

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA**

**June 27, 2002**

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# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA

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## SUBJECT

Progress Report: Idaho Council for Technology in Learning

## BACKGROUND

The Idaho Council for Technology in Learning (ICTL) was originally created in 1994 in Idaho Code. The Council is responsible for the following:

- Develop and maintain a statewide education technology plan to provide seamless education in Idaho;
- Make recommendations to the SBOE on education technology and telecommunications plans, policies, programs and activities for all educational segments;
- Subject to approval by the SBOE, administer and develop standards and criteria for the public school technology grants program;
- Ensure ITRMC policies are followed;
- Collaborate to recommend priorities for funding and identifying needs for technology use in education;
- Recommend priorities for the uses of educational technology;
- Work with representatives of the governing bodies of the educational segments to develop recommendations or strategies for the coordination, administration, and evaluation of educational technology programs and resources;
- Work with representatives of the governing bodies of the educational segments to identify strategies to coordinate statewide voice, video, and data telecommunications systems that may be accessed by the educational segments;
- To review, evaluate and build upon the educational technology projects in public schools funded through other state initiatives;
- To form such subcommittees or task forces as it deems necessary to review matters pertaining to a particular educational segment or to any other issues before the council.

Current membership of ICTL includes:

Mel Richardson, Chair (Senate)	Darrell Manning (SBOE)	Vern Newby (Local Trustee)
Bert Marley (Senate)	Gary Stivers (OSBOE)	Charles Ruch (President, BSU)
Elmer Martinez (House)	Elizabeth Criner (Qwest)	Ann Joslin (Higher Ed Subcomm)
Fred Tilman (House)	Karen Vauk (Micron)	Paula Conley (K-12 Subcomm)
Marilyn Howard (State Supt.)	Bill Leaf (K-12 Administrator)	

## DISCUSSION

Idaho Code (33-4805) provides that ICTL will “develop and maintain a statewide education technology plan to provide a seamless education in Idaho. Such a plan is subject to annual review and approval by the State Board of Education.”

In 1999, the ICTL laws were revised to include standing subcommittees on higher education and K-12 education. The K-12 mission had been in place prior to these changes, and the Board had approved the ICTL statewide plan for technology in Idaho public schools (Connections) in 1996. That plan remains in place today, but is currently under revision. Highlights and a summary of progress on this plan are included in the agenda on pages 8-15. This summary is provided for the Board’s review and information.

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The Higher Education Subcommittee of ICTL began work on a plan for higher education technology after their creation. This plan appears on pages 4 - 7, and is before the Board for consideration and action.

Once the Board approves the plan for higher education technology, the ICTL plans to take their revised K-12 plan and merge it with the higher education plan to create an overall, seamless statewide education technology plan. This will come back to the Board for approval upon its completion.

### **BOARD ACTION**

A motion to approve the Strategic Plan from the Higher Education Information Technology Committee of the Idaho Council for Technology in Learning.

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_. Carried? Yes\_\_\_ No\_\_\_

Higher Education Information Technology Committee  
(HEITC)

**Mission and Vision Strategic Plan**

November 8, 2001

**Mission:** The mission of Higher Education Information Technology Committee (HEITC) is detailed in the Idaho Legislature Statute Code 33-4809. In short, our mission is to advise and support the Idaho Council for Technology in Learning (ICTL). We advise in these areas:

- Policies, Standards, and Procedures
- Learning Communities
- Infrastructure
- Planning and Assessment/Evaluation
- Communication
- Emerging issues

**Vision:** The State Board of Education (SBOE) envisions an accessible, seamless K-Life educational system. The work of the ICTL is a key component in achieving this. Our vision is to establish effective and widespread collaboration among institutions and agencies involved in this endeavor that will enhance access to quality educational opportunities and learning resources.

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**Goal 1: Expanded Access**

To provide access to technology for improved teaching/learning and empowerment for a well-informed citizenry.

*Objective:*

Build a sustainable, high performance network infrastructure for universal connectivity.

*Actions:*

Recommend and implement connectivity standards for network software/hardware.

Connect institutions and agencies to the IdaNet backbone.

Develop a longitudinal data collection strategy.

*Performance Measures / Outcomes for sfy2003:*

Connectivity guidelines that incorporate IdaNet standards.

Seven public institutions connected in accordance with the guidelines.

A report based on the aggregated data of the public institutions and agencies.

**Goal 2: Improved Teaching and Learning**

To improve teaching and learning through the use of technology.

*Objectives:*

Enhance learning performance through the use of technology.

Promote the identification and development of content for delivery via distance and technology-enhanced learning.

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### *Actions:*

Support the continuation of State Board of Education Technology Incentive Grants.  
Encourage institutions and agencies to develop and/or acquire technology-based curricula and learning resources.  
Promote the Idaho Electronic Campus.  
Increase access for distance education for rural citizens.  
Develop a longitudinal data collection strategy.

### *Performance Measures / Outcomes for sfy2003:*

Number of distance education enrollments.  
Number of distance education enrollee completions.  
A report based on the aggregated data of the public institutions and agencies.

### **Goal 3: Expanded Information Services**

To foster the creation, organization, and management of educational library/informational and cultural resources.

