

**STATE BOARD OF EDUCATION  
PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA  
August 3, 2001**

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## **ITEM 1**

### **SUBJECT      FIRST READING: PROPOSED ANNUAL PLAN APPROVAL AND PROGRESS REPORTING**

#### **BACKGROUND**

The Board has discussed at its last two meetings the development of a process and format for annual strategic planning and progress reporting. Consistent with the Board's interest in spending more time on governance issues, it is critical for the Board to be involved in the planning process for its governed entities and to have a regular opportunity to meet with the CEOs of each agency and institution and discuss where each organization is, where it wants to go, and how best to get it there.

#### **DISCUSSION**

First, a Board policy statement was developed in order to secure a place for planning, performance measures and periodic reporting in Board policy. The new subsection is attached as Item 1a and is before the Board for approval for first reading. The new policy provides direction related to annual strategic planning, including general formatting requirements that are in compliance with the State's annual planning process, and also delegates to the executive director the responsibility to develop a schedule for reports and additional formatting requirements. The policy further provides for annual review of performance measures, which are already in place but not yet provided for in the Board's written policy, and also provides general requirements for progress reports. Progress reporting requirements are fairly general in the written policy, giving the executive director the responsibility to develop a schedule and format for reports. Having the executive director develop the specifics related to format and timing of reports will allow greater flexibility to revise the process based on institution and agency activities and interests of the Board over time.

Item 1b (attached) contains a draft reporting schedule and draft formats for plans and progress reports from the institutions and agencies. This is a working draft of the schedule and format the executive director would establish for this process, and is provided to the Board for information, discussion and input.

Both the proposed policy statement and the draft schedule and formats were forwarded to all institutions and agencies for comment. Attached as Item 1c is a summary of the comments received. It is anticipated that staff will make revisions to the policy and draft schedules and formats based on their comments and Board direction. Final reading on the proposed new policy is expected at the September meeting.

#### **IMPACT**

Creation of this new Board policy provides further meaning and management to a process that the State already requires. It also adds aspects that will enhance the Board's ability to govern its agencies and institutions effectively. State law currently requires annual strategic plans and performance measures; however, the Board has in the past been loosely connected to this process. This policy formalizes the Board's role to approve plans and performance

measures from its governed entities on an annual basis before they are submitted to meet State requirements. The addition of progress reporting will provide the opportunity for essential communication with the CEOs of each Board organization and will increase time spent on the Board agenda on overall governance issues.

**MOTION**

To approve for first reading the proposed new policy section on Annual Planning and Reporting as shown in Item 1a.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_ No\_\_\_

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES**

**SUBSECTION: M. Annual Planning and Reporting**

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**M. ANNUAL PLANNING AND REPORTING (new subsection)**

**1. Strategic Plans**

- a. Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, Eastern Idaho Technical College, Division of Professional-Technical Education, Division of Vocational Rehabilitation, Idaho Educational Public Broadcasting System, the State Library, State Historical Society, and the School for the Deaf and the Blind will develop and maintain five-year strategic plans.

- (1) Institution and agency strategic plans shall be aligned with the Board's strategic plan, be created in accordance with Board guidelines, and be consistent with assigned role and mission statements

- (2) Plans shall be updated annually and submitted to the Board for approval

- (3) Plans shall be submitted by the Board to the appropriate state administrative entity in order to meet the state's annual planning requirements

- b. Format

Plans submitted to the Board annually should be as concise as possible and in accordance with a schedule and format forwarded by the executive director.

Plans should contain:

- (1) A comprehensive mission and vision statement covering the major programs, functions and activities of the organization

- (2) General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved

- (a) Institutions should address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), and advancement (including foundation activities).

- (b) Agencies should address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement.

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- (3) Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives (if applicable).
- (4) A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

**2. Performance Measures**

Performance measures will be developed in conjunction with the Board's planning process and will be updated annually for Board approval. Performance measures will be used to measure results, ensure accountability, and encourage the use of targets that are linked to continuous improvement.

- a. Postsecondary institutions will develop a set of uniform performance measures that will gauge progress in such general areas as enrollment, retention, and graduation.
- b. All institutions and agencies will develop unique measures tied to their strategic plan.

**3. Progress Reports**

Progress reports that include, but are not limited to, progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest will be provided to the Board at least once annually in accordance with a schedule and format forwarded by the executive director.

**DRAFT ANNUAL PLANNING AND REPORTING SCHEDULE**

<b>MAY</b>	<u>Board Retreat</u> <b>Update and approval of the Board's Strategic Plan</b> Evaluate and provide specific objectives for OSBE and SDE
<b>JUNE</b>	<b>June 15 – All Strategic Plans and Performance Measures due to the Board for review</b> <u>Board Meeting</u> (Moscow) Progress Reports: UI LCSC IPTV
<b>JULY</b>	No Board Meeting <b>Plans analyzed by staff and mailed to Board members for individual review</b>
<b>AUGUST</b>	<u>Board Meeting</u> (Coeur d'Alene) <b>Board Discussion and Action on Strategic Plans and Performance Measures</b> Progress Reports: NIC IDVR BSU
<b>SEPTEMBER</b>	<u>Board Meeting</u> (Pocatello) Progress Reports: ISU IDPTE + EITC ISHS
<b>OCTOBER</b>	<u>Board Meeting</u> (Twin Falls) Progress Reports: CSI ISDB IPTV
<b>NOVEMBER</b>	<u>Board Meeting</u> (Lewiston) Progress Reports: LCSC UI BSU
<b>DECEMBER</b>	No Meeting
<b>JANUARY</b>	<u>Board Meeting</u> (Boise) Progress Reports: ISU IDPTE + EITC ISL
<b>FEBRUARY</b>	Meeting with Legislators
<b>MARCH</b>	<u>Board Meeting</u> (Boise) Progress Reports: UI LCSC BSU
<b>APRIL</b>	<u>Board Meeting</u> (Idaho Falls) Progress Reports: IDPTE + EITC ISU

### **Strategic Plan and Progress Report Format**

Progress Reports should be submitted in writing to the Board office at least ten working days prior to the presentation and should be no more than fifteen pages in length.

