STATE BOARD OF EDUCATION SPECIAL MEETING
Wednesday, May 30, 2007 – 9:00 a.m. MDT; 8:00 a.m. PDT
Len B. Jordan Building
650 West State Street
Room 307
Boise, Idaho

Teleconference Number: 1-888-622-5357
Participant Code: 106726

EXECUTIVE SESSION (Closed to the Public).

Pursuant to Idaho Code Section 67-2345(1), the State Board of Education may meet in executive session to discuss one or more of the following:

(a) to consider hiring a public officer, employee, staff member or individual agent. This paragraph does not apply to filling a vacancy in an elective office;
(b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent, or public school student;
(c) to conduct deliberations concerning labor negotiations or to acquire an interest in real property which is not owned by a public agency;
(d) to consider records that are exempt by law from public inspection;
(f) to consider and advise its legal representatives in pending litigation or where there is a general public awareness of probable litigation.

EXECUTIVE SESSION ITEMS MAY BE DISCUSSED AND ACTED UPON, IF APPROPRIATE, IN OPEN SESSION.

BOARDWORK

Agenda Approval

STATE BOARD OF EDUCATION

1. University of Idaho Physical Education Building Fire Restoration
2. ISAT Academic Achievement Standard-Setting
3. OSBE Personnel Issues

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.idahoboardofed.org

OTHER / NEW BUSINESS

This meeting will convene in open session at 9:00 a.m. MDT at the Len. B. Jordan Building, 650 West State Street, Room 307, Boise, Idaho and the Board will immediately hold an executive session. It is expected that the Board will reconvene in open session at approximately 9:15 a.m. MDT, but that time is not certain and cannot be assured. For the convenience of the public, a teleconference number is provided for the open public session to be held after executive session.

If auxiliary aids or services are needed for individuals with disabilities, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to or after the order listed.

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TAB	DESCRIPTION	ACTION
1	ISAT ACADEMIC ACHIEVEMENT STANDARD-SETTING	Motion to Approve
2	UNIVERSITY OF IDAHO PHYSICAL EDUCAITON BUILDING FIRE RESTORATION	Motion to Approve
3	OSBE PERSONNEL ISSUES	Motion to Approve

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INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT
Physical Education Building Fire Restoration

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.K.1. and V.K.2

BACKGROUND
On January 27, 2007, a fire occurred in the women's locker room in the Physical Education Building, caused by towels coming in contact with a heat source. There was extensive damage to the sauna, showers, restrooms, lockers, laundry area, air handling systems, equipment cage, and facility manager's office. There was also smoke damage to ventilation systems in the adjacent Swimming Center.

DISCUSSION
Since this January, University of Idaho staff has worked with the State of Idaho's Risk Management Program and the independent adjustor assigned to this claim. The adjustor obtained bids from contractors for the restoration. The bids are different in cost because of varying levels of restoration or replacement items missing. The result of the corrections placed each bid at approximately $710,000. The State's Risk Management Program will make the determination on the contractor and the level of repair and restoration.

Although the bid in hand totals $710,000, it is offered with the expectation of additional work being identified during the course of re-construction. The insurance companies expect this as well, and are prepared to pay any initial payment to the UI at the start, with an additional final 'reconciliation' payment upon completion of the work, with submission of any final documentation showing the additional work and costs incurred. The maximum additional amount anticipated from insurance proceeds would be $138,000.

ATTACHMENTS

Attachment 1 – Capital Projects Tracking Sheet Page 4

IMPACT
The Physical Education Building and adjacent Swimming Center is insured through the State of Idaho's Risk Management Program. Except for the $2,000 deductible, the fire loss will be covered by insurance proceeds through the State Risk Management Program and Travelers Insurance Company.

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO – continued

STAFF COMMENTS AND RECOMMENDATIONS

The university had considered combining this repair project with an unrelated renovation, literally on the other side of the wall from the fire-affected area. This project would have been supported with university funds. At the present time this project will be considered at a later time, as funds become available. Per Board policy, the University would seek approval from the SBE Executive Director if the project cost is between $250,000 and $500,000. Although not expected, the university would seek Board permission if the project exceeded $500,000.

Based upon the information provided in the Cover Sheet and Capital Projects Tracking Sheet (attached), staff recommends approval of this request.

