

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 9-10, 2007**

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2	APPROVAL OF AMENDMENTS TO THE UNIVERSITY OF IDAHO'S MISSION STATEMENT	Motion to approve
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8	APPROVAL OF SERVICE DELIVERY MODEL FOR DEAF AND HARD OF HEARING (D/HH) EDUCATION IN IDAHO	Motion to Approve
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10	APPROVAL OF TEMPORARY AND PROPOSED RULES GOVERNING PUBLIC CHARTER SCHOOLS	Motion to Approve
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SUBJECT

Idaho Class of 2007 ACT College Readiness Review

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The ACT is the most widely used college admission exam in Idaho and in the country. Student performance on the ACT reflects the readiness of Idaho's students for postsecondary readiness and success. The Board is reviewing this topic because the success of Idaho's students is of paramount importance to the Board and the state.

DISCUSSION

Data on the college readiness of Idaho's high school Class of 2007 will be presented.

IMPACT

N/A

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments and recommendations.

BOARD ACTION

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

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SUBJECT

Approval of Amendments to the University of Idaho's Mission Statement

REFERENCE

N/A

APPLICABLE, RULE, STATUTE, POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.I. Roles and Missions, 3. Procedural Requirements

BACKGROUND

Per Board policy, "Any proposal to add to, delete from, or alter a Board-approved mission-and-scope statement or an institutional role-and-mission statement will be submitted to the Instruction, Research and Student Affairs Committee, then to the Presidents' Council, for review and recommendation prior to Board consideration."

DISCUSSION

The University of Idaho (UI) is approaching their accreditation review in October 2007. As a follow-up to their last accreditation visit, the Northwest Commission on Colleges and Universities (NWCCU) charged the UI with updating their mission statement to align with current practices. Some of the changes include a correction to reflect recent Carnegie classification designations; a name change from forestry to natural resources; redistribution and updates of programs to other units; and the clarification of the emphasis of sciences to include physical, life, and social sciences.

IMPACT

The mission statement will accurately reflect current programs and operations as approved by the SBOE since the last update. This effort is in keeping with the NWCCU standards which call for periodic review and update.

ATTACHMENTS

Attachment 1 – Draft of Proposed Changes to UI's Mission Statement Page 4

STAFF COMMENTS AND RECOMMENDATIONS

IRSA and CAAP have reviewed the proposed changes to the UI's mission statement and recommend approval. These changes are pending review and recommendation by the Presidents' Council, which is scheduled to meet on August 8, 2007.

BOARD ACTION

A motion to approve the proposed amendments to the University of Idaho's mission statement as presented.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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Attachment 1

Institutional Role and Mission

University of Idaho

1. Type of Institution

The University of Idaho is a high research & activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The university is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates.

The University of Idaho will formulate its academic plan and generate programs with primary emphasis on agriculture, ~~forestry, mining~~ natural resources and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will give continuing emphasis in the areas of business and education ~~and will maintain basic strengths in the liberal arts and~~ physical, life, and social sciences, which also provide the core curriculum or general education portion of the curriculum.

2. Programs and Services*

Baccalaureate Education: Offers a wide range of baccalaureate degrees and professional programs.

Graduate-Research: Offers a wide range of masters, doctoral and professional programs and also coordinates and conducts extensive research programs that are consistent with state needs.

Extension Services, Continuing Education and Distance Learning: Supports extension offices throughout the state in cooperation with federal, state and county governments, provides life-long learning opportunities and uses a variety of delivery methods to meet the needs of select, yet diverse constituencies in the state and region.

Associate Education: None

Certificates/Diplomas: ~~None~~ Offers academic certificates representing a body of knowledge, that do not lead to a degree.

Technical and Workforce Training: None

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3. **Constituencies Served**

The institution serves students, business and industry, the professions and public sector groups throughout the state and ~~region~~ nation as well as diverse and special constituencies. The university also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state ~~and regional~~ postsecondary institutions in serving these constituencies.

* Programs and Services are listed in order of emphasis.

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SUBJECT

Approval of the Temporary and Proposed Rules Governing the Idaho Promise Scholarship Program, IDAPA 08.01.05

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 (1) Executive Department, Idaho Code

BACKGROUND

During the 2007 session, statutory changes were made to Sections 33-4304 and 33-4307, Idaho Code, in order to allow students who are home schooled to be eligible for consideration for the Idaho Promise Category A Scholarship.

DISCUSSION

The Robert R. Lee Promise Scholarship Program is the primary merit-based scholarship program for Idaho students. It is intended to “keep the best and brightest students” in Idaho for their postsecondary education. There are essentially two scholarships covered by this program, Promise A and Promise B. The statutory changes to the Promise Scholarship statutes apply mainly to the Promise A eligibility criteria. The most significant change is that the new statute recognizes successful completion of secondary school requirements in Idaho as opposed to “graduation from an Idaho secondary school or its equivalent”. Home schooled students are eligible for consideration. Another change removes rank in class as one of the selection criteria. Removing class rank will not only allow home schooled students to be considered, it will also allow students who were not in the top ten percent of their high school graduating class yet have the required GPA and test scores to be considered for selection. It is expected that the changes will allow for more Idaho students to be considered for selection. The number of scholarships will still be determined by the amount of funding provided by the legislative appropriation.

The statutory changes necessitated modification to the existing program rules so that the rules would remain aligned with current statute. At the same time, the rules were rewritten to enhance the organization and to highlight the two separate scholarship programs governed by these rules. A review of the rules also identified some other areas in need of revision.

- Application deadline was extended to January 15 and provides consistency with the new on-line application process. This change has the added benefits of being able to use fall semester senior year grades in the selection process, and allowing students who take the December administration of the ACT exam to also qualify for consideration.

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- The return of funds sections for both scholarships was modified based on institution requests so that the process follows the federal financial aid refund policies.
- The modified areas include changes to align with the new on-line application program which allows student a longer period to apply
- The prohibition against students qualifying for both scholarships was removed.

IMPACT

The Promise A Scholarship program is funded for the 2007-2008 year with an appropriation of \$331,300. This will fund 110 scholarships in the amount of \$3000. There were more than 750 applicants for the Promise A scholarships and 180 of these applicants were eligible for consideration. Attachment 3 further describes the quality of the applicants for the Promise A scholarship during the 2007 application period. The Promise B Scholarship program is funded at \$4,446,700 for the 2007-2008 year. This program is estimated to serve approximately 7600 qualifying Idaho students in their first four semesters at qualifying Idaho Institutions. The change allowing Promise A recipients to also receive the Promise B scholarship would have a fiscal impact of \$42,000.

ATTACHMENTS

Attachment 1 – Temporary and Proposed rules governing the Promise Scholarship Program	Page 3
Attachment 2 – HB 295 Promise Scholarship	Page 15
Attachment 3- Review of 2007 Promise A Applicant Pool	Page 25

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the Temporary and Proposed rules for the Promise Scholarship Program, IDAPA 08.01.13.

BOARD ACTION

A motion to approve the Temporary and Proposed rules governing the Promise Scholarship Program, IDAPA 08.01.05.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAPA 08
TITLE 01
CHAPTER 05**

08.01.05 - IDAHO PROMISE SCHOLARSHIP PROGRAM

000. LEGAL AUTHORITY.

These rules are promulgated pursuant to the authority of the State Board of Education (the Board) under Section 33-105 and Title 33, Chapter 43, Idaho Code. ()

001. TITLE AND SCOPE.

These rules shall be known as IDAPA 08.01.05, "Idaho Promise Scholarship Program." These rules constitute the requirements for the Idaho Promise Scholarship Program, Promise A and Promise B. ()

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code any written interpretation of the rules of this chapter are available at the Board office. ()

003. ADMINISTRATIVE APPEAL.

Unless otherwise provided for in the rules of the Board or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. ()

004. INCORPORATION BY REFERENCE.

There are no documents to incorporate by reference pursuant to, and in accordance with Section 67-5229, Idaho Code. ()

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

The principal place of business of the Board is in Boise, Idaho. The mailing address is PO Box 83720, Boise, ID 83720-0037. The Board's street address is 650 West State Street, Room 307, Boise, Idaho 83702. The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. ()

006. PUBLIC RECORDS ACT COMPLIANCE.

This rule has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record. ()

007. DEFINITIONS.

These definitions are applicable to this chapter only. ()

01. Full-Time Student. An average of at least twelve (12) credit hours per semester, including any remedial coursework. ()

02. Secondary School Equivalent. The instruction of students in grades nine (9) through twelve (12), provided by home schools or other educational delivery systems or by successful completion of the General Educational Development (GED) test. ()

03. Idaho Secondary School. Any secondary school located in the state of Idaho, including secondary schools located in border school districts attended by Idaho residents in accordance with Section 33-1403, Idaho Code. ()

04. High School Record for Promise A Students. An individual's cumulative grade point average (GPA) for grades nine (9) through twelve (12), and difficulty of course load taken as certified by an official of such secondary school. ()

05. High School Record for Promise B Students. An individual's secondary school cumulative grade point average for grades nine (9) through twelve (12), or a composite score on the American College Test (ACT), or a sum of sub-scores on the ACT Computerized Adaptive Placement Assessment and Support System (COMPASS), or a combined score on the College Board's Scholastic Aptitude Test I (SAT). ()

06. Grade Point Average or GPA. Means the average earned by a student, figured by dividing the unweighted grade points earned on a scale of four point zero (4.0) by the number of credits attempted. ()

008. OBJECTIVES OF THE IDAHO PROMISE SCHOLARSHIP PROGRAM

The legislature has recognized and declared that substantial economic and social benefits accrue to the state because of an educated citizenry, and that the encouragement of the State's most talented Idaho secondary school graduates to enroll in Idaho educational institutions is an important element for assuring the future leadership in the State. See Chapter 43, Title 33, Idaho Code. The Idaho Promise Scholarship Program recognizes high standards of achievement, as measured by competitive examination and high school records of graduates of public, private, or the equivalent secondary schools in Idaho who attend public or independent postsecondary institutions in Idaho. ()

009. MONETARY VALUE OF THE SCHOLARSHIP.

01. Monetary Value. The monetary value of each Promise A and Promise B scholarship shall be set annually by the Board in accordance with Sections 33-4307(2), (3) et seq., Idaho Code. ()

02. Duration. The grant covers up to one (1) educational year or equivalent for attendance at an eligible postsecondary educational institution, as defined in Section 33-4306(1), Idaho Code. ()

010. SELECTION AND ELIGIBILITY REQUIREMENTS OF SCHOLARSHIP RECIPIENTS.

01. Selection and Eligibility Requirements. Selection and eligibility requirements for a scholarship are based upon the provisions of the Idaho Promise Scholarship Program. Applicants for the Idaho Promise Scholarship are responsible for providing to the eligible institution in which he intends to enroll and/or the Board any and all information necessary to verify a student's eligibility for the Idaho Promise Scholarship. ()

02. Educational Costs. The recipient must certify that his scholarship, if awarded, will be used only for educational costs as defined in Section 33-4306, Idaho Code. ()

03. Enrollment. The recipient must pursue an undergraduate course of study leading to a degree, certificate, diploma, or other documentation of completion, which requires at least six (6) months, or equivalent of consecutive attendance. Furthermore, the applicant shall not enroll in an educational program leading directly to a baccalaureate degree in theology or divinity. ()

04. Compliance. The recipient must comply with all the provisions of the Idaho Promise Scholarship Program and these rules. ()

NAME OF AGENCY
State Board of Education

IDAPA 08.01.05
Idaho Promise Scholarship Program

011. ADMINISTRATION.

The Board has delegated to the Board office the responsibility for the administration of the Idaho Promise Scholarship Program. As administrator, the Board office is responsible for releasing any public information regarding the Idaho Promise Scholarship Program, determination of scholarship recipients, determination of procedures for payment of scholarships to recipients, maintaining fiscal controls and accounting procedures, preparing annual reports as required, and authorizing release of all forms, affidavits, and certification necessary for the operation of the program. ()

012. AUTHORITY OF THE BOARD.

With the sole exception of the ability to audit the Idaho Promise Scholarship Program as set forth in Section 013 of this chapter, these rules do not grant any authority to the Board to control or influence the policies of any eligible, nonpublic postsecondary education institution or community college because those institutions accept as students recipients of the Idaho Promise Scholarship, nor do these rules require any institution to admit or, once admitted, retain a recipient of an Idaho Promise Scholarship. ()

013. AUDIT.

Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor and/or an auditor designated by the Board to ensure compliance with the statutes, rules, and policies governing the Idaho Promise Scholarship Program. ()

014-- 099. (RESERVED).

100. PROMISE A SCHOLARSHIP.

The following sections, 100-108, specifically relate to the Idaho Promise A Scholarship.

101. PROMISE A NUMBER OF SCHOLARSHIPS.

The total number of initial and continuing scholarships will not exceed the number authorized in the Idaho Promise Scholarship Program or by the appropriation to support the program, whichever is less. The number of initial scholarships to individuals enrolled in academic and professional-technical programs shall be determined annually by the Board. If the number of qualified professional-technical applicants is not sufficient, additional awards will be given to qualified academic applicants. ()

102. PROMISE A PRIORITY FOR AWARD.

In the event the state of Idaho does not provide an appropriation sufficient to support the maximum number of scholarships authorized by the Idaho Promise Scholarship Program, the priority for initial and continuing scholarships will be as follows: ()

01. Highest Priority. Highest priority is given to continuing recipients in an order beginning with the date of the initial award. However, in the event further priority must be established among continuing recipients, the recipient's rank within his academic or professional-technical major and class will be used, with priority given to the recipient with a higher ranking within his academic or professional-technical major and class. ()

02. Secondary Priority. Secondary priority is given to initial scholarship recipients until the appropriation is exhausted or the maximum number of initial scholarships authorized by the Idaho Promise Scholarship Program is reached, whichever is less. ()

103. PROMISE A SCHEDULE FOR APPLICATION, NOTICE, AND RESPONSE TO COMMUNICATIONS.

01. Initial Applications. Completed applications for initial scholarships must be submitted to the Board office electronically no later than January 15 for the awarding of initial scholarships for such year. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked no later than January 15. ()

02. Announcement of Award. Announcement of award of initial scholarships will be made no later than May 1 of each year, with awards to be effective July 1 of that year. ()

03. Deadline for Acceptance. An applicant notified that he has been selected as a recipient must respond in writing by the date specified regarding his intent to accept the award. Failure to submit a response of acceptance in writing will result in forfeiture of the scholarship. ()

04. Communication With State Officials. Applicants for either initial or continuing scholarships must respond by the date specified to any communication from officials of the Idaho Promise Scholarship Program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. ()

104. PROMISE A RESPONSIBILITIES OF SCHOLARSHIP APPLICANTS AND RECIPIENTS.

01. Application for Initial Scholarship. Applicants for the Idaho Promise Scholarship are responsible for any errors or omissions in the information provided on the electronic, or paper, application form or to the eligible postsecondary institutions. The Board, the Board office, any official of a secondary school in Idaho, an eligible postsecondary educational institution in Idaho, American College Testing, and any official of the Idaho Promise Scholarship Program, individually or collectively, are not responsible for any information provided by an applicant on the electronic, or paper, application form or for any errors or omissions in the information provided by the applicant. In addition, each applicant must submit the required standardized test scores. Applications submitted without the required standardized scores are incomplete and will not be considered for the scholarship. ()

02. Submission of Application. Applicants for initial Idaho Promise A Scholarships are responsible for submitting completed electronic application forms to the Idaho Promise Scholarship Program at the Board office. ()

03. Unused Scholarship Balances. Following the initial award of the scholarship, each recipient is responsible for remitting any reasonable unused scholarship balances to their institutions on behalf of the Board in the event the recipient discontinues attendance before the end of any semester, quarter, term, or equivalent. ()

105. PROMISE A SELECTION AND ELIGIBILITY.

Applicants who intend to enroll in academic programs at eligible Idaho postsecondary educational institutions are selected as recipients on the basis of their high school record and GPA as defined in this chapter. Applicants who intend to enroll in professional-technical programs at eligible Idaho postsecondary educational institutions are selected on the basis of performance on the ACT COMPASS exam and GPA in grades nine through twelve (9-12). To be eligible for consideration, the criteria used during the selection process for Promise A applicants are as follows: ()

01. High School Record and GPA. Academic applicants must have a cumulative GPA of three point five (3.5) or better on a scale of four point zero (4.0). Professional-technical applicants must have a cumulative GPA of two point eight (2.8) or better on a scale of four point zero (4.0). ()

02. ACT Composite Score. Academic applicants must verify an ACT composite score of twenty-eight (28) or better. ()

03. COMPASS Score. Professional-technical applicants must provide a copy of their ACT COMPASS report, which must include scores from the Writing Skills, Reading Skills and Mathematics sections of the COMPASS. Alternatively, professional-technical applicants may submit a copy of their ACT report, which will be equated to Compass Writing skills, Reading skills and Mathematics. Scores on the COMPASS report will be evaluated as a whole and used to rank professional-technical applicants. ()

04. Attendance. The applicant must declare his intention of enrolling at an eligible public or private postsecondary educational institution in Idaho (as defined in Section 33-4306(1), Idaho Code) during the academic year immediately following his completion of secondary school, or its equivalent in the state of Idaho. ()

05. ACT, GPA and Ranking. Academic applicants are ranked against other academic applicants, and professional-technical applicants are ranked against other professional – technical applicants as follows:

a.. Equal weight is given to the academic applicant's performance on the prescribed ACT measurements and the applicant's cumulative GPA. ()

b. Equal weight is given to the professional-technical applicant's performance on the ACT COMPASS exam, or comparable score on the ACT exam equated to Compass Writing skills, Reading skills, and Mathematics, and cumulative GPA. ()

106. PROMISE A CONTINUING ELIGIBILITY.

The total grant payments over a period of six (6) years to an individual may not exceed four (4) annual grants. To remain eligible for renewal of a scholarship following the successful completion of the first or freshman year of study, the scholarship recipient must comply with all of the provisions of the Idaho Promise Scholarship Program and these rules in addition to the following requirements: ()

01. Credit Hours. A scholarship recipient must enroll in and complete at least an average of twelve (12) credit hours per semester during the educational year in which the recipient receives the award at an eligible postsecondary institution. ()

02. GPA. A scholarship recipient who does not meet the GPA and enrollment requirements at the end of the educational year will forfeit the scholarship in subsequent years. ()

03. Transfer Of Scholarship. A scholarship recipient who transfers from one eligible postsecondary educational institution in Idaho to another must comply with all of the requirements of the Idaho Promise Scholarship Program and these rules to maintain eligibility for the scholarship. The Promise A scholarship recipient must file a statement with the Board office declaring his intention to transfer as a full-time undergraduate student in an academic or professional-technical program in an eligible postsecondary educational institution in Idaho for the succeeding year no later than sixty (60) days prior to the first day of the academic term in which the student intends to enroll. ()

04. Eligibility Following Interruption of Continuous Enrollment. A Promise A recipient whose continuous enrollment is interrupted for more than four (4) months for any reason but who intends to re-enroll in an eligible postsecondary educational institution in Idaho must file a letter of intent to interrupt continuous enrollment no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance. Failure to do so may result in forfeiture of the scholarship. The Board office will review each request for interruption and notify

the applicant of approval or denial of the request. In addition, the recipient must file a statement with the Board office declaring his intent to re-enroll as a full-time undergraduate student in an academic or professional-technical program in an eligible postsecondary institution in Idaho for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the student intends to re-enroll. ()

05. Promise A Recipient. ()

a. Must file a statement with the Board office each year declaring his intention to continue as a full-time undergraduate student in an academic or professional-technical program at an eligible postsecondary educational institution in Idaho for the succeeding year. The Board office will provide to each eligible institution a list of anticipated recipients. The education official of each institution shall certify to the Board office the current cumulative GPA of those recipients attending said institution. ()

b. Must maintain high standards of performance in his academic or professional-technical major and class, with a cumulative GPA of three point zero (3.0) or better. ()

107. PROMISE A PAYMENT OF SCHOLARSHIPS.

01. Award. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to or on behalf of a scholarship recipient.

02. Promise A Payments. Payments are made in the name of the recipient and will be sent to a designated official at the postsecondary educational institution in which the recipient is enrolled. The official must certify the applicant's eligibility, and if eligible, transmit the payment to the recipient within a reasonable time following receipt of the payment. ()

108. PROMISE A ADDITIONAL RESPONSIBILITIES OF POSTSECONDARY INSTITUTIONS.

01. Certification of Enrollment. The officials must certify that scholarship recipients have actually enrolled as full-time students. Such certification for Promise A recipients must be submitted when requested by Board office staff, and no later than thirty (30) days following the end of the regular enrollment period. ()

02. Withdrawal from Institution. In the event a scholarship recipient withdraws from the college, school, or university, the officials at the college, school, or university must certify to the Board office that the recipient has withdrawn. Furthermore, in the event a recipient withdraws from all classes during a semester, quarter, term, or equivalent, the officials must remit to the Board office the amount of any tuition or fees refunded as a result of the withdrawal, after first having returned funds to federal aid programs as required by federal statute, up to the full amount of the scholarship received for the current semester, quarter, term, or equivalent. The following additional provisions apply if a scholarship recipient withdraws from the institution: ()

a. The refund to the Promise Scholarship Program shall be calculated as follows: refund due to the student from the educational institution minus any refund applied towards federal financial aid repayments, as calculated in accordance with the Federal Return of Title IV Funds Formula, provides the refund due the Promise Scholarship, up to the total amount the student received for the term. The educational institution must remit the balance if any as provided in Section 108 of this chapter. ()

b. In the event of extreme hardship as determined by the professional judgment of the designated official at the educational institution, a student may request to the educational institution a waiver of

remittance. Members of the National Guard or Reserves who have been ordered to active military duty are eligible for a waiver of remittance. Each institution shall provide to the Board office an accounting of all waivers granted.

()

c. In the event that the full amount of the student's scholarship for the semester, quarter, term, or equivalent is returned to the state, that semester, quarter, term, or equivalent shall not be considered in determining the student's eligibility for renewal.

