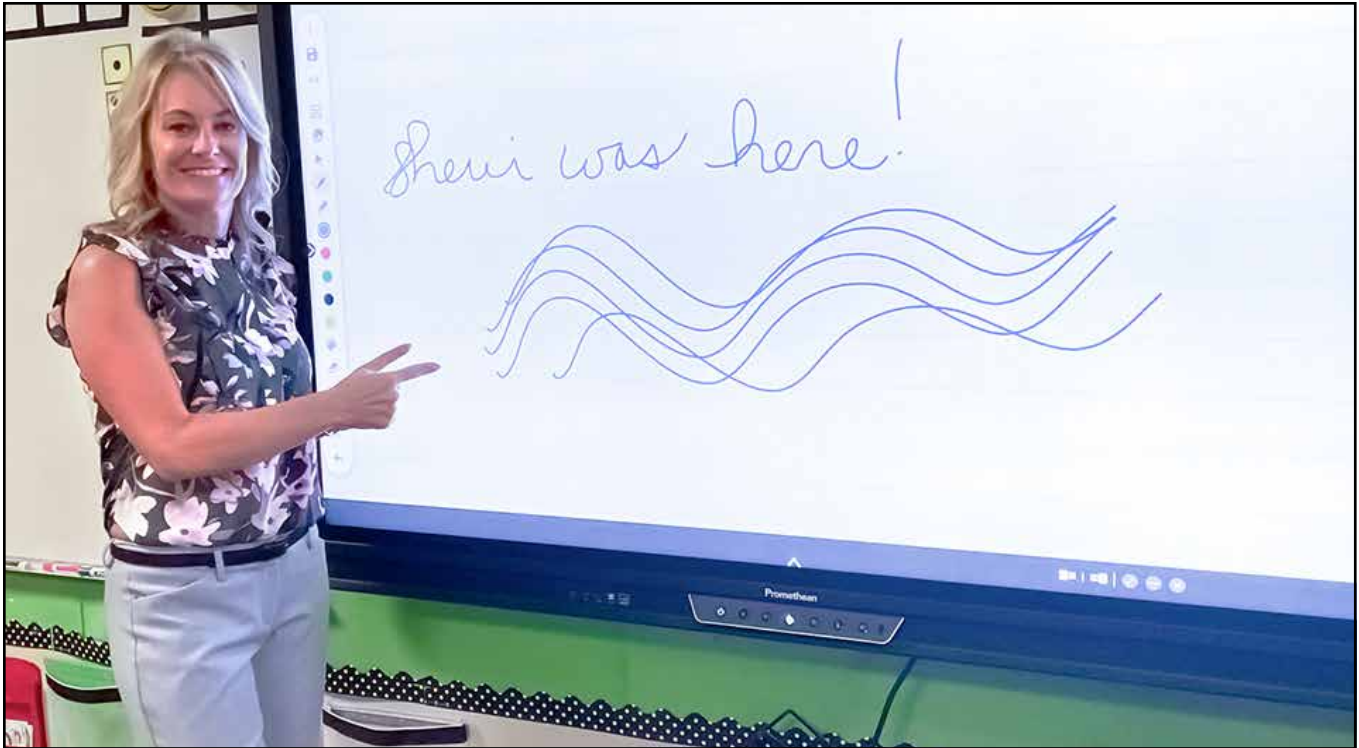
You have kept up with constantly changing guidance, controversy over COVID protocols, and intense public scrutiny. And you made the tough decisions and found local solutions to meet local needs and conditions.

And through it all, you've kept the children of Idaho at the forefront, meeting their needs and keeping them on track. This school year you have dealt with crippling staff and substitute shortages as a remarkably contagious new variant swept through schools and communities, landing many teachers and other vital staff out sick or on quarantine. During the first three weeks of January, 34 Idaho schools reported short-term closures on my department's new instructional status app.

You have done a remarkable job of keeping your doors open. You didn't lose sight of the importance of in-person learning, and you found creative, responsible ways to keep staff and students in class safely.



Superintendent Sherri Ybarra speaks at the 2021 ISBA Annual Convention.



Superintendent Ybarra tries out a smart board in a Rolling Hills Charter School classroom.

I saw districts using all available personnel to substitute for teachers and other staff out because of the pandemic, and several have used COVID relief funds to increase pay for substitutes in order to keep classrooms staffed. At least one district hired student teachers as long-term substitutes, offering them a contract in return for their service.

I've been impressed with your wise use of pandemic relief funds, navigating a complicated system to meet your districts' specific needs, from new HVAC systems and air purifiers to stipends for additional staff time and duties, technology, and internet access, professional development, and additional health support staff. You have also used funds strategically for salaries and benefits for teachers and aides in afterschool programs, school bus service for summer reading lessons, and a jump-start program for K-4 students at the end of the summer.

Flexibility to meet local needs continues to be my department's top priority in administering funds from the various pots of federal money available for pandemic relief, including reducing learning loss.