BOARD ACTION

A motion to approve the request by the University of Idaho to undertake major capital improvements to the Physical Education Building and Swimming Center using insurance proceeds in the amount up to $848,000, and institutional funds in the amount of $2,000, for a total project cost of $850,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
I. Construction Projects **April 2002**

1. Major Project Approvals - Proposed Plans

   Without regard to the source of funding, before any institution, school or agency under the governance of the Board begin formal planning to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to exceed five hundred thousand dollars ($500,000), must first be submitted to the Board for its review and approval. All projects identified on the institutions', school's or agencies' six-year capital plan must receive Board approval.

2. Project Approvals

   Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to be between two hundred fifty thousand dollars ($250,000) and five hundred thousand dollars ($500,000), must first be submitted to the executive director for review and approval. Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities or construction of new facilities, when the cost of the project is estimated to exceed five hundred thousand dollars ($500,000), must first be submitted to the Board for its review and approval. Project cost must be detailed by major category (construction cost, architecture fees, contingency funds, and other). When a project is under the primary supervision of the Board of Regents or the Board and its institutions, school or agencies, a separate budget line for architects, engineers, or construction managers and engineering services must be identified for the project cost. Budgets for maintenance, repair, and upkeep of existing facilities must be submitted for Board review and approval as a part of the annual operating budget of the institution, school or agency.

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of May 9, 2007

History Narrative

Institution/Agency: University of Idaho **Project:** Capital Project Authorization Request, PEB Fire Restoration, University of Idaho

Project Description: Construction and restoration effort following a fire in the sauna at the Physical Education Building (PEB)

Project Use: Project scope includes repairs and restoration of the areas damaged by the fire, including showers, restrooms, lockers, laundry area, air handling systems, equipment cage, and manager's office. There was also smoke damage to ventilation systems in the adjacent Swimming Center.

Project Size: N/A

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds* Const	Other**	Total Uses
Initial Cost of Project	$ -	$ -	$ 850,000	$ 850,000		$ 710,000	$ 140,000	$ 850,000
History of Revisions:								
Total Project Costs	$ -	$ -	$ 850,000	$ 850,000	$ -	$ 710,000	$ 140,000	$ 850,000

				* Other Sources of Funds				
History of Funding:	PBF	ISBA	Institutional Funds (Gifts/Grants)	Student Revenue	Other*	Total Other	Total Funding
Original Authorization (Regents special meeting May07)	$ -		$ 2,000		$ 848,000	$ 850,000	$ 850,000
						$ -	$ -
						$ -	-
						$ -	-
						$ -	-
Total	$ -	$ -	$ 2,000	$ -	$ 848,000	$ 850,000	$ 850,000

* Overall project cost estimate is subject to further fact-finding during the course of repairs. All funding (other than UI's $2,000 deductible) to be provided through insurance proceeds.

** Project Contingency--additional work likely to be identified in the course of fire repairs

SUBJECT

ISAT academic achievement standard-setting: matching performance level descriptors to ISAT scores for reading, mathematics, and language usage for grades 3-8 and 10, and science for grades 5, 7, and 10. Update science standards. Incorporate by reference into rule.

Approval of Temporary and Proposed Rules Governing Thoroughness – Incorporation by Reference.

REFERENCE

August 10, 2006	Adoption by Board of both proficiency levels and performance level descriptors for math and reading in grades 3-8 and 10.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 (1) Rules – Executive Department, Idaho Code
Section 33-1612 –Thorough System of Public Schools, Idaho Code
Section 67-5229 – Incorporation by Reference, Idaho Code

BACKGROUND

The Idaho State Board of Education has been administering the Idaho Standards Achievement Tests (ISAT) since the spring of 2003. As part of the process, general performance levels were described, and cut-scores were set. In the 2005 peer review done by the U.S. Department of Education. Idaho was asked to submit additional evidence for a second peer review in the fall of 2006 to show that academic achievement standards and related performance level descriptors (PLDs) that describe student performance in both reading and mathematics at each of grades three through eight and ten had been established for the ISAT by using a technically sound methodology. The result of the second peer review was that Idaho's assessment system was approved with recommendations that the 2006 achievement standards (cut scores) be validated following the spring 2007 ISAT.

The science standard adopted last summer has been changed by some of the expert committees working with test development in order to have the standards better articulated.