()

03. Annual Educational Costs. The officials must certify that the Idaho Promise A Scholarship award does not exceed the average educational costs for students who will be enrolled during the succeeding year.

()

109-- 199. (RESERVED).

200. PROMISE B SCHOLARSHIP.

The following sections, 200-207, specifically relate to the Idaho Promise B Scholarship.

201. PROMISE B NUMBER OF SCHOLARSHIPS -- PRIORITY FOR AWARD.

The total number of scholarships awarded to Promise B students will be determined annually by the Board based on the number of eligible students as certified by the eligible postsecondary institutions, the individual award amount, and the availability of funds.

()

202. PROMISE B PRIORITY FOR AWARD.

In the event that the state of Idaho does not provide an appropriation sufficient to award the maximum amount of the scholarship authorized by Section 33-4307(3)(a), Idaho Code then recipients of Promise A Scholarships shall not be eligible to receive Promise B Scholarships. In addition, the Board may proportionally decrease the amount of the Promise B Scholarship so as to provide an award to all eligible students.

()

203. PROMISE B SCHEDULE FOR APPLICATION, NOTICE, AND RESPONSE TO COMMUNICATIONS.

Applicants for either initial or continuing scholarships must respond by the date specified to any communication from officials of the Idaho Promise Scholarship Program Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved.

()

204. PROMISE B SELECTION AND ELIGIBILITY.

A student who first enrolls in an eligible Idaho postsecondary institution and who meet the eligibility requirements of the Idaho Promise B Scholarship as verified by the designated financial aid or scholarship office of the eligible institution will receive the Promise B Scholarship. Criteria used to determine eligibility includes the following:()

01. Grade Point Average for Promise B Scholarship. Applicants must have a cumulative secondary school (grades nine (9) through twelve (12)) GPA of three point zero (3.0) or better on a scale of four point zero (4.0).

()

02. ACT or Equivalent Score. Applicants who do not have a three point zero (3.0) grade point average must verify a composite score of twenty (20) or better on the ACT assessment, or a corresponding score on the SAT I as established on the ACT/SAT I equivalency table, or at least a combined score of one hundred ninety-five (195) from the Writing Skills, Reading Skills and Algebra areas of the ACT COMPASS examination.

()

03. Completion Requirements. The applicant must have completed secondary school or its equivalent in the state of Idaho as defined in Section 007 of this chapter. ()

04. Age Requirements. An individual must be under the age of twenty-two (22) on July 1 of the educational year in which the initial award is made. ()

05. Full-Time. An individual must enroll as a full-time student. ()

205. PROMISE B CONTINUING ELIBILITY.

The total grant payments over a period of four (4) years to an individual may not exceed two (2) annual payments. To remain eligible for renewal of a scholarship following the successful completion of the first or freshman year of study, the scholarship recipient must comply with all of the provisions of the Idaho Promise Scholarship Program and these rules in addition to the following requirements: ()

01. Credit Hours. A scholarship recipient must enroll in and complete at least an average of twelve (12) credit hours per semester during the educational year in which the recipient receives the award at an eligible postsecondary institution. ()

02. GPA. A scholarship recipient who does not meet the GPA and enrollment requirements at the end of the educational year will forfeit the scholarship in subsequent years. ()

03. Transfer of Scholarship. A scholarship recipient who transfers from one eligible postsecondary educational institution in Idaho to another must comply with all of the requirements of the Idaho Promise Scholarship Program and these rules to maintain eligibility for the scholarship. ()

04. Eligibility Following Interruption of Continuous Enrollment. A Promise B recipient whose continuous enrollment is interrupted for more that four (4) months for any reason but who intends to re-enroll in an eligible postsecondary education institution in Idaho must contact the financial aid office at the eligible postsecondary institution to request reinstatement of remaining Promise B eligibility. The student must have met the eligibility requirements prior to the interruption of continuous enrollment, and may not attend a non-eligible institution in the interim. The student must notify the financial aid office at the eligible postsecondary institution within the first semester (term) of resumed attendance regarding reinstatement of eligibility in order to qualify for continued Promise B scholarship eligibility.

05. Promise B Recipient. The Promise B recipient must maintain high standards of performance by achieving and maintaining a two point five (2.5) cumulative GPA on a four point zero (4.0) system. ()

206. PROMISE B PAYMENT OF SCHOLARSHIPS.

Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to or on behalf of a scholarship recipient. ()

01. Promise B Payments. Payments will be sent to a designated official at the eligible postsecondary educational institution based upon the estimated number of recipients expected to enroll at the institution as provided for in Section 207 of this chapter. The official must transmit the payment to the recipients within a reasonable time following receipt of the payment. Transmittal of funds for the scholarship will be in accordance with a schedule established by the Board office. The schedule will also establish dates by which the following activities will occur to ensure accurate and timely payments to the postsecondary institutions on behalf of recipients. ()

02. Number of Estimated Recipients. The postsecondary educational institutions must submit to the Board office the estimated number of Idaho Promise B fall term and spring term recipients each educational year.

()

03. Semester Payment Schedule. The Board office shall distribute scholarship funds to a designated official at the postsecondary educational institutions at least fifteen (15) days prior to the start of the fall and spring academic terms.

()

04. Mid-semester Adjustments. The postsecondary educational institution must submit mid-semester scholarship adjustment information, including refunds resulting from withdrawal from the institution, which reports the actual number of students who were eligible to receive the Promise B Scholarship to the Board office each academic term of the educational year.

()

a. Where the postsecondary educational institution has underestimated the number of scholarship recipients, the Board office will send an additional payment on behalf of those students to the educational institutions each academic term of the educational year.

()

b. Where the postsecondary educational institution has overestimated the number of fall recipients, the Board office will deduct the amount overpaid to the educational institution from its spring semester payment. Spring semester overpayments to the educational institutions must be refunded to the Board office prior to the end of the educational year.

()

05. Year-End Final Report. The postsecondary educational institution must submit to the Board office prior to the end of the educational year a final report indicating for each term the number of students that received an Idaho Promise B scholarship and the number of Promise B scholarships that were matched by the institution. Any outstanding overpayment made to the institution during the educational year must accompany the final year-end report.

207. PROMISE B ADDITIONAL RESPONSIBILITIES OF POSTSECONDARY INSTITUTIONS.

In addition to other responsibilities provided for in this chapter, officials of Idaho postsecondary educational institutions in which scholarship recipients have enrolled are responsible for the following:

()

01. Number of Promise B Recipients. The total number of grants to Promise B students will be determined annually.

()

a. The officials of eligible Idaho postsecondary educational institution are responsible for identifying eligible Promise B recipients in accordance with Promise Scholarship Program and these rules.

()

b. The officials must provide to the Board office an estimation of the number of Idaho Promise B recipients enrolled at the postsecondary institution during each of the corresponding academic terms.

()

02. Annual Report to Board. The officials must report annually to the Board office the number of students for each term receiving a Promise B award and the number of awards that were matched by the institution.

()

03. Annual Educational Costs. The officials must certify that the Idaho Promise B Scholarship award does not exceed the average educational costs for students who will be enrolled during the succeeding year.

()

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 9-10, 2007**

NAME OF AGENCY

State Board of Education

IDAPA 08.01.05

Idaho Promise Scholarship Program

04. Certification of Enrollment. The officials must certify that scholarship recipients have actually enrolled as full-time students. Such certification for Promise B recipients must be submitted within thirty (30) days following the end of the regular enrollment period. ()

|

05. Withdrawal from Institution. In the event a scholarship recipient withdraws from the educational institution, the officials at the educational institution must certify to the Board office that the recipient has withdrawn. Furthermore, in the event a recipient withdraws from all classes during a semester, quarter, term, or equivalent, the officials must remit to the Board office the amount of any tuition or fees refunded as a result of the withdrawal, after first having returned funds to federal aid programs as required by federal statute, up to the full amount of the scholarship received for the current semester, quarter, term, or equivalent. The following additional provisions apply if a scholarship recipient withdraws from the institution: ()

a. The refund to the Promise Scholarship Program shall be calculated as follows: refund due to the student from the educational institution minus any refund applied towards federal financial aid repayments, as calculated in accordance with the Federal Return of Title IV Funds Formula, provides the refund due the Promise Scholarship, up to the total amount the student received for the term. The educational institution must remit the balance if any as provided in Section 207 of this chapter. ()

b. In the event of extreme hardship as determined by the professional judgment of the designated official at the educational institution, a student may request to the educational institution a waiver of remittance. Members of the National Guard or Reserves who have been ordered to active military duty are eligible for a waiver of remittance. Each institution shall provide to the Board office an accounting of all waivers granted. ()

c. In the event that the full amount of the student's scholarship for the semester, quarter, term, or equivalent is returned to the state, that semester, quarter, term, or equivalent shall not be considered in determining the student's eligibility for renewal. ()

208-- 299. (RESERVED).

300. APPEAL PROCEDURE.

Any Promise B applicant or recipient adversely affected by a decision made under provisions of this chapter may appeal using the institution's financial aid appeals process. Any Promise A applicant, recipient, or eligible postsecondary educational institution, or any Promise B applicant who desires further consideration of an appeal after the institutional decision has been reached, may appeal to the Board. The applicant, recipient, or eligible postsecondary educational institution must submit the appeal in writing no later than thirty (30) days following notice of the decision, and the written statement must include a statement of the reason the applicant, recipient, or eligible postsecondary educational institution believes the decision should be changed. The appeal must be submitted to the president of the Board in care of the Board office, which must acknowledge receipt of the appeal within seven (7) days. The president of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. ()

01. Transmittal to Subcommittee. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the president of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The applicant, recipient, or institution initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. ()

02. Subcommittee Recommendations. Following the subcommittee's decision, the president of the Board will present the subcommittee's recommendation to the Board at the next regularly scheduled meeting of the Board. The applicant, recipient, or eligible postsecondary educational institution initiating the appeal may, at the discretion of the president of the Board, be permitted to make a presentation to the Board. ()

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 9-10, 2007

NAME OF AGENCY
State Board of Education

IDAPA 08.01.05
Idaho Promise Scholarship Program

03. Board Decision. The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the applicant, recipient, or eligible postsecondary educational institution in writing of the decision of the Board. ()

HOUSE BILL NO. 295View [Bill Status](#)View [Bill Text](#)View [Amendment](#)View [Engrossed Bill \(Original Bill with Amendment\(s\) Incorporated\)](#)View [Statement of Purpose / Fiscal Impact](#)

Text to be added within a bill has been marked with Bold and Underline. Text to be removed has been marked with Strikethrough and Italic. How these codes are actually displayed will vary based on the browser software you are using.

This sentence is marked with bold and underline to show added text.

~~*This sentence is marked with strikethrough and italic, indicating text to be removed.*~~

Bill Status

H0295aaS.....by EDUCATION
 SCHOLARSHIPS - Amends existing law relating to the Robert R. Lee Promise
 Scholarship Program to revise the public policy statement to include
 reference to all of Idaho's students; and to revise the definitions.

03/08 House intro - 1st rdg - to printing

03/09 Rpt prt - to Educ

03/12 Rpt out - rec d/p - to 2nd rdg

03/13 2nd rdg - to 3rd rdg

03/14 3rd rdg - PASSED - 70-0-0

AYES -- Anderson, Andrus, Barrett, Bayer, Bedke, Bell, Bilbao, Black,
 Block, Bock, Boe, Bolz, Brackett, Bradford, Chadderdon, Chavez, Chew,
 Clark, Collins, Crane, Durst, Edmunson, Eskridge, Hagedorn, Hart,
 Harwood, Henbest, Henderson, Jaquet, Killen, King, Kren, Labrador,
 Lake, LeFavour, Loertscher, Luker, Marriott, Mathews, McGeachin,
 Mortimer, Moyle, Nielsen, Nonini, Pasley-Stuart, Patrick, Pence,
 Raybould, Ring, Ringo, Roberts, Ruchti, Rusche, Sayler, Schaefer,
 Shepherd(2), Shepherd(8), Shirley, Shively, Smith(30), Smith(24),
 Snodgrass, Stevenson, Thayn, Trail, Vander Woude, Wills, Wood(27),
 Wood(35), Mr. Speaker

NAYS -- None

Absent and excused -- None

Floor Sponsors - Nonini & Shirley

Title apvd - to Senate

03/15 Senate intro - 1st rdg - to Educ

03/22 Rpt out - to 14th Ord

03/23 Rpt out amen - to 1st rdg as amen

1st rdg - to 2nd rdg as amen

Rls susp - PASSED - 32-0-3

AYES -- Andreason, Bair, Bastian, Bilyeu, Broadsword, Cameron,
 Coiner, Corder, Darrington, Davis, Fulcher, Gannon, Goedde, Hammond,
 Heinrich, Hill, Jorgenson, Kelly, Keough, Langhorst, Little, Lodge,
 Malepeai, McGee, McKague, McKenzie, Pearce, Richardson, Schroeder,
 Siddoway, Stennett, Werk

NAYS -- None

Absent and excused -- Burkett, Geddes, Stegner

Floor Sponsors - Goedde & Fulcher

Title apvd - to House

03/26 House concurred in Senate amens - to engros

03/27 Rpt engros - 1st rdg - to 2nd rdg as amen

Rls susp - PASSED - 66-0-4

AYES -- Anderson, Andrus, Barrett, Bayer, Bedke, Bell, Bilbao, Black, Block, Bock, Boe, Bolz, Brackett, Bradford, Chadderdon, Chavez, Chew, Clark, Collins, Crane, Edmunson, Eskridge, Hagedorn, Hart, Harwood, Henbest, Henderson, Jaquet, Killen, King, Labrador, LeFavour, Loertscher, Luker, Marriott, Mathews, McGeachin, Mortimer, Moyle, Nielsen, Nonini, Pasley-Stuart, Patrick, Pence, Raybould, Ring, Ringo, Roberts, Ruchti, Rusche, Sayler, Shepherd(2), Shepherd(8), Shirley, Shively, Smith(30), Smith(24), Snodgrass, Stevenson, Thayn, Trail, Vander Woude, Wills, Wood(27), Wood(35), Mr. Speaker

NAYS -- None

Absent and excused -- Durst, Kren, Lake, Schaefer

Floor Sponsors - Nonini & Shirley

Title apvd - to enrol - Rpt enrol - Sp signed

03/28 Pres signed - To Governor

04/02 Governor signed

Session Law Chapter 343

Effective: 07/01/07

Bill Text

]]]] LEGISLATURE OF THE STATE OF IDAHO]]]]
Fifty-ninth Legislature First Regular Session - 2007

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 295

BY EDUCATION COMMITTEE

AN ACT

RELATING TO THE ROBERT R. LEE PROMISE SCHOLARSHIP PROGRAM; AMENDING SECTION 33-4304, IDAHO CODE, TO REVISE THE PUBLIC POLICY STATEMENT TO INCLUDE REFERENCE TO ALL OF IDAHO'S STUDENTS; AMENDING SECTION 33-4306, IDAHO CODE, TO REVISE THE DEFINITIONS OF "ELIGIBLE CATEGORY A STUDENT" AND "HIGH SCHOOL RECORD" FOR CATEGORY A STUDENTS; AND AMENDING SECTION 33-4307, IDAHO CODE, TO PROVIDE A CORRECT CODE REFERENCE AND TO MAKE A TECHNICAL CORRECTION.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-4304, Idaho Code, be, and the same is hereby amended to read as follows:

33-4304. PUBLIC POLICY. The legislature hereby recognizes and declares that substantial economic and social benefits accrue to the state because of an educated citizenry, and that the encouragement of the state's most talented Idaho ~~secondary school graduates~~ students to enroll in Idaho postsecondary educational institutions is an important element for assuring the future leadership for the state.

SECTION 2. That Section 33-4306, Idaho Code, be, and the same is hereby amended to read as follows:

33-4306. DEFINITIONS. As used in this act, unless the context otherwise requires:

(1) "Eligible postsecondary institution" means a public postsecondary organization governed or supervised by the state board of education, the board of regents of the university of Idaho, a board of trustees of a community college established pursuant to the provisions of section 33-2106, Idaho Code, or the state board for professional-technical education or any educational orga-

nization which is operated privately and not for profit under the control of an independent board and not directly controlled or administered by a public or political subdivision. A public or private educational organization becomes eligible to participate in category B grant awards if the organization agrees to match awards granted to each eligible category B student. If an institution declines to match awards, an eligible student will receive the state portion of the award to that institution.

(2) "Educational costs" means student costs for tuition, fees, room and board, or expenses related to reasonable commuting, books and such other expenses reasonably related to attendance at a postsecondary educational institution.

(3) "Student" means an individual resident student as defined in section 33-3717B or 33-2110B, Idaho Code, enrolled full time and carrying a sufficient number of credit hours, or their equivalent, to secure an individual's first degree, certificate, diploma or less, toward which the individual is working,

2

in no more than the number of semesters, or equivalent, normally required by the eligible postsecondary institution in the program in which the individual is enrolled and provided that the baccalaureate degree, certificate, diploma or lesser program requires at least six (6) months or equivalent of consecutive attendance. A student engaged in a four (4) year baccalaureate program shall not be terminated from this scholarship program by having earned an intermediate degree, certificate or diploma.

(4) "Enrollment" means the establishment and maintenance of an individual's status as a student in an eligible postsecondary institution, regardless of the term used at the institution to describe such status.

(5) "Eligible category A student" means any individual who declares his intention to matriculate in an eligible postsecondary institution in the state of Idaho during the educational year immediately following:

(a) The individual's ~~graduation from an accredited~~ completion of secondary school or its equivalent in the state of Idaho; or

(b) The individual's graduation from an accredited secondary school, or completion of secondary school or its equivalent, outside of the United States, provided that the individual graduated from such school or successfully completed all requirements, and the individual and a parent of the individual were residents of the state of Idaho, within one (1) year of leaving the state due to the military status or job relocation of a parent.

(6) "Eligible category B student" means any student, having completed secondary school or its equivalent in the state of Idaho, or outside of the United States if within one (1) year of leaving the state due to the military status or job relocation of a parent (a) the student completed such secondary school or its equivalent, and (b) the student and a parent of the student were residents of the state of Idaho, and who enrolls as a student in an eligible postsecondary institution in the state of Idaho prior to reaching twenty-two (22) years of age. To maintain eligibility a student must achieve and maintain a 2.5 cumulative grade point average while enrolled in an eligible postsecondary institution. Students meeting the requirements of this subsection who were not eligible for a grant in the first term of postsecondary education and who achieve and maintain a 2.5 cumulative grade point average based on a 4.0 system in an eligible postsecondary institution will become eligible for grant payments in subsequent school terms.

(7) "Grant" means an award to an eligible student for matriculation in an eligible postsecondary institution in the state of Idaho.

(8) "Educational year" means the period from July 1 of a year through June 30 of the succeeding year.

(9) "Competitive examination" means standardized examination(s) measuring achievement administered annually on a voluntary basis on a specified date and at specified locations announced publicly.

(10) "High school record," for category A students, ~~will~~ shall be defined by the state board of education and the board of regents of the university of Idaho and may include, but need not be limited to, an individual's ~~rank in his~~

47 ~~secondary school class, cumulative~~ grade point average, ~~and or such other mea-~~
 48 ~~sure that demonstrates~~ difficulty of course load taken ~~as~~ and extraordinary
 49 academic performance, and which for Idaho secondary school graduates is certi-
 50 fied by an official of such secondary school, and the individual's secondary
 51 school department as evaluated by at least two (2) officials of such secondary
 52 school.

53 (11) "High school record," for category B students, shall be defined by
 54 the state board of education and the board of regents of the university of
 55 Idaho and may include, but need not be limited to, an individual's secondary

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1 school cumulative grade point average or a composite score on the American
 2 college test (ACT).

3 (12) "Cumulative grade point average" is defined as a student's cumulative
 4 grade point average for all courses taken in grades nine (9) through twelve
 5 (12) and calculated on a grade of A equals 4.0 points, a grade of B equals 3.0
 6 points, a grade of C equals 2.0 points, a grade of D equals 1.0 point and a
 7 grade of F equals 0.0 points.

8 SECTION 3. That Section 33-4307, Idaho Code, be, and the same is hereby
 9 amended to read as follows:

10 33-4307. ELIGIBILITY -- MAXIMUM AMOUNTS -- CONDITIONS. A grant may be
 11 awarded to an eligible student for matriculation at an eligible postsecondary
 12 educational institution in the state of Idaho if:

13 (1) The individual is accepted for enrollment as a full-time undergradu-
 14 ate or professional-technical student, as follows:

15 (a) In the case of an individual beginning his first year or freshman
 16 year of postsecondary education, he has satisfied the requirements for
 17 admission and has enrolled in an eligible postsecondary institution.

18 (b) In the case of an individual enrolled in an eligible postsecondary
 19 institution following the successful completion of the first term, he con-
 20 tinues to meet the requirements of this act and has maintained such high
 21 standards of performance as may be required. Provided that high academic
 22 standards are maintained in accordance with requirements of this chapter,
 23 a student continues to be eligible when transferring from one (1) major
 24 program to another.

25 (c) In the case of an individual transferring from one (1) eligible post-
 26 secondary institution in Idaho to another eligible postsecondary institu-
 27 tion in Idaho, he continues to meet the requirements of this act, is
 28 accepted and enrolled at the eligible postsecondary institution to which
 29 he is transferring, and has maintained such high standards of performance
 30 as may be required.

31 (2) The grant for category A students is as follows:

32 (a) The grant payment to an individual per educational year for atten-
 33 dance on a full-time basis is not in excess of an amount determined annu-
 34 ally by the state board of education or in excess of the total educational
 35 costs as certified by an official of the eligible postsecondary institu-
 36 tion to be attended by the individual receiving the grant, whichever is
 37 less.

38 (b) The total grant payments over a period of six (6) years to an indi-
 39 vidual may not exceed four (4) annual grants or the total educational
 40 costs for four (4) educational years completed as certified by an official
 41 of the eligible postsecondary institution or institutions attended by the
 42 individual receiving the grant, whichever is less.

43 (c) The individual receiving such a grant signs an affidavit stating that
 44 the grant will be used for educational costs only.

