

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
March 20-21, 2006

TAB	DESCRIPTION	ACTION
1	PRESIDENT'S COUNCIL REPORT	Information Item
2	UNIVERSTIY OF IDAHO PROGRESS REPORT	Information Item
3	IDAHO PUBLIC TELEVISION PROGRESS REPORT (IPTV)	Information Item
4	AGENCY REPORTS	Information Item
5	IDAHO DIGITAL LEARNING ACADEMY: PROPOSED RULE AND UPDATE	Motion to Approve
6	REAPPOINTMENT OF STATE LIBRARY BOARD MEMBER	Motion to Approve
7	LEGISLATIVE UPDATE	Information Item

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APRIL 20-21, 2006

SUBJECT

President's Council Report.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Monthly report given by the President of the President's Council.

DISCUSSION

IMPACT

STAFF COMMENTS AND RECOMMENDATIONS

N/A

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 20-21, 2006

SUBJECT

University of Idaho Progress Report

BACKGROUND

Periodically, the institutions of higher education in the State of Idaho are requested to provide a progress report to the members of the State Board of Education. It has been about one year since University of Idaho has supplied an overview of its status and accomplishments.

DISCUSSION

Dr. Tim White, President of the University of Idaho, will be in attendance at the meeting and present a summary of the accomplishments and future goals of the university.

IMPACT

President White's presentation will provide the State Board members and others with current status information about the University of Idaho.

STAFF COMMENTS AND RECOMMENDATIONS

No staff comments or recommendations are needed at this time.

BOARD ACTION

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 20-21, 2006

SUBJECT

Idaho Public Television Progress Report (IPTV)

BACKGROUND

In an effort to allow the agencies under the authority of the State Board of Education an opportunity to present to the State Board of Education on a more regular basis, one of the agencies will be making a presentation before the Board at each meeting. This report will be a progress report and an opportunity for the agency to supply and overview of its status and accomplishments.

DISCUSSION

Mr. Peter Morrill, Director of Idaho Public Television, will be in attendance at the meeting and present a summary of the accomplishments and future goals of IPTV.

IMPACT

Mr. Morrill's presentation will provide the State Board members and others with current status information about IPTV.

STAFF COMMENTS AND RECOMMENDATIONS

No staff comments or recommendations are needed at this time.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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PLANNING POLICY AND GOVERNMENTAL AFFAIRS COMMITTEE

State Board
of Education Meeting,
Moscow

IdahoPTV Report

April 20, 2006

1

Tuesday,
February 17, 2009

A date to remember...

2

Today's Presentation

- Digital TV Update
- Legislative Action
- Looking Ahead
- Questions...



3

Digital Television Update



4

Why Digital Television?

5



1995 Telecom. Act
&
1997 Balanced Budget Act

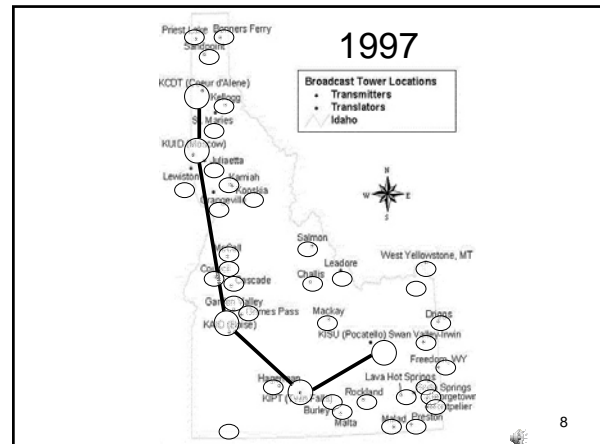
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PLANNING POLICY AND GOVERNMENTAL AFFAIRS COMMITTEE

Federal Mandate Set 3 Goals

- Transmitter Conversion
- Translator Conversion
- Shut Off Analog TV

7



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Our Idaho Plan

Digital Upgrade of...

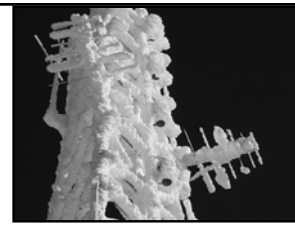
5 Transmitters

37 Translators

4 Basic Studios

Boise, Moscow, Pocatello
& Statehouse

9

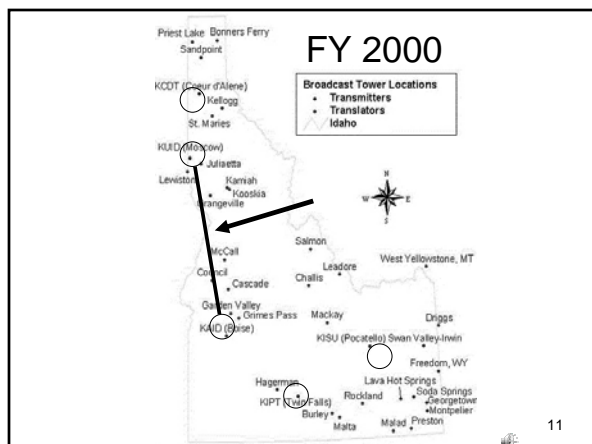


Step 1

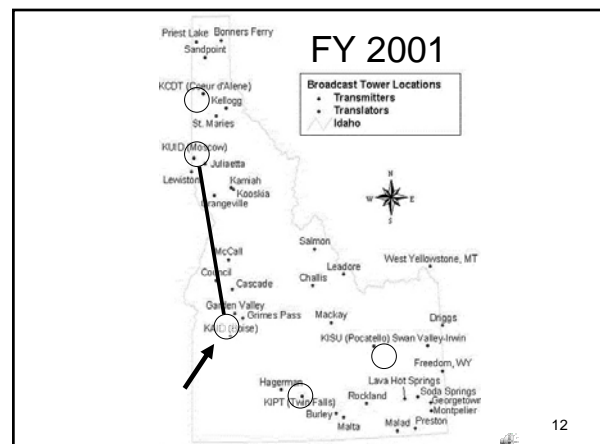
5 Transmitters

Deadline: May 2003

10

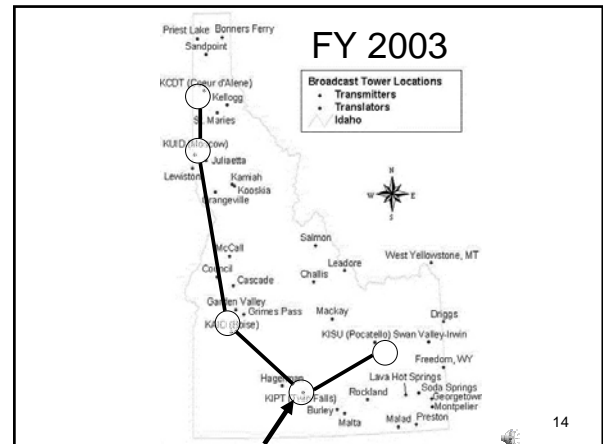
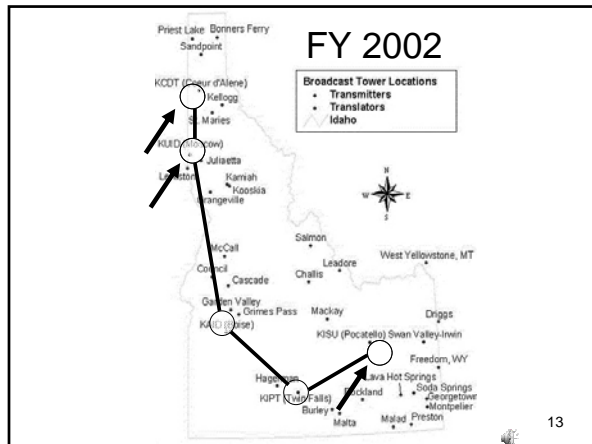


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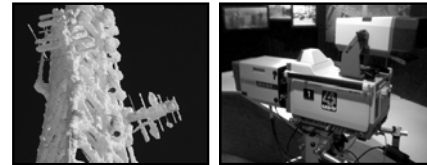
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Met 2003 Transmitter Deadline