### *Objective:*

Expand and manage content and access to multimedia resources.

### *Actions:*

Expand LiLI (Libraries Linking Idaho) services in support of curriculum, research, and independent learning.  
Identify digital asset management needs.  
Provide expanded electronic library and multimedia services.  
Increase access to digital television resources.  
Expand *Inside Idaho*/GIS (Geographical Information System) services for public use.

### *Performance Measures / Outcomes for sfy2003:*

Number of LiLI services, number of full-text views, number of interlibrary loans.  
Number of hours DTV (Digital TV) programs that are educational or civic resources.  
Number of electronic reserves for courses and programs.

### **Goal 4: Emerging Opportunities**

To take advantage of emerging opportunities.

### *Objective:*

Encourage a climate that promotes creativity, innovation, and risk taking.

### *Actions:*

Expand partnerships and identify funding sources for innovative or collaborative technology based efforts.  
Identify opportunities for collaboration and innovation.  
Foster collaboration among institutions and agencies for infrastructure development.  
Encourage interpersonal networking and sharing among institutions and agencies focused on IT issues.  
Expand Internet 2 use and applications to public schools and institutions of higher education.

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### *Performance Measures / Outcomes for sfy2003:*

Number of HEITC statewide technology updates or professional development events.

Number of new IT (Information Technology) based collaborations.

Number of IT focused grant proposals.

### **Goal 5: Planning**

To provide direction for those parts of post secondary education technology that can best be accomplished collaboratively.

#### *Objective:*

Provide the post secondary education portion of the K20 technology plan.

#### *Actions:*

Develop a three-year strategic plan for post secondary education.

Coordinate the post secondary education plan with the K12 plan.

Fine-tune the post secondary education technology plan based on assessment.

Identify expertise and resources given the assessment results.

### *Performance Measures / Outcomes for sfy2003:*

A 3-year strategic plan.

An agreement with K12 subcommittee to complete a K-Life plan.

A list of individuals or offices that can provide technical advice appears on the ICTL web site.

### **Goal 6: Assessment and Evaluation**

To assess the impact of the investment made by the legislature through the ICTL for technology in post secondary education.

#### *Objective:*

Provide an annual assessment to the State Board of Education on the impact of technology integration in post secondary education.

#### *Actions:*

Develop statewide performance indicators for the seven ICTL-HEITC Goals.

Conduct data analysis checking progress against performance indicators.

Provide an assessment including system adjustment recommendations to higher-education institutions.

### *Performance Measure / Outcome for sfy2003:*

A report and recommendations to the ICTL.

### **Goal 7: Public Awareness:**

To promote a free and timely exchange of information, and ideas.

#### *Objective:*

Provide stakeholders access to and a forum for the sharing of technology related information, issues, opportunities, and expertise aligned with the current activities of HEITC and ICTL.

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### *Actions:*

Participate in and sponsor technology related events and forums.

Identify audiences of interest. (Specific vendors, legislators, granting agencies, ISEC, Information Technology Resource Management Council, etc.)

Provide active introductions and updates to audiences of interest.

Publish meeting minutes.

Publish annual assessment of progress toward Strategic Planning Goals/Objectives.

Sponsor SBOE Symposium for technology grant recipients.

### *Performance Measures / Outcomes for sfy2003:*

The number of participants at events and forums.

A progress report.

Published HEITC meeting minutes.

**K-12 Public Schools Technology Plan  
Idaho Council for Technology in Learning (ICTL)  
Report to the Office of the State Board of Education**

**BACKGROUND**

In 1994, the Idaho Legislature passed section 33-1612 of the Idaho Code, known as the “Thoroughness Standards.” Standards 4, 5, and 6 support the use of technology in education, and standard 7 directly addresses the use of current technology in schools. Highlighting the word “current,” which implies that the technology is up-to-date and will remain up-to-date. Idaho Code further clarified the role of technology in education with the importance of applying technology to meet the public need for an improved, thorough and seamless public education system. The mission of the Idaho Council for Technology in Learning (ICTL) is to enhance the use of technology in schools. The Legislature has funded the ICTL with \$10.4 million dollars each year for the past eight years.

To guide spending the Idaho Legislature created the Idaho Council for Technology in Learning, or ICTL, in 1994. By law, the ICTL consists of members of the state legislature, the State Board of Education, the State Department of Education, the State Library, and representatives of higher education, K-12 education, and the business community from throughout the state. The State Department of Education provides staff support to the ICTL.

*Eight Goals of the ICTL*

In 1996, under the direction of the Legislature and the State Board of Education, the State Department of Education published a statewide technology plan. This plan includes eight technology goals to direct the efforts of the State Department of Education and all K-12 schools and school districts in planning the use of technology.

**Idaho State Technology Goals for Students and Schools:**

1. Integration
2. Compatibility
3. Professional Development
4. Collaboration
5. Technology Systems
6. Evaluation
7. Student Training
8. Systems Support

**IMPACT**

The monies allocated to the ICTL and dispersed to the school districts for technology expenditures have been used to meet the goals of the ICTL. This section is split into two parts 1) progress the districts have made towards state goals 2) advancement towards student academic achievement through the use of appropriate technology in reading, writing, and math.