Strategic plans and progress reports should be formatted as follows:

- **COVER PAGE/INTRODUCTION:** Identifies Institution/Agency, Reporting Cycle (dates) and Purpose
- Comprehensive mission / vision statement covering major programs, functions and activities of the organization.
- General Goals and Objectives for the major programs, functions and activities of the organization in new and continuing initiatives in the following order as applicable:

#### **Institutions / IDPTE**

- Instructional Issues
  - Accreditation
  - Enrollment
  - Curriculum
  - Research
- Infrastructure Issues
  - Personnel
  - Finance
  - Grants and Contracts
  - Facilities
- Advancement Issues
  - Foundation
  - Outreach

#### **Agencies**

- Constituent Issues and Service Delivery
  - Utilization
  - External Reviews/Certifications (if applicable)
- Infrastructure Issues
  - Personnel
  - Finance
  - Grants and Contracts
  - Facilities
- Advancement Issues
  - Foundation (if applicable)
  - Outreach

- Revalidation of continuing goals and objectives
- Overall Self Assessment
- Other Points of Interest (as directed by the Board)

**SUMMARY OF COMMENTS ON PROPOSED PLANNING AND PROGRESS  
REPORTING POLICY AND DRAFT SCHEDULES AND FORMATS**

Most all comments were supportive of streamlining and consolidating various planning and reporting requirements. There was also support for having the SBOE be the conduit to DFM on the State requirements

Additional comments include:

- Would be even better if could link presidents' management letters to this effort
- EITC should be stand alone institution – reporting individually and not through the Division of Professional-Technical Education
- Support including performance measures for annual review – the ones that exist currently need to be reviewed
- In order to be consistent with Board direction to be more “consumer-driven,” include in plan a brief analysis of the external environment served by the institution with goals and activities providing appropriate responses to the external pressures/issues
- ISDB, a rather unique entity in relation to the other Board governed entities, should have a planning and reporting format that combines the formats currently proposed for postsecondary institutions and agencies – it is a true school, not a state agency, and thus should be reporting on such instructional issues as accreditation, enrollment, curriculum, research, etc.
- Recognition that this is a dynamic process that will evolve over the course of the next year, at which time all aspects should be reviewed and possibly revised based on the most useful and notable elements from the presentations offered over the course of the year
- Concern over timing of plan submissions in June so soon after the SBOE updates its plan in May – suggested that entities submit plans in June, but provide additional time for addressing changes made by the Board in May.
- Concerns about timeline – including the number of times entities report and at which meetings
- Add wording that will clarify the Board's relationship with the ISL and ISHS and their Boards – how they should fit into this process since their reporting relationship to the Board is different than others



## **ITEM 2**

**SUBJECT     REVIEW / EVALUATION OF BOARD POLICIES AND PROCEDURES  
              SECTION I. GENERAL POLICIES AND PROCEDURES  
              SUBSECTIONS A. – E.  
              SECTION VI. OFFICE OF THE STATE BOARD OF EDUCATION**

### **BACKGROUND**

At the June meeting, the Board approved for first reading the enclosed policy changes.

### **DISCUSSION**

The proposed changes to Section I. are attached and are summarized as follows:

- clarifies the definition of the policies and procedures and outlines the agencies and institutions to which they are generally applicable    p. 10
- clarifies that Rules are printed in the Idaho Administrative Code    p. 13
- updates the general order of business for Board meetings to reflect current practices    p. 14
- updates and reorganizes provisions for agenda materials to reflect current practices and provides that they will be formatted and organized in a manner prescribed by the executive director    p. 14-15
- deletes text specifying format and providing a model agenda    p. 16
- emphasizes that the executive director serves as the administrative extension of the Board    p. 20
- adds section deleted from Bylaws on staff professional development    p. 25

### **IMPACT**

Changes serve to provide clarification and updates to reflect current practices.

### **MOTION**

To approve final reading of the changes to the Board's Governing Policies and Procedures, Section I., Subsections A. – E., and Section VI., as outlined in Item 2a.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried    Yes \_\_\_\_ No\_\_\_\_

**GOVERNING POLICIES AND PROCEDURES****SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES****SUBSECTION: A. Policy Making Authority**

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Published February 2000

**A. Policy-Making Authority****1. Definition**

The Governing Policies and Procedures provide broad basic principles that generally form the foundation for Board procedures. The State Board of Education and the Board of Regents of the University of Idaho (hereinafter referred to as the Board) intends each institution and agency under its governance to follow the policies and procedures outlined herein, and generally form the foundation for Board Procedures. As used throughout these policies and procedures, unless otherwise specified, "institutions" refers to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho and Eastern Idaho Technical College. "Agencies" refers to the State Department of Education, Idaho Educational Public Broadcasting, the Idaho Division of Professional-Technical Education, the Idaho Division of Vocational Rehabilitation, and the Office of the State Board of Education. in this Section, "institutions and agencies" means the institutions, agencies, school, office, and department under the governance of the State Board of Education and Board of Regents of the University of Idaho herein after referred to as "the Board."

