

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

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>PRESIDENT'S COUNCIL REPORT</b>	<b>Information Item</b>
<b>2</b>	<b>COLLEGE OF SOUTHERN</b>	<b>Information Item</b>
<b>3</b>	<b>DIVISION OF PROFESSIONAL TECHNICAL EDUCATION PROGRESS REPORT</b>	<b>Information Item</b>
<b>4</b>	<b>APPROVAL OF BOISE STATE UNIVERSITY ALCOHOL WAIVER REQUEST FOR 2006 HOME FOOTBALL GAMES</b>	<b>Motion to Approve</b>
<b>5</b>	<b>FIRST READING OF AMENDMENT TO IV.H. IDAHO STATE LIBRARY</b>	<b>First Reading</b>
<b>6</b>	<b>FIRST READING OF AMENDMENT TO BY- LAWS H. AND J.</b>	<b>First Reading</b>
<b>7</b>	<b>DISCUSSION OF VISION, MISSION, AND GOALS</b>	<b>Information Item</b>

**THIS PAGE INTENTIONALLY LEFT BLANK**

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 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**

**ATTACHMENTS**

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.

**THIS PAGE IS LEFT INTENTIONALLY BLANK**

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

**SUBJECT**

College of Southern 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. Jerry Beck, President of the College of Southern Idaho, will be in attendance at the meeting and present a summary of the accomplishments and future goals of the university.

**IMPACT**

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

**ATTACHMENTS**

N/A

**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.

**THIS PAGE IS LEFT INTENTIONALLY BLANK**

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

**SUBJECT**

Division of Professional Technical Education (PTE)

**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 an overview of its status and accomplishments.

**DISCUSSION**

Dr. Michael Rush, Director of the Division of Professional Technical Education (PTE), will be in attendance at the meeting and present a summary of the accomplishments and future goals of PTE.

**IMPACT**

Dr. Rush's presentation will provide the State Board members and others with current status information about PTE.

**ATTACHMENTS**

N/A

**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.

**THIS PAGE IS LEFT INTENTIONALLY BLANK**



**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

**SUBJECT**

Boise State University requests Board approval to establish a secure area next to the Caven Williams Sports Complex (outside patio) for the purpose of allowing corporations and invited guests the opportunity to gather with clients and guests for the 2006 home football games.

**REFERENCE**

In March of 2005, President Kustra reported that the corporate tents in the secured area north of the stadium during the 2004 football season was a success. BSU worked with campus security, the Boise City Police and other officials to control and manage the use of alcohol. Even with sold out games and greater attendance, no serious issues or concerns were reported. This past season (Fall of 2005), the same security plan was utilized with no serious issues or concerns. Security was increased to insure that the parking lot was under control at all times.

**APPLICABLE STATUTE, RULE, OR POLICY**

SBOE Policy I.J – Use of Institutional Facilities and Services With Regard to the Private Sector

**BACKGROUND**

The current Board policy requires that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events. For the past two football seasons, the Board has granted an exception to the policy under limited circumstances for a pre-game corporate tent area.

**DISCUSSION**

Boise State University seeks permission to set up a secure area on the east patio of the Caven Williams Sports Complex prior to each home Bronco football game for the purpose of allowing corporations and invited guests the opportunity to gather with clients and guests. In this secure area, Boise State Athletics will, as it did last year, allow patrons to purchase food and beverages (non alcoholic and alcoholic) from the University's official food service provider. Boise State University will provide all the control measures, and follow all requirements of, Board policy regarding alcohol service. Also, the university will conduct the pre-game activities under the following conditions, the same as those set by the Board over the last two years.

1. A secured area surrounded by a fence to control access to and from the area
2. Four-hour duration, ending at kick-off
3. No alcohol making or distributing companies may be allowed to sponsor the activities or tents
4. A color-coded wrist band or pass admission system that would identify attendees and invited guests.
5. Companies involved in the tent village would be sent a letter outlining the tent village/SBOE alcohol policy. The letter will state the minimum drinking age in

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

- Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
6. Two entry points manned by security personnel.
  7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
  8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
  9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Boise State University for a minimum of \$2,000,000 and to make sure that the proper permits and licenses are obtained.
  10. The area is for sponsors to entertain clients/guests for the fall of 2006 home football games, including the sales and service of alcohol.
  11. It be brought back after the conclusion of the 2006 football season to the Board for reconsideration for 2007.

**IMPACT**

If the Board does not approve the alcohol waiver request, BSU will not be able to sell alcohol at home football games during the 2006 season.

If the Board does approve the alcohol waiver request, BSU will sell alcohol at the home football games during the 2006 season.

**ATTACHMENTS**

N/A

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the request from BSU to serve alcohol at all home football games for the 2006 season.

**BOARD ACTION**

A motion to approve the request by Boise State University to establish secure areas under the conditions set forth in this request for the purpose of allowing pre-game activities for the 2006 home football season. The conditions are as follows:

1. A secured area surrounded by a fence to control access to and from the area
2. Four-hour duration, ending at kick-off
3. No alcohol making or distributing companies may be allowed to sponsor the activities or tents
4. A color-coded wrist band or pass admission system that would identify attendees and invited guests.
5. Companies involved in the tent village would be sent a letter outlining the tent village/SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

6. Two entry points manned by security personnel.
7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Boise State University for a minimum of \$2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the fall of 2006 home football games, including the sales and service of alcohol.
11. It be brought back after the conclusion of the 2006 football season to the Board for reconsideration for 2007.

