

IDAHO DEPARTMENT OF EDUCATION

Public Schools Agenda – June 16, 2000

8:00 – 9:30 a.m.

University of Idaho, Moscow

Idaho Commons Building

- A. Achievement Standards, Lydia Guerra**
- B. The Idaho Department of Education Gifted and Talented Program, Bob West**
- C. Accreditation Update, Bob West**
- D. Professional Standards Commission Appointments and Reappointments, Bob West**
- E. Superintendent's Report, Marilyn Howard**

A. SUBJECT:

Achievement Standards

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|------------------------------------------|----------------------|
| 1. Progress Report | (Informational Item) |
| 2. Approval of K-8 Performance Standards | (Action Item) |
| 3. Humanities Committee | (Action Item) |

BACKGROUND:

Progress Report

Approval of K-8 Standards

The State Board of Education received the K-8 Performance Standards on May 18, 2000. Public Hearings were held on May 18, 2000 by video conferencing around the State. Public input was received until May 31, 2000. We are now asking for approval of the K-8 Performance Standards.

Humanities Update

The internal sub-committee has met three times. The committee has outlined what the humanities ought to look like, the format to follow (which is aligned with the format of the other standards), and laid the ground work for some internal staff writing in preparation for when the commission's committee comes together to write the humanities standards.

RECOMMENDATION:

1. No Recommendation
2. Recommendation to approve the K-8 Standards
3. Recommendation to approve Humanities Subcommittee

BOARD ACTION:

1. No Board Action Required.
2. The State Board of Education carried to approve/disapprove/table the request for approval of K-8 Performance Standards as submitted. Moved by _____, seconded by _____

_____ and carried.

3. The State Board of Education carried to approve/disapprove/table the request for approval of a Humanities Subcommittee as submitted. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Achievement Standards May Budget Report will be available at June SBOE Meeting.

B. SUBJECT:

The Idaho Department of Education Gifted and Talented Program

BACKGROUND:

Idaho Code §33-2003 requires the State Board of Education, through the State Department of Education, to assist school districts in developing identification procedures and a variety of flexible approaches for instruction and training of gifted and talented students.

The Gifted and Talented Section of the Bureau of Special Education created a Best Practices Manual, which was developed by a committee of educators from around the state. The manual outlines best practices regarding district gifted and talented plan development, student identification, and service and program options. Gary Marx, Gifted and Talented Specialist, has been evaluating district gifted and talented programs using guidelines from the Best Practices Manual as criteria.

DISCUSSION:

This rule is being proposed pursuant to Idaho Code §33-2003, which requires the State Board of Education, through the State Department of Education, to develop eligibility criteria and assist school districts in developing plans outlining how students are identified as gifted or talented, and how services will be provided to these students.

The district plan will assist districts in developing their own eligibility criteria for their individual gifted and talented programs. Eligibility criteria will not be determined by a single criterion, such as test scores or other measurements, teacher recommendations or nominations. Rather, districts will be required to implement a screening process that uses multiple indicators of giftedness, including formal and informal assessment, according to their district plans.

Upon approval by the State Board of Education, this proposed rule will be included in the July 2000 Administrative Bulletin. A public hearing is tentatively set for August 22, 2000 from 3:00 to 5:00 in the J.R. Williams Building, Boise, Idaho. Written comments will be accepted from the date of publication until August 28, 2000. Subsequently, the Department will again present this rule, with any changes that may be made as a result of the written comments received

and information gathered at the public hearing, to the State Board of Education for final approval as a Pending Rule.

RECOMMENDATIONS:

The State Department of Education recommends that the State Board of Education approve this proposed rule, subject to the completion of the Administrative Procedure Act (APA) process.

BOARD ACTION:

The State Board of Education approved/disapproved/tabled the request for a proposed rule subject to completion of the Administrative Procedure Act process. Moved by _____, seconded by _____, and carried.