**2. Powers and Duties**

The Board, as the designated policy-making body for the institutions and agencies under its governance, has all of the powers and duties established by the Constitution of the State of Idaho and the statutes appearing at Title 33 *et seq.* of the Idaho Code, as may be amended. Although the Board is responsible for ensuring that its policies and procedures are followed, it does not participate in the details of internal management of its institutions and agencies. That responsibility is hereby delegated to the respective chief executive officers. Members of the Board, as representatives of the State and its citizens, may exercise official authority only when the Board is in session or when they are acting on behalf of the Board pursuant to its direction.

**3. Policy Decisions**

Assisted in its deliberations by the executive director, the chief executive officers, and other institutional or agency constituencies, the Board undertakes policy-making decisions in areas such as the following:

- a. Consideration of policy proposals of the office of the Board, chief executive officers, employees, and other interested parties in accordance with established Board procedures.
- b. Adoption of policies to ensure the effective internal management of the institutions and agencies, and to encourage the highest quality of service by Board employees.

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- c. Review of and action on the goals and objectives, including the statements of role and mission, of each institution and agency.
- a. Evaluation of the administration and execution of Board policies.
- b. Approval or disapproval of other policy matters requiring action by the Board.

**4. Conformance with State and Federal Law**

All Board Governing Policies and Procedures and the internal policies and procedures of its institutions and agencies will comply with and be in conformance to applicable laws.

**5. Adoption, Amendment, or Repeal of Board Policies**

- a. Board policies may be adopted by majority vote at any regular or special meeting of the Board. The adoption, amendment, or repeal of a Board policy may be requested by any member of the Board, the executive director, or any chief executive officer. Persons who are Board employees, or students or student groups, must file a written request with the chief executive officer of an institution or agency, or his or her designee, to receive Board consideration. An Idaho resident, other than those described above, may file a written request with the executive director for Board consideration of a proposal. Regardless of the source, a statement of the proposed adoption, amendment, or repeal must be presented to the executive director for transmittal to the Board. If the subject matter of the presentation concerns an agency, institution, school, or department of the Board, the executive director will also notify the appropriate chief executive officer of the nature of the request.
- b. Board action on any proposal will not be taken earlier than the next regular or special meeting following Board approval for first reading. During the interim between the first reading and Board action, the chief executive officers will seek to discuss and review the proposal with faculty, staff, or other Board employees and students or student groups, as appropriate. The chief executive officers will transmit summaries of oral statements and written comments on the proposal to the executive director. After thorough consideration, the proposal will be presented by the executive director to the Board for action.
- c. The executive director is authorized to make nonsubstantive corrections and amendments to Board Governing Policies and Procedures as may be necessary in such areas as typographical errors, cross-references, and citations of state and federal statutes.

**6. Catalog of Bylaws, Governing Policies and Procedures, and Rules.**

The executive director maintains a catalog of Board Bylaws, Governing Policies and Procedures, and Board rules. Official copies of Board Bylaws and Board Governing Policies and Procedures will be provided to members of the Board and the chief executive officers for their own use. In addition, official copies will be provided to each

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chief executive officer for use at the institution or agency. One of these official copies must be made available by each chief executive officer for use at a convenient location by employees, students, and other interested parties.

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**B. Board Procedures****1. Definition**

Board Procedures clarify the Governing Policies and are statements of procedure adopted by the Board concerning the management and operation of the institutions, the agencies, and the Board itself. The Procedures are intended to deal with specific methods or issues within the broad framework of the Governing Policies. Board actions directed to particular situations or intended to direct or guide an individual institution or agency are not to be construed as Board Procedures.

**2. Adoption, Amendment, or Repeal of Board Procedures**

- a. Board procedures may be adopted by a majority vote at any regular or special meeting of the Board. The adoption, amendment, or repeal of a Board procedure may be requested by any member of the Board, the executive director, or any chief executive officer. Persons who are Board employees, or students or student groups, must file a written request with the chief executive officer at an institution or agency, or is or her designee, to receive Board consideration. An Idaho resident other than those described above, may file a written request with the executive director for Board consideration of a proposal. Regardless of the source, a statement of the proposed adoption, amendment, or repeal must be presented to the executive director for transmittal to the Board. If the subject matter of the presentation concerns an agency, institution, school, or department of the Board, the executive director also notifies the appropriate chief executive officer of the nature of the request.
- a. Board action on any proposal is not taken earlier than the next regular or special meeting following Board approval for first reading. During the interim between the first reading and Board action, the chief executive officers seek to discuss and review the proposal with faculty, staff, or other Board employees and students or student groups, as appropriate. The chief executive officers transmit summaries of oral statements and written comments on the proposal to the executive director. After thorough consideration, the proposal is presented by the executive director to the Board for action.

**GOVERNING POLICIES AND PROCEDURES**

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SUBSECTION: C. Board Rules

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**C. Board Rules**

1. "Board rules" are defined as statements of general applicability that (a) implement, interpret, or prescribe law or policy and (b) describe the organization, procedure, or practice requirements of the Board which affect private rights or procedures available to the public or declaratory rulings pursuant to Section 67-5201 *et seq.* of the Idaho Code.
2. The "Board Bylaws and Governing Policies and Procedures" are statements of internal management for the institutions, agencies, and the Board itself and do not constitute Board rules under the meaning of 67-5201 *et seq.* of the Idaho Code, known as the "Administrative Procedure Act."
3. "Board Governing Policies and Procedures" regarding the curricula of the institutions, students attending or applicants for admission to the institutions, and the use and maintenance of land, equipment, and buildings of the respective institutions are not considered rules under the meaning of the Idaho "Administrative Procedure Act."
4. The adoption procedures, numbering and format, hearing notice, hearing, procedures, publication, transmittal, and related matters pertaining to Board rules must be in conformity with the requirements of the "Administrative Procedure Act."
5. The executive director, in consultation with the Board's legal counsel, decides whether a policy or procedure matter is to be considered a rule.
6. Board rules are ~~have been~~ printed in the State Board of Education Rule Manual (~~IDAPA 08.01~~) and in the State of Idaho Administrative Code.