From early in the pandemic, I've said the keys to addressing learning loss would be high doses of tutoring, increased academic time and increased intervention. With the help of \$20 million in COVID relief funds aimed at learning loss, districts across the state have embraced the challenge, adding summer and afterschool programs, targeted interventions, and other measures.

Time and again, you've heard naysayers dismiss your efforts with a persistent, but untrue, refrain: that Idaho schools and students are failing, and that our state ranks at the bottom in education.

You've heard the head of a prominent political interest group proclaim that in some Idaho schools, 90 percent of graduates can't read, write, or do math – an absurd, mean-spirited convoluted of test results that simply indicate whether students have the proficiency to succeed in college. You've heard Idaho legislators decry a supposed lack of progress in K-12 achievement.

But I'm here to tell you what I hope you already know, and I want everyone in Idaho to know: Idaho students are doing better than we could have expected during this long-running pandemic. And we are far from the bottom in national rankings – unless, of course, you're talking about state funding.

According to a National Education Association report, Idaho had the lowest estimated per-pupil spending of all 50 states and the District of Columbia in 2020-21, continuing a trend that has been in place since at least 2018.

And when Education Week's 2021 study of education quality nationwide turned its attention to finance, Idaho came in at No. 48, and we placed dead last – an F rating -- for per-pupil spending. But in terms of student achievement, Education Week ranked Idaho much higher – No. 17 in the nation, ahead of neighboring states, and up from 31st five years earlier. That is well worth celebrating.

continued on next page...

And here are a few other achievement bright spots:

- Idaho comes in first (tied with Indiana) for the percentage of high school students who jump-start their college and career training by completing post-secondary courses before graduating from high school.
- US News and World Report places our state fifth in the nation for its share – 58 percent – of college-ready high school students.
- Education Week ranked Idaho fifth nationwide for the improvement in students' chance for success between 2020 and 2021.
- Idaho's five-year graduation rate hit a new high of 84.1 percent in 2021.

This isn't to say that we don't still have work to do, or that our students haven't lost ground in some areas. COVID-sparked learning loss is real, and it has affected our most vulnerable students disproportionately, despite all of our best efforts.

It's been a long haul, and it's not over, as the impacts of the pandemic will persist. But your local strategies are well thought-out and effective, and our shared commitment to Idaho students is still going strong.

I have tremendous respect for your energy, endurance, and commitment to students during a time when serving on a school board has been its most challenging. Board meetings in our state and across the nation have been more contentious during the pandemic, and we have lost great board members because of the pressure.

It's a hard job, even under the best of circumstances. But please be assured it's not a thankless job.

My staff and I are thankful for your partnership in supporting Idaho schools and students to achieve.



Superintendent Sherri Ybarra talks with Rolling Hills Charter School seventh-grade teacher David Shubert and Principal Shane Pratt during a school visit in October 2021. They showed how they used ESSER funds to add smartboards in every classroom.



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Idaho School Boards Association Professional Development

ISBA Professional Development Director, Lisa Colón Durham

As ISBA's new Professional Development Director, my goal is to inspire, educate, and support Idaho School Boards. ISBA's professional development playbooks will help board members develop highly successful teams so Idaho students win!



ISBA strives to provide school boards plays that win!

Pick and choose from ISBA's playbooks to add or refresh your district or charter's game plan. ISBA can facilitate implementation of best practices for your board! We want to help you see improvement, stay up to date on rules and regulations, and feel confident!

Strategic Playbook

Strategic Planning, Superintendent Evaluation, Board Self Evaluation, Continuous Improvement Plan

Offensive Playbook

Effective Board Meetings, Governance, Roles & Responsibilities

Defensive Playbook

Open Meeting Law, Public Records, Community Support

Specialty Team Playbook

Crisis Management, School Safety, Bond/Supplemental Levies, Individual District/Charter School Needs



**Interested in learning more or setting up a training with ISBA's
Professional Development Department?**

Contact Lisa – lisa@idsba.org | 208-854-1476



STATE BOARD OF EDUCATION

By Kurt Liebich / President / Idaho State Board of Education



High school graduation is a huge accomplishment and turning point in one's life. It is a time to celebrate the achievement of a major milestone that also marks the transition from teenager to adult.

Young people today have many options after high school, and it is imperative that our public education system do all it can to prepare them for their chosen career path. For some, it might be an apprenticeship, technical degree, or certification; for others, it could be an academic path at one of Idaho's public colleges or universities.

High schools throughout our state are offering dual credit courses so that teenagers can take college-level courses and earn credit they can apply toward a degree. The state provides funding for these courses, so there is no cost to the student. Many of those same schools provide high-level career and technical education (CTE) instruction to more than 117,000 Idaho students, enabling them to move from high school directly into a career or short-term workforce training. Students in CTE programs prepare for a variety of careers. Some may even achieve their qualifications to be a nursing assistant, web developer, receptionist, daycare worker, EMT, firefighter, or welder, all while still in high school.