ATTACHMENT:

1. Text of proposed rule

Rules and Regulations for Gifted and Talented Programs

456. Gifted and Talented Programs.

01. Definitions. The following definitions apply only to Section 456 of these rules.

()

a. Department. State Department of Education.

()

b. District. Local school district.

()

c. Gifted/talented children. Those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities §33-2001, Idaho Code.

()

d. Governing gifted and talented educational requirements. Sections 33-201, 33-2001, 33-2003, Idaho Code.

()

02. Legal Compliance. The State Department of Education and districts shall comply with all governing gifted and talented education requirements.

()

03. District Plan. Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15th, 2001. The plan shall be updated and submitted every three (3) years thereafter and shall include:

()

a. Philosophy statement.

()

b. Definition of giftedness.

()

c. Program goals.

()

d. Program options.

()

e. Identification procedures.

()

f. Program evaluation.

()

04. Screening. The district's process for identifying gifted and talented students shall include the following steps: ()

a. The district shall conduct broad-based screening to ensure that all potentially gifted and talented students have an opportunity to be considered; and ()

b. The district shall make an in-depth assessment of those students meeting the screening criteria and additional information is gathered concerning their specific aptitudes and educational needs; and ()

c. The district shall match student needs with appropriate program options. ()

05. Assessment. Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: ()

a. Procedures for obtaining information about students shall include **formal** assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity. ()

b. Procedures for obtaining information about students shall also include **informal** assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades. ()

c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves. ()

06. Administration. The district shall designate a certificated staff person to be responsible for program development, implementation and funding of the gifted and talented program. ()

C.1. SUBJECT:

Accreditation Update - Facilities

BACKGROUND:

At the March 17, 2000, State Board meeting, discussion centered around the linking of accreditation with non-conformances as identified by the Division of Building Safety. Superintendents representing each of the state's regions and some State Board members expressed concern over the penalization of schools for all non-conformances as listed by the inspecting agency. It was noted that many of the non-conformances for which schools were given deviation points were relatively minor and should not impact accreditation.

The ISSA Executive Board has gone on record asking that deviation points related to specific non-conformances listed in annual building safety reports be removed from the accreditation process. The Department agrees with that request, and has reassured the ISSA Executive Board that, in the process of addressing deviation points for non-conformances for facility safety items listed in annual reports, any non-conformances listed will not be counted as deviation points in the accreditation process.

It is believed that superintendents on the Executive Board continue to support the requirement that annual safety inspection reports be included in the accreditation process, and that a penalty be given if the safety inspection report requirement is ignored.

DISCUSSION:

Facilities problems were addressed during the recent legislative session which would appear to limit the necessity of linking accreditation and physical plant safety issues. The following is now required by HB-668, effective January 1, 2000:

- Schools are required to be safe.
- Schools must have an annual inspection.
- Abatement of unsafe conditions is required.
- An abatement plan is required if it can't be done immediately.

- Trustees may declare a financial emergency then impose a RIF, freeze salaries and suspend contracts, and/or
- Trustees may apply for a loan from the \$10,000,000 appropriated to abate the unsafe/unhealthy conditions.

Also, a mechanism to close schools where an imminent safety hazard exists is required by HB-678, effective January 1, 2000.

Finally, it was emphasized at the April 2000, State Board meeting that the accreditation process would be revisited.

NEXT STEPS:

The facilities safety issue is one part of the overview and study of accreditation that is being conducted this spring and summer. There may be recommendations from the study that address the annual inspection report requirement in the accreditation process. It is also possible that new regulations to implement HB-668 and HB-678 will address the annual inspection report, and may affect its inclusion as an accreditation requirement. The Department's position is that schools will not be penalized through the accreditation process for listed non-conformances. A copy of the inspection report will continue to be required. All accreditation changes effective next fall will be provided to school districts in August.