**GOVERNING POLICIES AND PROCEDURES****SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES****SUBSECTION: D. Board Meetings**

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**D. Board Meetings****1. Order of Business**

Each Board meeting agenda is structured as follows (unless requested otherwise by a Board member ~~or chief executive officer~~):

First Day

- a. Convene, establish quorum, and approve minutes of previous meeting.
- ~~b. Three (3) standing committees of the Board—Agenda items related to Planning, Policy and Governmental Affairs, Business Affairs and Human Resources, and Instruction, Research and Student Affairs/Personnel/Student Affairs, Finance, and Academic Affairs and Program meet to consider agendas and recommendations from the institutions and agencies.~~
- ~~c. Meeting/lunch with faculty, staff, students, etc., of the host institution or agency.~~
- ~~e. Convene, establish quorum, and approve minutes of previous meeting.~~
- d. Reports of Board committees and Board action on these reports if necessary.
- e. Hearings and presentations by institutions and agencies in areas of long-term interest to the Board or its committees. (These are informational sessions without votes or Board action.)
- f. ~~Joint agenda items.~~

Second Day

- a. Consideration of and action on the agenda items concerning public schools and the State Department of Education.
- b. Boardwork-routine and housekeeping matters.

**2. Agenda Materials Categories**~~a. Institutions and Agencies~~

- a. The institution and agency agendas must be received at the Board office by a date to be determined by the executive director. Any agenda information not supplied by the set date will not be considered by the Board at that Board meeting without the specific approval of the executive director. The agendas are reviewed by the executive director and the chief executive officers to determine that all recommended

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transactions are in accordance with statutes, Board Governing Policies and Procedures, and previous Board action. The executive director may raise questions with the appropriate chief executive officer as to any agenda item. If there is a question concerning legality or conformance with Board policies and procedures, previous Board action, or appropriateness of any agenda item, the executive director brings the matter to the attention of the chief executive officer and the Board.

b. The Board agenda materials will be formatted and organized in a manner prescribed the executive director.

c. Agenda materials are mailed to each member of the Board, the institutions and agencies, and news media representatives according to a listing maintained by the executive director.

The chief executive officer also distributes agenda materials to any persons deemed by the chief executive officer to have need of such materials and makes at least one (1) copy of the material available for inspection by the general public at a convenient location at the institution or agency.

~~b. Contents~~

~~———— (1) Reports of personnel matters, contracts, purchases, and other matters required to be reported to the Board for action or information.~~

~~———— (2) Reports of program matters requiring Board action in accordance with Section III, Postsecondary Affairs, and Section IV, Agency Affairs.~~

~~———— (3) Reports of technology matters which are presented to the Board to (a) obtain the Board's approval, (b) seek the Board's advice, or (c) provide information for the Board, will be coordinated through the Board's technology officer. While the reports will remain under the authority of individual agencies/councils, a consolidated set of reports will be presented to the Board at least quarterly. Technology matters that are time sensitive and need immediate action may be forwarded to the Board through the Telecommunication Council and the Academic Affairs and Program Committee while remaining under the authority of individual agencies/councils for presentation at the next scheduled Board meeting.~~

~~———— (4) Reports of matters requiring Board action in accordance with any other provision of these policies and procedures.~~

~~———— (5) Reports of special matters not specifically mentioned in the policies and procedures which are presented to the Board to (a) obtain the Board's approval, (b) seek the Board's advice, or (c) provide information for the Board.~~



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~~e. Format~~

~~The model agenda serves as the general guideline for each chief executive officer in preparing his or her agenda and report(s) to the Board.~~

~~MODEL AGENDA~~~~Classification of Agenda Items:~~

~~All institutional or agency agenda items are submitted for approval in the following format and color-coded as noted below:~~

~~—2.0 Personnel/Student Affairs  
Agenda Items (green)~~

~~—3.0 Academic Affairs & Program  
Agenda Items (yellow)~~

~~—4.0 Financial Agenda Items (blue)~~

~~—10.0 Technology Topics (brown)~~

~~Agendas prepared by the Office of the State Board of Education:~~

~~—Boardwork Agenda (salmon)~~

~~—Joint Session Agenda (goldenrod)~~

~~—d. College and Universities Joint Agenda.~~

~~Matters of statewide concern for the college and universities, including program requests or modifications, must be placed by the executive director on the College and Universities Joint Agenda in order to allow the Board to gain an overall perspective of agenda items which may impact the state system of higher education. The executive director and the chief executive officers will cooperatively develop items to be included in this agenda.~~

~~—e. Reports of Officers, Board Members, Representatives of the Board.~~

~~(1) Board President The Board president may present correspondence directed to the Board and report such other matters as the Board president deems worthy of Board consideration or action.~~

~~(2) Other Officers and Board Members Other Board officers and members may present matters to the Board for consideration or action.~~

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- ~~———— (3) Superintendent of Public Instruction — The Superintendent of Public Instruction may report on any matters which he or she deems to be of interest to the Board or which require Board action to implement its constitutional and statutory responsibility for the governance and supervision of the public school system and the Department.~~
- ~~———— (4) Executive Director — The executive director may report on matters which he or she deems to be of interest to the Board or which require Board action, including any action taken by the executive director on matters delegated by the Board.~~
- ~~———— (5) Legal Counsel — From time to time, the Board's legal counsel may present a summary report to the Board, which may include a summary of the status of significant litigation and other legal matters that may be of interest to the Board.~~

