

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

TAB	DESCRIPTION	ACTION
1	CASCADE SCHOOL DISTRICT #422 TRUSTEE ZONE CHANGE	Motion to Approve
2	DUAL CREDIT LEGISLATION	Information Item
3	TEACHER EVALUATION LEGISLATION	Information Item
4	PUBLIC SCHOOLS BUDGET	Information Item

THIS PAGE INTENTIONALLY LEFT BLANK

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

SUBJECT

Adjusted Trustee Zones for Cascade School District

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-313, Idaho Code

BACKGROUND/DISCUSSION

Section 33-313, Idaho Code prescribes the procedure for adjusting trustee zones for school districts. The Cascade School District Board of Trustees has submitted the required documents and prepared a proposal which is submitted to the State Board of Education. The responsibility of the State Board of Education is to approve or disapprove the proposal for the adjusted trustee zones. Cascade School District received a petition signed by more than 50 school electors to initiate a proposal to change the boundary between Zones III & V. The petition was initiated in order to fill a vacancy on their board of trustees for Zone V; accordingly, Cascade School District has prepared the proposal and is requesting an adjustment to their trustee zones. As explained in the petition to change trustee zone boundary, Zone V's seat is vacant and the Board of Trustees has had no success in finding someone who was willing to run for that seat at election time or who is willing to fill the vacancy. The populations of the zones will not be markedly affected, and no one living in the current zone boundaries has come forward to fill the vacancy.

ATTACHMENTS

Attachment 1 – Letter from Cascade School District	Page 3
Attachment 2 – Petition to Change Trustee Zone Boundary	Page 5
Attachment 3 – Legal Description and Details of Proposed Trustee Zones	Page 11
Attachment 4 – Map of Proposed Trustee Zones	Page 19
Attachment 5 – Population Data for Newly Defined Zones	Page 25

BOARD ACTION

A motion to approve the adjusted trustee zones for the Cascade School District as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE LEFT INTENTIONALLY BLANK

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

Cascade Public Schools

Vic Koshuta Superintendent	District No. 422 209 N School St/P.O. Box 291 Cascade, Idaho 83611-0291 Valley County	Anne Stilwill Elementary School Principal Director of Special Education
Bev Davenport Counselor	Telephone: (208) 382-4227 Fax: (208) 382-3797 www.cascadeschools.org	Pai Sartori Jr./Sr. High School Principal Director of Athletics

TO: Members of the State Board of Education
FROM: Vic Koshuta, Superintendent *Vic Koshuta*
SUBJECT: Request to redefine and change trustee zones per I.C. 33-313
DATE: 10/23/08

At its monthly meeting held on October 15, 2008, the Cascade School District #422 Board of Trustees received and accepted a petition signed by over fifty (50) school electors residing in the district requesting the District redefine and change its trustee zone descriptions.

The proposal submitted by the community is attached.

Idaho Code 33-313 requires that within one hundred twenty (120) days following the receipt of the petition, the board of trustees shall prepare a proposal for a change which will equalize the population in each zone. The proposal shall include a legal description of each trustee zone as the same would appear as proposed, a map of the district showing how each trustee zone would then appear, and the approximate population each would then have.

The following proposal does not alter the make-up of the current board or the approximate population each zone would have or will have in the future. It does allow the District to better meet the needs and wants of its constituents.

- Attachment #1 – Zone descriptions of each zone.
- Attachment #2 - Map of the district showing how each trustee zone would appear.
- Attachment #3 - The approximate population each zone would have.
- Attachment #4 - A copy of the petitions with signatures.

The Cascade School District #422 School Board is in support of this petition and thanks you for your consideration in this matter and awaits your decision.

Raising the Bar from Great to Greater

The mission of Cascade School District #422 is to inspire all students to reach their maximum potential, become lifelong learners, and to be contributing, responsible citizens.

THIS PAGE LEFT INTENTIONALLY BLANK

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

RECEIVED
OCT 15 2008

BY: *OS*
Ed Clark

PETITION TO CHANGE TRUSTEE ZONE BOUNDARY

We, the undersigned, hereby petition the Cascade School District School Board to change the boundary of Trustee Zone V. The request is brought forth to the Board based upon the fact that Zone V's seat on the Board has been vacant and the Board has had no success in finding someone who was willing to run for that seat at election time or who is willing to fill the vacancy. The change in this boundary will allow for a quality and qualified interested individual to fill the vacancy. Furthermore, the change will account for no more than possibly four (4) voters since it encompasses only two (2) lots with houses on both lots.

The proposed change in the boundary description for Zone 5 is attached. Adjacent Zone descriptions will be edited as such.

My signature below confirms that I am a qualified elector who resides in the Cascade School District 422, Cascade, ID.

Printed Name	Signature	Address
Mark Loseka	<i>Mark Loseka</i>	206 S. School St.
Sterling Hill	<i>Sterling Hill</i>	402 S. Front
Mark Leis	<i>Mark Leis</i>	901 Divot Cr.
Michael K. Dinnitt	<i>Michael K. Dinnitt</i>	406 PEARSON LOOP
Anthony J. Foust	<i>Anthony J. Foust</i>	9 East Prospectors Dr.
David J. Marbo	<i>David J. Marbo</i>	125 Bogie Dr
MARK BINGMAN	<i>Mark Bingman</i>	314 PATTERSON AVE
Chris Davis	<i>Chris Davis</i>	508 N. Idaho

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

RECEIVED
OCT 15 2008

PETITION TO CHANGE TRUSTEE ZONE BOUNDARY

BY: JS
Bill Clark

We, the undersigned, hereby petition the Cascade School District School Board to change the boundary of Trustee Zone V. The request is brought forth to the Board based upon the fact that Zone V's seat on the Board has been vacant and the Board has had no success in finding someone who was willing to run for that seat at election time or who is willing to fill the vacancy. The change in this boundary will allow for a quality and qualified interested individual to fill the vacancy. Furthermore, the change will account for no more than possibly four (4) voters since it encompasses only two (2) lots with houses on both lots.

The proposed change in the boundary description for Zone 5 is attached. Adjacent Zone descriptions will be edited as such.

My signature below confirms that I am a qualified elector who resides in the Cascade School District 422, Cascade, ID.

Printed Name	Signature	Address
TERI COOMBS	<i>Teri</i>	PO BOX 927 CASCADE
Bill Behnke	<i>W Behnke</i>	PO Box 756 Cascade Id
Lisa Lambirth	<i>L Lambirth</i>	175 Summit Dr, Cascade
Jacqueline Canbury	Jacqueline Canbury	180 Duffin Lane Cascade
Arlene K Kropp	<i>Arlene K Kropp</i>	PO Box 52, Cascade, ID
MALINDA HENDERSON	<i>M Henderson</i>	P.O. BOX 63, CASCADE, ID
Bev Hartwig	<i>Bev Hartwig</i>	P.O. Box 615 Cascade ID.
Pamela Redmon	<i>Pamela Redmon</i>	PO BOX 948 Cascade Id
Heather Hartwig	<i>Heather Hartwig</i>	PO. box 615 cascade id
LINDA GUY	<i>Linda Guy</i>	BOX 877 Cascade
Patricia Bolen	Patricia Bolen	16 GOSLIN LP Box 69 Cascade, ID
Rorie Snapp	<i>Rorie Snapp</i>	422 S. Front PT. BOX 892 Cascade

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

RECEIVED
OCT 17 2008

PETITION TO CHANGE TRUSTEE ZONE BOUNDARY

BY: *JS*
Ad Clerk

We, the undersigned, hereby petition the Cascade School District School Board to change the boundary of Trustee Zone V. The request is brought forth to the Board based upon the fact that Zone V's seat on the Board has been vacant and the Board has had no success in finding someone who was willing to run for that seat at election time or who is willing to fill the vacancy. The change in this boundary will allow for a quality and qualified interested individual to fill the vacancy. Furthermore, the change will account for no more than possibly four (4) voters since it encompasses only two (2) lots with houses on both lots.

The proposed change in the boundary description for Zone 5 is attached. Adjacent Zone descriptions will be edited as such.

My signature below confirms that I am a qualified elector who resides in the Cascade School District 422, Cascade, ID.

Printed Name	Signature	Address
Eugene Novotny	<i>Eugene Novotny</i>	126 Boque Ln, CASCADE
AL SARTORI	<i>Al Sartori</i>	505 JEFFREY CASCADE
Roni Rankin	<i>Roni Rankin</i>	11945 Smalley Rd.
Clinton Kennedy	<i>Clinton Kennedy</i>	510 N. Hillcrest/Cascade
Cory Kennedy	<i>Cory Kennedy</i>	302 N. Van Wyck Cascade
Wendy EVELAND <i>MATT RIVER</i>	<i>Wendy E</i>	204 W. Rice/Cascade
Jenna A Behrke	<i>Jenna Behrke</i>	126 Par Drive/Cascade
John Wheeler	<i>John Wheeler</i>	10700 Hwy 55
Amanda Boxleitner	<i>Amanda Boxleitner</i>	314 Hatfield Dr. Cascade
WENDY EVELAND	<i>Wendy Eveland</i>	108 S. School St. Cascade
Julie Tomlinson	<i>Julie Tomlinson</i>	372 Little Pearsol Rd. Cascade
BILL J. WHEELER	<i>Bill Wheeler</i>	10700 Hwy 55 / CASCADE

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

RECEIVED
OCT 15 2008

PETITION TO CHANGE TRUSTEE ZONE BOUNDARY

BY JS
Bd. Clerk

We, the undersigned, hereby petition the Cascade School District School Board to change the boundary of Trustee Zone V. The request is brought forth to the Board based upon the fact that Zone V's seat on the Board has been vacant and the Board has had no success in finding someone who was willing to run for that seat at election time or who is willing to fill the vacancy. The change in this boundary will allow for a quality and qualified interested individual to fill the vacancy. Furthermore, the change will account for no more than possibly four (4) voters since it encompasses only two (2) lots with houses on both lots.

The proposed change in the boundary description for Zone 5 is attached. Adjacent Zone descriptions will be edited as such.

My signature below confirms that I am a qualified elector who resides in the Cascade School District 422, Cascade, ID.

Printed Name	Signature	Address
Nichole Scott	<i>Nichole Scott</i>	197 Pole Cat Ridge Rd Cascade, Id
Sandra POMEROY	<i>Sandra Pomeroy</i>	11051 Twin View CASCADE
Heather Perkins	<i>Heather Perkins</i>	5333 Aberton Rd Cascade
Estelle M. Ward	<i>Estelle M. Ward</i>	38 Pine Cone Ln, Cascade
Paul Amundson	<i>Paul Amundson</i>	505 N. IDAHO St. Cascade
Annette Derrick	<i>Annette Derrick</i>	677 Joes Rd Cascade, ID 83611
Robert W. Fodrea	<i>Robert W. Fodrea</i>	10545 Skunk Cr. Rd P.O. Box 185 Cascade ID 83611
Lorraine Klein Lorraine Klein	<i>Lorraine Klein</i>	201 S Hillcrest ID 83611
Sherri Schruder Sherri Schruder	<i>Sherri Schruder</i>	213 S Front St. 83611
WESLEY CORNWELL	<i>Wesley Cornell</i>	191 DUFFER LANE
Deborah L. Weeks	<i>Deborah L. Weeks</i>	305 Hatfield Dr.
Amy SSA W. RITCH	<i>Amy SSA W. Ritch</i>	302 N. Van Wyck

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

RECEIVED
OCT 15 2008

PETITION TO CHANGE TRUSTEE ZONE BOUNDARY

BY: *[Signature]*
Ed. Clerk

We, the undersigned, hereby petition the Cascade School District School Board to change the boundary of Trustee Zone V. The request is brought forth to the Board based upon the fact that Zone V's seat on the Board has been vacant and the Board has had no success in finding someone who was willing to run for that seat at election time or who is willing to fill the vacancy. The change in this boundary will allow for a quality and qualified interested individual to fill the vacancy. Furthermore, the change will account for no more than possibly four (4) voters since it encompasses only two (2) lots with houses on both lots.

The proposed change in the boundary description for Zone 5 is attached. Adjacent Zone descriptions will be edited as such.

My signature below confirms that I am a qualified elector who resides in the Cascade School District 422, Cascade, ID.

Printed Name	Signature	Address
Diana L. Julian	<i>[Signature]</i>	516 Old St. Hwy
Tami L. Mack	<i>[Signature]</i>	23 Nugget Ave
M. Paul Bedell	<i>[Signature]</i>	114 Gardner Pl
Joyce Novotny	<i>[Signature]</i>	126 Bogie
Rorothy Brimard	<i>[Signature]</i>	347 Lone Star Blvd
Candace Gregory	<i>[Signature]</i>	39 Atkin Lane
Louis Crabb	<i>[Signature]</i>	307 E PINE
Cheryl Bracht	<i>[Signature]</i>	114 Gardner Pl
Lori Emerson	<i>[Signature]</i>	335 Warm Lake Rd.
Brenda Raiser	<i>[Signature]</i>	106 N. Id. Street
MIKE ANDREAS	<i>[Signature]</i>	1850 STERLING DR. Cascade
Penny Burtson	<i>[Signature]</i>	102 N. Van Wyck

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

RECEIVED
OCT 17 2008
AS
Ed Link

PETITION TO CHANGE TRUSTEE ZONE BOUNDARY

We, the undersigned, hereby petition the Cascade School District School Board to change the boundary of Trustee Zone V. The request is brought forth to the Board based upon the fact that Zone V's seat on the Board has been vacant and the Board has had no success in finding someone who was willing to run for that seat at election time or who is willing to fill the vacancy. The change in this boundary will allow for a quality and qualified interested individual to fill the vacancy. Furthermore, the change will account for no more than possibly four (4) voters since it encompasses only two (2) lots with houses on both lots.