To help teens and their parents think about and plan a career that best suits them, the State Board of Education partnered with the Idaho Workforce Development Council to create the Next Steps Idaho website.

Next Steps Idaho is an excellent resource for students and for adults who want to start planning for their future or make a career change. Next Steps Idaho features a step-by-step process starting in the 8th grade that students can follow to help them assess their interests and explore career pathways. "Next Steps Idaho's CTE directory lists CTE courses, not only at high schools across the state, but also at all of our community colleges and technical colleges," said Byron Yankey, the State Board's college and career advising program manager. That is another option for parents and counselors who are helping guide students as they make plans for life after high school."

Next Steps Idaho provides a focus on career exploration while helping students think about their interests and their options throughout the middle school and high school years. "We know young people's ideas and goals about life after high school change over time. Next Steps Idaho provides questions and assessments that can help them navigate those changes and understand the

various career paths available to them as they mature into young adults,” Yankey said. “These resources are particularly important for students in small rural communities, who maybe are thinking about potential careers that they can’t gain exposure to in their own communities.”

I would be remiss if I didn’t mention the Workforce Development Council’s new Idaho Launch initiative that provides financial support for any Idaho resident seeking to receive employer requested skills sets through approved short-term workforce training programs. During Idaho Launch’s 15-month existence, more than 1,000 Idahoans and nearly 700 employers have already benefitted.

We all want our public education system to educate our students and prepare them for life after high school. The programs I’ve discussed here are designed for just that purpose. I also want to recognize the work of our counselors, advisors and educators in their efforts to provide resources and support to our students so that they can make informed decisions as they plan their futures.

It is a complicated world for a youth nearing the end of their secondary education or who recently graduated. But it is also full of opportunities. We have people and programs in place to help our students find their place in Idaho’s workforce and succeed and thrive.



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SAFETY NOTES

By Dane Higdem / Moreton & Company

The Moving Ahead for Progress in the 21st Century Act

The Moving Ahead for Progress in the 21st Century Act, also known as MAP-21, included new and updated transportation regulations that impacted training requirements for school bus drivers.

These changes we made to help standardize training. School districts must comply with these federal laws. The intent of the new training is to help ensure student and staff safety while the bus is on the road.

MAP-21 is a federal transportation reauthorization bill aimed at helping the Federal Motor Carrier Safety Administration (FMCSA) reduce crashes, injuries, and fatalities involving buses and large trucks.

MAP-21 tracks FMCSA's strategic framework to improve CMV safety by supporting its three core principles:

- Raise the bar to enter the industry and operate on our roads
- Hold motor carrier and drivers to the highest safety standards to continue operations
- Remove the highest risk drivers, vehicles, and carriers from our roads and prevent them from operating

MAP 21 Basics

The FMCSA has issued new federal criteria for commercial motor vehicle driver training. Vehicles that are designed to carry more than 15 passengers generally are referred to as commercial motor vehicles. However, in Idaho any person who is driving a school bus that is transporting students must have a Class A



or Class B commercial driver's license (CDL). States can require additional training, but they cannot require less than MAP-21's minimum criteria. The bottom line is that any driver of a Type A, Type C, or Type D school bus must have a CDL. The Standards for Idaho School Buses and Operations School defines a School Bus as "a passenger motor vehicle, which is designed or used to carry more than ten (10) passengers in addition to the driver, and which the U.S. Secretary of Transportation determines is likely to be significantly used for the purpose of transporting preprimary, primary, or secondary school students to such schools from home or from such schools to home."

There are three main areas of impact in the legislation: Entry-level Driver Training (ELDT), Training Provider Registry (TPR), and Safety Management System (SMS).

The ELDT sets general training guidelines but doesn't specify how to train or the number of training hours required. It is intended to standardize topics at a national level to improve safe outcomes. ELDT sets that baseline for training criteria for Class A and B CDL license holders. Changes do not apply to existing drivers. Any current driver not changing their license or endorsement and who has been trained before Feb. 7, 2020 will be grandfathered in and will not have to comply with MAP-21 training requirements. As of Feb. 7, 2020, new trainees will be required to comply with the ELDT requirements.

SAFETY NOTES

There are a total of 93 required topics to be trained on to become a school bus driver holding a basic CDL, passenger endorsement, and school bus endorsement. The requirements are a total of 63 topics of theory, and a total of 30 topics of behind-the-wheel range training.

The TPR is an electronic compliance notification system. Each training location will be required to comply with the system and will be given a specific location training identification number. The TPR provides a record for the FMCSA that minimum training has been achieved and identifies the certifying location through the training ID number. Each driver trainer is not required to register. A training location is required to register.

Each training location will be required to fill out a four-page federal document and submit it to the FMCSA to obtain the location-specific training identification number. This form affirms that the training location teaches an FMCSA-prescribed curriculum and holds the location accountable to those training standards.