## PART 1. IDAHO STATE TECHNOLOGY GOALS

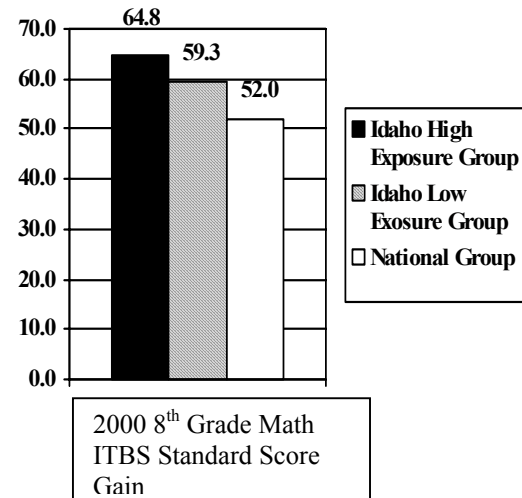
### Goal 1: Integration

#### *Performance Indicator: Academic Achievement*

The first state technology goal is integration, or the incorporation of technology into the curriculum to enhance student teaching and learning.

The ICTL's 2000 report to the Legislature included student academic performance. This study examined two factors: first, this study tracked the 2000 ITBS scores for 18,132 students from their 1996 fourth grade and 1997 eighth-grade ITBS tests. The second factor was each of these 18,132 students' exposure to technology. For each student, these two factors were analyzed.

The findings of that report show that those students who reported having a high exposure to technology had a significant higher standard score gain (8% in math) than those reporting a low exposure to technology.

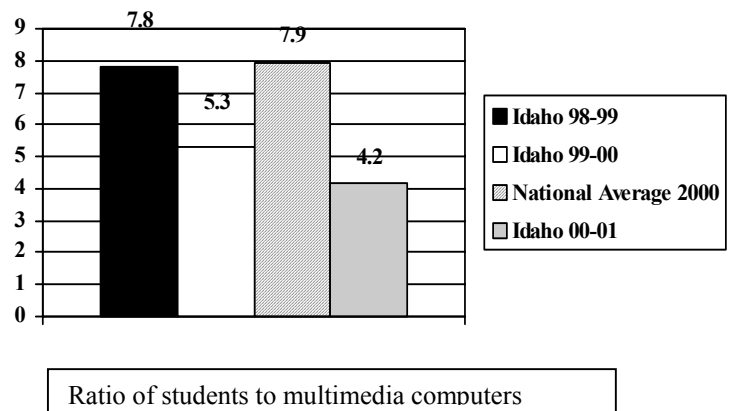


#### *Performance Indicator: Ratio of Students to Multimedia Computers*

The next performance indicator for the goal of integration is the ratio of students per multimedia computer, "multimedia computer" meaning up-to-date computers capable of the using the latest software.

The ICTL began collecting this data in 1998 with a goal of an average of 5 public school students per multimedia computer. At the time, there were 7.8 Idaho students per multimedia computer. In 2000, that number improved to 4.2 students per multimedia computer.

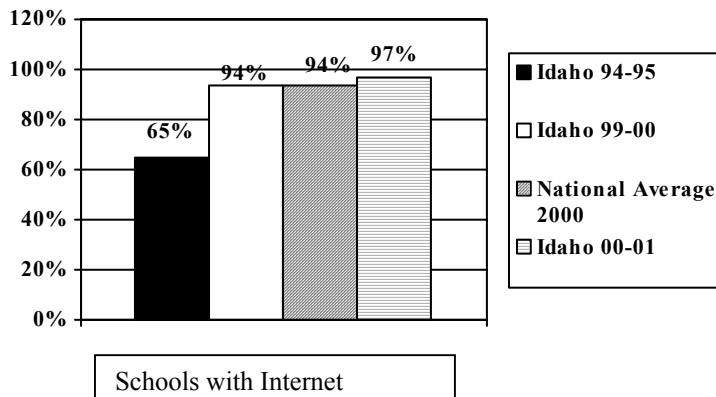
Compare the Idaho figures to the 2000 national average of 7.9 students per multimedia computer. Our effort to provide up-to-date technology to our students is one of the many reasons Idaho is consistently ranked as one of the top 10 states in the area of educational technology.



## Goal 2: Compatibility

### *Performance Indicator: Schools with Internet Access*

The next technology goal is compatibility, or the ability of public schools and districts to access the Internet and submit reports electronically.



It is important to note that in 1994, the Internet was in its infancy. At that time, Internet connectivity in individual classrooms was practically unheard of. In 1994, 65% of Idaho public schools had Internet access. However, almost all of these Internet connections were

limited to a single modem connection, usually located in the principal's office.