C.2. SUBJECT:

Accreditation Update - Approved with Merit Process

BACKGROUND:

All public or private schools may apply for an “approved with merit” rating whether they enter the Northwest or State accreditation process. Schools applying for merit are expected to “significantly exceed” each of the five state standards. Schools wishing to apply may provide information via the internet application process or submit hard copy for review by the accreditation committees.

Requirements in past years necessitated zero deviation points on the preliminary report. Consequently, schools which may have had deviation points due to a variety of issues were eliminated from consideration. During the 1999-2000 academic year a total of 45 State and Northwest accredited schools applied for merit. However, accreditation committees recommended only nine schools which were approved by the State Board at the March meeting.

DISCUSSION:

The accreditation committees have expressed concern with the “weight” assigned to each standard area. During the first two years of the merit application process equal weight was, in effect, given each of the five standards. Consequently, if a school had even one minor facility non-conformance it was difficult for committee members to be convinced that the school had “significantly exceeded” that standard.

A sub-committee met to discuss the merit review process following a general discussion of the State and Northwest committees at its March 2nd joint meeting. The sub-committee developed a “draft” of a merit review process which was then distributed to superintendents throughout the state for their review.

In addition, drafts were submitted to all Northwest and State accreditation committee members. The Merit School process is more “output” oriented and will continue to be reviewed as part of a total review of the accreditation process now underway. However, it is believed that the changes are a positive step for implementation in the fall and will be given to all building principals in August.

Major changes in Merit School Recognition include the following:

- a scoring process identifying specific value under each standard with added weight in areas of curriculum, instruction, school improvement, accountability, assessments and measures (standards 3 and 4).
- merit recognition for a two year period (rather than one year) with identified provisions.
- schools remain eligible if they receive 0 deviation points on the final report even though they may have deviation points on the preliminary report.

MERIT SCHOOL RECOGNITION

2000-2001 School Year

CRITERIA:

To be considered for Merit School recognition a school must:

- submit a complete annual accreditation report on or before the October 15 deadline.
- mail a complete merit school application form (including appropriate signatures) to the SDE postmarked on or before the October 15 deadline.
- have a minimum score of “90” (out of 100 possible points) based on merit committee review.
- show that each standard is significantly exceeded by scoring at a 90%+ level for each including a 100% score for Standard I.
- have “0” deviation points as indicated on the **Final Report** which is sent to school buildings following State Board approval. Schools may have deviation points on a preliminary report and still file for merit as long as the school has no deviation points on its final report.

EVALUATION PROCESS:

The Northwest and State Accreditation Advisory Committees will determine which schools meet the merit criteria. Advisory committees will then review the application forms of those schools meeting the criteria.

Committees will also have access to school building test data and facilities reports. Schools applying for merit are expected to have either above average test scores or demonstrate improvement in test results. Graduation rates for high schools are expected to be above average or show a pattern of improvement with low retention rates. In addition, the physical environment is expected to be safe. Applying schools may address these issues in more detail under Standards IV and V for additional review. Also, schools may wish to explain significant demographic changes which might effect test results.

Recommendations will be forwarded to the State Board of Education for formal approval. Those approved by the State Board for merit recognition will be notified by letter as well as have the “Approved with Merit” rating printed on the school’s accreditation certificate.

Merit school recognition is for a two year period provided:

- the school has “0” deviation points in its second year
- turnover is 10% or less among the building’s certified staff
- there is no change in the administrative leadership at the building level

Note: A school may still apply for merit through the regular committee review process even though its turnover exceeds 10% or there is a change in administrative leadership. Otherwise its second year recognition is automatic providing the school does not have any deviation points in its final report.

MERIT SCHOOL RECOGNITION APPLICATION

2000-2001 School Year

Principals: Please keep your responses brief. If your documentation is included in a handbook or a policy manual, you may send us a copy of the documentation, indicate on what page it may be found and highlight.

