

STATE BOARD OF EDUCATION MEETING
August 10-11, 2016
Idaho State University
Pond Student Union Building
Ballroom
1065 South 8th Avenue, Bldg. 14
Pocatello, Idaho

Wednesday, August 10, 2016, 10:00 a.m. (Mountain Time)

BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval
3. Rolling Calendar

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Idaho State University Annual Report and Tour

WORK SESSION

PPGA

- A. Board Data Dashboard
- B. Higher Education Operational Plan

Thursday, August 11, 2016, 8:00 a.m. (Mountain Time)

OPEN FORUM

CONSENT AGENDA

AUDIT

1. University of Idaho - UI Foundation Agreement

BAHR – SECTION I – Human Resources

2. Boise State University – Multi-Year Contracts – Women’s Head Basketball Coach
3. Executive Officers – Employment Agreements

BAHR – SECTION II – Finance

4. University of Idaho – Multi-Year Contract – Swire Coca-Cola USA

IRSA

5. Programs and Changes Approved by the Executive Director
6. Higher Education Research Council Appointment

PPGA

7. Lewis-Clark State College – Faculty Constitution Amendment
8. President Approved Alcohol Permits

SDE

9. Professional Standards Commission Appointments
10. Adoption of Computer Applications Curricular Materials
11. Bias and Sensitivity Committee Appointments

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

2. Chairman's Report
3. Northwest Regional Advisory Committee Update
4. Idaho Career Technical Education Annual Report
5. Board Policy I.E., Executive Officers – First Reading
6. Board Policy I.J., Use of Institutional Facilities – First Reading
7. Board Policy - Bylaws – Second Reading
8. Idaho Indian Education Committee – Bylaws
9. Idaho Educator Pipeline Report
10. Accountability Oversight Committee – Statewide Accountability System Recommendations
11. Education Opportunity Resource Committee Appointment
12. Temporary/Proposed Rule IDAPA 08.01.02 – Postsecondary Credit Scholarship Program
13. Temporary/Proposed Rule IDAPA 08.01.04 – Postsecondary Residency Requirements
14. Proposed Rule IDAPA 08.01.09, Rules Governing the Gear Up Idaho Scholarship Program
15. Temporary/Proposed Rule IDAPA 08.02.01.801, Rules Governing Administration – Continuous Improvement Plans
16. Temporary/Proposed Rule IDAPA 08.02.01, Rules Governing Administration – Literacy Growth Targets
17. Temporary/Proposed Rule IDAPA 08.02.01, Rules Governing Administration – Statewide Average Class Size
18. Proposed Rule IDAPA 08.02.02, Rules Governing Uniformity – Teacher Certification Requirements

19. Proposed Rule IDAPA 08.02.03, Rules Governing Thoroughness – Career Technical Education Content Standards
20. Proposed Rule IDAPA 08.02.03.105, Rules Governing Thoroughness – Graduation Requirement- Proficiency
21. Temporary/Proposed Rule IDAPA 08.02.03, Rules Governing Thoroughness – Civics and Government Content Standards Proficiency – Graduation Requirement
22. Proposed Rule IDAPA 08.02.03, 111 – 114, Rules Governing Thoroughness – Comprehensive Assessment Program and Accountability Requirements
23. Proposed Rule IDAPA 08.02.05, Rules Governing Pay for Success Contracting
24. Proposed Rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification
25. Proposed Rule IDAPA 47.01.01, Rules of the Division of Vocational Rehabilitation
26. Proposed Rule IDAPA 47.01.02, Rules and Minimum Standards Governing Extended Employment Services
27. Proposed Rule IDAPA 55.01.03, Rules Governing Career Technical Schools

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Board Policy – Section III.O. Course Placement – First Reading
2. Five-Year Program Plan
3. Annual Program Prioritization Report
4. Boise State University – Online Graduate Certificate in Educational Gaming and Simulation
5. EPSCOR Annual Report
6. Chairman's Report

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Amendment to Board Policy – Section II.F. – Regarding Non-classified Employees – First Reading
2. Idaho State University – Reclassification of Provost to Executive Vice President and Provost

Section II – Finance

1. FY 2018 Line Items
2. FY 2018 Capital Budget Requests
3. Intercollegiate Athletic Reports - NCAA Academic Progress Rate (APR) Scores
4. Idaho National Laboratory – Board Sponsorship
5. Boise State University - Oracle HCM Cloud Application Licensing Agreement
6. Idaho State University - Land Use
7. Idaho State University Disposal of Real Property - O'Neill Property in McCammon, Idaho

8. Idaho State University - Ground Lease – Idaho College of Osteopathic Medicine
9. Idaho State University - Online Program Fee – Community Paramedic Academic Certificate Program
10. Eastern Idaho Technical College – Right of Way Agreement with City of Idaho Falls

DEPARTMENT OF EDUCATION

1. Superintendents Update
2. Proposed Rule IDAPA 08.02.03.004.01, Idaho Content Standards
3. Temporary and Proposed Rule IDAPA 08.02.03.106, Advanced Opportunities

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

BOARDWORK
AUGUST 11, 2016

1. Agenda Approval

Changes or additions to the agenda

2. Minutes Approval

BOARD ACTION

I move to approve the minutes from the June 2, 2016 special Board meeting and the June 15-16, 2016 regular Board meeting, as submitted.

3. Rolling Calendar

BOARD ACTION

I move to set August 16-17, 2017 as the date and Idaho State University as the location for the August 2017 regularly scheduled Board meeting.

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**DRAFT MINUTES
IDAHO STATE BOARD OF EDUCATION**

**June 2, 2016
Office of the State Board of Education
Len B. Jordan Building
650 W. State Street, 3rd Floor
Boise, Idaho**

A special meeting of the State Board of Education was held June 2, 2016. It originated from the Large Conference Room of the State Board of Education Office in the Len B. Jordan Building in Boise, Idaho. Board President Don Soltman presided and called the meeting to order at 3:30 p.m. Mountain Time. A roll call of members was taken.

Present:

Don Soltman, President
Emma Atchley, Vice President
Bill Goesling, Secretary

Richard Westerberg
Linda Clark
Debbie Critchfield

Absent:

Sherri Ybarra, State Superintendent
Dave Hill

EXECUTIVE SESSION (Closed to the Public)

M/S (Atchley/Goesling): To meet in executive session pursuant to Section 74-206(1)(b) Idaho Code, "To consider the evaluation, dismissal or disciplining of . . . a public officer, employee, staff member or individual agent, or public school student." A roll call vote was taken and the motion carried unanimously 5-0. Board members entered into Executive Session shortly after 3:30 p.m. Mountain Time.

M/S (Westerberg/Critchfield): To go out of executive session and adjourn the meeting. The motion carried unanimously 5-0. The group exited Executive Session and adjourned the meeting at 3:52 p.m. Mountain Time.

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BOARDWORK
AUGUST 11, 2016



Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career-Technical Education

DRAFT MINUTES
IDAHO STATE BOARD OF EDUCATION

June 15-16, 2016
Eastern Idaho Technical College
Rooms 6163/6164
Idaho Falls, Idaho

A regularly scheduled meeting of the State Board of Education was held June 15-16, 2016 at Eastern Idaho Technical College, Rooms 6163/6164, in Idaho Falls, Idaho.

Present:

Don Soltman, President
Emma Atchley, Vice President
Bill Goesling, Secretary
Linda Clark

Richard Westerberg
Dave Hill
Debbie Critchfield
Sherri Ybarra, State Superintendent

Wednesday, June 15, 2016

Board President Don Soltman presided and called the meeting to order at 11:00 a.m. Mountain Time, and thanked President Aman and Eastern Idaho Technical College their hospitality.

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Atchley/Goesling): To approve the agenda as posted. The motion carried unanimously.

BOARDWORK
AUGUST 11, 2016

2. Minutes Review / Approval

BOARD ACTION

M/S (Atchley/Goesling): To approve the minutes from the April 13-14, 2016 Regular Board Meeting, the May 18-19, 2016 Board Retreat, and the June 2, 2016 Special Board meeting as submitted. The motion carried unanimously.

3. Rolling Calendar

BOARD ACTION

M/S (Atchley/Goesling): I move to set June 21-22, 2017 as the date and North Idaho College as the location for the June 2017 regularly scheduled Board meeting. The motion carried unanimously.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Eastern Idaho Technical College (EITC) – Annual Report and Tour

As part of President Aman's progress report to the Board, the report included a tour of key areas on EITC's campus. Specific details regarding the institutions progress toward meeting its strategic plan goals may be found in the attached report.

WORKSESSION

Planning, Policy and Governmental Affairs (PPGA)

1. 60% College Completion Goal – Data

Mr. Carson Howell, Director of Research at the Board office, provided a report on how the Board uses multiple sources and measures to track progress on the Board's 60% goal. Mr. Howell reported on the progress made to date toward that goal and the measures used to gauge progress toward the benchmark.

The educational attainment measure data is based on the American community survey. Dr. Hill asked many questions about the margin of error in the quantitative data. He and Mr. Howell agreed upon about a 3-4% level of uncertainty.

Mr. Howell reported on Idaho's data, in relation to national data in that Idaho is at national levels. Additional measures used for determining progress toward Idaho's educational attainment goal include dual credit, retention rates, remediation, and degree production. Related to dual credit, there is a 71% go-on rate for students who take dual credit courses, as compared to 45% of students who don't take dual credit courses. Data indicates that students who take dual credit courses also maintain a higher grade point average (GPA). Dual credit by institution generated questions surrounding why or how some institutions have been more successful at getting students to take dual credit courses. North Idaho College in particular has been especially successful with dual

BOARDWORK
AUGUST 11, 2016

credit students taking courses on campus rather than at the high school. Dr. Clark asked to see a breakdown of the dual credit courses by core versus elective.

Related to retention rates at 4-year institutions, the current benchmark is 85% and Idaho is trending upward, but the institutions individually show different results. This appears to be particularly related to populations at each of the institutions, and the differences between institutions on how they handle student retention. Related to remediation, Mr. Howell reported on the SAT benchmarks on reading and writing, where the benchmark is now at 480 rather than at 500 (last year the test was different). He reported 62.4% of Idaho students met the statewide SAT benchmark; 35.4% of students meet the Math benchmark.

One area the Board is focused on is moving students directly on from high school to college. There is concern about students taking a “gap year” before going on to college. Based on high school feedback reports and postsecondary progress as of March 2015, one in two students go on to college. If students took a one year break or “gap year”, the go-on rate dropped to one in ten students going on to college. This indicates a tremendous need in getting students to go to college right after high school. The Board hopes direct admissions will have an effect on this situation. Mr. Howell reported on growth in degree production from 2010 to 2015 which shows promise. However, the growth in degree production doesn’t appear to be influencing the 60% educational attainment goal. Staff research shows growth in STEM fields and graduate mobility; many STEM students are graduating from an Idaho institution and then leaving the state. The question is why are they leaving? Data shows wages play a large part of influencing students, with Idaho’s wages at 56% of the average. In comparison to Oregon, Idaho’s wages are much lower.

Related to scholarships, Mr. Howell reported that for 2016 (FY17) the Opportunity Scholarship 3,763 students applied, and 2,289 have accepted; those students have an average GPA of 3.56. Related to tuition and fees Mr. Howell reported the average debt of Idaho graduates with four-year degrees is around \$26K. He noted the proportion of students graduating from Idaho institutions with debt is one of the highest in the country; about 72%. He pointed out that Lewis-Clark State College (LCSC) had the least amount of debt for graduates. Keeping tuition and fees low for the benefit of students has been instrumental, and the Board is working on reducing time-to-completion which would also help drive down debt for college graduates. Mr. Howell reported on future policy initiatives, adding outcomes based funding should also help incentivize institutions.

Ms. Ybarra asked about student feedback and what staff found from the student surveys. Mr. Howell reported that the responses were broad, but overall summarized the need for better college counseling, that some students just need a push to gain confidence and encouragement, and effective communication to make sure students know they have the opportunity to go on and that guidance is available.

Policy initiatives the Board and staff are working on include a common application, and adults returning to higher education initiatives. Mr. Howell reviewed a chart of college

BOARDWORK
AUGUST 11, 2016

attendance by age group. It emphasized the need for 20-24 year olds to return to higher education to move the needle on the Board's goal. The other age group areas included 25-34, 35-44, and 45-54, and all showed a gap between where they are presently and 60%, indicating the need for higher education in all age groups. Only the 55 and over age group came in at over 60% having a degree or certificate. Mr. Howell reiterated that the initiatives of the Board are all intended to improve educational attainment, regardless of the age range.

There was discussion about the 60% goal and the data presented. Dr. Goesling asked about the go-on rates for some of the sub populations in Idaho. Mr. Howell didn't have exact data, but remarked that the go-on rates for sub populations in Idaho are very poor. Dr. Goesling requested that the Board look at those populations and consider strategies for those groups. Dr. Clark pointed out an area of concern is not necessarily the go-on rate, but the completion rate – which is extremely low. Getting students to finish and remediation issues are areas where the Board needs to continue focus in order to move the needle. There was discussion about how Idaho compares nationally with go-on rates. Mr. Howell responded the national average was 62% in 2012 and Idaho is on the lower end at around 51-52%; the number one state is Mississippi.

EXECUTIVE SESSION

BOARD ACTION

M/S (Atchley/Goesling): To go into executive session pursuant to Section 74-206(1)(b) and (d) Idaho Code to consider the evaluation, dismissal or disciplining of a public officer, employee, staff member or individual agent and to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code. A roll call vote was taken and the motion carried 7-0. Superintendent Ybarra was absent from voting.

Thursday June 16, 2016, 8:00 a.m., Eastern Idaho Technical College, Rooms 6163/6164, Idaho Falls, Idaho.

Board President Soltman called the meeting to order at 8:00 a.m. Mountain Time for regularly scheduled business. There was one participant for Open Forum.

OPEN FORUM

Mr. Suketu Gandhi addressed the Board about including quality text books in education. He felt some of the text books approved by the Board should not be used, and that the Board should reject poor quality text books, especially in math. He reported they are not useful to students and quality, challenging exercises are missing. He recommended using upper math high quality text books in grade and middle schools, and also recommended involving university professors in determining board policies when it comes to education. He pointed out students in chemistry are not required to take upper division courses such as physical chemistry and quantum mechanics, both of

BOARDWORK
AUGUST 11, 2016

which are foundational. By not taking these courses it renders them unsuitable to teach the subject. He added that foundational studies of new student education are missing for new grads, and pointed out a number of other deficiencies in upper division studies resulting in a disservice to the student. Mr. Gandhi felt this can be avoided by including university professors and knowledgeable people on the subject matter in the formulation of board policies. He felt this would be instrumental in removing inequality among students and districts through quality teaching by having the Board change the way it sets policy. He provided a handout for the Board.

CONSENT AGENDA

BOARD ACTION

M/S (Atchley/Hill): To approve the Consent Agenda as amended. The motion carried unanimously.

Ms. Atchley asked for unanimous consent to pull Tab 12, Idaho State University Teacher Preparation Program Review, from the Consent Agenda and to consider it during the Department's portion of the agenda. There were no objections to the request.

BAHR

Section I – Human Resources

1. University of Idaho – Five Year Employment Agreement – Clinical Law Instructor and Director of External Programs

BOARD ACTION

By unanimous consent to approve the request by the University of Idaho to approve a five year contract renewal for clinical law instructor and Associate Dean for Boise Programs, Lee Dillion, and to authorize the University's Vice President for Finance to execute the contract in substantial conformance to the form submitted in Attachment 1.

Section II – Finance

2. Boise State University – Revised Purchasing Policy

BOARD ACTION

By unanimous consent to approve Boise State University's proposed revised purchasing policy as submitted in Attachment 1 and to find it substantially consistent with Title 67, Chapter 92 Idaho Code; and authorize the University to implement the revised purchasing policy effective July 1, 2016.

IRSA

3. State General Education Committee Appointments

BOARD ACTION

BOARDWORK
AUGUST 11, 2016

By unanimous consent to appoint Ms. Jana McCurdy, representing the College of Western Idaho; Dr. Margaret Johnson representing Idaho State University; and Dr. Kenton Bird, representing the University of Idaho to the General Education Committee, effective immediately.

4. EPSCoR Idaho Committee Appointment

BOARD ACTION

By unanimous consent to appoint Dr. Beierschmitt to the Idaho Experimental Program to Stimulate Competitive Research Idaho Committee as a representative of the Idaho National Laboratory effective immediately.

PPGA

5. Data Management Council Appointments

BOARD ACTION

By unanimous consent to approve the reappointment of Georgia Smith, Don Coberly, Chris Campbell, Matthew Rauch, and Shari Ellertson and appointment of Connie Black to the Data Management Council for terms starting on July 1, 2016 – June 30, 2018.

6. Accountability Oversight Committee Appointment

BOARD ACTION

By unanimous consent to approve the appointment of Rob Sauer to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2016 and ending on June 30, 2018.

7. President Approved Alcohol Permits

This item was included for informational purposes.

SDE

8. Requests to Transport Students Less Than One and One-Half Miles in 2015-2016 School Year

BOARD ACTION

By unanimous consent to approve the requests by ninety eight (98) school districts and thirteen (13) charter schools for approval to transport students less than one and one-half miles as submitted in Attachment 1.

