

**Idaho Department of Education  
Public Schools Agenda**

**STATE BOARD OF EDUCATION**

**December 12, 2002**

**Idaho State University, Pocatello**

- A. Letter of Authorization Requests, Bob West**
- B. Petition to Redefine Trustee Zones, Bob West**
- C. Report of Election and Order to Transfer Property from Grangeville Jt. School District No. 241 to Cottonwood Jt. School District No. 242, Bob West**
- D. Report of Election and Order to Transfer Property from Plummer-Worley Jt. School District No. 44 to Coeur d'Alene School District No. 271, Bob West**
- E. Program Review, BYU Idaho, Mike Stefanic**
- F. Annual Yearly Progress Formula, David Breithaupt**
- G. Proposal for Certification Fee Increase, Bob West**
- H. Presentation of the Public Schools Budget for FY 2004, Tim Hill**
- I. Superintendent's Report, Marilyn Howard**

**A. SUBJECT:**

**Letter of Authorization Requests**

**BACKGROUND:**

At its November 14-15, 2002, meeting, the Professional Standards Commission approved sixty-four (64) Letters of Authorization for recommendation to the State Board of Education for its final approval.

Pertinent to the Letters of Authorization, State Board of Education Rule IDAPA 08.02.02.070.01 states that, "The final recommendation of the Commission will be submitted to the State Board of Education by the Superintendent of Public Instruction."

**RECOMMENDATIONS:**

The State Department of Education recommends that the State Board of Education give final approval for the Letters of Authorization that have been submitted as approved by the Professional Standards Commission at its November meeting.

**BOARD ACTION:**

The State Board carried to approve/disapprove/table the requests for Letters of Authorization as submitted by the Professional Standards Commission. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

**ATTACHMENTS:**

1. Letter of Authorization approval lists

# Idaho State Board of Education

December 11-12, 2002

## Letter of Authorization Requests

REQUESTS			The district's request is for a:		
FTE	NAME	DIST	DISTRICT NAME	CERTIFICATE	ENDORSEMENT
1	Allen, Darlene	331	Minidoka County	Standard Exceptional Child	Generalist
1	Andrus, Shelley B.		Idaho Virtual Academy	Standard Elementary	all subjects
1	Ashley, Patrick A.	60	Shelley	he already has his certificate	Natural Science
1	Brandt, Jeff	25	Pocatello	Administrator	Principal
1	Brechwold, Autumm	1	Boise	Standard Exceptional Child	Generalist
1	Burningham, Anna	193	Mountain Home	Standard Exceptional Child	Generalist
1	Bzdell, Antoniea	131	Nampa	Pupil Personnel Services	Speech/Language Pathologist
1	Castenada, Elizabeth	151	Cassia Co	Standard Exceptional Child	Generalist
1	Clelland, Jayne M.	131	Nampa	Standard Exceptional Child	Generalist
1	Cook, Cynthia K.	131	Nampa	Standard Exceptional Child	Generalist
1	Downey, Kevin S.	1	Boise	Standard Exceptional Child	Generalist
1	Escujuri, Arthur R.	131	Nampa	Standard Exceptional Child	Generalist
1	Friend, Heidi A.	136	Melba	Standard Exceptional Child	Generalist
1	Fusaro, Diana M.	131	Nampa	Standard Exceptional Child	Generalist
1	Gay, Karen L.	131	Nampa	Standard Exceptional Child	Generalist
1	Greenleaf, Kelsey M.	221	Emmett	Standard Exceptional Child	Generalist
1	Harper, Jackie L.	193	Mountain Home	Administrator	Principal
1	Heckathorn, Michele	131	Nampa	Standard Exceptional Child	Generalist
1	Hillman, Wanda	231	Gooding	Standard Exceptional Child	Generalist
1	Holyoak, Ronald R.	60	Shelley	Standard Secondary	Physical Education
1	House, Carmen N.	131	Nampa	Pupil Personnel Services	Speech/Language Pathologist
1	Jeffers, Catherine A.	1	Boise	Standard Exceptional Child	Generalist
1	Joyce, Molly	193	Mountain Home	Pupil Personnel Services	School Psychologist
1	King, Tamara	1	Boise	Standard Exceptional Child	Generalist
1	Korn, Susan F.	131	Nampa	Standard Exceptional Child	Generalist
1	Kratochwill, Karen	131	Nampa	Standard Exceptional Child	Generalist
1	Lagomarsino, Mark D.	1	Boise	Standard Exceptional Child	Generalist
1	MacDougall, Elizabeth	131	Nampa	Standard Exceptional Child	Generalist
1	Meservy, Lisa M.	193	Mountain Home	Standard Exceptional Child	Generalist
1	Millican, Megan	413	Filer	she already has her certificate	Natural Science
1	Nielsen, Kaveri	1	Boise	Standard Exceptional Child	Generalist
1	Pena, Joyce L.	131	Nampa	Standard Exceptional Child	Generalist
1	Puga, Susan K.	131	Nampa	Standard Exceptional Child	Generalist
1	Robinson III, George W.	131	Nampa	Standard Exceptional Child	Generalist
1	Rouse, Glen M.	83	W. Bonner Co.	Standard Exceptional Child	Generalist
1	Sample, Roseanne		Idaho Virtual Academy	Standard Elementary	all subjects
1	Smith, Sarah L.	193	Mountain Home	Standard Exceptional Child	Generalist
1	Stephens, Jennifer	413	Filer	EC/ECSE Blended	Birth thru Grade 3
1	Stephens, Sherrill	1	Boise	Standard Exceptional Child	Generalist
1	Taylor, Brian W.	1	Boise	Standard Exceptional Child	Generalist
1	Underwood, Julie A.	221	Emmett	Standard Exceptional Child	Generalist