DISCUSSION

The Idaho Technical Advisory Committee recommended at its January 2007 meeting that the performance level descriptors be revised to add more detail that would provide more useful information to parents, students, and teachers. A group of Idaho educators was assembled in March 2007 to develop PLDs for reading, language usage, and mathematics in grades 3-8 and 10 and for science in grades 5, 7, and 10. These PLDs were used during the week of May 20, 2007 to guide Idaho educators from each of the ISAT subject areas through the standard setting led by Data Recognition Corporation (DRC) and the Idaho State Board of Education. ISAT test items at each grade level for both content areas, previously ordered by difficulty, were reviewed to determine the difficulty associated with advanced, proficient, basic, and below basic performance levels.

All of the teachers in each content area worked together in large groups to arrive at the academic achievement standards at grade six, and then broke into smaller groups to complete the process for each of the grades up and down from grade six. The large group reconvened to look across all grade levels. Finally, a small representative group met for half a day to do a last review of the results. The resulting academic achievement standards are required technical and alignment verification of the ISAT and will be submitted for federal review upon approval by the Idaho State Board of Education.

IMPACT

With the Board's final approval, the academic achievement standards (cut scores and PLDs) will be used to issue student, class, school, district, and state reports for the spring 2007 ISAT. These scores will also be used to determine school and district adequate yearly progress (AYP) for 2007.

Approval of the science standard will provide the basis of the final version of the science ISAT, which will be required by No Child Left Behind in 2008.

ATTACHMENTS

Attachment 1 – Temporary and Proposed Rules Governing Thoroughness – Incorporation by Reference Page 3
Attachment 2 – Science Standards Page 5
Attachment 3 – ISAT Cut-Scores by Performance Level (to be provided by DRC)
Attachment 4 – Performance Level Descriptors (to be provided by DRC)

STAFF COMMENTS AND RECOMMENDATIONS

The process implemented by DRC was exceedingly thorough and well documented and has been nationally tested and accepted over time. The results of the process benefited from significant teacher discussion and impact data. Both psychometric and content staffs were closely involved in each step of the process. The achievement standards (cut scores and PLDs) are being adopted. A short narrative summary of each PLD will be used on the individual student reports.

BOARD ACTION

A motion for final approval of the Idaho academic achievement standards, including the PLDs and ISAT cut scores, at each performance level for each grade.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the temporary and proposed Rules Governing Thoroughness – Incorporation by Reference, IDAPA 08.02.03.004.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

IDAPA 08.02.03 Rules Governing Thoroughness

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education on ~~November 1, 2006~~May 30,2007. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov/index.asp. ~~(3-30-07)~~(5-30-07)T

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov/lep/index.asp. (3-30-07)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov/lep/index.asp. (3-30-07)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov/lep/index.asp. (3-30-07)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on ~~August 10, 2006~~May 30, 2007. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov/index.asp. ~~(3-30-07)~~(____)

06. The Idaho Alternative Assessment Extended Content Standards. The Idaho Alternative Assessment Extended Content Standards as adopted by the State Board of Education on April 20, 2006. Copies of the document can be found at the State Board of Education website at http://www.boardofed.idaho.gov/index.asp. (11-1-06)T

07. The Idaho Alternative Assessment Extended Achievement Standards. Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on April 20, 2006. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov/index.asp. (11-1-06)T

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IDAHO CONTENT STANDARDS
GRADE 5
SCIENCE

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

Standard 1: Nature of Science

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 1.1: Understand Systems, Order, and Organization	5.S.1.1.1 Compare and contrast different systems. (603.01.a)						
Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations	5.S.1.2.1 Use observations and data as evidence on which to base scientific explanations and predictions. (603.02.a)	5.S.1.2.2 Explain the difference between observation and inference. (603.02.b)	5.S.1.2.3 Use models to explain or demonstrate a concept. (603.02.c)				
Goal 1.3: Understand Constancy, Change, and Measurement	5.S.1.3.1 Analyze changes that occur in and among systems. (603.03.b)	5.S.1.3.2 Measure in both U.S. Customary and International System of Measurement (metric system) units with an emphasis on the metric system. (603.03.c)					
Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State	No objectives at this grade level.						