**3. Special Presentations to the Board**

- a. Each institution and agency is to establish a procedure to allow persons to address the Board regarding any item on the institution or agency agenda. The chief executive officer may prescribe the form and duration of such presentation subject to the ruling of the Board's presiding officer. The chief executive officer must also communicate the nature of the special presentation to the executive director at least ten (10) days before the Board meeting.
- b. Persons who cannot avail themselves of the procedures established by a chief executive officer at an institution or agency may file a written request with the executive director at least fifteen (15) days before a Board meeting. The request must include the name and address of the person wishing to speak, the name of the organization or group represented, if applicable, and a summary of the proposed presentation. The executive director, who may consult with the Board president before making a decision, will notify the individual or organization whether the request is granted or denied. If the subject matter of the presentation concerns an agency, institution, school, or department of the Board, the executive director will also notify the appropriate chief executive officer of the disposition of the request. If the request is granted, the executive director, at least five (5) days before the Board meeting, will notify the person of the place, approximate time, duration, and form of presentation.
- c. The above requirements notwithstanding, the executive director may exercise his or her discretion to waive the required period of time, if the request to make a presentation is of a timely or urgent nature. The Board reserves the right to recognize any person, on the motion of any Board member, to make a presentation to the Board.
- a. Any individual or organization making a presentation must submit one (1) written copy of the presentation, along with any supporting documents, to the executive director for inclusion in the permanent exhibits. If the subject matter of the presentation concerns an agency, institution, school, office, or department of the

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Board, the individual or organization must also transmit one (1) copy of the presentation to the appropriate chief executive officer before the meeting at which the presentation is scheduled. If the individual or organization wishes broader distribution, thirty (30) copies of the materials should be given to the executive director or his or her designee.

- b. Members of an institutional or agency staff may address the Board on invitation from any member of the Board, the executive director, or any chief executive officer.

**4. Public Hearings**

- a. The Board may, from time to time, hold public hearings on matters it deems appropriate or as required by its Governing Policies and Procedures. Notice of the time and location of the hearing is given by the executive director.
- b. Persons planning to make comments at a public hearing of the Board should submit one (1) written copy, along with any supporting documents, to the executive director for inclusion in the record of the hearing.

**5. Distribution of Agenda Materials**

~~Agenda materials are mailed to each member of the Board the Board Office in a number determined by the executive director, and news media representatives according to a listing maintained by the executive director.~~

~~The chief executive officer also distributes agenda materials to any persons deemed by the chief executive officer to have need of such materials and makes at least one (1) copy of the institution or agency agenda material available for inspection by the general public at a convenient location at the institution or agency.~~

**6. Calendar of Report Submissions**

To facilitate the complete and timely presentation of information to the Board, the executive director may develop a calendar for submission of items to the Board by the executive director and the chief executive officers.

**7. Recording of Proceedings by Media Representatives**

News media representatives may record, at their own expense, by tape, film, or other means, the proceedings of the Board or its committees that are required by the laws of the State of Idaho to be open to the public.

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**8. Permanent File**

Board Minutes, upon approval, agendas of the institutions and agencies, and a record of other actions of the Board are placed on permanent file in the Office of the Board. Persons desiring to obtain photocopies of any item on permanent file must file a written request with the executive director and, upon payment of the cost of photocopying, may obtain the requested copies. The permanent files are open for examination during regular business hours and under such conditions as are necessary to ensure the integrity and safekeeping of the permanent files of the Board.

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Revised June 2000

**E. Executive Officers****1. Executive Director**

The executive director serves as the administrative extension of the Board. The executive director is charged with ensuring the effective articulation and coordination of the institutional, agency, and statewide concerns and is advisor to the Board and the presidents/agency heads on all appropriate matters.

**2. Presidents/Agency Heads****a. Responsibilities**

The president/agency head is the chief program and administrative officer of the institution or agency. The president/agency head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services. The president/agency head is employed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise.

For the higher education institutions, the Board expects the presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the presidents.

- b. The chief executive officer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

(1) Relations with the Board

- (a) Conduct of the institution or agency in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.
- (b) Effective communication among the Board, the Board office, and the institution or agency.
- (c) Preparation of such budgets as may be necessary for proper reporting and planning.
- (d) Transmittal to the Board of recommendations initiated within the institution or agency.

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- (e) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of statewide concern.
- (f) Notification to Board president or executive director of any out-of-state absence exceeding one week.

#### (2) Leadership of the Institution or Agency

- (a) Recruitment and retention of employees
- (b) Development of programs, in accordance with an evolving plan for the institution or agency.
- (c) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution or agency.
- (d) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution or agency in the achievement of the goals of the institution or agency.

#### (3) Relations with the Public

- (a) Development of rapport between the institution or agency and the public which it serves.
- (b) Official representation of the institution or agency and its Board-approved role and mission to the public.
- (c) The Agency Head is evaluated by the Executive Director, who makes recommendations to the Board with respect to future contracts and compensation. The Presidents are evaluated by the Board. The performance evaluation is based upon the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to future contracts are made by the Board.

#### c. Terms and Conditions

The Board and the president/agency head shall sign an annual letter of agreement that documents the period of appointment, salary, and any additional terms. The Board shall evaluate the president/agency head's performance pursuant to the Board's evaluation policy.

#### d. Compensation and Benefits

The president/agency head's annual salary shall be set and approved by the Board. The president/agency head shall not receive personal salary or benefits or supplements from institutional foundations or other affiliated organizations except as allowed for institutional presidents pursuant to topic 3, subtopic e, below and as such

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is specifically approved by the Board in each instance. Additionally, the president/agency head may not receive personal salary or benefits or supplements from other outside sources without prior Board approval.

In addition to the salary referred to above, the president/agency head shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional and agency employees.