The proposed change in the boundary description for Zone 5 is attached. Adjacent Zone descriptions will be edited as such.

My signature below confirms that I am a qualified elector who resides in the Cascade School District 422, Cascade, ID.

Printed Name	Signature	Address
Susan Powell	<i>Susan Powell</i>	716 Warm Lk Rd. Cascade
Jodi Andrews	<i>Jodi Andrews</i>	1350 Sterling Dr. Cascade ID
Adele Grefzmd	<i>Adele Grefzmd</i>	231 Polecat Rd Cascade ID
Archie N. Banbury	<i>Archie N Banbury</i>	180 DURRERS LANE CASCADE ID 83611
Katie Durfee	<i>Katie Durfee</i>	1267 Laurel Dr. CASCADE ID 83611
Cynda Herrick	<i>Cynda Herrick</i>	307 N. Van Dyck
Shirley St. Liwell	<i>Shirley Stillwell</i>	11774 Twin View Rd
CAROL ARNOLD	<i>Carol Arnold</i>	617 Dam Road
Mike Arnold	<i>Mike Arnold</i>	535 C. Burton Road Box 61 CASCADE,
Ray Cooper	<i>Ray Cooper</i>	8 May Rd.
Rachel Smith	<i>Rachel Smith</i>	514 Sawyer St
Ray Arnold	<i>Ray P Arnold</i>	514 Sawyer St R-2

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

Lot B description:

FODREA LAND SURVEYS
P.O. BOX 188, CASCADE, IDAHO 83611
PHONE (208) 383-4902

0.31 Acres

A parcel of land located in the SE1/4 of Section 26, T. 14 N., R. 1 E., S.R., City of Cascade, Valley County, Idaho being more particularly described as follows:

Commencing at the southeast corner of said Section 26, a found brass cap monument, C.R.F. 99670, corner records of said Valley County; Thence a bearing of N 50° 11' 56" W, a distance of 1085.37 feet to a found 1/2 inch rebar marking the southeast corner of a parcel of land described by Warranty Deed Inst. 78625, records of said Valley County; Thence a bearing of N 0° 35' 28" W, a distance of 125.31 feet (record North) on the east boundary of said parcel of land described by Warranty Deed Inst. 78625 to a set 5/8 inch rebar being the **TRUE POINT OF BEGINNING**.

Thence a bearing of N 0° 35' 28" W, a distance of 19.19 feet (record North) on said east boundary of said parcel of land described by Warranty Deed Inst. 78625 to a set 5/8 inch rebar on the southwest right-of-way boundary of Patterson Avenue (formerly Old Van Wyck Road); Thence a bearing of N 49° 15' 24" W, a distance of 208.34 feet (record N 48° 40' W, 233.8') on said southwest right-of-way boundary to a set 5/8 inch rebar on the east right-of-way boundary of Gardner Street (formerly Cemetery Road); Thence a bearing of S 0° 48' 54" E, a distance of 79.91 feet (record South) on said east right-of-way boundary to a set 5/8 inch rebar; Thence a bearing of S 0° 35' 28" E, a distance of 75.21 feet (record South) on said east right-of-way boundary to a set 5/8 inch rebar; Thence a bearing of S 89° 58' 47" E, a distance of 156.13 feet to the **POINT OF BEGINNING**.

Said described parcel of land contains 0.31 acres, more-or-less, together with and subject to rights-of-way and easements of record and/or use.



STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

SEP. 11. 2009 11:22AM AMESVILLE NO. 8/39 P. 2

Cascade School District No. 422

THE BOARD OF TRUSTEES

1020

ZONE 1

General Description: The area east of State Highway 55, between Pearsol Creek and the Clear Creek Road.

Legal Description:

Beginning at the point at which Pearsol Creek departs the eastern boundary of the City of Cascade to the east

Easterly along Pearsol Creek to its confluence with Little Pearsol Creek

Northeasterly on Little Pearsol Creek to Warm Lake Road

Northeasterly on Warm Lake Road to National Forest Developed Road 433 (Horsethief Road)

Continuing along NFDR 433 as it meanders first easterly and then southerly a distance of about 10 miles to NFDR 406

Continuing southerly along NFDR 406, paralleling an unnamed creek, to the point where it crosses NFDR 409, that point being just north of the confluence of the unnamed creek with Clear Creek

Southwest on NFDR 409 to Clear Creek Road

Southwest and then northwest in a stair step fashion on Clear Creek Road to State Highway 55

Southwest on State Highway 55 to the point where it crosses the North Fork of the Payette River at Rainbow Bridge

North on the North Fork of the Payette River to the point where the south arm of Big Creek departs to the east

Southeasterly on the south arm of Big Creek and following an unnamed drainage ditch to State Highway 55

North on State Highway 55 to its intersection with Pearsol Creek and the point of beginning

1020-1

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

ZONE 2

General Description: The northern end of the city limits; north of Mill Street, between Main Street and School Street and north of Old State Highway.

Legal Description:

Beginning along the westernmost city limits of the City of Cascade at the point where the city limits depart north from the bank of the Cascade Reservoir

Following the city limits first north a short distance then east then north then east then south to State Highway 55

Southwest then southeast on State Highway 55 as it becomes Main Street in the City of Cascade to Mill Street

West on Mill Street to Idaho Street

Northwest on Idaho Street to Kerby Street

West on Kerby Street to School Street

Northwest on School Street to Spring Street

West on Spring Street to Van Wyck Street

Northwest on Van Wyck Street to Patterson Street

East on Patterson Street to Heritage Street

Northwest on Heritage Street to Old State Highway

Southwest then northwest along Old State Highway extending in a westerly direction to the western city limit of the City of Cascade, that point being within the Cascade Reservoir

Northerly on the city limits to the beginning

1020-2

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

ZONE 3

The western and southern portion of the city limits: south of the Old State Highway Road and west and south of School Street and Mill Street, excluding lots A and B between Patterson Drive and Gardner Place as noted and attached.

**** From that intersection of Lake Cascade shoreline and Old State Highway Road (near City boatramp) proceed in an easterly direction on Old State Highway Road to Patterson Drive;**

thence southeasterly on Patterson Drive to the centerline of Gardner Place;

thence southerly on the center line of Gardner Place to a point perpendicular to the southwest corner of Lot B, whose legal description is attached:

thence easterly to the southeast corner of Lot B;

thence northerly to the northeast corner of Lot A, whose description is attached:

thence northeasterly in a line perpendicular to centerline of Patterson Drive to a point 30 feet prior to the hydrographic divide;

thence northwesterly on the centerline of Patterson Drive to its intersection with Old Highway Road.

thence southeasterly along Old State Highway Road and then northeasterly on Old State Highway Road to Heritage Street.

thence southeast on Heritage Street to Patterson Street

thence west on Patterson Street to Van Wyck Street

thence southeast on Van Wyck Street to Spring Street

thence east on Spring Street to School Street

thence southeast on School Street to Kerby Street

thence east on Kerby Street to Idaho Street

thence southeast on Idaho Street to Mill Street

thence east on Mill Street to Main Street

thence southeast on Main Street and State Highway 55, following the eastern boundary of the city limits of the City of Cascade

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

thence southeasterly along the city limits to its southernmost point, and then following the southern city limits first in a northwesterly direction and then in a generally northern and western direction to Cascade Reservoir, proceeding north and easterly along the edge of the Cascade Reservoir to the beginning point

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

ZONE 4

General Description: The area east of State Highway 55 from the northern to the southern borders of the District, including the eastern portions of the city limits, excluding the area included in Zone 1 (South of Pearsol Creek to north of Clear Creek Road.)

Legal Description:

Beginning along the northern district boundary at its intersection with State Highway 55

Following the district boundary east to the Valley County boundary, and then south along the eastern portion of the district and county, then west along the southern portion of the district and county to the point of intersection with the North Fork of the Payette River

North on the North Fork of the Payette River to the point where State Highway 55 intersects with the river at Rainbow Bridge

North on State Highway 55 to Clear Creek Road

East then south in a stair step fashion along Clear Creek Road, and continuing on Clear Creek Road in a northeasterly direction to its intersection with NFDR 409

Northeast on NFDR 409 to its intersection with NFDR 406

North on NFDR 406 to where it intersects with NFDR 433 (Horsethief Road)

Northerly and westerly along NFDR 433 (Horsethief Road) to Warm Lake Road

Southwest on Warm Lake Road to Little Pearsol Creek

West on Little Pearsol Creek to the point where it intersects Pearsol Creek.

West on Pearsol Creek to its intersection with State Highway 55

Northwest and then northerly on State Highway 55, along Main Street through the City of Cascade, to the beginning point of the northern district boundary

1020-4

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

ZONE 5

General Description: The area west of State Highway 55, excluding a major portion of the city limits, except for the two (2) lots referred to in the description below, as well as the area south of Big Creek included in Zone 1.

Beginning at the point where the northern district boundary departs the Adams-Valley County line

East on the northern district boundary to State Highway 55, crossing in a straight line the Cascade Reservoir

South on State Highway 55 to its intersection with the northern city limits of the City of Cascade and then westerly along the northern city limits to the Cascade Reservoir

****Follow the shoreline of Cascade Reservoir to the intersection with Old State Highway Road. From that intersection of Lake Cascade shoreline and Old State Highway Road (near City boatramp) proceed in an easterly direction on Old State Highway Road to Patterson Drive;**

thence in a southeasterly direction to a point 30 feet beyond the hydrographic divide;

thence, perpendicular to the southwesterly right of way to the NE corner of Lot A, whose legal description is attached;

thence, southerly to the SE corner of Lot B, whose legal description is attached;

thence, westerly to the centerline of Gardner Place;

thence, northerly to the centerline of Patterson Drive.

Thence, northwesterly on Patterson drive to Old State Highway Road.

Thence westerly on Old State Hwy. Road to the shoreline of Cascade Reservoir at the point the boundary departed from the shoreline in the description above marked with an **.

Follow the shoreline of Cascade Reservoir to the southern end of the golf course.

Then beginning at the southern end of the golf course easterly along said southern city limits to State Highway 55

South on State Highway 55 to the unnamed ditch to its confluence with the south arm of Big Creek

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

West on the south arm of Big Creek to its confluence with the North Fork of the Payette River

South on the North Fork of the Payette River to the southern district boundary

West along the southern district boundary as it meanders around the southeastern portion of the district in a westerly direction toward the Gen-Valley County line.

Continuing along the district boundary and the Gem-Valley county line northerly and continuing along the Adams-Valley county line to the beginning.

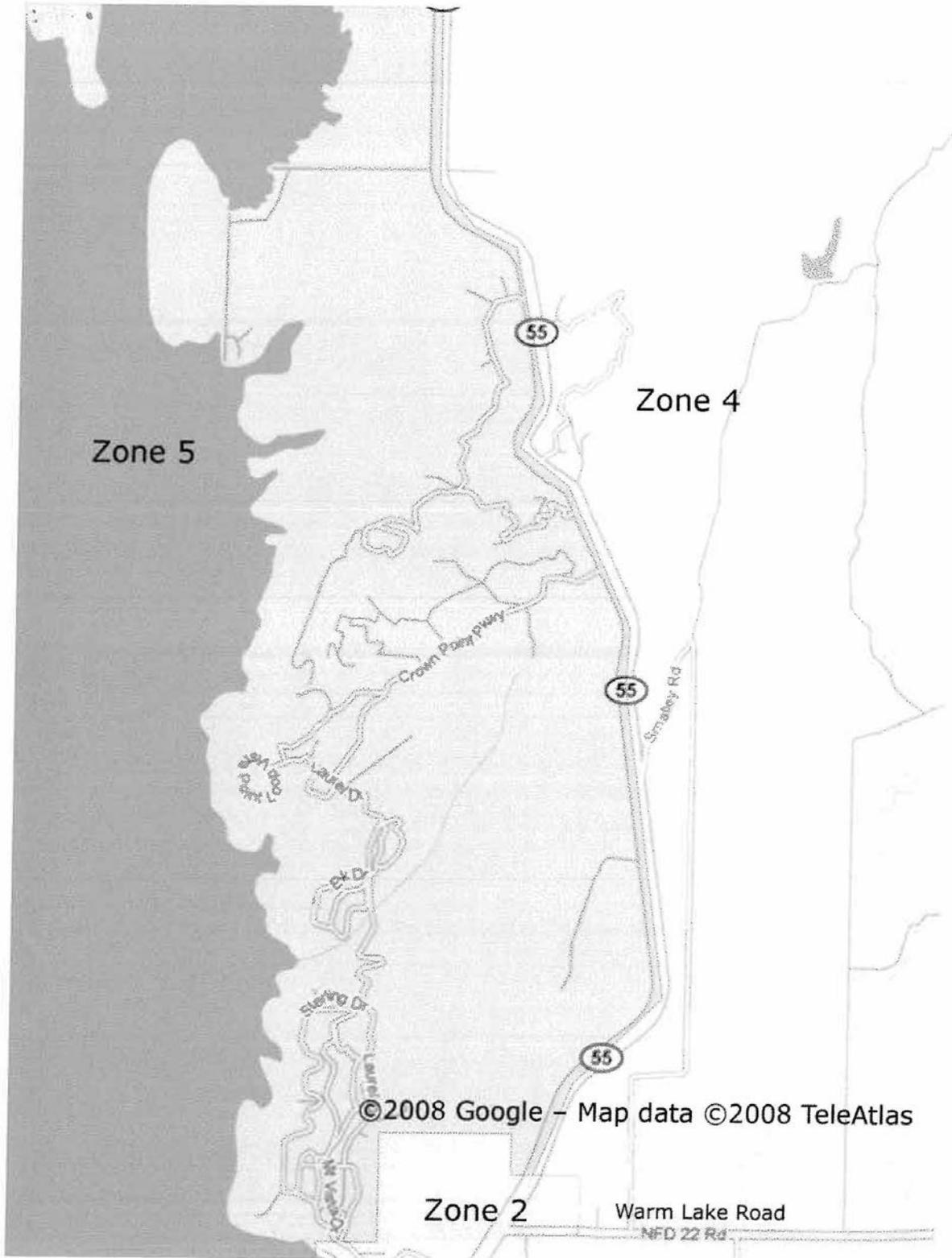
Lot A description:

A parcel of land located in the SE1/4 of Section 26, T. 14 N., R. 3 E., B.M., City of Cascade, Valley County, Idaho being more particularly described as follows:

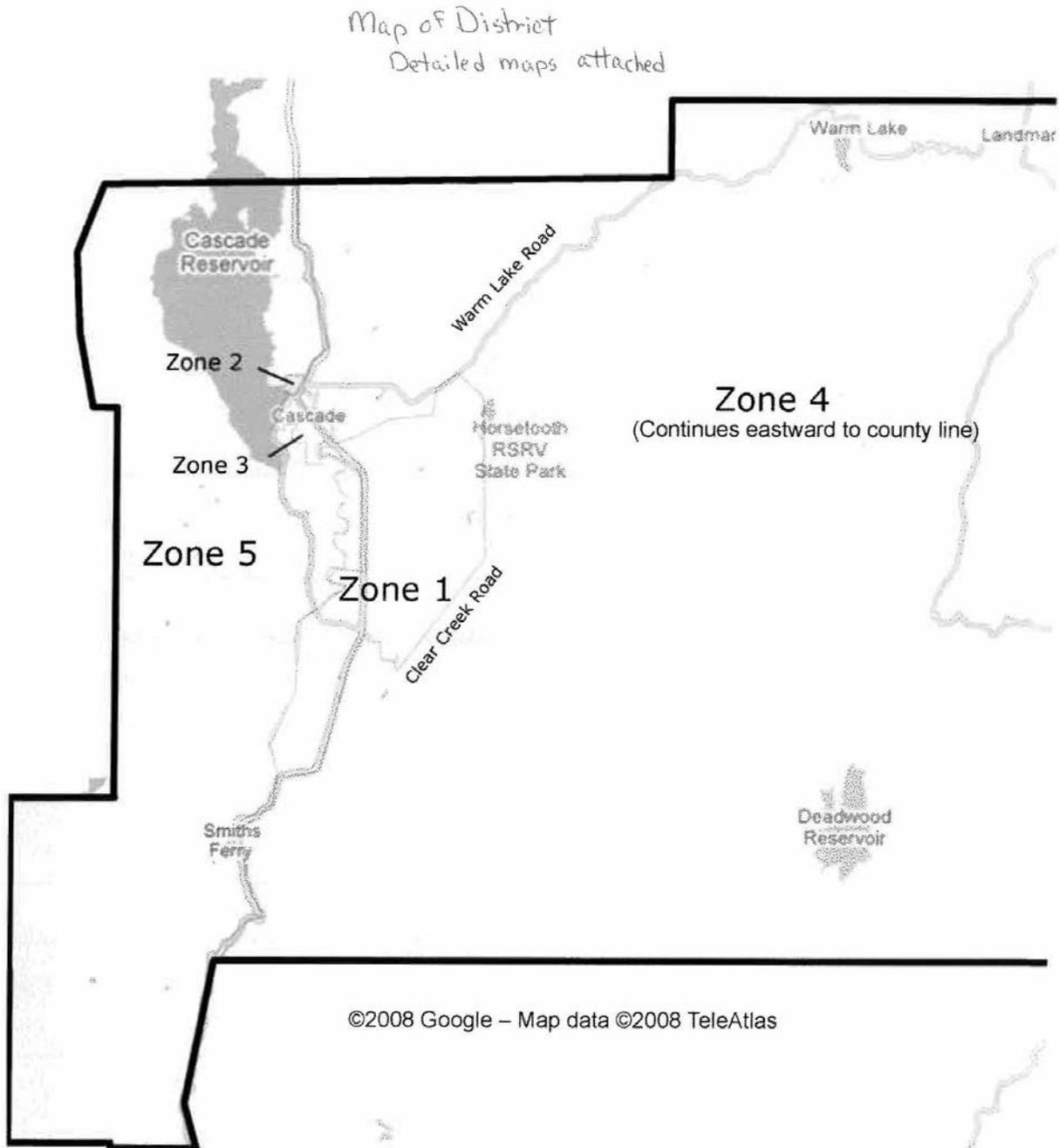
Commencing at the southeast corner of said Section 26, a found brass cap monument, C.P.F. 99670, corner records of said Valley County; Thence a bearing of N 50° 11' 56" W, a distance of 1085.37 feet to a found 1/2 inch rebar marking the southeast corner of a parcel of land described by Warranty Deed Inst. 78625, records of said Valley County being the TRUE POINT OF BEGINNING.

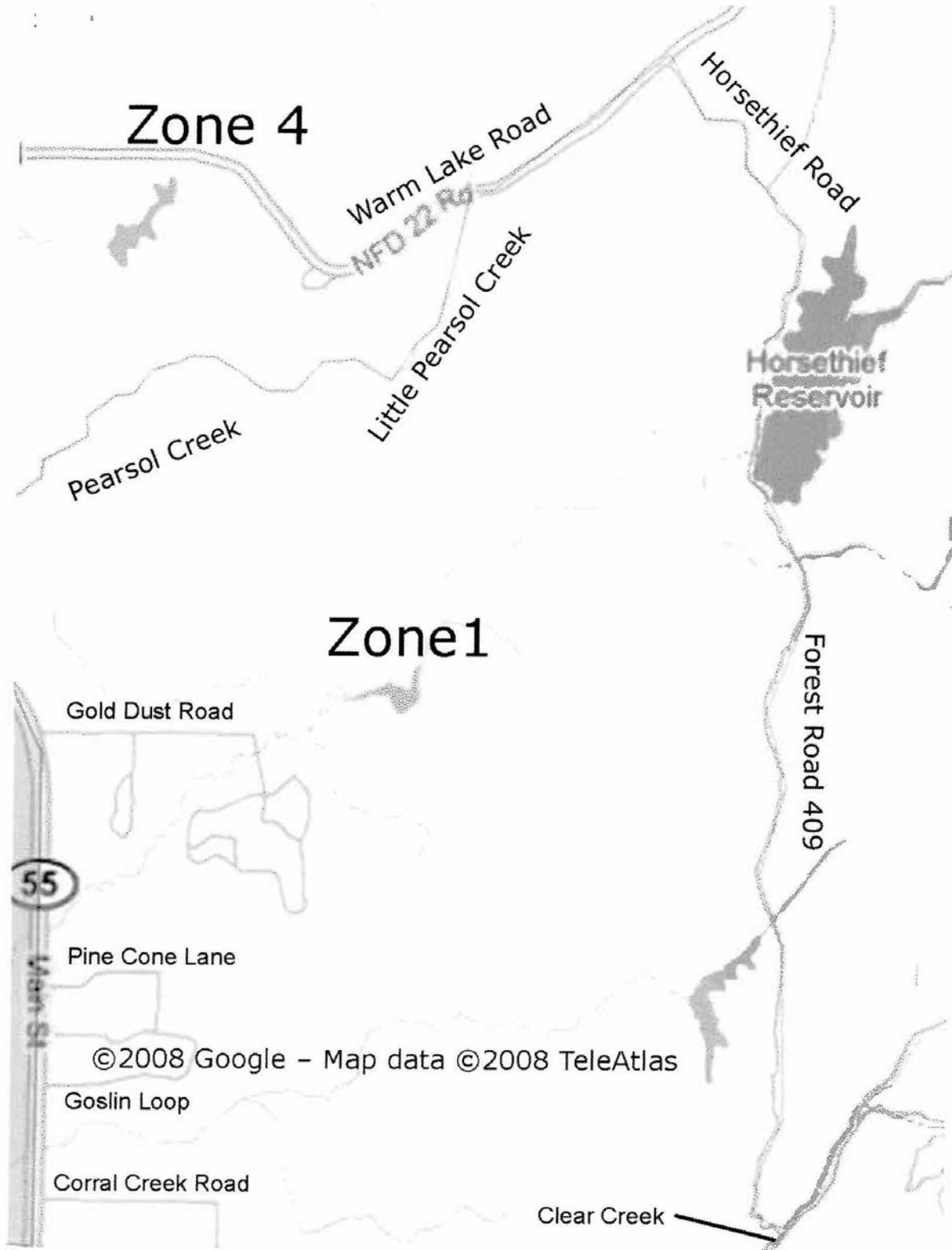
Thence a bearing of N 0° 35' 28" W, a distance of 125.33 feet (record North) on the east boundary of said parcel of land described by Warranty Deed Inst. 78625 to a set 5/8 inch rebar; Thence a bearing of N 89° 58' 47" W, a distance of 156.13 feet to a set 5/8 inch rebar on the east right-of-way boundary of Gardner Street (formerly Cemetery Road); Thence a bearing of S 0° 35' 28" E, a distance of 125.33 feet (record South) on said east right-of-way boundary to a found 1/2 inch rebar; Thence a bearing of S 89° 58' 47" E, a distance of 156.13 feet (record East, 156') to the POINT OF BEGINNING.