45 (d) The grant is awarded on the basis of extraordinary performance in
 46 standardized, unweighted competitive examination and high school record.

47 (e) The individual receiving the grant is not precluded from receiving
 48 other financial aid, awards, or scholarships, provided the total of the
 49 grant and such other financial aids, awards or scholarships does not
 50 exceed the total educational costs for attendance at an eligible post-

51 secondary institution as certified by an official of the eligible post-
 52 secondary institution to be attended by the individual receiving the
 53 grant.

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1 (f) Grant payments shall correspond to academic terms, semesters, quar-
 2 ters or equivalent time periods at an eligible postsecondary institution;
 3 in no instance may the entire amount of a grant for an educational year,
 4 as defined in section 33-4306(~~108~~), Idaho Code, be paid to or on behalf of
 5 such student in advance.
 6 (g) The individual has complied with such rules as may be necessary for
 7 the administration of this act.
 8 (3) The grant for category B students is as follows:
 9 (a) The grant payment to an individual per educational year for atten-
 10 dance on a full-time basis is not in excess of an amount determined annu-
 11 ally by the state board of education and the board of regents of the uni-
 12 versity of Idaho and not to exceed one thousand two hundred dollars
 13 (\$1,200) per year including the required match.
 14 (b) The total grant payments over a period of four (4) years to an indi-
 15 vidual may not exceed two (2) annual grants.
 16 (c) The individual receiving such a grant signs an affidavit stating that
 17 the grant will be used for educational costs only.
 18 (d) The grant is awarded on the basis of a high school record of a 3.0
 19 grade point average or an ACT composite score of 20 or better and other
 20 criteria as may be established by the state board of education and the
 21 board of regents of the university of Idaho.
 22 (e) The individual receiving the grant is not precluded from receiving
 23 other financial aid, awards or scholarships except that category A student
 24 award recipients are not eligible for category B awards.
 25 (f) Grant payments shall correspond to academic terms, semesters, quar-
 26 ters or equivalent time periods at an eligible postsecondary institution;
 27 in no instance may the entire amount of a grant for an educational year,
 28 as defined in section 33-4306(8), Idaho Code, be paid to or on behalf of
 29 such student in advance. The first grant payments pursuant to this section
 30 for category B students shall be made in the fall of 2001 or in the first
 31 fall academic term following an appropriation and when moneys are avail-
 32 able to implement the category B scholarship program, whichever date is
 33 later.
 34 (g) The individual has complied with such rules as may be necessary for
 35 the administration of this chapter.
 36 (h) All eligible postsecondary institutions will report annually to the
 37 state board of education and the board of regents of the university of
 38 Idaho the number of students for each term receiving a grant award and the
 39 number of awards that were matched by the institution.

Amendment

]]]] LEGISLATURE OF THE STATE OF IDAHO]]]]
 Fifty-ninth Legislature First Regular Session - 2007

Moved by Goedde

Seconded by Fulcher

IN THE SENATE
 SENATE AMENDMENT TO H.B. NO. 295

1

AMENDMENTS TO SECTION 2

2 On page 2 of the printed bill, in line 46, delete "may" and insert: "~~may~~
 3 shall"; in line 47, delete "~~and or~~" and insert: "and"; and in line 55, delete
 4 "may" and insert: "~~may~~ shall".

CORRECTIONS TO TITLE

5
 6 On page 1, in line 5, delete "STUDENT" AND" and insert: "STUDENT,""; and
 7 in line 6, following "STUDENTS" insert: "AND "HIGH SCHOOL RECORD" FOR CATEGORY
 8 B STUDENTS".

Engrossed Bill (Original Bill with Amendment(s) Incorporated)

]]]] LEGISLATURE OF THE STATE OF IDAHO]]]]
 Fifty-ninth Legislature First Regular Session - 2007

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 295, As Amended in the Senate

BY EDUCATION COMMITTEE

AN ACT

1 RELATING TO THE ROBERT R. LEE PROMISE SCHOLARSHIP PROGRAM; AMENDING SECTION
 2 33-4304, IDAHO CODE, TO REVISE THE PUBLIC POLICY STATEMENT TO INCLUDE REF-
 3 ERENCE TO ALL OF IDAHO'S STUDENTS; AMENDING SECTION 33-4306, IDAHO CODE,
 4 TO REVISE THE DEFINITIONS OF "ELIGIBLE CATEGORY A STUDENT," "HIGH SCHOOL
 5 RECORD" FOR CATEGORY A STUDENTS AND "HIGH SCHOOL RECORD" FOR CATEGORY B
 6 STUDENTS; AND AMENDING SECTION 33-4307, IDAHO CODE, TO PROVIDE A CORRECT
 7 CODE REFERENCE AND TO MAKE A TECHNICAL CORRECTION.
 8

9 Be It Enacted by the Legislature of the State of Idaho:

10 SECTION 1. That Section 33-4304, Idaho Code, be, and the same is hereby
 11 amended to read as follows:

12 33-4304. PUBLIC POLICY. The legislature hereby recognizes and declares
 13 that substantial economic and social benefits accrue to the state because of
 14 an educated citizenry, and that the encouragement of the state's most talented
 15 Idaho ~~secondary school graduates~~ students to enroll in Idaho postsecondary
 16 educational institutions is an important element for assuring the future lead-
 17 ership for the state.

18 SECTION 2. That Section 33-4306, Idaho Code, be, and the same is hereby
 19 amended to read as follows:

20 33-4306. DEFINITIONS. As used in this act, unless the context otherwise
 21 requires:

22 (1) "Eligible postsecondary institution" means a public postsecondary
 23 organization governed or supervised by the state board of education, the board
 24 of regents of the university of Idaho, a board of trustees of a community col-
 25 lege established pursuant to the provisions of section 33-2106, Idaho Code, or
 26 the state board for professional-technical education or any educational orga-
 27 nization which is operated privately and not for profit under the control of
 28 an independent board and not directly controlled or administered by a public
 29 or political subdivision. A public or private educational organization becomes
 30 eligible to participate in category B grant awards if the organization agrees
 31 to match awards granted to each eligible category B student. If an institu-
 32 tion declines to match awards, an eligible student will receive the state por-
 33 tion of the award to that institution.

34 (2) "Educational costs" means student costs for tuition, fees, room and
 35 board, or expenses related to reasonable commuting, books and such other

36 expenses reasonably related to attendance at a postsecondary educational
37 institution.

38 (3) "Student" means an individual resident student as defined in section
39 33-3717B or 33-2110B, Idaho Code, enrolled full time and carrying a sufficient
40 number of credit hours, or their equivalent, to secure an individual's first
41 degree, certificate, diploma or less, toward which the individual is working,

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1 in no more than the number of semesters, or equivalent, normally required by
2 the eligible postsecondary institution in the program in which the individual
3 is enrolled and provided that the baccalaureate degree, certificate, diploma
4 or lesser program requires at least six (6) months or equivalent of consecu-
5 tive attendance. A student engaged in a four (4) year baccalaureate program
6 shall not be terminated from this scholarship program by having earned an
7 intermediate degree, certificate or diploma.

8 (4) "Enrollment" means the establishment and maintenance of an
9 individual's status as a student in an eligible postsecondary institution,
10 regardless of the term used at the institution to describe such status.

11 (5) "Eligible category A student" means any individual who declares his
12 intention to matriculate in an eligible postsecondary institution in the state
13 of Idaho during the educational year immediately following:

14 (a) The individual's ~~graduation from an accredited~~ completion of second-
15 ary school or its equivalent in the state of Idaho; or

16 (b) The individual's graduation from an accredited secondary school, or
17 completion of secondary school or its equivalent, outside of the United
18 States, provided that the individual graduated from such school or suc-
19 cessfully completed all requirements, and the individual and a parent of
20 the individual were residents of the state of Idaho, within one (1) year
21 of leaving the state due to the military status or job relocation of a
22 parent.

23 (6) "Eligible category B student" means any student, having completed
24 secondary school or its equivalent in the state of Idaho, or outside of the
25 United States if within one (1) year of leaving the state due to the military
26 status or job relocation of a parent (a) the student completed such secondary
27 school or its equivalent, and (b) the student and a parent of the student were
28 residents of the state of Idaho, and who enrolls as a student in an eligible
29 postsecondary institution in the state of Idaho prior to reaching twenty-two
30 (22) years of age. To maintain eligibility a student must achieve and maintain
31 a 2.5 cumulative grade point average while enrolled in an eligible post-
32 secondary institution. Students meeting the requirements of this subsection
33 who were not eligible for a grant in the first term of postsecondary education
34 and who achieve and maintain a 2.5 cumulative grade point average based on a
35 4.0 system in an eligible postsecondary institution will become eligible for
36 grant payments in subsequent school terms.

37 (7) "Grant" means an award to an eligible student for matriculation in an
38 eligible postsecondary institution in the state of Idaho.

39 (8) "Educational year" means the period from July 1 of a year through
40 June 30 of the succeeding year.

41 (9) "Competitive examination" means standardized examination(s) measuring
42 achievement administered annually on a voluntary basis on a specified date and
43 at specified locations announced publicly.

44 (10) "High school record," for category A students, ~~will~~ shall be defined
45 by the state board of education and the board of regents of the university of
46 Idaho and ~~may~~ shall include, but need not be limited to, an individual's ~~rank~~
47 ~~in his secondary school class~~, cumulative grade point average, and such other
48 measure that demonstrates difficulty of course load taken ~~as~~ and extraordinary
49 academic performance, and which for Idaho secondary school graduates is certi-
50 fied by an official of such secondary school, and the individual's secondary
51 ~~school department as evaluated by at least two (2) officials of such secondary~~
52 ~~school.~~

53 (11) "High school record," for category B students, shall be defined by
54 the state board of education and the board of regents of the university of
55 Idaho and ~~may~~ shall include, but need not be limited to, an individual's sec-

3

1 ondary school cumulative grade point average or a composite score on the Amer-
2 ican college test (ACT).

3 (12) "Cumulative grade point average" is defined as a student's cumulative
4 grade point average for all courses taken in grades nine (9) through twelve
5 (12) and calculated on a grade of A equals 4.0 points, a grade of B equals 3.0
6 points, a grade of C equals 2.0 points, a grade of D equals 1.0 point and a
7 grade of F equals 0.0 points.

8 SECTION 3. That Section 33-4307, Idaho Code, be, and the same is hereby
9 amended to read as follows:

10 33-4307. ELIGIBILITY -- MAXIMUM AMOUNTS -- CONDITIONS. A grant may be
11 awarded to an eligible student for matriculation at an eligible postsecondary
12 educational institution in the state of Idaho if:

13 (1) The individual is accepted for enrollment as a full-time undergradu-
14 ate or professional-technical student, as follows:

15 (a) In the case of an individual beginning his first year or freshman
16 year of postsecondary education, he has satisfied the requirements for
17 admission and has enrolled in an eligible postsecondary institution.

18 (b) In the case of an individual enrolled in an eligible postsecondary
19 institution following the successful completion of the first term, he con-
20 tinues to meet the requirements of this act and has maintained such high
21 standards of performance as may be required. Provided that high academic
22 standards are maintained in accordance with requirements of this chapter,
23 a student continues to be eligible when transferring from one (1) major
24 program to another.

25 (c) In the case of an individual transferring from one (1) eligible post-
26 secondary institution in Idaho to another eligible postsecondary institu-
27 tion in Idaho, he continues to meet the requirements of this act, is
28 accepted and enrolled at the eligible postsecondary institution to which
29 he is transferring, and has maintained such high standards of performance
30 as may be required.

31 (2) The grant for category A students is as follows:

32 (a) The grant payment to an individual per educational year for atten-
33 dance on a full-time basis is not in excess of an amount determined annu-
34 ally by the state board of education or in excess of the total educational
35 costs as certified by an official of the eligible postsecondary institu-
36 tion to be attended by the individual receiving the grant, whichever is
37 less.

38 (b) The total grant payments over a period of six (6) years to an indi-
39 vidual may not exceed four (4) annual grants or the total educational
40 costs for four (4) educational years completed as certified by an official
41 of the eligible postsecondary institution or institutions attended by the
42 individual receiving the grant, whichever is less.

43 (c) The individual receiving such a grant signs an affidavit stating that
44 the grant will be used for educational costs only.

45 (d) The grant is awarded on the basis of extraordinary performance in
46 standardized, unweighted competitive examination and high school record.

47 (e) The individual receiving the grant is not precluded from receiving
48 other financial aid, awards, or scholarships, provided the total of the
49 grant and such other financial aids, awards or scholarships does not
50 exceed the total educational costs for attendance at an eligible post-
51 secondary institution as certified by an official of the eligible post-
52 secondary institution to be attended by the individual receiving the
53 grant.

4

1 (f) Grant payments shall correspond to academic terms, semesters, quar-
2 ters or equivalent time periods at an eligible postsecondary institution;
3 in no instance may the entire amount of a grant for an educational year,

4 as defined in section 33-4306(~~108~~), Idaho Code, be paid to or on behalf of
5 such student in advance.

6 (g) The individual has complied with such rules as may be necessary for
7 the administration of this act.

8 (3) The grant for category B students is as follows:

9 (a) The grant payment to an individual per educational year for atten-
10 dence on a full-time basis is not in excess of an amount determined annu-
11 ally by the state board of education and the board of regents of the uni-
12 versity of Idaho and not to exceed one thousand two hundred dollars
13 (\$1,200) per year including the required match.

14 (b) The total grant payments over a period of four (4) years to an indi-
15 vidual may not exceed two (2) annual grants.

16 (c) The individual receiving such a grant signs an affidavit stating that
17 the grant will be used for educational costs only.

18 (d) The grant is awarded on the basis of a high school record of a 3.0
19 grade point average or an ACT composite score of 20 or better and other
20 criteria as may be established by the state board of education and the
21 board of regents of the university of Idaho.

22 (e) The individual receiving the grant is not precluded from receiving
23 other financial aid, awards or scholarships except that category A student
24 award recipients are not eligible for category B awards.

25 (f) Grant payments shall correspond to academic terms, semesters, quar-
26 ters or equivalent time periods at an eligible postsecondary institution;
27 in no instance may the entire amount of a grant for an educational year,
28 as defined in section 33-4306(8), Idaho Code, be paid to or on behalf of
29 such student in advance. The first grant payments pursuant to this section
30 for category B students shall be made in the fall of 2001 or in the first
31 fall academic term following an appropriation and when moneys are avail-
32 able to implement the category B scholarship program, whichever date is
33 later.

34 (g) The individual has complied with such rules as may be necessary for
35 the administration of this chapter.

36 (h) All eligible postsecondary institutions will report annually to the
37 state board of education and the board of regents of the university of
38 Idaho the number of students for each term receiving a grant award and the
39 number of awards that were matched by the institution.

Statement of Purpose / Fiscal Impact

STATEMENT OF PURPOSE

RS 17164

The purpose of this legislation is to give equal access to the Robert R. Lee Category A Scholarship to all students in Idaho including home schooled students.

This Scholarship currently provides approximately 25 new scholarships to academic scholars and professional-technical students. The award is \$3,000 per year, renewable up to four years for academic programs and for the term of the professional-technical program, up to three years. Existing state funding is \$331,300.

Idaho Code allows for a maximum of 400 awards at any one time, and no more than 100 new awards in a single year. However, existing funding limits the number of awards to 110 at any one time.

FISCAL NOTE

This legislation requires no additional funding but will increase the already high demand among top Idaho students for limited resources dedicated to the Robert R. Lee Category A Scholarship. For academic year 2006-2007 there were a total of 134 applicants who met or exceeded the criteria for the scholarship. After 37 scholarships were awarded there were 83 qualified applicants who did not receive a Promise A scholarship. An increase of \$250,000 in funding would allow the state to award 83 additional Promise Category A scholarships, or a total of 193 awards per year. This would be a 75% increase over current funding levels.

Contact

Name: Karen McGee
Phone: 208-854-3056

STATEMENT OF PURPOSE/FISCAL NOTE

H 295

Attachment 3

Review of the 2007 Promise A Applicant Pool

The Robert R. Lee Promise A scholarship program provides between 25 and 40 new scholarships each year to academic and professional-technical applicants. The award amount is \$3,000 per year. This scholarship is renewable up to four years for academic programs and for the term of the professional-technical program, usually two years for professional-technical recipients. Due to early graduations, deferments, and the state appropriation, 40 new scholarships are available for the 2007-08 academic year. The current state funding for the Promise Category A Scholarship is \$331,300, which allows for a maximum of 110 active participants at any one time. Idaho Code allows for a total of no greater than 400 and no more than 100 new awards a year. For academic year 2007-2008 there were a total of 180 applicants that met or exceeded the criteria for the *academic* scholarship. After 43 *academic* scholarships were offered, 12 applicants declined and 31 *academic* scholarships were awarded. There were nine offers made to qualifying professional-technical applicants for a total of 40 new Robert Lee Promise A scholarships. There were 137 highly qualified *academic* applicants that were not offered a scholarship due to funding limitations.

Last year, the Board included in the OSBE budget a request for an additional \$250,000 of General Fund dollars which would allow the state to award 83 additional Promise A scholarships or a total of 193 awards per year. This request was not included in the Governor's budget, or funded by the 2007 legislature. A review of the 2007 applicant pool shows an increase in qualified applicants interested in attending Idaho institutions.

Changes in the Promise Statute through HB295 provide for the inclusion of home-schooled students as students eligible for consideration of the Promise A scholarship. The removal of the class rank requirement as part of the selection requirement along with the inclusion of home-schooled students in the applicant pool for the 2008 application cycle will likely result in further increases of qualified applicants.

2007 Promise A Academic applicant profile:

GPA:

- Eligible Promise A applicants with GPA of 4.0 were 100
- Eligible Promise A applicants with GPA between, 3.9 and 3.999 = 63
- Eligible Promise A applicants with GPA between, 3.8 and 3.899 = 9
- Eligible Promise A applicants with GPA between, 3.7 and 3.799 = 6
- Eligible Promise A applicants with GPA between, 3.6 and 3.699 = 1
- Eligible Promise A applicants with GPA between, 3.5 and 3.599 = 1

Rank in Class: Ninety-eight were ranked number 1 in their graduating class.

ACT Scores: Ninety-eight students had ACT scores of 30 or higher
Of these, six had scores of 35 out of a possible 36.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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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.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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SUBJECT

Round III - Idaho Technology Grant Program FY08 Grant Funding Recommendations

REFERENCE

April 2007 The Board approved Round I funding and requested the institutions to submit proposals for the remaining funds.

June 2007 The Board approved Round II funding and requested the institutions to submit proposals for the remaining funds.

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 299 Appropriations – College and Universities

BACKGROUND

Round I Technology Incentive Grants for FY08 were reviewed by the Evaluation Committee on March 30th and the Board approved funding in the amount of \$861,800 at their April 2007 meeting. All of the funding was not allocated as a result of this process and a second round was approved at the April 2007 Board Meeting.

Round II Technology Incentive Grants for FY08 were reviewed by the Evaluation Committee on May 30th and the Board approved funding in the amount of \$511,500 at their June 2007 meeting. Some of these projects were conditionally approved and institutions were asked to submit additional information before additional funding was awarded. Other proposals were denied because they were judged as not being innovative or improving instruction and learning to the extent that warranted grant funds. All of the funding was not allocated as a result of this process and a third round was approved at the June 2007 Board Meeting.

DISCUSSION

Proposals were solicited from the institutions for Round III and the Committee evaluated these proposals July 13 – July 18, 2007. The Committee recommended funding for 3 additional projects in the amount of \$171,200. Projects that were conditionally funded in Round II were also reviewed and recommended for funding.

IMPACT

Approving Round III proposals will allocate the remaining Technology Incentive Grant funds. For FY08, \$1,544,500 will have been allocated with the approval of Round I, Round II and Round III.

ATTACHMENT

Attachment 1 – FY08 Idaho Technology Incentive Grant Program Proposals (Final)

Boise State University

Page 3

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Idaho State University	Page 4
Lewis-Clark State College	Page 5
University of Idaho	Page 6

STAFF COMMENTS AND RECOMMENDATIONS

The Evaluation Committee recommends funding the grant projects as exhibited.