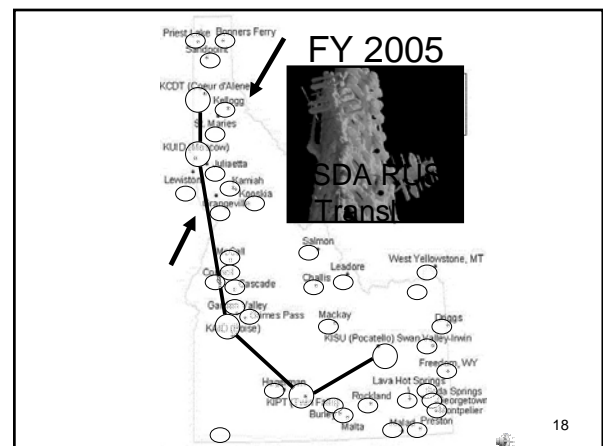
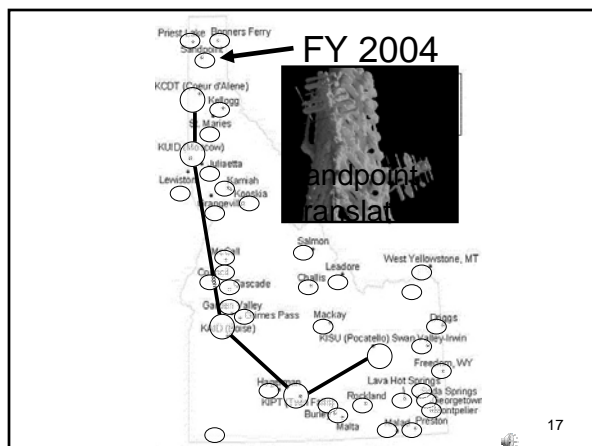


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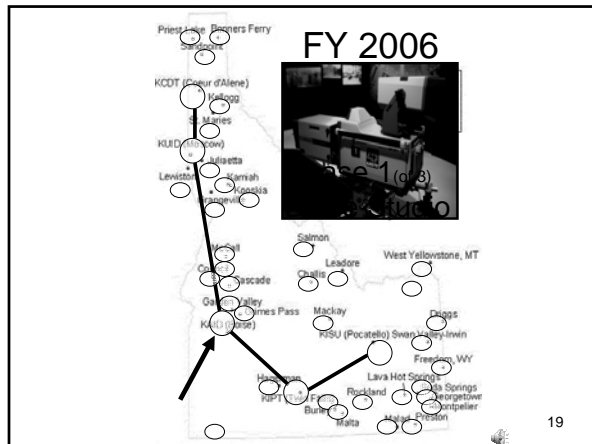


Next Steps, Translators & Studios

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PLANNING POLICY AND GOVERNMENTAL AFFAIRS COMMITTEE





FY 07 Governor's Recommendation:

Replacement Capital \$1.9m

- 5 Translators
- Studios, Poc. & Moscow (Phase 2 of 3)
- 2 vehicles, misc.

20



FY 07 Legislative Action:

Replacement Capital \$1.6m


- 12 Translators (of 29 remaining)
- Studio, Pocatello only
- 2 vehicles, misc.

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FY 07:

• 12 Replacement Translators Identified At-Risk Sites

Bonners Ferry	1991
Driggs	1985
Garden Valley	1980
Georgetown	1978
Lava Hot Springs	1988
Mackay	1980
No Business Peak	1988
Malad	1984
Preston	1990
Priest Lake	1990
Rexburg	1976
Salmon	1991



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Our Idaho Plan, Translators

- FY 07, 12 Translator Sites
- FY 08, 9 Translator Sites
- FY 09, 8 Translator Sites

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Our Idaho Plan, Studio (Phase 2 of 3)




FY 07, Phase 2, Pocatello (only)

- FY 08, Phase 2.5 of 3, Moscow, misc.
- FY 09, Phase 3, Statehouse, misc.

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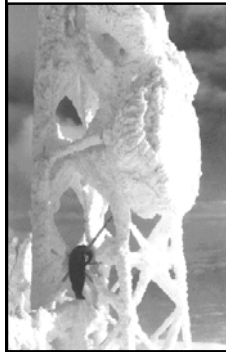
PLANNING POLICY AND GOVERNMENTAL AFFAIRS COMMITTEE



Translator Grant
Submitted, February 7
Requires Match
Grant Announcement, October 1

Idaho	5 sites
Fed/PTFP	7 sites
TOTAL	12 sites (of 29 remaining)

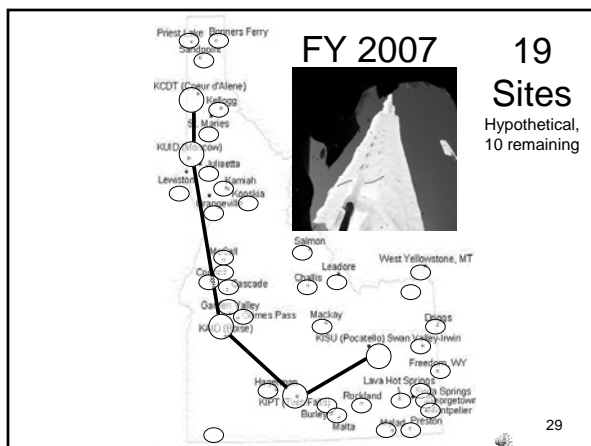
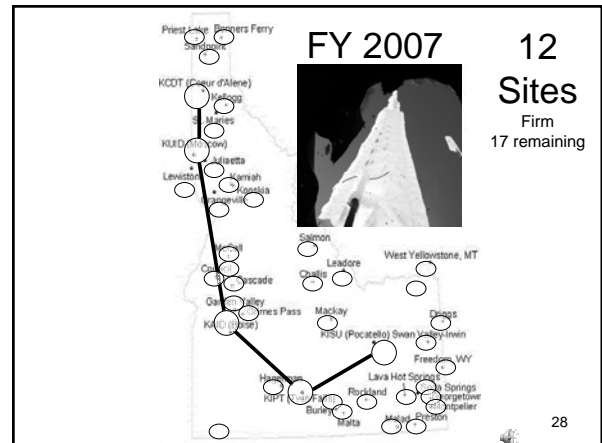
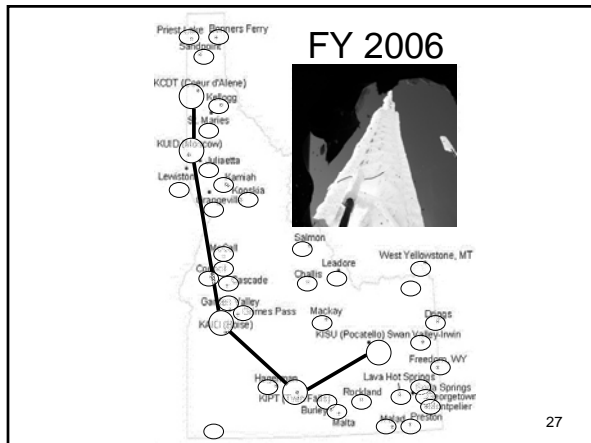
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Translator Grant
Submitted, February 7
Requires Match
Grant Announcement, October 1

Idaho	12 sites
Fed/PTFP	7 sites
TOTAL	19 sites ? (of 10 remaining)

26



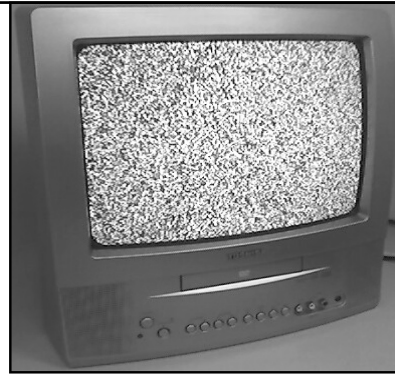
**Tuesday,
February 17, 2009**

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PLANNING POLICY AND GOVERNMENTAL AFFAIRS COMMITTEE

On February 8, 2006
President Bush signed
legislation establishing
February 17, 2009 for the
analog TV shutoff.