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

**THIS PAGE IS LEFT INTENTIONALLY BLANK**

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

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

**SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the Private Sector**

August 2005

---

**J. Use of Institutional Facilities and Services**

**1. Use of Institutional Facilities and Services**

- a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.
- b. Priority and guidelines for use of institutional services and facilities is as follows:
  - (1) Institutionally sponsored programs and projects.
  - (2) Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.
  - (3) Local, state, or federally sponsored programs and projects.
  - (4) The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

**2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities**

- a. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

- b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which is consistent with this Policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit.
  - (1) An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like). An extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

- (2) The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.
- (3) Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.
- (4) A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written, personal invitation. Events generally open to participation by the public without admission charges or without written personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.
- (5) Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the defined area, provided that such individuals may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.
- (6) No student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.
- (7) An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.

- (8) Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.
- (9) The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
- (10) The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public, or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
- (11) The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than \$500,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insured's, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured's.
- (12) The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall



**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.

(13) These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

- c. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or room mates) as their individual living space.

**THIS PAGE IS LEFT INTENTIONALLY BLANK**

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

**SUBJECT**

First Reading of Amendment to Board Policies I.A.1., I.M.1.b., IV.A., V.A.1., V.B.1., V.B.8., and IV.H. – Idaho State Library

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

During the 2006 Legislative Session, HB684 was passed. This bill changed the name of the Idaho State Library to the Commission for Libraries.

**DISCUSSION**

The Board will need to amend all Board Policies that reference the Idaho State Library in order for Board policy to be in compliance with the new legislation that will become effective on July 1, 2006.

**IMPACT**

If the Board does not approve the first reading of the amendment to Board Policies I.A.1., I.M.1.b., IV.A., V.A.1., V.B.1., V.B.8., and IV.H., the policies will be out of compliance with the statute.

If the Board approves the first reading of the amendment to Board Policies Board Policies I.A.1., I.M.1.b., IV.A., V.A.1., V.B.1., V.B.8., and IV.H., the policies will be brought back to the Board for a second reading in August and the policies will be in compliance with the statute.

**ATTACHMENTS**

N/A

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the first reading of the amendment to Board Policies I.A.1., I.M.1.b., IV.A., V.A.1., V.B.1., V.B.8., and IV.H.

**BOARD ACTION**

A motion to approve the first reading of the amendment to Board Policies I.A.1., I.M.1.b., IV.A., V.A.1., V.B.1., V.B.8., and IV.H.

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

**THIS PAGE IS LEFT INTENTIONALLY BLANK**

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: A. Policy Making Authority

April 2002 August 2006

---

**A. Policy-Making Authority**

1. Definition

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

North Idaho College, the College of Southern Idaho, the Idaho State Historical Society, and the ~~Idaho State Library~~ Commission for Libraries operate in accordance with policies established by their respective boards of trustees, except for state appropriations requests and other matters governed by the State Board of Education. For the purposes of these governing policies and procedures, North Idaho College, College of Southern Idaho, the Idaho State Historical Society, and the ~~Idaho State Library~~ Commission for Libraries are excluded from coverage unless included by reference.

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: M. Annual Planning and Reporting

April 2002 August 2006

---

**M. Annual Planning and Reporting**

1. Strategic Plans

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

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

- (1) Institution, school and agency strategic plans shall be aligned with the Board's strategic plan, be created in accordance with Board guidelines, and be consistent with assigned role and mission statements.
  - (2) Plans shall be updated annually and submitted to the Board for approval.
  - (3) Plans shall be submitted by the Board to the appropriate state administrative entity in order to meet the state's annual planning requirements.
- b. The Idaho State Historical Society and ~~Idaho State Library~~ Commission for Libraries are recognized as unique collaborators in the state education system and are encouraged to report annually to the Board in accordance with these guidelines.

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

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

**Subsection: A. Coverage**

~~April 2002~~ August 2006

---

**B. 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~~ Commission for Libraries 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 State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

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

**Subsection: H. ~~Idaho State Library~~ Commission for Libraries**

~~April 2002~~ August 2006

---

**H. Idaho State Library**

The ~~Idaho State Library~~ Commission for Libraries provides, promotes, and delivers library services to people in Idaho.

1. ~~State Library Board~~ of Library Commissioners.

## PLANNING, POLICY & GOVERNMENTAL AFFAIRS

JUNE 14-16, 2006

---

- a. The ~~State Library Board of Library Commissioners~~ 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 of Library Commissioners~~ 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 of Library Commissioners~~, 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 of Library Commissioners~~.

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

- (c) The ~~State Library Board of Library Commissioners~~ 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 of Library Commissioners~~ 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 of Library Commissioners~~.

- (3) The ~~State Library Board of Library Commissioners~~, 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.

- 2. Policies and Procedures.

## PLANNING, POLICY & GOVERNMENTAL AFFAIRS

JUNE 14-16, 2006

---

The ~~State Library Board~~ of Library Commissioners elects its own officers and makes all necessary rules and regulations for the conduct of the public business entrusted to its care.

### 3. Budgetary and Other Matters.

The ~~State Library Board~~ of Library Commissioners, through its chief executive officer, submits an annual budget request to the State Board of Education on a schedule established by the executive director or his or her designee. Other matters that might involve the ~~Idaho State Library~~ Commission for Libraries are referred to in these Governing Policies and Procedures of the State Board of Education.

## Idaho State Board of Education

# GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

### Subsection: A. General Authority, Responsibilities, and Definitions ~~April 2002~~ August 2006

---

## A. General Authority, Responsibilities, and Definitions

### 1. Scope of Section

With the exception of the State Department of Education, and unless otherwise noted, each institution, agency, and school under the governance of the State Board of Education and Board of Regents of the University of Idaho (hereinafter the "Board") must conduct all of its financial and related affairs as provided in this section. The community colleges (NIC and CSI), Idaho State Historical Society, and ~~Idaho State Library~~ Commission for Libraries are included only as specified. The policies and procedures outlined here are to complement and not to supplant the Office of the State Controller's user manual.