BOARD ACTION

A motion to approve funding for the proposed projects as exhibited in the amount of \$171,200.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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**FY2008 Idaho Technology Incentive Grant
Proposals (Final)**

Boise State University Technology Incentive Grant Proposal		\$ Amt Funded
T08-001	Web 2.0: Engagement and Community	\$148,600.00
T08-003	Redesigning Bottleneck Courses: Partnering with NCAT (year 2)	\$60,900.00
T08-004	A Collaborative Approach to High Fidelity Simulator Simulations	\$170,000.00
T08-052*	Building Learning Communities Through Computer-Supported Collaborative Learning	\$64,500.00
<hr/>		
BSU totals (final)		\$444,000.00

*** Proposals from Round 3 to be approved by the Board at the August 2007 Meeting**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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**FY2008 Idaho Technology Incentive Grant
Proposals (Final)**

Idaho State University Technology Incentive Grant Proposals		\$ Amt Funded
T08-008	Mass Communication Digital Field Production Suite	\$15,000.00
T08-010	Asynchronous Preprofessional Track in Speech-Language Pathology and Audiology: Lifetime Perspectives	\$12,400.00
T08-013	Rebuilding Curriculum Around Digital Radiology Technology	\$52,500.00
T08-015	Expanding the Capabilities of the College of Engineering Through the Addition of 3D solids modeling component	\$75,300.00
T08-031	Learning in "Second Life": The Ultimate Business Simulation Class	\$39,900.00
T08-033	WILDEST: Workshop-Integrated Learning for Dual Enrollment Statistics Teachers	\$78,100.00
T08-034	Landro Enterprise Play Analyzer system	\$98,700.00
T08-036	Financial Information Center Digital Displays	\$54,100.00
T08-045*	Virtual World for Faculty and Student Interaction	\$35,600.00
<hr/> <hr/>		
ISU totals (final)		\$461,600.00

*** Proposals from Round 3 to be approved by the Board at the August 2007 Meeting**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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**FY2008 Idaho Technology Incentive Grant
Proposals (Final)**

Lewis Clark State College Technology Incentive Grant Proposals		\$ Amt Funded
T08-016	Purchase and Integration of Spectrophotometric Technology for Pedagogical and Undergraduate Research at LCSC	\$72,300.00
T08-017	Using MP3s to Enhance Core Curriculum	\$50,000.00
T08-018	Bone Assessment Evaluation and Testing System (machine)	\$16,500.00
T08-019	LCSC Radiographic Science, Nursing, and Kinesiology Student Dual Energy X-Ray Absorptometry (DXA) Training Device	\$39,000.00
T08-020	Provision of Classes in Neonatal Resuscitation	\$9,100.00
T08-021	Computer Assessment for Social Work	\$13,200.00
T08-038	Simulation in the Nursing Clinical Resource Center	\$53,800.00
LCSC totals (final)		\$253,900.00

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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**FY2008 Idaho Technology Incentive Grant
Proposals (Final)**

University of Idaho Technology Incentive Grant Proposals		\$ Amt Funded
T08-024	Application of Lecture Capture Technology (LCT) to Expand Degree Programs, Enhance Teaching and Learning and Transform Curricula	\$80,000.00
T08-027	3-D Avatar-Based, Virtual World Learning in a Second Life Educational Metaverse	\$47,000.00
T08-042	CBE: Podcast: Learning Anytime Anywhere	\$81,600.00
T07-043	Introducing Sensor-Based Experiments into Freshman Chemistry Laboratories	\$105,300.00
T07-047*	Innovative Approaches to Teaching Physicochemical Properties of Food	\$71,100.00
UI totals (final)		\$385,000.00

*** Proposals from Round 3 to be approved by the Board at the August 2007 Meeting**

Round 1 Funding =	\$861,800.00
Round 2 Funding =	\$511,500.00
Round 3 Funding =	\$171,200.00
TOTAL FUNDING (final)	\$1,544,500.00

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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39 SECTION 3. PERSONNEL TURNOVER. The State Board of Education shall con-
40 tinue to provide a standardized system for tracking and reporting meaningful
41 data about faculty, nonfaculty exempt, and classified staff turnover at the
42 state's institutions of higher education. These statistics shall be available

2

1 to the Division of Financial Management and the Legislative Services Office no
2 later than November 1 of each year.

3 SECTION 4. CARRYOVER AUTHORITY. There is hereby reappropriated to the
4 State Board of Education and the Board of Regents for the University of Idaho
5 for Boise State University, Idaho State University, the University of Idaho,
6 Lewis-Clark State College, and the Office of the State Board of Education, any
7 non-General Fund unexpended and unencumbered balances from fiscal year 2007,
8 to be used for nonrecurring expenditures for the period July 1, 2007, through
9 June 30, 2008.

10 SECTION 5. It is legislative intent that no further occupancy costs for
11 postsecondary institutions shall be funded by the Legislature until a written
12 policy has been established which sets forth the eligibility criteria and for-
13 mula by which occupancy costs are to be calculated.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Statement of Purpose / Fiscal Impact

Statement of Purpose
RS16384C1

This is the fiscal year 2008 appropriation for the college and universities

Fiscal Note

	FTP	Gen	Ded	Fed	Total
FY 2007 Original Appropriation	3,720.34	243,726,400	133,534,600	0	377,261,000
Reappropriations	0.00	0	37,385,400	0	37,385,400
Other Approp Adjustments	0.00	0	0	0	0
FY 2007 Total Appropriation	3,720.34	243,726,400	170,920,000	0	414,646,400
Non-Cognizable Funds and Transfers	96.84	0	4,652,000	0	4,652,000
Expenditure Adjustments	0.00	0	(575,700)	0	(575,700)
FY 2007 Estimated Expenditures	3,817.18	243,726,400	174,996,300	0	418,722,700
Removal of One-Time Expenditures	0.00	0	(43,062,000)	0	(43,062,000)
Base Adjustments	0.00	0	0	0	0
FY 2008 Base	3,817.18	243,726,400	131,934,300	0	375,660,700
Benefit Costs	0.00	1,908,000	611,200	0	2,519,200
Inflationary Adjustments	0.00	0	0	0	0
Replacement Items	0.00	3,206,100	1,992,100	0	5,198,200
Statewide Cost Allocation	0.00	174,800	0	0	174,800
Change in Employee Compensation	0.00	12,884,500	246,500	0	13,131,000
FY 2008 Program Maintenance	3,817.18	261,899,800	134,784,100	0	396,683,900
Enhancements					
College and Universities					
1. Salary Competitiveness	0.00	0	0	0	0
2. New Programs	4.50	299,000	0	0	299,000
3. Occupancy Costs	3.92	303,900	0	0	303,900
4. Graduate Assistants	0.00	0	0	0	0
5. Infrastructure & Maintenance	0.00	0	0	0	0
6. Governor's Initiative: Nursing	0.00	165,000	0	0	165,000
7. Governor's Initiative: HERC	0.00	1,560,000	0	0	1,560,000
Lump Sum or Other Adjustments	0.00	0	0	0	0
FY 2008 Total	3,825.60	264,227,700	134,784,100	0	399,011,800
Chg from FY 2007 Orig Approp	105.26	20,501,300	1,249,500	0	21,750,800
% Chg from FY 2007 Orig Approp.	2.8%	8.4%	0.9%		5.8%

Line Item #2 provides one faculty position for Idaho State University's Boise Fast Track nursing program; and 3 nursing faculty positions and a half-time position for Lewis-Clark State College.

Line Item #3 provides \$103,900 for occupancy costs for BSU's new Interactive Learning Center; and \$200,000 for occupancy costs for ISU's new Rendezvous Center.

Line Item #6 provides one-time funding for the purchase of one simulator mannequin each for BSU, ISU and LCSC.

Line Item #7 provides additional one-time funding for competitive research grants.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 9-10, 2007

SUBJECT

Final Progress Report on the FY 2005 Center for Research on Invasive Species and Small Populations

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In accordance with Board policy, the Higher Education Research Council (HERC) administers a Research Center Grant Program (RCGP) competition every three years. The eligible institutions include Boise State University (BSU), Idaho State University (ISU), the University of Idaho (UI), and Lewis-Clark State College (LCSC). The Research Center Grants are intended to establish a focused research center at one of the four institutions, which will provide research teams with the facilities and researchers necessary to conduct investigative efforts at a nationally competitive level. Further, these centers are intended to have a significant economic benefit to the state and region. A center is funded up to \$1 million for a three-year period at the end of which time the center must be self-supporting. To date, the Board has funded seven such centers, which includes the recently funded Center for Musculoskeletal Research at Boise State University.

DISCUSSION

As a recipient of the award, the funded center is required to submit an annual report to the Office of the State Board of Education to include a summary of center accomplishments and plans for the coming years and also includes a listing of publications, presentations, grants received or pending, and any student and faculty participation resulting from Center funding.

In an effort to keep the Board apprised of research productivity within the grant programs administered by HERC, Board staff is providing a summary report that was submitted on behalf of the University of Idaho's Center for Research on Invasive Species and Small Populations (CRISSP).

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Summary Report of Center Activities and Future Plans Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments and recommendations.

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BOARD ACTION

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

Attachment 1

Summary of Center Activities and Future Plans provided by the Center

The University of Idaho has the expertise to address two critical natural resource issues: invasive alien species and declining populations of important native plants and animals. Both problems cause huge direct and indirect economic loss and the degradation of our natural legacy. Twenty-four faculty from four colleges have initiated a new collaborative effort, the Center for Research on Invasive Species and Small Populations (CRISSP), supported by the Idaho State Board of Education (SBOE) and in collaboration with the State of Idaho's strategic planning effort for management of invasive aquatic and terrestrial species.

CRISSP was initially funded by the Idaho State Board of Education to improve our research base on invasive species and small populations, emphasizing the linkage between invasive species and small populations. Idaho, with its wealth of natural resources, provides an excellent environment to expand research into the biology of invasive species in order to better manage the impacts of invasive species on small populations and on natural resources important to many western states. We have been working with the Governor's Council on Invasive Species in drafting an Invasive Species Management Plan and identifying tasks needed to implement the plan. As part of this process, the Council identified four broad areas and 22 implementation tasks. To aid in the implementation of the State plan, we provide risk assessment for invasive and small population species, techniques for early detection, genetic tools for identification of invasive species, technical training, and evaluation of educational materials, web-based databases, and policy development/analysis. These activities benefit Idaho and augment efforts underway in other western states. We are engaging with state and federal land managers, local communities, the agricultural industry including crop production, ranching and aquaculture, forestry and recreation industries through professional training workshops and developing a web-based information sharing network.

CRISSP has also contributed substantially to research infrastructure in Idaho. The Laboratory for Conservation and Ecological Genetics (LCEG) is a fully equipped core facility. In conjunction with cooperating laboratories, the LCEG is equipped to perform all types of molecular genetics, DNA-based analysis, and forensics, and serves as the main laboratory for CRISSP. The facility centers around an automated DNA sequencer purchased by CRISSP for the laboratory, and carries a full array of equipment for molecular genetics procedures. The LCEG also includes top-of-the-line computers used for sequence verification, fragment analysis, paternity testing, species identification, population size estimation, individual identification, gene flow quantification, phylogenetic analysis, and other ecological and conservation genetic tasks. Meanwhile, through the CRISSP connection, users of the LCEG also have access to faculty and equipment in the College of Sciences, and the College of Agriculture and

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Life Sciences. CRISSP was established in 2004 to coordinate resources and expertise on invasive species and the biology and conservation of small or declining populations. The goal of the LCEG will be to bring up-to-date DNA-based technology and expertise to bear upon these topics, problem areas which have broad economic and ecological relevance for the State of Idaho.

The following shows results of SBOE/HERC funding for CRISSP through FY 2007:

SBOE/HERC Contribution: \$970,133

External funding received to date:
\$5,886,593 in grants and contracts to CRISSP faculty, postdocs, and students

Number of Student Participation:
13 graduate students and their projects directly funded by CRISSP
9 undergraduate summer interns and their projects directly funded by CRISSP
An additional 22 graduate students and 12 undergraduates are using laboratory equipment and IT facilities belonging to CRISSP.

Number of Faculty Participation:
24 faculty are currently members of CRISSP

Number of Publications:
184 publications from CRISSP faculty, postdocs and students, 14 from CRISSP funded research

Number of Presentations:
173 presentations by CRISSP faculty, postdocs and students, 29 dealing with CRISSP funded research

Patents awarded or pending:
None to date.

Economic Benefits:
CRISSP has active research programs to help cope with invasive species, aid populations in decline, and to educate the public on the issues involved. While specific numbers or projections of effects on employment are hard to come by, and subject to huge debate, the economies of western states are adversely affected in a variety of ways. A National Center for Food and Agricultural policy report determined our Idaho agricultural sector alone expended \$85 million to manage invasive plants. Economic losses could increase since the best estimates indicate the potential invasion of another 1,000 to 3,000 plant species. Recreational opportunities abound in western states with \$670 million spent in Idaho on activities that include fishing, hunting and wildlife viewing. These opportunities, and the jobs that depend upon them, are threatened by invasive

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species that include whirling disease in trout, Eurasian water milfoil in our lakes, or cheatgrass that threatens habitat for small population species such as pygmy rabbits and sage grouse.

The economic benefits deriving from CRISSP activities are similarly difficult to quantify and characterize, but some trends are apparent. Our improved infrastructure and laboratory facilities provide diagnostic and risk assessment services to Idaho residents and agencies that either did not exist prior to CRISSP, or which were being provided by out-of-state contractors. For example, CRISSP is now providing DNA-based identification of Eurasian milfoil to Idaho tribes and land managers, a service that previously was done by a California laboratory. CRISSP-sponsored research on the fungi that infect spotted knapweed, an invasive weed that is encroaching on Idaho rangeland, may allow effective and benign biological control of this noxious weed. In greenhouse studies, a number of naturally occurring fungal symbionts of knapweed seriously impede the growth of this alien plant, or kill it outright. Because this approach may have general application, the Forest Service has expressed interest in investigating biocontrol of cheatgrass with native fungal pathogens. Finally, CRISSP has already in its short existence increased the visibility of the University of Idaho, and science and technology in Idaho generally. To cite one recent example of increased recognition, organizers of the 'International Workshop on the Biological Control of Invasive Species of Forests' in Beijing are paying for co-director Dr. George Newcombe to travel to the conference to report on the CRISSP knapweed project.

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SUBJECT

Idaho GEAR UP Update

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Idaho was awarded the GEAR UP Grant in August of 2006. Board staff selected 25 schools to participate in the program. Over 6,250 students are eligible for grant services over the six year grant cycle.

In January and April of 2007, the GEAR UP program underwent significant staffing changes. This, and other factors, prompted the Federal GEAR-UP grant administrator, Ann McNeal, to suggest that Idaho change to a different model for the state-wide GEAR-UP grant. This new model involved significant changes in organizational structure.

In May 2007, the federal project officer determined that virtually all of the "instructional costs" offered to satisfy the matching requirement was not allowable. In June 2007, the federal project officer placed GEAR UP IDAHO on notice that appropriate match must be found or the grant would be terminated. The federal project officer placed additional conditions on funding for year two. GEAR UP IDAHO must submit a letter detailing the plan the project will use to raise the appropriate match. The letter is due by August 31, 2007. Partnership agreements, a federal form quantifying the value of contributions, must be completed and sent to the federal project officer. The partnership agreements must total not less than 40% of the combined federal support for both year one and year two by April 10, 2008 or the program will be terminated. The limited spending in year one, combined with the full year two request, places the 40% threshold at approximately \$1.84M.

The Executive Director wrote to the University Presidents asking for support of GEAR UP. Most have responded in the affirmative. Discussions on the kinds of services and supports, along with the value, are underway. The school districts receiving a GEAR UP contract will be asked to provide at least a one-for-one in-kind match based upon the contract amount. All of the schools currently holding a signed contract have agreed to provide match. Additionally, the project is actively seeking partnerships in support from private sources.

DISCUSSION

The GEAR UP IDAHO program is at a crossroads. There is limited time to determine whether the project can raise the required match before proceeding in the delivery of services and supports. The 40% threshold is not a reduction in

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the requirement for one-to-one matching. Rather, it sets a timeline for a demonstration of growing support. All federal dollars must be matched.

Currently all program costs are paid with federal dollars. Any federal funds not returned upon termination must be reimbursed. The slow start in year one resulted in less than expected spending, but all spending lacked any significant match. Termination of the program would result in the return of all federal funds held in the scholarship account, along with any interest accrued, and reimbursement of costs not matched. This reimbursable amount grows until the final date of termination is established. The range of estimated reimbursement is \$125,000 to \$325,000.

The 25 schools which received contracts from GEAR UP IDAHO will provide one-for-one in-kind match equal to their contract amounts (\$812,480). The University of Idaho, Boise State University, College of Southern Idaho, North Idaho College, Lewis Clark State College, Northwest Nazarene University, and Albertson College of Idaho have expressed interest in providing in-kind services to the GEAR UP Idaho schools. The determination of dollar value of these services is not complete at this time. At this point, the remaining gap in matching support is not more than \$2.1M and will likely be significantly less after the support from the universities is quantified.

GEAR UP IDAHO is actively seeking partnerships with Wells Fargo, QWEST, and the Idaho Community Foundation. To date, no determinations of offers in partnership have been received.

IMPACT

Acquisition of sufficient allowable match for years one and two will remove any remaining barriers to full implementation of the grant. Constant monitoring of the matching funds will take additional staff time in developing ongoing partnerships throughout the grant cycle.

Inability to raise the required match will result in a cost of approximately \$300,000 in reimbursement to the U.S. Department of Education, the loss of two staff positions, and the failure to keep faith with the school districts and students that have asked to be a part of this proven graduation enhancement and college access program.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Staff continues to coordinate with the universities to quantify possible in-kind match and seek out partnerships with other groups. The Executive Director and staff should identify a date for a determination whether to continue with the grant

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considering the level of available match versus the increasing risk of substantial reimbursement of federal funds.

BOARD ACTION

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

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SUBJECT

Approval of Service Delivery Model for the Education of Students who are Blind or Visually Impaired

APPLICABLE STATUTE, RULE, OR POLICY

Title 33, Chapter 34, Idaho School for the Deaf and the Blind, Idaho Code

BACKGROUND

In 2005, the Idaho State Board of Education (SBOE) formed a committee to study the Idaho School for the Deaf and the Blind's (ISDB) services, policies, and budget. The committee created a workgroup for further examination and reporting on these issues. They deemed a need for change and for the formation of a Transition Committee to produce 1) Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired, and 2) a new service delivery model.

The new service delivery model was approved by the Transition Committee for the Blind and Visually Impaired on June 11, 2007. The Transition Committee is no longer meeting.

The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired were proposed and approved by the SBOE on June 14, 2007.

DISCUSSION

In response to the Office of Performance Evaluation's Recommendation on July 12, 2007, a new service delivery model for the education of infants, toddlers, children and youth who are blind or visually impaired has been developed. In the new model, the program will be administered by the Office of the State Board of Education (OSBE).

Description of Current Service Delivery Model:

There are three layers of the current service delivery model including: attendance in the residential school (ISDB), day program attendance in ISDB, or services from the Outreach program while attending the LEA.

Description of Proposed Service Delivery Model:

Layer #1 – Where services are provided in the district, students attend school in their local school district with assistance from expanded Outreach staff provided through the State Educational Program for the Blind and Visually Impaired (SEPBI) under the Office of the State Board of Education (OSBE). This service is available to all who qualify. Outreach staff includes certified Teachers for Students who are Blind or Visually Impaired (TVIs), Certified Orientation and Mobility Specialists (COMS), and other professionals for the blind. Local education agencies (LEAs) may also employ professionals for the blind or visually impaired to provide services through the district. Services at the district

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level may include instruction in: braille, orientation and mobility, the use of low vision aides and devices, or assistive technology.

Layer #2 – Students who are blind or visually impaired, including those with additional disabilities and deafblindness who need intensive instruction in the Expanded Core Curriculum for students (braille, orientation & mobility, independent living, etc.) would be temporarily pulled out of their local school district and rotated through a Boise-based cottage program, in small groups (10-12 students), for one- to three-week periods. This program would be located close to both a Boise elementary school, and a bus stop, and would be based on the short-term, curriculum-based intensive training model for students who are blind or visually impaired developed in Texas. This service is available to all who qualify.

For a detailed explanation, please see the attached Service Delivery Model Description

College/University Training Program for Teachers of Students for the Blind or Visually-Impaired

The new delivery model would include training for at least five students at a time to participate in a TVI preparation program.

SEPBEI and OSBE staff would work with Idaho's colleges and universities to explore the possibility of developing a teacher training program in Idaho. If this does not prove feasible or cost-effective for 2008-09, the five loan slots would go to students attending a board-approved TVI training program in another state.

For more details, please see the attached Service Delivery Model Description.

Advisory Council

Membership

The Council for the Blind would consist of seven (7) members, appointed by the Idaho State Board of Education.

5-year Phase Model of Implementation:

This model provides the structure for program growth based on the current needs of the students in the state of Idaho and projected growth/needs. The model, as presented, is the first phase of development. The model is developed to be implemented over a five-year period of time to:

- Develop an in-state training program to train TVIs and COMS to increase the availability of employable professionals, of which there is a national shortage,
- Spread the cost of the model over an extended period of time to decrease the additional fiscal impact at one time;
- Gradually increase the number of TVIs and COMS who are full time employees for the state of Idaho in SEPBEI

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The proposed service delivery model provides the structure to:

- Increase direct instruction from TVIs and COMS
- Decrease reliance upon paraeducators for instruction in the classrooms in the school districts
- Increase instruction in the Expanded Core Curriculum and support to families

The implementation of the model over a five year period of time based on current needs and estimated growth will need:

- Continued funding to gradually increase the number of FTEs for TVIs and COMS (see attached bar chart);
- The implementation and funding of an in-state university preparation program for TVIs and COMS, which Idaho does not have; and
- The administration of the program through an educational agency, The Office of the State Board of Education, for monitoring and supervision of law, professionals, and the newly implemented Idaho Standards for Infants, Toddlers, Children and Youth Who Are Blind or Visually Impaired

Current TVIs and Phase 1:

There are fourteen (14) Outreach TVIs employed by ISDB in 2006-07. The first phase of this model proposes to hire six (6) additional Teachers of Students Who Are Blind – one (1) of which will be the Assistive Technology Specialist (Phase One is the new service delivery model as presented here).

Current TVIs 2006-07 = 14
New Model – 14 + 6 = 20 TVIs
Total TVIs at Phase One = 20

See attached Bar chart for 5 phases of estimated growth of TVIs.

Reallocation of resources for maximum efficiency

Current resources will be reallocated from ISDB to SEPBVI to maximize efficiency. Resources include TVIs, braille embossers, specialized materials and equipment for the blind and visually impaired.

IMPACT

By increasing positions in the outreach program, students who are blind or visually impaired will receive increased direct instruction from certified Teachers of Students for the Blind or Visually Impaired and Certified Orientation and Mobility Specialists in the Expanded Core Curriculum (specific instruction for students who are blind/visually impaired that is required in addition to the regular core curriculum).

The new service delivery model includes a short-term intensive training program that will offer training to students in the Expanded Core Curriculum in addition to

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what is taught in the district, but which is more efficiently offered through the short-term intensive program. A benefit of this program is peer socialization and access to public transportation for training.

Please see attached budget.

ATTACHMENTS

Attachment 1 – Narrative	Page 5
Attachment 2 – Organizational Chart	Page 13
Attachment 3 – Estimated Budget	Page 15
Attachment 4 – Bar Chart	Page 17

STAFF COMMENTS AND RECOMMENDATIONS

This service delivery model for the blind, through the State Board of Education will:

- Provide direct instruction and consultative services to students in their local school districts across the state of Idaho.
- Provide highly qualified, certified professionals.
- Be administered by the State Board of Education. OSBE Program Administration for the Blind will collaborate with agencies, such as the State Department of Education and Health and Welfare.
- Ensure educational services are delivered to students, certified teachers are supervised and monitored, and the new Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired, including those with Additional Disabilities are implemented.