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Given the action of
the 2006 Legislature,
IdahoPTV is on track
for February 17, 2009
analog t.v. shutoff.

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State Board
of Education Meeting,
Moscow

IdahoPTV Report

April 20, 2006

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Idaho Public Television
Budget and Strategic Planning Issues
Report to the State Board Of Education
April 20, 2006

To begin with, thank you for the opportunity to present Idaho Public Television's strategic and budget planning issues. In the following paragraphs, I hope to outline my agency's key challenges.

Strategic Issues:

Without question, the principle strategic issue Idaho Public Television (and all television stations nationwide) is facing is the cessation of analog television on February 17, 2009.

As noted in my March 2006 GM Report, as a result of legislation passed by Congress and signed by the President on February 7, 2006, IdahoPTV will be intensely focused on preparing for the analog television transmitter cessation now mandated for February 17, 2009.

As called for in IdahoPTV's 1999 multi-phased/multi-year conversion plan presented to the State Board of Education, all areas currently served by our statewide network of transmitters and translators, and our four studio facilities would be upgraded to mandated digital technology by the required date so as to provide uninterrupted service to Idahoans and the citizens of 6 surrounding states.

For the urban areas that we serve statewide (Coeur d'Alene, Moscow, Boise/Treasure Valley, Twin Falls/Magic Valley and Idaho Falls/Pocatello), Idaho Public Television has been broadcasting digital television since March 2003.

For the primarily rural areas that are served by 37 IdahoPTV translators (repeaters), much work is yet to be done.

To date, funding has been secured for 20 sites, which include:

2004	Sandpoint (State of Idaho)
2005	7 sites of the KUID/Moscow transmitter (U.S.D.A. R.U.S.)
2006	12 sites approved by JFAC (as of this writing on March 26, 2006, budget recommendations have not yet passed both chambers).
Total	20 sites funded, 17 remaining

In addition to these sites, Idaho Public Television submitted on February 6 a competitive grant request to the U.S. Department of Commerce's Public Telecommunications Facilities Program (PTFP) for 7 additional site upgrades. This grant will require local match, which is provided in the funding now under consideration by the Legislature. We will learn of the disposition of this grant by October 1, 2006.

IdahoPTV has just learned of another competitive grant opportunity that shows promise for translator site upgrades at the U.S. Department of Agriculture that is due on May 15,

PLANNING POLICY AND GOVERNMENTAL AFFAIRS COMMITTEE
APRIL 20-21, 2006

2006. Determination on this potential grant is unknown, but will probably be in the fall of 2006.

In addition to readying our translator sites for digital broadcasting, IdahoPTV has also sought to upgrade our basic studio production facilities in Boise, Pocatello, Moscow and the Idaho Statehouse. As a result of funding from the State of Idaho in 2005 and a recent PTFP grant, the upgrade of the Boise facility is now underway with a completion date of June 30, 2006. With funding from the 2006 Legislature, a similar upgrade will occur in Pocatello in fiscal year 2007. This studio upgrade is part of a multi-year partnership with Idaho State University that will include moving our studio and offices from the basement of the Education Building to be co-located with the ISU School of Communication in the Liberal Arts Building. We are expecting exciting new opportunities for programming and education from this partnership. It is anticipated that the move and equipment installation will be complete for the 2007 fall semester.

A similar studio upgrade was proposed by IdahoPTV for the Moscow facility, approved by the State Board of Education and recommended by the Governor, but after deliberation by JFAC was not funded in favor of additional translator upgrades. From the discussion by JFAC, IdahoPTV will resubmit this request for the next legislative session.

Budget Issues:

Based on the urgency of the federal mandate for the cessation of broadcasting by analog television transmitters on February 17, 2009, the following items will be agency priorities for consideration by the 2007 legislative session:

Translators (including power conditioning/backup):

We anticipate requesting funding for up to 9 rural translators (repeaters) and power conditioning/backup for key distribution sites. Amount: @ \$450,000.

Moscow Studio Upgrade (Phase 2.5 of 3)

Based on the spirit of the JFAC discussion in February, we will again request funding for the upgrade of the Moscow studio. The equipment ranges in age from 20-32 years. Amount: \$819,315.

Video File Server System Upgrade

IdahoPTV's current video file server is not compatible with PBS's new video distribution system. It is located in the network operations center in Boise and provides virtually all storage and broadcast capabilities for both the analog and digital statewide television systems of Idaho Public Television. It was purchased in 2002 and is nearing the end of its industry standard life of service. It operates 24 hours per day, 7 days per week, 52 weeks per year. Amount: @ \$250,000.

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SUBJECT

Presentations by the Agencies of the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.A.

BACKGROUND

The State Board of Education is responsible for the general supervision of the Idaho Educational Public Broadcasting System, the School for the Deaf and the Blind, the Division of Professional-Technical Education, and the Division of Vocational Rehabilitation, all of which operate in accordance with the Governing Policies and Procedures established by the Board. The Idaho State Historical Society and the Idaho State Library follow their respective board policies except for state appropriation requests and related matters governed by the State Board of Education.

DISCUSSION

In an effort to provide better information, once a year each agency will have the opportunity to present agency specific information to the Board. There will be a presentation from one agency director at each of the six regular Board meetings throughout the year. Each presentation will be no more than 10 minutes long with five minutes for questions and answers (for a total of 15 minutes).

In addition to these rotating reports, there will be a panel of all of the Directors at the April Board meeting where each Director will have a 3-5 minute presentation to address budget and strategic planning issues. Each agency has also included a short written report starting on page 8. The purpose of this presentation and report is to give the Board members a better understanding of each agency's needs and the issues that they will be facing into the future.

IMPACT

Provide budget and strategic planning information to the Board.

STAFF COMMENTS AND RECOMMENDATIONS

This information replaces the 'Dashboard Reports' that in the past have been included in the agenda on a quarterly basis.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
Governing Policies and Procedures

Section: IV Agency Affairs

Subsection A: Coverage

A. Coverage

The State Board of Education is responsible for the general supervision of the State Department of Education, the Idaho Educational Public Broadcasting System, the School for the Deaf and the Blind, the Division of Professional-Technical Education, and the Division of Vocational Rehabilitation, all of which operate in accordance with the Governing Policies and Procedures established by the Board.

The State Historical Society and the State Library operate in accordance with the policies established by the respective boards of trustees, except for state appropriation requests and related matters governed by the State Board of Education. For purposes of this section, the State Historical Society and the State Library are excluded from coverage unless included by specific reference.

Idaho School for the Deaf and the Blind
Budget and Strategic Planning Issues
Report to the State Board Of Education
April 20, 2006

The state agency known as the Idaho School for the Deaf and the Blind (ISDB) is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. Our faculty, staff, and administration are focused toward achieving the Board's goals while tailoring our service delivery options to the unique clientele we serve throughout the state. The mission and vision of our agency reflects an ongoing commitment to meeting the challenge of serving and educating Deaf/Hard of Hearing and Blind/Visually Impaired children and young adults.

VISION STATEMENT

ACCESS, INDEPENDENCE and MEANINGFUL INTEGRATION FOR EVERYONE

MISSION STATEMENT

- ISDB's purpose is to provide effective supplemental services, information, and resources to lead agencies and families throughout Idaho.
- ISDB provides a continuum of educational opportunities designed to meet the needs of children, families, and service delivery partners.
- ISDB's education philosophy of rigor and excellence results in student access to the world at large.

ISDB currently serves nearly 800 students through a state-wide Outreach Program with 7 regional offices located in major cities. The Day/Residence Campus, located in Gooding, ID, also houses both the Agency Administrative Offices and the Region-5 Outreach Office. During school year 2005-2006 average campus attendance was 74 students. Trend analysis has us anticipating that number to drop to approximately 68 next school year. About half of the campus students live in residence cottages during the week and half are "day students," bussed in from surrounding school districts. Next year, ISDB will continue to operate our current model of service delivery incorporating;

- 1) Outreach - consultation and guidance - providing supplemental services to LEAs that directly serve students living at home and attending their home district schools,
- 2) Day/Residence Campus program where students attend a total D/HH or B/VI program away from the home district. Appropriate public school mainstreaming classes are incorporated into the Day/Residence program.