41 Total **New** Requests

1	Asbury, Christopher W.	193	Mountain Home	Standard Exceptional Child	Generalist
1	Barbosa, Juan R.	363	Marsing	Standard Secondary	ESL
1	Bartosz, Joseph	193	Mountain Home	Standard Exceptional Child	Generalist
1	Besel, Steven A.	433	Midvale	he already has his certificate	Communications/Drama
1	Bosh, Rahnona M.	231	Gooding	Standard Exceptional Child	EC/SE
1	Christensen, Patsy G.	151	Cassia Co.	Standard Exceptional Child	Generalist
1	Cooper, K. Arlene		Hope House Academy	Standard Exceptional Child	Generalist
1	Harrah, Susan C.	151	Cassia Co.	Standard Exceptional Child	Generalist
1	Hyslop Terra M.	131	Nampa	Standard Exceptional Child	Generalist
1	Kelly, Kara L.	414	Kimberly	Standard Exceptional Child	Generalist
1	Kimble, Connie A.	84	Lake Pend Oreille	Pupil Personnel Services	School Counselor
1	Loveland, Janet B.	151	Cassia Co.	Pupil Personnel Services	School Counselor
1	Loveless, Carol	151	Cassia Co.	Standard Exceptional Child	Generalist
1	Madsen, Nicole	151	Cassia Co.	Standard Exceptional Child	Generalist
1	Mason, Debra A.	136	Melba	Standard Exceptional Child	Generalist
1	McGurkin, Monica L.	283	Kendrick	Pupil Personnel Services	School Counselor
1	Patterson, Lisa D.	281	Moscow	Pupil Personnel Services	Speech/Language Pathologist
1	Peet, Bobbie R.	41	St. Maries	Standard Secondary	Business Technology Education
1	Reynolds, Joan S.		Hope House Academy	Standard Exceptional Child	Generalist
1	Roberts-Paeth, Amy S.	131	Nampa	Standard Exceptional Child	Generalist
1	Smith, Joan C.	292	South Lemhi	Standard Secondary	English
1	Stimpson, Susan L.	131	Nampa	Pupil Personnel Services	Speech/Language Pathologist
1	York, Deborah M.	414	Kimberly	Pupil Personnel Services	School Counselor

23 Total **Renewal** Requests

**B. SUBJECT:**

**Proposal to Rezone a School District**

**BACKGROUND:**

Idaho Code 33-313 states that following the release of the decennial census data each school district board of trustees shall prepare a proposal to equalize the population of their trustee zones. It also states that the boundaries of the trustee zones in each school district shall be defined and drawn so that, as reasonably as may be, each such zone shall have approximately the same population. These proposals must be submitted to the State Board for approval.