Staff recommends the State Board of Education approve the service delivery model for the blind and visually impaired as described. The State Educational Program for the Blind and Visually Impaired would be administered through the Office of the State Board of Education, which allows for the monitoring of educational services as specified in the Standards for Infants, Toddlers, Children and Youth Who Are Blind or Visually Impaired, Including those with Additional Disabilities.

BOARD ACTION

A motion that the Board endorse the proposed service delivery model for the Blind and the Visually Impaired education, with the program governance remaining under the purview of the Board, and direct staff to prepare legislation for the 2008 session to effect these changes, with such legislation having a July 1, 2009 effective date.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Educational Program for the Blind and the Visually Impaired

Background

In 2005, the Idaho State Board of Education (SBOE) formed a committee to study the Idaho School for the Deaf and the Blind's (ISDB) services, policies, and budget. The committee created a workgroup for further examination and reporting on these issues. They deemed a need for change and for the formation of a Transition Committee to produce 1) Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired, and 2) a new service delivery model.

The new service delivery model was approved by the Transition Committee for the Blind and Visually Impaired on June 11, 2007. The Transition Committee is no longer meeting.

The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired were proposed and approved by the SBOE on June 14, 2007.

Rationale

In response to the Office of Performance Evaluation's Recommendation on July 12, 2007, a new service delivery model for the education of infants, toddlers, children and youth who are blind or visually impaired will be implemented. The program will be administered by the Office of the State Board of Education (OSBE).

This model provides the structure for regionalized program growth based on the current needs of the students in the state of Idaho and projected growth/needs. The model, as presented, is the first phase of development. The model is developed to be implemented over a 5 year period of time to:

- Develop an in-state training program to train Teachers of Students with Visual Impairments (TVIs) and Certified Orientation and Mobility Specialists (COMS) to increase the availability of employable, certified professionals, of which there is a national shortage
- Spread the cost of the model over an extended period of time to decrease the additional fiscal impact at one time
- Gradually increase the number of TVIs and COMS who are full time employees for the state of Idaho in SEPBI

The proposed service delivery model provides the structure to:

- Increase direct instruction from TVIs and COMS
- Decrease reliance upon paraeducators for instruction in the classrooms in the school districts
- Increase instruction in the Expanded Core Curriculum and support to families

The implementation of the model over a five year period of time based on current needs and estimated growth will need:

- continued funding to gradually increase the number of FTEs for TVIs and COMS (see attached bar chart),
- the implementation and funding of an in-state university preparation program for TVIs and COMS, which Idaho does not have, and
- the administration of the program through an educational agency (OSBE) for monitoring and supervision of law, professionals, and the newly implemented Idaho Standards for Infants, Toddlers, Children and Youth Who Are Blind or Visually Impaired

Current TVIs and Phase 1:

There are fourteen (14) Outreach TVIs employed by ISDB in 2006-07. The first phase of this model proposes to hire six (6) additional Teachers of Students Who Are Blind – one (1) of which will be the Assistive Technology Specialist (Phase One is the new service delivery model as presented here).

Current TVIs 2006-07 = 14
New Model: 14 + 6 = 20 TVIs
Total TVIs at Phase One = 20

See attached Bar chart for 5 phases of estimated growth of TVIs.

Service Delivery Model

Introduction

The State Educational Program for the Blind or Visually Impaired will be a regionalized program in which services are provided by qualified, certified personnel. The model/program will provide services such as:

- Enforce the Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired

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- Produce materials for students in Idaho who are blind or visually impaired in large print or braille in a timely manner as needed,
- Provide TVIs and COMS via outreach services for direct instruction and consultative services

TVIs in the outreach program for SEPBVI will be responsible for direct instruction to students who are blind or visually impaired in instruction in areas of the Expanded Core Curriculum, such as braille reading and writing, slate and stylus, abacus, low vision aids and devices, assistive technology, tactile graphics, and/or self advocacy skills. TVIs will also consult with classroom teachers, special education teachers and other teachers providing instruction in the regular curriculum to the student. The purpose of instruction and consultation from the TVI is to teach the student who is blind or visually impaired the skills necessary to participate in the regular core curriculum with his/her sighted peers; make adaptations to the environment; provide assessment of functional vision and learning media; work with the family; and train other professionals as needed. The TVIs in the outreach program work on an itinerant basis – traveling from one school to another to serve all students on their caseload. The number of times a week or month a TVI provides service to the student is dependent upon many variables.

The COMS provides assessments and direct instruction in orientation and mobility. Orientation and mobility is knowing where you are in space, knowing where you are going, and how to get there. The COMS' primary responsibility is to teach students who are blind or visually impaired to travel safely and independently. The COMS provides direct instruction. The COMS teaches in the home, school, and community. In addition to providing instruction to the student, the COMS also teaches the family how to support their child and encourage safe, independent travel; teachers; and other professionals working with the student.

Description of the Model

Current:

Layer #1 – Students attend local school district, where services are provided primarily by the district, with assistance from Idaho School for the Deaf and the Blind (ISDB) Outreach staff (available to all who qualify).

Layer #2 – Students attend ISDB as a day program, and are bussed home at the end of each school day (available to less than 25% of the students).

Layer #3 – Students attend ISDB as a residential program (available to all who qualify).

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New:

Layer #1 – Where services are provided in the district, students attend school in their local school district with assistance from expanded Outreach staff provided through the State Educational Program for the Blind and Visually Impaired (SEPBI) under the Office of the State Board of Education (OSBE). This service is available to all who qualify. Outreach staff includes certified Teachers for Students who are Blind or Visually Impaired (TVIs), Certified Orientation and Mobility Specialists (COMS), and other professionals for the blind. Local education agencies (LEAs) may also employ professionals for the blind or visually impaired to provide services through the district. Services at the district level may include braille instruction, orientation and mobility, instruction on the use of low vision aides and devices, or assistive technology.

Layer #2 – Students who are blind or visually impaired, including those with additional disabilities and deafblindness who need intensive instruction in the Expanded Core Curriculum for students (braille, orientation & mobility, independent living, etc.) would be temporarily pulled out of their local school district and rotated through a Boise-based cottage program, in small groups (10-12 students), for one- to three-week periods. This program would be located close to both a Boise elementary school, and a bus stop, and would be based on the short-term, curriculum-based intensive training model for students who are blind or visually impaired developed in Texas. This service is available to all who qualify.

Short-term Intensive Training Program for Student who are Blind or Visually Impaired, Including those with Additional Disabilities and Deafblindness – The state's goal is to provide students who are blind or visually impaired, including those with additional disabilities and deafblindness, with access to specialized skills training and adaptive technologies that allow them to be successful in their local school environment and future adult life. To achieve this goal and meet the individualized needs of students in the state of Idaho, the state will develop a short-term (one- to three-week) intensive training program**, similar to the model used in Texas.

This program will be housed in a residential area of Boise and be able to accommodate 10-12 students at a time. The house will be located close enough to both a Boise elementary school and a bus stop to enable students to walk, supervised by staff, from the house to both locations.

Students will be grouped appropriately by grade and level of skill instruction needed. For example, the first week of the month might involve training

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students in grades K-2, while the second through fourth weeks might involve training grades 10-12.

Two (2) full-time cottage supervisors will work in alternating shifts. The program will operate from Sunday evening through Friday morning (excluding the time the students are at school) during the school year, plus at least eight (8) weeks in the summer. Two (2) part-time cottage supervisors will work in alternating shifts for Friday afternoon disembarkations and during the weekends the cottage is occupied. These part-time cottage supervisors will also work during the school day for caring for an ill student, etc.

In order to help develop independent living skills, students will participate in supervised house activities such as cooking, cleaning, and gardening. The cottage staff will be specifically trained in encouraging the students in developing independent living skills. Students will also spend time doing any *necessary* homework assigned by their LEA during their absence. The student's LEA would be discouraged from assigning excessive homework during this critical training program, and would be encouraged to limit homework assignments to only those assignments necessary to prevent the student from falling behind.

The primary purpose of participating in the short-term intensive program is to provide the students an opportunity to obtain skills and training at an accelerated pace that may not be available in their LEA, but are imperative to their independence and success as a student who is blind or visually impaired. These accelerated skills taught at the short-term intensive program are part of the Expanded Core Curriculum.

A student's home school district (or charter school) would be responsible for transporting the student to and from the program. This could simply take the form of paying the parents a mileage reimbursement for delivering and picking up the child themselves.

It is anticipated that younger students will be rotated through the program in shorter, one-week stays, while older students potentially could stay for up to three weeks at a time. For older students, weekends in residence can be used for supervised activities, e.g. riding the Boise bus system for a trip to the Boise Town Square Mall, a college sporting event, or other activities that help develop independent living skills.

The SEPBVI, through the State Board of Education (SBOE), will negotiate with the Boise School District to use a classroom at one of the district's under-populated elementary schools. The SEPBVI will hire three TVIs to

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provide instruction. They will be assisted by student teachers provided through Idaho's College/University training program. Students will be taught skills such as braille and the use of other technological adaptations that are needed to succeed in a classroom environment.

**Participation in the program would be based on need. Some students with visual impairments might not ever need to participate. Others might need to rotate through several times a year. Assuming ten students participating at any given time, and an average program rotation of two weeks, approximately 180 to 190 participation slots would be available on an annual basis.

Administration

The administration of SEPBVI will occur through the Office of the State Board of Education. The Program Administrator will oversee the SEPBVI and all employees/programs of SEPBVI. The Program Administrator will monitor the statewide program for the implementation of an efficient service delivery model and make recommendations of need and growth based on the students in the state of Idaho. The Program Administrator will work with Office of the State Board of Education and the State Board of Education, stakeholders, LEAs, state agencies, such as Health and Welfare, and the legislature to efficiently operate the SEPBVI.

Advisory Council

Membership

The Council for the Blind would consist of seven (7) members, appointed by the Idaho State Board of Education.

Regional Programs

The services will be provided to students in the LEAs and through the Short Term Intensive Program in Boise via qualified professionals for the blind or visually impaired.

Professional Training

- *College/University Training Program for Teachers of Students for the Blind or Visually-Impaired*—The budget would fund students to participate in a College/University program to train TVIs. The funding per student would take the form of a loan. The loan is forgiven if the TVI a) participates in student teaching in the state of Idaho, and b) teaches as a TVI for two (2) years in the state of Idaho within a five (5) year period after exiting the program.

SEPBVI and OSBE staff will work with Idaho's colleges and universities to explore the possibility of developing a teacher training program in Idaho. If this does not prove feasible or cost-effective or feasible for

2008-09, the five (5) loan slots would go to students attending a board-approved TVI training program in another state.

- *Continued Education-* SEPBVI will provide continued education to professionals, such as TVIs and COMS. Continued education topics will be based on the needs of the professionals, standards, certification needs, and national best practice standards.

Future Plans

The future plans include analysis of the needs of students in the state of Idaho with the adopted Caseload Management Model with the Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. The purpose is to determine the type of service needed, whether additional professionals are needed to provide services (TVIs, COMS) and to reallocate caseloads among SEPBVI staff as needed.

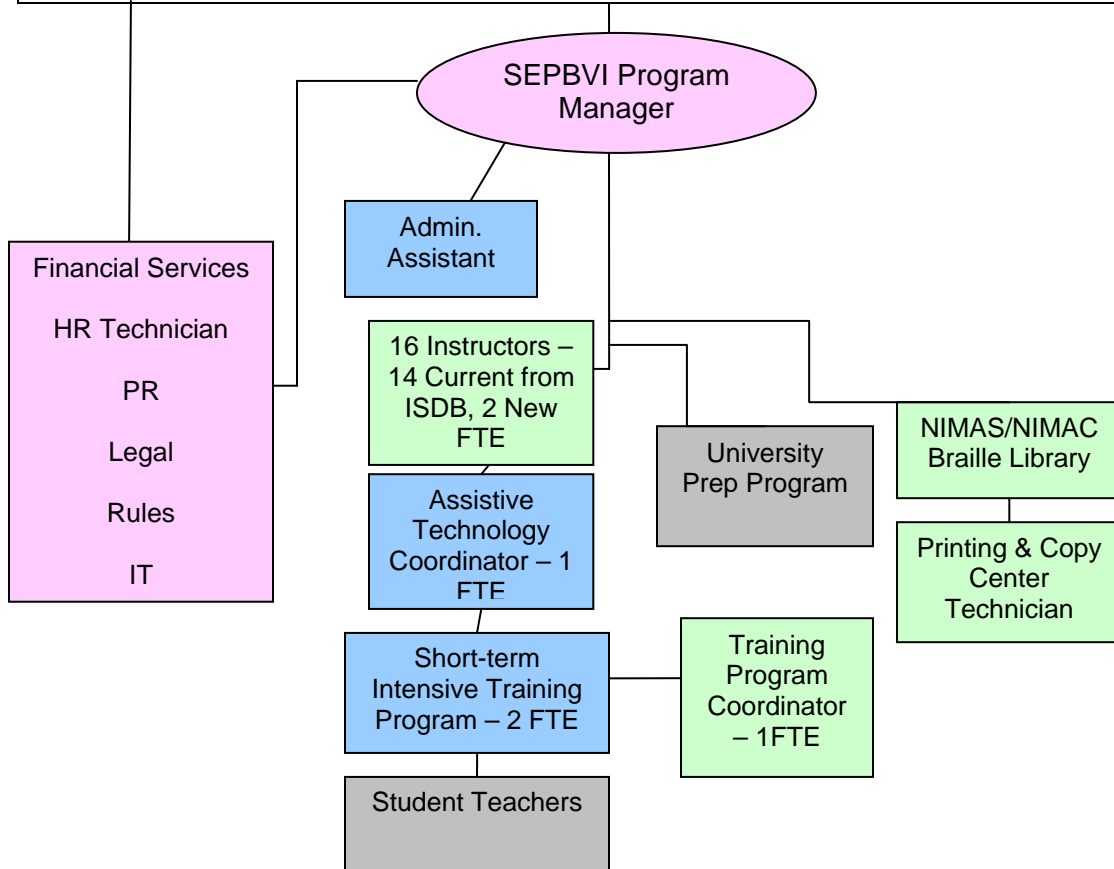
SEPBVI will also collect student data and collaborate with LEAs and ISDB to determine the current needs of students and transition students into the most appropriate services.

SEPBVI will work collaboratively with other state agencies and institutions to explore the development of an in-state preparation program for TVIs and COMS to increase the number of qualified, certified professionals.

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State Educational Program for the Blind and Visually Impaired (SEPBI)

Office of the State Board of Education



Key:



- OSBE



- Transfer from ISDB



- FTE

Phase 1

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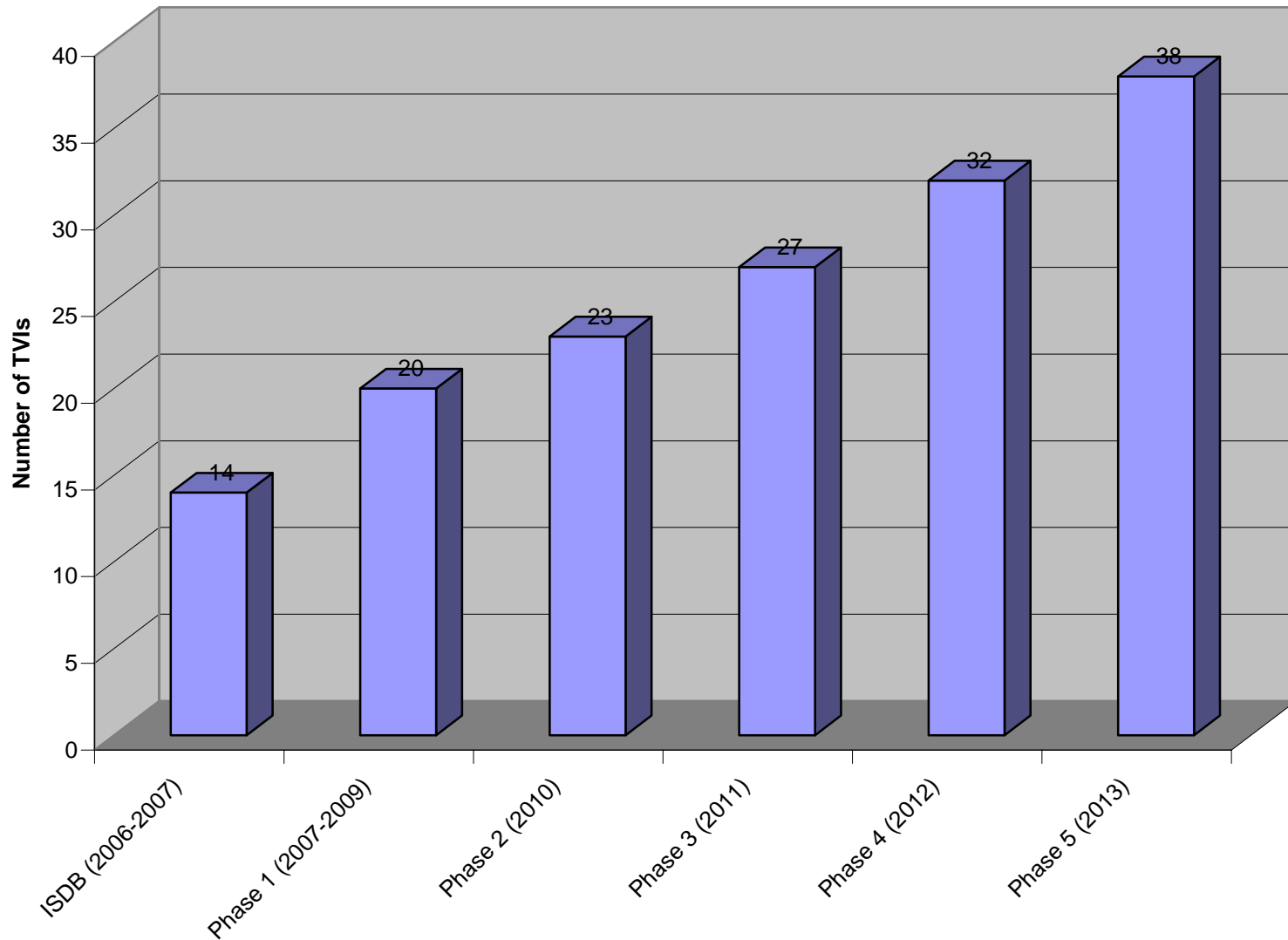
New Blind Education Ongoing Cost Structure

1.	Half of Existing Outreach Program FY08 Cost	\$1,256,750
2.	Half of Central Administration Costs	\$258,309
3.	Operating costs for statewide Blind/VI Education Advisory Committee	\$10,000
4.	NIMAS/NIMACS/Braille Library Operation	\$250,000
5.	Hire two additional Blind/VI Outreach Instructors (T.V. & M.V.)	\$140,000
6.	Boise Short-term Training Program for Blind/VI (3 Instructors & Classroom)	\$210,000
7.	Boise Short-term Training Program for Blind/VI (Cottage)	\$125,295
8.	Additional Summer Month of Cottage Operations & Training Instructors	\$36,882
9.	Five Blind/VI Education seats at a College/University	\$25,000
10.	Blind/VI Professional Development & Training	\$15,000
11.	Hire Statewide Assistive Technology Coordinator (Clearinghouse)	\$75,000
12.	Blind/VI Subtotal:	\$2,402,236
13.	One-time Blind/VI Transition Costs (not included in ongoing figures above)	\$500,000

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Five-Year Plan for Increasing TVIs



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REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

**TITLE 33 EDUCATION
CHAPTER 34
IDAHO SCHOOL FOR THE DEAF AND THE BLIND**

33-3401. ESTABLISHMENT OF SCHOOL FOR THE DEAF AND THE BLIND. The establishment by law of a school to provide supplemental education services to deaf and blind students statewide is hereby ratified and affirmed. These services may include residential and day campus programs and an outreach program, intended to provide services to students outside the campus area, as well as early intervention and family consultation. The school is to be called the Idaho school for the deaf and the blind, and its operation continued. It is further provided that wherever the term "State School for the Deaf and the Blind" shall appear in the Idaho Code it shall mean "Idaho School for the Deaf and the Blind."

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SUBJECT

Approval of Service Delivery Model for Deaf and Hard of Hearing (D/HH)
Education in Idaho

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Title 33 Chapter 34 of Idaho Code, School for the Deaf and the Blind

BACKGROUND

Following extensive review, a need was identified for updating deaf educational services to better reflect the changing needs of Idaho's deaf and hard of hearing children. Through extensive work by committees, standards were developed and approved by the Board. The next step to be addressed is the service delivery model. Review by the Board committees, Office of Performance Evaluations (OPE), and others, noted the current service delivery model provided at the Idaho School for the Deaf and Blind serves a small number (16) of residential deaf and hard of hearing students at disproportionately great expense. These reviews acknowledged the presence of outreach services which serve a greater number of students with a disproportionately small amount of the budget. It was also found that many school districts are providing special education services to deaf or hard of hearing students and doing it with very limited funding and support. Finally, it was noted that despite growing need, funding for oral deaf education is minimal. The OPE follow-up report noted that there currently are "no specific Board policies and procedures for program vision, administration, curriculum, instructor qualifications and training for auditory-orally based education." The new regionalized model addresses those concerns and is compliant with the recommendations made by OPE and the Joint Legislative Oversight Committee (JLOC).

DISCUSSION

There are currently many excellent services being provided through outreach and local education agencies (LEAs) throughout our state. The regionalized model will increase these resources and allow deaf education to be flexible, nimble, and responsive to the changing needs of the deaf and heard of hearing students. The model is the platform from which additional components can be added in the future. The model will increase the available resources and support and will also importantly, the model will result in greater number of deaf and hard of hearing students having access to services and will provide increased and diversified support and resources for LEAs.

Two complex issues raised by changing deaf education in Idaho are meeting the needs of the students who are currently enrolled in residential placement and addressing the concept of cultural grouping or a "critical mass" of deaf and heard of hearing peers.