During the year ending December 31, 2005, both the Office of Performance Evaluations and a State Board sub committee completed program review of the agency. Their findings are contained in formal reports dated October 2005, and December 2005 respectively. ISDB has carefully studied these reports, concurs in all findings and 19 total recommendations, and has already begun the task of incorporating these changes into agency strategic planning and operational planning for the coming fiscal year. ISDB also received considerable guidance from the Joint Finance & Appropriations

PLANNING POLICY AND GOVERNMENTAL AFFAIRS COMMITTEE
APRIL 20-21, 2006

Committee with regard to our main campus cost saving measures. These will be implemented during the coming fiscal year beginning July 1, 2006. In summary, this will entail reduction of residence cottages in use and corresponding staff reductions in the areas of academic faculty, food service, maintenance and custodial staff corresponding to the decreasing trend in campus enrollment. The agency is also engaging other state agencies and local community service organizations in an attempt to improve overall campus facility utilization rates.

Some of the major challenges for this agency in the coming years revolve around the current efforts to redesign our state-wide service delivery model and the associated changes in personnel structure. Community interest items, evolving relationships with Local Education Agencies (LEAs) and developing an enhanced Outreach Program will also present significant challenges. ISDB is committed to full participation and partnership with the State Board's Working Group initiative to expand on the 10 general recommendations. Since this effort is only just beginning, I'll comment more on those developments in later reports.

ISDB intends to fully comply with all recommendations in the OPE (October 2005) report. We have already implemented a process for tracking campus enrollment trends and will very shortly complete work on;

- 1) a Caseload vs Workload formula for better management of Outreach staff assignments,
- 2) Revising all current Interagency Agreements to reflect the needs of the new service delivery model,
- 3) Formalizing the agreement with the Treasure Valley Auditory-Oral program (currently located at River Valley Elementary School - Meridian, ID), and
- 4) Revising policy to better define the role and mission of state-wide Auditory-Oral training programs.

Other significant challenges:

- Establishing a process for certificated professional staff and teacher pay equity: Currently ISDB certified teachers are paid 13% below the state equivalent and need a statute change or other mechanism to allow developing our budget based upon the State Reimbursement Matrix. (The impact of the two most recent changes in teacher compensation - \$30,000 Minimum Salary and 2.5% increase in Reimbursement Matrix have only compounded this problem. ISDB is now \$340,000 behind policy for paying our teachers.)

- Governing Statutes are significantly out of date: This issues is being addressed in the SBOE-Working Group initiative. First round of changes seems to be having some success in this legislative session. More in-depth changes will be needed during the next session to keep pace with legislative intent expressed during this year's JFAC budget setting.

PLANNING POLICY AND GOVERNMENTAL AFFAIRS COMMITTEE
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- ISDB may never be able to meet AYP (Average Yearly Progress) under current criteria:

(Items below are in reference to the Oct 26, 2005 ISDB report on AYP to the SBOE-Sub Committee.)

a) ISAT targets and NCLB standards do not provide sufficient alternatives to account for special education in general, nor B/VI education specifically. The ISAT frequently does not produce a valid or dependable score for many of ISDB's Visually Impaired (VI) students. NWEA only produces Braille copies of the ISAT test in Grade 2 ("contracted") Braille, while the majority of ISDB's elementary students only read at the Grade 1 ("uncontracted") level. ISAT was primarily designed to be taken on the computer and most of our VI students take the standardized tests in Braille or Large Print versions due to vision limitations. While the computer version of the assessment "levels with the student" (giving easier or more difficult questions according to how the student answers each preceding question), the paper versions cannot do that. Since this leveling does not occur for BVI students, a high percentage (nearly half) of the scores are reported as "no score--test too difficult, or too easy". This lack of dependable or valid scores is very problematic in achieving satisfactory AYP ratings based upon an acceptable percentage of total population of students.

b) Many ISDB deaf/hard of hearing children arrive at ISDB having experienced significant language development delays compared to their peers in the general education setting. Adequate language development must precede development of reading and writing skills. The first ("spoken") language must be in place in order for any written code of the language to make sense. The unique nature of deafness and hearing impairment directly impacts this delayed development.

-- Approximately 90% of deaf/hard of hearing children are born into hearing families. These children begin life in a home environment in which they do not have access to the first ("spoken") language of the home, be it English, Spanish, or any other spoken language. Hearing parents typically find nearly impossible to be a "language role model" to their infant child for a language they do not even know themselves (perhaps a form of sign language). Therefore, their child loses precious early cognitive development opportunities in their "silent" environment.

-- Even parents who choose an oral communication method for their child have a nearly insurmountable task of modeling spoken language during those important first 12-18 months to a child that cannot hear them. Most resort to using different techniques and therapeutic methods in the home than they would have used if the child were hearing.

-- Hearing children develop initial skills by growing up in a language rich environment. All members of a family, including siblings, providing modeling for the home language. It is extremely rare, however, to have all members of a deaf child's family participating in the effort to provide language models. Unless all members of the family are consistently including the deaf/hard of hearing child in communication, and providing the child the opportunity for incidental learning through "overhearing", the child will most likely develop some language delays.

PLANNING POLICY AND GOVERNMENTAL AFFAIRS COMMITTEE
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Closing Summary:

ISDB is committed to working with LEAs, parents, the State Department of Education and any other state agency to insure the educational needs of every Deaf/Hard of Hearing and Blind/Visually Impaired child in Idaho are met. Our focus is on compliance with state and federal regulations, and the appropriate ISAT targets. We specialize in the delivery of highest possible level and quality of supplemental services we can provide to the LEA, the student and parent, leading to the academic, occupational, and personal success of these young citizens.

ISDB has a highly motivated, extremely well qualified staff who are dedicated to serving this low incidence population. The agency has established and maintained the best working relationship possible with local school districts and community groups that assist parents and student/clients state-wide. We stand ready to carry this positive attitude toward high standards of achievement into all future endeavors as the SBoE directs us to do.



Key Issues for Planning and Budget ***Professional-Technical Education***

1. **Provide ongoing support for the Career Information System (CIS).** The Career Information System is used by nearly all school districts, all colleges and universities, Vocational Rehabilitation, Commerce and Labor, Corrections and individuals as the primary source of information about careers and the educational requirements and opportunities for those careers. Last year the Board approved a budget request of \$190,700 to provide needed ongoing capital and to replace lost federal funds. JFAC chose to delay the consideration of that request until next year. Temporary grant funds and reserves will be used for FY07. It is essential that these funds be appropriated next year if CIS is to continue.
2. **Support needed growth in technical colleges.** Demand for less than 4-year technical education is at an all-time high. Industry is clamoring for people with the necessary technical skills to grow operations and replace retiring workers. Past budget reductions have forced the technical colleges to shift money for instructional equipment into faculty. This year, JFAC approved one-time instructional equipment dollars to address this problem. These dollars need to become part of the operational base. In addition, the state needs to address the capacity needed due to a growing population, increased industry demand, emphasis on getting more high school students to go to college, and the potential of expanded growth due to the community college initiative.
3. **Address critical added cost needs for secondary programs.** High school secondary programs have not had an increase in added cost funding since 1998. This has caused a loss of purchasing power of 32%. Replacing that purchasing power would require 2.9 million. This year, JFAC appropriated \$300,000 to begin addressing this issue. In the meantime, however, programs have made significant strides in improving program rigor, integrating academics and preparing students for college and work.
4. **Improve the ability of professional-technical education programs to address critical education reform.** Professional-technical education is a key player in high school reform. While the general go-to-college rate for Idaho seniors is 44%, 57% of the students who complete a professional-technical program attend college (42% go into academic programs). A national experimental study just released by the National Center for Career Technical Education Research found that students who had career technical teachers who were given explicit instruction in how to reinforce math in the CTE programs had significantly higher math scores. Idaho has implemented a statewide course for PTE and academic teachers on how to reinforce academic skills. The goal is to have 80% of the PTE teachers take the course within five years. Approximately 70 teachers have or will enroll this spring. In addition to professional development, work needs to be done to improve the rigor of technical programs to include academic content. This includes the development of courses that count for both academic and PTE credit. Finally, emphasis needs to continue for improving the ability of students to transition into college through tech prep. The Division is currently working to facilitate statewide tech prep agreements. PTE's ability to use data driven decision making will also need to improve.
5. **Provide the necessary equipment to meet the International Fire Service Accreditation Congress requirements.** Idaho's testing process for fire fighters is currently accredited by IFSAC. To maintain this accreditation, Idaho needs to include live fire testing. This will require acquisition of a live fire testing/training prop by FY 2008. Cost will be approximately \$500,000.