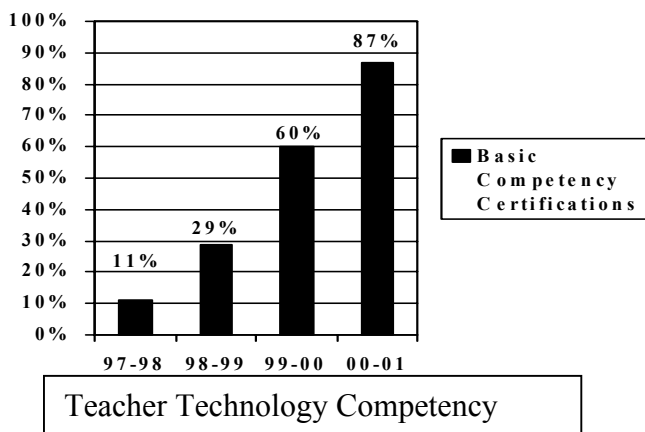
Today, 97% of Idaho public schools have Internet connectivity. The most important difference is that in 1994, very few classrooms were connected.

Today, almost every classroom in every school has a connection to the Internet.

## Goal 3: Professional Development

### *Performance Indicator: Teacher Technology Competency Level*

The third technology goal is professional development, or the training of in-service teachers to use technology in their curriculum. This performance indicator relates directly to the 1997 State Board of Education requirement that 90% of all certificated personnel will receive training and be certified in technology by June of 2001.



Note that in 1997, 10% of certificated teachers and administrators had passed this competency. As of the fall of 2001, that number had grown to approximately 87% of certificated personnel. This training effort is on going, and will need to be continued long after the June 2001 deadline as new technological capabilities become available and as new teachers move into the state from universities outside of Idaho.

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### Goal 4: Collaboration

Performance Indicator: District Technology Plans

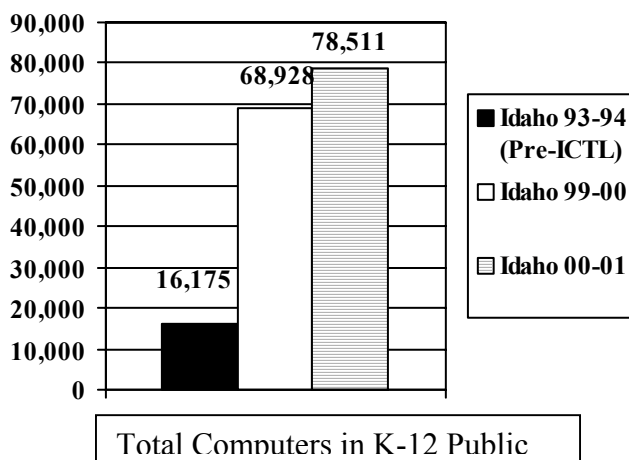
During the 1999 – 2000 school year, every school district in Idaho submitted a revised District Technology Plan to the ICTL. The District Technology Plans are aligned to the eight ICTL goals. The districts collaborate with local, regional, state, and federal groups. Many of the districts listed the following entities as sources of their District Technology Plan Collaboration chapter:

- Universities, colleges, and technical schools
- Local Media; newspapers, radio, and television stations
- Local Service Organizations; PTA, Kiwanis Club, Lions Club, Boys & Girls Club, etc.
- Community members
- Open computer labs to local patrons
  - Computer training sessions
  - Internet access
  - Continued education

### Goal 5: Technology Systems

#### *Performance Indicator: Total Computers in K-12 Public Schools*

In order to use technology in the curriculum as required by Idaho State Code, technology systems must be available to teachers and students in academic settings. In 1993, the year prior to the creation of the ICTL, there were 16,175 computers in public schools in Idaho. Today, there are 78,511 computers of all types in use in public education in Idaho.



*Performance Indicator: Computer Use by Academic Function, 2000 – 2001*

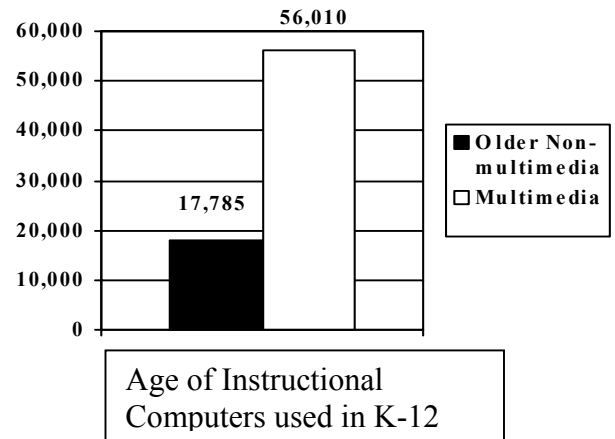
Of the nearly 78,511 computers in Idaho schools, 73,695 are used for student instruction and are located in classrooms, libraries, media centers, and computer labs. Administrators, principals, and secretaries use the 4,816 computers in administrative offices. The primary use of computers in all Idaho schools is for the instruction of students, not for administrative purposes.

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### *Performance Indicator: Age of Instructional Computers Used in Public K-12 Schools*

NOT all of the 73,695 computers used for educational purposes are modern, multimedia computers. Of these academic computers, 17,785 are older, non-multimedia capable computers dating as far back as 1982 Commodore 64's and 1983 Apple 2Es. These aging computers require intensive maintenance and are unable to run current software or connect to the Internet. School districts are forced to use computers almost 20 years old and are faced with the task of replacing nearly 18,000 computers to bring their technology into compliance with legislative requirements.