9. Student Transportation Funding Cap Waivers

BOARD ACTION

By unanimous consent to approve the request by Garden Valley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate

BOARDWORK
AUGUST 11, 2016

for the fiscal year 2016 of 133%, for a total of \$53,799 in additional funds from the public school appropriation.

BOARD ACTION

By unanimous consent to approve the request by Highland School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 143%, for a total of \$11,952 in additional funds from the public school appropriation.

BOARD ACTION

By unanimous consent to approve the request by Meadows Valley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 128%, for a total of \$21,402 in additional funds from the public school appropriation.

BOARD ACTION

By unanimous consent to approve the request by Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 115.5%, for a total of \$47,528 in additional funds from the public school appropriation.

BOARD ACTION

By unanimous consent to approve the request by Mountain View School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 116%, for a total of \$41,182 in additional funds from the public school appropriation.

BOARD ACTION

By unanimous consent to approve the request by Orofino View School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 116%, for a total of \$19,011 in additional funds from the public school appropriation.

BOARD ACTION

By unanimous consent to approve the request by St. Maries School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 112.5%, for a total of \$22,021 in additional funds from the public school appropriation.

BOARD ACTION

By unanimous consent to approve the request by Lapwai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 139%, for a total of \$4,299 in additional funds from the public school appropriation.

10. Mathematics Curricular Materials

BOARDWORK
AUGUST 11, 2016

BOARD ACTION

By unanimous consent to approve the adoption of the Mathematics curricular materials and related instructional materials as recommended by

11. Professional Standards Commission Appointments

BOARD ACTION

By unanimous consent to appoint Kathleen Davis as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Secondary Classroom Teachers.

BOARD ACTION

By unanimous consent to appoint Steve Copmann as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Secondary School Principals.

BOARD ACTION

By unanimous consent to appoint Mike Wilkinson as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing School Counselors.

BOARD ACTION

By unanimous consent to appoint Mark Gorton as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Secondary Classroom Teachers.

BOARD ACTION

By unanimous consent to reappoint Tony Roark as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Public Higher Education (Letters and Sciences Representation).

BOARD ACTION

By unanimous consent to appoint Taylor Raney as a member of the Professional Standards Commission for a three-year term effective July 1, 2016, and ending June 30, 2019, representing Public Higher Education.

BOARD ACTION

By unanimous consent to appoint Mark Neill as a member of the Professional Standards Commission for the remainder of the three-year term which began July 1, 2014, and will end June 30, 2017, representing Public Higher Education.

BOARD ACTION

By unanimous consent to reappoint Virginia Welton as a member of the Professional Standards Commission for a three-year term effective July 1, 2016, and ending June 30, 2019, representing Exceptional Child Education.

BOARDWORK
AUGUST 11, 2016

13. Northwest Nazarene University Program Review

BOARD ACTION

By unanimous consent adopt the recommendations by the Professional Standards Commission and to accept the State Team Report for Northwest Nazarene University as submitted.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

2. Presidents' Council Report

Dr. Tony Fernandez, current chair of the President's Council, summarized the details from the April 5 and June 7th President's Council meetings. He reported that at the April meeting presidents were apprised of the new presidential evaluation template and process. Interest was expressed by the College of Idaho, Northwest Nazarene University, and Treasure Valley Community College on being included in direct admissions, and collectively the presidents were not supportive of requests from out of state or non-public institutions, but understand those entities may develop a similar initiative of their own. They reviewed highlights from the 2016 legislative session related to higher education, and discussed outcomes based funding. Presidents discussed gun legislation and how it affects campuses, community college trustee zoning, and how student health insurance is being implemented at Boise State University. They also discussed Title IX policy, guidelines, timelines for the budget development process.

For the June 7th President's Council meeting, President Staben recommended the Board discuss several topics at future Council meetings such as direct admissions, medical education task force, diversity go-on rates, and a long term legislative agenda. There was consensus that these topics and applicable national trends could be discussed at future Council meetings. Board staff briefed the presidents on several timing and process improvements for direct admissions that also includes a radio and television campaign beginning in late summer. They were briefed about Title IX and issues surrounding transgender concerns; new signage is being considered and institutions would like uniform signage. They discussed a letter received by each of the institutions on ADA compliance which requested payment for legal services. They determined the letter appeared to be a broadcast letter and institutions have chosen not to respond. President Fernandez reported that they were briefed on a meeting at the Governor's office that included the Board president and Executive Director regarding DFM's involvement with CEC; the Governor was supportive of DFM's actions and future discussions on the matter are planned. The four-year institutions were notified that the Board is going to engage an external firm to conduct 360 evaluations. He concluded by saying the July Council meeting was cancelled, and the next meeting will be August 7th.

Dr. Fox, President of the College of Southern Idaho (CSI), recognized this as Dr. Dunlap's last meeting; Dr. Dunlap is retiring from North Idaho College (NIC) at the end of June. Dr. Fox publically thanked him for his work at NIC. Dr. Fernandez also recognized Dr. Fox as the incoming chairman of the President's Council. Board member Critchfield thanked

BOARDWORK
AUGUST 11, 2016

Dr. Fernandez for this service as chairman of the Council and for his clear and thorough reports.

3. Idaho Public Television (IPTV), Annual Report

Mr. Ron Pisaneschi, General Manager of the Idaho Public Television, provided an overview of IPTV's progress in carrying out the agency's strategic plan. He invited the Board members to tour the station in Boise and to see IPTV in action. He proceeded with an overview of their content and services, the budget, statewide delivery systems, and challenges facing IPTV. He pointed out that PTV is the most trusted broadcaster in the nation, reporting that public television is an educational resource for all ages. Mr. Pisaneschi discussed preschool services and programs with early education content, reporting that IPTV's programming content has demonstrated outcomes for early learners. He reviewed examples of secondary, post-secondary, and lifelong learning services, pointing out IPTV has partnered with the Board office on the *Journey to College* initiative through the College Access Challenge Grant (CACG), and are an integral part of the EPSCoR project. Additional postsecondary services include student training and internships, broadcast and on-line telecourses, and searchable videos to name a few.

Mr. Pisaneschi reported IPTV is the most watched public station per capita in the nation serving more than 460,000 viewers each week. He pointed out that their programming both nationally and locally is available on all the new platforms including cell phone and desktop. He reviewed the critical need for the transmitters and funding. He recapped IPTV's local productions and the major awards they received; IPTV was nominated for 11 Emmy's this year which included an Emmy for *Outdoor Idaho*. He clarified that high quality programming encourages an increase in giving by private donors which contributes to the longevity of public television.

Mr. Pisaneschi reviewed the FY17 budget and its highlights. Appropriated funding for FY17 is \$9.3 million and he expressed gratitude toward the Governor and legislature for a 30% increase in their budget. He pointed out, however, that still more than 2/3 of their funding comes from private contributions and grants. In comparison to their peer groups, Idaho Public Television still receives the fewest dollars. Their FY18 line item requests include two educational outreach positions and related expenses. He reviewed issues with the transmitters and equipment, and the significant costs associated. Additionally, they will see an increase in lease payments on equipment because it has reached "end of life". He expressed great concern with the FCC repackaging and explained how the transmitters and the translators work together, and the problems with not having enough translators – the big problem is there may not be enough channels to go around. They are working with the congressional delegation to address this concern.

Dr. Clark thanked Mr. Pisaneschi for the exemplary work accomplished on their strategic plan.

4. 2017 Legislative Ideas

BOARD ACTION

M/S (Critchfield/Goesling): To approve the legislative ideas as submitted in Attachment 1 and to authorize the Executive Director to submit these and additional proposals as necessary through the Governor's legislative process.

The motion carried unanimously.

Ms. Critchfield indicated there was a detailed, itemized list of legislative ideas provided in the Board's agenda materials and provided a brief summary of the legislative process. She asked if there were particular items for discussion by the Board.

Dr. Goesling expressed concern about the Professional Standards Commission (PSC) item and felt a member of the Indian Education Committee should have a seat on the PSC. He provided some historical background on why he feels it necessary for a member of one of Idaho's five American Indian Tribes or someone from the Indian Education Committee to have a seat designated on the PSC.

Mr. Soltman asked if there were other legislative ideas Board members would like to discuss today. Mr. Westerberg indicated the list of legislative items did not include outcomes based funding. Ms. Bent clarified that the list of legislative ideas are only those things that require legislation and does not include things like outcomes based funding that only go through the legislative budget process. Mr. Westerberg was comfortable with the explanation.

Returning to the PSC recommendation, Ms. Bent clarified what is in statute for the membership of the PSC and where the nominations come from. She clarified that the Native American Indian Tribal groups were not excluded and further clarified Idaho Code is very specific to not exclude groups from the PSC. She recommended that communications to all interested groups be clear and nominations to the PSC be encouraged. She also pointed out there have been a number of years when the PSC has not had enough members. Dr. Goesling recommended making an American Indian Educator one of the seats. Board member Hill pointed out there is an administrative rather than legislative solution to the matter. Dr. Clark added that the Board is particularly sensitive to the inputs and representation of the Tribes throughout its committees. After additional discussion the consensus was to proceed through some sort of administrative process and by working directly with the Department of Education to seek nominations from the Native American Tribes for the PSC, starting with the next cycle of appointments. Dr. Goesling recommended sending a letter to the three Tribal chairmen from the Board President on what was discussed today.

5. Institution/Agency Strategic Plans

BOARD ACTION

BOARDWORK
AUGUST 11, 2016

M/S (Critchfield/Clark): To approve the Institution, Agency, and Special/Health programs strategic plans as submitted in attachments 1 through 22. The motion carried unanimously.

Ms. Critchfield noted the institutions are starting a process shortly to review their mission statements which would be available next April. Mr. Westerberg complemented the institutions and agencies on their work on the strategic plans.

6. Early Literacy Assessment Working Group Report

BOARD ACTION

M/S (Critchfield/Clark): To adopt the recommendations from the Early Literacy Assessment Working Group to replace the current statewide Idaho reading assessment with an electronically-administered, computer adaptive assessment and to forward the request for proposal provided as part of Attachment 1 to the Department of Education for initiation of the request for proposal process subject to appropriation. The motion carried unanimously.

Ms. Critchfield pointed out the motion and recommendations before the Board today are additional items that it had not previously been considered. These include: (i) that the current statewide reading assessment (Idaho Reading Indicator) be replaced with an electronically-administered, computer adaptive assessment; and (ii) that the Request for Proposal (RFP) contained in the report be forwarded to the Department of Education for initiation of the RFP process. As reported, the Working Group consulted with the Division of Purchasing to create a Request for Information (RFI). The RFI was distributed through the Division of Purchasing process and from the responses to the RFI the RFP was developed. Ms. Critchfield pointed out the legislature appropriated approximately \$10 million towards literacy intervention and there was current ongoing funding for the IRI. Ms. Ybarra responded the money appointed for literacy was a huge step, but there was not enough funding in the appropriation for the IRI. She clarified that the new money appropriated would be going straight to the districts and if we were to get a new IRI we would need to ask the legislature for additional money over what is currently funded.

7. Amendment to Board Policy – Bylaws

BOARD ACTION

M/S (Critchfield/Goesling): To approve the first reading of Board policy - Bylaws as submitted in Attachment 1. The motion carried unanimously.

Ms. Critchfield pointed out this amendment would clarify the time period for which Board approval on a given item is relevant and when items need to be brought back to the Board for reconsideration. The recommended period is one year.

BOARDWORK
AUGUST 11, 2016

8. Amendment to Board Policy – Section I.P. – Idaho Indian Education committee – Second Reading

BOARD ACTION

M/S (Critchfield/Goesling): To approve the second reading of amendments to Board Policy I.P. Idaho Indian Education Committee, as presented in Attachment 1. The motion carried unanimously.

Ms. Critchfield pointed out this amendment will streamline policy language and provides greater definition to the roles of committees and members.

9. Amendment to Board Policy – Section I.Q. – Accountability Oversight Committee – Second Reading

BOARD ACTION

M/S (Critchfield/Hill): To approve the second reading of amendments to Board Policy I.Q. Accountability Oversight Committee as submitted in Attachment 1. The motion carried unanimously.

Ms. Critchfield reported this amendment allows the committee more flexibility in appointment the chair.

10. Amendment to Board Policy - Section I.T. – Title IX Policy – Second Reading

BOARD ACTION

M/S (Critchfield/Clark): To approve the second reading of Board Policy I.T. Title IX as submitted in Attachment 1. The motion carried unanimously.

Ms. Critchfield indicated there were no changes between first and second reading.

11. Amendment to Board Policy – Section IV.B. – State Department of Education, Standards Setting – Second Reading

BOARD ACTION

M/S (Critchfield/Hill): To approve the second reading of Board Policy IV.B. State Department of Education as submitted in Attachment 1. The motion carried unanimously.

Ms. Critchfield indicated this policy is facilitating the process for review of various minimum subject matter content standards.

12. Career Technical Education – Content Standards

BOARDWORK
AUGUST 11, 2016

BOARD ACTION

M/S (Critchfield/Clark): To approve the career technical secondary program content standards as submitted in Attachments 1 through 6. The motion carried unanimously.

Ms. Critchfield indicated the motion would approve the career technical secondary program content standards.

13. Boise State University - Alcohol Permit for 2016 Home Football Games – Pre Game Events at Caven Williams Sports Complex

BOARD ACTION

M/S (Critchfield/Westerberg): To reject the request for a waiver of Board policy Section I.J.2.c.i. and approve the request by Boise State University to establish a secure area under the conditions set forth in this request contingent on attendees receiving a written invitation (a game ticket does not constitute a written invitation) and in full compliance with all provisions set forth in Board policy Section I.J. for the purpose of allowing alcohol service for the 2016 football season, famous Idaho Potato Bowl, the 2017 spring game, post-season bowl game, and if applicable, the conference championship game, with a post-season report brought back to the Board. The motion carried 7-1. Dr. Hill voted nay on the motion.

Ms. Critchfield indicated this item is a request to waive Board policy for the purpose of allowing alcohol service at BSU in a secure area for the 2016-2017 home football season.

Dr. Hill asked for some background on the item. Board President Soltman provided background and that at the June 2015 Board meeting, the Board approved pregame alcohol service for the University of Idaho (UI), Idaho State University (ISU) and Boise State University (BSU). Later, the Board waived a portion of Board policy I.J. to allow for the expanded alcohol service on a one-year basis with additional caveats which included a restriction on underage children entering the alcohol service area.

Dr. Hill commented that as a matter of procedure the Board should not continue to waive policy, but he was concerned about the process used to discontinue the waiver. There was additional discussion on the concerns of the policy and alcohol service during the games. Ms. Bent clarified that the motion does not discontinue alcohol service, but returns the practice to what it was previously, and went on to provide background on Idaho law regarding alcohol service and allowances pursuant to Board policy.

14. Boise State University – Alcohol Permit for 2016 Home Football Games – Pre Game Events at Stueckle Sky Center

BOARDWORK
AUGUST 11, 2016

BOARD ACTION

M/S (Critchfield/Westerberg): To approve the request by Boise State University to allow alcohol service in Stueckle Sky Center during the 2016 home football season, Famous Idaho Potato Bowl, the 2017 spring game, and if applicable, the conference championship game in full compliance with Board policy section I.J. The motion carried unanimously.

15. Idaho State University - Alcohol Permit for 2016 Home Football Games

BOARD ACTION

M/S (Critchfield/Goesling): To approve the request by Idaho State University to establish secure areas as specified in Attachment 1 and 2 for the purpose of allowing alcohol service during pre-game activities under the conditions outlined in Board policy I.J. subsection 2.c. for the 2016 football season. The motion carried unanimously.

Ms. Critchfield pointed out Idaho State University's request is for one secure area on the east side of Holt arena.

16. University of Idaho - Alcohol Permit for 2016 Home Football Games – Pre Game Events

BOARD ACTION

M/S (Critchfield/Westerberg): To reject the request for a waiver of Board policy Section I.J.2.c.i. and approve the request by the University of Idaho to establish a secure area under the conditions set forth in this request contingent on attendees receiving a written invitation (a game ticket does not constitute a written invitation), not under the legal drinking age is admitted into the alcohol service and consumption area of the event, and in full compliance with all provisions set forth in Board policy Section I.J. for the purpose of allowing alcohol service for the 2016 football season, the 2017 spring game, post-season bowl game, and if applicable, the conference championship game, with a post-season report brought back to the Board. The motion carried unanimously.

17. University of Idaho – Alcohol Permit for 2016 Home Football Game – Suite Club Seating

BOARD ACTION

M/S (Critchfield/Goesling): To approve the request by the University of Idaho to allow alcohol service during the 2016 football season and during the spring 2017 football scrimmage, in the Litehouse Center/Bud and June Ford Club Room located in the ASUI Kibbie Activity Center under the conditions outlined in Board Policy I.J. subsection 2. The motion carried unanimously.

BOARDWORK
AUGUST 11, 2016

18. Community College Trustee Zones

BOARD ACTION

M/S (Critchfield/Clark): To approve the community college district trustee zones legal description submitted by the College of Southern Idaho as submitted in Attachment 1. The motion carried unanimously.

M/S (Critchfield/Goesling): To approve the community college district trustee zones legal description submitted by the North Idaho College as submitted in Attachment 2. The motion carried unanimously.

M/S (Critchfield/Clark): To approve the community college district trustee zones legal description submitted by the College of Western Idaho as submitted in Attachment 3. The motion carried unanimously.