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Idaho Division of Vocational Rehabilitation
Budget and Strategic Planning Issues
Report to the State Board Of Education
April 20, 2006

The Mission Statement of the Idaho Division of Vocational Rehabilitation:

"We believe that independence and self-worth are enhanced through employment. We are committed to empowering people with disabilities with appropriate resources to make informed choices about their futures. We are dedicated to being a strong voice for people with disabilities. We strive to promote cooperation and coordination between all entities to insure the provision of appropriate services to people with disabilities in Idaho."

General budget overview:

The FY 2007 appropriation to the Division of Vocational Rehabilitation under the State Board of Education amounts to \$24,478,400. This includes:

- Vocational Rehabilitation Program \$19,604,700. State and Federal Funds
- Renal Disease Program, (PSK) \$577,000 State General Funds only
- Epilepsy Services Program \$70,300 State General Funds only
- CSE Work Services Program \$4,226,400 State General Funds only.

The 2007 appropriation includes;

- \$181,900 in additional State General funds available for the CSE Work Services Program
- \$141,400 additional personnel costs dollars for the reclassification of support staff in the field
- Revolving loan program for adaptive equipment, \$100,000, state only.
- Increase in authority of dedicated funds so that the Agency can spend cash received as a result of several cooperative agreements with the Department of Correction and the Department of Juvenile Correction, \$1,083,200.

Corrections:

The agency is in the midst of reorganizing our services in the Treasure Valley. We are developing a fourth region bringing the total in the area from three to four. Two regional offices will be geographic in nature using counselors with general or cross disability caseloads. One region will be made up of School to Work counselors located in different schools in the Treasure Valley. There will also be specialized Mental Health Vocational Rehabilitation Counselors located in Mental Health offices in the region. The other specialized region is made up of Correction counselors located mostly in either Juvenile Corrections or Adult Corrections facilities. These programs in the specialized regions provide matching funds to capture federal dollars and have been used successfully in the past at raising funds. The purpose of the restructuring is to adapt for state growth and to facilitate developing programs between IDVR and Corrections.

Extended Employment (CSE Work Services)

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The program is just under two years old in VR. The legislative session gave us authority to write rules for the program and developing appropriate rules for the program is the main challenge for the next year. Another issue for the program is managing the budget in the midst of a philosophical struggle. The budget is easily managed by regional amounts in the state allowing for a significant increase of clients served by the program by efficient distribution of funds. Philosophically a number of professionals in the field believe funds should follow individual clients allowing client choice of vendors for needed services. Accounting and management concerns with this issue will not resolve quickly.

Tech Assistance Program:

A revolving loan fund is used as collateral for individuals with disabilities who must borrow money from financial institutions to purchase assistive technology, but have no collateral to do so. The fund will be housed at the Idaho Community Foundation and is simply a pass through for IDVR. These funds will not be requested again in part because there will be no more available federal match and the current funds will allow for several years of operation.

Renal Disease Program (PSK):

The program is very tight on funds for meeting the end stage renal disease need for a growing client base due to state growth. Our federal partners are requiring an administrative cost to be associated with the program to cover personnel cost of running the program, something not previously required or identified as a concern by federal reviews.

New Counselors:

A minimum of two new counselors is needed to manage growth in the state. Two new counselors and a support staff were requested in the 2007 budget request, but not funded. Generally it takes about \$180,000 for one new counselor including the case service dollars to purchase services for the 130 or so clients on a standard case load. If not addressed, the pressure from state growth will continue to stress the agency.

Job Developers:

We would like to fund four positions, one support staff and three individuals as job developers for job site development and follow along services for clients until employment is stable. These positions would be funded from existing case service dollars now used to purchase the equivalent service from private vendors. Some view the move as negative by taking the case service dollars and spending it on staff, however, better control may be exercised by hiring professional staff and controlling the function from within the agency. We believe better productivity will result, but that cannot be proven without testing the concept.

Microsoft Standard:

We are one of the few agencies in the state remaining with a Novell Information Technology platform. If permission to use salary savings of about \$80,000 is granted from the Division of Financial Management, the conversion process will begin in the next month and be completed in about six months. Steps include acquiring new computer servers, updating the old inventory and consolidating information storage. Consultation with Microsoft and training of staff will be addressed. The move will allow

PLANNING POLICY AND GOVERNMENTAL AFFAIRS COMMITTEE
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freer access of computer peripherals like blackberries or Internet accessible cell phones aiding counselor productivity through the mobile information access. The costs will also cover needed equipment to begin implementing all electronic file storage. Presently we have a combination of partial electronic and partial paper client case files.

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IDAHO STATE HISTORICAL SOCIETY
Budget and Strategic Planning Issues
Report to the State Board Of Education
April 20, 2006

The Idaho State Historical Society acts on behalf of the citizens of the state to appropriately protect and make available the cultural heritage of Idaho.

More specifically, the mission of the ISHS is “to educate and instill a sense of value by recognizing the importance of our state’s cultural heritage through appropriate methods of identification, preservation and interpretation of Idaho’s history.”

Our state has long recognized the importance of preserving its heritage. In fact, less than a year from now the ISHS will begin celebrating the centennial of the 1907 creation of the Idaho State Historical Society as an agency of state government. Although the agency’s roots go back to the creation of the Historical Society of Idaho Pioneers in 1881, there was enough concern among elected officials when the state was only 17 years old that the 1907 Legislature passed a law that actually made the preservation of the heritage of Idaho an important priority of state government.

Since then, the agency has continued to the best of its ability to provide access to documents, artifacts, structures and sites that can be used by the public for its benefit and appreciation. State statutes charge the ISHS with a responsibility for maintaining historic and prehistoric resources with access provided through public outreach, publications, technical assistance, exhibits, and the encouragement of local, state and regional efforts to preserve history.

To many, that has been interpreted as meaning that the agency takes care of old buildings, tinkers with old equipment, files away old records and documents, or spends considerable time reading and writing about Idaho history. Although some of that may be true, it needs to be better understood that the agency also uses those buildings and artifacts and records and documents to enhance its role as a statewide provider of education-related information and services to people of all ages.

That’s why the ISHS is an agency of the State Board of Education in serving a unique role in the provision of education-related offerings to its constituents.

Fulfilling the agency’s mission and obtaining the resources necessary to do so over much of the past 99 years has often been a challenge, particularly during the most recent period of budget shortages. While there have been instances where funding has been limited and/or gone away, the needs of historic preservation have not – actually continuing to increase as more and more materials of historic significance are transferred to the agency as time passes.

In some cases, dedicated funding to the ISHS has allowed special projects to take place, but those efforts have not contributed appreciably to handling ongoing needs of the agency. For example, the agency’s coordination of the Lewis and Clark Bicentennial provided for the pass-through of some \$6 million in federal funds to programs and projects in Idaho that related to that successful commemoration, but none of it could be allocated to ISHS operations. In another instance, the Legislature has allocated \$547,000 to the agency for FY07 to coordinate the appropriate preparation for

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removal and return of artifacts, records and documents of historic significance as part of the project for restoration and expansion of the Idaho State Capitol Building.