Driver trainers will then certify that the required training on the 93 topics has been completed for their entry-level drivers. That will be done through that electronic notification system on the TPR with the training location's ID number listed. The driver will be required to pass a proficiency test with a passing score of 80% or higher, confirming that they have trained at that registered training location. The FMCSA has not specified how that test is going to be administered, how many questions to ask, or what materials to use; it just requires a record of the trainee passing a proficiency exam with 80% or higher.

Federal regulations 49 CFR, parts 380, 383, and 384 list all required training topics. After identifying those topics, trainers should be trained on what they will need to know and how to comply with the new TPR.

Each state will be responsible for creating its own notification system to the FMCSA. The systems will be available before the MAP-21 compliance deadline.

The SMS is the new safety regulatory framework that will focus on organization-wide safety policies at training locations. The idea is to control risk better, detect problems earlier, and help analyze safety data more efficiently by identifying the hazards at a location. Training providers are required to have a file documenting their safety management system and the actions taken to mitigate those hazards.

If you would like to learn more about MAP 21 or other Safety and Loss Control support for your school district please contact: Chad Ranstrom or Dane Higdem with Moreton & Company at (800)341-6789



FREE Services for Schools

Project Filter provides free services to schools. Services include:

- ➔ **FREE** online or telephonic cessation program, My Life My Quit, to educate and help teens quit vaping and smoking.
- ➔ **FREE** print materials and a digital library with different titles that can be loaned to schools.
- ➔ **FREE** vaping and smoking education presentations to schools upon request.
- ➔ **FREE** vape and smoke free signage for your school, which can also include your school's logo.

My Life My Quit - Youth Cessation Program

The My Life My Quit program is a 100% free and confidential service for teens who want to quit. It includes:

- Five, one-on-one online coaching sessions usually scheduled every 7-10 days.
- Self-help and educational materials designed for teens, with input from teens.
- Additional support by phone, by text message, or by online chat.
- Visit My Life My Quit to learn more - id.mylifemyquit.org.

To learn more about any of these services, contact ProjectFilter@dhw.idaho.gov.





COMMUNICATIONS CORNER

By Catherine Bates / ISBA Communications & Program Manager

Housing Issues Prompt Creative Solutions from School Districts

Affordable housing issues have the attention of more than just the Governor's Office. Soaring housing costs and scarce affordable housing options impact school districts across Idaho. The issue of housing costs is of particular importance for public school districts and charter schools to recruit and retain high-quality teachers, pupil service staff, administrators, and classified employees. Workforce housing is a key component of a stable workforce—and according to a survey from the Blaine County school district, things aren't stable at the moment.

Workforce housing has always been an issue in Blaine County, according to Trustee Dan Turner. But the issue has been super charged due to the pandemic. The district is now seeing staffing shortages despite being one of the county's largest employers.

"We were struggling to recruit new teachers, and we knew we had a real problem on our hands," said Trustee Dan Turner. Turner and other Blaine County School Board members created a workforce housing taskforce to learn how many staff were being impacted by the cost of housing. They collected 313 completed surveys and hosted several listening sessions with teachers, staff, developers and builders, government representatives, and other stakeholders.

What they found was troubling.

Survey results from staff shared:

- 73% reported having difficulty finding a home to rent in the past year.
- 60% experienced a monthly rent increase in the last year
- 83% think that high housing costs negatively impact their long-term ability to stay in the district.
- 97% believe that the high cost of housing negatively impacts the district's ability to recruit new employees and retain current employees.



In October, the Blaine County School District took matters into their own hands and launched a \$1 million rental assistance program to help certified and classified staff pay soaring rents in the region. The two-year pilot program titled the Emergency Assistance Employee Housing Program provides a subsidy for eligible staff members who spend 30% or more of their adjusted gross income on rent, utilities, and other relevant housing costs. The pilot program provides housing assistance in the form of a monthly payment for qualified employees. The funds come from their general fund to help subsidize staff member's housing.

The program offers 25 slots for certified staff, and 25 slots for classified staff, reserving 30 slots for incoming applicants.

When asked what happens after the two years, Dan Turner says they are really letting the data guide their next steps. For now, they are having long-term conversations with city officials. Turner said the pilot program is a first step in creating solutions to affordable housing.

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POLICY UPDATE NEWS

By April Hoy / ISBA Research & Policy Specialist

Policy, Beyond the Hot Topics



The policy work of a School Board is never done. Your district's newly elected trustees may be bringing the issues close to their hearts to the Board for consideration, or your charter school may be finding new aspects of operating under endemic Covid-19 that warrant policy changes. If your Board subscribes to ISBA's Policy Update Service, you've likely just received or are about to receive an update with suggestions for fine-tuning the Board's approach to such relevant issues as extended learning opportunities and challenges to library and instructional materials. Nonetheless, the relatively short quarterly update as we wait to see what policy changes come from the legislative session offers a little breathing space to take a broad view of your Board's policies.