Ms. Critchfield indicated today's motions would approve the community college trustee zones.

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Chief Executive Officer Employment Agreements/Terms

The Board's Executive Director has completed the performance evaluations for the administrators of the Division of Career-Technical Education and the Division of Vocational Rehabilitation. Salary recommendations for these positions are based on the evaluations and the individual agencies' Division of Financial Management approved compensation plans.

BOARD ACTION

M/S (Westerberg/Goesling): To approve an hourly rate of \$69.60 (annual salary of \$144,768.00) for Matt Freeman as Executive Director of the State Board of Education, effective June 5, 2016. The motion carried unanimously.

AND

M/S (Westerberg/Clark): To approve an hourly rate of \$54.47 (annual salary of \$113,297.60) for Dwight Johnson as Administrator of the Division of Career-Technical Education, effective June 5, 2016. The motion carried unanimously.

AND

M/S (Westerberg/Hill): To approve an hourly rate of \$49.49 (annual salary of \$102,939.20) for Jane Donnellan as Administrator of the Division of Vocational Rehabilitation, effective May 8, 2016. The motion carried unanimously.

BOARDWORK
AUGUST 11, 2016

AND

M/S (Westerberg/Atchley): To approve an hourly rate of \$51.55 (annual salary of \$107,224.00) for Ron Pisaneschi as General Manager of Idaho Public Television, effective June 5, 2016. The motion carried unanimously.

AND

M/S (Westerberg/Goesling): To approve an annual salary for Dr. Robert Kustra as President of Boise State University in the amount of \$396,561.73, effective June 5, 2016. The motion carried unanimously.

AND

M/S (Westerberg/Hill): To approve an annual salary for Dr. Art Vailas, as President of Idaho State University, in the amount of \$381,521.19, effective June 5, 2016. The motion carried unanimously.

AND

M/S (Westerberg/Atchley): To approve an annual salary for Dr. Chuck Staben, as President of the University of Idaho, in the amount of \$374,010.00, effective June 5, 2016. The motion carried unanimously.

AND

M/S (Westerberg/Clark): To approve an annual salary for Dr. Tony Fernandez as President of Lewis-Clark State College in the amount of \$218,628.47, effective June 5, 2016. The motion carried unanimously.

2. Amendment to Board Policy – Sections II.B., II.F. and II.H. – Coaches and Athletic Directors – Second reading

BOARD ACTION

M/S (Westerberg/Atchley): To approve the second reading of the proposed amendments to Board Policy Section II.H “Coaches and Athletic Directors”; Board Policy Section II.B “Appointment Authority and Procedures”; and Board Policy Section II.F “Policies Regarding Non-classified Employees” as provided in Attachments 1, 2 and 3. The motion carried unanimously.

And

M/S (Westerberg/Goesling): To approve the amendments to the single-year and multi-year model contracts as provided in Attachments 4 and 5. The motion carried unanimously

BOARDWORK
AUGUST 11, 2016

Mr. Westerberg indicated there have been no substantial changes between first and second reading.

3. University of Idaho – Multi-Year Employment Agreement – Men’s Football Team Head Coach

BOARD ACTION

M/S (Westerberg/Goesling): To approve the request by the University of Idaho to enter into a four and one-half year employment agreement with Paul Petrino, as Head Men’s Football Coach, for a fixed term expiring December 31, 2020 with an annual base salary of \$178,526.40 and such contingent base salary increases, annual media payments, and incentive/supplemental compensation provisions as set forth in Attachment 2. The motion carried unanimously.

Mr. Westerberg pointed out the motion extends the contract to four and one half years with essentially the same contract terms.

Section II – Finance

1. Amendment to Board Policy – Section V.X. – Intercollegiate Athletics – Second reading

BOARD ACTION

M/S (Westerberg/Atchley): To approve the second reading of proposed amendments to Board policy Section V.X., Intercollegiate Athletics, as presented in Attachment 1. The motion carried unanimously.

Mr. Westerberg indicated there were no changes between first and second reading.

2. FY 2017 Operating Budgets

BOARD ACTION

M/S (Westerberg/Atchley): To approve the FY 2017 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Postsecondary Professional-Technical Education, Agricultural Research & Extension Service, Health Education Programs and Special Programs, as presented. The motion carried unanimously.

Mr. Westerberg indicated this motion approves the FY17 operating budgets. Mr. Chet Herbst reviewed the process for developing the operating budgets and the amount of work that goes into them by the institutions and agencies. This year they also

BOARDWORK
AUGUST 11, 2016

accounted for the 27th payroll and program prioritization has also played an important role in how the budget is developed.

3. FY 2018 Line Items

BOARD ACTION

M/S (Westerberg/Hill): To direct the Business Affairs and Human Resources Committee to review the FY 2018 budget line items as listed on the Line Items Summary at Tab 3 pages 3-4, and to bring recommendations back to Board for its consideration at the regular August 2016 Board meeting. The motion carried unanimously.

4. Idaho National Laboratory – Lease Expansions Update

Mr. Westerberg indicated this informational update complements yesterday's visit to the INL facilities and viewing of potential construction sites for the proposed buildings. Mr. Chet Herbst provided some additional information on the item and reintroduced Mr. Van Briggs to review any additional details for the Board. Mr. Herbst reviewed the key points for the Board to consider, including the climate of the present bond market. The Idaho State Building Authority would provide construction management of the project and also oversee the financing of the project. The facilities would increase opportunities for Idaho students and support leading-edge research missions of the institutions, and have a positive economic impact for Idaho and its education system. Mr. Herbst reviewed next steps for the Board and outlined the formation of a working group/coordination team to support BAHR and the Board in exploration of the project. Members of the working group would include Board members and staff, INL, ISBA, institutional representatives, Governor's office and legislative officers.

Mr. Westerberg felt the options developed by the work group would be ready to be considered by the Board at the August meeting. Mr. Soltman requested that Board members Atchley and Hill participate as members on the working group and develop recommendations for the August meeting. Dr. Hill reminded the group of the expeditious nature of this item. Dr. Hill was appointed as the chairman of the working group and enthusiastically accepted the assignment.

Dr. Clark asked for a prioritization of the site options. Mr. Briggs recapped those preferences and that "Site Option 3" was preferred, followed by site options 1, 2, and 4. He did clarify, though, that any of the site options would work. Dr. Hill requested Mr. Briggs get a requested site preference in order by the INL. Ms. Atchley asked for more information regarding the financing be made available to the Board. Dr. Goesling brought up the overall security of the facility. Mr. Briggs responded that there are a number of systems, alarms, and security measures for the facilities in place, specifically for the safety of the occupants, adding that the security budget from the Department of Energy is well over \$110 million.

5. Idaho State University – Tuition Lock Initiative

BOARD ACTION

M/S (Westerberg/Atchley): To approve the request by Idaho State University to implement its proposed Tuition Lock initiative, as described above, beginning in the 2016-2017 academic year and continuing in subsequent years until such time as the University requests restructuring or termination of the initiative. The base tuition for eligible students in each new cohort of the University's Tuition Lock initiative will continue to be set annually by the Board. The motion carried unanimously.

Mr. Westerberg indicated this provides the detail for final approval for ISU's proposed tuition lock initiative.

6. University of Idaho – Marketing Agreement for Intercollegiate Athletics – Learfield Communications

BOARD ACTION

M/S (Westerberg/Atchley): To authorize the University of Idaho to complete negotiations on a contract with Learfield Communications, Inc. for Intercollegiate Athletic promotions, sponsorships and corporate rights; and, upon completion of contract negotiations, to authorize the Executive Director of the Board to approve the final contract before execution by the University. The motion carried unanimously.

Mr. Westerberg indicated this is a request from the University of Idaho for a contract with Learfield Communications for promotion and multi-media rights for athletic promotions.

7. University of Idaho – Disposal of Real Property – Aberdeen Research and Extension Center

BOARD ACTION

M/S (Westerberg/Hill): To approve the request by the University of Idaho to dispose of the 0.7 acres of farm land referenced in Attachment 2 for the appraised value of \$1,000; and further to authorize the University's Vice President for Infrastructure to execute all necessary transaction documents for conveying this real property. The motion carried unanimously.

Mr. Westerberg indicated this item is requesting the disposal of some real property at Aberdeen Research and Extension Center and provided history on the property. The property's effective separation from UI's use ever when the fence was originally constructed makes it poorly suited either for research or any other economic use by UI. Approval of the request will allow the UI to dispose of the referenced property.

8. Lewis-Clark State College – Spalding Hall Construction Project

BOARDWORK
AUGUST 11, 2016

BOARD ACTION

M/S (Westerberg/Clark): To approve the request by Lewis-Clark State College to proceed with planning and design for the upgrade of Spalding Hall, under project management provided by the Division of Public Works, for a projected cost of \$4,000,000 funded through Agency and Permanent Building Fund, as described in Attachments 1 and 2. The motion carried unanimously.

AND

M/S (Westerberg/Goesling): To approve the revision to the FY2017 portion of Lewis-Clark State College's six-year capital plan as submitted in Attachment 4. The motion carried unanimously.

Mr. Herbst provided that LCSC is requesting Board approval to proceed with planning and design of an expanded-scope renovation project for the Spalding Hall facility on the College's Normal Hill campus in Lewiston. He provided details of the expanded scope of the project and that LCSC has been working with the Division of Public Works (DPW) on it. An updated capital plan will be submitted to the Board in August and when the planning and design is complete, it will also come before the Board for approval to proceed with construction.

At this time they moved to the IRSA portion of the agenda before proceeding with the Department's portion of the agenda.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Amendment to Board Policy – Section III.T. Student Athletes – Second Reading

BOARD ACTION

M/S (Hill/Atchley): To approve the second reading of amendment to Board policy III.T.6, as presented in Attachment 1. The motion carried unanimously.

Dr. Hill indicated there has been one technical change to the policy which is the insertion of the word "shall". The proposed amendments expand the reporting requirements from incidents that led to a conviction to those that are likely to lead to a legal investigation, and should improve the responsiveness and timeliness of reports on student athletic conduct issues to the Board and better reflect the capabilities of current communication modes.

2. Boise State University – Master of Science in Biomolecular Sciences

BOARD ACTION

M/S (Hill/Clark): To approve the request by Boise State University to create a new academic program that will award a Master of Science in Biomolecular Sciences

BOARDWORK
AUGUST 11, 2016

in substantial conformation to the proposal submitted in Attachment 1. The motion carried unanimously.

Dr. Hill indicated BSU proposes to create a new program that will award a Master of Science (MS) degree in Biomolecular Sciences. The proposed program will be offered face-to-face in BSU's regional service area, and will require no additional resources because it will make use of existing courses already being taught in the existing Ph.D. in Biomolecular Sciences program.

3. Boise State University – Ph.D. in Computing

BOARD ACTION

M/S (Hill/Westerberg): To approve the request by Boise State University to create a new academic program that will award a Ph.D. in Computing in substantial conformance to the program proposal submitted as Attachment 1. The motion carried unanimously.

Dr. Hill indicated BSU proposes to create a new interdisciplinary program that will award a Ph.D. in Computing. He pointed out the importance of such programs, and that this proposed program will be offered face-to-face in BSU's regional service area. Investment in the creation of a Ph.D. in Computing will yield a wide range of substantial benefits such as training interdisciplinary scientists to use computing theories and engineering principles to contribute to research and solve applied problems.

4. Boise State University – Online, Bachelor of Applied Science Program

BOARD ACTION

M/S (Hill/Westerberg): To approve the request by Boise State University to create an online option for their existing, degree-completion program that will award an online Bachelor of Applied Science in substantial conformance with the program proposal provided as Attachment 1. The motion carried unanimously,

M/S (Hill/Westerberg): To approve the request by Boise State University to designate an online program fee for the Bachelor of Applied Science of \$297 per credit. The motion carried unanimously.

Dr. Hill indicated BSU proposes to create an online option for its existing, degree-completion program that awards a Bachelor of Applied Science (BAS) degree. Dr. Mathias reported that this would be the first online option for this program and it has been reviewed by the Technical Deans Council. Students will enter the program with a technical associate's degree (an AAS), and will graduate with an academic baccalaureate degree that builds on the foundation of the technical associate's degree. Dr. Schimpf added this is part of BSU's e-campus initiative designed to bring more undergraduate degree programs fully online to broaden access.

BOARDWORK
AUGUST 11, 2016

5. Boise State University – Online, Bachelor of Arts, Multidisciplinary Studies

BOARD ACTION

M/S (Hill/Atchley): To approve the request by Boise State University to create a new online, degree-completion program that will award a Bachelor of Arts in Multidisciplinary Studies in substantial conformance to the program proposal submitted as Attachment 1. The motion carried unanimously.

M/S (Hill/Goesling): To approve the request by Boise State University to designate an online program fee for the Bachelor of Arts in Multidisciplinary Studies in the amount of \$297 per credit in conformance with the program budget submitted to the Board in Attachment 1. The motion carried unanimously.

Dr. Hill indicated BSU proposes to create an online option for its existing, degree-completion program that awards a Bachelor of Arts in Multidisciplinary Studies. Dr. Clark applauded BSU for targeting adult learners.

6. College of Western Idaho (CWI) – Construction Technology

BOARD ACTION

M/S (Hill/Atchley): To approve the request by the College of Western Idaho to offer a new Construction Technology program in substantial conformance to the proposal provided in Attachment 1. The motion carried unanimously.

Dr. Shellberg from CWI introduced the program which is a new Construction Technology program offering an AAS degree and an Intermediate Technical Certificate to students upon completion of program requirements. He reported on the market demand for the industry and that they are estimating over the next 3-5 years a need for 7,000 workers in the construction field. He indicated they are repurposing funds from a less successful program to begin this new program in the Fall of 2017.

7. North Idaho College – Aerospace Technology Substantive Program Changes

BOARD ACTION

M/S (Hill/Atchley): To approve the request by North Idaho College to make substantive changes to the Aerospace Technology program in substantial conformance to those specified in Attachment 1. The motion carried unanimously.

Ms. Lita Burns from NIC provided background on the program which began in 2014. After some initial cohorts went through the program they realized some changes were necessary. Ms. Burns summarized changes to the program which included reducing the total number of credits required for the AAS degree from 62 to 60. The courses have been made more efficient and provide more opportunities for students to

BOARDWORK
AUGUST 11, 2016

customize their training in this area to meet specific industry needs. Additionally some of the courses are able to be taught as dual credit courses in the high schools.

At this time they returned to the Department's portion of the agenda.

DEPARTMENT OF EDUCATION (SDE, Department)

1. Superintendent's Update

Superintendent Ybarra provided an update on some recent work of the Department, reporting on the success of the *Idaho Challenge* which relates to the standards in English Language Arts (ELA) and Math. Overall stakeholder feedback indicated 86% support in ELA and 90% in Math. She reported that related to legislation, they intend to stay focused on rural schools. She also reported they have a new Chief Policy liaison, Duncan Robb, joining the Department soon. Superintendent Ybarra discussed challenges with the teacher shortage, which is a national issue, and strategies to help teachers. She reported on scores in ELA and Math, and that Math is not where they would like it to be and ELA is making gains. The budgeting process will begin in July and they will start meeting with stakeholders and the Governor's office, and she provided highlights on the Departments focus areas.

Mr. Freeman reminded the Board and Superintendent related to the teacher shortage situation of the resources in the Troops to Teachers program.

2. Proposed Rule – IDAPA 08.02.02.004.02, Standards for Idaho School Buses and Operations

BOARD ACTION

M/S (Ybarra/Goesling): To approve the revisions to the Standards for Idaho School Buses and Operations as submitted in Attachment 2. The motion carried unanimously.

M/S (Ybarra/Atchley): To approve the Proposed Rule amendment to IDAPA 08.02.02.004.02, Rules Governing Uniformity, Standards for Idaho School Buses and Operations, as submitted in Attachment 1. The motion carried unanimously.

Ms. Ybarra indicated this proposed rule reflects a new approval date of the Standards for Idaho School Buses and Operations by the Board.

3. Proposed Rule – IDAPA 08.02.02.004.03, Operating Procedures for Idaho Public Driver Education Programs

BOARD ACTION

M/S (Ybarra/Clark): To approve the proposed changes to the Operating Procedures for Idaho Public Driver Education Programs as submitted in Attachment 2. The motion carried unanimously.

BOARDWORK
AUGUST 11, 2016

M/S (Ybarra/Hill): To approve the Proposed Rule amendment to IDAPA 08.02.02.004.03, Rules Governing Uniformity, Incorporation by Reference, as submitted in Attachment 1. The motion carried unanimously.

4. Proposed Rule – IDAPA 08.02.02.004, .015, .022, .023, and .024, Idaho Standards for the Initial Certification of Professional School Personnel

BOARD ACTION

M/S (Ybarra/Hill): To approve the proposed revisions to the Idaho Standards for Initial Certification of Professional School Personnel as submitted in Attachment 2. The motion carried unanimously.

M/S (Ybarra/Hill): To approve the proposed rule amendments to IDAPA 08.02.02.004, .015, .022, .023, and .024, Rules Governing Uniformity, as submitted in Attachment 1. The motion carried unanimously.

Ms. Ybarra indicated this proposed rule is for the Idaho Standards for Initial Certification of Professional School Personnel.

Ms. Atchley asked if we feel these standards are set high enough. Ms. Ybarra responded they went through a lengthy and rigorous process in setting the standards. Ms. Lisa Colon reviewed the process they exercised with the PSC in reviewing and revising the standards. Dr. Clark commented supportively of the process and work reflected in the standards.