- e. The president/agency head shall receive reasonable and adequate liability insurance coverage under the state's risk management program. In addition, the institutional foundations and other affiliates shall provide the necessary directors and officers insurance for the president/agency head.
- f. Relocation and moving expenses incurred by the president/agency head will be paid in accordance with the policies and rates established by the State Board of Examiners.

**3. Institutional Presidents: Housing, Automobile, Expense Reimbursement, and Termination Policy**

- a. The presidents are responsible for hosting official functions to promote their respective institutions. Three (3) institutions own homes that are the most suitable facilities available for this purpose. At these institutions, the presidents are required to live in the official residences provided.

To preserve the image of the institutions and to provide adequate maintenance of state-owned property, the institutions shall provide support services for these residences. This support shall include maintenance and repairs, utilities, and groundskeeping.

In the event that the institution does not own an official residence, a housing allowance will be provided that is similar in value to living in the official residence. In addition, this allowance shall cover reasonable maintenance and repair expenses related to the use of this home as the president's official residence.

- b. Each president shall be provided an automobile. Maintenance, repairs, gas for business use, and insurance shall be provided for this vehicle.

If a president does not elect to use a vehicle provided by the institution, the institution will provide the president a vehicle allowance in lieu of the cost of leasing, automobile maintenance, and insurance. Documented business travel will be reimbursed to compensate for gasoline costs.

- c. The presidents shall receive reimbursement for official entertainment expenses. Public relations and other out-of-pocket expenses may be reimbursed if they are directly related to the function of the institution as determined by the president. (See fiscal policy for entertainment and related expenses.)

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**d. Terminations**

In the event the president's appointment is terminated by Board action (for or without cause), the president shall be paid all compensation and benefits under the terms of his or her employment agreement until the termination of said appointment.

**e. Foundation Provided Supplemental Compensation and Benefits**

- (1) Supplemental compensation or benefits for the presidents may be approved by the Board on a case-by-case basis. Any such supplemental compensation or benefit must meet all requirements of this subtopic.
- (2) The funding for such supplemental compensation or benefits must be provided by the institution's related foundation meeting all requirements of Section V, Subsection E of the Board's Governing, Policies and Procedures.
- (3) The presidents shall, at the first knowledge of any proposed supplemental compensation or benefits, refer the foundation representatives to the Board President and the Executive Director. The Board President and the Chairman of the Board's Personnel and Student Affairs Committee, or their designee, shall direct the conduct of any and all negotiations with the foundations regarding any supplemental compensation or benefits agreements.
- (4) An agreement between the foundation, the President, and the Board must be created that details the nature and scope of the supplemental compensation and benefits. The agreement must contain a provision in which the foundation and president each agree to indemnify the institution and the Board from and against all claims arising from any supplemental compensation and benefits agreement.
- (5) Specific and prior Board approval is required for any supplemental compensation and benefits agreement and for any amendment thereto.

**4. Superintendent for the Idaho School for the Deaf and the Blind (ISDB): Housing and Automobile Policy**

- a. The superintendent for the ISDB is responsible for hosting official functions to promote the school. The ISDB owns a home that is the most suitable facility available for this purpose. The superintendent for the ISDB is required to live in this official residence.

To preserve the image of the ISDB and to provide adequate maintenance of state-owned property, the ISDB shall provide support services for this residence. This support shall include maintenance, utilities, custodial, and groundskeeping.

- b. The superintendent for the ISDB shall be provided an automobile. Maintenance, repairs, gas for business use, and insurance shall be provided for this vehicle.



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## **A. Office of the State Board of Education**

### **1. Purpose**

The Office of the State Board of Education is established by Section 33-102A, Idaho Code, as an executive agency of the State Board of Education.

### **2. Executive Director**

The executive director serves as executive officer of the Board, as chief administrative officer of the Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The executive director is appointed by and serves at the pleasure of the State Board of Education.

### **3. Office Organization**

The Office of the State Board of Education is organized in a manner determined by the Board acting on the recommendations of the executive director.

### **4. General Scope of Office Responsibilities**

The Office of the State Board of Education assists the Board in the execution of its legal responsibilities. Consistent with that role, the office functions to:

- a. provide information, analysis, and recommendations associated with the Board's decision-making processes;
- b. coordinate the functions and activities of those agencies and institutions governed by or funded through the Board;
- c. initiate, in cooperation with those agencies and institutions, long-term planning efforts which are responsive to emerging legal, social, and fiscal events in the state, region, and nation;
- d. interact, as directed by the Board, with other branches and representatives of state government;
- e. provide public information with respect to the Board, its policies, and its institutions and agencies;
- f. establish and coordinate the Board's plan for postsecondary education; and

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- g. administer all programs and services assigned to the Board by statute, regulation, or appropriation.

#### 5. Internal Policies and Procedures

The executive director may establish additional policies and procedures for the internal management of the Office of the State Board of Education that complement, but do not supplant, the Governing Policies and Procedures of the State Board of Education. Such internal policies and procedures are subject to Board review and action.

#### 6. Additional Responsibilities

Additional responsibilities of the executive director and of the Office of the State Board of Education are identified throughout the Governing Policies and Procedures and the State Board of Education Administrative Rules~~Rule Manual (IDAPA-08.01)~~. Throughout both documents, the term "executive director" means the executive director of the Board, and the term "office" means the Office of the State Board of Education.

#### 7. Retention of Tenure

An employee of the Office of the State Board of Education, who has previously been granted tenure at an institution, shall retain tenure under the following conditions:

- a. Leave of absence for this special assignment is approved by the university president.
- b. The special assignment with the Office of the State Board of Education is continuous until reassignment to the institution.