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Under the regionalized model, all students accessing residential or day services at Gooding will be served through increased services and programs in their home districts and/or regional day programs. These districts will be able to utilize the additional financial resources made available through the regionalized model in order to provide services that are in compliance with the standards and with each student's Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP).

The issue of "critical mass" requires consideration of the following components: Deafness is a low incidence occurrence; Idaho is not currently a populous state and our deaf and hard of hearing students are spread throughout many regional areas. Within any group of deaf and hard of hearing students, there is diversity of languages, communication modalities, and educational needs. Obtaining an educational appropriate critical mass of students with the same communication modalities and educational needs for placement in one educational setting is not currently possible. However, this may change, and as it does, our model will allow for responsiveness through creation of magnet schools and/or other specific educational programs. Meanwhile the benefits that result from critical mass may be achieved through regional day programs, extracurricular activities and/or activities sponsored by clubs, councils, cultural organizations, and other hosting entities, many of which are already in place.

The attached represents a model which will provide more educational services and improve educational outcomes for children. The service delivery model contains the organizational chart and regional program structures, with existing and new positions, level of service comparison and the cost for each component.

IMPACT

The financial impact of this model in terms of additional cost may be seen on Attachment 3, page 11. The financial impact will be more efficient usage of state funds through providing service access to more children at roughly the same cost.

ATTACHMENTS

Attachment 1 – Narrative	Page 5
Attachment 2 – Organizational Chart	Page 9
Attachment 3 – Proposed Budget	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

In addition to vastly increased educational benefits for very little increased cost, this model placed us in compliance with the OPE recommendations and resulted in JLOC closure of the report. It was reported to OPE and JLOC that the State Board of Education is acting on the recommendations set out in the June 25, 2007 *Office of Performance Evaluations (OPE) Follow-Up Report*, through the standards and the new service delivery model. Based on this information, the

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Joint Legislative Oversight Committee (JLOC) committee voted on July 12, 2007 to close the report. Staff recommends approval of the service delivery model for Deaf and Hard of Hearing (D/HH) education in Idaho as presented.

BOARD ACTION

A motion that the Board endorse the proposed service delivery model for Deaf and Hard of Hearing (D/HH) education, with the program governance remaining under the purview of the Board, and direct staff to prepare legislation for the 2008 session to effect these changes, with such legislation having a July 1, 2009 effective date.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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State Program for Deaf and Hard of Hearing Education

Background

Following review by the board, OPE and other entities, board transition committees met for several months developing the framework for standards and a new service delivery model. The State Board of Education approved the standards during the June meeting. During its final meeting, the transition committee approved a regional service delivery model, with specific details to be addressed by the Deaf/ Hard of Hearing Transition Co-coordinator and other agency staff. This model provides increased support for access to services for children throughout the state and allows for flexibility and responsiveness based on the needs of children.

Rationale

There are critical factors which are affecting the need for changes to deaf education:

1. Early identification of infants who are deaf or hard of hearing and resulting early intervention, have led to changes in the educational needs of students.
2. Changing technology which allows for:
 - a. Reliable early identification
 - b. Improved access to sound through hearing aids, cochlear implants, and FM systems
 - c. Increased viability of oral communication choices
3. Establishment of standards for educational interpreting and deaf education.
4. Changes to special education law including the re-authorization of IDEA and NCLB
5. Identification of core standards and alignment of assessment to these standards.
6. Declining residential deaf/hard of hearing population resulting in high per pupil costs and disproportionate allocation of funds.

The establishment of standards created the foundation to insure that any program serving deaf and hard of hearing infants, toddlers and children has the accessibility and quality necessary for improved learner outcomes. This model implements the standards and guidelines through increasing outreach, increasing support for Local Educational Agencies (LEAS), and providing a specific organizational structure which will insure program vision, administration, and standards for curriculum, instructor qualifications and training for both auditory-oral based and sign language based instruction. Our educational model provides for continual responsiveness to change by

allowing emphasis of resources based on student needs which will result in improvement in standards based learning outcomes.

Service Delivery Model

Introduction

There are currently many excellent services being provided through outreach and by local education agencies (LEAs) throughout our state. The regional model for educational service provision will allow deaf education to be flexible, nimble and responsive to the changing needs of the deaf and hard of hearing students. The model is the platform which increases the available resources and support but also will allow for future creation of new programs or elimination of outdated services. Most importantly, the model will result in a greater number of deaf and hard of hearing students having access to services and also provides increased and diversified support and resources for LEAs.

Two of the complex issues that have arisen are; meeting the needs of the students who are currently enrolled in residential placement and the concept of grouping deaf and hard of hearing students together in order to form a critical mass of peers and provide a special magnet school. This model allows for thoughtful response to these issues based upon specific information such as the number currently using residential services, students' IEPs and services available through their LEA's.

In order to address the first concern, under the regionalized model all students currently using residential services at Gooding will be served through increased services and programs in their home districts and/or regions. These regions and/or districts will be able to utilize the additional resources made available through the model to provide additional services that they were not previously able to provide. All services will be provided in accordance with students IEPs.

The issue of "critical mass" and magnet schools requires consideration of the following factors: Deafness is a low incidence occurrence; Idaho is not currently a populous state and our deaf and hard of hearing students are spread throughout many areas. Most families prefer to keep their children at home if they can do so and still have access to appropriate services. Additionally, within the group of deaf and hard of hearing students, there is diversity of languages, communication modalities and educational needs. A critical mass of students is defined by the Conference of Educational Administrators Serving the Deaf (CEASD) as a minimum of 40 students at the elementary level and 150 students at the secondary level. Therefore identifying a current educationally appropriate critical mass of students with the same communication modalities and educational needs, for placement in one educational setting is currently a challenge. Providing such a school would involve building "on spec" with taxpayer dollars. However the population will change, and as it does, our model will allow for responsiveness through creation of magnet schools and/or other specific educational programs as need is identified. Meanwhile the benefits that result from critical mass may be achieved through

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extracurricular activities and/or activities sponsored by clubs, councils, cultural organizations, and other hosting entities, many of which are already in place.

Description of the Model

The new model has two programs, one for Blind/Visually Impaired Education and one for Deaf /Hard of Hearing Education. This separation is based upon the identified diversity of needs of each population and program differences. The SBOE is the oversight entity. These programs will have their own administrators and will share supporting staff in the areas of administrative assistance, financial, grant writing, Human Resources, Public Relations and Information Technology services. From that point, each division will have its own service delivery model. The following represents the model for deaf and hard of hearing services.

Administration

There will be two Deaf and Hard of Hearing Statewide program administrators; one to oversee and coordinate sign language based services and one to oversee oral services. This initial separation is crucial for the following reasons:

- Idaho currently has many successful programs throughout the state using signed language based instructional models. These programs will continue under the new model and expand in response to the needs of deaf and hard of hearing children. The addition of a designated oral educational component responds to long standing requests by parents and professionals for addressing the educational needs of the growing number of deaf and hard of hearing children whose primary communication is oral.
- Concerns and recommendations contained in the OPE follow-up report, addressed the board's commitment to developing "program vision and administration, teacher qualifications and training, and curriculum development" for Oral Deaf Education. It was reported to OPE and JLOC that the State Board of Education is acting on the recommendations set forth in the June 25, 2007 Follow-Up Report from the Office of Performance Evaluations (OPE) through the standards and the new service delivery model. Based on this information, the Joint Legislative Oversight Committee (JLOC) committee voted on July 12, 2007 to close the report. The program model which includes a division of oral services clearly addresses those concerns and demonstrates the Board's commitment.
- This specialization of a programs also reflects the current research into learning outcomes for children and the separation of training and preparation programs for deaf educators throughout the country.
- It will allow for increased access to grants and other funding sources.
- It will be in compliance with our standards.

Advisory Committee

The two statewide program administrators will share an advisory committee, whose members are appointed by the State Board Of Education. Administrators will also work with the Council for the Deaf and Hard of Hearing and the Infant Toddler Division of Health and Welfare by continuing and/or establishing service provision

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MOUs for the Sound Beginnings Early Identification program and early intervention services to deaf and hard of hearing children. This coordination will continue throughout each regional program.

Regional Programs

The model proposes five regional programs. Service provision, specific location and the design for each regional day program will be determined through collaboration with Local Educational Agencies (LEAs), based upon the needs as identified in Individual Family Service Plans (IFSP) or Individualized Education Plans (IEPs) of the children in that region. The services follow the continuum found in the standards. Within each region, children and LEAs benefit from increased access to professional services and professionals benefit from decreased caseloads and access to resources. The new model would provide additional professional services and resources to districts and the children they serve. The regional increases would include an audiologist and a speech language pathologist (SLP) for each of the five regions. There would also be two additional certified oral deaf educators, one to 'float and provide consultation as needed and one for the most populous regional program and one additional outreach consultant for the Treasure Valley.

Professional Training

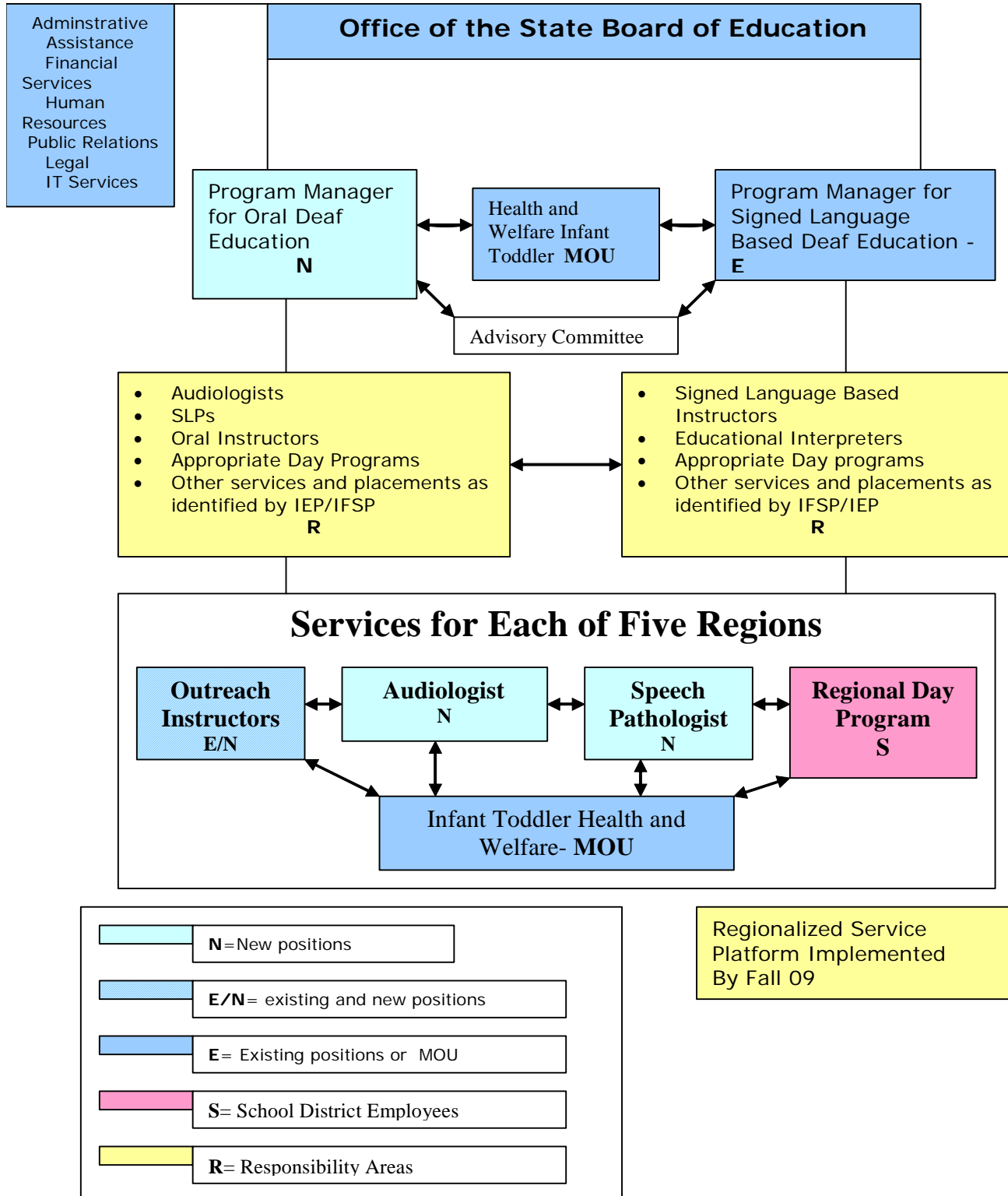
Changes in statute and population have resulted in increasing need for qualified sign language interpreters, deaf educators, SLPs, audiologists and other professionals, especially in rural areas. The model contains a provision for educational financial assistance for qualified recipients in exchange for a commitment to work for the Idaho Program of deaf /hard of hearing education for a minimum of five years.

Future Plans

This model is a strong foundation for service delivery to all deaf and hard of hearing students throughout Idaho. Ongoing and regular program review in conjunction with input from stakeholders and the advisory committee will identify and prioritize future needs. The following are crucial components which have already been identified and are a significant part of future planning:

- Educational options such as magnet or charter schools
- Expanded partnering with higher education for research, training and resource components.

State Program for Deaf and Hard of Hearing Education



Service Current and Proposed

Current Layer 1. Students attend and receive services from LEA with assistance from ISDB outreach staff. (available to all who qualify)

New Layer 1. Students attend and receive services from LEA with assistance from Division of deaf and hard of hearing staff with additional funding per student. (available to all who qualify)

Current Layer 2. Students attend ISDB in Gooding as a day program and are bussed home at the end of each school day (Available to less than 25% of all qualified students)

New Layer 2. Students attend and receive services from LEA and/or regional day program(s) and are bussed home at the end of each school day (available to over 95% of the qualified students in Idaho)

Current Layer 3 Students attend ISDB as a residential program (available to all who require)

New layer 3. Students attend and receive services from LEA and/or regional day program(s). When needed, after demonstrated consideration of the student's right to FAPE and education in LRE and following determination by the IEP team, LEA and the program coordinators that the LEA and/ or regional program are unable to meet the placement and service provision requirements as specified on the IEP, an alternative placement will be sought by the division working with the SDE and/or Health and Welfare. (available to all who qualify)

Estimated Operational Cost Structure

1.	Regional Deaf/HH Programs (for 5-6 regions) *		\$2,927,650
2	Additional Deaf/HH per student distributions to local districts		\$258,638
2.	Deaf/HH Day Program Transportation (85% state match)		\$450,310
3	Half Existing Outreach Program FY08 Cost	(25 employees)	\$1,256,750
4	Four Regional Audiologists (PC & OE)		\$343,548
5	Operating costs for statewide Deaf/HH Education Advisory Committee		\$10,000
6	Program Administrators additional cost including benefits		\$70,000
7	Two oral deaf educators	including benefits	\$140,000
8	Five SLPs for Deaf/HH Outreach	including benefits	\$368,238
9	Educational Interpreters	training to meet certification	\$110,000
10	One Additional Outreach Deaf/HH Instructor for TV	including benefits	\$70,000
11	cost for central administration		\$258,309
12.	Education/Training for new or existing employees		\$40,000
13		Deaf/HH Total:	\$6,303,443

*Funds provided to regional Deaf /HH programs will be based on the number of students with appropriate IEPs. This will be in addition to federal and state regular public school funding. Regions will be defined based on data and input at the time of implementation.

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REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

**TITLE 33 EDUCATION
CHAPTER 34
IDAHO SCHOOL FOR THE DEAF AND THE BLIND**

33-3401. ESTABLISHMENT OF SCHOOL FOR THE DEAF AND THE BLIND. The establishment by law of a school to provide supplemental education services to deaf and blind students statewide is hereby ratified and affirmed. These services may include residential and day campus programs and an outreach program, intended to provide services to students outside the campus area, as well as early intervention and family consultation. The school is to be called the Idaho school for the deaf and the blind, and its operation continued. It is further provided that wherever the term "State School for the Deaf and the Blind" shall appear in the Idaho Code it shall mean "Idaho School for the Deaf and the Blind."

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SUBJECT

Approval of Proposed Rules Governing Thoroughness IDAPA 08.02.03.

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 (1) Rules – Executive Department, Idaho Code

Section 33-1612 – Thorough System of Public Schools, Idaho Code

BACKGROUND

The Idaho State Board of Education has been administering the Idaho Standards Achievement Tests (ISAT) since the spring of 2003. As the test has developed over time, especially with the changes made as a result of the independent study of alignment, validity, and reliability study and the federal peer review, the rule needs to be kept current and accurate to assure understandability and consistency of interpretation. The review also revealed that some definitions referenced within the rule did not exist. Use of the rule during the current appeals process has revealed some areas that needed to be strengthened. Several Board members have requested a change in the requirement for alternate graduation mechanisms in the districts.

DISCUSSION

Changes in the rule are being proposed to:

- Require districts to establish an alternate graduation mechanism for students not passing the ISAT by the fall of their senior year; require Board approval of plans established by the districts; require districts to resubmit existing plans for approval by the Board
- Include the Idaho English Language Assessment (IELA) for English language learners and the Idaho Alternate Assessment (IAA) for the one percent of special education students with significant cognitive impairment in the state's comprehensive assessment program
- Increase security requirements for assessments by requiring that anyone with opportunity to view test items sign a confidentiality agreement; require that districts keep these agreements on file for review for at least two years
- Include the IELA proficiency levels in the rule
- Include a description of the IELA Annual Measurable Achievement Objectives (AMAOs)
- Include new and/or updated definitions
- Provide more precise links to the Board web page for materials adopted by reference
- Eliminate some redundant or outdated language from the rule

IMPACT

With the Board's approval, the rule will be more current and complete in reflecting the current requirements of the state's comprehensive assessment program, including identifying and integrating all assessments and assuring more

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appropriate security measures. The Board will be able to assure greater quality for district designed alternate graduation mechanisms. The schools and districts in the state will have a better reference tool for clearly identifying state requirements, and interpreting those requirements will be more consistent.

ATTACHMENTS

Attachment 1 – Proposed Rules Governing Thoroughness

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The changes in the rule will provide more clarity in interpreting and application of the rule by the public, districts, schools, and staff. The rule will also better conform to federal requirements and goals of the Board. Staff recommends approving the proposed changes.

BOARD ACTION

A motion to approve the proposed Rules Governing Thoroughness – IDAPA 08.02.03.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Attachment 1

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.

(4-5-00)

001. TITLE AND SCOPE.

01. Title. These rules shall be known as IDAPA 08.02.03 "Rules Governing Thoroughness." (4-5-00)

02. Scope. These rules shall govern the thorough education of all public school students in Idaho.
(4-5-00)

002. WRITTEN INTERPRETATIONS.

Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702.
(3-15-02)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General."
(4-5-00)

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. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp> <http://www.boardofed.idaho.gov/saa/wLimits.asp>. (3-30-07)()

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> <http://www.boardofed.idaho.gov/lep/documents/IdahoMap072706A.pdf>. (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> http://www.boardofed.idaho.gov/lep/StFed_regs.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,

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2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp> <http://www.boardofed.idaho.gov/lep/documents/IELACutScores.pdf>.
(3-30-07) ()

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on 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> <http://www.boardofed.idaho.gov/saa/achievement.asp>.
(5-30-07)T()

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> <http://www.boardofed.idaho.gov/saa/altAssessStandards.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> <http://www.boardofed.idaho.gov/saa/altAssessStandards.asp>.
(11-01-06)T()

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

The principal place of business of the State Board of Education is in Boise, Idaho. The office is located at 650 W. State Street, Room 307, Boise, Idaho and is open from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. The mailing address is: Office of the State Board of Education, PO Box 83720, Boise, Idaho 83720-0037. the telephone number is (208) 334-2270, the facsimile number is (208) 334-2632, and the email address is board@osbe.idaho.gov.
(3-15-02)

006. PUBLIC RECORDS ACT COMPLIANCE.

This rule has been promulgated in accordance with the Administrative Procedures Act, Title 67, Chapter 52, Idaho Code, and is a public record.
(3-15-02)

007. DEFINITIONS A - G.

01. Achievement Standards. Define below basic, basic, proficient, and advanced achievement levels on the Idaho Standards Achievement Tests (ISAT) and beginning, advanced beginning, intermediate, early fluent and fluent on the Idaho English Language Assessment (IELA) by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, by grade.
()

02. Advanced Opportunities. Are defined as Advanced Placement courses, Dual Credit courses, Tech Prep, or International Baccalaureate programs.
(4-11-06)

02.03. Advanced Placement® (AP) - <http://www.collegeboard.com>. The Advanced Placement Program is administered by the College Board. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing.
(4-11-06)

03.04. All Students. All students means all public school students, grades K-12.
(4-11-06)

04.05. Alternative Assessment (Other Ways of Testing). Any type of assessment in which students create a response to a question rather than choose a response from a given list, as with multiple-choice or true/false. Alternative assessments can include short-answer questions, essays, oral presentations, exhibitions, and portfolios.
(4-5-00)

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05.06. Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (4-5-00)

06.07. Assessment Standards. ~~a.~~ Statements setting forth guidelines for evaluating student work, as in the “Standards for the Assessment of Reading and Writing”; (4-5-00)(____)

~~b.~~ Measures of student performance. (4-5-00)

07.08. Authentic. Something that is meaningful because it reflects or engages the real world. An “authentic task” asks students to do something they might really have to do in the course of their lives, or to apply certain knowledge or skills to situations they might really encounter. (4-5-00)

08.09. Basic Educational Skills Training. Instruction in basic skills toward the completion/attainment of a certificate of mastery, high school diploma, or GED. (4-5-00)

09.10. Classic Texts. Literary or other works (e.g., films, speeches) that have been canonized, either continuously or intermittently, over a period of time beyond that of their initial publication and reception. (4-5-00)

11. Content Standards. Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (____)

10.12. Context (Of a Performance Assessment). The surrounding circumstances within which the performance is embedded. For example, problem solving can be assessed in the context of a specific subject (such as mathematics) or in the context of a real-life laboratory problem requiring the use of mathematics, scientific, and communication skills. (4-5-00)