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

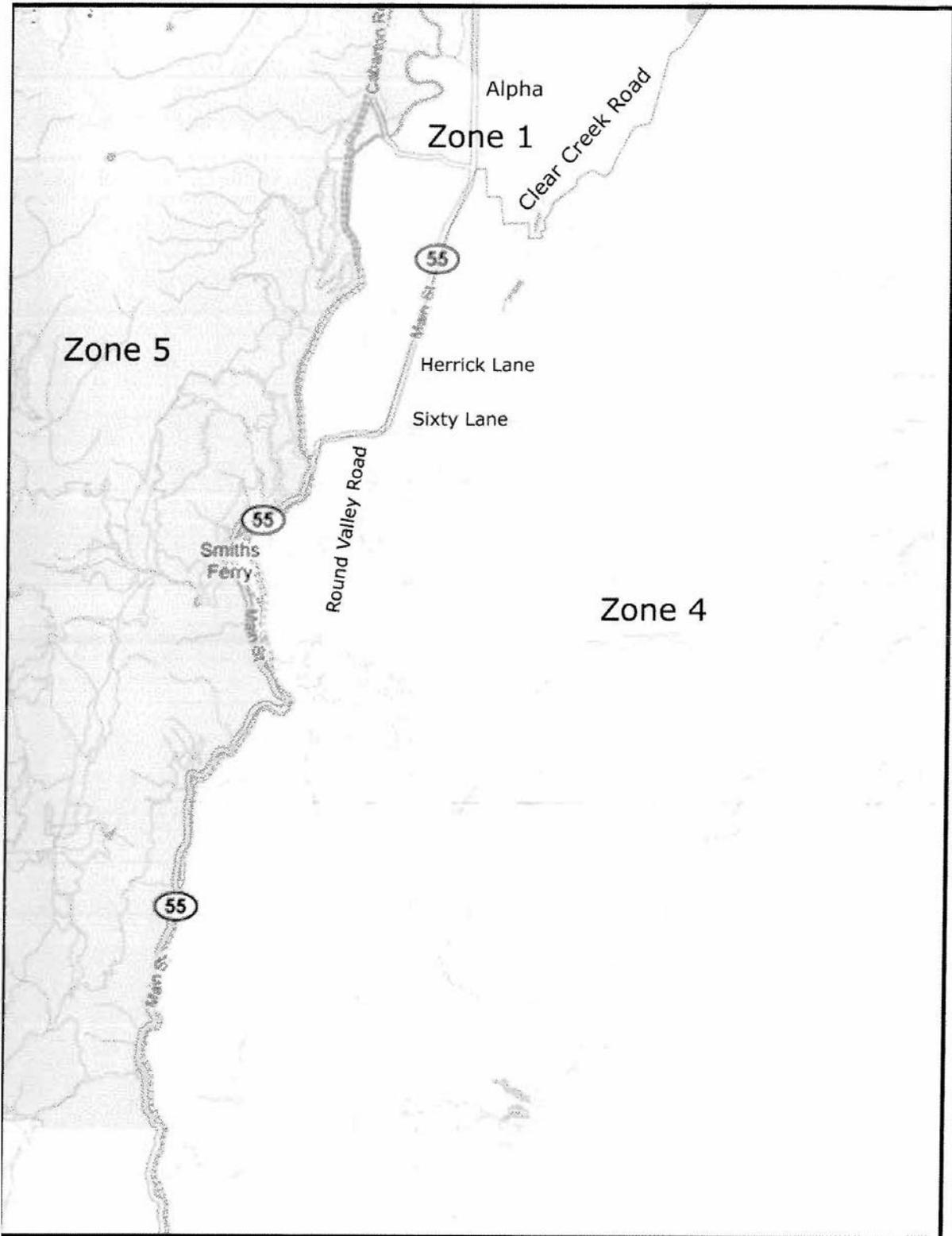


STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

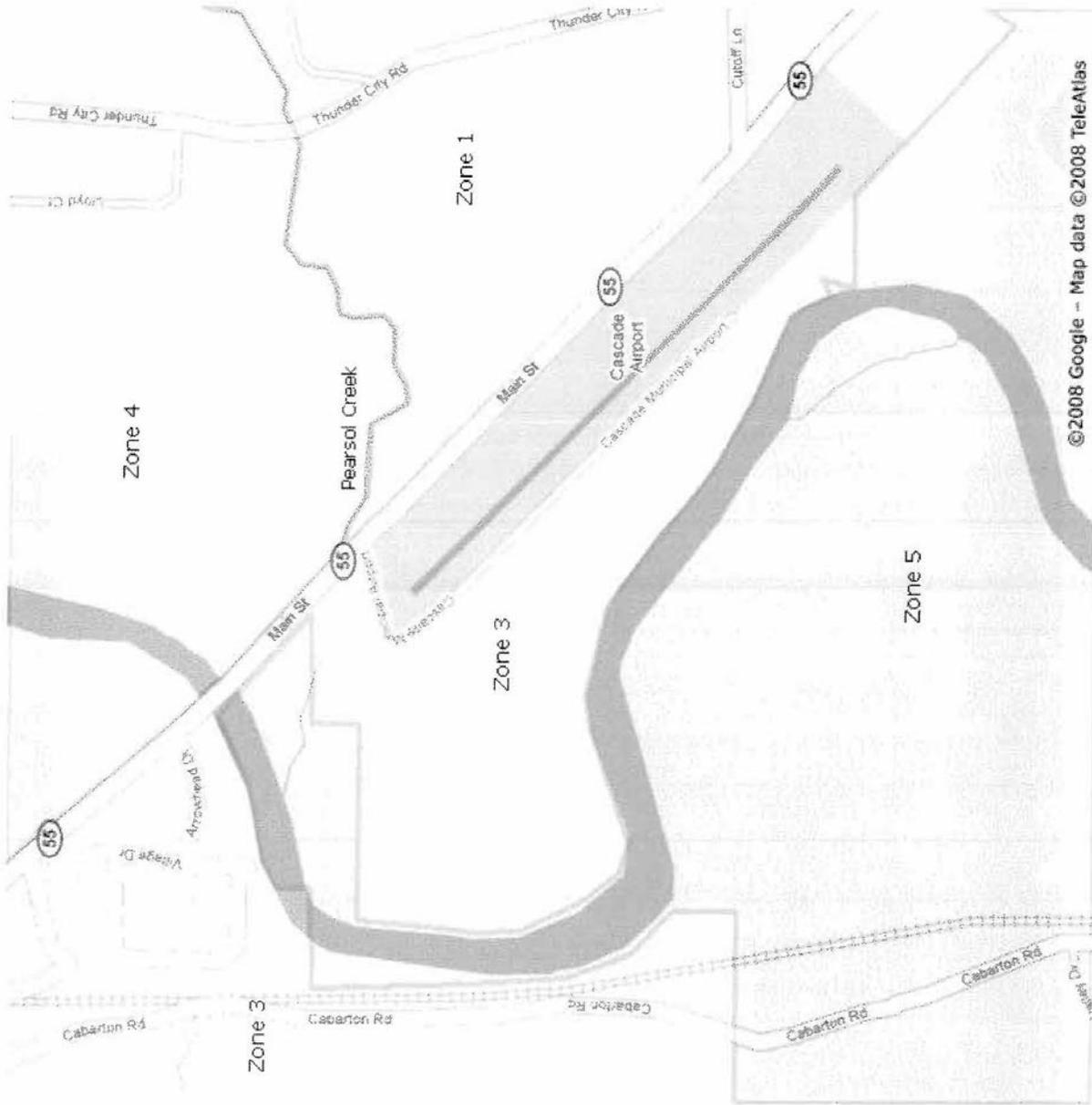




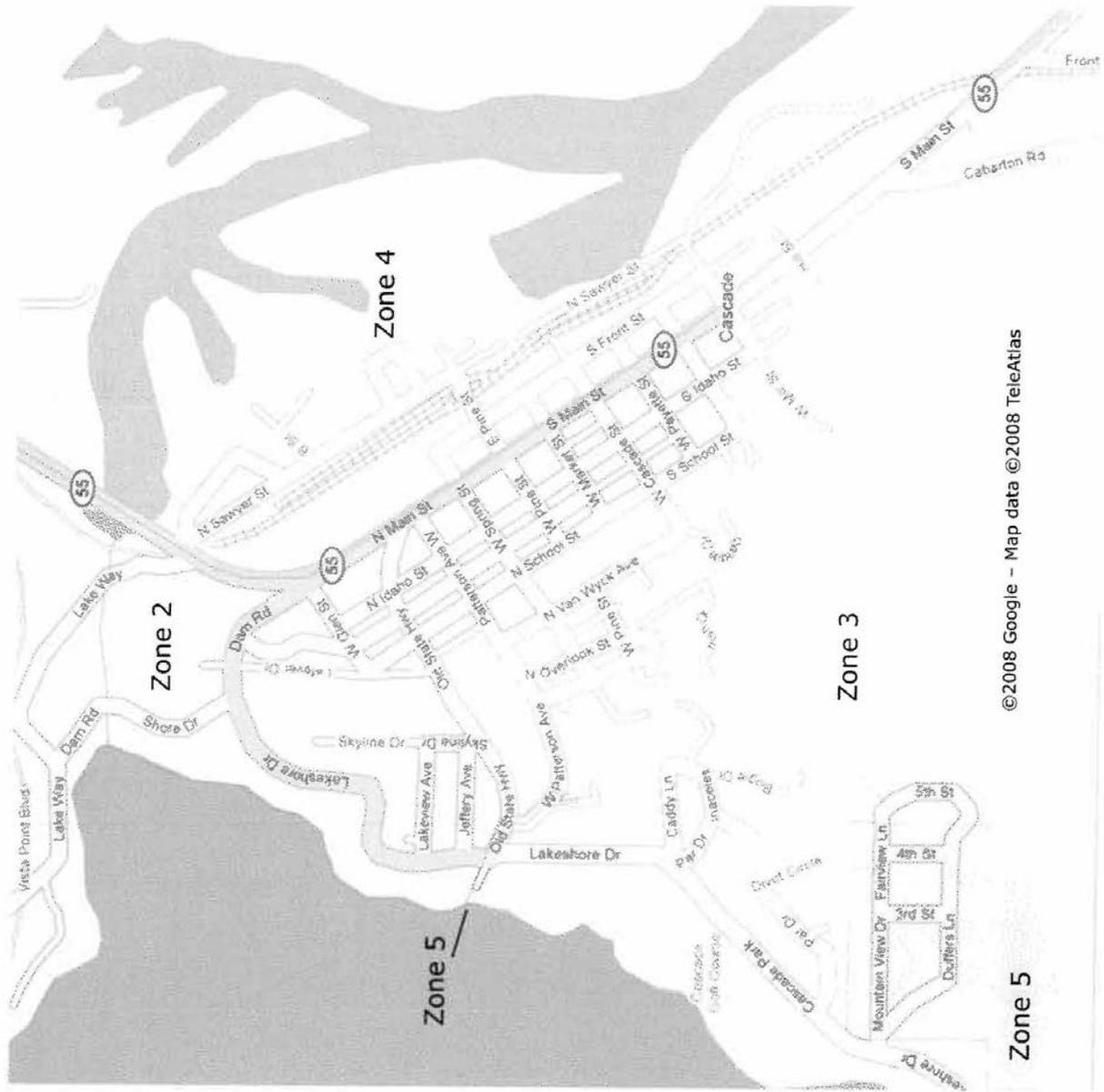
STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009



STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009



STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009



STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

Cascade School District #422
Change in trustee zone request
Population Data for Newly defined zones
November 3, 2008

Trustee Zone #	Total Population
1	447
2	415
3	432
4	446
5	460
Total	2200

THIS PAGE LEFT INTENTIONALLY BLANK

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

SUBJECT

Dual Credit Task Force Recommendations for Statute and Rule Changes

REFERENCE

12/4/2008

Presented the recommendations of the Dual Credit Task Force to the State Board in a brief presentation.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1002, Idaho Code; Section 33-5102, Idaho Code; Section 33-5108, Idaho Code; Section 33-5109, Idaho Code; Section 33-5110, Idaho Code

BACKGROUND/DISCUSSION

The Fiscal Year 2009 public schools budget included \$50,000 for the development of the Dual Credit Task Force. The task force began meeting in July 2008 with the charge:

- to study and develop a plan for implementing concurrent secondary/postsecondary courses offered to qualifying eleventh-grade and twelfth-grade students in Idaho's public high schools.
- to develop a statewide, unified plan for delivering concurrent college credit coursework to high school students.

The final recommendations being presented by the Dual Credit Task Force include the proposal for a statewide dual credit fee reimbursement that will be presented to the Legislature and Governor in January 2009. In the current draft of the proposal, the state would pay the actual cost per credit, up to a maximum of \$50 per credit. Any cost per credit in excess of \$50 per credit would be the responsibility of the student. The state would pay for a maximum of three credits per semester and six credits per school year for eligible 11th and 12th grade students.

IMPACT

In the current draft of the legislation, the statewide dual credit fee reimbursement proposal would not go into effect until the Legislature approved funding for the program.

ATTACHMENTS

Attachment 1 – Proposed Dual Credit Legislation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed legislation has been reviewed by CAAP. The following comments reflect points of concern by the Provosts and Vice Presidents. The comments below had been submitted to the Department of Education for consideration, but were not included in the Departments latest draft of the Dual Credit legislation.

Dual Credit (concurrent enrollment) is a function of postsecondary institutions. College courses are provided to the high school students to begin their college

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

experience, while completing high school. This provides an incentive to continue their education beyond high school. Governance of all dual credit, college courses resides with the post secondary institutions due to accreditation and academic governance. Oversight of those college courses must remain with the State Board of Education.

33-5102. Definitions. Eligible Institution means Add: Accredited institutions should be recognized by CHEA and a regional accrediting body recognized by the US Department of Education.

33-5108. Courses According to Agreements. "A School Board may make such agreements with any eligible postsecondary institution, ~~without regard to geographic proximity.~~" Delete reference to geographic areas. The postsecondary institutions have the responsibility to coordinate service to the citizens of Idaho.

BOARD ACTION

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

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

Dual Credit Legislation Draft

SECTION 1. That Section 33-1002, Idaho Code, be, and the same is hereby amended to read as follows:

33-1002. EDUCATIONAL SUPPORT PROGRAM. The educational support program is calculated as follows:

(1) State Educational Support Funds. Add the state appropriation, including the moneys available in the public school income fund, together with all miscellaneous revenues to determine the total state funds.

(2) From the total state funds subtract the following amounts needed for state support of special programs provided by a school district:

(a) Pupil tuition-equivalency allowances as provided in section 33-1002B, Idaho Code;

(b) Transportation support program as provided in section 33-1006, Idaho Code;

(c) Feasibility studies allowance as provided in section 33-1007A, Idaho Code;

(d) The approved costs for border district allowance, provided in section 33-1403, Idaho Code, as determined by the state superintendent of public

instruction;

(e) The approved costs for exceptional child approved contract allowance,

provided in subsection 2. of section 33-2004, Idaho Code, as determined by

the state superintendent of public instruction;

(f) Certain expectant and delivered mothers allowance as provided in section 33-2006, Idaho Code;

(g) Salary-based apportionment calculated as provided in sections 33-1004 through 33-1004F, Idaho Code;

(h) Unemployment insurance benefit payments according to the provisions of section 72-1349A, Idaho Code;

(i) For expenditure as provided by the public school technology program;

(j) For employee severance payments as provided in section 33-521, Idaho Code;

(k) For distributions to the Idaho digital learning academy as provided in section 33-1020, Idaho Code;

(l) Beginning in the first fiscal year in which an appropriation for such program is made, to defray the cost of dual credit courses as provided in section 33-5110, Idaho Code;

~~(lm)~~ For the support of provisions that provide a safe environment conducive to student learning and maintain classroom discipline, an allocation of \$300 per support unit; and

~~(mn)~~ Any additional amounts as required by statute to effect administrative adjustments or as specifically required by the provisions of any bill of appropriation;

to secure the total educational support distribution funds.

(3) Average Daily Attendance. The total state average daily attendance shall be the sum of the average daily attendance of all of the school districts of the state. The state board of education shall establish rules setting forth the procedure to determine average daily attendance and the time

for, and method of, submission of such report. Average daily attendance calculation shall be carried out to the nearest hundredth. Computation of average daily attendance shall also be governed by the provisions of section 33-1003A, Idaho Code.

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

(4) Support Units. The total state support units shall be determined by using the tables set out hereafter called computation of kindergarten support units, computation of elementary support units, computation of secondary support units, computation of exceptional education support units, and computation of alternative school secondary support units. The sum of all of the total support units of all school districts of the state shall be the total state support units.

COMPUTATION OF KINDERGARTEN SUPPORT UNITS

Average Daily

Attendance	Attendance Divisor	Units Allowed
41 or more	40	1 or more as computed
31 - 40.99 ADA	-	1
26 - 30.99 ADA	-	.85
21 - 25.99 ADA	-	.75
16 - 20.99 ADA	-	.6
8 - 15.99 ADA	-	.5
1 - 7.99 ADA	-	count as elementary

COMPUTATION OF ELEMENTARY SUPPORT UNITS

Average Daily

Attendance	Attendance Divisor	Minimum Units Allowed
300 or more ADA		15
	..23...grades 4,5 & 6....	
	..22...grades 1,2 & 3....1994-95	
	..21...grades 1,2 & 3....1995-96	
	..20...grades 1,2 & 3....1996-97 and each year thereafter.	
160 to 299.99 ADA	20	8.4
110 to 159.99 ADA	19	6.8
71.1 to 109.99 ADA	16	4.7
51.7 to 71.0 ADA	15	4.0
33.6 to 51.6 ADA	13	2.8
16.6 to 33.5 ADA	12	1.4
1.0 to 16.5 ADA	n/a	1.0

COMPUTATION OF SECONDARY SUPPORT UNITS

Average Daily

Attendance	Attendance Divisor	Minimum Units Allowed
750 or more	18.5	47
400 - 749.99 ADA	16	28
300 - 399.99 ADA	14.5	22
200 - 299.99 ADA	13.5	17
100 - 199.99 ADA	12	9
99.99 or fewer	Units allowed as follows:	
Grades 7-12	8
Grades 9-12	6
Grades 7- 9	1 per 14 ADA
Grades 7- 8	1 per 16 ADA

COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS

Average Daily

Attendance	Attendance Divisor	Minimum Units Allowed
14 or more	14.5	1 or more as computed
12 - 13.99	-	1
8 - 11.99	-	.75
4 - 7.99	-	.5
1 - 3.99	-	.25

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

COMPUTATION OF ALTERNATIVE SCHOOL SECONDARY SUPPORT UNITS

Pupils in Attendance	Attendance Divisor	Minimum Units Allowed
12 or more.....	12.....	1 or more as computed

In applying these tables to any given separate attendance unit, no school district shall receive less total money than it would receive if it had a lesser average daily attendance in such separate attendance unit. In applying the kindergarten table to a kindergarten program of less days than a full school year, the support unit allowance shall be in ratio to the number of days of a full school year. The tables for exceptional education and alternative school secondary support units shall be applicable only for programs approved by the state department of education following rules established by the state board of education. Moneys generated from computation of support units for alternative schools shall be utilized for alternative school programs. School district administrative and facility costs may be included as part of the alternative school expenditures.