It's important for school boards to make time to consider not only policies on hot topics and new legislation but also for the rest of their policy manual. One reason is to ensure compliance with the law, administrative rules, and precedent-setting court rulings. Making sure your policies are current and in compliance helps ensure your Board is complying with requirements they may have to meet to receive funding for programs like the National School Lunch Program. It can also help keep the District in compliance with the law. Reviewing policies regularly and updating them as needed also helps make sure the Board's policies are a relevant guide for the Board, employees, and patrons. Policies should provide a clear guide to how the District will operate, ensuring

predictability and fairness in how similarly situated individuals are treated and how they can try to accomplish what they're trying to do, whether that's having a complaint addressed, requesting leave from work, or graduating early. Finally, reviewing policy regularly ensures policies are aligned with the Boards goals and their vision for the district or charter school.

ISBA recommends that every school board review their policies at least periodically, and policies on certain topics have to be reviewed every year. There are different ways the Board can go about it. One way is to make time to review a handful of policies at each regular meeting of the Board. You can figure out how many policies you need to review each month to complete them all within the timeframe the Board is aiming for. If your board would rather take a "sprint, rest, repeat" approach than a "slow and steady" one, you might schedule less frequent, more intense work sessions for the Board devoted specifically to reviewing policy. There's also the option of calling in reinforcements. A policy committee can help the Board by doing some of the review and research, pooling their varied perspectives, and sharing their recommendations as the Board reviews policy. It can be a good way to ensure representation from certificated, classified, and administrative staff as well as the community. Just make sure to include no more than one Board member on the committee.

In addition to your own understanding of the local conditions and priorities, there are other resources that may be helpful in reviewing the policy. As in all board work, keeping the district or school's vision and mission in mind can help keep the process grounded in how best to help the students. Working with your superintendent or executive director and encouraging them to seek input from staff in related positions adds their expertise. Your community may have comments to offer as well.

There are also resources external to the District that may be of help. Most members of ISBA subscribe to our policy update service. This includes access to quarterly drafts of policies we recommend considering for updates. It also includes access to a read-only copy of ISBA's Model Policy Manuals for districts and charter schools. You can see how your policy compares with ISBA's model version and check the date of the last update in the footer of the model policies to make sure you haven't missed the latest one.

If you don't subscribe to the update service, or if you want to delve into what the laws and rules require, there are some websites I can recommend. The State of Idaho provides the entirety of state code and administrative rules online at these sites:

Idaho Code: <https://legislature.idaho.gov/statutesrules/idstat/>
Idaho Administrative Code (IDAPA): <https://adminrules.idaho.gov/rules/current/>

For federal code and rules, I recommend Cornell Law School's website:

U.S. Code: <https://www.law.cornell.edu/uscode/text>
and Code of Federal Regulations: <https://www.law.cornell.edu/cfr/text>

There are other sources available for viewing state and federal laws and rules, but these ones don't require a subscription, and I've found them to be especially user-friendly.

Of course, you don't have to delve into the weeds alone. Regardless of whether your district or charter subscribes to ISBA's Policy Update Service, you're welcome to call or email ISBA with questions about policy. Answering your questions is one of the big things we're here for, and that absolutely includes policy.



Therapeutic After-School & Summer Programs (TASSP)

TASSP are structured programs which consist of a range of individualized therapeutic, recreational and socialization activities for youth. These individual and group therapeutic experiences assist youth in developing social, communication, behavior and basic living skills; as well as psychosocial and problem-solving skills. ***The goal of TASSP is to enable each youth to improve their functioning in the home, school and community by providing structured treatment services during after-school, summer or out-of-school time.***

Therapeutic After-School and Summer Programs are a collaboration between provider agencies, community-based organizations, professionals and/or other entities.

TASSP expressive and experiential services may include: STEAM, equine/animal-assisted therapy, horticulture, music classes or hiking/adventure activities.

Want to create a TASSP program in your organization or learn more?

Email Optum Idaho at
Optum.Idaho.TASSP@optum.com



optumidaho.com

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2022 ISBA STUDENT PHOTOGRAPHY CONTEST



WINNERS



Thank you to everyone who participated in the **2022 Student Photography Contest**. ISBA received photos from kindergarten through 12th grade students around Idaho. This year's theme was "**What Does Idaho Mean To You?**". We had many great entries and our staff had a very difficult time choosing these winners. These are our top picks and our overall winner.

What Does Idaho Mean To You?