A review of critical needs that speak to the ongoing challenges and issues facing the Idaho State Historical Society now and in the future can be found in the 2006-2010 Strategic Plan of the agency as follows:

- **Re-accreditation of the Historical Museum:** The Idaho State Historical Museum has been accredited by the American Association of Museums for over 30 years – making it the longest ongoing accreditation for such a facility west of the Mississippi River. The Museum expects to lose its accreditation next year due to the reduction in staffing positions that took place during the FY03 cutbacks and failure to obtain resources necessary for upgrading the preservation of exhibits and processing of artifacts. The immediate critical need is to recover lost curatorial and education positions.
- **Phase II of the Historical Museum:** The Idaho State Historical Museum needs additional space for exhibits and educational facilities (in the form of an auditorium) and expansion of curatorial work, exhibit preparation, and office spaces. A museum expansion project actually began in the early 1980s and consisted of a two-phase approach with the original building expanded under the Phase I construction project in 198. Phase II was planned to follow within the next year or two, but this construction sequence did not occur. Now, after 24 years, Phase II has been funded for the planning and design work, but construction funding is yet to follow.
- **Phase III of the Idaho History Center:** The Merle W. Wells Archives Storage Building – which was the first phase of the existing Idaho History Center -- was completed in June of 1998. The storage capability of the building has already reached capacity and an addition to this structure will be needed to assure adequate space in the future for archival records and documents being shipped from state, county, city and other local governments to the facility for proper storage as mandated by statute.
- **Historic building maintenance and repair:** A *2003 Site and Structure Status Report* completed by the agency reviewed the history and needs of the 59 buildings for which the agency is responsible and identified \$2.4 million in maintenance and repair needs at that time. (If adjusted for inflation to 2006, the figure increases to more than \$2.64 million). This year the Legislature budgeted \$93,200 toward this expense category, the first such funding allocation in four years.
- **Additional archivists and library assistants:** Since 9/11 and the expansion of homeland security requirements for employment identification and review, public requests for material from the State Archives have increased by 600 percent. National guidelines for processing, storing and retrieving archival material call for

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a staffing level of 13-15 personnel for the ISHS facility. The agency currently has three archivists on staff to handle the preservation and access to those library and archival holdings.

- **Maintenance staff for historic sites:** More employees are needed to adequately maintain the four historic sites and the 60 ISHS structures located in Boise, Hansen, Franklin and Pierce.
- **Processing and Preservation of Collections:** Many of the more than 250,000 very diverse artifacts held by the agency are in need of proper processing, storage and care. Current staffing represents one-sixth the number needed to appropriately handle the backlog of work on those objects held by the agency.
- **New artifact storage center:** The Idaho Transportation Department has earmarked the land on which the ISHS museum storage warehouse is located (the agency owns the building but not the land) for clearing and sale, with demolition of that building included in the process. A new location for a replacement structure and construction of such a building will be necessary within the next two to three years.
- **SHPO Funding:** Funding for the federally mandated State Historic Preservation Office (SHPO) has remained relatively constant for the past five years, despite increases in federal projects reviewed by the agency. State appropriations to assist this program are needed along with its related State Archaeological Survey that has never received funding since its creation by the legislature in 1992.
- **Salary equity:** The Idaho State Historical Society ranks very low against agencies listed in the Compa ratio if length of employee service is taken into account. Additional funds are needed to bring staff to policy level as identified in the Audit of Job Factoring and Compensation Plan by the Hay Management Consultant survey.
- **Regular replacement of vehicles:** The Division of Financial Management recommends replacing two vehicles per year. The Society's newest vehicle with the least mileage is nearly four years old with nearly 70,000 miles on the odometer.
- **Archives accessibility:** There currently exists no searchable data base for the more than 300,000 historic photos and negatives in the Society's collection. The majority of the archives and manuscript collection are not fully described and, therefore, are difficult to readily locate. The majority of those have not been re-housed in appropriate archival boxes and folders.
- **Computer upgrades:** An ongoing program is needed to maintain adequacy in staff computer hardware and software.

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April 2006

Idaho State Library

Presentation to the State Board of Education

From Ann Joslin, State Librarian

The State Library has no direct control over Idaho libraries. As our mission suggests, our role is to work with school, public, academic, and special libraries to enhance services to their patrons.

To do this we collaborate with the library community to develop strategies that will prepare us to meet the information needs of Idahoans in the near—and far—future.

Last fall, more than 100 members of the Idaho library community constructed a vision of Idaho libraries in 2020. They also identified several state and local level strategies to work toward that vision and guide our collective planning over the next 2-3 years.

The 2020 vision charge is a challenging one, and one that brings a sharper focus to our mission: we help build the

Continued, next side

BUDGET AND STRATEGIC PLANNING ISSUES

Key event in 2005

Development of a vision of Idaho libraries in 2020 by the Idaho library community:

Idaho libraries are the nexus of global information, innovative services and community, enabling us to sustain our history, empower our present, and create our future.

Agency mission remains the same

We assist libraries to build the capacity to better serve their clientele.

2020 vision is driving change

July 1, the agency will be the Idaho Commission for Libraries, and the governing board will be the Board of Library Commissioners.

Revamping of our strategic plan

- Incorporating the 2020 vision
- Using the framework of strategic issues

- Reflecting a more dynamic attitude and a focus on innovation, a strong Idaho library identity, and reaching digital natives – all in the context of building the capacity of libraries

Recent Successes

State appropriation for the LiLI catalog and LiLI Unlimited service



32% increase in participation in the annual statewide Summer Reading program, from 27,610 in 2004 to 36,660 in 2005, due in part to increasing collaboration between public libraries and schools

Continued, next side



BUDGET AND STRATEGIC PLANNING ISSUES continued

Ann Joslin, continued

capacity of Idaho libraries to be the nexus of global information, innovative services and community.

In 1998, our first visioning conference set the stage for the realization of some of the items in the State Board of Education's Statewide Strategic Plan. By collaborating with school, public, and academic libraries, we now have the LiLI Databases and LiLI Unlimited, the statewide web-based catalog, in place.

LiLI services are the core of an emerging statewide network of libraries that provides local access to global information, and offers seamless service through all types of libraries. Implementation of LiLI services was made possible by sharing costs on the federal, state and local levels. In addition, Idaho librarians continue to position themselves as leaders in the use of appropriate technology to enhance access to information, a role that is critical if libraries are to serve digital natives.

2005 BSU Public Policy Survey: 77% of respondents said libraries are "Very Important" in our state, another 20.5% said libraries are "Somewhat Important"

Recognition of our unique library development role with the name change

Challenges for the library community

Training in 2 key areas: leadership and rapidly changing information technologies

Resources to keep up with and embrace information technology

Sustainable funding to meet increasingly diverse and complex information needs in their respective communities (academic, school, public)

Challenges for the State Library

A school library development program in support of student achievement

Outdated public documents depository statute and program

Talking Book Service transition from direct service to a building capacity approach and to new technologies

Demand from public libraries and their community partners for Read-to-Me resources

Planning for digitization of library resources of interest to Idaho residents

Statewide courier to support LiLI Unlimited services

Budgetary Considerations

Staffing: school library development, digitization, and support staff

Implementation of forthcoming recommendations to change the public documents program

Expansion of the Read-to-Me program

Operating funds to support the above 3 items

Operating funds to reflect increasing acquisition of digital formats and licenses rather than physical items for the collection

Replacement capital



PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 20-21, 2006

SUBJECT

Idaho Digital Learning Academy: Proposed Rule and Update

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5504, Idaho Code, Duties of the Academy Board of Directors

BACKGROUND

The 2002 Idaho Legislature created the Idaho Digital Learning Academy (IDLA) as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). IDLA is a state virtual school providing Idaho students with greater access to a diverse assortment of courses and receives an annual appropriation from the Idaho legislature. This virtual school serving grades 7 thru 12 was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners. IDLA is also included in the state's High School Redesign Proposal to increase accelerated learning opportunities. Rigorous online curriculum delivered by highly qualified faculty assists the state in preparing Idaho students to meet NCLB requirements, Idaho standards, and the increased demand from colleges and industry.

DISCUSSION

As part of Title 33, Chapter 55, the State Board of Education is directed to promulgate rules for IDLA. The purpose of this session is to review the proposed rule in order to be in compliance with Idaho Code Title 33 Chapter 55. The following topics in the legislation are outlined for oversight by the Idaho State Board of Education: 1. Accreditation Section 33-5504(5), Idaho Code; 2. Accountability Section 33-5507(3 & 4), Idaho Code ; 3. Fees out-of-state and adult learners Section 33-5505(3), Idaho Code. The additional purpose of this session is to update the Idaho State Board of Education on the progress of IDLA, students served, its role in the state's remediation efforts, future projections, and its role in high school redesign.