## Idaho State Board of Education

# GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

### Subsection: B. Budget Policies

~~April 2002~~

August 2006

---

## B. Budget Policies

### 1. Budget Requests

For purposes of Item 1., the community colleges (CSI and NIC), the State Historical Society, and the ~~State Library~~ Commission for Libraries are included.

### 8. Major Capital Improvement Project -- Budget Requests



**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

For purposes of Item 8., the community colleges (NIC and CSI), the State Historical Society, and the ~~State Library~~ Commission for Libraries are included, except as noted in V.B.8.b. (2).

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

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

**SUBSECTION: A. Policy Making Authority**

April 2002

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

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

**THIS PAGE IS LEFT INTENTIONALLY BLANK**

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

**SUBJECT**

First Reading of Amendment to Board Bylaws

**BACKGROUND**

The Board's Bylaws have not been amended since October 2004. Staff has amended the Bylaws to make them more consistent with the current practices of the Board.

**DISCUSSION**

Since April 2004, the Board has made many changes in the operation of the standing committees under the Board. The following proposed amendments are intended to bring the Board's Bylaws into compliance with the current practices of the Board.

**IMPACT**

If the Board chooses not to approve the first reading of the amendment to the Board Bylaws, the Board's Bylaws will not be consistent with current Board practice. If the Board does approve the first reading of the approval of the amendment to Board policies, the amendment will come back to the Board for a second reading at the August Board meeting.

**ATTACHMENTS**

N/A

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the first reading of the amendment to Board Bylaws

**BOARD ACTION**

A motion to approve the first reading of the amendment to Board Bylaws.

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

**THIS PAGE INTENTIONALY LEFT BLANK**

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**

**SECTION: BYLAWS**

**Revised August 2006**

---

**H. Committees of the Board**

The Board shall organize itself into four (4) permanent standing committees: the Planning, Policy and Governmental Affairs Committee; the Instruction, Research, and Student Affairs Committee; the Business Affairs and Human Resources Committee; and the Audit Committee. The Board may constitute other non-permanent task forces or working groups as necessary. Standing committee members, and the members of any task forces or working groups, are appointed by the Board president after informal consultation with other Board members. Any Board standing committee, task force, or working group may make recommendations to the Board, but may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio member of any standing committee, task force, or working group.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, the College of Southern Idaho and North Idaho College are included in references to the "institutions;" and Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, the Division of Professional-Technical Education, the State Department of Education, the State Historical Society, and the State Library are included in references to the "agencies." The School for the Deaf and the Blind is referred to as "school."\* An institution, agency or school may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

**1. Planning, Policy and Governmental Affairs Committee**

**a. Purpose**

The Planning, Policy and Governmental Affairs Committee is a permanent standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies, institutions and school, will develop and recommend to the Board future planning initiatives and goals. This committee shall also advise the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

**b. Composition**

---

\* Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and the Board's Chief Administration and Governmental Affairs Officer. The Planning, Policy and Governmental Affairs Committee may form a working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit recommendations to the Board.

c. Responsibilities and Procedures

The Planning, Policy and Governmental Affairs Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

- (1) long range planning and coordination;
- (2) initial discussions and direction on strategic policy initiatives and goals;
- (3) legislative proposals and administrative rules for Board agencies and institutions;
- (4) coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
- (5) review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
- (6) reports and recommendations from the Presidents' Council and the Agency Heads' Council;
- (7) other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Board's Chief Administration and Governmental Affairs Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a permanent standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

- (1) agency and institutional instruction, research and student affairs agenda items;
- (2) instruction, academic or professional-technical program approval;
- (3) instruction, academic or professional-technical program review, consolidation, modification, and discontinuance, and course offerings;
- (4) outreach, technology and distant learning impacting programs and their delivery;
- (5) long-range instruction, academic and professional-technical planning;
- (6) registration of postsecondary educational institutions offering programs or courses in Idaho;
- (7) continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
- (8) student organizations' activities and issues; and
- (9) other matters as assigned by the Board.

The Board's Chief Academic Officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

The Business Affairs and Human Resources Committee is a permanent standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents Council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions. The chairperson presents all committee recommendations to the Board.



**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

- (1) Agency and institutional financial agenda items;
- (2) Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
- (3) Long-range fiscal planning;
- (4) Fiscal analysis of the following
  - (a) New and expanded financial programs;
  - (b) Establishment, discontinuance or change in designation of administrative units;
  - (c) Consolidation, relocation, or discontinuance of programs;
  - (d) New facilities and any major modifications to facilities which would result in changes in programs or program capacity; and
- (5) other matters as assigned by the Board.

The Board's Chief Fiscal Officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board

4. Audit Committee

a. Purpose

The Audit Committee is a permanent standing advisory committee of the Board, and its members are appointed to assist the Board in fulfilling its fiscal oversight responsibilities. The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit Committee members shall be appointed by the Board and shall consist of six or more members. Three members of the Audit Committee shall be current Board members and three members shall be independent non-Board members who are permanent residents of the state of Idaho. Each Audit Committee member who is a Board member shall be independent, free from any relationship that would interfere with the exercise of her or his independent

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

judgment. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of the Audit Committee and financial affairs and the ability to exercise independent judgment, and at least one member of the Audit Committee shall have current accounting or related financial management expertise in the following areas:

- 1) an understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
- 2) the ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
- 3) experience in preparing or auditing financial statements and;
- 4) an understanding of internal controls.

Appointments shall be for a three-year term. Terms will be staggered such that two members exit and two new members are added each year. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

c. Responsibilities and Procedures

It is not the Audit Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management is responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principal duties and responsibilities of the Audit Committee:

- 1) Approve the appointment, establish the compensation, and evaluate and oversee the work of the independent auditors. The Audit Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Audit Committee and the auditor's "engagement letter" shall be addressed to the Audit Committee and the President of each institution. The Audit Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.
- 2) Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;
- 3) Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.
- 4) Present the financial statements to the Board and provide detail and summary reports as appropriate.
- 5) Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions under its governance including

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

- establishment of confidential complaint mechanisms.
- 6) Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;
  - 7) Monitor the independence and performance of each organization's independent auditors and internal auditing departments;
  - 8) Provide general guidance for developing risk assessment models for all institutions.
  - 9) Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.
  - 10) Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.
  - 11) As a matter of independence, the Audit Committee will not approve policy.