**DISCUSSION:**

The Department of Education reviewed the proposal from Salmon School District No. 291. The review included insuring population equalization based on the numbers submitted and correcting legal descriptions and maps as needed.

**RECOMMENDATION:**

It is recommended the State Board of Education approve the proposal.

**BOARD ACTION:**

It was carried to approve/disapprove/table the proposal from Salmon School District No. 291 to redefine their trustee zones. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

### **C. SUBJECT:**

#### **Order to Transfer Property from Grangeville Joint School District No. 241 to Cottonwood Joint School District No. 242**

### **BACKGROUND:**

The State Department of Education received a petition submitted under the provisions of § 33-308 to transfer approximately  $\frac{3}{8}$  square mile of land from Grangeville Joint School District No. 241 to Cottonwood Joint School District No. 242. Pursuant to rules adopted by the State Board, the Department of Education appointed a hearing officer. A hearing was held on June 3, 2002, and the hearing officer recommended that the petition be disapproved. The State Board of Education at its meeting on August 15, 2002, rejected the hearing officer's recommendation and approved the petition. An election was held on October 1, 2002, and the official results of the canvass, as certified by the Clerk of Idaho County, show that the issue passed.

### **DISCUSSION:**

The Department of Education has prepared an Order for the President's signature with the following points:

1. That the SW  $\frac{1}{4}$  and the W  $\frac{1}{4}$  SE  $\frac{1}{4}$ , Section 24, Township 31 North, Range 1 East Boise Meridian, be excised from Grangeville Joint School District No. 241 and annexed to Cottonwood Joint School District No. 242.
2. That this order shall be effective on December 11, 2002.
3. That the State Department of Education shall issue a notice to the State Tax Commission, Idaho County Commissioners, Grangeville Joint School District and Cottonwood Joint School District that such boundary change has been ordered by the Board effective December 11, 2002.

### **RECOMMENDATIONS:**

The State Board of Education approve the Order prepared by the Department of Education.

**BOARD ACTION:**

The State Board carried to approve/disapprove/table the Order to transfer property. It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

#### **D. SUBJECT:**

#### **Order to Transfer Property from Plummer-Worley Joint School District No. 44 to Coeur d'Alene School District No. 271**

#### **BACKGROUND:**

The State Department of Education received a petition submitted under the provisions of § 33-308 to transfer approximately 12 square miles of land from Plummer-Worley Joint School District No. 44 to Coeur d'Alene School District No. 271. Pursuant to rules adopted by the State Board, the Department of Education appointed a hearing officer. A hearing was held on June 3, 2002, and the hearing officer recommended that the petition be approved and an election held. The State Board of Education at its meeting on August 15, 2002, accepted the hearing officer's recommendation. An election was held on October 8, 2002, and the official results of the canvass, as certified by the Clerk of Kootenai County, show that the issue passed.

#### **DISCUSSION:**

The Department of Education has prepared an Order for the President's signature with the following points:

1. That the following property be excised from Plummer-Worley Joint School District No. 44 and annexed to Coeur d'Alene School District No. 271:  
T49N, R4W: Sections 19, 20, 29, 30, 31, and 32;  
**T48N, R4W: Sections 5, 6, and those portions of Sections 7 and 8 not currently in the Coeur d'Alene School District;**  
T49N, R5W: Sections 24, 25 and 36;  
T48N, R5W: Section 1 and that portion of Section 12 not currently within Coeur d'Alene School District.
2. That this order shall be effective on December 11, 2002.
3. That the State Department of Education shall issue a notice to the State Tax Commission, the Kootenai and Benewah County Commissioners, the Plummer-Worley Joint School District and the



Coeur d'Alene School District that such boundary change has been ordered by the Board effective December 11, 2002.

**RECOMMENDATIONS:**

The State Board of Education approve the Order prepared by the Department of Education.