(5) State Distribution Factor per Support Unit. Divide educational support program distribution funds, after subtracting the amounts necessary to pay the obligations specified in subsection (2) of this section, by the total state support units to secure the state distribution factor per support unit.

(6) District Support Units. The number of support units for each school district in the state shall be determined as follows:

(a) (i) Divide the actual average daily attendance, excluding students approved for inclusion in the exceptional child educational program, for the administrative schools and each of the separate schools and attendance units by the appropriate divisor from the tables of support units in this section, then add the quotients to obtain the district's support units allowance for regular students, kindergarten through grade 12 including alternative school secondary students. Calculations in application of this subsection shall be carried out to the nearest tenth.

(ii) Divide the combined totals of the average daily attendance of all preschool, handicapped, kindergarten, elementary, secondary and juvenile detention center students approved for inclusion in the exceptional child program of the district by the appropriate divisor from the table for computation of exceptional education support units to obtain the number of support units allowed for the district's approved exceptional child program. Calculations for this subsection shall be carried out to the nearest tenth when more than one (1) unit is allowed.

(iii) The total number of support units of the district shall be the sum of the total support units for regular students, subsection (6)(a)(i) of this section, and the support units allowance for the approved exceptional child program, subsection (6)(a)(ii) of this section.

(b) Total District Allowance Educational Program. Multiply the district's total number of support units, carried out to the nearest tenth, by the state distribution factor per support unit and to this product add the approved amount of programs of the district provided in subsection (2) of this section to secure the district's total allowance for the educational support program.

(c) District Share. The district's share of state apportionment is the amount of the total district allowance, subsection (6)(b) of this section.

(d) Adjustment of District Share. The contract salary of every

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

noncertificated teacher shall be subtracted from the district's share as calculated from the provisions of subsection (6)(c) of this section.

(7) Property Tax Computation Ratio. In order to receive state funds pursuant to this section a charter district shall utilize a school maintenance and operation property tax computation ratio for the purpose of calculating its maintenance and operation levy, that is no greater than that which it utilized in tax year 1994, less four-tenths of one percent (.4%). As used herein, the term "property tax computation ratio" shall mean a ratio determined by dividing the district's certified property tax maintenance and operation budget by the actual or adjusted market value for assessment purposes as such values existed on December 31, 1993. Such maintenance and operation levy shall be based on the property tax computation ratio multiplied by the actual or adjusted market value for assessment purposes as such values existed on December 31 of the prior calendar year.

SECTION 2. That Section 33-5102, Idaho Code, be, and the same is hereby amended to read as follows:

33-5102. DEFINITIONS. As used in this chapter:

(1) "Course" means a course of instruction or a program of instruction.

(2) "Dual Credit" means a course in which the student simultaneously earns both secondary and postsecondary credit.

(~~2~~3) "Eligible institution" means an Idaho public postsecondary institution; a private two-year trade and technical school accredited by a reputable accrediting association; or a private, residential, two-year or four-year liberal arts, degree-granting college or university located in Idaho.

SECTION 3. That Section 33-5108, Idaho Code, be, and the same is hereby amended to read as follows:

33-5108. COURSES ACCORDING TO AGREEMENTS. An eligible pupil may enroll in a nonsectarian course taught by a secondary teacher or a postsecondary faculty member and offered at a secondary school, or another location, according to an agreement between a school board and the governing body of an eligible public postsecondary system or an eligible private postsecondary institution. A school board may make such agreements with any eligible postsecondary institution, without regard to geographic proximity. All provisions of this section shall apply to a pupil, school board, school district and the governing body of a postsecondary institution, except as otherwise provided.

SECTION 4. That Section 33-5110, Idaho Code, be, and the same is hereby amended to read as follows:

33-5110. FINANCIAL ARRANGEMENTS. (1) For a pupil enrolled in a course under the provisions of this chapter, the school district or other individuals or entities may make payments or partial payments according to the provisions of this section for courses that were taken for secondary credit, or for costs not covered by payments made pursuant to subsection (3) of this section.

(2) The school district superintendent shall not make payments to a postsecondary institution for a course taken for postsecondary credit only. The district superintendent shall not make payments to a postsecondary institution for a course from which a student officially withdraws during the first fourteen (14) days of the semester or for courses for audit.

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

(3) Beginning in the first fiscal year in which funds are appropriated for such purpose, funds shall be distributed from monies appropriated for the educational support program to postsecondary institutions offering dual credit courses pursuant to this chapter, to defray the cost of per credit hour charges, based on the following limitations and eligibility criteria:

- (a) The amount distributed per credit hour shall equal the actual amount charged by the postsecondary institution, up to a maximum of fifty dollars (\$50) per credit hour. The state board of education and state department of education shall review this amount periodically, and make a joint recommendation to the legislature regarding necessary adjustments.
- (b) Funds for no more than three (3) credit hours shall be distributed per individual student, per semester.
- (c) Funds for no more than six (6) credit hours shall be distributed per individual student, per academic year.
- (d) For the purposes of this chapter, the summer shall be considered a separate semester, and part of the subsequent school year.
- (e) Any student failing to achieve a grade of "C" or better in their most recent dual credit course funded pursuant to this subsection shall be ineligible for future funding, until the student has successfully achieved a grade of "C" or better in a subsequent dual credit course in which the per credit hour costs were not paid pursuant to this subsection.
- (f) The student for whom the distribution is made must be eligible for dual credit courses under the provisions of this chapter.
- (g) The state department of education shall prescribe a schedule for distributions to postsecondary institutions made pursuant to this subsection, and may require secondary and postsecondary institutions to submit information to the department for the proper administration of said distributions.
- (h) The limit on the number of credit hours funded for an individual student, pursuant to this subsection, does not impose or imply any limit in the number of additional dual credit courses in which a student may enroll.

(4) A postsecondary institution may withhold any compensation it is providing for a secondary instructor teaching a dual credit class at a secondary campus location, if said instructor fails to attend in-service training that the postsecondary institution may require.

THIS PAGE LEFT INTENTIONALLY BLANK

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

SUBJECT

Teacher Evaluation Task Force Recommendations for Statute and Rule Changes

REFERENCE

12/4/2008

Presented the recommendations of the Teacher Evaluation Task Force to the State Board in a brief presentation.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.02 – Section 120, Local District Evaluation Policy
Section 33-514, Idaho Code
Section 33-514A, Idaho Code
Section 33-515, Idaho Code

BACKGROUND/DISCUSSION

The Fiscal Year 2009 public schools budget included \$50,000 for the research and development of the Teacher Evaluation Task Force. The task force began meeting in May 2008 with the charge of “developing minimum statewide standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho.”

The scope of work for the task force was focused on examining and reviewing:

- Current Idaho law relating to teacher performance evaluations,
- Teacher evaluation models from around Idaho that were considered highly effective,
- The role of higher education in developing and training Idaho’s teachers and administrators,
- National trends and practices in teacher supervision and evaluation.

The final recommendations being presented by the Teacher Evaluation Task Force include changes to State Statute and Idaho Administrative Code.

IMPACT

Changes may result in a reallocation of resources for some school districts and the State Department of Education. The primary source of funds will be Federal Title IIA dollars and some state dollars for trainings and professional development.

ATTACHMENTS

Attachment 1 – Teacher Performance Evaluation Legislative Report Page 3

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

BOARD ACTION

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

Office of the
State Department
of Education

DRAFT

**Public
School Information**

Idaho Teacher Performance Evaluation Task Force

**2009
Legislative
Report**

Contact:
Nick Smith
Deputy Superintendent, School Support Services
(208) 332-6959
NWSmith@sde.idaho.gov

Idaho Teacher Evaluation Task Force

EXECUTIVE SUMMARY

The Fiscal Year 2009 public schools budget included \$50,000 for the research and development of the Teacher Evaluation Task Force (See Addendum A: Fiscal Year 2009 Appropriation). The task force is comprised of key stakeholders from around the state who share in the desire to improve education in Idaho by adopting a consistent set of statewide standards for teacher evaluation (See Addendum B: Teacher Performance Evaluation Task Force Members). The task force began meeting in May 2008 with the charge of “developing minimum statewide standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho.”

The scope of work for the task force was focused on examining and reviewing:

- Current Idaho law relating to teacher performance evaluations,
- Teacher evaluation models from around Idaho that were considered highly effective,
- The role of higher education in developing and training Idaho’s teachers and administrators,
- National trends and practices in teacher supervision and evaluation.

The following report highlights the work completed by the Teacher Performance Evaluation Task Force, including an overview of the goals, progress to date, key findings and recommendations for minimum statewide standards for teacher evaluation in Idaho.

OVERVIEW

Vision Statement:

To adopt a statewide research-based framework for a teacher evaluation system from which individual school districts will implement a fair, objective, reliable, valid and transparent evaluation process.

Goals:

Develop a teacher evaluation system that:

- Impacts teacher performance
- Incorporates multiple measurements of effectiveness and achievement
- Communicates clearly defined expectations
- Enhances and improves student learning
- Is universally applicable – equality and consistency for large and small across the state
- Has flexibility for unique situations within districts
- Is fair and consistent
- Includes formative and summative evaluations

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

- Includes self-evaluation/reflection

Progress:

The Teacher Performance Evaluation Task Force met seven times in person and once via conference call and Web from May 21, 2008 through January 8, 2009. The financial resources appropriated to the State Department of Education for the Teacher Performance Evaluation Task Force were primarily utilized for committee members' travel and associated costs. Other expenditures incurred by the task force included regional public meetings, administrative operating costs and consultant fees. Of the original \$50,000 allocated, a balance of \$9,395.14 remains as of January 1, 2008.

Although the task force discussed and debated pay-for-performance at several meetings, the task force members ultimately decided the scope of their work as defined by the legislature did not include tying standards for teacher evaluation to teacher performance pay. In reviewing the charge established by House Bill 669 that created the Teacher Performance Evaluation Task Force, the members of the task force believed that their sole mission was "to develop minimum standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho."

To this end, the task force examined Idaho Code and Administrative Rules that govern teacher performance evaluations in Idaho to assist them in understanding where the gaps and inconsistencies existed in the system. They also invited faculty from Idaho's institutions of higher education to participate in a panel discussion focusing on administrator preparation programs and the standards that are being utilized to train Idaho's teachers.

In an attempt to understand the current practices in teacher performance evaluations around Idaho, the task force invited several school districts from across the state to present their teacher evaluation models. Those districts included Nampa School District, Castleford School District, Bonneville School District, Middleton School District, Meridian School District, Boise School District, Blaine County School District, and the Jordan School District in Utah. During these presentations, the task force members examined the advantages and disadvantages of each model and looked for common threads among the evaluation systems in an effort to develop statewide standards.

One of the most common threads was the use of Charlotte Danielson's Framework for Teaching domains and components of instruction. Dr. Danielson is a nationally recognized expert on school improvement and has authored numerous publications for the Association for Supervision and Curriculum Development. An educational consultant based in Princeton, New Jersey, she has worked at all levels of education. Much of Danielson's work has focused on teacher quality and evaluation, performance assessment, and professional development. Danielson developed the Framework for Teaching as a guide to help teachers become more effective and help them focus on areas in which they could improve. The framework groups teachers' responsibilities into

four major areas, which are clearly defined, and then further divided into components that highlight the practice of effective teaching.

In an attempt to gain a better understanding of Danielson's work, Danielson presented a two-day training for task force members where she walked the task force through the different elements and stages of evaluation and facilitated task force discussions in the following areas:

- State control versus local control in an evaluation model,
- The balance between student achievement and teacher performance in an evaluation system,
- Necessary guidelines and distinctions between evaluation of new and veteran teachers,
- Professional growth and improved practice.

Key Findings:

1. Idaho has a lack of consistency, reliability and validity in measuring teacher performance. Both the standards and procedures by which teachers are being evaluated were found to lack consistency from one district to the next and often within a district from one school to another.
2. Many teachers have expressed concerns about the quality, fairness, consistency and reliability of teacher evaluation systems currently being used across the state.
3. Idaho has a number of school districts that have spent considerable resources to create robust research based teacher performance evaluation models that have been developed with all stakeholders involved.
4. Administrator preparation programs located within Idaho's institutions of higher education must focus on more adequately preparing administrators for the supervision and evaluation of teachers in a purposeful, consistent way.
5. According to a survey conducted by the Idaho Education Association with a 77% response rate, a majority of Idaho's school districts are utilizing a teacher performance evaluation model that is based on Charlotte Danielson's Framework for teaching domains and components of instruction.
6. Idaho's Core Teaching Standards, which are used to train pre-service teachers and key to the ongoing professional development for practicing teachers are clearly aligned with Charlotte Danielson's Framework for teaching domains and components of instruction.