11.13. Cooperative Work Experience. Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op. (4-5-00)

12.14. Criteria. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (4-5-00)

13.15. Cues. Various sources of information used by readers to construct meaning. The language cueing systems include the graphophonic (also referred to as graphophonemic) system, which is the relationship between oral and written language (phonics); the syntactic system, which is the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and semantic system, which is the study of meaning in language. Reading strategies and language cueing systems are also influenced by pragmatics-the knowledge readers have about the ways in which language is understood by others in their culture. (4-5-00)

14.16. “C” Average. A combined average of courses taken on a four (4) point scale with “C” equal to two (2) points. (4-11-06)

15.17. Decode. (4-5-00)

a. To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. (4-5-00)

b. To change communication signals into messages, as to decode body language. (4-5-00)

16.18. Dual Credit. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit

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class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (4-11-06)

17-19. Emergent Literacy. Development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing. (4-5-00)

18-20. Employability Skills. Work habits and social skills desirable to employers, such as responsibility, communication, cooperation, timeliness, organization, and flexibility. (4-5-00)

19-21. Entry-Level Skills. The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer. (4-5-00)

20-22. Evaluation (Student). Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria, derived from multiple sources of information. Student evaluation and student assessment are often used interchangeably. (4-5-00)

21-23. Experiential Education (Application). Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences. (4-5-00)

22-24. Exploratory Experience (Similar to a Job Shadow). An opportunity for a student to observe and participate in a variety of worksite activities to assist in defining career goals. An in-school exploratory experience is a school-based activity that simulates the workplace. (4-5-00)

23-25. Fluency. The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily. (4-5-00)

24-26. Genre (Types of Literature). A category used to classify literary and other works, usually by form, technique, or content. Categories of fiction such as mystery, science fiction, romance, or adventure are considered genres. (4-5-00)

25-27. Graphophonic/Graphophonemic. One (1) of three (3) cueing systems readers use to construct texts; the relationships between oral and written language (phonics). (4-5-00)

008. DEFINITIONS H - S.

01. Interdisciplinary or Integrated Assessment. Assessment based on tasks that measures a student's ability to apply concepts, principles, and processes from two (2) or more subject disciplines to a project, issue, or problem. (4-5-00)

02. International Baccalaureate (IB) - <http://www.ibo.org/ibo/index.cfm>. Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. (4-11-06)

03. Laboratory. A laboratory science course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (4-11-06)

04. Learning Plan. The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. (4-11-06)

05. Narrative. Text in any form (print, oral, or visual) that recounts events or tells a story. (4-5-00)

06. Norm-Referenced Assessment. Comparing a student's performance or test result to performance

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of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.) (4-5-00)

07. On-Demand Assessment. Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment. (4-5-00)

08. Performance Assessment. Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established performance criteria. (4-5-00)

09. Performance-Based Assessment. The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

10. Performance Criteria. A description of the characteristics that will be judged for a task. Performance criteria may be holistic, analytic trait, general or specific. Performance criteria are expressed as a rubric or scoring guide. Anchor points or benchmark performances may be used to identify each level of competency in the rubric or scoring guide. (4-5-00)

11. Phonics. Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes). (4-5-00)

12. Portfolio. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (4-5-00)

13. Print Awareness. In emergent literacy, a learner's growing awareness of print as a system of meaning, distinct from speech and visual modes of representation. (4-5-00)

14. Professional-Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (4-11-06)

15. Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area. (4-5-00)

16. School-to-Work Transition. A restructuring effort that provides multiple learning options and seamless integrated pathways to increase all students' opportunities to pursue their career and educational interests. (4-5-00)

17. Service Learning. Combining service with learning activities to allow students to participate in experiences in the community that meet actual human needs. Service learning activities are integrated into the academic curriculum and provide structured time for a student to think, talk, or write about what was done or seen during the actual service activity. Service learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their communities, and helps foster the development of a sense of caring for others. (4-5-00)

18. Skill Certificate. Portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area. Serving as a signal of skill mastery at benchmark levels, skill certificates may assist students in finding work within their community, state, or elsewhere. A National Skills Standards Board is presently charged with issuing skill voluntary standards in selected occupations based on the result of research and development work completed by twenty-two (2) contractors. (4-5-00)

19. Standards. Statements about what is valued in a given field, such as English language arts,

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and/or descriptions of what is considered quality work. See content standards, assessment standards, and ~~performance achievement~~ standards. (4-5-00)()

20. Standardization. A set of consistent procedures for constructing, administering and scoring an assessment. The goal of standardization is to ensure that all students are assessed under uniform conditions so the interpretation of performance is comparable and not influenced by differing conditions. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups. (4-5-00)

21. Standards-Based Education. Schooling based on defined knowledge and skills that students must attain in different subjects, coupled with an assessment system that measures their progress. (4-5-00)

22. Structured Work Experience. A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student's worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience. (4-5-00)

23. Student Learning Goals (Outcomes). Statements describing the general areas in which students will learn and achieve. Student learning goals typically reflect what students are expected to know by the time they leave high school, such as to read and communicate effectively; think critically and solve problems; develop positive self-concept, respect for others and healthy patterns of behavior; work effectively in groups as well as individually; show appreciation for the arts and creativity; demonstrate civic, global and environmental responsibility; recognize and celebrate multicultural diversity; exhibit technological literacy; have a well developed knowledge base which enhances understanding and decision making, and demonstrate positive problem solving and thinking skills. (4-5-00)

102. INSTRUCTIONAL REQUIREMENTS.

All schools will deliver a core of instruction and advisement programs (see Section 108, Guidance Programs) for each student in elementary schools, middle schools/junior high and high schools. (4-5-00)

01. Standards. All students will meet standards established locally (at a minimum, the standards of the state) through rigorous accountability, which include challenging examinations, demonstrations of achievement, and other appropriate tests and measures. (4-5-00)

~~**02. Curriculum Guides.** The State Department of Education Curriculum Guides and any Achievement Standards Samples of Application may be used voluntarily and are designed to assist school districts as they develop educational programs and achievement standards. Notwithstanding the above, the State Division of Professional Technical Education will prepare curriculum guides and instructional aids for professional technical education programs in the public schools. (Section 33118, Idaho Code)~~ (3-15-02)()

105. GRADUATION FROM HIGH SCHOOL.

A student must meet all of the following requirements before the student will be eligible to graduate from an Idaho high school: (4-11-06)

01. Credit Requirements. (3-30-07)

a. (Effective for all students that graduate prior to January 1, 2013.) Each students shall demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year. (3-30-07)

b. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Each student shall complete the requirements found in Section 107 and other subjects to include forty-six (46) semester credits, one (1) semester equaling one-half (1/2) year. (3-30-07)

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02. Achievement Standards. Each student shall meet locally established subject area ~~achievement~~ standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (4-11-06)()

03. Proficiency ~~(Effective January 1, 2006)~~. Each student shall achieve a proficient or advanced score on the High School-Grade 10 Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and, ~~at the discretion of the school district or LEA, may~~ shall be given an opportunity to demonstrate proficiency of the ~~achievement~~content standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and ~~information~~approval. Districts with alternate measures on file with the Board on the effective date of this rule must re-submit their plans to the Board for approval to be implemented for students scheduled to graduate in 2009. Alternate mechanisms must be re-submitted to the Board for approval when changes are made in their plans. The Board will establish a process for approval. (4-11-06)()

a. Before ~~appealing to the school district or LEA for~~entering an alternate measure, the student must be: (4-11-06)()

i. Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

b. The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)

c. The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)

d. The measure must be valid and reliable; and (3-20-04)

e. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

04. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

05. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

107. HIGH SCHOOL GRADUATION REQUIREMENTS.

01. Requirements. (Effective for all students that graduate prior to January 31, 2013.) The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the ISAT ~~(effective January 1, 2006)~~. The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and professional-technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (3-30-07)()

02. Requirements. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) The State minimum graduation requirement for all Idaho public high schools requires that a student take a minimum

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of forty-six (46) semester credits and achieve a proficient or advanced score on the ISAT. (3-30-07)

a. Twenty-nine (29) semester credits are required as listed in Subsections 107.03 through 107.08; and (3-30-07)

b. A minimum of seventeen (17) elective credits. (3-30-07)

c. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. (3-30-07)

d. Local school districts or LEAs may establish graduation requirements beyond the state minimum. The local school district or LEA has the responsibility to provide educational opportunities that meet the needs of students in both academic and professional technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (3-30-07)

03. Secondary Language Arts and Communication. Eight (8) credits required that includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. One (1) credit of instruction in communications including oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the state high school communications standards requirements. (3-30-07)

04. Mathematics. (3-30-07)

a. Mathematics. (Effective for all students that graduate prior to January 31, 2013.) Eight (8) credits required, a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory based. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (3-30-07)

b. Mathematics. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. Secondary mathematics shall include instruction in the following areas: (3-30-07)

i. Two (2) semesters of Algebra I or courses that meet Algebra I standards as approved by the State Department of Education; (3-30-07)

ii. Two (2) semesters of Geometry or courses that meet Geometry standards as approved by the State Department of Education; and (3-30-07)

iii. Two (2) semesters of mathematics of the student's choice. (3-30-07)

iv. Two (2) semesters of the required six (6) credits of mathematics must be taken in the last year of high school. (3-30-07)

c. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However the student must complete six (6) credits of high school math in addition to the courses completed in middle school. (3-30-07)

05. Science. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. (3-30-07)

a. Secondary sciences shall include instruction in the following areas: (3-30-07)

i. Biology; (3-30-07)

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- ii. Physical science or chemistry; and (3-30-07)
 - iii. Earth, space, environment, or approved applied science. (3-30-07)
 - b. Four (4) credits of courses outlined in Subsection 107.05.a. must be laboratory based. (3-30-07)
 - c. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However, the student must complete six (6) credits of high school science in addition to the courses completed in middle school. (3-30-07)
- 06. Social Studies.** (Five (5) credits required), including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs, and world history may be offered as electives, not to be counted as a social studies requirement. (4-11-06)
- 07. Humanities.** (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or world language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. (4-11-06)
- 08. Health/Wellness.** (One (1) credit required). A course focusing on positive health habits. (7-1-00)
- 09. College Entrance Examination.** (Effective for all students that enter the ninth grade in the fall of 2009 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan. (3-30-07)
- 10. Senior Project.** (Effective for all students that enter the ninth grade in the fall of 2009 or later.) A student shall complete a senior project that shall include a research paper and oral presentation by the end of grade twelve (12). (3-30-07)
- 11. Assessment.** A student must achieve a proficient or advanced score on the Grade 10 ISAT in the tenth, eleventh, or twelfth grade. A student is not required to achieve a proficient or advanced score on the ISAT if: ~~(4-11-06)~~()
- a. A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam shall be approved by the State Board of Education, and must measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; (4-11-06)
 - b. A student ~~appeals for~~completes another measure ~~approved~~established by a district or LEA and approved by the Board as outlined in Subsection 105.03; or (4-11-06)
 - c. A student has an IEP that outlines alternate requirements for graduation. (4-11-06)
 - d. ~~The requirement will be phased in providing the following exemptions for the calendar year of 2006 and 2007.~~ (4-11-06)
 - ~~i. Calendar year of 2006. A student is not required to achieve a proficient or advanced score on the ISAT if:~~ (4-11-06)
 - ~~(1) A student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency;~~ (4-11-06)
 - ~~(2) A student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math;~~ (4-11-06)

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- ~~_____ (3) _____ A student has an IEP that outlines alternate requirements for graduation; _____ (4 11 06)~~
- ~~_____ (4) _____ A student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less; _____ (4 11 06)~~
- ~~_____ (5) _____ A student received a proficient or advanced score on an exit exam from another state that requires a standards based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or _____ (4 11 06)~~
- ~~_____ (6) _____ A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. _____ (4 11 06)~~
- ~~_____ ii. _____ Calendar year of 2007. A student is not required to achieve a proficient or advanced score on the ISAT if: (3 30 07)~~
- ~~_____ (1) _____ A student took the ISAT and was within three (3) RIT points of proficiency; _____ (4 11 06)~~
- ~~_____ (2) _____ A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; _____ (4 11 06)~~
- ~~_____ (3) _____ A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; _____ (4 11 06)~~
- ~~_____ (4) _____ A student received a proficient or advanced score on an exit exam from another state that requires a standards based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or _____ (4 11 06)~~
- ~~_____ (5) _____ A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. _____ (4 11 06)~~
- ~~_____ iii. _____ Calendar year of 2008 and subsequent classes. A student is not required to achieve a proficient or advanced score on the ISAT if: _____ (3 30 07)~~
- ~~_____ (1) _____ A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; _____ (3 30 07)~~
- ~~_____ (2) _____ A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; _____ (3 30 07)~~
- ~~_____ (3) _____ A student received a proficient or advanced score on an exit exam from another state that requires a standards based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or _____ (3 30 07)~~
- ~~_____ (4) _____ A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. _____ (3 30 07)~~

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. ~~A statewide student assessment program consisting of standardized achievement testing and performance appraisal activities in the fundamental basic skills will be conducted annually.~~ The State Board of Education will provide oversight for all components of the comprehensive assessment program. The State

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Department of Education will be responsible for the administration of assessment efforts as provided for by the State Board of Education. (3-15-02)()

- 02. Purposes.** The purpose of assessment in the public schools is to: (3-15-02)
- a.** Measure and improve student achievement; (3-15-02)
 - b.** Assist classroom teachers in designing lessons; (3-15-02)
 - c.** Identify areas needing intervention and remediation, and acceleration; (3-15-02)
 - d.** Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)
 - e.** Inform parents and guardians of their child's progress; (3-15-02)
 - f.** Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)
 - g.** Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-02)
 - h.** Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the Direct Writing Assessment (DWA), the Direct Mathematics Assessment (DMA), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, and the Idaho Standards Achievement Tests (ISAT), and the Idaho Alternate Assessment. (3-20-04)()

04. Testing Population. All students in Idaho public schools, grades kindergarten through ~~ten~~ twelve (K-~~10~~12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (4-6-05)()

a. All students who are eligible for special education shall participate in the statewide assessment program. (4-6-05)

b. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (4-6-05)

c. Limited English Proficient (LEP) students, as defined in Subsection 112.03.d.iv., who receive a score ~~in the low range on the State Board of Education approved language acquisition proficiency test~~ below the fluent level on the Idaho English Language Assessment and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations as outlined in the ELP. Students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test and exiting the LEP program. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations. LEP students who are enrolled in their first year of school in the United States may take ~~an English Proficiency test approved by the Board~~ the IELA in lieu of the reading/language usage ISAT, but will still be required to take the math ISAT with accommodations or adaptations as determined by the language proficiency score and ELP. Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.03. However, such LEP students are not required to be counted for AYP purposes in determining proficiency, as described in Subsection 112.02. (4-11-06)()

05. Scoring and Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report

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of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (5-3-03)

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.l. Each assessment will be comprehensive of and aligned to the Idaho State Achievement Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. ~~(4-6-05)~~()

a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~()

b. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-02)

c. Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~()

d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests and Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~()

e. Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~()

f. Grade 5 - Direct Writing Assessment, Grade 5 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~()

g. Grade 6 - Direct Math Assessment, Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~()

h. Grade 7 - Direct Writing Assessment, Grade 7 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~()

i. Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~()

j. Grade 9 - Direct Writing Assessment, Grade 9 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~()

k. Grade 10 - High School Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~()

l. Grade 11 – Idaho English Language Assessment. ()

lm. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment. ~~(4-11-06)~~()

mn. *Students who achieve a proficient or advanced score on a portion or portions of the ISAT, or the Idaho Alternate Assessment, offered in the Spring of their tenth grade year or later are not required to continue taking that portion or portions. ~~(3-20-04)~~()

07. Comprehensive Assessment Program Schedule. (5-3-03)

a. The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho

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Code. (3-15-02)

b. The Direct Math Assessment and the Direct Writing Assessment will be administered in December in a time period specified by the State Department of Education. (3-15-02)

c. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)

d. The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education. (5-3-03)

e. The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. ()

f. The Idaho English Language Assessment will be administered in a time period specified by the State Board of Education. ()

08. Costs Paid by the State. Costs for the following testing activities will be paid by the state: (4-1-97)

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)

b. Statewide distribution of all assessment materials; (3-15-02)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program; and (3-15-02)

d. Implementation, processing, scoring and distribution of prescribed reports for the Direct Writing Assessment and the Direct Mathematics Assessment. (3-15-02)

09. Costs of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-02)

10. Services. The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (3-15-02)

11. Test Security, Validity and Reliability. Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ the same security measures in protecting statewide assessment materials from compromise as they use to safeguard other formal assessments. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel. (3-20-04)()

a. All ISAT paper and pencil test booklets will be boxed and shipped to the test vendor to be counted no later than two (2) weeks after the end of the testing window. (3-20-04)

b. The ISAT will be refreshed each year to provide additional security beginning with grades four (4) eight (8) and ten (10) in 2007. Items will be refreshed for grades three (3) and seven (7) in 2008; grades five (5) and six (6) in 2009; and grades two (2) and nine (9) in 2010. (3-20-04)

c. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho ~~Achievement~~ Content Standards. (3-20-04)

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12. Demographic Information. Accurate demographic information will be required must be submitted as required for each test to assist in interpreting test results. It may include but is not be limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (5-3-03)

13. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-02)

a. The Idaho Standards Achievement Tests (grades 2-9 and High School). (5-3-03)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (4-6-05)

i. Language Arts/Communications. (3-15-02)

ii. Math. (3-15-02)

iii. Science. (3-15-02)

iv. Social Studies. (3-15-02)

v. Health. (3-15-02)

vi. Humanities. (3-15-02)

112. ACCOUNTABILITY.

The provisions in this section apply for the purposes of meeting the “No Child Left Behind” Act and the state of Idaho accountability requirements. (3-20-04)

01. ISAT Student Achievement Levels. There are four (4) levels of student achievement for the ISAT: Below Basic, Basic, Proficient, and Advanced. Definitions for these levels of student achievement are adopted by reference in Subsection 004.05. (3-20-04)()

~~**a.** Advanced: Exceeds Standards. The student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above his current educational level. (3-20-04)~~

~~i. The student demonstrates a comprehensive understanding of all relevant information. (3-20-04)~~

~~ii. The student demonstrates comprehension and understanding of knowledge and skills above his/her grade level. (3-20-04)~~

~~iii. The student can perform skills or processes independently without significant errors. (3-20-04)~~

~~**b.** Proficient: Meets Standards. The student demonstrates mastery of knowledge and skills that allow him/her to function independently on all major concepts and skills at his/her educational level. (3-20-04)~~

~~i. The student demonstrates a comprehensive understanding of all information relevant to the topic, at level. (3-20-04)~~

~~ii. The student can perform skills or processes independently without significant errors. (3-20-04)~~

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~~_____ c. _____ Basic: Below Standards. The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills at his/her educational level. Requires remediation and assistance to complete tasks without significant errors. (3-20-04)~~

~~_____ i. _____ The student has an incomplete knowledge of the topic or misconceptions about some information. (3-20-04)~~

~~_____ ii. _____ The student requires assistance and coaching to complete tasks without errors. (3-20-04)~~

~~_____ d. _____ Below Basic: Critically Below Standards. The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation. (3-20-04)~~

~~_____ i. _____ The student has critical deficiencies of relevant knowledge of topic or misconceptions about some information. (3-20-04)~~

~~_____ ii. _____ The student cannot complete any skill set without significant assistance and coaching. (3-20-04)~~

02. IELA Language Proficiency Levels. There are five levels of language proficiency for students testing on the Idaho English Language Assessment: beginning, advanced beginning, intermediate, early fluent, and fluent. Definitions for these levels of language proficiency are adopted by reference in Subsections 004.02 and 004.04. ()

0203. Adequate Yearly Progress (AYP). (3-20-04)

a. Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT. (3-20-04)

b. The State Department of Education will make AYP determinations for schools and districts each year. Results will be given to the districts no later than one (1) month prior to the first day of school. (3-20-04)

c. The baseline for AYP will be set by the Board and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period. (3-20-04)

03.04. Adequate Yearly Progress (AYP) Definitions. For purposes of calculating and reporting adequate yearly progress, the following definitions shall be applied. (3-20-04)

a. Full Academic Year (continuous enrollment). (3-20-04)

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included in the calculation to determine if the school achieved AYP. A student is continuously enrolled if he/she has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. Students who are expelled but return to another school in the same district are considered continuously enrolled to determine the district AYP. (4-6-05)

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included when determining if the school district has achieved AYP. (4-6-05)

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included when determining if the state has achieved AYP. (4-6-05)

b. Participation Rate. (3-20-04)

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of

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students in designated subgroups automatically identifies the school as not having achieved AYP. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (3-20-04)

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (4-6-05)

(2) Students who are absent for the entire state-approved testing window because of a significant medical emergency are exempt from taking the ISAT if such circumstances prohibit them from participating. (4-6-05)

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (3-20-04)

c. Schools. (3-20-04)

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (3-20-04)

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). (4-6-05)

iii. A high school is any school that contains grade twelve (12). (3-20-04)

iv. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. (3-20-04)

d. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (3-20-04)

i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-20-04)

ii. Economically disadvantaged - identified through the free and reduced lunch program. (3-20-04)

iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-20-04)

iv. Limited English Proficient - individuals who score in the low range on the state-approved language proficiency test and meet one of the following criteria: (4-6-05)

(1) Individuals whose native language is a language other than English; or (4-6-05)

(2) Individuals who come from environments where a language other than English is dominant; or (4-6-05)

(3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. (4-6-05)

e. Graduation Rate. The State Board of Education will establish a target for graduation. All high schools must maintain or make progress toward the target each year. The graduation rate will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the "safe harbor" is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)

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f. Additional Academic Indicator. The State Board of Education will establish a target for an additional academic indicator. All elementary and middle schools must maintain or make progress toward the additional academic indicator target each year. The additional academic indicator target will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the “safe harbor” is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)