### **Goal 6: Evaluation**

#### *Performance Indicator: School and Classroom Projects by Content Area*

In 2000, technology funds supported 409 separate projects designed to integrate technology into the classroom curriculum. Projects are located in every school district in the state, span the entire spectrum of grades kindergarten through 12, and are in the subject areas of reading, writing, math, science, language arts, or interdisciplinary combinations of several subject areas. These projects were started during the 1999-2000 school year and will continue for 3 to 5 years. They have undergone their second year evaluations, which are reported later in this report.

### **Goal 7: Student Training**

#### *Performance Indicator: District Technology Plans*

Idaho School Districts use students as their district technology support personnel. In addition to basic technology training these students also receive valuable real-world experience. As the students are trained by the school district and utilize their technical expertise to support districts computers and network infrastructure in some or all of the following areas

- Equipment
- Infrastructure
- Peripherals

### **Goal 8: Systems Support**

#### *Performance Indicator: District Technology Plan*

All District Technology Plans are aligned to the state technology goals. Each district specifically outlined how their technical system within their school district functions. They outlined their school district functions, including; equipment, infrastructure, District Technology Coordinator and support staff services that infrastructure.

## PART 2. ACADEMIC ACHIEVEMENT

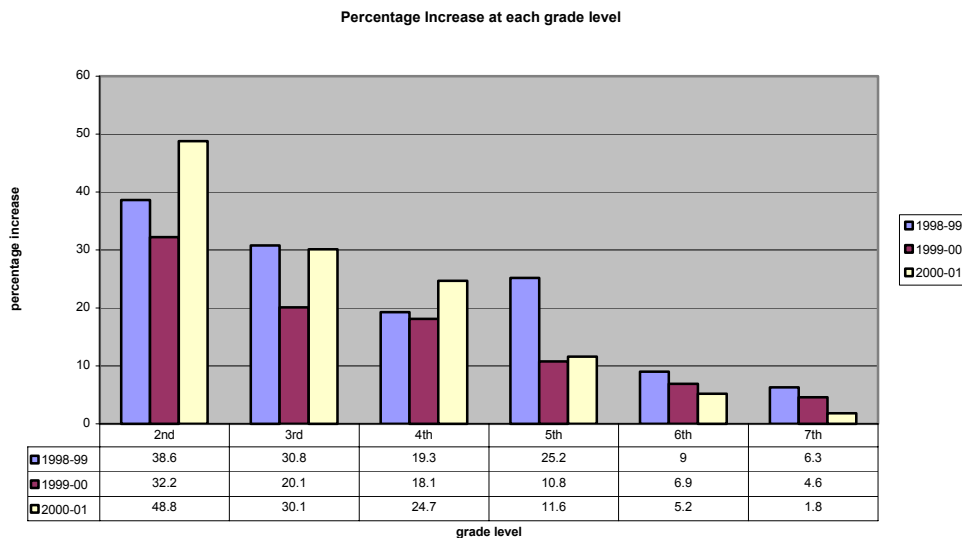
School districts are required to study the impact of technology on the curriculum. Districts could choose to study reading, writing, science, and/or mathematics. As of September 30, 2001, technology fund supported 409 Technology Use Plans in progress statewide in these four curricular areas.

### READING

Districts reported that one of the most effective reading programs in use is the Accelerated Reader (AR) program and its companion assessment tool, Student Test of Achievement in Reading (STAR). Accelerated Reader is a computer-based reading program that encourages students to read books and take a computerized comprehension test on the book. The STAR program is an assessment tool that measures the student's reading comprehension.

#### *Performance Indicator: STAR Reading Scores*

The chart below identifies the percentage increase at each grade level according to the STAR evaluation tool in one school district during the 1998-2001 school years. These results have been mirrored in all of the districts utilizing the AR/STAR program. By looking at the scores of students at each grade level, the same group of students can be tracked to see if their reading abilities actually improve. The Accelerated Reader reports give the percentage yearly reading increase from the beginning of the year to the end of the year. There is an increase at all levels, with the largest increases occurring in the early grades.



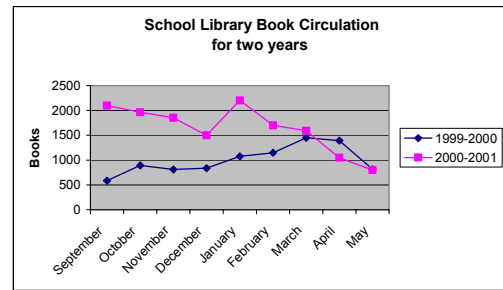
Legend shows year of collected data starting with the student grade level during the 1998-1999 school year. Data shows that using Accelerated Reader has improved reading levels.

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### *Performance Indicator: Library Book Circulation*

Circulation data indicate that students checked out many more books in the 2000-2001 school year than in the prior year. A 70% increase in book circulation was recorded in the year after implementation of the AR/STAR program in one Idaho school district.



## MATH

Teaching styles, classroom configurations, teacher technology preparedness, and teacher adaptability influenced the adoption of Accelerated/Star Math in some districts around the state. Successful implementation of Accelerated/Star Math reinforces the importance of teacher technology preparedness and a teacher's willingness to use technology. In classrooms where it was used daily, Accelerated/Star Math proves to be a powerful learning tool for students.