Recommendations:

The Teacher Performance Evaluation Task force recommends the following actions to the Superintendent of Public Instruction, the Idaho Legislature, and the Governor:

1. As minimum standards for research based teacher evaluation in all Idaho schools and districts, the task force recommends adopting the Charlotte Danielson Framework for Teaching domains and components of instruction.
 - a. The domains and components include:
 - i. Domain 1 – Planning and Preparation**
 - 1a: Demonstrating Knowledge of Content and Pedagogy
 - 1b: Demonstrating Knowledge of Students
 - 1c: Setting Instructional Goals
 - 1d: Demonstrating Knowledge of Resources
 - 1e: Designing Coherent Instruction
 - 1f: Assessing Student Learning
 - ii. Domain 2 – Learning Environment**
 - 2a: Creating an Environment of Respect and Rapport
 - 2b: Establishing a Culture for Learning
 - 2c: Managing Classroom Procedures
 - 2d. Managing Student Behavior
 - 2e: Organizing Physical Space
 - iii. Domain 3 – Instruction and Use of Assessment**
 - 3a: Communicating Clearly and Accurately
 - 3b: Using Questioning and Discussion Techniques
 - 3c: Engaging Students in Learning
 - 3d: Providing Feedback to Students
 - 3e: Demonstrating Flexibility and Responsiveness
 - 3f: Use Assessment to Inform Instruction and Improve Student Achievement
 - iv. Domain 4 – Professional Responsibilities**
 - 4a: Reflecting on Teaching
 - 4b: Maintaining Accurate Records
 - 4c: Communicating with Families
 - 4d: Contributing to the School and District
 - 4e: Growing and Developing Professionally
 - 4f: Showing Professionalism
 2. The task force recommends Idaho Code be amended to require that category one contract teachers be included in the evaluation process (See Addendum C: State Statute 33-514).

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

3. The task force recommends that the language addressing the requirements for evaluation of category two contract teachers be clarified in Idaho Code (See Addendum C: State Statute 33-514).
4. The task force recommends that the language utilized in Idaho Code and Administrative Rule be amended so that all language is consistent and will prevent confusion (See Addendums C, D, E and F).
5. Amend Administrative Rule 08.02.02.120 Local District Evaluation Policy to include the following (See Addendum F: State Board Rule 08.02.120):
 - a. Districts must adopt or develop a research based teacher evaluation model that is aligned to state minimum standards based on Charlotte Danielson's Framework for Teaching domains and components of instruction
 - b. Each school district or public charter school's evaluation model must include:
 - i. A plan for ongoing training and professional development for evaluators/administrators and teachers on the district's evaluation standards, tool and process.
 - ii. A plan for funding ongoing training and professional development for administrators in evaluation
 - iii. A plan for collecting and using data gathered from the evaluation tool that will be used to inform and support continued professional development of both administrators and teachers.
 - iv. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement
 - v. A plan for including all stakeholders, including teachers, board members and administrators, in the development and ongoing review of their teacher evaluation plan.
6. Adopt the following timeline for implementation of the new Idaho teacher performance evaluation standards:
 - a. January 2009: Teacher Performance Evaluation Task Force will present recommendations to the Office of the Governor and members of the Idaho Legislature.
 - b. Spring 2009: The Legislature will address any statutory changes during the 2009 session, and corresponding administrative rule changes will be addressed after the Legislative session.
 - c. Summer 2009: The Idaho State Department of Education will begin offering trainings and technical assistance on teacher performance evaluation standards. These trainings will be part of the technical assistance provided by the State Department of Education designed to assist school districts in the implementation of their new evaluation models (See Addendum G: State Department of Education Technical Assistance).

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

- d. 2009-2010 school year: Districts will work with educational stakeholders to develop evaluation models.
- e. February 2010: Districts must submit their proposed models to the state for approval. The district's model must be signed by representatives from the Board of Trustees, administrators and teachers.
- f. Fall 2010: At a minimum, districts must begin piloting their approved Teacher Performance Evaluations:
 - i. Districts will be required to submit an interim progress report to the State Department of Education regarding the implementation of their plans.
 - ii. There will be a waiver process for districts that show evidence of progress but need additional time before piloting.
- g. Fall 2011: Full implementation of the teacher evaluation model.

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

ADDENDUM A

Fiscal Year 2009 Appropriation:
HOUSE BILL NO. 669

40 SECTION 9. Of the moneys appropriated in Section 3 of this act, up to
41 \$50,000 may be expended by the Superintendent of Public Instruction to defray
42 the costs associated with a Teacher Performance Evaluation Task Force. The
43 Superintendent of Public Instruction shall appoint, convene and provide
44 administrative support for said task force. The task force shall include the
45 following members:
46 (1) Three superintendents, principals or public charter school directors;
47 (2) Three members of school district boards of trustees or public charter
48 school boards of directors;
49 (3) Three classroom teachers, at least two of whom must be members
of 50 teacher associations.
51 The charge of this task force is to develop minimum standards for a fair,
52 thorough, consistent and efficient system for evaluating teacher performance in
53 Idaho, and to present its written recommendations to the Governor, State Board
54 of Education, and the standing Education Committees of the Idaho Legislature by
1 no later than January 30, 2009.

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

ADDENDUM B

Teacher Performance Evaluation Task Force Members

Representative	Liz Chavez	Idaho House of Representatives, District 7
Head of School	Cody Claver	Idaho Virtual Academy
CEO, MED Management	Reed DeMourant	Eagle
Special Assistant	Clete Edmunson	Office of the Governor
Chairman, Senate Education Committee	John Goedde	Idaho State Senate, District 4
Dean, College of Education	Jann Hill	Lewis and Clark State College
School Board Trustee	Wendy Horman	Bonneville School District
Teacher	Nancy Larsen	Couer d'Alene Charter Academy
School Board Turstee	Mark Moorer	Potlatch School District
Parent	Maria Nate	Rexburg
Teacher	Mikki Nuckols	Bonneville School District
Chairman, House Education Committee	Bob Nonini	Idaho House of Representatives, District 5
President, Oppenheimer Development	Skip Oppenheimer	Boise
Principal	Karen Pyron	Butte County School District
Superintendent	Roger Quarles	Caldwell School District
Parent, PTA	Suzette Robinson	Blackfoot
Teacher	Dan Sakota	Madison School District
Post-Secondary/School Board Trustee	Larry Thurgood	BYU-Idaho
School Board Trustee	Mike Vuittonet	Meridian School District
Teacher	Jena Wilcox	Pocatello School District
Superintendent/Principal	Andy Wiseman	Castleford School District
President, Idaho Education Association	Sherri Wood	Idaho Education Association

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

Superintendent of Public Instruction	Tom Luna	State Department of Education
--------------------------------------	----------	-------------------------------

ADDENDUM C

**33-514. ISSUANCE OF ANNUAL CONTRACTS -- SUPPORT PROGRAMS
CATEGORIES OF CONTRACTS -- OPTIONAL PLACEMENT.**

(1) The board of trustees shall establish criteria and procedures for the supervision and evaluation of certificated employees who are not employed on a renewable contract, as provided for in section 33-515, Idaho Code.

(2) There shall be three (3) categories of annual contracts available to local school districts under which to employ certificated personnel:

(a) A category 1 contract is a limited one-year contract as provided in section 33-514A, Idaho Code.

(b) A category 2 contract is for certificated personnel in the first and second years of continuous employment with the same school district. Upon the decision by a local school board not to reemploy the person for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than May 25. No property rights shall attach to a category 2 contract and therefore the employee shall not be entitled to a review by the local board of the reasons or decision not to reemploy.

(c) A category 3 contract is for certificated personnel during the third year of continuous employment by the same school district. District procedures shall require at least one (1) evaluation prior to the beginning of the second semester of the school year and the results of any such evaluation shall be made a matter of record in the employee's personnel file. When any such employee's work is found to be unsatisfactory a defined period of probation shall be established by the board, but in no case shall a probationary period be less than eight (8) weeks. After the probationary period, action shall be taken by the board as to whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract or reemployed at the end of the contract term under a continued probationary status. Notwithstanding the provisions of sections 67-2344 and 67-2345, Idaho Code, a decision to place certificated personnel on probationary status may be made in executive session and the employee shall not be named in the minutes of the meeting. A record of the decision shall be placed in the employee's personnel file. This procedure shall not preclude recognition of unsatisfactory work at a subsequent evaluation and the establishment of a reasonable period of probation. In all instances, the employee shall be duly notified in writing of the areas of work which are deficient, including the conditions of probation. Each such certificated employee on a category 3 contract shall be given notice, in writing, whether he or she will be reemployed for the next ensuing year. Such notice shall be given by the board of trustees no later than the twenty-fifth day of May of each such year. If the board of trustees has decided not to reemploy the certificated employee, then the notice must contain a statement of reasons for such decision and the

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

employee shall, upon request, be given the opportunity for an informal review of such decision by the board of trustees. The parameters of an informal review shall be determined by the local board.

(3) School districts hiring an employee who has been on renewable contract status with another Idaho district or has out-of-state experience which would otherwise qualify the certificated employee for renewable contract status in Idaho, shall have the option to immediately grant renewable contract status, or to place the employee on a category 3 annual contract. Such employment on a category 3 contract under the provisions of this subsection may be for one (1), two (2) or three (3) years.

(4) There shall be a minimum of two (2) written evaluations in each of the annual contract years of employment, and at least one (1) evaluation shall be completed before January 1 of each year. ~~The provisions of this subsection (4) shall not apply to employees on a category 1 contract.~~

ADDENDUM D

33-514A. ISSUANCE OF LIMITED CONTRACT -- CATEGORY 1 CONTRACT. After August 1, the board of trustees may exercise the option of employing certified personnel on a one (1) year limited contract, which may also be referred to as a category 1 contract consistent with the provisions of section 33-514, Idaho Code. Such a contract is specifically offered for the limited duration of the ensuing school year, and no further notice is required by the district to terminate the contract at the conclusion of the contract year.

ADDENDUM E

33-515. ISSUANCE OF RENEWABLE CONTRACTS. During the third full year of continuous employment by the same school district, including any specially chartered district, each certificated employee named in subsection (16) of section 33-1001, Idaho Code, and each school nurse and school librarian shall be evaluated for a renewable contract and shall, upon having been offered a contract for the next ensuing year, having given notice of acceptance of renewal and upon signing a contract for a fourth full year, be placed on a renewable contract status with said school district subject to the provisions included in this chapter.

After the third full year of employment and at least once annually, the performance of each such certificated employee, school nurse, or school librarian shall be evaluated according to criteria and procedures established by the board of trustees in accordance with general guidelines approved by the state board of education. Except as otherwise provided, that person shall have the right to automatic renewal of contract by giving notice, in writing, of acceptance of renewal. Such notice shall be given to the board of trustees of the school district then employing such person not later than the first day of June preceding the expiration of the term of the current contract. Except as otherwise provided by this paragraph, the board of trustees shall notify each person entitled to be employed on a renewable contract of the requirement that such person must give the notice hereinabove and that failure to do so may be interpreted by the board as a declination of the right to automatic renewal or the offer of another contract. Such notification shall be made, in writing, not later than the fifteenth day of May, in each year, except to those persons to whom the board, prior to said date, has sent proposed contracts for the next ensuing year, or to whom the board has given the notice required by this section.

Any contract automatically renewed under the provisions of this section shall be for the same length as the term stated in the current contract and at a salary no lower than that specified therein, to which shall be added such increments as may be determined by the statutory or regulatory rights of such employee by reason of training, service, or performance.

Nothing herein shall prevent the board of trustees from offering a renewed contract increasing the salary of any certificated person, or from reassigning an administrative employee to a nonadministrative position with appropriate reduction of salary from the preexisting salary level. In the event the board of trustees reassigns an administrative employee to a nonadministrative position, the board shall give written notice to the employee which contains a statement of the reasons for the reassignment. The employee, upon written request to the board, shall be entitled to an informal review of that decision. The process and procedure for the informal review shall be determined by the local board of trustees.

Before a board of trustees can determine not to renew for reasons of an unsatisfactory report of the performance of any certificated person whose contract would otherwise be automatically renewed, or to renew the contract of any such person at a reduced salary, such person shall be entitled to a reasonable period of probation. This period of probation shall be preceded by a written notice from the board of trustees with reasons for such probationary period and with provisions for adequate supervision

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

and evaluation of the person's performance during the probationary period. Such period of probation shall not affect the person's renewable contract status. Consideration of probationary status for certificated personnel is consideration of the status of an employee within the meaning of section 67-2345, Idaho Code, and may be held in executive session. If the consideration results in probationary status, the individual on probation shall not be named in the minutes of the meeting. A record of the decision shall be placed in the teacher's personnel file.

If the board of trustees takes action to immediately discharge or discharge upon termination of the current contract a certificated person whose contract would otherwise be automatically renewed, or to renew the contract of any such person at a reduced salary, the action of the board shall be consistent with the procedures specified in section 33-513(5), Idaho Code, and furthermore, the board shall notify the employee in writing whether there is just and reasonable cause not to renew the contract or to reduce the salary of the affected employee, and if so, what reasons it relied upon in that determination.

If the board of trustees, for reasons other than unsatisfactory service, for the ensuing contract year, determines to change the length of the term stated in the current contract, reduce the salary or not renew the contract of a certificated person whose contract would otherwise be automatically renewed, nothing herein shall require a probationary period.