5. Proposed Rule – IDAPA 08.02.02.111, Bullying, Harassment and Intimidation

BOARD ACTION

M/S (Ybarra/Goesling): To approve the Proposed Rule amendment to IDAPA 08.02.02, creating a new section 111, Rules Governing Uniformity, Bullying, Harassment and Intimidation Prevention, as submitted in Attachment 1. The motion carried unanimously.

Ms. Ybarra introduced the proposed rule which is related to bullying, harassment, and intimidation. She added that this proposed rule was vetted through the negotiated rulemaking process in which they conducted six meetings throughout the state in April 2016. The limited feedback received was either for clarification or in favor of the rule. Mr. Matt McCarter was available for questions.

6. Proposed Rule – IDAPA 08.02.03.004.01 and 08.02.03.109, Special Education Revisions

BOARD ACTION

BOARDWORK
AUGUST 11, 2016

M/S (Ybarra/Atchley): To approve the revised Idaho Special Education Manual as submitted in Attachment 2. The motion carried unanimously

M/S (Ybarra/Critchfield): To approve the Proposed Rule amendment to IDAPA 08.02.03.004 and 08.02.03.109, Rules Governing Thoroughness, as submitted in Attachment 1. The motion carried unanimously.

Ms. Ybarra introduced the proposed rule which is related to revisions to the Idaho Special Education manual and other special education language in rule. Dr. Charlie Silva from the Department was available for questions.

7. Proposed Rule – IDAPA 08.02.03.110, Alternative Secondary Programs

BOARD ACTION

M/S (Ybarra/Critchfield): To approve the Proposed Rule amendment to IDAPA 08.02.03.110, Rules Governing Thoroughness, Alternative Secondary Programs, as submitted in Attachment 1. The motion carried unanimously.

Ms. Ybarra indicated this proposed rule change will update the rules governing Alternative Secondary Programs and relates to at-risk students and helps to better identify and give support to those students. Mr. Tim McMurtrey was available for questions.

At this time the meeting returned to the item pulled from the Consent Agenda and added to the Department's agenda, which deals with Idaho State University.

DEPARTMENT OF EDUCATION (from Consent Agenda)

12. Idaho State University Program Review

BOARD ACTION

M/S (Ybarra/Critchfield): To adopt the recommendation by the Professional Standards Commission and to accept the State Team Report for Idaho State University as submitted, and to grant Conditional Approval based on the additional documentation submitted by Idaho State University for their English, English as a New Language, and Economics programs. And I move to direct ISU to provide an update on improvements to their teacher preparation program, as discussed, at the August 2017 Board meeting. The motion carried unanimously.

Ms. Critchfield clarified the reasoning for pulling the item from consent agenda, pointing out that ISU is refreshing their College of Education and exploring how they can improve their program. She offered an amended motion that includes a conditional approval based on what was submitted, and includes a request to provide the Board with an update on the improvements and changes. She commended ISU for reviewing its programs.

BOARDWORK
AUGUST 11, 2016

Dr. Woodworth-Ney provided that ISU has been working to review all of the programs at the College of Education and have transitioned their leadership team at the College of Education as well. They indicated they plan to bring forward a comprehensive report in August of 2017 relative to the college and the transition of programs. She added this was one of the recommendations from the National Council for Accreditation of Teacher Education (NCATE).

ELECTION OF OFFICERS

BOARD ACTION

M/S (Westerberg/Hill): To appoint Emma Atchley as Board President, Linda Clark as Vice President, and Debbie Critchfield as Secretary. The motion carried unanimously. The positions of the new officers take effect immediately.

Mr. Westerberg remarked on behalf of the Board, offering thanks to Mr. Soltman for the exceptional job guiding the Board through the last year. Mr. Soltman also recognized that this is the last meeting for Dr. Bill Goesling who has completed his five year term on the Board. Mr. Soltman presented Dr. Goesling with a plaque presented in appreciation of his passionate and dedicated service to the Board, and for his steadfast support of Indian Education and Veterans in Idaho. Dr. Goesling thanked the other Board members, staff, and institution staff for their good work and the privilege of working with them.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Atchley/Critchfield): To adjourn the meeting at 11:45 a.m. The motion carried unanimously.

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WORK SESSION
AUGUST 10, 2016

TAB	DESCRIPTION	ACTION
A	PPGA – DATA DASHBOARD DISCUSSION	Information Item
B	PPGA – HIGHER EDUCATION ACTION PLAN	Information Item

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**WORKSESSION
AUGUST 10, 2016**

SUBJECT

Data Dashboard Discussion

REFERENCE

January 2016	Release of the 2015 IPEDS Data Feedback Reports.
April 2016	Each year, the state of Idaho pays for every public high school junior to take the SAT in April.
July 2016	Release of the April SAT test day results.

BACKGROUND/DISCUSSION

This item will provide an opportunity for the Board to discuss potential data points that would be available in an Idaho Education dashboard. Staff will discuss examples of two specific data sources to help frame the discussion, the Integrated Postsecondary Education Data System (IPEDS) data feedback reports and SAT test day data.

The IPEDS reports are put together by the National Center for Education Statistics who compare the institution to the institution's selected peers. The peers included in this example report exclude the aspirational peers of Idaho State University (ISU). The IPEDS Data Feedback Report offers a comparative look for measures including enrollment, completion, tuition and fee rates, net price, and graduation rates, and is available for each of our institutions.

This item also includes a presentation of the 2016 April SAT test day data and patterns found in the data. This discussion will cover:

- The SAT data dashboard
- Patterns in SAT test scores by gender
- Patterns in SAT test scores by region
- Patterns in SAT test scores by urbanicity
- Future use of SAT test scores

Examples of data dashboards created by other education boards will be presented and discussed.

IMPACT

Public-facing data dashboards allow state policy makers, parents, students, school administrators, and institution staff access to reports produced using data collected in the Statewide Longitudinal Data System (SLDS). These dashboards will assist in determining the overall "health" of the education system or specific schools or institutions through a transparent tool.

ATTACHMENTS

Attachment 1 – 2015 IPEDS Data Feedback Report – ISU	Page 3
Attachment 2 – Presentation by Cathleen McHugh, Principal Research Analyst, OSBE	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

This item will give the Board an opportunity to discuss what data the Board would like to have published in data dashboards for Idaho.

BOARD ACTION

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

**WORKSESSION
AUGUST 10, 2016**

SUBJECT

Five Year Plan for Higher Education

REFERENCE

December 2015

Board approved its 2016-2020 (FY17-FY21) Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Idaho Code §67-1903

BACKGROUND/DISCUSSION

Earlier this summer the Governor asked the Board to develop a five year plan for higher education. The Board's Strategic Plan (Plan) is in fact a five year plan for public education (inclusive of secondary and postsecondary); but fulfilling the Governor's request will require the Board to identify specific activities by which to operationalize the Plan. To that end, Board staff have mapped the Plan's goals and objectives to Board activities and initiatives, and categorized them as: "Proposed", "In Progress", and "Operational." For example, outcomes-based funding is "Proposed," while Direct Admissions is "Operational."

IMPACT

The Governor has indicated he wants "to work with the Board and the Legislature to providing meaningful, long-term support for higher education." His support, however, is predicated on getting buy-in from "a broad base of people and organizations [for] all the components of the plan for higher education."

An Operational Plan would serve as an advocacy piece for the 2017 Legislation Session.

ATTACHMENTS

Attachment 1 – Operational Plan

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Board will have the opportunity to discuss the discrete activities and initiatives identified in the Operational Plan, and provide feedback to staff for incorporation into the Operational Plan document.

In the interest of time, staff recommends the Board authorize staff to convene a group of stakeholders to review the Operational Plan (as amended if applicable) and provide recommendations back to the Board at its regular October meeting.

BOARD ACTION

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

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**CONSENT AGENDA
AUGUST 11, 2016**

TAB	DESCRIPTION	ACTION
1	AUDIT – UNIVERSITY OF IDAHO – FOUNDATION AGREEMENT	Motion to Approve
2	BAHR – BOISE STATE UNIVERSITY – MULTI-YEAR CONTRACTS – WOMEN’S HEAD BASKETBALL COACH	Motion to Approve
3	BAHR – EXECUTIVE OFFICERS – EMPLOYMENT AGREEMENTS	Motion to Approve
4	BAHR – UNIVERSITY OF IDAHO – MULTI-YEAR CONTRACTS – SWIRE COCA-COLA USA	Motion to Approve
5	IRSA – PROGRAMS AND CHANGES APPROVED BY THE EXECUTIVE DIRECTOR	Information Item
6	IRSA – HIGHER EDUCATION RESEARCH COUNCIL APPOINTMENT	Motion to Approve
7	PPGA – LEWIS-CLARK STATE COLLEGE – FACULTY CONSTITUTION	Motion to Approve
8	PPGA – PRESIDENT APPROVED ALCOHOL PERMITS	Information Item
9	SDE – PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS	Motion to Approve
10	SDE – ADOPTION OF COMPUTER APPLICATIONS CURRICULAR MATERIALS	Motion to Approve
11	SDE – BIAS AND SENSITIVITY COMMITTEE APPOINTMENTS	Motion to Approve

CONSENT AGENDA
AUGUST 11, 2016

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CONSENT AGENDA
AUGUST 11, 2016

UNIVERSITY OF IDAHO

SUBJECT

Approval of amended terms for Operating Agreement with the University of Idaho Foundation.

REFERENCE

October 2008	Idaho State Board of Education (Board) consideration and approval of Foundation agreements for Boise State University, Idaho State University and the University of Idaho.
August 2009	Board consideration and approval of amended Operating Agreement with University of Idaho Foundation.
June 2016	Audit Committee reviewed proposed amendment to Operating agreement and agreed to forward document to Board with recommendation to approve.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E. Gifts and Affiliated Foundations

BACKGROUND/DISCUSSION

The University of Idaho (UI) and the University of Idaho Foundation (Foundation) have been successfully operating under the Operating Agreement approved by the State Board of Education (Board) in August 2009, and effective as of August 31, 2009. At this time the Operating Agreement is before the Board for periodic review and approval in accordance with Board Policy V.E.2.c. The parties have taken this opportunity to update the Operating Agreement with minor revisions, described below. In addition, the Exhibits have all been updated to include the most recent version of the original Exhibit.

Document Revisions

- a. Article VIII.E. regarding Board review of the Agreement is modified to provide that Board review will be as required by Board policy or as requested by the Board. This will allow for continued consistency between the Agreement and Board policy. The current policy states that the Agreement will be submitted to the Board for review and approval every three (3) years, or as otherwise requested by the Board.
- b. The First Addendum to Operating Agreement between UI and the Foundation, entered into on August 31, 2009 is eliminated. This addendum addressed transition and timing issues related to transferring functions from UI to the Foundation in compliance with the Agreement. The transition is now complete making the First Addendum moot.

CONSENT AGENDA
AUGUST 11, 2016

IMPACT

As anticipated in 2009, the parties have worked diligently to move functions from the UI to the Foundation. The parties now have split cash management functions, and currently the Foundation has eleven loaned employees who perform the functions transferred from UI to the Foundation.

UI does not anticipate a material financial impact on the UI or the Foundation. The proposed changes to the Agreement are minor and represent the continuation of current operations within current budgets.

UI will continue to monitor the efficacy of the operational structure and consider potential changes based on their experience. Any material changes will be presented to the Regents prior to implementation.

ATTACHMENTS

Attachment 1 – Operating Agreement and Addendum showing changes from prior approved draft.

Page 3

Attachment 2 – Full Operating Agreement as amended with updated exhibits.

Page 21

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments to the Operating Agreement bring the document into alignment with current Board policy. There are no significant changes to the agreement terms previously approved by the Board during its 2009 review. The Audit Committee has reviewed the proposed amendments and has forwarded the agreement to the Board with a recommendation for approval. Staff recommends approval.

BOARD ACTION

I move to approve the agreement between the University of Idaho and the University of Idaho Foundation, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
AUGUST 11, 2016**

BOISE STATE UNIVERSITY

SUBJECT

Multi-year contract with Gordon Presnell, Women's Head Basketball Coach

REFERENCE

February 2011

Board approved a two year employment agreement with Women's Head Basketball Coach Gordon Presnell

December 2014

Board approved a two-year and three-month employment agreement with Women's Head Basketball Coach Gordon Presnell

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/DISCUSSION

Boise State University (BSU) is seeking a two-year and seven-month employment contract for the Head Women's Basketball Coach (Coach). In December 2014, the State Board of Education (Board) approved a two-year and three-month employment extension contract with Gordon Presnell as the Women's Head Basketball Coach. The contract included an automatic extension clause extending one year after each season the team reached eighteen (18) wins.

IMPACT

No state funds are used and these amounts are paid only from program revenue, media, donations and other non-appropriated funds. Terms are as follows:

Term:

Fixed term contract of two years and nine months, commencing on August 14, 2016 and terminating on March 31, 2019. The contract will be automatically extended by one additional year commencing on April 1 and concluding on March 31 for each season in which the team has at least 18 wins.

Base Compensation:

\$220,000 per year with a one-time bonus payment of \$3,875.

Pay for Performance – Academic:

Academic incentive pay may be earned if annual team APR ranks nationally within women's basketball above the 50th percentile as follows:

National Rank (percentile) within Sport:

**CONSENT AGENDA
AUGUST 11, 2016**

50th - 59.9%	\$5,000
60th - 69.9%	\$7,500
70th - 79.9%	\$10,000
80th % or above	\$12,500

Pay for Performance – Athletic:

The greatest of the following:

11 conference wins	\$2,000
12 conference wins	\$3,000
13 conference wins	\$4,000
14+ conference wins	\$7,500
Conference Regular Season Champions	\$12,500

The greater of the following two:

Conference Tournament Finalist	\$3,000
Conference Tournament Champions	\$12,500

NCAA Tournament Appearance	\$5,000 per game
WNIT Appearance	\$3,000 per game
18 Wins	\$6,000

Maximum potential annual compensation (base salary and incentive payments) is \$298,500. In addition, the Coach may operate summer camps at BSU pursuant to the proposed agreement.

Buy-Out Provision: If the Coach terminates the agreement for convenience, the following liquidated damages will be due: \$40,000 for the first year, \$20,000 for the second year, or \$10,000 for the third year.

The base pay in the employment agreement reflects a 12.93% increase over the Coach's current base salary. The maximum proposed incentive pay for academic achievement is \$12,500, which is equal to the incentive amount for winning the conference championship. The proposed employment agreement is in substantial conformance with the Board's model contract and is similar to the standard issued by BSU for other coaches.

ATTACHMENTS

Attachment 1 – Proposed Contract	Page 5
Attachment 3 – Redline from Model	Page 19
Attachment 3 – Redline from Current Contract	Page 36
Attachment 4 – APR Summary	Page 51
Attachment 5 – Liquidated Damages	Page 52
Attachment 6 – Salary and Incentive Chart	Page 53
Attachment 7 – Max Compensation Calculation	Page 57

**CONSENT AGENDA
AUGUST 11, 2016**

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy II.H. requires coach contracts with a term longer than three (3) years or with a total compensation amount of \$200,000 or more be approved by the Board. The proposed employment agreement potential rolling duration exceeds three years and its total annual compensation amount exceeds \$200,000 per year. The terms of the contract are aligned with Board policy and guidance and compare reasonably in terms of compensation level, bonus options, and liquidated damages provisions with those of Women's Basketball programs at similar institutions. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into a two-year, nine-month employment agreement with Gordon Presnell, Head Women's Basketball Coach, commencing on August 14, 2016 and terminating on March 31, 2019, at a base salary of \$220,000 and supplemental compensation provisions, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
AUGUST 11, 2016**

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CONSENT
AUGUST 11, 2016

SUBJECT

Chief Executive Officers Contracts

REFERENCE

May 2016

Board conducted performance evaluations for the chief executive officers of Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College.

June 2016

Board approved salaries for the chief executive officers of Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College.

BACKGROUND/DISCUSSION

The Board approved salaries for the chief executive officers of Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College at the June 2016 Board meeting. The proposed contracts incorporate those salaries into the applicable chief executive officers employment agreements, moves existing language regarding tax liability that is currently contained in two sections into a single section, and eliminates the language regarding the use of institutional vehicles, while maintaining the current language and level for a vehicle allowance. The removal of the provision regarding the use of an institution vehicle bring the contract into alignment with the state prohibition against using state owned or controlled vehicles for personal use and is consistent with the proposed amendments to Board policy regarding courtesy vehicles that will be considered at the August 2016 Board meeting.

IMPACT

Approval of the contracts incorporate amendments consistent with recent Board action and proposed policy amendments.

BOARD ACTION

I move to approve the amended employment agreement for Dr. Robert Kustra as President of Boise State University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the amended employment agreement for Dr. Chuck Staben as President of the University of Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
AUGUST 11, 2016

I move to approve the amended employment agreement for Dr. Art Vailas, as President of Idaho State University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the amended employment agreement for Dr. Tony Fernandez as President of Lewis-Clark State College.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
AUGUST 11, 2016**

UNIVERSITY OF IDAHO

SUBJECT

Request approval for pouring and vending rights contract

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.