- OVERALL WINNER -



Maddie Murdock • Kootenai SD • Lake Coeur d'Alene

SENIOR HIGH SCHOOL WINNERS (GRADES 10-12)



Mariah Hamilton • Kuna SD • Swan Falls Dam, Kuna



Kayden Penoyer • Blackfoot SD • Mountains



Sarah Shishido • Idaho Arts Charter • Melba



Maliah Hansen
Idaho Arts Charter • Nampa

JUNIOR HIGH SCHOOL WINNERS (GRADES 7-9)



Aurora Lane • Lake Pend Oreille SD • Walking Bridge, Clark Fork

JUNIOR HIGH SCHOOL WINNERS (GRADES 7-9)



Ava Brown
iSucceed Virtual High School • McCall



Kaitlyn Hall • Blackfoot SD • Blackfoot



Shelby McCarron • Pocatello/Chubbuck SD • Spencer

ELEMENTARY SCHOOL WINNERS (GRADES K-6)



Eric Lopez • Parma SD • Parma



Izzy Ortiz • Parma SD • Parma



Fernando Hernandez • Parma SD • Parma



Victor Ramirez • Parma SD • Parma



By Brad Little / Governor of Idaho

Celebrating Teachers: Our Partners in the Education of Idaho's Future



CREDIT: Photo by Allison Shelley/The Verbatim Agency for EDUimages

For generations, our family has run a ranching operation in Idaho. It is a rewarding but difficult business that requires dedicated and very hard-working employees.

One thing I learned as a rancher and businessman that I apply to my job now as Governor is this – you can only attract and retain committed, quality workers by paying them competitively, offering good benefits, and making them feel valued.

It was true on the ranch, and it is true with any workforce, especially our teachers.

In February, I participated in many teacher appreciation rallies across Idaho to share our gratitude for teachers and school staff, and to celebrate the passage of my “Leading Idaho” teacher health insurance bill. The new law seeks to extend better health benefits to keep Idaho teachers and their families healthy and allow them to keep more of what they earn.

When the people of Idaho elected me Governor over three years ago, I never imagined we would achieve what I call “the trifecta.” This year, we already achieved record tax relief and we are on track to score record investments in education and transportation – all in one year. Our success is astonishing!

A big component of my Leading Idaho plan is to ensure we compensate and reward teachers for their hard work. My budget invests in these partners – our teachers – which ultimately serves Idaho families. My plan also seeks to give teachers up to a 10-percent pay increase along with \$1,000 bonuses.

Why?

Because teachers get to work early, so they are prepared for a productive day of learning when their students walk through the classroom doors.

Because teachers are adapting all day long, tailoring lesson content to a variety of learning styles so every student can walk away with a better foundation of knowledge and skills.

Because teachers are meeting the daily challenges of helping one or two, perhaps more, students with individual behavioral needs.

Because teachers step up to fill needed roles in coaching, leading student clubs, and other extracurricular activities.

Because teachers spend their evenings and weekends grading schoolwork and replying to texts, phone calls, and e-mails from parents and students with special requests when they could spend that time with their own families.

Because teachers are passionate about preparing students for eventual careers and creating an environment where students feel safe and supported.


Most of all, because teachers partner with parents in the education of children, and we cannot meet our commitment to students without supporting the people who teach them in the classroom.

I want to thank my partners in the Legislature for making teachers a priority. By passing the teacher health insurance bill last week, they acknowledge the important role teachers play in our state.

So, teachers, from the bottom of our hearts, THANK YOU for everything you do for students and their families!

Providing tools to teachers for student learning

Through professional development, grant opportunities, and externships we help your teachers engage students with STEM wherever they are!

To find out how we can support your school, visit: stem.idaho.gov and like us on Facebook. 



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By J.J. Saldaña / Idaho Commission on Hispanic Affairs
Community Resource Development Specialist



Representation Matters



Does Your Local School Board Reflect Your Student Population?

Eleven Idaho school districts would have lost enrollment if not for Hispanic growth. All are in southern and eastern Idaho, some rural and some urban: Blaine County, Buhl Joint, Castleford, Marsing Joint, Meadows Valley, Mountain Home, North Star Charter, Parma, Pocatello, Richfield, and Vision Charter. (Source: 2021 The Hispanic Profile Data Book)

Hispanics are soon to be the majority of students in many of Idaho's public schools. Meanwhile, they remain under-represented in school boards. Idaho's fast growing Hispanic population is young, with most of our population being 24 years and younger. Even with the growing Hispanic population, we don't see proper representation on school boards across the state. How are school districts recruiting school board members?

There are many reasons why we should care about a representation gap. For some, the mere under-representation

of Hispanics on school boards is, on its face, a problem. Insofar as democracy implies some accountability and responsiveness to constituents, when a substantial segment of constituents is unable to elect someone that represents them, it is possible that their views and concerns will not be considered when decisions are made about schools. The absence of Hispanics, then, implies a deficit of concern for those matters that might be of most concern to Hispanic school children and their parents. But this may also matter in terms of policy. Hispanics may have a different set of priorities or see issues differently than non-Hispanic board members and may therefore advocate for a different set of policies. Moreover, Hispanic representation could have an impact on Hispanic students' performance or parental involvement in schools. If Hispanic board members are better able to engage Hispanic children and parents in schools, diversity in the board could have an impact on the educational progress of a group that is one of the most disadvantaged in Idaho despite being the largest and fastest growing population.