04. Annual Measurable Achievement Objectives (AMAOs). Local school districts are responsible for ensuring district progress of Limited English Proficient (LEP) students in their acquisition of English. Progress and proficiency are measured by the IELA and determined based on three (3) AMAOs: ()

a. Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency. ()

b. Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year., and ()

c. Each school district must make Adequate Yearly Progress for LEP students on the spring ISAT. ()

113. REWARDS.

01. Distinguished Schools. A school may be recognized as a “Distinguished School” if it is in the top five percent (5%) of schools exceeding the Idaho Adequate Yearly Progress (AYP) intermediate targets listed in Subsection 112.02, of this rule, and if it has significantly reduced the gaps between subgroups listed in Subsection 112.03.d. of this rule. (3-30-07)

02. Additional Yearly Growth (AYG) Award. A school demonstrating improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%) shall be considered to have achieved AYG. Such school must have achieved Adequate Yearly Progress (AYP) to be eligible for this award. (3-30-07)

03. Determination by State Department of Education. The State Department of Education will determine the schools eligible for the Distinguished School and AYG awards each year based upon the criteria outlined in Subsections 113.01 and 113.02. The State Department of Education will present the schools to be recognized to the State Board of Education no later than the annual October Board Meeting. (3-30-07)

114. FAILURE TO MEET ADEQUATE YEARLY PROGRESS (AYP).

01. Compliance with Federal Law. All schools and local educational agencies in this state shall comply with applicable federal laws governing specific federal grants. (4-6-05)

a. With respect to schools and local educational agencies in this state that receive federal grants under title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (Title I schools), the State Department of Education shall develop procedures for approval by the State Board of Education, consistent with federal law, that describe actions to be taken by local educational agencies and schools in this state in regard to schools that fail to meet AYP. (4-6-05)

b. With respect to schools and local educational agencies in this state that do not receive federal grants under Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, such non-Title I schools and local educational agencies shall be required to comply with federal law and with the procedures relating to failure to meet AYP as provided in Subsection 114.01.a. of this rule, as if they were Title I schools, except that any provisions relating to the use of federal grants to pay for such expenses shall not be applicable to such non-Title I schools and local educational agencies. In such event, non-title I schools shall be required to fund such compliance costs from general operating funds. (4-6-05)

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02. State Department of Education. With respect to the implementation of duties responsibilities described under Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, that are applicable to a state educational agency, the State Department of Education shall perform such duties and responsibilities, including, but not limited to, making technical assistance available to local educational agencies that fail to meet AYP as required under federal law, and for providing technical assistance, developing improvement plans, and providing for mandatory corrective actions to local educational agencies as required under federal law. (4-6-05)

115. DATA COLLECTION.

The State Department of Education will collect the required information from participating school files for state and federal reporting and decision-making. The enrollment collection will contain information about the enrollment of the student attributes such as active special education, Limited English Proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status. The collection will be done in mid-October, early February, and May (end of the testing window). Each participating school is required to verify and assure the accuracy of the data submitted in the files ~~to assure accuracy.~~ (3-20-04)

~~200. K 12 STATE ACHIEVEMENT STANDARDS.~~

~~As stated in Subsection 105.02 of these Thoroughness rules, all students graduating from Idaho public high schools must meet locally established achievement standards. The standards set forth in Sections 250 through 954, inclusive, are state achievement standards that shall be the minimum standards used by every school district in the state in order to establish a level of academic achievement necessary to graduate from Idaho's public schools. Each school district may set standards more rigorous than these state achievement standards but no district shall use any standards less rigorous than those set forth in these Thoroughness rules. The implementation time and effective date for these Achievement Standards rules is the graduating senior class of 2005.~~ (3-15-02)

~~210. ACHIEVEMENT STANDARDS DEFINITION.~~

~~Idaho State Board of Education's Definition of an Achievement Standard: "Specific subject criteria which, when measured, show a specific level of content knowledge and demonstrated application."~~ (3-30-01)

~~211. KINDS OF STANDARDS.~~

~~(Normally discussed when trying to define standards.)~~

~~**01. Content Standards.** Content standards are statements that clearly define what students should know and be able to do in various subject areas and at different points in their education.~~ (4-5-00)

~~**02. Performance Standards.** Performance standards provide concrete examples and explicit definitions of how well students must learn the material represented by content standards.~~ (4-5-00)

~~**03. Assessment Standards.** Assessment is the measurement of what a student knows and is able to do, usually expressed in terms of progress toward a standard.~~ (4-5-00)

~~212. 214. (RESERVED).~~

~~215. ABBREVIATIONS.~~

~~**01. Language Arts/Communications.**~~ (4-5-00)

~~**a. ICTE.** Idaho Council of Teachers of English.~~ (4-5-00)

~~**b. NCTE.** National Council of Teachers of English.~~ (4-5-00)

~~**c. IRA.** International Reading Association.~~ (4-5-00)

~~**d. ICIRA.** Idaho Council of the International Reading Association.~~ (4-5-00)

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- ~~02. Science Committee Acronyms. (4 5 00)~~
- ~~a. NSTA. National Science Teachers Association. (4 5 00)~~
- ~~b. ISTA. Idaho Science Teachers Association. (4 5 00)~~
- ~~c. AAAS. American Association for the Advancement of Science. (4 5 00)~~
- ~~d. NRC. National Research Council. (4 5 00)~~

216. GLOSSARY OF MATHEMATICAL TERMS.

~~01. **Appropriate Technology.** May include paper and pencil, graph paper, simple calculators, graphing calculators, computers with spreadsheets, or even specialized mathematics software such as Geometer's Sketchpad or Maple. It is the decision of school districts and teachers to determine which tools are most appropriate for both instruction and application. (4 5 00)~~

~~02. **Arithmetic Operations.** Basic operations on numbers, including addition, subtraction, multiplication, division, and exponentiation (raising a number to a power). (4 5 00)~~

~~03. **Function.** One (1) of the most important and fundamental concepts in mathematics. Functions have inputs (domain values) and transform these inputs into unique outputs (range values). The function is the process or rule that accomplishes this transformation. Functions may be described by: (4 5 00)~~

~~a. Tables of values, such as a table of heights with associated idealized weights. (4 5 00)~~

~~b. Graphs, such as a chart depicting a company's daily closing stock price over the last year. (4 5 00)~~

~~c. Calculator function buttons, where the domain (input) value is the number keyed in, the function is performed by the circuitry in a chip, and the range (output) value is the number read in the display after pressing the function button. (4 5 00)~~

~~d. Spreadsheet functions, where the domain (input) value is the content of the cell referenced, the function is the subprogram that actually performs the computation, and the range (output) value is the number that is computed. (4 5 00)~~

~~e. An explicit formula, such as the squaring function " $f(x)=x^2$," which takes any input " x " and transforms it by multiplying " x " by itself. (4 5 00)~~

~~04. **The Language of Algebra.** Algebra is that branch of mathematics dealing with the study of number systems. The common number systems include the natural numbers, the integers (includes zero and the negatives of the counting numbers), the rational numbers (fractions), the real numbers (decimals), and the complex numbers (like $2-4i$). Algebra uses letters and other symbols to describe general properties of numbers, to specify conditions placed on them, or to describe relationships between them. (4 5 00)~~

~~05. **Linear Equation.** An equation, in which the variables (unknowns) occur only to the first power,~~

~~$4x-3=\sqrt{2}$ and $\frac{1}{2}x-7y=11$~~

~~multiplied only by constants. For example, the equations:
are linear in one (1) and two (2) variables respectively, while: $x^2+5x+7=0$ and $xy=1$ are nonlinear equations. A linear equation in two (2) variables has a graph that is a straight line in the coordinate plane. A linear equation in three (3) variables has a graph which is a plane in 3 space. (4 5 00)~~

~~06. **Linear Programming.** A mathematical technique to solve optimization problems involving linear objective functions (such as maximizing profit or minimizing cost) subject to linear inequality constraints~~

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(such as amount of ingredients available, the relative proportions used, and relative costs). (4 5 00)

07. Linear System. A system of more than one (1) equation or inequalities, each using the same variables, and each linear. A solution to the system is any assignment of values to the variables that makes every equation or inequality simultaneously true. The complete solution is the set of all possible solutions. (4 5 00)

08. Mathematical Model. Equations, inequalities, functions, or other mathematical expressions that model a real world process. Realistic mathematical models are increasingly important in the modern world, especially with the increased use of powerful computers. Many processes, which formerly could only be studied by expensive laboratory experiments, can now be studied as realistic mathematical models. (4 5 00)

09. Mean, Median, and Mode. Three (3) common ways to measure the center of a set of numerical data. The mean is the arithmetic average of the data. The median is the middle value of the sorted data set with an odd number of items or the average of the middle two (2) values when the data contains an even number of items. The mode is the most common data value, if it exists. Of the three (3), the mean and median are more useful and frequently used. In any particular application, whether the mean or median is more appropriate depends on the data set and the intended use. (4 5 00)

10. Order of Operations. The commonly accepted rules used for reading algebraic expressions or evaluating arithmetic expressions. (4 5 00)

a. Evaluate expressions inside parentheses first. (4 5 00)

b. Within the same level of parentheses: (4 5 00)

i. Evaluate exponents first; (4 5 00)

ii. Evaluate products and/or quotients next; (4 5 00)

iii. Evaluate sums and/or differences last. (4 5 00)

c. Examples: $2 * 3^2 + 4 = 22$, $2(3^2 + 4) = 2 * 13 = 26$, $(2 * 3)^2 + 4 = 62 + 4 = 40$. (4 5 00)

11. Probability. (4 5 00)

a. The branch of mathematics dealing with chance. The experimental model is one (1) illustration of probability. Imagine an experiment with outcomes. An event is a collection of outcomes. The probability of an event is the proportion of the experiments that result in an outcome in the event. The probability of an event is always a number between zero (0) and one (1). Events with probabilities near one (1) are very likely to occur, while those with probabilities near zero (0) are very unlikely. (4 5 00)

b. Example. To estimate the probability that a randomly selected, adult American female is between sixty (60) inches and sixty six (66) inches tall, select an adult American female at random and measure her height. If one thousand (1,000) women are selected and measured, the probability would be the proportion of the experiments that selected a woman between those heights. (4 5 00)

12. Pythagorean Theorem. A theorem from Euclidean geometry about right triangles. The hypotenuse of a right triangle is the side opposite the right angle. The legs are the other two (2) sides. The theorem states that the square of the hypotenuse is the sum of the squares of the legs. (4 5 00)

13. Quadratic Equation. An equation, which can be reduced to the form $ax^2 + bx + c = 0$, with a, b, and c constants, where a does not equal 0. (4 5 00)

14. Scaling Factor. The ratio between the corresponding dimensions of two (2) figures of the same shape. (4 5 00)

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~~15. **Statistics.** The branch of mathematics dealing with collecting, analyzing, and reasoning from data. The process may involve collecting all of the possible data (a census), or it may involve collecting a subset or sample of the data. The analysis may involve organizing, condensing, calculating summary measurements (statistics), or constructing graphical displays. These descriptive tools help draw conclusions about the real world from which the data originated. When appropriate, probability models provide the framework for attaching a measure of confidence to the conclusions.~~ (4-5-00)

~~16. **Standard Deviation.** A measure of the spread of a set of numerical data. If a data set has a relatively large standard deviation, then the data is very spread out. If the standard deviation is small, the data is highly clustered.~~ (4-5-00)

~~17. **Tolerance.** The acceptable range of accuracy of a measurement, or the allowable error in a given measurement.~~ (4-5-00)

~~217. 998. (RESERVED).~~

999.171. GIFTED AND TALENTED PROGRAMS.

- 01. Definitions.** The following definitions apply only to Section ~~999~~171 of these rules. (3-30-07)
- a.** Department. State Department of Education. (3-30-07)
 - b.** District. Local school district. (3-30-07)
 - c.** Gifted/talented children. Those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities Section 33-2001, Idaho Code. (3-30-07)
 - d.** Governing gifted and talented educational requirements. Sections 33-201, 33-2001, 33-2003, Idaho Code. (3-30-07)

02. Legal Compliance. The State Department of Education and districts shall comply with all governing gifted and talented education requirements. (3-30-07)

03. District Plan. Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15, 2001. The plan shall be updated and submitted every three (3) years thereafter and shall include: (3-30-07)

- a.** Philosophy statement. (3-30-07)
- b.** Definition of giftedness. (3-30-07)
- c.** Program goals. (3-30-07)
- d.** Program options. (3-30-07)
- e.** Identification procedures. (3-30-07)
- f.** Program evaluation. (3-30-07)

04. Screening. The district's process for identifying gifted and talented students shall include the following steps: (3-30-07)

- a.** The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and (3-30-07)

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b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and (3-30-07)

c. The district shall match student needs with appropriate program options. (3-30-07)

05. Assessment. Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: (3-30-07)

a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity. (3-30-07)

b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades. (3-30-07)

c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves. (3-30-07)

06. Administration. The district shall designate a certificated staff person to be responsible for development, supervision, and implementation of the gifted and talented program. (3-30-07)

172. -- 999. (RESERVED).

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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.

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**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.

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SUBJECT

Approval of Temporary and Proposed Rules Governing Public Charter Schools

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

- Section 33-105 (1) Rules – Executive Department, Idaho Code
- Section 33-5203 – Authorization – Limitations, Idaho Code
- Section 33-5210 (2)e – Application of School Law – Accountability – Exception from State Rules

BACKGROUND

In its March 2007 Virtual School Operations report, the Office of Performance Evaluations recommended the State Board of Education amend rules to require charter school petitioners to address or respond to the State Department of Education's initial review of a proposed draft charter petition.

DISCUSSION

Current rule requires the State Department of Education to review a proposed draft charter petition prior to the submission of the petition to an authorized chartering entity, and to provide the petitioners written notification of the Department's findings. There is no existing requirement that charter school petitioners address or respond to the findings of the Department's initial review.

The proposed rule would require petitioners to include a copy of the Department's initial review of the proposed draft petition, and a written response to the findings of such review, with the petition upon submission to an authorized chartering entity.

IMPACT

The proposed rule, if approved, will require that additional information be provided to authorized chartering entities, helping to ensure the quality and legal sufficiency of charter petitions.

ATTACHMENTS

Attachment 1 – Text of Proposed Rule Change

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STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the proposed rule change.

BOARD ACTION

A motion to approve the proposed rule change to IDAPA 08.02.04.205, Rules Governing Public Charter Schools, requiring written response to the initial review of a proposed draft charter petition.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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ATTACHMENT 1

IDAPA 08.02.04.205, RULES GOVERNING PUBLIC CHARTER SCHOOLS

205. REVIEW OF PETITIONS.

01. Initial Review of Petition. Prior to submitting a petition with an authorized chartering entity, petitioners shall submit six (6) copies of the proposed draft petition to the Department, which shall review the proposed draft petition for the purpose of determining whether it was prepared in accordance with the instructions furnished by, and in the format required by, the Board, and contains the information required by Section 33-5205, Idaho Code. (4-11-06)

02. Timeframe for Initial Review. The Department shall complete the initial review of the proposed draft petition as soon as reasonably practicable after the date the proposed draft petition is received by the Department, but not later than thirty (30) days after receipt. (4-11-06)

03. Notification of Findings After Initial Review. The Department shall notify the petitioners promptly in writing describing the results of the initial review of the proposed draft petition, and, if applicable, identify any deficiencies in the proposed draft petition. (4-11-06)

04. Written Response to Initial Review. Petitioners shall include a copy of the Department's initial review of the proposed draft petition, and a written response to the findings of such review, with the petition upon submission to an authorized chartering entity. Deficiencies in the petition identified by the Department's initial review shall be addressed in the written response. (_____)

~~04-~~ **05. Substantive Review of Petition.** The substantive review of the merits of a petition by an authorized chartering entity shall be for the purpose of determining whether petitioners have demonstrated compliance with Title 33, Chapter 52, Idaho Code. (4-11-06)

~~05-~~ **06. Timeframe for Substantive Review.** An authorized chartering entity must comply with the procedural requirements described in Section 33-5205, Idaho Code. (4-11-06)

a. Unless a petition is referred to the Commission as authorized by Section 33-5205(1)(c)(iii), Idaho Code, and as discussed in Subsection 206.01 of these rules, an authorized chartering entity must hold a public hearing not later than sixty (60) days after receipt of the petition, for the purpose of considering the merits of the petition, as well as the level of employee and parental support for the proposed public charter school. In the case of a petition being reviewed by the Commission, the public hearing must also include any oral or written comments, if any, from an authorized representative of the school district in which the proposed public charter school would be physically located regarding the merits of the petition and any potential impacts on the school district. (4-11-06)

b. An authorized chartering entity must make a decision on whether to approve the petition within sixty (60) days after the date of the public hearing on the merits of the petition. (4-11-06)

c. The authorized chartering entity may unilaterally determine to extend the date by which a decision is required to be made up to an additional sixty (60) days if it determines the petition is incomplete. (4-11-06)

d. The Commission and the petitioners may mutually agree to extend the date by which a decision is required to be made on the merits of the petition up to an additional ninety (90) days. (4-11-06)

~~06-~~ **07. If Approved, Charter Is Subject to Limitations on Number of New Charters.**
(4-11-06)

a. If a petition is approved, then the authorized chartering entity must promptly prepare for petitioners a written notice of its decision to approve the charter. It shall be the responsibility of the petitioners to

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provide the Board with this written notice of approval, and with a copy of the final approved petition, in accordance with the procedure described in Section 100 of these rules. (4-11-06)

b. The approval of a charter by an authorized chartering entity does not provide the petitioners with any right to begin educational instruction at the public charter school during a particular school year, or in accordance with the terms and conditions of the charter, as such approval is conditioned upon the limitations on the number of new public charter schools that may be approved to begin educational instruction for a school year, as described in Section 100 of these rules. (4-11-06)

~~07-~~ 08. If Denied, Petitioners May Appeal. (4-11-06)

a. If a petition is denied, then the authorized chartering entity must promptly prepare for petitioners a written notice of its decision to deny the charter. The written decision shall include all of the reasons for the denial, and shall also include a reasoned statement that states or explains the criteria and standards considered relevant by the authorized chartering entity, the relevant contested facts relied upon, and the rationale for the decision based on the applicable statutory provisions and factual information presented to the authorized chartering entity. (4-11-06)

b. The petitioners may appeal the decision of the authorized chartering entity, in accordance with the procedures described in Sections 401 through 402 of these rules. (4-11-06)

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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 52
PUBLIC CHARTER SCHOOLS**

33-5203. AUTHORIZATION -- LIMITATIONS. (1) The creation of public charter schools is hereby authorized. Public charter schools shall be part of the state's program of public education.

(2) The number of new public charter schools which may begin educational instruction in any one (1) school year shall be limited in number in accordance with the following:

(a) Not more than six (6) new public charter schools may begin educational instruction in any one (1) school year, and

(b) Not more than one (1) new public charter school may begin educational instruction that is physically located within any one (1) school district in any one (1) school year, and

(c) No whole school district may be converted to a charter district or any configuration which includes all schools as public charter schools, and

(d) Public virtual charter schools approved by the public charter school commission are not included in paragraph (b) of this subsection, and

(e) The transfer of a charter for a school already authorized pursuant to section 33-5205A, Idaho Code, is not included in the limit on the annual number of public charter schools approved to begin educational instruction in any given school year as set forth in paragraph (a) of this subsection, and

(f) A petition must be received by the initial authorized chartering entity no later than September 1 to be eligible to begin instruction the first complete school year following receipt of the petition, and

(g) To begin operations, a newly-chartered public school must be authorized by no later than January 1 of the previous school year.

(3) A public charter school may be formed either by creating a new public charter school, which charter may be approved by any authorized chartering entity, or by converting an existing traditional public school to a public charter school, which charter may only be approved by the board of trustees of the school district in which the existing public school is located.

(4) No charter shall be approved under this chapter:

(a) Which provides for the conversion of any existing private or parochial school to a public charter school.

(b) To a for-profit entity or any school which is operated by a for-profit entity, provided however, nothing herein shall prevent the board of directors of a public charter school from legally contracting with for-profit entities for the provision of products or services that aid in the operation of the school.

(c) By the board of trustees of a school district if the public charter school's physical location is outside the boundaries of the authorizing school district. The limitation provided in this subsection (4)(c) does not apply to a home-based public virtual school.

(5) A public virtual school charter may be approved by the public charter school commission. In addition, a charter may also be approved by the state board of education pursuant to section 33-5207(5)(b), Idaho Code.

(6) The state board of education shall adopt rules, subject to law, to establish a consistent application and review process for the approval and maintenance of all public charter schools.

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(7) The state board of education shall be responsible to designate those public charter schools that will be identified as a local education agency (LEA) as such term is defined in 34 CFR 300.18; however, only public charter schools chartered by the board of trustees of a school district may be included in that district's LEA.

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33-5210. APPLICATION OF SCHOOL LAW -- ACCOUNTABILITY -- EXEMPTION FROM STATE RULES. (1) All public charter schools are under the general supervision of the state board of education.

(2) Every authorized chartering entity that approves a charter shall be responsible for ensuring that each public charter school program approved by that authorized chartering entity meets the terms of the charter, complies with the general education laws of the state unless specifically directed otherwise in this chapter 52, title 33, Idaho Code, and operates in accordance with the state educational standards of thoroughness as defined in section 33-1612, Idaho Code.

(3) Each charter school shall comply with the financial reporting requirements of section 33-701, subsections 5. through 10., Idaho Code, in the same manner as those requirements are imposed upon school districts.

(4) Each public charter school is otherwise exempt from rules governing school districts which have been promulgated by the state board of education, with the exception of state rules relating to:

(a) Waiver of teacher certification as necessitated by the provisions of section 33-5205(3)(g), Idaho Code;

(b) Accreditation of the school as necessitated by the provisions of section 33-5205(3)(e), Idaho Code;

(c) Qualifications of a student for attendance at an alternative school as necessitated by the provisions of section 33-5208(3), Idaho Code;

(d) The requirement that all employees of the school undergo a criminal history check as required by section 33-130, Idaho Code; and

(e) All rules which specifically pertain to public charter schools promulgated by the state board of education.