IMPACT

IDLA served 1800 enrollments for 2004-2005 and will serve approximately 3000 enrollments for 2005-2006 which is a 67% increase over last year. The appropriation for 2005-2006 was \$900,000. Seventy-three school districts in the state participated in IDLA during 2004-2005 which represents 66% of the school districts in the state. The number one reason for taking IDLA courses is scheduling conflicts. Other reasons include credit recovery, course not offered, advanced placement, and early graduation.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has worked with IDLA and helped to draft the proposed rules. Staff recommends approval of the proposed rules as submitted.

BOARD ACTION

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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A motion to approve the proposed rules for the Idaho Digital Learning Academy as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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RULES GOVERNING THE IDAHO DIGITAL LEARNING ACADEMY

000. LEGAL AUTHORITY.

In accordance with Section 33-5504, 33-5505, and 33-5507, Idaho Code, the Board shall promulgate rules implementing the provisions of Title 33, Chapter 55, Idaho Code. ()

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.05.01, "Rules of the Idaho Digital Learning Academy". ()

02. Scope. These rules provide the requirements for the governance and administration of the Idaho Digital Learning Academy's Board of Directors. ()

002. WRITTEN INTERPRETATIONS.

There are no written interpretations of these Rules. ()

003. ADMINISTRATIVE APPEALS.

Administrative appeals are governed by the Idaho Administrative Procedure Act, Title 67, Chapter 52 and the Rules of the Attorney General IDAPA.04.01.11. ()

004. INCORPORATION BY REFERENCE.

There are no documents incorporated by Reference to these rules. ()

005. OFFICE – OFFICE HOURS –MAILING ADDRESS AND STREET ADDRESS.

The Idaho Digital Learning Academy is located in Boise, Idaho. ()

01. Office Hours. The Idaho Digital Learning Academy's offices are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. ()

02. Street Address. The offices of the Idaho Digital Learning Academy are located at 777 South Latah Street, Boise, Idaho. ()

03. Mailing Address. The mailing address of the Idaho Digital Learning Academy is 777 South Latah Street, Boise, Idaho 83705. ()

04. Telephone Number. The telephone number of the Idaho Digital Learning Academy is 208-342-0207. ()

05. Facsimile. The facsimile number of the Idaho Digital Learning Academy is 208-342-1031. ()

06. Electronic Address. The electronic address of the Idaho Digital Learning Academy is <http://idla.k12.id.us> and email address is idla@idla.k12.id.us . ()

006. PUBLIC RECORDS ACT COMPLIANCE.

The Idaho Digital Learning Academy's records are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. ()

007 – 009. (RESERVED).

010. DEFINITIONS.

01. Idaho Digital Learning Academy (IDLA). Idaho digital learning academy is defined in Section 33-5505(3) and means an online educational program organized as a fully accredited secondary school with statewide capabilities for delivering accredited courses to Idaho resident students in grades seven (7) through twelve (12) at no cost to the student unless the student enrolls in additional courses beyond full-time enrollment. Participation in the academy by public school students shall be in compliance with academy and local school district policies. Adult learners and out-of-state students shall pay tuition commensurate with rates established by the state board with the advice of the superintendent, and such funds shall be included in the budget and audit of the academy's fiscal records. ()

02. Acceptable Use Policy (AUP). An Acceptable Use Policy is a policy that governs behavior in a computer or online environment. An Acceptable Use Policy outlines appropriate and inappropriate behavior, including specific examples of inappropriate behavior as well as the consequences of violating the policy. ()

03. Designee. In the absence of the IDLA Director, a representative from the IDLA Board of Directors or an administrative staff member may be appointed by the IDLA Board of Directors to serve as designee. ()

011 – 100. (RESERVED).

101. ACCREDITATION.

IDLA must submit proof of accreditation to the State Board of Education annually. ()

102. ACCOUNTABILITY.

01. Exams. Each IDLA semester course will require the student to take a comprehensive final exam at an approved site under proctored conditions. ()

02. Student Work and Ethical Conduct.

a. IDLA will inform students in writing of the consequences of plagiarism. The consequences for plagiarism are set out in each class syllabus that each student receives prior to the beginning of each class. IDLA will investigate suspected cases of plagiarism and inform parents, students, and the local school district when a suspected case arises. ()

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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b. Acceptable use and behavior in a distance-learning environment is determined by local school district's policies and is covered by the district's AUP signed by the student and the student's parent. The student and parent will agree to abide by an IDLA AUP specifically governing behavior in an online school. IDLA will provide a copy of the IDLA AUP to the Idaho State Board of Education in the IDLA Annual Report. Acceptable use guidelines include, but are not limited to, guidelines pertaining to the use of profanity or threatening language, copyright violations, revealing personal information (either their own or someone else's), disrupting the use of a school network, or importation of sexually explicit, drug-related, and other offensive materials into the course environment. ()

c. In a case of violation of the acceptable use policy or other disciplinary issues, IDLA will notify the local school district. The local school district is responsible for the appropriate disciplinary action. IDLA should be notified by the local school district of any disciplinary action resulting from a student's participation in an IDLA course. ()

d. The IDLA Director or designee reserve the right to deny disruptive students from future IDLA courses or to remove them from an existing course. Appeals to the denial or removal from a course may be made in writing to the IDLA Board of Directors discussing the circumstances for removal. The IDLA Board of Directors will review the appeal and hold a telephone conference to allow the student an opportunity to speak to the issue. The IDLA Board of Directors will issue a final decision within ten (10) days of the telephone conference. ()

03. Teacher Interaction. IDLA faculty are required to contact students within the first month of class. Contact includes phone, regular mail, email, or other technological means. IDLA faculty are required to submit periodic progress reports and final course percentages. Final course percentages are then reported to the local school district. ()

103. FEES.

The IDLA fee schedule will be provided to the Idaho State Board of Education in the IDLA Annual Report to the State Board of Education. ()

104. – 999. (RESERVED).

TITLE 33
EDUCATION
CHAPTER 55
IDAHO DIGITAL LEARNING ACADEMY

33-5504. DUTIES OF THE ACADEMY BOARD OF DIRECTORS. The board shall be responsible for ensuring that academy procedures and courses are in compliance with the rules of the state board of education and applicable statutes of the state of Idaho. In addition, the board shall:

(1) Recommend policies to be established by rule of the state board for effecting the purposes of this chapter.

(2) Employ staff as follows:

(a) A director who shall be responsible for staff development, staff evaluation, program development and oversight, and quality assurance;

(b) A curriculum and instruction coordinator who shall be responsible for training faculty in online course design, development and delivery, and shall assist the director in quality assurance;

(c) Clerical staff as necessary to manage student information, maintain student records, manage academy correspondence, and oversee basic financial accounting as directed;

(d) Appropriate technology staff who shall support faculty in understanding and applying the technical aspects of online course development and delivery;

(e) Faculty and teaching staff who are fully certificated Idaho teachers, to design and deliver planned curriculum content. Such staff shall be provided appropriate and sufficient training as necessary. The number of such staff shall largely be dictated by the number of courses under development, the number of courses offered, and the number of students participating in academy programs.

(3) Obtain housing where actual operations of the academy are conducted by academy staff.

(4) Contract with a service provider for delivery of academy courses online which shall be accessible twenty-four (24) hours a day, seven (7) days a week.

(5) Ensure that the academy is accredited by the state of Idaho and the northwest accreditation association.

(6) Develop policy for earning credit in courses based on mastery of the subject, demonstrated competency, and meeting the standards set for each course.

(7) Provide for articulating the content of certain high school courses with college and university courses in order to award both high school and undergraduate college credit.

(8) Develop policies and practices which provide strict application of time limits for completion of courses.

(9) Develop policies and practices on accountability, both by the student and the teacher, and in accordance with the provisions of section 33-5507, Idaho Code.

(10) Manage the moneys disbursed to the academy board from the superintendent.