ADDENDUM F

08.02.02.120. LOCAL DISTRICT EVALUATION POLICY.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching domains and components of instruction ~~are established~~. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (4-1-97)

01. Standards. Each district evaluation model will be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching domains and components of instruction.

a. Those domains and components include:

i. Domain 1 – Planning and Preparation:

(1) Demonstrating Knowledge of Content and Pedagogy

(2) Demonstrating Knowledge of Students

(3) Setting Instructional Goals

(4) Demonstrating Knowledge of Resources

(5) Designing Coherent Instruction

(6) Assessing Student Learning

ii. Domain 2 – Learning Environment

(1) Creating an Environment of Respect and Rapport

(2) Establishing a Culture for Learning

(3) Managing Classroom Procedures

(4) Managing Student Behavior

(5) Organizing Physical Space

iii. Domain 3 – Instruction and Use of Assessment

- (1) Communicating Clearly and Accurately
- (2) Using Questioning and Discussion Techniques
- (3) Engaging Students in Learning
- (4) Providing Feedback to Students
- (5) Demonstrating Flexibility and Responsiveness
- (6) Use Assessment to Inform Instruction and Improve Student Achievement

iv. Domain 4 – Professional Responsibilities

- (1) Reflecting on Teaching
- (2) Maintaining Accurate Records
- (3) Communicating with Families
- (4) Contributing to the School and District
- (5) Growing and Developing Professionally
- (6) Showing Professionalism

04. 02. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librarian (Section 33-515, Idaho Code). Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (4-1-97)

02. 03. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information:
(4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation.

(4-1-97)

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data.

(4-1-97)

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations.

(4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation.

(4-1-97)

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel.

(4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action.

(4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system.

(4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process.

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation.

STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development.

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement.

o. A plan for including all stakeholders including, but not limited to, teachers, board members and administrators in the development and ongoing review of their teacher evaluation plan.

03. 04. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. At a minimum, the policy must provide standards for evaluating the following personnel: (4-1-97)

a. First-, second-, and third-year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year. (4-1-97)

b. All renewable contract personnel will be evaluated at least once annually. (4-1-97)

04. 05. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). (4-1-97)

Addendum G

Technical Assistance Provided by the State Department of Education

- The State Department of Education will provide regional trainings on the Charlotte Danielson Framework by utilizing existing state and federal dollars to fund the trainings.
- The State Department of Education will establish a web site with links to sample state-approved district evaluation models that can be utilized by districts as they work to develop their own model. The website will also contain sample evaluation tools and rubrics.
- State Department of Education will review each district's Teacher Evaluation Model for approval or recommendations for change. These plans will be reviewed by State Department of Education staff that will be trained to evaluate plans for compliance. Districts whose plans are not approved will have the ability to appeal that decision by filing a rejoinder.

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

SUBJECT

Public Schools FY 2010 Budget Discussion

REFERENCE

10/9-10/2008

Presented the FY 2010 Public Schools Budget Request

BACKGROUND/DISCUSSION

Superintendent Tom Luna submitted his FY2010 budget to the Division of Financial Management September 1, 2008. Since that time, the state of Idaho has experienced unprecedented drops in revenue. State agencies have experienced a four percent holdback. Public schools, thanks to the Public School Stabilization Fund (PSSF) have been spared holdbacks. Currently, \$60.7 million has been withdrawn from the fund leaving approximately \$54 million remaining.

IMPACT

Public schools will no longer be held harmless due to the economic situation in the state. Governor C.L. "Butch" Otter recommends cutting public education by 5.3 percent. Superintendent Luna will submit a revised budget request to the Joint Finance Committee January 29.

Superintendent Luna has solicited ideas from a variety of stakeholders as to potential cuts. The State has made tremendous progress in the last two years, and Superintendent Luna wants to ensure cuts are made with the effect of student achievement in mind.

The Superintendent would like to update the Board on his discussions with stakeholders and receive feedback on the Board's ideas for the public school budget.

ATTACHMENTS

Attachment 1 – FY 2010 Public Schools Budget

Page 3

BOARD ACTION

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

THIS PAGE LEFT INTENTIONALLY BLANK

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

Public School Support
Administration

	FTP	Personnel Costs	Operating Expenditures	Capital Outlay	Trustee/ Ben Payments	Lump Sum	Total Gov Rec
Description: The Administration Division provides for the costs of local school district administration. These include the costs of superintendents, deputy superintendents, principals, and assistant principals.							
FY 2009 Original Appropriation							
3.00 FY 2009 Original Appropriation: HB 668							
General	0.00	0	0	0	0	85,391,500	85,391,500
Federal	0.00	0	0	0	0	2,150,300	2,150,300
Total	0.00	0	0	0	0	87,541,800	87,541,800
FY 2009 Total Appropriation							
General	0.00	0	0	0	0	85,391,500	85,391,500
Federal	0.00	0	0	0	0	2,150,300	2,150,300
Total	0.00	0	0	0	0	87,541,800	87,541,800
FY 2009 Estimated Expenditures							
General	0.00	0	0	0	0	85,391,500	85,391,500
Federal	0.00	0	0	0	0	2,150,300	2,150,300
Total	0.00	0	0	0	0	87,541,800	87,541,800
Base Adjustments							
8.31 Transfer Between Programs: This decision unit transfers spending authority for federal funds from Administration and Teachers to Operations and Children's Programs to better assign funds to expenditures and program needs.							
Federal	0.00	0	0	0	0	(2,150,300)	(2,150,300)
Total	0.00	0	0	0	0	(2,150,300)	(2,150,300)
8.59 FY 2010 Base Reduction: This decision unit reflects an ongoing General Fund base reduction needed to balance the state budget. This reduction represents a decrease to the FY 2010 General Fund ongoing appropriation of 5.64% and approximately 4.3% statewide. After the Governor's recommended funding of support unit growth in DU 10.71, the overall reduction is 4.2%. The Governor recommends specific program reductions to meet this base reduction be identified by the Superintendent of Public Instruction.							
General	0.00	0	0	0	0	(4,816,600)	(4,816,600)
Total	0.00	0	0	0	0	(4,816,600)	(4,816,600)
FY 2010 Base							
General	0.00	0	0	0	0	80,574,900	80,574,900
Federal	0.00	0	0	0	0	0	0
Total	0.00	0	0	0	0	80,574,900	80,574,900
Program Maintenance							
10.61 Salary Multiplier: While increasing salaries for state workers continues to be a priority for the Governor, the current economic situation does not provide the funds to recommend an increase in FY 2010. When economic conditions improve, the Governor will once again seek to improve compensation for all state and employees.							
General	0.00	0	0	0	0	0	0
Total	0.00	0	0	0	0	0	0

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

Public School Support
Facilities

	FTP	Personnel Costs	Operating Expenditures	Capital Outlay	Trustee/ Ben Payments	Lump Sum	Total Gov Rec
10.72 Nondiscretionary Adjustments: The Governor recommends funding estimated growth in eligible local school district bonds that will apply for assistance from the Bond Levy Equalization Program.							
General	0.00	0	0	0	0	1,400,000	1,400,000
Total	0.00	0	0	0	0	1,400,000	1,400,000
FY 2010 Total Maintenance							
General	0.00	0	0	0	0	18,667,800	18,667,800
Dedicated	0.00	0	0	0	0	19,025,000	19,025,000
Total	0.00	0	0	0	0	37,692,800	37,692,800
Line Items							
12.01 Safe School Study: Due to severe budget constraints, the Governor does not recommend additional funding for the Safe School Study.							
General	0.00	0	0	0	0	0	0
Total	0.00	0	0	0	0	0	0
12.02 Bond Levy Equalization: The Governor recommends funding for the Bond Levy Equalization Program from the Public Schools Facilities Cooperative Fund in FY 2010. \$16,500,000 is included in base funding for the Bond Levy Equalization program.							
General	0.00	0	0	0	0	(16,500,000)	(16,500,000)
Dedicated	0.00	0	0	0	0	16,500,000	16,500,000
Total	0.00	0	0	0	0	0	0
FY 2010 Gov's Recommendation							
General	0.00	0	0	0	0	2,167,800	2,167,800
Dedicated	0.00	0	0	0	0	35,525,000	35,525,000
Total	0.00	0	0	0	0	37,692,800	37,692,800

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

Public School Support
Administration

	FTP	Personnel Costs	Operating Expenditures	Capital Outlay	Trustee/ Ben Payments	Lump Sum	Total Gov Rec
10.71 Nondiscretionary Adjustments: This decision unit provides additional funding for anticipated support unit growth in FY 2010. Support unit growth is estimated to increase from 13,970 to 14,110. The Mid-term Support Unit Increase is due to an estimated increase in student enrollment increasing the demand for additional staff. Salaries for the additional staff equals \$725,645 and state paid employee benefits total \$128,055.							
General	0.00	0	0	0	0	853,700	853,700
Total	0.00	0	0	0	0	853,700	853,700
FY 2010 Total Maintenance							
General	0.00	0	0	0	0	81,428,600	81,428,600
Federal	0.00	0	0	0	0	0	0
Total	0.00	0	0	0	0	81,428,600	81,428,600
FY 2010 Gov's Recommendation							
General	0.00	0	0	0	0	81,428,600	81,428,600
Federal	0.00	0	0	0	0	0	0
Total	0.00	0	0	0	0	81,428,600	81,428,600

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

Public School Support
Teachers

	FTP	Personnel Costs	Operating Expenditures	Capital Outlay	Trustee/ Ben Payments	Lump Sum	Total Gov Rec
Description: The Division of Teachers provides for the cost of instructional services in Idaho's school districts and charter schools.							
FY 2009 Original Appropriation							
3.00 FY 2009 Original Appropriation: HB 669							
General	17,660.57	0	0	0	0	746,380,700	746,380,700
Federal	49.26	0	0	0	0	70,693,800	70,693,800
Total	17,709.83	0	0	0	0	817,074,500	817,074,500
FY 2009 Total Appropriation							
General	17,660.57	0	0	0	0	746,380,700	746,380,700
Federal	49.26	0	0	0	0	70,693,800	70,693,800
Total	17,709.83	0	0	0	0	817,074,500	817,074,500
FY 2009 Estimated Expenditures							
General	17,660.57	0	0	0	0	746,380,700	746,380,700
Federal	49.26	0	0	0	0	70,693,800	70,693,800
Total	17,709.83	0	0	0	0	817,074,500	817,074,500
Base Adjustments							
8.31 Transfer Between Programs: This decision unit transfers spending authority for federal funds from Administration and Teachers to Operations and Children's Programs to better assign funds to expenditures and program needs.							
Federal	0.00	0	0	0	0	(40,693,800)	(40,693,800)
Total	0.00	0	0	0	0	(40,693,800)	(40,693,800)
8.41 Removal of One-Time Expenditures: This decision unit removes one-time funding for the Teacher Evaluation Task Force.							
General	0.00	0	0	0	0	(50,000)	(50,000)
Total	0.00	0	0	0	0	(50,000)	(50,000)
8.59 FY 2010 Base Reduction: This decision unit reflects an ongoing General Fund base reduction needed to balance the state budget. This reduction represents a decrease to the FY 2010 General Fund ongoing appropriation of 5.64% and approximately 4.3% statewide. After the Governor's recommended funding of support unit growth in DU 10.71, the overall reduction is 4.2%. The Governor recommends specific program reductions to meet this base reduction be identified by the Superintendent of Public Instruction.							
General	0.00	0	0	0	0	(42,097,400)	(42,097,400)
Total	0.00	0	0	0	0	(42,097,400)	(42,097,400)
FY 2010 Base							
General	17,660.57	0	0	0	0	704,233,300	704,233,300
Federal	49.26	0	0	0	0	30,000,000	30,000,000
Total	17,709.83	0	0	0	0	734,233,300	734,233,300
Program Maintenance							
10.61 Salary Multiplier: While increasing salaries for state workers continues to be a priority for the Governor, the current economic situation does not provide the funds to recommend an increase in FY 2010. When economic conditions improve, the Governor will once again seek to improve compensation for all state employees.							
General	0.00	0	0	0	0	0	0
Total	0.00	0	0	0	0	0	0

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

Public School Support
Teachers

	FTP	Personnel Costs	Operating Expenditures	Capital Outlay	Trustee/ Ben Payments	Lump Sum	Total Gov Rec
10.71 Nondiscretionary Adjustments: This decision unit provides additional funding for anticipated support unit growth in FY 2010. Support unit growth is estimated to increase from 13,970 to 14,110. The Mid-term Support Unit increase is due to an estimated increase in student enrollment increasing the demand for additional staff. Salaries for the additional staff equals \$6,208,485 and state paid employee benefits total \$1,095,615.							
General	0.00	0	0	0	0	7,304,100	7,304,100
Total	0.00	0	0	0	0	7,304,100	7,304,100

FY 2010 Total Maintenance

General	17,660.57	0	0	0	0	711,537,400	711,537,400
Federal	49.26	0	0	0	0	30,000,000	30,000,000
Total	17,709.83	0	0	0	0	741,537,400	741,537,400

Line Items

12.01 Teacher Salary Increase: The Governor does not recommend an additional increase in the base salary for teachers. The economic condition of the state does not support additional funding.

General	0.00	0	0	0	0	0	0
Total	0.00	0	0	0	0	0	0

12.02 Classroom Supplies: The Governor recommends fully funding Classroom Supplies to accommodate the growth in teacher FTPs from 15,370 to 15,620. The distribution per FTP is \$350, totaling \$87,500. Due to the limited availability of funds, the Governor does not recommend new funding for classroom supplies for libraries. Should funding be available in the future, proposals to expand distributions to libraries will be considered.

General	0.00	0	0	0	0	87,500	87,500
Dedicated	0.00	0	0	0	0	0	0
Total	0.00	0	0	0	0	87,500	87,500

12.03 Gifted / Talented: The Governor appreciates the importance of Gifted & Talented programs in schools, but the funding is not available to support increased funding at this time. However, the Governor would consider such a line item when economic conditions improve.