**BOARD ACTION:**

The State Board carried to approve/disapprove/table the Order to transfer property. It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

## **E. SUBJECT:**

### **BYU–Idaho Program Approval**

## **BACKGROUND:**

Prior to June 21, 2000, the “teacher preparation program” in Rexburg, Idaho, was known as Ricks College, a two-year program that articulated with Lewis-Clark State College in Lewiston, Idaho, to produce elementary education teacher candidates. The program met state standards resulting in an institutional recommendation for Idaho certification. On June 21, 2000, Gordon B. Hinckley, President of the Church of Jesus Christ of Latter-Day Saints and Chairman of the Board of Trustees for Ricks College, announced that Ricks College would become a four-year institution known as Brigham Young University-Idaho and referred to as BYU-Idaho. The official name change took place on August 10, 2001.

With this announcement, BYU-Idaho became an independent institution offering several programs preparing candidates to become eligible for Idaho teacher certification. This necessitated BYU-Idaho to undergo a state-required, on-site teacher preparation program review to determine if the institution met state standards as approved by the State Board of Education. These standards became effective July 1, 2002. Without state approval, candidates from BYU-Idaho would not be eligible for state certification.

## **DISCUSSION:**

Through the dean of the College of Education, BYU-Idaho requested an on-site teacher preparation program review. The relatively early review request was necessary, since approximately 17 candidates were involved in a collaborative teacher preparation program agreement between Ricks College and Lewis-Clark State College at the time. This agreement ended when BYU-Idaho became a four-year institution. Based on the collaborative agreement, these candidates plan to graduate and apply for certification in December of 2002.

The review was conducted by a trained state team on October 12-16, 2002. The team determined that all programs reviewed met minimum state standards and subsequently recommended to the Professional Standards Commission conditional approval of all programs reviewed. Conditional

approval was recommended by the state team based on the fact that the knowledge and disposition standards were being met and that the performance assessment plan will be more fully implemented following the results of student teaching experiences, which will begin the winter term of the 2002-2003 school year. A further recommendation of the state team was for a follow-up on-site visit within two years to determine if program and assessment plans are more fully implemented.

The Professional Standards Commission reviewed the recommendation of the state team, reviewed the written rejoinder, heard a response from the dean of the College of Education at BYU-Idaho at the November 15, 2002, Commission meeting, substantiated the state report, and prepared an appropriate recommendation for State Board of Education consideration.

**RECOMMENDATION:**

The Professional Standards Commission recommends that the State Board of Education grant conditional approval for all teacher preparation programs at BYU-Idaho subject to a follow-up on-site visit within two years of the on-site visit completed on October 12-16, 2002.

**BOARD ACTION:**

The State Board of Education carried to approve/disapprove/table the recommendation by the Professional Standards Commission for conditional approval of all teacher preparation programs at BYU-Idaho subject to a follow-up on-site visit within two years of the on-site visit completed on October 12-16, 2002. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ and carried.

**ATTACHMENTS:**

1. BYU-Idaho State Team Report
2. Rejoinder and Additional Discussion at Commission Request

**Rejoinder for the Program Approval Evaluation  
of Brigham Young University-Idaho  
Conducted on October 12-16, 2002**

Submitted by Gary L. Marshall, Dean  
College of Education  
Brigham Young University-Idaho  
November 6, 2002

We at Brigham Young University-Idaho acknowledge receipt of the Team Report from the visit conducted on October 12-16, 2002. Most of those who are closely involved with our education programs have had an opportunity to read and review the Report. We want to thank all who were involved in the state team's visit for their evaluation and review of our teacher preparation programs. We value the observations, comments, analysis, and suggestions of the visiting team. We acknowledge with appreciation the Herculean efforts of the team. We know how much time was involved and the amount of work that these review processes take to complete. We know that the process is somewhat laborious; it certainly is not easy. We sincerely appreciate the team's efforts.