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(11) Set fees charged to school districts for student participation; fees charged for summer school; and fees charged to students and adults for professional development offerings.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 19-21, 2006

INSTITUTION / AGENCY AGENDA
IDAHO STATE LIBRARY

SUBJECT

Reappointment of Idaho State Library Board Member – Sara Staub

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section IV. H.
1. (1). Idaho Code, 33-2502

BACKGROUND

The State Board of Education has statutory authority in the appointment and reappointment of members to the Idaho State Library Board.

DISCUSSION

Ms. Staub is very interested in continuing her service on the State Library Board as a representative from Eastern Idaho. Ms. Stub is a County Clerk for Bingham County, former member of the Idaho Library Association Legislative Law Revision Task Force, library user and public library trustee.

IMPACT

Approval of Ms. Staub will allow her to continue as a State Library Board Member.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the submitted information and recommends approval of the appointment.

BOARD ACTION

A motion to approve the appointment of Sara Staub to the Idaho State Library Board beginning on July 1, 2006 and ending on June 30, 2011.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 19-21, 2006

February 24, 2006

Idaho State Library Board
Boise, Idaho

Re: Reappointment to State Library Board

Dear Board Members:

I have enjoyed serving on the Idaho State Library Board these past five years and by this letter request your consideration for my reappointment to the Board.

My experience with the library community began as an involved library patron. This interest grew to participation as a trustee of the Blackfoot Rural Library District. I have been on that board since the formation of the district in 1996 and was instrumental in the drafting of the initial contract with the City of Blackfoot. The City Library Board and the Rural Library District serve as a combined board and I have been actively involved in the decision making process of a governing board through this affiliation.

In addition, I served on the ILA Law Revision Task Force. At the time that I was serving on the LRTF I was also working for a member of the Idaho House of Representatives. This combination gave me a unique perspective on the intricacy of the legislative process as well as an in depth look at library law, the history of its development and the need for change.

In 2002 I was elected to the position of County Clerk for Bingham County. In this role, I am actively involved in the budgeting process which has given me a greater understanding of government financial operations, and a sense of responsibility for the proper use of public funds.

I believe I still have a much to offer as a member of the Idaho State Library Board and enlist your support in my reappointment.

Sincerely,

Sara J. Staub
203 East 325 North
Blackfoot ID 83221

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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BOARD DOCUMENT 06-25

- A. MINUTES OF THE**
- B. IDAHO STATE LIBRARY BOARD MEETING**

February 24, 2006

The Idaho State Library (ISL) Board Meeting was called to order at 9:05 a.m. on Friday, February 24, 2006 at the Idaho State Library in Boise. Participating were: Sara Staub, Chair; Dick Rognas, Vice Chair; Pete Black; Larry Weeks; Bruce Noble, Val Fenske for Superintendent Dr. Marilyn Howard; and State Librarian, Ann Joslin. Also attending were: Marjorie Hooper, Associate State Librarian; Rich Wilson, Associate State Librarian; Charles Bolles, Continuing Education Consultant; and Pamela Bradshaw, Office Services Supervisor serving as recorder.

- I. Call to Order, Revisions to Agenda, Announcements**
- II. Approval of the Minutes**
- III. Open Forum**
- IV. Legislation – Policies – Rules**
- V. Library Services and Technology Act (LSTA)**
- VI. General Fund and Miscellaneous Revenue Fund**
- VII. State Librarian's Report**
- VIII. Old Business**
- IX. New Business**

Board member reappointment

Sara Staub's first term ends June 30, 2006 and it is her wish to be reappointed for another term. If the State Library Board endorses her reappointment, her letter and the State Library Board's recommendation will be submitted to the State Board of Education for consideration at its April meeting.

MSC Weeks/Rognas that the State Library Board endorse the reappointment of Sara Staub to the State Library Board for a term beginning July 1, 2006 and ending June 30, 2011.

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X. Executive Session

XI. Adjournment

MSC Noble/Rognas to adjourn the meeting.

Meeting adjourned at 12:41 P.M.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: H. Idaho State Library

April 2002

H. Idaho State Library

The Idaho State Library provides, promotes, and delivers library services to people in Idaho.

1. State Library Board.

a. The State Library Board consists of the state superintendent of public instruction (or his or her designee), as an ex-officio member, and five (5) members appointed by the State Board of Education, each to a term of five (5) years.

b. Board Appointment Procedures:

(1) Incumbent Reappointment

In the event that the incumbent candidate is interested in reappointment, the State Library Board shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The State Board of Education may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

(2) Open Appointment

(a) The State Library Board, on behalf of the State Board of Education, will advertise the vacancy in appropriate state, regional or local publications. Such advertisements will solicit interested persons to apply for the vacant position on the Idaho State Library Board.

(b) Each applicant must provide a written statement expressing his or her interest in becoming a member of the State Library Board. Each applicant must also provide evidence of his or her qualifications, and must identify his or her primary residence.

(c) The State Library Board will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of this review is to eliminate from further consideration all but the most qualified applicants.

(d) The State Library Board will forward only the most highly qualified applicants, in order of preference, to the State Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the State Library Board.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 19-21, 2006

- (3) The State Library Board, in making their recommendation, and the State Board of Education, in making the final appointment, shall consider geographical representation, interest, knowledge, experience, and willingness to advocate for the development and delivery of library and information services in Idaho.

TITLE 33
EDUCATION
CHAPTER 25
STATE LIBRARY

33-2502. STATE LIBRARY BOARD -- MEMBERSHIP -- OFFICERS -- MEETINGS -- COMPENSATION. The state library shall be governed by the state library board. The state library board shall be maintained within the office of the state board of education and shall consist of the state superintendent of public instruction or the superintendent's designee, as ex officio member, and five (5) members appointed by the state board of education. On the first Monday of July, 1998, the state board of education shall appoint one (1) member for a term of three (3) years, one (1) member for a term of four (4) years, and one (1) member for a term of five (5) years. Thereafter, the state board of education shall annually, on the first Monday of July, appoint one (1) member to the state library board to serve for a term of five (5) years. The state library board shall annually elect a chairman, vice chairman, secretary and other officers as it deems reasonably necessary. The state library board shall meet at least twice each year. Members shall be compensated as provided by section 59-509(n), Idaho Code.

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 20-21, 2006

SUBJECT

Legislative Update.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

N/A

DISCUSSION

Legislative items from the 2006 legislative session that passed include:

- Legislation (note: all these items will require rulemaking to be done this coming year)
 - HB 547 – Vocational Rehabilitation
 - HB 705 – COSSA – Allows Cooperative Service Agencies to Levy Tax for Facilities
 - HB 712 – Proprietary Schools
 - HB 739 – Allows for Exceptions to Participate in direct Writing and Math Assessments
 - HB 752 – Student information Management System
 - SB 1316 – Interpreters for Deaf Students
 - SB 1395 – Years Teaching in an accredited College or University will Count Toward Experience Factor in Public Schools
 - SB 1427 – Idaho School for the Deaf and the Blind
- Legislation (note: all these items will require rulemaking to be done this coming year)
 - HJM 13 – No Child Left Behind – Support Federal Legislation
 - HJM 18 – No Child Left Behind – Support Federal legislation
 - HCR 58 – Improve Training for Elementary Teachers in Math and Science
 - HCR 66 – Amend Rule Requiring Sanctions for Non Title-I Schools
 - SCR 132 – Community College Interim Committee Study
- Rules
 - Commercial Driving Schools
 - Computer Based Alternate Routes
 - Charter Schools
 - Charter Commission
- Funding
 - Public K-12 education budget - \$1.1 Billion (5.8% increase or \$60 million)
 - Higher education budget - \$248.4 Million funding (6.5% increase or \$15.2 million)
 - Equity funding for post secondary institutions - \$3.9 Million
 - One additional FTE for OSBE budget to help staff Charter School Commission

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Committees we have been asked to form or items on which we need to follow up:

- Community Colleges
- High School Redesign
- Idaho School for the Deaf and the Blind
- Scholarships
- Longitudinal Data System
- Pay for Performance
- Early Childhood Learning
- Medical School

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

N/A

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.