Goal 1.5: Understand Concepts of Form and Function	5.S.1.5.1 Explain how the shape or form of an object or system is frequently related to its use or function. (603.05.a)						
Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills	5.S.1.6.1 Write and analyze questions that can be answered by conducting scientific experiments. (604.01.a)	5.S.1.6.2 Conduct scientific investigations using a control and a variable. (604.01.b)	5.S.1.6.3 Select and use appropriate tools and techniques to gather and display data. (604.01.c)	5.S.1.6.4 Use evidence to analyze descriptions, explanations, predictions, and models. (604.01.d)	5.S.1.6.5 State a hypothesis based on observations. (604.01.e)	5.S.1.6.6 Compare alternative explanations and predictions. (604.01.f)	5.S.1.6.7 Communicate scientific procedures and explanations. (604.01.g)
Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors	No objectives at this grade level.						
Goal 1.8: Understand Technical Communication	5.S.1.8.1 Read and follow technical instructions. (613.02.a)						

Standard 2: Physical Science

Goals:	Objective 1	Objective 2	Objective 3
Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions	5.S.2.1.1 Describe the differences among elements, compounds, and mixtures. (605.01.a)	5.S.2.1.2 Compare the physical differences among solids, liquids and gases. (605.01.c)	5.S.2.1.3 Explain the nature of physical change and how it relates to physical properties. (605.01.d)
Goal 2.2: Understand Concepts of Motion and Forces	No objectives at this grade level.		

Goal 2.3: Understand the Total Energy in the Universe is Constant	No objectives at this grade level.		
Goal 2.4: Understand the Structure of Atoms	No objectives at this grade level.		
Goal 2.5: Understand Chemical Reactions	No objectives at this grade level.		

Standard 3: Biology

Goals:	Objective 1	Objective 2
Goal 3.1: Understand the Theory of Biological Evolution	No objectives at this grade level.	
Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems	5.S.3.2.1 Communicate how plants convert energy from the Sun through photosynthesis. (608.01.a)	
Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things	5.S.3.3.1 Compare and contrast the structural differences between plant and animal cells. (606.01.b)	5.S.3.3.2 Explain the concept that traits are passed from parents to offspring. (606.01.c)

Standard 4: Earth and Space Systems

Goals:	Objective 1
Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems	5.S.4.1.1 Describe the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift). (609.01.a)
Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System	5.S.4.2.1 Explain the rock cycle and identify the three classifications of rocks. (609.02.a)

Standard 5: Personal and Social Perspectives; Technology

Goals:	Objective 1	Objective 2
Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced	5.S.5.1.1 Identify issues for environmental studies. (611.01.a)	
Goal 5.2: Understand the Relationship between Science and Technology	5.S.5.2.1 Describe how science and technology are part of a student's life. (610.01.a)	5.S.5.2.2 List examples of science and technology. (610.01.b)
Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them	5.S.5.3.1 Identify the differences between renewable and nonrenewable resources. (611.03.a)	

IDAHO CONTENT STANDARDS
GRADE 7
SCIENCE

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

Standard 1: Nature of Science

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 1.1: Understand Systems, Order, and Organization	7.S.1.1.1 Define small systems as a part of a whole system. (633.01.a)	7.S.1.1.2 Determine how small systems contribute to the function of the whole. (633.01.a)	7.S.1.1.3 Identify the different structural levels of an organism (cells, tissues, organs, and organ systems). (633.01.b)			
Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations	7.S.1.2.1 Describe how observations and data are evidence on which to base scientific explanations and predictions. (633.02.a)	7.S.1.2.2 Use observations to make defendable inferences. (633.02.b)	7.S.1.2.3 Use models to explain or demonstrate a concept. (633.02.c)			
Goal 1.3: Understand Constancy, Change, and Measurement	7.S.1.3.1 Identify concepts of science that have been stable over time. (633.03.a)	7.S.1.3.2 Recognize changes that occur within systems. (633.03.b)	7.S.1.3.3 Make metric measurements using appropriate tools. (633.03.c)			
Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State	Reference to objective 7.S.3.2.1					
Goal 1.5: Understand Concepts of Form and Function	No objectives at this grade level.					