#### **8. Staff Professional Development (moved from bylaws)**

The Board encourages the professional development of its employees in the Office of the State Board of Education. The same opportunities afforded to comparable positions in the institutions will be extended to Board officers to the maximum extent possible. Employees seeking professional leave with compensation must commit to returning to service in the Board office for a period of time equivalent to the paid professional leave. Should the employee fail to return and meet the service requirement, repayment of the compensation received during the professional leave will be required.

## **ITEM 3A**

### **SUBJECT     GOVERNMENTAL AFFAIRS – PROPOSED LEGISLATION FOR                  PREFILING**

#### **BACKGROUND**

Every year, the Governor's office provides executive agencies the opportunity to prefile legislation. The deadline for submission of an idea for prefiled legislation is August 4. All Board governed institutions and agencies were polled and only one idea for prefiled legislation has surfaced.

#### **DISCUSSION**

Staff at OSBE has been in contact with the Deans of the Colleges of Education, the SDE and Idaho's MOST to develop recommendations for technical changes to Idaho Code 33-1207A in relation to the reading assessments for teachers that were established a few years ago as part of the Idaho Reading Initiative.

Current law states that "The State Board of Education shall be responsible for the development of a single preservice (reading) assessment measure for all kindergarten through grade eight (8) teacher preparation programs." It further states that, "By September 2002, all teacher candidates shall pass this assessment as part of the graduation requirements from an Idaho teacher preparation program."

(1) There is some confusion over the fact that the second sentence uses the phrase "all teacher candidates" while the assessment is developed for only K-8 teacher programs. It is proposed to clarify that only K-8 teacher candidates shall pass the assessment.

(2) There is concern that passage of the assessment is tied to graduation rather than certification. There is general consensus among the groups identified above that making passage of the assessment a certification requirement rather than a graduation requirement is more appropriate and will still meet with the intent of the law as it currently exists.

Staff is seeking Board approval to initiate this process and submit this idea to the Governor's office for consideration as prefiled legislation. The actual language and proposed legislation will be developed in conjunction with the identified groups and be brought back to the Board in September for final approval.

#### **IMPACT**

It is anticipated that this change would, foremost, clarify the reading assessment requirements. Further, it would eliminate difficulties or unintended consequences of tying these requirements to graduation while maintaining the intent of the law, which is to ensure that only well-qualified individuals are granted certificates to teach.

#### **MOTION**

To approve submission of the proposed changes to Idaho Code 33-1207A as outlined in Item 3A to the Governor's Office as an idea for prefiled legislation.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_ No\_\_\_

## **ITEM 3B**

### **SUBJECT     PROPOSED RULE CHANGE 08.02.03 K-12 STATE ACHIEVEMENT STANDARDS**

#### **BACKGROUND**

During the 2001 legislative session, Idaho lawmakers approved the K-8 Achievement Standards; however, the Legislature asked that they be brought back in 2002 and printed in the Administrative Code. There were also discussions at the time and general agreement among legislators and Board members that the Samples of Application now included in all Standards (K-12) be removed and placed in a guidebook of some sort since they are simply examples of how the Standards could be applied and are not requirements that schools have to follow.

Additionally, Humanities Standards have been developed over the past year and are intended to be added with the Standards currently in place for language arts and communication, math, science, social studies, and health. The Board approved the 9-12 Humanities Standards in April 2001.

#### **DISCUSSION**

In light of these events, the Standards are being completely reformatted. The new format will remove the Samples of Application and will provide a more fluid format. The rules will begin with one area of the Standards and will include all Standards within that area for kindergarten up to grade 12. Standards in the other areas will follow in the same manner.

The proposed Standards are the same as what is currently approved in Rule, with the exception of the following:

- Humanities Standards – 9-12 were approved by the Board in April 2001. K-8 Humanities Standards were developed using the approved 9-12.
- Enhancements to Math Standards – reviewed and realigned the K-8 content knowledge and skills to ensure grade appropriate
- Enhancements to Science Standards – reviewed and realigned the K-8 content knowledge and skills to ensure grade appropriate

Putting all of this together has proven to be a large task. The finished product will comprise hundreds of pages and will be costly to promulgate into rules, but will be in the format and manner as requested by the Legislature. It is anticipated that full copies will be furnished to Board members by mid August. The deadline for submitting proposed rules for next session is August 22. Staff needs Board approval to go ahead and publish the newly formatted Standards, along with any revisions, as proposed rules. Comments on the Standards will be sought and a final version will be before the Board for approval in October or November.

#### **MOTION**

To approve publishing the newly formatted and revised K-12 Achievements Standards as proposed rules with the understanding that the Board will have the opportunity to edit and approve the final version before it goes to the Legislature.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_ No\_\_\_

**ITEM 3B****SUBJECT     PROPOSED RULE CHANGE  
                 08.02.03 K-12 ASSESSMENT PROGRAM****BACKGROUND**

The Board's Assessment and Accountability Commission have been working to develop an Assessment and Accountability Plan over the last several months. A draft plan was presented to the Board at the June meeting. Part of that plan is required pilot testing beginning in Spring 2002. In order for this to occur, a change in the Board's administrative rules is necessary.

**DISCUSSION**

Attached are proposed rules that take out or alter previous testing requirements and put in place newly proposed requirements from the Draft Assessment and Accountability Plan. It is intended that this proposed language will be the focus of statewide public hearings over the course of the next couple of months, and a final version will be forwarded to the Board for approval in October or November.