We know that we have much to do and are committed to improving our programs as we continue the transition to a four-year institution. We are especially pleased with the team's comments concerning our elementary education program. We have provided a two-year program in elementary education for many years and have partnered with LCSC to provide a four-year program. We have had more experience in elementary education and are further along in developing that program. The team obviously agreed that our efforts have been in the right direction.

Our secondary education programs are not as far along. Our secondary methods classes, both content methods and core methods classes, are in their infancy. We have no secondary students doing student teaching at the present time. We do acknowledge that our secondary students need earlier exposure to the public school classroom and to 6-12 students. We appreciate the comments and suggestions of the team relative to that weakness in our secondary programs. We also desire more practicum and teaching opportunities for our secondary candidates and will provide our candidates with those opportunities. We know that we must make some adjustments. We will be proceeding carefully, but deliberately, in further developing practicum field experience components to ensure that each school visit is focused and adding value to each candidate's preparation.

Brigham University-Idaho is seeking **conditional approval** from the State Board of Education for its teacher education programs during this initial program review. We are pleased that the visiting team has recommended that conditional approval be granted to each of the programs that were reviewed. We ask the Professional Standards Commission to accept the team's Report. It is our hope that the PSC will recommend to the Idaho State Board of Education that each program reviewed at BYU-Idaho be granted conditional approval. We are anxious that our candidates can graduate and be recommended for certification. We are also anxious to move ahead and further refine and focus our teacher education programs.

## **Additional Discussion at Commission Request**

As given to the Professional Standards Commission on Friday, November 15, 2002,  
by Gary L. Marshall, Dean  
College of Education, BYU-Idaho

We do acknowledge that our secondary students need earlier exposure to the public school classroom and to 6-12 students. We appreciate the comments and suggestions of the team relative to that weakness in our secondary programs. We also desire more practicum and teaching opportunities for our secondary candidates and will provide our candidates with those opportunities. We know that we must make some adjustments.

We do, however, feel that the tone of the Report was overly critical of our secondary education programs and did not acknowledge adequately that the lack of “evidence” for certain “performances” was based on the fact that we simply had no students far enough along in the programs to provide that evidence. Our secondary methods classes, both content methods and core methods classes, are in their infancy. We have no secondary students doing student teaching at the present time. The lack of evidence for certain skills and performances and the rating of “unacceptable” for many of the standards, then, is not due to a failure of our programs or our plans for those programs, but more specifically due to the point at which we are in the execution of the programs. We wish that the Report of the team had acknowledged our situation more clearly.

We also understand the focus of the visiting team on “performance” as something that must be evaluated when our candidates are in the public schools with P-12 students. The most important “performance” is, no doubt, what a candidate can do in the actual teaching experience. We strongly believe that. But we also strongly believe that “performance” must be assessed in many ways and at many times in a candidate’s experience. There is great value in tracking performance at every step in a candidate’s preparation as it relates to knowledge and dispositions, not just to teaching performance. That kind of assessment can provide a more accurate picture of overall candidate performance and ability. That approach to assessment has been a significant focus of our programs as we have been building them. That approach has brought our content faculty into the process with us. It has helped them focus squarely on all the standards which must be considered in their disciplines. It has also helped our secondary education faculty focus more clearly on the standards as they relate to pedagogy and best educational practices. We do not believe that our efforts to assess all of the “indicators” of the “core standards,” all the indicators of the “foundation standards,” and all the indicators of the “enhancements standards” were adequately acknowledged in the Report. There was significant performance data available to the team on content mastery and on our candidates’ understanding of best pedagogical principles. We felt that the team sometimes ignored or glossed over that important evidence. We believe it is an extremely important, early indicator of how our candidates can perform in the classroom as professional educators.

Again, we do agree that the most important “performance” is what a candidate can do in the actual teaching experience. We do need to provide more practical experience in teaching for our secondary candidates. But while we agree that there is value in getting pre-service students out in the schools, we feel strongly that it must be properly structured before it yields its greatest worth as a training tool. Consequently, we will be proceeding carefully in our practicum components to ensure that each school visit is focused and adding value to the candidate’s experience.