The Audit Committee will meet as needed.

5. Executive Committee

a. Purpose

The Executive Committee is responsible for assisting the full Board in discharging its responsibilities with respect to the management of the business and affairs of the Board and the Board Office when it is impracticable for the full Board to meet and act, to consider matters concerning the Board that may arise from time to time, and to provide appropriate direction to the executive director on any of such matters.

b. Composition

The Executive Committee is composed of the current Board President, Vice President, and Secretary, and the immediate past Board President. The Board's executive director also shall serve on the Executive Committee. The current Board President serves as chairperson of the committee. In the event the past Board President is unable to serve on the Executive Committee, then the Board President may appoint another member of the Board to serve in the place of such former officer.

c. Responsibilities and Procedures

The Executive Committee shall have such duties, responsibilities, and authority as may be delegated from time to time to the Executive Committee by the Board, and in the intervals between meetings of the Board, the Executive Committee shall have and shall exercise the powers of the Board in directing the management of the business and affairs of the Board. However, the Executive Committee may not undertake any action that, pursuant to any applicable law, rule, or policy of the Board, must be performed by another committee of the Board, or which must be acted upon by the whole Board in public session. The Board's executive director, under the direction of the Board President, prepares the agenda for and schedules each meeting of the Executive Committee, which

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

may be conducted telephonically. A written record is not kept of the committee's activities, but it shall be the responsibility of the executive director to promptly communicate to all Board members who are not members of the committee regarding information related to the committee's discussions and activities.

**I. Committee Presentations**

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection H above, with the exception of the Audit Committee.
2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall lead and facilitate discussion and presentations with regard to agenda items in the area of that committee's responsibility. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to lead and facilitate discussions and presentations in a particular area.

**J. Presidents' Council**

1. Purpose

The Presidents' Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on agenda items scheduled for Board consideration. The Presidents' Council may also choose or be directed by the Board to meet with the Agency Heads' Council for exchanges of information or to discuss projects of benefit to the entire system. The Presidents' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

The Presidents' Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College; and the presidents of North Idaho College and the College of Southern Idaho; each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a new chair elected each academic year, such that the chair will rotate among the respective members. The administrator of the Division of Professional-Technical Education and the Board's Executive Director shall be non-voting members of the council.

3. Duties of the Chair

The chair:

- a. presides at all Presidents' Council meetings with full power to discuss and vote on all matters before the Council;
- b. establishes the Presidents' Council agenda in consultation with the executive

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

director; and

- c. maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.
- 4. The executive director will communicate openly and in a timely manner with the Presidents' Council for discussion and recommendation on agenda items.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

**Vision/Mission Statement (2006-2011)**

**Introduction**

The framers of Idaho's Constitution (Article IX, Section 1), knowing that "the stability of a republican form of government depending mainly on the intelligence of the people," required the legislature to establish and maintain our public school system. The framers then vested (Article IX, Section 2) the "general supervision" of the Idaho public education system in the State Board of Education, "the membership, powers and duties of which shall be prescribed by law." In addition, the State Board of Education is constitutionally vested with the general supervision of all public higher education and sits in a constitutional capacity as the Board of Regents of the University of Idaho. The State Board of Education, has also been identified in statute as the: Trustees of Idaho State University, Trustees of Lewis-Clark State College, Trustees of Boise State University, State Board for Professional-Technical Education and Trustees for the Idaho School for the Deaf and the Blind.

*The Idaho public education system, over which the Board is responsible, consists of the following institutions and agencies:*

All public primary/secondary schools  
School for the Deaf and the Blind  
Idaho State University  
University of Idaho  
Lewis-Clark State College  
Boise State University  
College of Southern Idaho\*  
North Idaho College\*  
Eastern Idaho Technical College

Division of Professional-Technical Education  
Idaho Public Broadcasting System  
Division of Vocational Rehabilitation  
Idaho State Library\*\*  
Idaho State Historical Society\*\*  
State Department of Education  
Office of the State Board of Education  
Museum of Natural History

*\*Also have local boards*

*\*\*Also have separate oversight boards  
appointed by the State Board of Education*

With this plan, the Board strives for a "seamless" educational system without barriers within or between the various organizational components of the system. This can be accomplished by focusing on the following set of common goals and objectives for the education system, which the Board intends to be incorporated into each agency and institution strategic plan. The Board also intends to promote cooperation and teamwork for goal accomplishment while still allowing flexibility for each unique organization in the system to be innovative in carrying out its educational mission. Cooperation and flexibility are critically important in view of the fact that complex and interrelated forces will continue to drive change **in our education system.**

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

**Vision**

Educate Idaho! -- To improve the knowledge, skills, and opportunities for all citizens of Idaho.

The State Board of Education envisions an accessible, seamless public education system of high quality that provides an intelligent and well-informed citizenry capable of active participation in the processes of a democratic government, contributes to the economy and general quality of life particularly in Idaho, opens access to cultural and intellectual resources, and enables all individuals to develop their skills, knowledge, and ability to become contributing life-long members of a global society.

**Education Mission**

To deliver public primary/secondary/postsecondary education, training, rehabilitation and information research services.