Standard I – Philosophy/Mission/ Vision and Policies—10 PTS

- The school has a copy of a clear and focused mission or another directional statement, i.e. philosophy, vision, or objectives (1 point)
- The school's directional statements are present and reviewed annually (1 point)
- The school's directional statements address the following elements of thoroughness (2 points):
 - safe learning environment
 - maintenance of classroom discipline
 - basic values
 - communication skills
 - basic curriculum
 - work force skills
 - current technology
 - responsible citizenship
- Steps are taken to ensure broad input in the development of directional statements and policies (1 point).
- Directional statements and policies are distributed among parents, students, and patrons (1 point).
- Directional statements and policies are included in school handbooks and/or policy manuals (1 point).
- School handbooks and policy manuals are available to students, staff, and patrons (1 point).
- The school or school district develops written administrative policies and practices (1 point).
- Administrative policies and practices are reviewed annually (1 point).

Standard II – Personnel and Certification—15 PTS

- Evidence of low teacher/student ratios in all grade levels with further evidence of appropriate assistance where ratios exceed the following levels:
 - Grades K-1 (23:1) (1 point)
 - Grades 2-3 (26:1) (1 point)
 - Grades 4-6 (28:1) (1 point)
 - Grades 7-12 (No more than 160 per day, based upon a five period,

- five day workweek) (3 points at secondary level)
- Evidence of professional staff development plans and activities for staff are present (3 points).
- Evidence of standard teacher certification as outlined in the Idaho Department of Education Certification Standards for Professional School Personnel Manual. Misassignments, letters of authorization and consultant specialist certificates will not rule out consideration for merit. Please explain and justify these areas for merit consideration (3 points).
- Sufficient certified and classified support personnel and pupil services are made available (3 points).
- District and/or building policies and procedures are in place for certified and classified personnel; i.e. hiring, evaluation, screening, etc. (3 points).

Standard III – Curriculum/Instruction/School Improvement—30 PTS

- Describe the school's SIP and how it is driving learning (6 points).
- Explain the opportunity students have to learn and the school's emphasis for time on task (6 points).
- Teachers allocate a significant amount of classroom time to instruction in basic skills (6 points).
- Describe the alignment of technology in the curriculum (6 points).
- Describe how student needs are met i.e., gifted & talented, migrant, LEP, special education, migrant, etc. (6 points).

Standard IV – Accountability/Assessments/Measures—25 PTS

- Student attendance is reported (2 points).
- Student achievement is clearly documented on school records (2 points).
- Explain the use of state and federal special allocation monies (enhancements) to meet thoroughness and school improvement (Title I, Special Education, Migrant, Safe and Drug Free Schools, Gifted and Talented, Reading Improvement, etc.) (2 points).
- Written administrative policies are developed, interpreted and communicated to staff, students, and patrons regarding (4 points for elementary and 2 points for secondary):
 - a plan for evaluating student achievement
 - grading
 - attendance
 - promotion/retention and/or graduation requirements
- Misalignments among instructional and organizational practices and desired learner objectives are addressed in the school's SIP (2 points).
- The school participates in required statewide testing programs, and the results are reported to district patrons as well as the SDE (2 points).
- Test data is considered when placing students (2 points).

- Graduation rates are reported to the SDE, and written plans are developed for reducing the number of drop outs (NA for elementary and 2 points for secondary).
- Strategies are developed and implemented to remedy any accreditation deficiencies focusing primarily on student achievement (2 points).
- Student achievement is monitored using such multiple testing measures as teacher-made tests, student work samples, skill check lists, norm referenced tests, criterion referenced tests, and assigned student work (2 points).
- Test data is used to improve student performances and instructional programs as well as to facilitate instructional improvement (5 points).
- **Note: A school applying for merit consideration should be able to show test scores significantly above the state average or show a pattern of significant improvement in test results. In addition, high schools should demonstrate either high or improving graduation rates as well as low or improving retention rates.**