BACKGROUND/DISCUSSION

Request for Proposals No. 16-39M was issued, with two vendors responding. Based on proposals received, Swire Coca Cola USA (SCCUSA) was deemed the successful vendor, pending Idaho State Board of Education (Board) approval.

IMPACT

The initial contract term is five years. SCCUSA's financial incentive is \$177,000.00 per year for a combined five-year total of \$885,000.00. Estimated vending commissions for the initial term is \$65,500.00. Total value with estimated commission is \$950,500.00.

ATTACHMENTS

Attachment 1 – Proposed Contract	Page 3
Attachment 2 – SCCUSA's Proposal	Page 7
Attachment 3 – Request for Proposals No. 16-39M	Page 29

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I.3. sets the dollar amount limits for contract approvals. Service contracts over \$1,000,000 require Board approval. The potential total value of the contract over three possible five-year terms would exceed \$1,000,000.00. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to enter into a contract with Swire Coca Cola USA for pouring and vending rights in substantial conformance to the form presented to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT AGENDA
AUGUST 11, 2016

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**CONSENT AGENDA
AUGUST 11, 2016**

SUBJECT

Programs and Changes Approved by Executive Director - Quarterly Report

REFERENCE

April 2016

Board received quarterly report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a., Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.c.i. and 4.b, prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or career-technical education programs, with a financial impact of less than \$250,000 per fiscal year. Each institution has indicated that their respective program changes, provided in Attachment 1, fall within the threshold for approval by the Executive Director.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public institutions that were approved between April 2016 and July 2016 by the Executive Director.

ATTACHMENTS

Attachment 1 – List of Programs and Changes Approved by the
Executive Director

Page 3

BOARD ACTION

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

**CONSENT AGENDA
AUGUST 11, 2016**

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**CONSENT AGENDA
AUGUST 11, 2016**

SUBJECT

Higher Education Research Council Appointment

REFERENCE

December 2011	Board appointed Peter Midgley to the Higher Education Research Council for a three (3) year term.
May 2012	Board appointed Dr. David Hill to the Higher Education Research Council as the INL representative
April 2013	Board appointed Bill Canon to the Higher Education Research Council for a three (3) year term.
August 2014	Board appointed Dr. Kelly Beierschmitt to the Higher Education Research Council as the INL representative, replacing Dr. Hill.
October 2014	Board appointed Dr. Robin Woods and re-appointed Dr. Haven Baker to the Higher Education Research Council for a three (3) year term.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research

BACKGROUND/DISCUSSION

The Higher Education Research Council (HERC) is responsible for implementing the Board's research policy (Board Policy III.W.) and provides guidance to Idaho's four-year public institutions for a statewide collaborative effort to accomplish goals and objectives set forth in Board policy. HERC also provides direction for and oversees the use of research funding provided by the Legislature to promote research activities that will have a beneficial effect on the quality of education and the economy of the State.

HERC consists of the Vice Presidents of Research from Boise State University, Idaho State University, and the University of Idaho and a representative of Lewis-Clark State College; a representative of the Idaho National Laboratory (INL); and three (3) non-institutional representatives, with consideration of geographic, private industry involvement and other representation characteristics.

There is currently one HERC member up for re-appointment. This member serves as one of the industry partner representatives.

Mr. Bill Canon is the Director of Strategic Business Development at Valmark Interface Solutions (VIS) out of Livermore, California; he resides in Meridian, Idaho. Mr. Canon has been a very active and valuable member during his time on HERC. This would be Mr. Canon's second term on the Council.

**CONSENT AGENDA
AUGUST 11, 2016**

ATTACHMENTS

Attachment 1 – Current HERC Membership

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to re-appoint Mr. Bill Canon to the Higher Education Research Council for three (3) year terms effective immediately and expiring June 30, 2019.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

**CONSENT AGENDA
AUGUST 11, 2016**

LEWIS-CLARK STATE COLLEGE

SUBJECT

Lewis-Clark State College's Faculty Constitution

REFERENCE

August 2014

The Board approved changes to the Faculty Constitution addressing committee structure changes.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section 1 Subsection S. Institutional Governance.
Lewis-Clark State College Policy 1.104 Constitution.

BACKGROUND/DISCUSSION

The Faculty of Lewis-Clark State College (LCSC) voted to remove from the Constitution, reference to specific committees, meeting schedules or Faculty Senate representation. The sections on General Provisions, Responsibilities of Faculty and Amendment of the Constitution are unchanged, and remain as last approved by the Board. References to committees, composition of the Senate and meeting schedules have been moved to a new LCSC Policy 1.104: Operational Guidelines for Faculty Governance, which by policy, does not require Board approval.

IMPACT

Removing such prescriptive and detailed information from the LCSC Faculty Constitution allows Faculty Senate flexibility in conducting its business, without the need to seek Board approval for minor changes.

ATTACHMENTS

Attachment 1 – Policy 1.104: Constitution

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes are compliant with Board policy. Staff recommends approval.

BOARD ACTION

I move to approve the proposed changes to the Lewis-Clark State College Faculty Constitution as set forth in the materials submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT AGENDA
AUGUST 11, 2016

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**CONSENT AGENDA
AUGUST 11, 2016**

SUBJECT

President Approved Alcohol Permits Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the June 2016 Board meeting. Since that meeting, Board staff has received seventeen (17) permits from Boise State University, three (3) permits from Idaho State University, and thirteen (13) permits from the University of Idaho.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

Page 3

BOARD ACTION

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

**CONSENT AGENDA
AUGUST 11, 2016**

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**CONSENT AGENDA
AUGUST 11, 2016**

SUBJECT

Appointment to the Professional Standards Commission (PSC)

REFERENCE

August 2015	Board approved one appointment to the Professional Standards Commission.
April 2016	Board requested changes to the recommendation for appointments to the Professional Standards Commission to reflect a more diverse geographical representation of the state.
June 2016	Board approved six appointments and two re-appointments to the Professional Standards Commission and discussed changing practices and reaching out to broader communities when filling openings on the Commission in order to assure more equal representation and diversity of the members.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code sets forth criteria for membership of the Professional Standards Commission (PSC). The PSC consists of eighteen (18) members, one (1) from the State Department of Education (SDE) and one (1) from the Division of Career Technical Education (CTE). The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. The Idaho Association of School Superintendents, the Idaho Association of Secondary School Principals, the Idaho Association of Elementary School Principals, the Idaho School Boards Association, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Nominations were sought for the open position from the Idaho School Superintendents Association. Resumes for interested individuals listed below are included in the attachments.

School Superintendents:

Trina Caudle, Coeur d'Alene School District
Nicole MacTavish, Nampa School District
Marjean McConnell, Bonneville Joint School District

**CONSENT AGENDA
AUGUST 11, 2016**

ATTACHMENTS

Attachment 1 – Current Professional Standards Commission Members	Page 3
Attachment 2 – Resume for Trina Caudle	Page 7
Attachment 3 – Resume for Nicole MacTavish	Page 11
Attachment 4 – Resume for Marjean McConnell	Page 19

STAFF COMMENTS AND RECOMMENDATIONS

At the June 2016 Board meeting it was determined that the Department would amend its practices when filling positions on the Professional Standards Commission. The new practice would be to reach out not only to the identified stakeholder groups, but to also reach out to other education community groups to allow individuals who are not connected to the standard communications the opportunity to apply or submit nominations for open positions. Specifically, it was discussed that there was a need for educators who work with our underserved populations to have the opportunity to serve on the community, including our American Indian educators. The Board's Indian Education Committee expressed an interest in nominating individual educators to the Commission if notified of openings.

BOARD ACTION

I move to appoint Marjean McConnell as a member of the Professional Standards Commission for the remainder of the three-year term which began July 1, 2014, and will end June 30, 2017, representing School Superintendents in Idaho.

Moved by _____ Seconded by _____ Carried: Yes _____ No _____

**CONSENT AGENDA
AUGUST 11, 2016**

SUBJECT

Adoption of Computer Applications curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee.

REFERENCE

August 2014	Board approved the Computer Applications Curricular Review.
August 2015	Board approved the Computer Applications Curricular Review.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, 33-118A, Idaho Code
IDAPA 08.02.03.128 – Rules Governing Thoroughness

BACKGROUND/DISCUSSION

The Administrative Rules of the State Board of Education, IDAPA 08.02.03.128, describes the adoption process for curricular materials as an adoption cycle of six (6) years. Curricular materials are defined as "textbook and instructional media including software, audio/visual media and internet resources" (Section 33-118A, Idaho Code). Idaho is a multiple adoption state which means Idaho recommends multiple titles from multiple publishers in a specific content area. The Curricular Materials Selection Committee (CMSC) is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

For 2016, the annual adoption clause allows for submissions in the subject area of K-12 Computer Applications. This year the curricular materials review was held on June 17, 2016. Ten (10) content area specialists assisted the six (6) selection committee members in the evaluation of the curricular materials.

IMPACT

The adoption process in Idaho provides for the continuous review and evaluation of new curricular materials. This process ensures that Idaho schools have quality products available to purchase at a guaranteed low price, and equal availability to all Idaho school districts. This process maintains local control in the choice of instructional materials by providing multiple lists of approved materials. The adoption process also provides, through a contract with each publisher, a contract price that is good for the length of the adoption cycle. This ensures quality for each school district and allows for the best materials at the lowest possible price for Idaho's schools.

ATTACHMENTS

Attachment 1 – 2016 Curricular Materials Recommendations Document Page 3

**CONSENT AGENDA
AUGUST 11, 2016**

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the adoption of the Computer Applications curricular materials and related instructional materials recommended by the Curricular Materials Selection Committee as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
AUGUST 11, 2016**

SUBJECT

Appointments to the Bias and Sensitivity Committee

REFERENCE

November 2014	Board appointed thirty (30) committee members for terms of either two (2) years or four (4) years. A list of ninety (90) members was appointed to do a one-time review. A list of sixty-three (63) alternates was also approved to replace one of the original thirty (30), if needed.
February 2015	Board approved to eliminate an audio clip and a test question from the ISAT assessments upon the recommendation from the Bias and Sensitivity Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-134, Idaho Code - Assessment Item Review Committee

BACKGROUND/DISCUSSION

In accordance with Section 33-134, Idaho Code, the State Department of Education recommended and the State Board of Education appointed a review committee to ensure that parents, teachers, administrators, and school board members in Idaho's public education system have the opportunity to review the types and kinds of questions used on state assessments. The law requires a committee of thirty (30) individuals in each of the six (6) educational regions in the state. Each region is represented by two (2) parents, one (1) teacher, one (1) school board member, and one (1) public or charter school administrator. Committee members shall serve a term of four (4) years.

This committee is to review all summative computer adaptive test questions for bias and sensitivity. The committee is authorized to make recommendations to revise or eliminate computer adaptive test questions from the Idaho Standards Assessment Test in English Language Arts/Literacy and Mathematics.

In November 2015, the Department held a two-day meeting with the Bias and Sensitivity Committee to review 360 English language arts and mathematics items, of which several were recommended to be removed. Some individuals were asked to serve in place of Board-approved members unable to attend at the last moment. Because these individuals were not appointed by the Board as required, the committee's recommendations could not be forwarded to the Board for consideration.

The Department is recommending the approval of new members for the open positions on the committee. These individuals are listed in Attachment 2.

**CONSENT AGENDA
AUGUST 11, 2016**

ATTACHMENTS

Attachment 1 – Board approved Bias and Sensitivity Committee Members Page 3
Attachment 2 – Recommended Bias and Sensitivity Committee Members Page 5
Attachment 3 – Recommended Alternate Bias and
Sensitivity Committee Members Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-134, Idaho Code, the Bias and Sensitivity Committee is charged with reviewing any new test items that have been added to any summative computer adaptive test, this includes the Idaho Standards Achievement Test for English Language Usage and Mathematics. Following the review process the committee may make recommendations to the Board for removal of any test questions that the committee determines may be bias or unfair to any group of test takers, regardless of differences in characteristics, including, but not limited to disability status, ethnic group, gender, regional background, native language or socioeconomic status.

While the initial appointments to the committee were for either a two or four year term, with ongoing appointments of four year terms, the Department found that many of the original committee members were either not available or not interested in participating in an additional round of assessment question reviews. In addition to new appointments for expired term or individuals who no longer wish to serve, the Department is requesting the Board appoint a list of alternate committee members that could be drawn from if the sitting committee member is unavailable for the review process in a given year, and still wants to serve on the committee. Seats for members that no longer wish to serve and resign from the committee during their term would still need to come to the Board for consideration of new appointments.

BOARD ACTION

I move to appoint the new members to the Bias and Sensitivity Committee as presented in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint the alternate members to the Bias and Sensitivity Committee, to serve during the review process for a given year if the appointed member representing the same group is unavailable to participate in the review during that year, as presented in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016**

TAB	DESCRIPTION	ACTION
1	IDAHO STATE UNIVERSITY ANNUAL REPORT	Information Item
2	CHAIRMAN'S REPORT	Information Item
3	NORTHWEST REGIONAL ADVISORY COMMITTEE UPDATE	Information Item
4	IDAHO CAREER TECHNICAL EDUCATION ANNUAL REPORT	Information Item
5	BOARD POLICY I.E. – EXECUTIVE OFFICERS – FIRST READING	Motion to Approve
6	BOARD POLICY I.J. – USE OF INSTITUTIONAL FACILITIES – FIRST READING	Motion to Approve
7	BOARD POLICY BYLAWS – SECOND READING	Motion to Approve
8	IDAHO INDIAN EDUCATION COMMITTEE - BYLAWS	Motion to Approve
9	IDAHO EDUCATOR PIPELINE REPORT	Information Item
10	ACCOUNTABILITY OVERSIGHT COMMITTEE – STATEWIDE ACCOUNTABILITY SYSTEM RECOMMENDATIONS	Motion to Approve
11	EDUCATION OPPORTUNITY RESOURCE COMMITTEE APPOINTMENT	Motion to Approve

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016**

12	TEMPORARY/PROPOSED RULE IDAPA 08.01.02 – POSTSECONDARY CREDIT SCHOLARSHIP PROGRAM	Motion to Approve
13	TEMPORARY/PROPOSED RULE IDAPA 08.01.04 – POSTSECONDARY RESIDENCY REQUIREMENTS	Motion to Approve
14	PROPOSED RULE IDAPA 08.01.09 – RULES GOVERNING THE GEAR UP IDAHO SCHOLARSHIP PROGRAM	Motion to Approve
15	TEMPORARY/PROPOSED RULE IDAPA 08.02.01.801, RULES GOVERNING ADMINISTRATION – CONTINUOUS IMPROVEMENT PLANS	Motion to Approve
16	TEMPORARY/PROPOSED RULE IDAPA 08.02.01, RULES GOVERNING ADMINISTRATION – LITERACY GROWTH TARGETS	Motion to Approve
17	TEMPORARY/PROPOSED RULE IDAPA 08.02.01, RULES GOVERNING ADMINISTRATION – STATEWIDE AVERAGE CLASS SIZE	Motion to Approve
18	PROPOSED RULE IDAPA 08.02.02, RULES GOVERNING UNIFORMITY – TEACHER CERTIFICATION REQUIREMENTS	Motion to Approve
19	PROPOSED RULE IDAPA 08.02.03, RULES GOVERNING THOROUGHNESS – CAREER TECHNICAL EDUCATION CONTENT STANDARDS	Motion to Approve
20	PROPOSED RULE IDAPA 08.02.03.105, RULES GOVERNING THOROUGHNESS – PROFICIENCY GRADUATION REQUIREMENT	Motion to Approve
21	TEMPORARY/PROPOSED RULE IDAPA 08.02.03, RULES GOVERNING THOROUGHNESS – CIVICS AND GOVERNMENT CONTENT STANDARDS PROFICIENCY – GRADUATION REQUIREMENT	Motion to Approve
22	PROPOSED RULE IDAPA 08.02.03, .111, .112 RULES GOVERNING THOROUGHNESS – COMPREHENSIVE ASSESSMENT PROGRAM AND ACCOUNTABILITY REQUIREMENTS	Motion to Approve

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016**

23	PROPOSED RULE IDAPA 08.02.05, RULES GOVERNING PAY FOR SUCCESS CONTRACTING	Motion to Approve
24	PROPOSED RULE IDAPA 08.05.01, RULES GOVERNING SEED AND PLANT CERTIFICATION	Motion to Approve
25	PROPOSED RULE IDAPA 47.01.01, RULES OF THE DIVISION OF VOCATIONAL REHABILITATION	Motion to Approve
26	PROPOSED RULE IDAPA 47.01.02, RULES AND MINIMUM STANDARDS GOVERNING EXTENDED EMPLOYMENT SERVICES	Motion to Approve
27	PROPOSED RULE IDAPA 55.01.03, RULES OF PROFESSIONAL TECHNICAL SCHOOLS – CAREER TECHNICAL SCHOOLS	Motion to Approve

POLICY, PLANNING, AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University (ISU) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for ISU to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

ISU will provide a tour for Board members as follows:

10:00 a.m. - Pick up at Student Union

10:20 a.m. - Walking tour of Gale Life Sciences Complex

11:20 a.m. - Walking tour of Museum of Natural History

12:00 p.m. - Return to Student Union for lunch

IMPACT

ISU utilizes an Institutional Effectiveness and Assessment Council framework to support mission fulfillment. Use of ISU's strategic plan drives the University's integrated planning, programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management, and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – Annual Progress Report

Page 3

BOARD ACTION

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

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POLICY, PLANNING, AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Chairperson Report

BACKGROUND/DISCUSSION

The Planning, Policy and Governmental Affairs chairperson would like to discuss adding a standing agenda item for providing updates to the full Board on issues that are being worked on by the committee and would come to the Board at a later date.