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills	7.S.1.6.1 Identify controls and variables used in scientific investigations. (634.01.b)	7.S.1.6.2 Use appropriate tools and techniques to gather and display data. (634.01c)	7.S.1.6.3 Evaluate data in order to form conclusions. (634.01.d)	7.S.1.6.4 Use evidence and critical thinking to accept or reject a hypothesis. (634.01.e)	7.S.1.6.5 Evaluate alternative explanations or predictions. (634.01.f)	7.S.1.6.6 Communicate and defend scientific procedures and explanations. (634.01.g)
Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors	No objectives at this grade level.					
Goal 1.8: Understand Technical Communication	7.S.1.8.1 Read and evaluate technical instructions. (643.02.a)					

Standard 2: Physical Science

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
Goal 2.1 Understand the Structure and Function of Matter, and Molecules and their interactions	6.S.2.1.1* Compare and contrast the differences among elements compounds and mixtures. (620.01.a)	6.S.2.1.2* Define the properties of matter. (620.01.b)	6.S.2.1.3* Compare densities of equal volumes of a solid, a liquid, or a gas. (619.01.c)	6.S.2.1.4* Describe the effect of temperature on density. (620.01.c)	6.S.2.1.5* Explain the nature of physical change and how it relates to physical properties (the distance between molecules as water changes from ice to liquid water and to water vapor). (620.01.d)
Goal 2.2 Understand Concepts of Motion and Forces	6.S.2.2.1* Describe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object. (620.03.d)				
Goal 2.3: Understand the Total Energy in the Universe is Constant	No objectives at this grade level.				
Goal 2.4: Understand the Structure of Atoms	No objectives at this grade level.				
Goal 2.5: Understand Chemical Reactions	No objectives at this grade level.				

*Depends upon when content is taught.

Standard 3: Biology

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
Goal 3.1: Understand the Theory of Biological Evolution	7.S.3.1.1 Describe how natural selection explains species change over time. (637.01.a)				
Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems	7.S.3.2.1 Describe how energy stored in food is primarily derived from the Sun through photosynthesis. (638.01.a)	7.S.3.2.2 Describe how the availability of resources (matter and energy) limits the distribution and abundance of organisms. (638.01.b)	7.S.3.2.3 Illustrate how atoms and molecules cycle among the living and nonliving components of the biosphere. (638.01.c)	7.S.3.2.4 Identify how energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores, carnivore, and decomposers. (638.01.d)	
Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things	7.S.3.3.1 Explain the relationships among specialized cells, tissues, organs, organ systems, and organisms. (636.01.a)	7.S.3.3.2 Identify the parts of specialized plant and animal cells. (636.01.b)	7.S.3.3.3 Identify the functions of cell structures. (636.01.b)	7.S.3.3.4 Describe cell functions that involve chemical reactions. (630.01.c)	7.S.3.3.5 Describe how dominant and recessive traits are inherited. (636.01.e)

Standard 4: Earth and Space Systems

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
Goal 4.1 Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth's Systems	6.S.4.1.1* Explain the interactions among the solid earth, oceans, atmosphere, and organisms. (624.01.a)	6.S.4.1.2* Explain the water cycle and its relationship to weather and climate. (624.01.b)	6 S.4.1.3* Identify cumulus, cirrus, and stratus clouds and how they relate to weather changes. (624.01.c)		
Goal 4.2: Understand the Geo-chemical Cycles and Energy in the Earth System	No objectives at this grade level.				

*Depends upon when content is taught.

Standard 5: Personal and Social Perspectives; Technology

Goals:	Objective 1	Objective 2
Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced	No objectives at this grade level.	
Goal 5.2: Understand the Relationship between Science and Technology	7.S.5.2.1 Explain how science and technology are interrelated. (640.01.a)	7.S.5.2.2 Explain how science advances technology. (640.01.b)
Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them	7.S.5.3.1 Identify alternative sources of energy. (641.03.a)	

IDAHO CONTENT STANDARDS
GRADE 10
Science

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

Standard 1: Nature of Science

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 1.1: Understand Systems, Order, and Organization	9-10.B.1.1.1 Explain the scientific meaning of system, order, and organization. (648.01a)	9-10.B.1.1.2 Apply the concepts of order and organization to a given system. (648.01a)					
Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations	9-10.B.1.2.1 Use observations and data as evidence on which to base scientific explanations. (648.02a)	9-10.B.1.2.2 Develop models to explain concepts or systems. (648.02b)	9-10.B.1.2.3 Develop scientific explanations based on knowledge, logic and analysis. (648.02c)				
Goal 1.3: Understand Constancy, Change, and Measurement	9-10.B.1.3.1 Measure changes that can occur in and among systems. (648.03b)	9-10.B.1.3.2 Analyze changes that can occur in and among systems. (648.03b)	9-10.B.1.3.3 Measure and calculate using the metric system. (648.03c)				
Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State	Reference to 7.S.3.2.1						
Goal 1.5: Understand Concepts of Form and Function	No objectives in Biology.						