Standard V – Safe Learning Environment—20 PTS

- The educational mission of the district, regarding a safe learning environment, is supported (1 point).
- Regulations governing school buildings, sanitation, sewage disposal, water supply, or other matters affecting public health are established (1 point).
- Adequate space, equipment, and safety systems for all areas of the school building, grounds, and school-related activities are provided (1 point).
- A copy of the most current annual facility safety inspection report completed by the Division of Building Safety is on file with the Idaho State Department of Education (1 point).
- School safety and crisis intervention plans are developed, implemented and reviewed annually for a safe learning environment (1 point).
- Comprehensive district-wide policies and procedures, encompassing the following items are developed, reviewed and implemented (10 points or 1 point each).
 - school climate
 - discipline
 - violence prevention
 - gun-free schools
 - substance abuse
 - suicide prevention
 - student harassment
 - drug-free school zones
 - contagious or infectious diseases
 - building safety, including evacuation drills and lockdown procedures

- School policies and procedures are clearly communicated, consistently enforced and applied (1 point).
- School staff is empowered to maintain discipline and supervision (1 point).
- Idaho's model for safe and healthy schools, i.e., basic character and citizenship values of respect, resilience, responsibility and caring relationships, are emphasized (1 point).
- Student assistance programs are provided to address the needs of all students (1 point).
- Procedures for supervision and training of employees to ensure a positive school environment are developed and implemented (1 point).
- **Note: A school applying for merit should have a safe physical facility.**

Superintendent

Date

Principal

Date

6-1-00

D. SUBJECT:

Professional Standards Commission Appointments and Reappointments

BACKGROUND:

Idaho Code Section 33-1252 requires that “. . . three (3) nominees for each position on the (Professional Standards) Commission shall be submitted to the state superintendent of public instruction, for the consideration of the State Board of Education . . .”

DISCUSSION:

Idaho Code 33-1252 provides a specific breakdown of the membership required on the Professional Standards Commission. The nominations are submitted for appointment/reappointment consideration by the State Board of Education to fill the five (5) terms that will become vacant June 30, 2000.

The nominations submitted by each constituent group are listed in order of preference, as more specifically identified by an asterisk.

RECOMMENDATION:

The State Department of Education recommends the following nominations for appointment/reappointment consideration to fill the five (5) terms that will become vacant June 30, 2000.

Public Higher Education (submitted by the University of Idaho)

Kurt Olsson, Dean of the College of Letters and Science *
Sandra Haarsager, Associate Dean of the College of Letters and Science
Larry Branen, Dean of the College of Agriculture

Elementary Classroom Teacher (submitted by the Idaho Education Association)

Carrie Bitterwolf, Moscow School District #281*
Terri Sanders, Mountain Home School District #193
Joy Crupper, Lakeland School District #272

Elementary School Principal (submitted by the Idaho Association of Elementary School Principals)

Bruce Roberts, Bonneville Joint School District #93 *
Nadine Horton, New Plymouth School District #372
Dale Layne, Jerome Joint School District #261

Professional-Technical Education (submitted by the State Division of Professional-Technical Education)

Dave Dean, Professional Development and Certification Coordinator,
State Division of Professional-Technical Education (**reappointment**)

Secondary Classroom Teacher (submitted by the Idaho Education Association)

Lyndon Harriman, Coeur d'Alene School District #271 (**reappointment**)

School Trustee (submitted by the Idaho School Boards Association)

Janet Orndorff, Boise School District #1 Trustee (**reappointment**)

State Department of Education (submitted by the State Department of Education)

Robert West, Chief Deputy Superintendent, State Department of Education (**reappointment**)

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the request by the Professional Standards Commission for appointments and reappointments as submitted. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Resume for Kurt Olsson
2. Resume for Carrie Bitterwolf
3. Resume for Bruce Roberts

4. Resume for Dave Dean
5. Resume for Lyndon Harriman
6. Resume for Janet Orndorff
7. Resume for Robert West

Note: Attachments referenced above were not received in electronic form. Please contact the Vicki Barker in the State Board office for copies: 208-334-2270.

E. SUBJECT:

Superintendent's Report