General	0.00	0	0	0	0	0	0
Total	0.00	0	0	0	0	0	0

FY 2010 Gov's Recommendation

General	17,660.57	0	0	0	0	711,624,900	711,624,900
Dedicated	0.00	0	0	0	0	0	0
Federal	49.26	0	0	0	0	30,000,000	30,000,000
Total	17,709.83	0	0	0	0	741,624,900	741,624,900

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

Public School Support
Operations

	FTP	Personnel Costs	Operating Expenditures	Capital Outlay	Trustee/ Ben Payments	Lump Sum	Total Gov Rec
Description: The Operations Division provides for all costs of non-certified staff working in local school districts as well as costs for materials and supplies and transportation necessary to allow the local school district to educate Idaho's children.							
FY 2009 Original Appropriation							
3.00 FY 2009 Original Appropriation: HB 670							
General	0.00	0	0	0	0	539,844,200	539,844,200
Dedicated	0.00	0	0	0	0	36,955,700	36,955,700
Federal	0.00	0	0	0	0	13,589,800	13,589,800
Other	5,886.85	0	0	0	0	196,000,000	196,000,000
Total	5,886.85	0	0	0	0	786,389,700	786,389,700
Appropriation Adjustments							
4.51 Governor's Holdback: This decision unit reflects the first round of ongoing General Fund holdback amounts. This reduction represents an overall decrease to the FY 2009 General Fund ongoing appropriation of 1%. The combination of this decision unit and DU 4.52 equates to a total reduction of 4% as authorized by Executive Order 2008-05.							
General	0.00	0	0	0	0	(14,182,900)	(14,182,900)
Dedicated	0.00	0	0	0	0	14,182,900	14,182,900
Total	0.00	0	0	0	0	0	0
4.52 Governor's Holdback: This decision unit reflects the second round of ongoing General Fund holdback amounts. This reduction represents an overall decrease to the FY 2009 General Fund ongoing appropriation of 3%. The combination of this decision unit and DU 4.51 equates to a total reduction of 4% as authorized by Executive Order 2008-05.							
General	0.00	0	0	0	0	(46,521,300)	(46,521,300)
Dedicated	0.00	0	0	0	0	46,521,300	46,521,300
Total	0.00	0	0	0	0	0	0
FY 2009 Total Appropriation							
General	0.00	0	0	0	0	479,140,000	479,140,000
Dedicated	0.00	0	0	0	0	97,659,900	97,659,900
Federal	0.00	0	0	0	0	13,589,800	13,589,800
Other	5,886.85	0	0	0	0	196,000,000	196,000,000
Total	5,886.85	0	0	0	0	786,389,700	786,389,700
FY 2009 Estimated Expenditures							
General	0.00	0	0	0	0	479,140,000	479,140,000
Dedicated	0.00	0	0	0	0	97,659,900	97,659,900
Federal	0.00	0	0	0	0	13,589,800	13,589,800
Other	5,886.85	0	0	0	0	196,000,000	196,000,000
Total	5,886.85	0	0	0	0	786,389,700	786,389,700
Base Adjustments							
8.31 Transfer Between Programs: This decision unit transfers spending authority for federal funds from Administration and Teachers to Operations and Children's Programs to better assign funds to expenditures and program needs.							
Federal	0.00	0	0	0	0	767,200	767,200
Total	0.00	0	0	0	0	767,200	767,200

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

Public School Support
Operations

	FTP	Personnel Costs	Operating Expenditures	Capital Outlay	Trustee/ Ben Payments	Lump Sum	Total Gov Rec
8.41 Removal of One-Time Expenditures: This decision unit removes one-time funding and spending authority for the Rural School Initiative and the distribution of the Agriculture Property Tax Replacement.							
General	0.00	0	0	0	0	(50,000)	(50,000)
Dedicated	0.00	0	0	0	0	(2,262,800)	(2,262,800)
Total	0.00	0	0	0	0	(2,312,800)	(2,312,800)
8.42 Removal of One-Time Expenditures: This decision unit removes a one-time fund shift from the General Fund to the Public Education Stabilization Fund the accommodate the Governor's Holdback							
Dedicated	0.00	0	0	0	0	(60,704,200)	(60,704,200)
Total	0.00	0	0	0	0	(60,704,200)	(60,704,200)
8.59 FY 2010 Base Reduction: This decision unit reflects an ongoing General Fund base reduction needed to balance the state budget. This reduction represents a decrease to the FY 2010 General Fund ongoing appropriation of 5.64% and approximately 4.3% statewide. After the Governor's recommended funding of support unit growth in DU 10.71, the overall reduction is 4.2%. The Governor recommends specific program reductions to meet this base reduction be identified by the Superintendent of Public Instruction.							
General	0.00	0	0	0	0	(30,447,600)	(30,447,600)
Total	0.00	0	0	0	0	(30,447,600)	(30,447,600)
8.91 Other Adjustments: This decision unit restores the General Fund reduction to base that was implemented as part of the Governor's holdback.							
General	0.00	0	0	0	0	60,704,200	60,704,200
Total	0.00	0	0	0	0	60,704,200	60,704,200
FY 2010 Base							
General	0.00	0	0	0	0	509,346,600	509,346,600
Dedicated	0.00	0	0	0	0	34,692,900	34,692,900
Federal	0.00	0	0	0	0	14,357,000	14,357,000
Other	5,886.85	0	0	0	0	196,000,000	196,000,000
Total	5,886.85	0	0	0	0	754,396,500	754,396,500
Program Maintenance							
10.61 Salary Multiplier: While increasing salaries for state workers continues to be a priority for the Governor, the current economic situation does not provide the funds to recommend an increase in FY 2010. When economic conditions improve, the Governor will once again seek to improve compensation for all state employees.							
General	0.00	0	0	0	0	0	0
Total	0.00	0	0	0	0	0	0
10.71 Nondiscretionary Adjustments: This decision unit provides additional funding to anticipated support unit growth in FY 2010. Support unit growth is estimated to increase from 13,970 to 14,110. The Mid-term Support Unit increase is due to an estimated increase in student enrollment increasing the need for additional staff. Salaries for the additional staff equals \$1,128,800 and state paid employee benefits total \$199,200.							
General	0.00	0	0	0	0	1,328,000	1,328,000
Total	0.00	0	0	0	0	1,328,000	1,328,000
10.72 Nondiscretionary Adjustments: The Governor recommends funding for increased pupil transportation costs. The increase is based on estimated reimbursable expenses due to increased student enrollment and operational costs. The state reimburses school districts for eligible pupil transportation costs according to a formula outlined in statute.							
General	0.00	0	0	0	0	5,923,900	5,923,900
Total	0.00	0	0	0	0	5,923,900	5,923,900

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

Public School Support
Operations

	FTP	Personnel Costs	Operating Expenditures	Capital Outlay	Trustee/ Ben Payments	Lump Sum	Total Gov Rec
10.73 Nondiscretionary Adjustments: The Governor recommends additional funding and spending authority for growth in the survey of best 28 weeks 13,900 to 14,040.							
General	0.00	0	0	0	0	1,997,900	1,997,900
Dedicated	0.00	0	0	0	0	1,599,500	1,599,500
Total	0.00	0	0	0	0	3,597,400	3,597,400
10.74 Nondiscretionary Adjustments: The Governor recommends additional spending authority for an increased revenue stream from local school property taxes. This does not include plant facilities and bonds.							
Other	0.00	0	0	0	0	39,000,000	39,000,000
Total	0.00	0	0	0	0	39,000,000	39,000,000
FY 2010 Total Maintenance							
General	0.00	0	0	0	0	518,596,400	518,596,400
Dedicated	0.00	0	0	0	0	36,292,400	36,292,400
Federal	0.00	0	0	0	0	14,357,000	14,357,000
Other	5,886.85	0	0	0	0	235,000,000	235,000,000
Total	5,886.85	0	0	0	0	804,245,800	804,245,800
Line Items							
12.01 Super Classified: The Governor does not recommend additional funding for a higher salary multiplier for designated classified employees due to limited availability of funds. The Governor recognizes the importance of this issue, and would review and consider similar requests carefully in future years should additional General Fund monies be available.							
General	0.00	0	0	0	0	0	0
Total	0.00	0	0	0	0	0	0
12.02 Distribution Factor (Discretionary Funds): The Governor does not recommend additional discretionary state funding for school districts. There are not adequate General Fund monies to support additional funding at this time.							
General	0.00	0	0	0	0	0	0
Total	0.00	0	0	0	0	0	0
12.03 Agriculture Replacement: The Governor recommends additional spending authority to facilitate a gradual phase-out of the Maintenance & Operations portion of the property tax on agricultural equipment. The FY 2010 budget reflects a distribution that represents 40% of the funding provided prior to the 2007 Legislative session. This schedule was outlined in Section 5 of SB 1217 in the 2007 Legislative session.							
Dedicated	0.00	0	0	0	0	1,508,500	1,508,500
Total	0.00	0	0	0	0	1,508,500	1,508,500
FY 2010 Gov's Recommendation							
General	0.00	0	0	0	0	518,596,400	518,596,400
Dedicated	0.00	0	0	0	0	37,800,900	37,800,900
Federal	0.00	0	0	0	0	14,357,000	14,357,000
Other	5,886.85	0	0	0	0	235,000,000	235,000,000
Total	5,886.85	0	0	0	0	805,754,300	805,754,300

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

Public School Support
Children's Programs

	FTP	Personnel Costs	Operating Expenditures	Capital Outlay	Trustee/ Ben Payments	Lump Sum	Total Gov Rec
Description: The Children's Program Division provides funding for specialized programs needed to provide a quality educational experience to a divergent population. Programs include Limited English Proficiency and Gifted and Talented student education.							
FY 2009 Original Appropriation							
3.00 FY 2009 Original Appropriation: HB 672							
General	0.00	0	0	0	0	28,526,300	28,526,300
Dedicated	0.00	0	0	0	0	7,000,000	7,000,000
Federal	0.00	0	0	0	0	134,923,100	134,923,100
Total	0.00	0	0	0	0	170,449,400	170,449,400
FY 2009 Total Appropriation							
General	0.00	0	0	0	0	28,526,300	28,526,300
Dedicated	0.00	0	0	0	0	7,000,000	7,000,000
Federal	0.00	0	0	0	0	134,923,100	134,923,100
Total	0.00	0	0	0	0	170,449,400	170,449,400
FY 2009 Estimated Expenditures							
General	0.00	0	0	0	0	28,526,300	28,526,300
Dedicated	0.00	0	0	0	0	7,000,000	7,000,000
Federal	0.00	0	0	0	0	134,923,100	134,923,100
Total	0.00	0	0	0	0	170,449,400	170,449,400
Base Adjustments							
8.31 Transfer Between Programs: This decision unit transfers spending authority for federal funds from Administration and Teachers to Operations and Children's Programs to better assign funds to expenditures and program needs.							
Federal	0.00	0	0	0	0	42,076,900	42,076,900
Total	0.00	0	0	0	0	42,076,900	42,076,900
8.41 Removal of One-Time Expenditures: This decision unit removes one-time funding for dual credit class development.							
General	0.00	0	0	0	0	(50,000)	(50,000)
Total	0.00	0	0	0	0	(50,000)	(50,000)
8.59 FY 2010 Base Reduction: This decision unit reflects an ongoing General Fund base reduction needed to balance the state budget. This reduction represents a decrease to the FY 2010 General Fund ongoing appropriation of 5.64% and approximately 4.3% statewide. After the Governor's recommended funding of support unit growth in DU 10.71, the overall reduction is 4.2%. The Governor recommends specific program reductions to meet this base reduction be identified by the Superintendent of Public Instruction.							
General	0.00	0	0	0	0	(1,606,200)	(1,606,200)
Total	0.00	0	0	0	0	(1,606,200)	(1,606,200)
FY 2010 Base							
General	0.00	0	0	0	0	26,870,100	26,870,100
Dedicated	0.00	0	0	0	0	7,000,000	7,000,000
Federal	0.00	0	0	0	0	177,000,000	177,000,000
Total	0.00	0	0	0	0	210,870,100	210,870,100

**STATE DEPARTMENT OF EDUCATION
JANUARY 26, 2009**

Public School Support
Children's Programs

	FTP	Personnel Costs	Operating Expenditures	Capital Outlay	Trustee/ Ben Payments	Lump Sum	Total Gov Rec
Program Maintenance							
10.71 Nondiscretionary Adjustments: The Governor recommends increased funding for the Idaho Digital Learning Academy to adjust for an estimated increase in student enrollment from 6,100 to 10,200 for FY 2010.							
General	0.00	0	0	0	0	2,070,500	2,070,500
Total	0.00	0	0	0	0	2,070,500	2,070,500
FY 2010 Total Maintenance							
General	0.00	0	0	0	0	28,940,600	28,940,600
Dedicated	0.00	0	0	0	0	7,000,000	7,000,000
Federal	0.00	0	0	0	0	177,000,000	177,000,000
Total	0.00	0	0	0	0	212,940,600	212,940,600
Line Items							
12.01 Dual Credit: While the Governor supports the efforts of Dual Credit programs, General Fund monies are insufficient to provide funding in FY 2010.							
General	0.00	0	0	0	0	0	0
Total	0.00	0	0	0	0	0	0
12.02 Math Initiative: Due to severe budget constraints, the Governor does not recommend additional funding for the Math Initiative.							
General	0.00	0	0	0	0	0	0
Total	0.00	0	0	0	0	0	0
FY 2010 Gov's Recommendation							
General	0.00	0	0	0	0	28,940,600	28,940,600
Dedicated	0.00	0	0	0	0	7,000,000	7,000,000
Federal	0.00	0	0	0	0	177,000,000	177,000,000
Total	0.00	0	0	0	0	212,940,600	212,940,600