We have a lot of work to do. School board members need to be representatives and advocates for the communities they serve. Having a diverse school board helps bring in new and brighter ideas, a new and different outlook of the community, and a stronger connection to the community it represents. As Idaho grows, so does our diversity. Building a diverse and representative school board helps bring different viewpoints that might otherwise go unnoticed.

Studies show that more ethnically diverse boards are reduced the disciplinary actions against students and had considerably less disparity among all students.

In our office, we often say, "You can't be what you can't see." It is important that students see school board members that look like them. We want students to see others that look like them in leadership roles.

We encourage school districts across the state to look at your board and ask yourself if it is representative of your student body. We understand change takes time. We stand prepared to help you when you do outreach to Idaho's Hispanic community.

Quotes:

"Matter is the minimum." When I heard that quote for the first time in 2020, I completely identified with it. As the only Black, female school board Chairwoman in Idaho, going to school board conferences is a lonely affair -- no one looks like me. No one at the tables in which I sit, no one speaking during the keynote addresses and no one presenting in breakout sessions. There is no one to share my own public-school experience with who would actually identify with what I went through as the only Black student in all my public education in rural Idaho. Representation matters to me because growing up, I didn't see myself as ever being part of a decision-making board, yet, here I am. I want other students who look like me to dream to be whatever they want by experiencing models that show them their dreams can come true. All of these things and my perspective and life experience is unique and much needed in critical board decisions. Matter is the minimum.

– Toni Belknap-Brinegar

"Growing up in Idaho I didn't know how the school system worked and neither did my mom. She worked full time, raised me and was learning English as her second language. The language barrier was a common challenge for many families whose kids attended my school. These students and families like mine couldn't get the same access to resources if there wasn't someone with decision making power that understood this barrier. Now that I understand that school boards have the power to reduce barriers to education, I realize that we can make progress in creating a fair system by sharing that power with all Idahoans. That means making sure that there's varying perspectives and experiences on the board, but all members share a common goal: doing what's best for our students and teachers."

– Antonio Hernandez



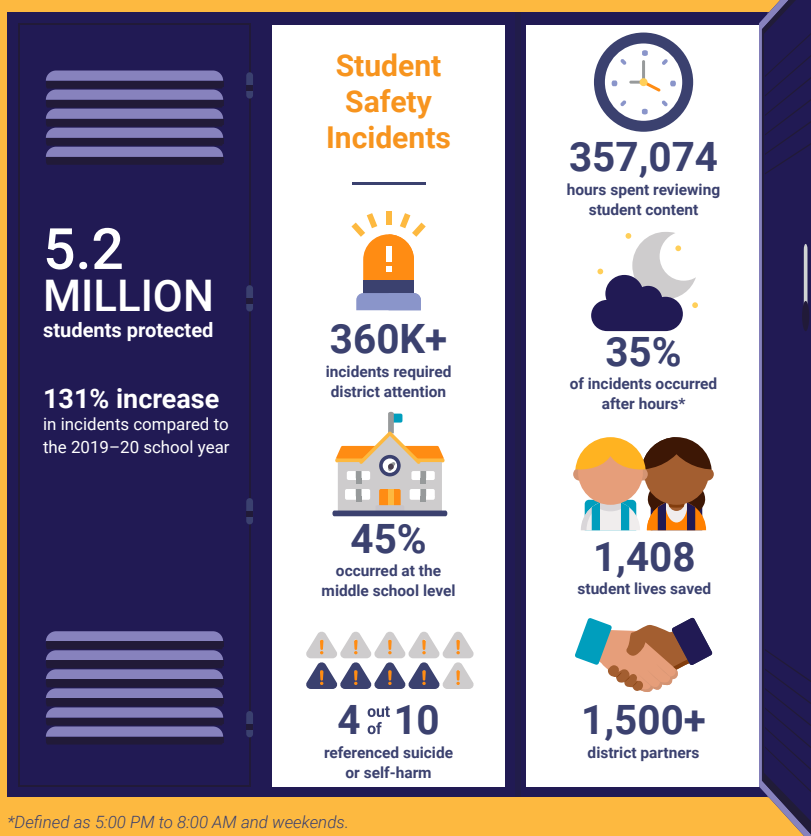
2020–21 SCHOOL YEAR

The State of Student Safety

During the 2020–21 school year, Gaggle analyzed more than 10.1 billion student emails, files, and chats to help K-12 school districts keep students safe.