### *Performance Indicator: Academic Achievement in Math*

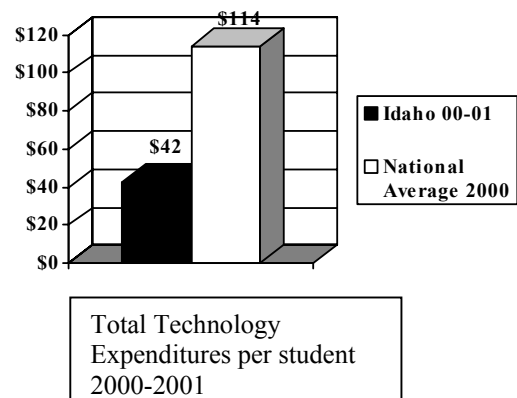
To determine the effectiveness of Accelerated/Star Math in classrooms where it is used in the math curriculum, Accelerated/Star Math scores were recorded in November 2000 and May 2001. The following chart summarizes the gains in Grade Equivalent (GE) scores across grade levels three through fifth.

Star Math Grade Equivalent (GE) Scores				
Grade	No. of students	Average GE Sept 1999	Average GE Jan 2000	Change in GE
3	13	3.50	4.12	+0.62
4	15	4.07	4.51	+0.44
5	15	4.40	5.68	+1.28
3-5	43	Average change in GE		+0.78

Through analyzing the data, it can be seen that by integrating the Accelerated/STAR Math program into the math curriculum, there was an increase in grade equivalent scores.

## 2002 Expenditures

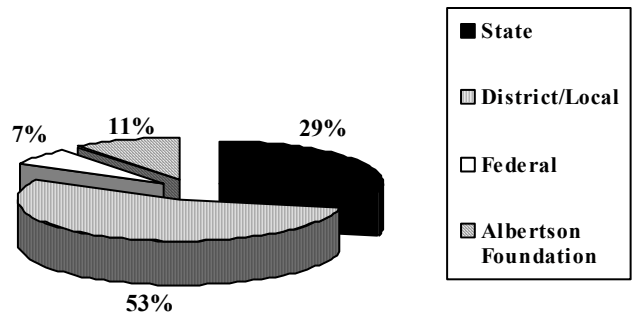
Educational technology funding from the Legislature flows through the Department of Education to the individual school districts according to a set formula. In 2001, the State of Idaho allocated a statewide average of \$42 per student for technology, the approximate cost of buying one school textbook per student.



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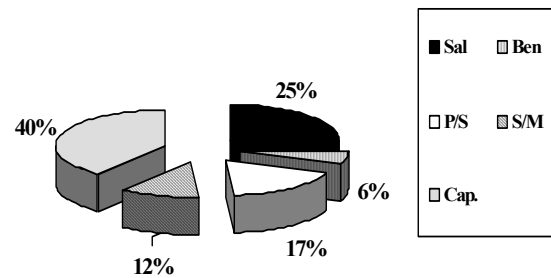
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Over the past seven years, technology funds provided by the Legislature account for 29% of the money spent for educational technology. Individual school districts have provided 53% of the money spent for educational technology in the state. Additional sources of funding include the J.A. and Kathryn Albertson Foundation (JKAF). The JKAF has been very generous and helpful to public education in Idaho. They have provided 11% of educational technology funding in Idaho public schools. The remaining 7% of educational technology costs have come through the federal Technology Literacy Challenge Fund (TLCF) and Goals 2000 programs in the form of competitive grants.



Total Technology Expenditures by Funding Sources 1994-2001

These funds have used to support technology initiatives in the following ways: salaries of a technology coordinator and/or computer technician 25%, benefits of a technology coordinator and/or computer technician 6%, purchased services for computer maintenance, internet access, training, and/or evaluation 17%, supplies such as software, toner cartridges 12%, and capital objects such as computers and printers 40%.



Total Technology Expenditures by

### Status of revising the Idaho State Technology Plan

The Idaho State Department of Education, under the direction of the Idaho Council for Technology in Learning is coordinating the revision of Connections: A Statewide Plan for Technology in Idaho Public Schools which was written in 1996. The reason this is being done is because it is mandated by federal reporting requirements to obtain Ed Tech funds and to make reporting from the school districts more streamlined and efficient. Also, Connections did not address the new legislation on Assistive Technologies for Students with Disabilities (Section 508). Although the draft version of the plan is currently K-12 – it is aligned with federal, state board of education, state department of education, and the original 8 ICTL goals that allow for the information to be seamlessly merged with K-Life plan.

ICTL has contracted with Sheryl Bishop of Effective Solutions Inc. to do research and compile data from federal, state, business, and district stakeholders. Additionally, we have obtained preliminary district stakeholder input during the statewide tour and obtained preliminary district input through the K-12 sub-committee meeting. A statewide team of stakeholders is going to be meeting and going over what has been developed so far. This group will make recommendations which will then be taken statewide in public meetings. A draft version of the plan will be presented to the ICTL at the December, 2002 meeting.