The Idaho education system, consisting of the unique agencies and institutions governed by the Board, delivers public primary/secondary/postsecondary education, training, rehabilitation and information/research services in the state and, on a limited basis, to other states or countries. These agencies and institutions collaborate to provide a diverse population with educational programs and services that are **high quality, accessible, relevant, and effective** and **efficient**. To that end, the Board has adopted the following goals and objectives for the education system:

- I. Direct efforts to continuously improve the **quality** of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.
- II. Provide individuals of all ages and abilities **access** to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.
- III. Ensure education, training, rehabilitation and information/research services are **relevant** the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government.
- IV. Ensure maximum benefit from education resources through **effective** and **efficient** operation and management of the education system and investments in student learning centered software.

**Goal I: Direct efforts to continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry in a multicultural society.**

**Objectives:**

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

1. Continue development and implementation of statewide exiting standards/assessments for public school students and hold schools accountable for student achievement.
2. Continue full implementation of the teacher quality initiative (Idaho's MOST) to evaluate and improve public school teacher policy to include training, compensation, merit, and employment practices.
3. Evaluate state policy regarding teacher-continuing contracts.
4. Strive for continuous improvements and increased levels of public confidence in the Idaho education system through performance-based (what students know and can do) assessment of education programs.
5. Prepare graduates with a level of skills and knowledge that equips citizens to exercise their rights in a democratic society and allows them to be competitive in a global economy.
6. Maintain institutional and attain/maintain specialized accreditation in areas appropriate to the institutional mission.
7. Provide Idaho students with excellent and innovative instruction from motivated, qualified teachers supported by competent administrators and support staff.
8. Develop a career continuum and compensation system for teachers, faculty and staff that reward knowledge, skill, and productivity and promote recruiting, hiring and retention.
9. Support efforts to hire and retain outstanding and diverse education system personnel (teachers, faculty, and staff).
10. Eliminate dangerous conditions in public schools and promote safe, productive learning environments organized for student and teacher success.
11. Support the implementation of a program of state aid to all types of public broadcasting and libraries (public school, academic, and special).

**Goal II: Provide individuals reflecting the diverse spectrum of society access to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.**

**Objectives:**

1. Within in the framework established in Idaho's Constitution, maintain a close working relationship with the Idaho legislature and preserve "local school board control" of curriculum and school operations.



**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

2. Ensure Idaho's education system operates as a "seamless" system (without barriers between its various elements).
  - Facilitate mobility among education programs and services.
  - Encourage articulated credit between secondary schools and postsecondary institutions and among postsecondary institutions.
  - Develop universal access to library/archival services (public, school, academic, and special) for all Idahoans.
3. Provide opportunities for all citizens, in all parts of the state, to obtain needed education, training, rehabilitation and information/research services through appropriate delivery modes at convenient locations.
  - Develop a statewide infrastructure in cooperation with public and private entities capable of converging voice, video and data technologies.
  - Support an environment conducive to developing, testing, and implementing new technologies by creating incentives, with quantifiable outcomes, for using leading edge software in the educational process.
  - Strive for flexible technology systems that support industry-accepted, open standards and have a high degree of interoperability and compatibility.
  - Support a statewide network of libraries and public broadcasting to provide local access to global information.
  - Embrace cooperative ventures between the agencies and institutions within the education system to offer programs and services in all parts of the state.
4. Foster an education system that creates equal access and accommodates students with different and diverse learning styles and those with special needs.
5. Encourage and facilitate inclusion of Idaho's minorities in the education system.
6. Increase the rate of postsecondary school attendance and improve opportunities for high school graduates to continue their education at postsecondary institutions.
  - Expand state-supported scholarship and financial aid opportunities.
  - Seek improved state appropriations for postsecondary education services to reduce reliance on student fees.
7. Expand outreach, research/demonstration programs, and partnerships (public / private / in state / out-of-state) to meet Idaho's growing educational, environmental, societal, cultural and economic needs.

<p><b>Goal III: Ensure education, training, rehabilitation and information/research services are <u>relevant</u> to the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government.</b></p>
---

**Objectives:**

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

1. Develop a more realistic approach to education program approval and funding making sure that funds are invested strategically and to meet the needs of all Idahoans.
2. Monitor existing education, training, rehabilitation and information/research programs and services, including program content and delivery, for continued relevance to Idaho's needs, within a global context.
3. Monitor community and statewide needs for education, training, rehabilitation and information/research programs and services and, as appropriate to role and mission, develop/implement new programs and services to meet the emerging needs of Idaho's communities, environment and economy.
4. Evaluate and continuously refine statewide learning/exiting standards and assessments at each grade level (K-12) to ensure public school students possess the skills and knowledge to continuously learn, adapt and succeed in a dynamic world.
5. Ensure that state-funded research projects and cooperative partnerships are organized and structured to meet identified needs and/or enhance Idaho's economy, communities and or environment.
6. Facilitate the formulation and implementation of public policy in Idaho by a citizenry that stays well informed through access to relevant, accurate data, knowledge and information.

<b>Goal IV: Ensure maximum benefit from education resources through <u>effective and efficient</u> operation and management of the education system and investments in student learning centered software.</b>
--

**Objectives:**

1. Evaluate the education financial base (public schools and postsecondary institutions) to maximize the benefit from all education appropriations and develop accountability measures for use with financial incentives awarded for specific outcomes.
2. Ensure that Idaho high school graduates are prepared to enter and succeed in the postsecondary education system and/or the workplace.
  - Implement learning/exiting standards at each grade level (K-12) that provide for mastery of a common set of needed skills and knowledge.
  - Reduce the need for remedial courses at postsecondary institutions.
  - Reduce the need for employers to provide skill development training to recent high school graduates in subjects that should have been mastered in school.
3. Continue to refine and update institution and agency role and mission statements to provide focus and eliminate unnecessary duplication of programs and services.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

4. Foster partnerships and cooperative ventures among the agencies and institutions within the education system and with other individuals, businesses and foundations in the public and private sectors.
5. Seek increased levels of state, local, and private sector support for all education programs (elementary, secondary and postsecondary, research, libraries and library networks) and ensure appropriate levels of accountability for all education funds.
6. Provide accountability to the State Legislature and general public by identifying and measuring performance throughout the education system.
7. Direct efforts to reduce the dropout rate and increase retention of high school and college students who are seeking their degrees/certificates.
8. Encourage the allocation of resources to improve instructional facilities and increase operational efficiency through the coordinated use of technology.
9. Review the public school calendar to ensure time for in-depth student learning, teacher professional development, and the optimal use of instructional facilities.
10. Encourage and reward innovative approaches for organizing and delivering education, training, rehabilitation, and information/research services.
11. Support the development of libraries as leaders in the application of appropriate technology to information access.