Updates would serve as a notification but would not lead to a general discussion of the issues unless properly noticed in the agenda in compliance with Idaho's open meeting law.

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Northwest Regional Advisory Committee Update

BACKGROUND/DISCUSSION

The Comprehensive Centers (Centers) program is authorized by Title II of the Educational Technical Assistance Act of 2002 (ETAA) and the Education Sciences Reform Act (ESRA) of 2002. The U.S. Department of Education (Department) funds these Centers to provide technical assistance to State Education Agencies (SEAs) that builds SEA capacity to: support local educational agencies (LEAs or districts) and schools, especially low-performing districts and schools; improve educational outcomes for all students; close achievement gaps; and improve the quality of instruction.

Before a competition for the Centers program is held, the ETAA requires the establishment of ten (10) Regional Advisory Committees (RACs) (not to exceed 25 members). The purpose of these committees is to collect information on the educational needs of each of the ten (10) regions served by the Regional Educational Laboratories as part of the Centers program. To the extent the Secretary deems appropriate, the Department will use the information submitted by the RACs, along with other relevant regional surveys of needs, to establish priorities for the next cohort of Centers.

The US Department of Education changed the process for obtaining recommendations from consensus to seeking the technical advice of each individual RAC member. Not later than six months after each RAC is convened, they will submit a report based on this needs assessment to the Education Secretary. The report will contain an analysis of the educational needs of their region and each individual's technical advice to the Secretary regarding how those needs might be most effectively addressed. The Secretary shall establish priorities for the next cohort of comprehensive centers, taking into account these regional needs identified by individual RAC members and other relevant regional surveys of educational needs, to the extent the Secretary deems appropriate.

Dr. Linda Clark was nominated and chosen by the U.S. Department of Education to serve as a member of the RAC to provide technical advice. Dr. Clark will update the Board on the RAC's work completed thus far and the survey used to collect feedback.

IMPACT

The feedback obtained from the online survey, located at the following link: <https://www.surveymonkey.com/r/PML2GPN>, will provide guidance to address educational issues of our region and how the U.S. Department of Education's Comprehensive Centers can provide assistance to address these same issues.

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for the Division of Career Technical Education (Division) to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Dwight Johnson, State Administrator of the Division, will provide an overview of Division's progress in carrying out the agency's strategic plan.

ATTACHEMENTS

Attachment 1 – Progress Report

Page 3

Attachment 2 – Presentation

Page 5

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Board Policy I.E. Executive Officers – First Reading

REFERENCE

December 2008	Board approved the first reading with changes of Board Policy I.E. Executive Officers, multi-year contracts.
February 2009	Board discussion of Board Policy I.E. Executive Officers
June 2009	Board approved second reading I.E. Executive Officers with amendments, multi-year contracts.
August 2009	Board Approved first reading with changes of Board Policy I.E.4. Reimbursement of expenses
October 2009	Board approved second reading of Board Policy I.E.4 Reimbursement of expenses
October 2010	Board approved first reading of Board Policy I.E.2. Presidents/Agency Heads allowing CEO's to receive stipends or other forms of compensation for unrelated duties or activities
December 2010	Board approved second reading of Board Policy I.E.2
December 2015	Board approved first reading of Board Policy I.E. Executive Officers, regarding the timely reporting of events.
February 2016	Board approved second reading of Board Policy I.E. Executive Officers

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.E. Executive Officers.

BACKGROUND/DISCUSSION

State Board of Education Policy, Section I.E., grants each institutional president the use of an institution automobile, maintained by the institution, or a vehicle allowance, at their discretion. When using an institution owned vehicle it is customary for the institution to assign the vehicle to the institution president for their sole use.

Currently state owned or controlled vehicles (with few exceptions for law enforcement) are required to be conspicuously marked as state vehicles (Idaho Code §49-2426) and are only allowed to be used for official business. This is not consistent with the current practice when a president has used an institution vehicle rather than receiving the vehicle allowance. The proposed changes to Board Policy I.E. Executive Officers would elimination the option for the chief executive officer to use an institution vehicle, and would set out provisions for reimbursement and insurance requirements when a personal vehicle is used for business purposes.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

The proposed amendments bring the policy into alignment with state requirements, including Risk Management.

IMPACT

Approval of the proposed amendments would bring the policy into alignment with state law and risk management insurance requirements.

ATTACHMENTS

Attachment 1 – First Reading I.E. Executive Officers

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments were developed in conjunction with proposed amendment to Board Policy II.F. and the use of “courtesy cars.” While neither policy amendment is dependent on the other, they are in alignment. Proposed amendment to Board Policy II.F. will be considered by the Board under a separate agenda item at the August Board meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy section I.E. Executive Officers, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

UNIVERSITY OF IDAHO

SUBJECT

Board Policy I.J. Use of Institutional Facilities – First Reading

REFERENCE

February 2011	Board approved first reading of amendments to Board policy I.J. specific to the alcohol possession and consumption section in relation to NCAA events.
April 2011	Board approved second reading of amendments to Board policy I.J. specific to the alcohol possession and consumption section in relation to NCAA events.
December 2013	Board approved first reading of amendments to Board policy I.J. specific to the use of institutions facilities in competition with the private sector.
February 2014	Board approved second reading of amendments to Board Policy regarding the use of facilities in competition with the private sector.
June 2016	Board denied the requests from Boise State University and University of Idaho to expand alcohol service in conjunction with NCAA Football games beyond what is currently allowed in Board Policy I.J.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

BACKGROUND/DISCUSSION

Idaho Administrative Code, IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy Section I.J. allows for the chief executive office to approve limit permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot in conjunction with any student athletic event and "...the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution." Alcoholic beverages may also be allowed in conjunction with NCAA pregame

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

football activities with prior Board approval under very specific conditions, including, but not limited to, there is limited access to the area through controlled access points, attendance is limited to those with a written invitation, and food must be available at the event.

The University of Idaho has brought forward a request to amend Board Policy I.J. to allow for the possession and consumption of alcohol in designated parking lots or limited areas on university grounds during home football games with prior Board approval. These designated “tailgating areas” would have limited access through controlled entry points and only game patrons and their guests “authorized” by the institution would be allowed to park and tailgate in these areas. Location, times and dates would be submitted to the Board for approval and would be limited between 10:00 am and 10:00 pm on the day of the game.

IMPACT

Approval of the proposed amendments would allow for the possession and consumption of alcohol during NCAA football games hosted by the institutions in select parking lots or other areas on campus designated as “tailgating areas.”

ATTACHMENTS

Attachment 1 – Board Policy I.J. – First Reading

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments expanding public areas where alcohol is allowed to include designated tailgating areas is outside of the institutions’ mission for learning and public service. The draft language of the amendments proposed by the University of Idaho were provided to each of the institution’s legal counsel for review. No comments from the other institutions were received at the time of agenda production.

In addition to the amendments proposed by the University of Idaho the attached draft includes an increase in the per instance liability limits from \$500,000 to \$1,000,000. This amendment would bring the policy in compliance with the minimum liability required by Risk Management for permitted events.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy Section I.J. as submitted in attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Board Policy - Bylaws – Second Reading

REFERENCE

February 2014	The Board considered, but did not approve amendments to the Board Bylaws.
June 2014	Board approved the first reading of amendments to Board Policy – Bylaws.
October 2014	Board approved a first reading of the Board Bylaws, incorporating language outlining the purpose of the Athletic Committee.
February 2015,	Board approved the second reading of proposed changes to the Board Bylaws, incorporating the Athletic Committee.
June 2016,	Board approved the first reading of the Board Bylaws, amending the program approval sunset clause.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures - Bylaws

BACKGROUND/DISCUSSION

At the June 2016 Board meeting staff presented proposed amendments to the Board's Bylaws that would set a time limit of one year on Board approvals that were not acted on. Items that were not acted on within that period of time would need to be brought back to the Board for reconsideration. This process will allow for the Board to consider the action under current circumstances, rather than action being taken based on past circumstances that may no longer be relevant.

IMPACT

The proposed amendments would clarify the time period for which Board approval on a given item is relevant for and when items needed to be brought back to the Board for reconsideration.

ATTACHMENTS

Attachment 1 – Bylaws – Second Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board policy Section III.G. Program Approval and Discontinuance contains a program approval sunset clause. Any program approved by the Board or the Executive Director must be implemented within five years or be brought back to the Board or Executive Director, as applicable, for re-approval before it can be implemented.

There were no changes between first and second reading, staff recommends approval.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

BOARD ACTION

I move to approve the second reading of Board policy - Bylaws as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Idaho Indian Education Committee Bylaws

REFERENCE

December 6-7, 2007	The Board was provided an update on the Native American Higher Education Committee's progress.
June 20, 2008	The Board approved the Committee moving forward with scheduling future meetings with each of the Tribes and charged the Committee with reviewing how Board policy can meet the underserved need in the communities through advanced opportunities.
February 21, 2013	The Board approved the first reading of Board Policy I.P.
April 18, 2013	The Board approved the second reading of Board Policy I.P.
April 14, 2016	The Board approved the first reading of Board Policy I.P.
June 16, 2016	The Board approved the second reading of Board Policy I.P.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.P.
Idaho Indian Education Committee

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact opportunity, success, and access for Idaho's American Indian student population. The committee also serves as a vital communication connection for Idaho's American Indian tribes, the Board, and the Department.

Board Policy I.P outlines the role and purpose of the committee, committee structure, and terms of membership. The original Board policy contain some provisions that would normally be contained in a groups by laws. At the June 2016 Board meeting the Board approved removing these provisions from the policy and placing them in committee bylaws. The proposed bylaws incorporate these provisions as well as additional provisions to provide further guidance on operating procedures of the committee and responsibilities of staff support from both the Office of the State Board of Education and the Department.

IMPACT

Approval of the bylaws will provide the needed guidance to the Committee for its structure and operation of committee meetings.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

ATTACHMENTS

Attachment 1 – Indian Education Committee Bylaws

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

At the March 4, 2016 Indian Education Committee meeting, the committee reviewed the bylaws and recommended approval with a few minor edits. The proposed bylaws are in compliance with Board policy I.P.

Board staff recommends approval.

BOARD ACTION

I move to approve the Indian Education Committee bylaws as submitted in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Idaho Educator Pipeline Report

REFERENCE

August 2015	The Board approved a proposed rule reorganizing IDAPA 08.02.02 and discussed the miss-alignment of current certification practices with Idaho Administrative Code.
December 2015	The Board reviewed an initial Teacher Pipeline Report and requested additional data.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

In late 2014, as part of the of the Career Ladder subcommittee work on tiered certification, it was discovered that there were a number of current practices regarding teacher certification that were not in alignment with Idaho statute or Idaho Administrative Code. Idaho Code authorizes the State Board of Education (Board) to set the requirements for teacher certification, within specified minimum requirements. The more specific requirements are set by the Board are outlined in Administrative Code. In 2015 Board staff, working with State Department of Education staff, started looking at the practices that had developed over time and the current certification requirements to identify which areas of the administrative rules should be changed and which practices needed to be changed to be compliant with Administrative Code. At the same time Board staff started working on a comprehensive report that would help to quantify the teacher shortage in Idaho and identify areas of weakness within Idaho's teacher preparation pipeline.

The Board was presented with a first look at the data during the December 2015 Board meeting and at that time indicated additional data they would like to see in the final report. The attached report provides updated information for all previous data points and includes additional details regarding administrators, career technical teachers, and teacher candidate demographics.

IMPACT

The attached report will help to inform the Board of the health of Idaho's educator pipeline and start the discussion regarding next steps to address these issues.

ATTACHMENTS

Attachment 1 – Idaho Educator Pipeline Report, July 2016

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Teacher Pipeline Report provides available data on Idaho's educator pipeline. Staff recommends the Board use the information included in the report to inform

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

decisions regarding making changes to sections of Administrative Code related to certification (provided as a separate agenda item) and for long-term discussions about policies intended to prevent and address shortages in rural areas and specific content areas. It is clear from the data provided and working with various stakeholder groups that there is no simple answer to addressing the availability of highly effective teachers across the state. It is clear from all stakeholder groups that there is a desire to maintain a high standard for our professional educators and that changes to the current educator certification requirements will not address the issues faced within Idaho or across the nation.

BOARD ACTION

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Accountability Oversight Committee Statewide Accountability System
Recommendations

REFERENCE

October 2015	Accountability Oversight Committee presented recommendations to the Board regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver
February 2016	Board received an update on the timeline for the Accountability Oversight Committee to bring recommendations forward
April 2016	Accountability Oversight Committee presented recommendations to the Board regarding removal of the ISAT proficiency and college entrance exam graduation requirements. The Board adopted the recommendation that the ISAT proficiency graduation requirement be removed and rejected the recommendation that the college entrance exam graduation requirement be removed.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.AA. Accountability Oversight Committee
Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance
Idaho Administrative Code, IDAPA 08.02.02 – Section 111, Assessment in the Public Schools; IDAPA 08.02.02 – Section 112, Accountability; IDAPA 08.02.02 – Section 113, Rewards; and IDAPA 08.02.02 – Section 114, Failure to Meet Adequate yearly Progress (AYP); IDAPA 08.02.03 – Section 105.

BACKGROUND/DISCUSSION

The Accountability Oversight Committee (committee) was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education to make recommendations to the Board on improvements to the statewide student achievement system and to report annually to the Board on the effectiveness of the system. On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA) reauthorizing the Elementary and Secondary Education Act of 1965. Pursuant to ESSA, states must implement new accountability systems aligned to the law by the 2017-2018 school year.

In January 2016, the Policy, Planning and Governmental Affairs Committee charged the Accountability Oversight Committee with bringing forward recommendations to the Board that were in alignment with the Task Force recommendations for a new state accountability system (Recommendation 5 – 2013) and would meet the federal accountability requirements. This charge

included gathering input from all education stakeholders with the goal of having a recommendation ready in time for the Board to consider the recommendation and test those parts of the recommendation that are during the 2016-2017 school year prior to holding districts accountable to them in the 2017-2018 year, as required by ESSA.

The committee sought out expert guidance and stakeholder feedback throughout the process of developing their recommendations. The committee's report is provided as Attachment 1; a summary of recommendations by topic follows:

Performance Measures

- An accountability system that includes indicators which meet the requirements for federal accountability and additional state indicators to be provided on a data dashboard that present a well-rounded picture of school performance
- Separate indicators for three (3) types of schools: Elementary and Middle Schools, High Schools, and Alternative High Schools (please see the full report for the committee's recommendations of indicators appropriate for each school category)

High School Assessment and Graduation Rate Calculations

- Transition the accountability assessment (ISAT by Smarter Balanced) for high school to 11th grade administration
- Adjust the graduation rate calculation by extending the period for students to complete graduation requirements through the summer

Student Growth Calculations

- The State Department of Education should work closely with members of the Idaho Assessment Technical Advisory Committee to identify and recommend a new model for calculating student growth

Scoring and Reporting

- Data regarding schools' performance on all accountability indicators should be presented publically on an interactive online data dashboard; however, the dashboard should not include a summative score or performance rating

The draft accountability system recommended by the committee, particularly the indicators designated for use for federal accountability, is compliant with ESSA requirements. However, the committee's recommendation to not publically post a summative rating or score for all schools conflicts with the proposed regulations released in May by the U.S. Department of Education. The committee would like to provide feedback regarding the regulations, as the committee members feel that the proposed data dashboard is in compliance with the ESSA and its intent and hopes that the U.S. Department of Education will adjust the regulations before they are finalized.

IMPACT

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

Adoption of the recommendations will provide Board staff with the details needed to finalize administrative rules regarding the state's comprehensive assessment system and accountability requirements.

ATTACHMENTS

Attachment 1 – Accountability Oversight Committee K-12 Statewide Accountability System Recommendations Report	Page 7
Attachment 2 – Chairperson Comments	Page 21

STAFF COMMENTS AND RECOMMENDATIONS

At the April 2016 regular Board meeting the Board was asked to consider the removal of the Idaho Standards Achievement Test (ISAT) proficiency and college entrance exam (ACT or SAT) graduation requirements. These recommendations were brought forward in advance of the accountability system recommendations so that any action taken by the Board could be implemented through the administrative rule promulgation process this year, as the requirements are contained in Idaho Administrative Code, IDAPA 08.02.03.105. At that time the Board adopted the recommendation to remove the ISAT proficiency graduation requirement and rejected the recommendation to remove the requirement that a student take a college entrance exam, returning the recommendation to Accountability Oversight Committee.

The current state graduation requirements require, in addition to a minimum number of credits in specific content areas, that each student show proficiency through achievement of a “proficient” or “advanced” score on the grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage (or an alternate route established by the school district), and that all students take a college entrance exam in grade 11. Additional provisions exist for students who miss the state administration of the college entrance exam in grade 11. The Board will be considering an amendment to IDAPA 08.02.03.106.06, Proficiency, removing the proficiency requirement as a separate agenda item during the August 2016 Board meeting.