Read the full report at gaggle.net/safetyreport

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



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



HOW TO PREPARE A RESOLUTION

from Start to Finish

How To Submit

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

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

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



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



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



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



2022 Legislative Committee Assignments

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

SENATE MAJORITY LEADERSHIP (R)

President Pro Tempore – Chuck Winder (R)
 Majority Leader – Kelly Arthur Anthon (R)
 Assistant Majority Leader – Abby Lee (R)
 Majority Caucus Chair – Mark Harris (R)

Minority Leader – Michelle Stennett (D)
 Assistant Minority Leader – Grant Burgoyne (D)
 Minority Caucus Chair – Janie Ward-Engelking (D)

HOUSE MAJORITY LEADERSHIP (R)

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

Minority Leader – Ilana Rubel (D)
 Assistant Minority Leader – Lauren Necochea (D)
 Minority Caucus Chair – Sally J. Toone (D)

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

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



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



SUBMIT A RESOLUTION BY JULY 31ST, 2022

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

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



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



Resolution Checklist

Include these elements:

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

FINISH

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

SENATE EDUCATION COMMITTEE

Chair - Senator Steven P. Thayne (R)
Vice Chair - Senator Dave Lent (R)
Senator Carl Crabtree (R)
Senator Lori Den Hartog (R)
Senator Robert Blair (R)
Senator Jim Woodward (R)
Senator Kevin Cook (R)
Senator David Nelson (D)
Senator Janie Ward-Engelking (D)

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Rep. Ron Mendive (R)
Rep. Gayann DeMordaunt (R)
Rep. Dorothy Moon (R)
Rep. Barbara Ehardt (R)
Rep. Gary Marshall (R)
Rep. Julie Yamamoto (R)
Rep. Tony Wisniewski (R)
Rep. Codi Galloway (R)
Rep. Lori McCann (R)
Rep. John McCrostie (D)
Rep. Sally J. Toone (D)
Rep. Steve Berch (D)

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C. Scott Grow (R)
Jim Woodward (R)
Dave Lent (R)
Peter Riggs (R)
Kevin Cook (R)
Janie Ward-Engelking (D)
Mark Nye (D)

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Scott Syme (R)
Matthew Bundy (R)
Priscilla Giddings (R)
Ron Nate (R)
Brooke Green (D)
Colin Nash (D)





THANK YOU

Thank you to all those who participated in this year's Day on the Hill. We hope you all found great value in this unique learning opportunity. The purpose of this event is to provide local school boards a chance to voice their concerns to their local legislators while providing informative speakers, workshops, and valuable networking time with other school board members around the State of Idaho.



Day on the Hill attendees gather at the Idaho State Capitol after the Senate Education Committee Meeting.



Idaho State Capitol Building • Boise, Idaho • February 22, 2022



ISBA Executive Director, Misty Swanson, greets Day on the Hill attendees.



ISBA staff gets ready for Day on the Hill.



Day on the Hill programs

• DAY ON THE HILL •



ISBA Past President Jody Hendrickx, ISBA Vice President Starr Olsen, and ISBA President Jason Knopp talk before the event.



Attendees begin to gather outside the Ballroom doors at the Grove Hotel.



ISBA's Catherine Bates and Misty Swanson present on the Legislative Hot Topic: Full Day Kindergarten.



ISBA's Quinn Perry and Lisa Colón Durham present on Protecting Local Governance & Advocating for your Schools.



Andy Grover, Executive Director of the Idaho Association of School Administrators, presents on Funding Issues & Advocating for Classified Salaries.



ISBA Executive Board Member, Sandy Kennelly, testifies before the Senate Education Committee.



ISBA President-Elect, Nancy Gregory, testifies before the Senate Education Committee.



ISBA Executive Director Misty Swanson, ISBA Past President Jody Hendrickx, and ISBA Deputy Director Quinn Perry, pose for a photo.

IF YOU HAVE THEM.

• DAY ON THE HILL •



ISBA President, Jason Knopp, testifies before the House Education Committee.



Day on the Hill attendees and Idaho State Legislators make connections during the Legislative Luncheon.



Misty Swanson & Quinn Perry prepare to greet Legislators before the Legislative Luncheon.



Day on the Hill Legislative Luncheon



Board Basics Workshop: Presented by ISBA Consultant, Ryan Cantrell.



ISBA's Professional Development Director, Lisa Colón Durham, teaches a workshop on Accountability & Continuous Improvement.



Day on the Hill is a unique learning opportunity for attendees to learn about the legislative process and to build important relationships with their elected officials.



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SIF provides a reliable and competitive source of workers' compensation insurance for over 33,000 businesses and state agencies across Idaho. Our team is a part of the local communities, and we strive to make our state a better place to live and work. With a passion for serving, we genuinely care about the wellbeing of Idaho's workforce.

Heather Haworth
heather.haworth@idahosif.org

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Please contact Morgan Garcia at morgan@idsba.org if you or someone you know might be interested in becoming an ISBA Business Partner or Affiliate.

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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 70 financings totaling \$1.55 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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Idaho Out-of-School Network

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Dani Elizabeth
danielizabeth@jannus.org



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The Idaho Forest Products Commission (IFPC) supports balanced, responsible management of Idaho's economically vital public and private forests through information and education programs. The cornerstone of our education efforts is Project Learning Tree (PLT). Designed for teachers and others who engage with PreK-12th grade youth, PLT helps students learn how to think, not what to think, about the environment.

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