**IDAHO STATE BOARD OF EDUCATION**  
**DRAFT STRATEGIC PLAN 2006 - 2010**

**INTRODUCTION**

The purpose of this draft Strategic Plan is to start a process for dialogue to develop a Plan that will allow the Board to set goals that have specific outcomes that are measurable and that will define priorities within the K-20 system and other agencies to assure that real educational improvement in Idaho is actually occurring over time.

Please note that this document is a draft for discussion purposes only. The specific goals, measures and action items must be refined, changed and finalized through discussion and determination by the Board. The Strategic Plan when finalized is meant to be a working, management document, which will positively direct action by Board members, OSBE staff and strategic priorities of all the institutions and agencies that report to the Board.

Draft Vision and Mission Statements are presented below based on feedback from the State Board's recent meetings and from the institutions and agencies that report to the Board. They are written specifically so that anyone can simply and clearly articulate in just a few sentences what the Board's purpose and objectives are.

A draft Background Statement is included to provide context and to outline the importance of fulfilling the vision and mission as well as articulating the key challenges Idaho faces in accomplishing this task.

An Organization statement outlines the public educational system in Idaho as set out by the Constitution and Idaho Code.

Based on the Vision, Mission and Background Statement a number of possible goals for Board consideration are listed. Each Goal (which describes a broad condition that is trying to be achieved) is accompanied by the following:

- 1) Performance (Outcome) Measures – Draft “quantifiable indicators” of the Board's progress toward achieving the goal.
- 2) Benchmarks – Draft “performance targets” that communicate the Board's expected result for a particular performance measure for the next year and for the next five years.
- 3) Objectives – Draft “tasks” or “action plans” that the Board will undertake to assure that the benchmarks are achieved.

*(Please note that the definitions of these terms are determined by Idaho Code 67-1902)*

A draft list of Key Factors external to the Board and beyond its control that could significantly affect the achievement of the strategic plan is listed.

Finally, a draft Planning Calendar is presented to help assure that there is time within the Board's schedule to conduct annual reviews of performance levels and to consider updates, changes, and yearly priority action items for continuous improvement.

**VISION** - *Educate Idaho!* Get more Idahoans better educated.

**MISSION** – Improve the knowledge, skills and opportunities of all Idaho citizens by delivering public education, training, rehabilitation and information research services.

## **BACKGROUND STATEMENT**

*Based on the following reports:*

- “American Higher Education: How Does It Measure Up For the 21<sup>st</sup> Century?” -- The National Center for Public Policy and Higher Education, 5/06
- “Results that Matter: 21<sup>st</sup> Century Skills and High School Reform” Partnership for 21<sup>st</sup> Century Skills, 3/06
- “Benchmarks: WICHE Region 2006” -- Western Interstate Compact of Higher Education, 5/06.
- SHEEO letter to the national Commission for the Future of Higher Education, 6/2/06
- Report of the US Commission on National Security for the 21<sup>st</sup> Century, 4/15/00

Over the course of the 20<sup>th</sup> century, the United States became the world’s unquestioned economic leader, and our public education system as well as our two- and four-year public and private colleges and universities were central to that accomplishment. Particularly after World Ward II, postsecondary education was extended to a greatly expanded swath of the American population, creating the workforce that made our economic growth possible. While not perfect, the system could claim without exaggeration that it was “the best in the world.”

But what was once best is no longer good enough. The United States and Idaho faces the emergence of a knowledge based economy, with a demand for highly trained and educated workers, which is greater – and faster growing – than we have ever seen before. We also face fierce global competitors eager to meet this demand and land the good jobs and burgeoning opportunities that the new knowledge-based industries bring with them.

The nature of education, competition, jobs and skill demands is changing internationally in the 21<sup>st</sup> Century. Students around the world are significantly outperforming even the top American students on comparative assessments that measure competence in 21<sup>st</sup> Century skills. Innovators around the world rival Americans in developing breakthroughs that fuel economic competitiveness. Americans compete head-to-head with workers from around the globe.

In April of 2000 the 14 bipartisan members of the Hart-Rudman Commission on national security unanimously agreed that the failure of math and science education is a greater threat than any conceivable conventional war in the next 25 years. The Commission went on to assert that only a nuclear or biological weapon going off in an American city was a greater threat.

The Commission specifically stated: “*To ensure the vitality of its core institutions, the United States must make it a priority of national policy to improve the quality of primary and secondary education, particularly in mathematics and sciences.*”

The reality is that if Idaho can’t assure employers a large and growing labor pool of people with the necessary skills and competencies, particularly in math and science, other nations assuredly will. Knowledge based jobs are going to go where the knowledgeable, well-trained workers are. And the promise of economic growth and prosperity is going to go with them.

This challenge is formidable and is rendered even more difficult by demographics – because the demand for more educated workers is converging with a sharp reduction in the growth of our labor force. Between 1980 and 2000, the U.S. workforce expanded by almost 50%. Baby boomers and increased participation of women in the workforce accounted for most of that dramatic growth, which produced so many new workers that it didn't matter that our education system had moved only a fraction of them through postsecondary training or schooling. Even a small fraction added up to a lot of skilled and educated employees.