## **F. SUBJECT:**

### **Annual Yearly Progress Formula**

## **BACKGROUND:**

The Idaho Adequate Yearly Progress Formula is intended to meet the requirements of the No Child Left Behind Act of 2001. The formula provides a regression line with which to evaluate the academic progress of schools and includes those factors required by law as well as factors suggested by the U.S. Department of Education and Idaho State Code. This document includes a discussion of the No Child Left Behind Act of 2001 and establishes an achievement distribution to define the level of academic performance required for students to meet the proficient level or above. It also contains a discussion of the minimum number of students required for disaggregation of the data and public reporting. The construction of the formula as well as (1) examples of the impact each factor has on the formula result and (2) an example using the data from a rural Idaho high school are examined.

## **DISCUSSION:**

The No Child Left Behind Act of 2001 (NCLB) became effective January 8, 2002. This law is the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) and is intended to focus on the academic achievement of students through accountability at all levels of public education.

Adequate Yearly Progress (AYP) is a key requirement of NCLB. AYP is a plan to hold each school accountable for the achievement of all students at the proficient level or above by the end of the 2013-2014 school year. AYP is to be determined for each school for the total student body as well as certain subpopulations (No Child Left Behind Act, 2002, §1111(b)(2)(C)(v)).

## **ATTACHMENT:**

1. The Idaho Adequate Yearly Progress Formula

## **G. SUBJECT:**

### **Proposal for Educator Certification Fee Increase**

## **BACKGROUND:**

Implementation of the strategic plan of the Professional Standards Commission calls for an increase in funds to cover associated costs. Revenue to support PSC operations and improvements depends entirely on fees related to certification prescribed in Idaho Code. An increase in fees, by amending the code as outlined below, will provide the revenue to meet the planned goals.

## **DISCUSSION:**

Amend Idaho Code, Section 33-1205, as supported by the Professional Standards Commission, to:

- Increase the fee for initial and renewal preschool – 12 educator certification applications from \$35 to \$75 every five years. The fee would cover one or more certificates and not more than 2 endorsements per certificate. A fee of \$25 would be charged for each additional endorsement.
- Increase the fee for additions or other changes in certificates after initial or renewal credentials have been granted, during the five-year active life of a certificate, from \$15 to \$25 for each change application. The fee to replace a certificate with no additions or changes in the credential would be \$10.
- Increase the fee for applicants enrolled in preschool - 12 teacher preparation programs toward standard certification through alternate options approved by the state board of education, such as the Letter of Authorization and similar alternate certificates, from \$35 to \$100 per year.

## **RECOMMENDATION:**

The Department of Education recommends endorsement of the increase in fees.

**BOARD ACTION:**

It was carried to approve/disapprove/table the increase in certification fees.  
Moved by \_\_\_\_\_, seconded by  
\_\_\_\_\_, and carried.

**ATTACHMENTS:**

1. Memo from Bob West giving specific justification to increase fees.



## MEMORANDUM

FR: Bob West

RE: Increase in the Educator Certification Fee

DT: 11/8/2002

The Superintendent of Public Instruction and the Professional Standards Commission are seeking the increase because:

- Costs of the operation of the Professional Standards Commission (PSC), completely supported by certification fees, have steadily increased over time, and have not kept pace with PSC demands and responsibilities. In 1969, the legislature created the PSC within the department of education and, as public policy, it was set up to be supported by certification fees.
- There has been no increase in the certification fee (\$7 per year) for over 15 years.
  - The implementation of the PSC strategic plan requires the revenue from the fee increase. One of the most significant goals of the plan is: “To increase the level of funding necessary to provide essential information and support systems for greater efficiency and productivity of the Professional Standards Commission.” The strategy to accomplish that would be a fee increase sufficient to assign full-time staff to help manage Professional Standards Commission affairs by blending/combining MOST (Maximizing Opportunities for Students and Teachers) and the Professional Standards Commission into one potent organization that would be more cost-effective, efficient, and productive.
- The administration and operations of the PSC include: investigations of all complaints of ethics violations by certificated educators, implementation of quasi-judicial hearings related to those investigations, implementation with colleges of education all teacher training standards for initial certification and college accreditation, and the formation of teams to conduct program reviews of all public and private colleges and universities that produce teachers, administrators and specialists, to make sure they actually meet the accreditation standards. The fee increase will help make up for the reduction in state general funds with which to operate this office.