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA

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## SUBJECT

Progress Report: Idaho Public Television

Peter Morrill will present the report.

## IPTV PROGRESS REPORT OUTLINE

- Digital television mandate update
  - Funding, so far
    - FY 00 State \$233,000
    - PTFP \$668,000
    - FY 01 State \$2,000,000
    - PTFP \$485,000
    - FY 02 State \$6,000,000
    - PTFP \$882,000
    - FY 03 State \$433,000
    - CPB/DDF TBA
    - \$ Total So Far \$10,701,000**
  - DTV construction update:
    - KCDT-DT, Coeur d'Alene
    - KISU-DT, Pocatello
    - KUID-DT, Moscow
    - KIPT-DT, Twin Falls (FY 03)
    - Statewide Network Operations Center
  - FY 04-06 funding
    - Anticipate start of digital translator conversion
    - Begin digital conversion of 3 studios (Moscow, Boise, Pocatello)
    - Anticipate requesting \$1.5 million per year for 3 years in one time replacement capital
- Upcoming Challenges
  - Funding
    - State funding, FY 03
      - 4 positions eliminated
        - Outreach Director
        - Ed. Services Specialist
        - DTV Engineer
        - Fiscal Specialist
      - 1 position frozen, Traffic Clerk
    - The Future
    - Closing remarks



## **PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA**

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### **SUBJECT**

First Reading, Governing Policies and Procedures, Changes to Section IV. Organization Specific Policies and Procedures, Subsection C. Idaho Educational Public Broadcasting System (IEPBS)

### **BACKGROUND**

In August 2000, the Board added requirements to policies governing the IEPBS that advisory statements be run at least once per day and be printed on various materials, and that reports be provided on programming activities broken down into specific categories. This action was in response to legislative intent language included in the appropriation bill for FY 01 (July 1, 2000 – June 20, 2001). At the June 2001 meeting, the Board acted to remove various references to the legislative intent language; however, kept the requirements to run disclaimers and require additional reports.

### **DISCUSSION**

Proposed policy changes include:

1. Remove requirement to broadcast advisory statements. Viewer comments and actions by the Board of Directors of the Friends of Idaho Public Television support a move to discontinue broadcasting these statements.
2. Revise requirement for overview report (see pg. 20) such that it can be forwarded to the Board before their regularly scheduled meetings and not be included in the agenda each time.
3. Remove requirements for quarterly reports of broadcasting activities (see pg. 20) in specific categories, and instead provide that records of broadcasting activities be kept and reports be provided to the Board upon request.
  - a. The categories listed came from the FY01 appropriation bill legislative intent language. These categories are not generally used by the industry, and thus, require staff at IPTV to subjectively determine where each show should be classified.
  - b. Board approved performance measures will continue to be received and include information relative to broadcasting activities, such as:
    - 1 - The percentage of broadcast hours of closed-captioned programming to aid visual learners and the hearing impaired.
    - 2 - Broadcast programs that specifically serve the needs of children, ethnic minorities, learners and teachers, a well-informed citizenry (public affairs programming), and Idaho-specific programming and productions.
  - c. The Board would continue to receive draft reports of monthly programming decisions, reports of viewer input, and the overview of important activities.
  - d. IPTV receives quarterly ratings reports that place programs into industry categories. The industry categories are applied more objectively, and evolve with changing formats. These reports could be provided to the Board upon request to provide an additional look at what is being offered.

### **BOARD ACTION**

A motion to approve for first reading the changes to Section IV. Organization Specific Policies and Procedures, Subsection C. related to the Idaho Educational Public Broadcasting System.

# **Idaho State Board of Education**

## **GOVERNING POLICIES AND PROCEDURES**

**SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES**

**Subsection: C. Idaho Educational Public Broadcasting System**

**April 2002**

### **C. Idaho Educational Public Broadcasting System**

#### **1. Purpose**

The Idaho Educational Public Broadcasting System provides administrative, operational, and programming expertise, direction, guidance, and assistance to the management and staff of Idaho's three (3) public television stations. In addition, the general manager develops long-range planning, goals and objectives, and procedures for public broadcasting to ensure fiscal and programming accountability and credibility and to ensure adherence to local, state, and federal regulations.

#### **2. Delegation of Authority**

The general manager serves at the pleasure of the State Board of Education. The Board delegates to the general manager as the chief executive officer the responsibility to manage, coordinate, and supervise the Idaho Educational Public Broadcasting System and Idaho's three (3) public television stations in compliance with this policy and all other directives of the Board. The chief executive officer is also responsible for the preparation and submission of an agenda for matters related to the Idaho Educational Public Broadcasting System for Board review and action.

#### **3. Organization**

Central management and systems personnel, after consultation with station management, institutional administration, and the local friends' boards, develops, establishes, and maintains station policies and standards related to programming, operations, and fund-raising activities for the three (3) stations in Idaho.