But current projections forecast labor-force growth of only 16% over the next two decades. A May 2005 report by the Committee for Economic Development estimated that nationally, the 25- to 54-year-old workforce increased by 35.1 million workers between 1980 and 2000, but will add only 3 million workers in this age group through 2020.

Given these demographic facts, if the new economic realities require us to increase our level of educational attainment to be competitive, then we must dramatically increase the percentages of students who complete high school ready to work and who receive skills and training beyond high school. This necessarily must include students from disadvantaged and minority groups; those with barriers and rehabilitation needs. This has never been required of our education system before, but now the health of our state economy depends upon it.

While postsecondary education involves many complex issues and the definition of what constitutes a being “ready to work” after completing high school is subject to debate, the need to increase the quality and expand the educational attainment in Idaho is the bottom line. Educators and political and civic leaders must do whatever it takes to give our economy an adequate stock of “human capital” and our people the tools necessary for satisfying, productive lives as citizens in a democracy and global economy.

Significant changes within primary, secondary and postsecondary education as well as in public policy will be required to achieve more successful participation and higher levels of learning. More widespread, successful participation is essential, but there need not, and cannot be a trade-off between this goal and sustaining our competitiveness at the highest levels of science, technology, and the advancement of knowledge. “Elite” and mass postsecondary education are both indispensable; the rest of the world is competing vigorously and effectively on both dimensions.

Advancing knowledge and achieving widespread educational achievement are, in fact, complementary goals. Academic excellence and a culture of discovery cannot be built on a foundation of mediocre general education. In addition to their role in advancing higher level learning and the frontiers of knowledge, our research universities need to take more seriously their responsibilities in advancing general education by example and through research on learning and the training of educators.

The stakes couldn't be greater for Idaho. At issue is whether our standard of living will fall or rise in a global economic environment that demands ever larger numbers of highly trained and educated workers.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

The stakes are equally high for individual Idahoans. In a period of overall prosperity two groups have been left behind: those with only a high school education, who have not, on average, improved their economic status; and those with less than a high school education, who have seen their real income actually decline. The jobs that once supported a middle-class standard of living for workers with a high school degree or less are the ones that have been disappearing.

Of the 30 fastest-growing occupations in the U.S. Bureau of Labor Statistics 2006-07 Occupational Outlook Handbook, only three list short-term, on-the-job training as the most significant source of post-secondary education or training. Most require more: Eight require associate's degrees, 10 require bachelor's degrees and two require doctoral degrees.

“Education and training beyond high school” is a broad and inclusive concept, but whether we are talking about an educational path that leads to a specialist certificate or to a Ph.D., higher education is no longer just the most direct route to a middle-class life; it has become essentially the only route. It has become a necessity. Higher education has become economically pivotal.

Because of the importance of increasing skill levels it is important to assess how successful we are doing in Idaho in having Idaho student graduate from high school ready to work and/or attend and complete posts-secondary education.

Nationally, of every 100 ninth graders 68 finish high school. Of those same 100 students, 39 go to college and only 16 finish an associate's degree within three years of entering college or a bachelor's degree within six years of entering college. The trends lines on these numbers for the past decade have been flat. (Source: WICHE)

Currently, of 100 Idaho ninth graders 80 finish high school. Of those same Idaho students 34 go onto college within a year of graduation somewhere in the United States and only 14 will graduate from college within six years. (Sources: Idaho Department of Education, National Center for Policy and Higher Education and Achieve)

In addition to the common metrics of increasing graduation and attendance rates Idaho must focus on the skill levels our students achieve. Bill Gates recently spoke of his fears for the future in an address to the National Governors Association. He noted: “In math and science, our 4th graders are among the top students in the world. By 8th grade, they're in the middle of the pack. By 12th grade, U.S. students are scoring near the bottom of all industrialized nations.” He concluded that “In the international competition to have the biggest and best supply of knowledge workers, America is falling behind.” These national statistics mirror what is happening for Idaho students.

We have much to do to assure success for Idaho and for Idahoans. More than ever before we need more students completing high school ready to work and who have the opportunity to access and complete post secondary education and training. It is imperative we prepare students to succeed and prosper in life, in school and on the job to give them every advantage in a globally competitive world and to keep Idaho's economy thriving in the future.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

**ORGANIZATION**

The framers of Idaho's Constitution (Article IX, Section 1), knowing that "the stability of a republican form of government depending mainly on the intelligence of the people," required the legislature to establish and maintain our public school system. The framers then vested (Article IX, Section 2) the "general supervision" of the Idaho public education system in the State Board of Education, "the membership, powers and duties of which shall be prescribed by law."

In addition, the State Board of Education is constitutionally vested with the general supervision of all public higher education and sits in a constitutional capacity as the Board of Regents of the University of Idaho. The State Board of Education, also been identified in statute as the: Trustees of Idaho State University, Trustees of Lewis-Clark State College, Trustees of Boise State University, State Board for Professional-Technical Education and Trustees for the Idaho School for the Deaf and the Blind.

*The Idaho public education system*, over which the Board is responsible, consists of the following institutions and agencies:

All public primary/secondary schools  
School for the Deaf and the Blind  
Idaho State University  
University of Idaho  
Lewis-Clark State College  
Boise State University  
College of Southern Idaho\*  
North Idaho College\*  
Eastern Idaho Technical College

Division of Professional-Technical Education  
Idaho Public Broadcasting System  
Division of Vocational Rehabilitation  
Idaho Commission for Libraries\*\*  
Idaho State Historical Society\*\*  
State Department of Education  
Office of the State Board of Education  
Museum of Natural History

*\*Also have local elected boards*

*\*\*Also have separate oversight boards appointed  
by the State Board of Education*



**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

**GOALS**

**Goal #1:      Improve K-12 Educational Quality** – Continuously improve the quality of Idaho's K-12 educational services to ensure all students are well prepared for citizenship, work, and postsecondary education in a globally competitive, multicultural society.