- The PSC has responsibilities to create and enforce the code of ethics for educators throughout the state, and it has major responsibilities to evaluate and make recommendations to the State Board of Education regarding all letters of authorization for those without full certification. It also may make recommendations regarding teacher preparation standards, certification standards, personnel development standards, and public policy to improve the quality of education.

- It is in these last areas, since 1999 that the State Board of Education has supplemented the PSC by a distinct and complementary effort to do research and development in area of public policy analysis, teacher preparation standards that meet regional and national professional criteria, teacher supply and demand forecasts, teacher certification, and personnel evaluation and development policy. This was necessary because the PSC simply does not have the necessary resources to do the job. This work has been support by a grant from a private foundation (J.A. and Kathryn Albertson) at \$237,500 per year for four years. The four years is about up; yet the research and development needs to continue. A grant from the U.S. Department of Education has also provided support, which also comes to an end during this fiscal year.

- Costs of the operation of the office of teacher certification have also increased over the last 15 years. That office is to be partially supported by certification fees, as a matter of public policy, as directed by the state legislature in 1981.

There are occupational or professional license fees in many fields of work. When comparing the normal and customary fees paid by members of other professions with the \$15 per year for educators, the fee increase can be seen to be reasonable.

Nursing      Initial fee of \$85, \$25 per year thereafter

Architecture Initial endorsement fee of \$150, \$75 per year thereafter

Cosmetologist Initial fee of \$25, \$25 per year

Real Estate    Application fee of \$250, initial certification fee of \$125, \$250 per year

Appraiser

Psychologist Application fee of \$200, \$200 per year

Counselor Initial fee of \$75, \$60 per year

Barber Initial fee of \$30, \$50 per year

Chiropractor Initial fee of \$250, \$100 per year

Licensure fees are also paid, in excess of \$15 per year by the following:

Acupuncturists

Environmental Health Specialists

Landscape Architects

Morticians

Optometrists

Podiatrists

Social Workers

Denturists

Residential Care Facility Administrators

Bob West

Department of Education

## **H. SUBJECT:**

### **Presentation of the Public School Budget for FY 2004**

## **BACKGROUND:**

For the last quarter century, the Public School Coalition has met with the State Superintendent of Public Instruction to develop a public school funding budget request. "Membership" has changed over the years, but the core group – representing school administrators, parents, teachers, and elected school trustees – has remained intact. To prepare the FY 2004 request, the coalition met several times during the spring and summer, joined by representatives of the Office of the Governor, Legislative Budget Office, Division of Financial Management, Office of the State Board of Education, Idaho Tax Commission, and other related interests, to discuss and make specific budget recommendations to Dr. Howard. The FY 2004 Public Schools Budget Request is based on those recommendations.

## **DISCUSSION:**

Mr. Tim Hill, Bureau Chief for Finance & Transportation, Department of Education, will present additional information per the request of the State Board of Education at the October 2002 meeting.

## **RECOMMENDATION:**

The Department of Education recommends that the State Board of Education endorse and support the FY 2004 Public Schools Budget Request as submitted by the Superintendent of Public Instruction.

## **BOARD ACTION:**

The State Board carried to approve/disapprove/table the request by Superintendent of Public Instruction Marilyn Howard, and the Public School Coalition, to endorse and support the Public Schools Budget Request for FY 2004 as submitted. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

## **ATTACHMENTS:**

1. FY 2004 Public Schools Support Budget Request
2. FY 2004 Public Schools Support Budget Request (DFM format)
3. Salary-Based Apportionment History
4. FY 2004 Salary & Benefit Apportionment Detail
5. Experience and Education Index History
6. Average Salaries of Public School Teachers
7. Beginning Teacher Salaries, 2002-2003 School Year
8. Federal Funds Comparison

***Note:*** These documents were not furnished electronically. For a copy, contact LaRae Ashby at 208-332-6840.

**I. SUBJECT:**

**Superintendent's Report**