The state Comprehensive Assessment System and state accountability requirements are contained in IDAPA 08.02.03.111-113. Amendments to these sections in alignment with the proposed Committee recommendations will be presented to the Board as a separate agenda item. Based on Board consideration of the Committee’s recommendations, changes may need to be made to the proposed rule prior to Board consideration at the August Board meeting. The state rulemaking timelines require that Notices of Intent be published prior to the development of any new or proposed rules in a timely manner that allows for public input prior to the Board considering any proposed amendments or new administrative rules. For proposed rules to make it through the rulemaking process in a given year the Board must take action on the proposed changes at the August Board meeting. The Board cannot take action on something that has not been properly noticed (unless it meets one of the limited exemptions for notice of intent).

The existing assessment program requires the ISAT be administered to students in grades 9 and 10, and as applicable to students in grade 11. The Committee recommendations would move the required administration of the ISAT to grade 11. This would result in the required participation rate being calculated from those students in grade 11 taking the ISAT.

The current college entrance exam requirement was added as part of the High School Redesign Initiative of the Board in 2003. This initiative increased the rigor of the state's high school graduation requirements by increasing the number of credits required in math and science, requiring senior projects be completed, requiring that math be taken during the senior year, and requiring that students take a college entrance exam to graduate. While not fully realized, the initiative also contemplated moving toward a standards-based approach rather than the prior seat time credit requirement. This included using end of course assessments and standards-based portfolios and examinations for determining proficiency in the standards to graduate and expanding the ISAT science assessment to every grade level. The current college entrance exam requirement allows students to choose between the ACT or SAT. Based on the state procurement and bidding processes, the state was able to procure favorable terms for the statewide administration of the SAT. This allows the state to pay for all students to take the SAT on the statewide "test day" at no cost to the student. Students may choose to take the assessment at that time at no cost to them or they may take it on a different day, or they may choose to take the ACT at their own expense. The ACT and the SAT provide fee waivers to certain eligible students and some school districts pay the cost of the student to take the ACT if they choose. The current graduation requirement allows the student to choose which assessment they take.

The requirement to take a college entrance exam was based in part on research from other states that showed just taking the exam had helped to increase the number of students going on to postsecondary education. Additional data showed that college entrance exams were a barrier to students going on to college when the students came from homes where they were the first individual in the family to go on to a postsecondary education or came from families that did not value postsecondary education. These students often did not have the support or the information needed to understand the importance of taking a college entrance exam and were less likely to voluntarily take the exam. Requiring all students take a college entrance exam reached this group of students as well as students that chose not to take the exam because they did not think they would be successful.

By requiring the exam be taken in grade 11, students who initially did not do well on the exam could use the exam to identify areas that needed improvement and then retake the exam during their senior year. Those students that did well on the exam in grade 11 were able to use the exam in completing initial college entrance and scholarship applications. The High School Redesign Initiative was adopted by the Board in 2004. Following additional public and legislative input, initiative

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

components were refined with final Administrative Code amendments adopted by the Board in 2005 and approved by the Legislature in 2006. This initiative was also accompanied by significant budget requests starting in FY 2007. Due to the college entrance exam being a graduation requirement, the Board and the State Department of Education were successful in winning legislative support for state funding to cover the cost for all students to take the college entrance exam (based on a statewide contract). The first graduating class subject to the college entrance exam requirement was the class of 2012. The impact of this requirement on Idaho's Go On rate is unknown due to the limited number of student cohorts that have graduated since the requirement went into effect. Additional benefits that were not contemplated as part of the original initiative have been the ability to use the college entrance exam to identify students for the Direct Admissions initiative and the recommendation from the Governor's Taskforce subcommittee on Accountability and Autonomy that the college entrance exam being used as one of the standard performance measure used by all school districts (as applicable) in their continuous improvement plans. If students were not required to take a college entrance exam, one of the two (2) prongs currently used for admissions under the Board's Direct Admission program would be lost, and fewer students might see postsecondary education as a viable option.

The framework provided as Appendix B to the Accountability Oversight Committee's Recommendations was developed by Idaho higher education faculty, high school counselors, school administrators and State Department of Education staff in the spring and summer of 2014 and is an example of how the ISAT could be used for identifying remediation needs and placement at the postsecondary level. The framework has not been adopted by the Board and based on changes to available assessments, and the discontinuance of the Compass by ACT, would need to be updated prior to consideration of its use. At this time it should only be used as an example of what could be done in this area.

BOARD ACTION

I move to adopt the Accountability Oversight Committee's recommendations regarding the statewide accountability framework model as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Education Opportunity Resource Committee Appointment

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5603, Idaho Code – Education Opportunity Resource Committee

BACKGROUND/DISCUSSION

During the 2016 Legislature SB 1334 (2016) created a new chapter of Idaho Code, title the Education Opportunity Resource Act. The purpose of this act is to establish a resource for Idaho's education library system in providing broadband and related services to students, and to support Idaho's E-rate eligible entities with technical, contracting and procurement guidance. To this end the Education Opportunity Resource Committee was established. The members of the committee are to include:

- The State Superintendent (or designee),
- One (1) member appointed by the State Board of Education,
- Three (3) member appointed by the Idaho association of school administrators (based on school district student enrollment),
- The State Librarian (or designee), and
- Two (2) school technology personnel appointed by the Idaho Education Technology Association.

Pursuant to Section 33-5604, Idaho Code, the Committee is charged with focusing on the broadband and related service needs of all E-rate eligible entities, and at a minimum:

- (1) Make budget and policy recommendations to the state department of education regarding:
 - (a) Broadband parameters;
 - (b) Incentives for E-rate eligible entities to obtain the most appropriate service that best fits such entities' broadband needs and that is fiscally responsible; and
 - (c) The minimum and maximum service levels, the quality of services and the minimum per student or person internet level that contracts must adhere to for E-rate eligible entities to be eligible for state reimbursement;
- (2) Establish reimbursement methodology that includes, but is not necessarily limited to, the following components:
 - (a) Distribution of appropriated moneys to E-rate eligible entities that have received E-rate funding. Distribution of such moneys must be in an amount equal to the non-E-rate reimbursed cost of internet services; and
 - (b) If E-rate funding is not available to an E-rate eligible entity, reimburse the entity for its internet service costs;
- (3) Compile and analyze broadband utilization statistics from E-rate eligible entities to determine the levels of internet services necessary for such entities and report the statistics to the state department of education, and E-rate eligible

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

- entities shall cooperate with the committee in carrying out its duty to compile and analyze such information;
- (4) Advise and recommend resources to assist the state department of education in carrying out its responsibility to provide E-rate application assistance and support to E-rate eligible entities;
 - (5) Not provide legal advice;
 - (6) Collaborate with other relevant governmental and nongovernmental entities to ensure best practices in broadband are used and to recommend the terms of contracts for broadband and related services; and
 - (7) Ensure compliance with appropriate purchasing laws.

At this time Andy Mehl is being nominated for consideration as the Board of Education appointed member of the committee.

Andy Mehl has been managing the Postsecondary Statewide Longitudinal Data System (SLDS) for the Office of the State Board of Education since August 2010. In that capacity he has built the system from scratch and also applied for and received a federal SLDS grant for which he serves as Program Director. Additionally, Mr. Mehl chairs the architecture group for the Western Interstate Council on Higher Education (WICHE) multistate data exchange pilot project (phase 2). Prior to joining the Office of the State Board of Education, Mr. Mehl was most recently an IT Director at URS and managed the Project Management Office (PMO) responsible for IT projects serving over 10,000 users worldwide. He has previously served several other roles in IT including many years as an application developer, analyst, and IT Department Manager at Motivepower. He also spent several years implementing process improvement for Motivepower which drives his desire to streamline processes and eliminate wasted time, effort, and money.

IMPACT

This appointment will fill the Board appointed seat on the committee.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to appoint Andy Mehl to the Idaho Education Opportunity Resource Committee for a four (4) year term effective immediately and expiring on June 30, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Temporary/Proposed Rule, IDAPA 08.01.02 – Rules Governing Postsecondary Credit Scholarship Program

APPLICABLE STATUTES, RULE OR POLICY

Section 33-4605, Idaho Code

BACKGROUND/DISCUSSION

HB 477a (2016) created a new section of code, Section 33-4605, Idaho Code, which created a new state administered scholarship titled the Postsecondary Credit Scholarship. The new program provides a scholarship to all students who have earned ten (10) or more postsecondary credits at the time of high school graduation. Students who earn ten (10) or more credits, but less than twenty (20) credits will be eligible for up to a two thousand dollar (\$2,000) spread over two (2) years. Students who earn twenty (20) or more credits but do not earn an associate degree at the time of high school graduation are eligible for up to a four thousand dollar (\$4,000) scholarship spread over two (2) years. Students who earn an associate degree at the time of high school graduation are eligible for up to an eight thousand dollar (\$8,000) scholarship spread over two (2) years. The final amount of the scholarship is subject the student having obtained a matching business or industry merit based scholarship.

These scholarships may be used for tuition and fees at the same institutions that the Opportunity Scholarship can be used.

The proposed rule would create a new section of administrative code similar to the Opportunity Scholarship section that would set out the administrative procedures for applying for the scholarship and provide clarification around the required business or industry matching scholarship.

IMPACT

The approval of this proposed rule will set out the administrative procedures and clarify requirements for the new Postsecondary Credit Scholarship.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 08.01.02

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the Pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria: provides protection of public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. This rule qualifies as temporary rules as it brings the state in compliance with HB 477a (2016) and Section 33-4602, Idaho code.

Staff recommends approval.

BOARD ACTION

I move to approve the temporary and proposed rule IDAPA 08.01.02 Rules Governing the Postsecondary Credit Scholarship as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Temporary/Proposed Rule, IDAPA 08.01.04 – Rules Governing Residency Classification

REFERENCE

June 2011	Board approved proposed rule changes to IDAPA 08.01.04 updating residency requirements for special graduate or professional programs.
November 2011	Board approved pending rule changes to IDAPA 08.01.04., updating residency requirements.

APPLICABLE STATUTES, RULE OR POLICY

Section 33-3717B, Idaho Code

BACKGROUND/DISCUSSION

During the 2016 legislative session the Board proposed amendments to Section 33-3717B, Idaho Code, Residency Requirements. The proposed amendments simplified the requirements for determining residency for students attending a public institution under the direct governance of the State Board of Education. The statutory amendments grant residency status for students who graduated from and Idaho high school or attended and Idaho elementary and/or secondary school for six (6) or more years, in addition to existing requirements for students who are dependents of residents or students who serve in our armed forces. Students who meet the graduation or attendance requirement are now granted residency, for tuition purposes, without having to prove domicile for the previous twelve (12) months IDAPA 08.01.04., provides clarification of the residency requirements pursuant to Section 33-3717B, Idaho Code. Amendments are being proposed to IDAPA 08.01.04 to bring it into compliance with the provisions of Section 33-3717B, Idaho Code.

The proposed rule includes the following amendments:

- Deletes unnecessary definitions for terms that are either no longer used or are defined with the statute itself
- Adds a definition of accredited secondary school and armed forces. These terms were previously undefined.
- Sets out timelines for submitting requests for reclassification of residency determinations.
- Simplifies the factors for determining domicile and specifies which items can be used as factor and which items must be used in conjunction with other factors.
- Simplifies the appeals procedure
- Deletes section that are no longer applicable and makes additional technical changes.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

IMPACT

The approval of this proposed rule will bring the rule in compliance with Section 33-3717B and allow for it to move forward for public comment.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 08.01.04

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria: provides protection of public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. This rule qualifies as temporary rules as it brings the state in compliance with HB 477a (2016) and Section 33-4602, Idaho code.

Board staff worked with the legal counsel and Registrars at each of the institutions in developing the proposed rule. Staff recommends approval.

BOARD ACTION

I move to approve changes to temporary and proposed rule IDAPA 08.01.04 Rules Governing Residency Classification as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Proposed Rule IDAPA 08.01.09 – Rules Governing the GEAR UP Idaho Scholarship Program

REFERENCE

June 23, 2011	Board approved changes to temporary and proposed rule 08.01.09, Rules Governing the GEAR UP Idaho Scholarship program
June 20, 2013	Board approved changes to proposed rule 08.01.09, Rules Governing the GEAR UP Idaho Scholarship program
October 2013	Board approved pending rule, docket 08-0109-1301, amending the GEAR UP Idaho Scholarship.
August 2015	Board approved proposed rule changes to IDAPA 08.01.09, Rules Governing GEAR UP Idaho Scholarship program
November 2015	Board approved pending rule, docket 08-0109-1501, providing efficiencies in the administration of the scholarship awards, as well as provide clarity for individuals applying for the scholarship

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.09

BACKGROUND/DISCUSSION

The GEAR UP Idaho Scholarship is the scholarship component of the Federal GEAR UP grant. The purpose of the GEAR UP program is to provide targeted early intervention services to students in areas where inadequate academic and financial preparation can make going on to postsecondary education seem unattainable. One component of this program is the scholarship. The original scholarship is available to students who had attended a school participating in the GEAR UP Idaho program and who had participated in the programs early intervention component in grades seven (7) through ten (10). To be eligible for participation in the GEAR UP 1 scholarship, the student must have graduated in 2012, 2013, or 2014. Idaho received a second GEAR UP grant, referred to as GEAR UP 2. The scholarship component of GEAR UP 2 is available to students who will graduate from high school in 2017 and 2018. The student eligibility requirements for the GEAR UP 2 program are slightly different than those of GEAR UP 1.

Due to the changes in federal requirements for this program it will no longer be necessary to have administrative rules governing the scholarship program. Participation and award amounts will be based on the federal program requirements. Based on these requirements, the award amounts for students that graduate in 2017 or 2018 will be the total amount of available funds divided by the total number of eligible applicants.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

IMPACT

The proposed changes will bring the rule regarding the student eligibility in alignment with the federal program requirements.

ATTACHMENTS

Attachment 1 – Proposed Rule Changes to IDAPA 08.01.09

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve changes to proposed rule IDAPA 08.01.09, repealing IDAPA 08.01.09 in its entirety.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Temporary/Proposed Rule 08.02.01.801, Rules Governing Administration – Continuous Improvement Plans

REFERENCE

June 2014	Board approved temporary and proposed rule 08.02.01 – Strategic Planning, creating the requirements for training reimbursement
November 2014	Board approved pending rule IDAPA 08.02.01 – Strategic Planning
June 2015	Board approved a legislative idea to implement the Task Force subcommittee recommendation on continuous improvement plan reporting
August 2015	Board approved proposed rule 08.02.01.801 – Continuous Improvement Plans, updating the terms to bring the rule in alignment with legislative changes.
September 2015	Board approved legislation to implement the Task Force subcommittee recommendation on continuous improvement plan reporting
November 2015	Board approved pending rule 08.02.01.801 – Continuous Improvement Plans.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-320, 33-1212A, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-320, Idaho Code, as amended (HB 560, 2016), the State Board of Education (Board) is required to establish “statewide student readiness and improvement metrics” in three (3) grade bands (elementary, middle, and secondary grades) as well as in reading readiness in grade 1 through 4. School district are then required to report these metrics in their annual Continuous Improvement Plans. Pursuant to Section 33-1212A, Idaho Code, as amended (SB 1290, 2016) requires the Board to specify minimum student outcomes for school districts to use when reporting on the effectiveness of their college and career advising and mentoring programs and requires school districts to report these outcomes as part of their Continuous Improvement Plans.

The proposed amendments to IDAPA 08.02.01.801 will set out these metrics and outcomes, as well as administrative reporting requirements. To properly determine progress in any of these areas requires the use of multiple measures. The proposed metrics will provide for a statewide minimum that is used consistently around the state allow school districts to select any additional measures they wish to use to inform them of their students readiness levels at the given grade bands.

Board staff discussed with stakeholder groups options on measures that are

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

currently used statewide and would not require the creation of a new measure that may not be able to be tracked in all districts. Based on these discussions the following minimum metrics are being proposed:

- Career and college readiness metric: college entrance exam
- High school readiness metric: proficiency on the 8th grade Idaho Standards Achievement Test
- Grade 7 readiness metric: proficiency on the 6th grade Idaho Standards Achievement Test
- Grade 4 reading readiness metric: proficiency at the 3rd grade level on the statewide reading assessment
- Grade 3 reading readiness metric: proficiency at the spring 2nd grade level on the statewide reading assessment
- Grade 2 reading readiness metric: proficiency at the spring 1st grade level on the statewide reading assessment
- Grade 1 reading readiness metric: proficiency at the spring kindergarten grade level on the statewide reading assessment

Improvement metrics would show the percent of year over year growth at each level.

The addition of the statewide student readiness and improvement metrics at the three grade levels is the implementation of one of the Accountability and Autonomy Task Force subcommittee recommendations in 2014. The addition of the reading readiness metrics was a result of legislative action regarding the reading literacy initiative.

IMPACT

Approval of the proposed rule will bring the rule in compliance with section 33-320 and 1212A, Idaho Code and provide the school districts guidance on the new reporting requirements.

ATTACHMENTS

Attachment 1 – Temporary/Proposed Rule Changes to
IDAPA 08.02.01.801

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the Pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

must meet one of three criteria: provides protection of public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. This rule qualifies as temporary rules as it brings the state in compliance with HB 560 (2016) and Section 33-320, Idaho code and SB 1290 (2016) and Section 33-1212A.

Staff recommends approval.