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills	9-10.B.1.6.1 Identify questions and concepts that guide scientific investigations. (649.01a)	9-10.B.1.6.2 Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)	9-10.B.1.6.3 Use appropriate technology and mathematics to make investigations. (649.01c)	9-10.B.1.6.4 Formulate scientific explanations and models using logic and evidence. (649.01d)	9-10.B.1.6.5 Analyze alternative explanations and models. (649.01e)	9-10.B.1.6.6 Communicate and defend a scientific argument. (649.01f)	9-10.B.1.6.7 Explain the differences among observations, hypotheses, and theories. (649.01g)
Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors	No objectives in Biology.						
Goal 1.8: Understand Technical Communication	9-10.B.1.8.1 Analyze technical writing, graphs, charts, and diagrams. (658.02a)						

*Depends upon when content is taught.

Standard 2: Physical Science

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
Goal 2.1 Understand the Structure and Function of Matter and Molecules and Their Interactions	No objectives at this grade level.				
Goal 2.2 Understand the Concepts of Motion and Forces	8-9*.PS.2.2.1 Explain motion using Newton's Laws of Motion. (650.04 b)				
Goal 2.3: Understand the Total Energy in the Universe is Constant	8-9.PS.2.3.1* Explain that energy can be transformed but cannot be created nor destroyed. (650.05a)	8-9. PS.2.3.2* Classify energy as potential and/or kinetic and as energy contained in a field. (650.05b)			
Goal 2.4: Understand the Structure of Atoms	8-9.PS.2.4.1 Describe the properties, function, and location of protons, neutrons, and electrons. (650.01a)	8-9 PS.2.4.2. Explain the processes of fission and fusion. (650.01b)	8-9.PS.2.4.3 Describe the characteristics of isotopes. (650.01c)	8-9.PS.2.4.4 State the basic electrical properties of matter. (650.01d)	8-9.PS.2.4.5 Describe the relationships between electricity and magnetism.
Goal 2.5: Understand Chemical Reactions	8-9.PS.2.5.1 Explain how chemical reactions may release or consume energy while the quantity of matter remains constant. (650.03a)				

*Depends upon when content is taught.

Standard 3: Biology

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
Goal 3.1: Understand the Theory of Biological Evolution	9-10.B.3.1.1 Use the theory of evolution to explain how species change over time. (652.01a)	9-10.B.3.1.2 Explain how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce. (652.01a)			
Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems	9-10.B.3.2.1 Explain how matter tends toward more disorganized states (entropy). (653.01a)	9-10.B.3.2.2 Explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)	9-10.B.3.2.3 Show how the energy for life is primarily derived from the Sun through photosynthesis. (653.01c)	9-10.B.3.2.4 Describe cellular respiration and the synthesis of macromolecules. (653.01d)	9-10.B.3.2.5 Show how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities and their environment). (653.01h)
Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things	9-10.B.3.3.1 Identify the particular structures that underlie the cellular functions. (651.01a)	9-10.B.3.3.2 Explain cell functions involving chemical reactions. (651.01b)	9-10.B.3.3.3 Explain how cells use DNA to store and use information for cell functions. (651.01c)	9-10.B.3.3.4 Explain how selective expression of genes can produce specialized cells from a single cell. (651.01e)	

Standard 4: Earth and Space Systems

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems	8-9.ES.4.1.1* Explain the current scientific theory that suggests that the solar system formed from a nebular cloud of dust and gas. (654.01a)	8-9.ES.4.1.2* Identify methods used to estimate geologic time. (654.01b)	8-9.ES.4.1.3* Show how interactions among solid earth, oceans, atmosphere, and organisms have changed the earth system over time. (650.01c)		
Goal 4.2: Understand the Geo-chemical Cycles and Energy in the Earth System	8-9.ES.4.2.1* Explain the internal and external energy sources of the earth. (654.02a)				

*Depends upon when content is taught.