**Performance/Outcome Measures**

- A. Increase the number of 9<sup>th</sup> graders graduating from High School.
- B. Increase the number of Idaho HS graduates going to post secondary education.
- C. Increase the number of students and schools meeting ISAT proficiency levels.
- D. Increase the number of students improving skills under the ISAT growth model.
- E. Increase number of students engaged in a rigorous high school curriculum.
- F. Increase successful employment attainment following high school and following post-secondary education and training.
- G. Decrease the number of HS graduates enrolled in post secondary education taking remedial math and English courses.

**Benchmarks**

- A. Increase the number of 9<sup>th</sup> graders graduating from High School from \_\_\_% in 2006 to \_\_\_% in 2007 and to \_\_\_% in 2010.
- B. Increase the number of high school graduates going to post secondary education from \_\_\_% in 2006 to \_\_\_% in 2007 and to \_\_\_% in 2010.
- C. Increase the number of students and schools meeting ISAT proficiency levels from \_\_\_% in 2006 to \_\_\_% in 2007 and to \_\_\_% in 2010.
- D. Increase the number of students improving skills under the ISAT growth model from in 2006 \_\_\_% to \_\_\_% in 2007 and to \_\_\_% in 2010.
- E. Define and develop measures to track students engaged in a rigorous high school curriculum.
- F. Develop measures to track employment attainment after high school, and after various levels of post-secondary training and education including non-credit workforce training.
- G. Decrease the number of HS graduates enrolled in post secondary education taking remedial math and English courses from \_\_\_% in 2006 to \_\_\_% in 2007 and to \_\_\_% in 2010.

**Objectives (Action Plans)**

- A. Increase the rigor of HS graduation requirements in core areas of math and science.
- B. Create a "math specialist" endorsement that could be added to any standards secondary, K-8 or PTE certificate.
- C. Assure the ISAT is aligned to state standards and the transition to the new service vendor is implemented successfully.
- D. Increase math and science skills in non-traditional math and science classes such as professional technical and music classes that will meet HS math and science graduation requirements.
- E. Increase teacher quality by implementing selected pay for performance pilots.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

- F. Increase the offerings of AP, dual enrollment and I.B. classes.
- G. Require all HS students take college entrance exams.
- H. Develop and implement "growth model" for ISAT and to meet NCLB requirements, measure AYP, etc.
- I. Increase rigor of the senior year by increasing core requirements and requiring a Senior Project.
- J. Align high school math and language arts standards and graduation requirements with postsecondary education entrance requirements.

**Goal #2:      Improve Post-Secondary Education Access and Completion Rates -** Assure that all Idahoans have access to and that most receive some type of post-secondary educational training.

**Performance/Outcome Measures**

- A. Increase the number of students receiving a postsecondary four- or two-year degree, a certificate or a diploma and non-credit workforce training.
- B. Establish a statewide network of comprehensive community colleges with open enrollment policies.
- C. Increase the number of HS students taking dual enrollment courses and number of dual enrollment courses offered.
- D. Increase the number of Idaho students receiving scholarships.
- E. Assure all state universities and colleges are appropriately accredited.

**Benchmarks**

- A. Increase the number of students receiving a postsecondary four- or two-year degree, a certificate or a diploma and non-credit workforce training. Develop specific metrics to track these numbers at various levels and institutions.
- B. Work with 2007 Legislature to establish a statewide network of comprehensive community colleges with open enrollment policies
- C. Increase the number of HS students taking dual enrollment courses and number of dual enrollment courses offered from \_\_\_% in 2006 to \_\_\_% in 2007 and to \_\_\_% in 2010.
- D. Increase the number of Idaho students receiving scholarships from \_\_\_% in 2006 to \_\_\_% in 2007 and to \_\_\_% in 2010.
- E. Work with 2007 Legislature to establish a needs-based scholarship program for Idaho students.

**Objectives (Action Plans)**

- A. Develop "bridge standards" that are aligned with K-12 standards and reflect entry level employment and post-secondary expectations.
- B. Increasing funding for post-secondary merit- and needs- based scholarships.
- C. Assure articulation agreements on dual enrollment between universities and high schools.
- D. Positively address all issues raised in accreditation review of University of Idaho and Idaho State University.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**  
**JUNE 14-16, 2006**

---

- E. Develop tax credits for businesses and individuals who contribute to the Idaho Students Scholarship Fund.

**Goal #3:**     *Agency Goals - Develop goals, outcomes, benchmarks and objectives for agencies that report to the Board.*

**Goal #4:**     *Other Possible Goals –*  
                  *Affordability of postsecondary education?*  
                  *Efficient and effective use of taxpayer dollars used in public education?*

**KEY EXTERNAL FACTORS**

Key factors beyond the control of the State Board of Education that could significantly affect the achievement of the Strategic Plan include:

- 1) Legislative support for increased high school graduation requirements to increase the “rigor” of a high school diploma.
- 2) Successful development of longitudinal tools including an unique student identifier that are necessary to monitor success or failure of the measures established.
- 3) Funding levels appropriated by the Legislature for K-12 and higher education.

**DRAFT PLANNING CALENDAR**

April Board Meeting

- 1<sup>st</sup> Day - Receive Accomplishments Report on prior year Strategic Plan  
2<sup>nd</sup> Day – Work Session on K-12 Strategic Plan

May Board Meeting

- 1<sup>st</sup> Day – Institutional President Evaluations  
2<sup>nd</sup> Day – Work Session on Postsecondary Education Strategic Plan

June Board Meeting

- Review updated draft Strategic Plan based on work sessions  
Board “Self Evaluation”  
Executive Director Evaluation  
Set budget guidelines

August Board Meeting

- Finalize Strategic Plan with Goals, Outcome Measures, Benchmarks, and Objectives  
Finalize Legislative Action Plan  
Finalize budget recommendations