**MOTION**

To approve publishing changes to 08.02.03.111 Testing in Public Schools as proposed rules with the understanding that the Board will have the opportunity to edit and approve the final version before it goes to the Legislature.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_ No\_\_\_

## **08.02.03 CHANGES TO BE EFFECTIVE JANUARY 1, 2002**

### **111. ASSESSMENT TESTING IN THE PUBLIC SCHOOLS.**

**01. Philosophy.** Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. A statewide student assessment testing program consisting of standardized achievement testing and performance appraisal activities in the fundamental basic skills will be conducted annually under the supervision of the State Department of Education. (4-1-97)

**02. Purposes.** The purpose of assessment testing in the public schools is to measure and improve student achievement; to assist classroom teachers in designing lessons; to identify areas needing intervention and remediation; to identify areas requiring acceleration and challenge; to assist school districts in making needed curriculum adjustments; to inform parents of their child's progress; to provide comparative local, state and national data regarding the achievement of students in essential skill areas; and to identify performance trends in student achievement across grade levels tested and student growth over time; ~~to provide supplemental information to local educational agencies that may be useful in evaluating local curriculum and instructional practices, screening students for special program entry/exit, diagnosing individual differences, developing student schedules, making differential assignments within classes and in communicating school progress information to various publics; and to determine State Department of Education technical assistance/consultation priorities.~~ (4-1-97)( )

**03. Content.** The ~~statewide testing~~ comprehensive assessment program will consist of standardized tests, level tests, student portfolios, the Idaho Reading Indicator, and the Iowa Tests of Basic Skills (ITBS), the Tests of Achievement and Proficiency (TAP), the Direct Writing Assessment (DWA) and the Direct Mathematics Assessment (DMA). (4-1-97)( )

**04. Testing Population.** All students in Idaho public schools, grades kindergarten three ~~through twelve eleven (K-12-11)~~, are required to participate in the comprehensive assessment program ~~standardized portion of the statewide testing program~~ approved by the State Board of Education and funded. ~~In addition, all students in grades four (4), eight (8) and eleven (11) are required to participate in the Direct Writing Assessment and all students in grades four (4) and eight (8) are required to participate in the Direct Mathematics Assessment portions of the statewide testing program.~~ Non-public school students at those same grade levels are encouraged to participate at private school expense. All students who are eligible for special education shall participate in the statewide assessment program. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with allowable accommodations, or whether the student qualifies for and shall participate in the alternate assessment. (4-5-00)( )

**05. Scoring And Report Formats.** Scores will be provided for each skill area assessed and reported in standard scores, percentile ranks, stanines, and holistic scores (Direct Writing Assessment and Direct Mathematics Assessment). Test results will be presented in a class list report of student scores, building/district summaries, and pressure sensitive labels. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (4-5-00)

**06. Comprehensive Assessment Program.** The State approved comprehensive testing program and schedule is outlined below. In addition, districts are responsible for writing and implementing assessments in social studies, science, health and humanities. Districts are encouraged to consider implementation of level testing in these areas. Districts are also encouraged to develop local secondary-level end-of-course exams.

Idaho Comprehensive Testing Program													
Test/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Direct Math					X		X		X			X	
Direct Writing						X		X		X		X	
Idaho Reading Indicator	X	X	X	X									
National Assessment of Educational Progress (NAEP)					X				X				X
Level Testing in Reading, Writing and Math			X	X	X	X	X	X	X	X*			
Idaho Standards Achievement Test (ISAT)										X**	X**	X**	X**

\* Level testing is required at the ninth grade level for only those students determined to be below grade level at the end of eighth (8<sup>th</sup>) grade.

\*\*Students have the opportunity to pass the ISAT beginning in ninth (9<sup>th</sup>) grade with school and parent approval. Students who do not pass the ISAT have an opportunity to retake the test again in tenth (10<sup>th</sup>), eleventh (11<sup>th</sup>), and twelfth (12<sup>th</sup>) grades. Once a student achieves proficiency on the test, regardless of which grade 9-12, that student is not required to continue taking the test.

~~**Testing Schedule.** The Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency will be administered in October of each school year. The Direct Writing Assessment and the Direct Mathematics Assessment will be administered in the early spring of each school year during a time period specified by the State Department of Education.~~ (4-1-97)( )

**07. Costs Paid By The State.** Costs for the following testing activities will be paid by the state: (4-1-97)

- a. All consumable and non-consumable test materials needed to conduct the prescribed statewide testing program; (4-1-97)
- b. Statewide distribution of all test materials; (4-1-97)
- c. Processing and scoring student response forms, distribution of prescribed reports for the statewide testing program; and (4-1-97)
- d. Implementation and scoring of the Direct Writing Assessment component to the fourth, eighth and eleventh grade batteries and the fourth and eighth grade batteries of the Direct Mathematics Assessment. (4-1-97)

**08. Costs Of Additional Services.** Costs for any additional sub-test administrations or scoring services not included in the prescribed statewide testing program will be paid by the participating school districts. Cost for replacement or supplemental materials which exceed expectation may also be charged to the district. (4-1-97)

**09. Services.** Statewide testing should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (4-1-97)

**10. Test Security.** Test security is of the utmost importance. It is expected that school districts will employ the same security measures in protecting statewide testing materials from compromise as they use to safeguard other formal assessments (4-1-97)

**11. Demographic Information.** Demographic information may be required by the State Department of Education to assist in interpreting test results. (4-1-97)

**12. Assurances.** The State Department of Education will neither advocate nor undertake performance comparisons across Idaho school districts. It is recognized the scholastic achievement can be adversely impacted by individual/environmental differences beyond the control of the school. (4-1-97)

**13. Dual Enrollment.** For the purpose of non-public school student participation in non-academic public school activities, the Idaho State Board of Education recognized achievement test is Form K of the Iowa Tests of Basic Skills, at the elementary level (grades K-8), and the Tests of Achievement and Proficiency, at the secondary level (grades 9-12). The minimum score on each assessment is the fifth (5th) stanine for the battery total score.



**ITEM 4**

**SUBJECT    PRESIDENTS' COUNCIL REPORT**

Dr. Miles LaRowe, Chair of the Presidents' Council will give the report.