#### **4. Internal Policies and Procedures**

The general manager may establish additional policies and procedures for the internal management of the Idaho Educational Public Broadcasting System and stations that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

#### **5. Compliance**

- a. The State Board of Education is the holder of the Federal Communications Commission licenses to operate the transmitters, translators and related facilities of Idaho Educational Public Broadcasting System.
- b. The general manager is responsible for ensuring adherence to local, state, and federal regulations by all public broadcasting operations in the State of Idaho for which the Board is the designated licensee of the Federal Communications Commission.

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6. Programming Policies and Procedures

a. The State Board of Education and Idaho Educational Public Broadcasting System subscribe to the Statement of Principles of Editorial Integrity in Public Broadcasting as adopted by the Board in 1987.

b. IEPBS shall follow written procedures for choosing and scheduling programs. Such procedures, and any changes or amendments thereto, are subject to prior review by the Board.

c. Viewer Discretion ~~and Advisory Statements~~

~~(1) IEPBS shall utilize the Television Rating System of the National Association of Broadcasters for the purpose of airing Viewer Discretion Announcements as appropriate. However, such rating system shall not be a determinative factor in the program selection process.~~

~~(2) At least once each broadcast day at various times, and at other times as appropriate, IEPBS shall broadcast an announcement in a form substantially similar to the following:~~

~~Events and depictions appearing on this Idaho Educational Public Broadcasting System that are broadcast for the purpose of providing in-depth news coverage, documentaries and information valuable for Idaho citizens, may at times show acts that, if committed in Idaho in reality, would be violations of Idaho criminal laws. The Idaho Educational Public Broadcast System and the Idaho State Board of Education expressly offer such programs as a part of IEPBS's highest priority of programming and not for the purpose of promoting, supporting or encouraging the violation of any Idaho criminal statutes.~~

~~(3) On all programming materials printed or distributed by IEPBS, and on air at least once each broadcast day at various times and at other times as appropriate, the following paragraph shall be included, or broadcast, in a form substantially similar to the following:~~

~~As a part of the Idaho Educational Public Broadcasting System highest priority of programming in broadcast (among other things, in-depth news coverage, documentaries and information valuable for Idaho citizens) some content may be controversial. IEPBS and the State Board of Education encourage families to exercise decisions as to values important to them to determine whether to watch any IEPBS program. In order to assist families in making the decision, information about programming is available on-line, by phone and in writing.~~

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- d. IEPBS shall report to the State Board of Education a draft copy of its monthly programming decisions in advance as directed by the Board or the Executive Director. Such prior notice shall be sufficient to allow the Board to monitor and review such decisions as required by law.
- e. IEPBS shall monitor viewer input and report a monthly summary of communications from viewers regarding programming and related issues from the previous month.
- f. IEPBS shall report an overview of important activities of IEPBS ~~for~~before the Board's regularly scheduled meetings.
- g. IEPBS shall keep records of all broadcasting activities, and provide reports to the State Board of Education ~~with quarterly reports of, all broadcasting activities in the following categories~~ upon request.

~~(1) K-12 Education~~

~~(2) Higher Education~~

~~(3) Public Safety~~

~~(4) Lifelong Learning~~

~~(5) Cultural and Family Enrichment~~

~~(6) Character Education and Virtues Embodied in 1995 HCR 19~~

~~(7) In-depth news coverage~~

~~(8) Documentaries~~

## **PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA**

**June 27, 2002**

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### **SUBJECT**

First Reading, Governing Policies and Procedures, Changes to Section III. Postsecondary Affairs, Subsection P. 17. Students Called to Active Military Duty

### **BACKGROUND**

After the September 11, 2001 attack, awareness heightened regarding the treatment of students called to active military duty in the middle of an academic term. Some institutions have formal policies regarding how they will accommodate students, while others respond informally on a case-by-case basis. Interest has arisen in having a general statewide policy that will set forth basic requirements to best meet student needs and show support for those students serving in the U.S. Armed Forces.

### **DISCUSSION**

Board staff worked with representatives from all of the institutions in compiling a draft policy, and will continue to work with the representatives between the first and final reading to come to consensus on a few remaining issues.

The new policy requires institutions to provide at least the following:

- That each institution work to meet the individual student's needs, including the option to continue working with existing instructors once the student is called away.
- That the activated student may elect to completely withdraw, either receiving a "W" on his or her transcript, or no indication of enrollment in the course(s) without the standard withdrawal deadlines being applied.
- That tuition and/or fees will be completely refunded, as well as a pro-rated refund of paid student housing fees, meal-plans, or any other additional fees.

### **BOARD ACTION**

A motion to approve for first reading the changes to Section III. Postsecondary Affairs, Item P.17 related to Students Called to Active Military Duty.

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

**17. Students Called to Active Military Duty**

The Board strongly supports the men and women serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

- a. The activated student may elect to completely withdraw, either receiving a "W" on his or her transcript, or no indication of enrollment in the course(s). The standard withdrawal deadlines will not be applied.
- b. One hundred percent (100%) of the paid tuition and/or fees for the current term will be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student received financial aid, the institution will process that portion of the refund in accordance with each financial aid program.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA**  
**June 27, 2002**

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**SUBJECT**

Presidents' Council Report

Dr. Michael Burke will give the report

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**June 27, 2002**

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**SUBJECT**

Idaho Place / Idaho Water Center Report

UI / ISU officials will give the report