Standard 5: Personal and Social Perspectives; Technology

Goals:	Objective 1	Objective 2	Objective 3
Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced	9-10.B.5.1.1 Analyze environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production. (656.01a)		
Goal 5.2: Understand the Relationship between Science and Technology	9-10.B.5.2.1 Explain how science advances technology. (655.01a)	9-10.B.5.2.2 Explain how technology advances science. (655.01a)	9-10.B.5.2.3 Explain how science and technology are pursued for different purposes. (656.01b)
Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them	9-10.B.5.3.1 Describe the difference between renewable and nonrenewable resources. (656.03a)		

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

TITLE 33
EDUCATION
CHAPTER 16
COURSES OF INSTRUCTION

33-1612. THOROUGH SYSTEM OF PUBLIC SCHOOLS. The constitution of the state of Idaho, section 1, article IX, charges the legislature with the duty to establish and maintain a general, uniform and thorough system of public, free common schools. In fulfillment of this duty, the people of the state of Idaho have long enjoyed the benefits of a public school system, supported by the legislature, which has recognized the value of education to the children of this state.

In continuing recognition of the fundamental duty established by the constitution, the legislature finds it in the public interest to define thoroughness and thereby establish the basic assumptions which govern provision of a thorough system of public schools.

A thorough system of public schools in Idaho is one in which:

1. A safe environment conducive to learning is provided;
2. Educators are empowered to maintain classroom discipline;
3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
4. The skills necessary to communicate effectively are taught;
5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
6. The skills necessary for students to enter the work force are taught;
7. The students are introduced to current technology; and
8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

The state board shall adopt rules, pursuant to the provisions of chapter 52, title 67, Idaho Code, and section 33-105(3), Idaho Code, to establish a thorough system of public schools with uniformity as required by the constitution, but shall not otherwise impinge upon the authority of the board of trustees of the school districts. Authority to govern the school district, vested in the board of trustees of the school district, not delegated to the state board, is reserved to the board of trustees. Fulfillment of the expectations of a thorough system of public schools will continue to depend upon the vigilance of district patrons, the dedication of school trustees and educators, the responsiveness of state rules, and meaningful oversight by the legislature.

TITLE 67
STATE GOVERNMENT AND STATE AFFAIRS
CHAPTER 52
IDAHO ADMINISTRATIVE PROCEDURE ACT

67-5229. INCORPORATION BY REFERENCE. (1) If the incorporation of its text in the agency rules would be unduly cumbersome, expensive, or otherwise inexpedient an agency may incorporate by reference in its rules and without republication of the incorporated material in full, all or any part of:

(a) A code, standard or rule adopted by an agency of the United States;

(b) A code, standard or rule adopted by any nationally recognized organization or association;

(c) A code or standard adopted by Idaho statute or authorized by Idaho statute for adoption by rule; or

(d) A final rule of a state agency; provided however, that a state agency shall not adopt a temporary rule incorporating by reference a rule of that agency that is being or has been repealed unless the rule providing for the incorporation has been reviewed and approved by the legislature.

(2) The agency shall, as part of the rulemaking:

(a) Note where copies of the incorporated material may be obtained or electronically accessed; and

(b) If otherwise unavailable, provide one (1) copy of the incorporated material to the Idaho supreme court law library.

(3) The incorporated material shall be identified with specificity and shall include the date when the code, standard or rule was published, approved or became effective. If the agency subsequently wishes to adopt amendments to previously incorporated material, it shall comply with the rulemaking procedures of this chapter.

(4) Unless prohibited by other provisions of law, the incorporated material is subject to legislative review in accordance with the provisions of section 67-5291, Idaho Code, and shall have the same force and effect as a rule.

SUBJECT

Set Salary of State Board of Education Executive Director

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section VI.A.2

ATTACHMENTS

Attachment 1 – Applicable Policy VI.A.2 Page 2

STAFF COMMENTS AND RECOMMENDATIONS

Staff offers no comments or recommendations.

BOARD ACTION

A motion to set the annual salary of Karen McGee, Interim Executive Director for the State Board of Education at _____ effective May 29, 2007.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VI. OFFICE OF THE STATE BOARD OF EDUCATION
Subsection: A. Office of the State Board of Education **April 2002**

A. Office of the State Board of Education

1. Purpose

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

2. Executive Director

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