BOARD ACTION

I move to approve changes to temporary and proposed rule IDAPA 08.02.01.801 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Temporary/Proposed Rule, IDAPA 08.02.01 – Rules Governing Administration –
Literacy Growth Targets

APPLICABLE STATUTES, RULE OR POLICY

Section 33-1616, Idaho Code

BACKGROUND/DISCUSSION

HB 526 (2016) amended Section 33-1616, Idaho Code requiring the Board set student trajectory growth to proficiency benchmarks and timelines for Kindergarten through grade 3. The proposed amendments add a new section to IDAPA 08.02.01 setting trajectory growth targets at the statewide level. Board staff in conjunction with feedback from the Idaho School Boards Association and the Idaho Association of School Administrators representatives and historical statewide performance levels on the statewide reading assessment are proposing the following growth targets by grade level.

Year 1 and 2:

Grade	KG	1	2	3
% Growth	1.0%	1.0%	1.0%	1.0%

Years 3 through 6:

Grade	KG	1	2	3
% Growth	1.8%	2.0%	1.6%	1.2%

The proposed growth targets, if met, would result in the following percent of students being at grade level in reading literacy by 2022 as follows:

Grade	KG	1	2	3
Percentage	88.4%	79.9%	76.7%	80.4%

The proposed rule would base these proficiency targets on the spring administration of the statewide reading assessment. The proposed targets would need to be re-evaluated each year and readjusted based on changes to the statewide reading assessment. Additionally, the rule would need to be adjusted for out years as we moved through the timeline.

It is also important to the note that these numbers are statewide growth targets and should not be applied to a single school or school district. Each school district will set their own benchmark or targets through their Continuous Improvement Plans. These targets will be based on their specific student populations and school district resources.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

IMPACT

The approval of this proposed rule will bring the Board into compliance with new provisions contained in Section 33-1616, Idaho Code, and set statewide growth trajectory targets.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 08.01.02

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the Pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria: provides protection of public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. This rule qualifies as temporary rules as it brings the state into compliance with HB 526 (2016) and Section 33-1616, Idaho Code.

Staff recommends approval.

BOARD ACTION

I move to approve the temporary and proposed rule IDAPA 08.02.01 Rules Governing Administration, Literacy Growth Targets as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Temporary/Proposed Rule, IDAPA 08.02.01 – Rules Governing Administration –
Statewide Average Class Size

APPLICABLE STATUTES, RULE OR POLICY

Section 33-1616, Idaho Code

BACKGROUND/DISCUSSION

HB 476 (2016) amended Section 33-1004, Idaho Code setting additional provisions for determining the statewide average class size that is used in calculations related to school district staff allowances. Prior to Fiscal Year 2016 (FY 2016), school districts were allowed to employ 9.5% fewer positions than what was funded based on their instruction and pupil service staff allowances. Beginning in FY 2016, this percentage is reduced by 1% for each year the school districts average class size was at least one (1) student greater than the statewide average class size.

Pursuant to Section 33-1004, Idaho Code the determination of this factor must be based on “multiple figures determined through analysis of like and similarly situated districts and use of the divisor breakdown established in Section 33-1002, Idaho Code.” The divisor breakdown in Section 33-1002, Idaho Code establishes divisors for school districts based on grade levels and average daily attendance calculations, as well as divisors for alternative schools. The Board and Department of Education staff analyzed the groupings of school districts based on the various divisors applied to a single school district.

The proposed rule amendments would add a new section to IDAPA 08.02.01, Rules Governing Administration setting out the provisions for determining the statewide average class size based on the divisors specified in Section 33-1002, Idaho Code. The proposed breakdown would be as follows:

- Group 1: School districts with an Elementary Divisor from 20 to 23 and an average daily attendance of 300 or more and a Secondary Divisor of 18.5
- Group 2: School districts with an Elementary Divisor from 20 to 23 and an average daily attendance of 300 or more and a Secondary Divisor between 16 and 13.5
- Group 3: School districts with an Elementary Divisor from 19 to 20 and an average daily attendance of less than 300 and a Secondary Divisor between the state minimum and
- Group 4: School districts with an Elementary Divisor between the state minimum and 16 and a Secondary Divisor between the state minimum and 16.

The proposed groupings were shared with the Idaho School Boards Association and Idaho Association of School Administrators representatives and they were comfortable with the analysis and subsequent groupings.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

IMPACT

Approval of the temporary and proposed rule would set out the method by which the statewide average class size for the use in support unit calculations is determined.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 08.01.02

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the Pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria: provides protection of public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. This rule qualifies as temporary rules as it brings the state in compliance with HB 476 (2016) and Section 33-1004, Idaho Code.

Staff recommends approval.

BOARD ACTION

I move to approve the temporary and proposed rule IDAPA 08.02.01 Rules Governing Administration, Statewide Average Class Size as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Proposed Rule IDAPA 08.02.02 – Rules Governing Uniformity – Teacher Certification Requirements

REFERENCE

August 2014	Board approved proposed rules incorporating a tiered certification structure into administrative rule as well as reorganization of the section and cleanup of out of date language.
November 2014	Board approved the pending rule incorporating the proposed changes. (The 2015 Legislature rejected the proposed rule)
May 2015	Board approved a temporary rule broadening the language regarding the alternate route to certification – content specialist.
August 2015	Board approved proposed rule amendments reorganizing the teacher certification section and adding language necessary due to the adoption of the career ladder.
November 2015	Board approved pending rule amendments reorganizing the teacher certification requirement (IDAPA 08.02.02)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.02
Section 33-1201, Idaho Code

BACKGROUND/DISCUSSION

In late 2014, as part of the of the Career Ladder subcommittee work on tiered certification, it was discovered that there were a number of current practices regarding teacher certification that were not in alignment with Idaho statute or Idaho Administrative Code. Those practices that were not in alignment with Idaho statute were immediately corrected. In 2015 Board staff, working with the State Department of Education staff and additional education stakeholders, discussed those practices that had developed over time and the current certification requirements to identify which areas of the administrative rules should be changed and which practices needed to be changed to be compliant with Administrative Code. At the same time this group discussed issues around the state and national teacher shortage and ways that the certification requirements could be amended to maintain a high standards of professionalism while still providing flexibility to the school district. There was consensus from the group that there was not a desire to lower the minimum standards for certification and that there was a potential to do long term harm to the profession and students alike.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

The group specifically discussed alternate and non-traditional routes that individuals could use to enter the teaching profession and the classroom. With the exception of small technical changes, it was felt that current requirements provide opportunities for individuals to enter the profession without following the traditional teacher preparation program route as well as pathways for individuals to add additional content area endorsements to their certificates. There was concern that in some areas our teacher mentoring programs were weak or under-resourced and it was felt that these programs were critical for assuring inexperienced teachers had the proper support in place to help them become effective teachers.

The majority of the proposed changes to IDAPA 08.02.02 address the issue of teachers assigned to classrooms outside of the grade ranges they are eligible to teach through their endorsements. Overall the group felt this change could result in increasing the pool of teachers that were available by removing the barrier of having to earn an additional certificate when in reality they were qualified to teach the subject areas and grade ranges if they met the endorsement requirements. This model would include the creation of additional grade ranges on some endorsements which would allow teachers to earn endorsements in those grade ranges they felt comfortable teaching in. At the same time, mechanisms would remain in place for teachers to earn additional endorsement for their certificates similar to the process for earning additional certificates.

The combination of the current standard elementary and secondary certificates address the issue of a teacher teaching outside of the grade range of their certificates without creating a disruption to individuals who currently hold certificates; this will ultimately result in the overall simplification of Idaho's standard instructional certificates.

Additional amendments to IDAPA 08.02.02 include; amendments to the administrator evaluation submittal timeline to bring them in alignment with legislative changes made during the 2016 Legislature; amendments to the certificated staff evaluations regarding student achievement to bring them into alignment with the student achievement requirements that are part of the career ladder; the creation of middle school/grades endorsement grade ranges; and updates to the occupational specialist certificates. The middle school/grades endorsements address the issue of individuals who have already obtained endorsements for grades 6 through 9 that did not previously exist and is in alignment with the single instructional certificate model.

IMPACT

The proposed amendments would result in simplifying Idaho's instructional certificates and resolve the issue of individuals teaching outside of their eligible grade ranges.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 08.02.02

Page 5

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes to the standard certificates will result in a need for additional review of some of the endorsements to assure full alignment. It is recommended that this work be conducted by the Professional Standards Commission for consideration by the Board in 2017. Those endorsements that were identified as needing immediate edits to work with the new certification model are being brought forward at this time.

Amendments to IDAPA 08.02.02 that have been proposed by the Professional Standards Commission that are impacted by these changes have been incorporated into the proposed rule amendments being considered.

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the Pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION

I move to approve changes to Proposed Rule IDAPA 08.02.02, Rules Governing Uniformity, Teacher Certification Requirements as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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CAREER TECHNICAL EDUCATION

SUBJECT

Proposed Rule IDAPA 08.02.03., Career Technical Education Secondary Programs – Content Standards

REFERENCE

June 2016 Board approved the career technical secondary program standards.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code
Section 33-1612, Idaho Code
Section 33-2211, Idaho Code
Idaho Administrative code, IDAPA 08.02.03, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

Similar to academic programs, content standards exist for our career technical programs. These content standards are developed with secondary and postsecondary instructors and industry representatives. In the past, interested stakeholders were pulled together to determine the existing program content standards. This work set the basis for the technical program at the secondary level and prepares the foundation for secondary program testing. Postsecondary instructors provided guidance into the postsecondary program, and industry representatives validated the outcomes with current needs of the particular industry occupations supported by the program.

Once the technical standards and student learning outcomes were developed and vetted through the initial development team, the learning outcomes were shared with a larger group of industry representatives. The Division of Career Technical Education (Division) asked industry representatives to rank each learning outcome as to their importance in the workplace. Each learning outcome was then scored and reflected in the program Technical Skills Assessment based on the level of criticality established by the representative community.

Each secondary career-technical program is evaluated regularly by the Division and held to these standards. Currently these standards are standalone documents updated and maintained by the Division. Board approval and subsequent incorporation of these standards into administrative code will elevate the importance of these standards to the same level as academic content standards, provide continuity between those career technical content areas that are taught by academic instructors and career technical instructors, and provide for more transparency in the standards setting process when future updates are made.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

IMPACT

Approval of the proposed rule changes will add the Career Technical Education (CTE) content standards, approved by the Board at the June 2016 Board meeting, into administrative rule in a similar fashion as the existing academic content standards. The standards being incorporated are the existing CTE content standards that are currently being used by our secondary CTE programs.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 08.02.03.004

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve changes to the proposed rule IDAPA 08.02.03.004 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Proposed Rule IDAPA 08.02.03.105, Rules Governing Thoroughness –
Graduation Requirement - Proficiency

REFERENCE

August 2015	Board approved Proposed Rule IDAPA 08.02.03.105, which addressed several outstanding issues with the language that were caused in part by the partial rejection of the pending rule approved by the Board in 2014.
November 2015	Board approved pending rule changes to IDAPA 08.02.03.105
April 2016	Board adopted recommendations from the Accountability Oversight Committee to remove the graduation ISAT proficiency requirement.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03. Rules Governing Thoroughness, subsection 105.

BACKGROUND/DISCUSSION

As part of the transition to the Idaho Standards Achievement Test (ISAT) developed by Smarter Balanced and currently administered by AIR, the Board had approved changes to the graduation proficiency requirement in 2014. These changes in part moved the proficiency grade level requirement from grade ten (10) to grade eleven (11), exempting those students graduating in 2016 and 2017 from having to show proficiency on the assessment to graduate and allowed those students who showed proficiency in grade nine (9) to bank their scores. The exemption for those students graduating in 2016 had been in place since 2014. During the 2015 legislative session, the pending rule exempting students graduating in 2017, as well as moving the assessment to grade eleven (11), was rejected. The Board promulgated rules in 2015 to provide for an exemption of the proficiency requirement for students who took the assessment in 2015 (during the baseline year) and made technical corrections that were made necessary due to the partial rejection by the legislature during the previous year. The proficiency requirement for graduation purposes was first established by the Board in 2003, and was added to Administrative Code effective 2004, and became effective for students starting on January 1, 2006.

Since those initial discussions in 2015, the Board's Accountability Oversight Committee has forwarded a recommendation to the Board asking the Board remove the graduation proficiency requirement in its entirety. The Board adopted that recommendation at the April 2016 Board meeting and directed staff to bring back a proposed rule to implement the recommendation.

The proposed amendments to IDAPA 08.02.02.105.06 eliminate the proficiency in its entirety, elimination of the proficiency requirement includes the elimination of

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

the alternate routes to proficiency as well. If accepted by the legislature high school students will no longer need to show proficiency on the ISAT to graduate and school districts will no longer need to submit alternate plans for graduation to the Board office.

IMPACT

Approval of the proposed rule will eliminate the ISAT proficiency graduation requirement in its entirety.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 08.02.03.105

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the Pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION

I move to approve changes to Proposed Rule IDAPA 08.02.03.105, Rules Governing Thoroughness, Graduation Requirement - Proficiency as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Proposed Rule IDAPA 08.02.03.105, Rules Governing Thoroughness – Graduation Requirement – Civics Proficiency

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1602, Idaho Code

BACKGROUND/DISCUSSION

During the 2015 legislative session, changes were made to Section 33-1602, Idaho Code requiring students to show they could meet the Idaho civics and government content standards either through the "civics test" or an alternate measure determined by the school district. During the 2016 legislative session it was discovered that districts did not understand what was allowed under an alternate measure. During the 2016 legislative session additional amendments were made to Section 33-1602, Idaho Code specifying that the applicability of this subsection to a pupil who receives special education services is governed by the pupil's individualized education plan (IEP). While this language provided some additional clarification showing that the "alternate path determined by the school district" were different than provisions applied to student on an IEP, Board staff were asked to still provide additional clarification through administrative rule.

The proposed rule amendments would add a new section to IDAPA 08.02.03.105 clearly stating that in addition to the "civics test" defined in Section 33-1602, a school district may choose an alternate path through single or multiple measures for a student to show they have met the state civics and government content standards.

IMPACT

Approval of the proposed rule would provide clarification on the alternate path a school district may use for measuring student civics proficiency.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 08.02.03.105

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the Pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria: provides protection of public health, safety, or

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. This rule qualifies as temporary rules as it brings the state in compliance with Section 33-1602, Idaho Code. The requirement will be applied for the first time to students graduating in the 2016-2017 school year.

Staff recommends approval.

BOARD ACTION

I move to approve changes to Proposed Rule IDAPA 08.02.03.105, Rules Governing Thoroughness, Graduation Requirement – Civics Proficiency as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Proposed Rule IDAPA 08.02.03.111 through .114, Rules Governing Thoroughness – Comprehensive Assessment Program and Accountability Requirements

REFERENCE

August 2003	Board approved changes to Proposed Rule 08.02.03.112
June 2010	Board approved a one year waiver of IDAPA 08.02.03.111.07.b requiring the Department administer the Direct Math and Direct Writing Assessment
August 2010	Board approved temporary and proposed rule changes to IDAPA 08.02.03.111 requiring districts send out all assessment results within three weeks of receipt from the state
October 2011	Board approved pending rule changes to IDAPA 08.02.03.111
August 2011	Board approved a proposed rule amendment removing the reference to the Direct Math and Direct Writing Assessment from IDAPA 08.02.03.111, subsection 03, 06, and 07
October 2011	Board approved pending rule changes to IDAPA 08.02.03.111
August 2014	Board approved a one year waiver of 08.02.03.113. Reward Schools
January 2014	Board approved a one year waiver of 08.02.03.111.06 subsections j and k for one year
October 2015	Accountability Oversight Committee presented recommendations to the Board regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver
February 2016	Board received an update on the timeline for the Accountability Oversight Committee to bring recommendations forward
April 2016	Accountability Oversight Committee presented recommendations to the Board regarding removal of the ISAT proficiency and college entrance exam graduation requirements. The Board adopted the recommendation that the ISAT proficiency graduation requirement be removed and rejected the recommendation that the college entrance exam graduation requirement be removed.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03., Rules Governing Thoroughness, subsection 111 through 114

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

Elementary and Secondary Education Act as reauthorized by the Every Student Succeeds Act.

BACKGROUND / DISCUSSION

The Board originally embarked on the creation of provisions assessment and accountability in 1997. Since that time there have been many changes at the state and federal level regarding assessments and accountability. In January 2016, the Planning, Policy and Governmental Affairs Committee charged the Accountability Oversight Committee (AOC) with bringing forward recommendations to the Board that were in alignment with the Task Force recommendations for a new state accountability system (Recommendation 5 – 2013) and would meet the federal accountability requirements (the Board will be considering those recommendations under a different agenda item). Once adopted, those recommendations need to be incorporated into changes to Administrative Code, specifically, IDAPA 08.02.03.111 through .113. The original timeline for these recommendations was scheduled for the June 2016 Board meeting, however, the committee felt it needed to have additional time to conduct a survey to gather broader public input. Due to the rulemaking deadlines this means that the proposed amendments to administrative rule will have to be considered by the Board at the same meeting the Board is considering the recommendations themselves. The proposed rule approved by the Board will go through the standard rulemaking process. This includes a 21 day public comment period, potential changes to the rule based on those comments, final consideration by the Board in November 2016 of a pending rule and then consideration by the Legislature in 2017. Once accepted by the Legislature the rule would go into effect in the spring of 2017. The proposed amendments are based on the AOC recommendations. There will be an opportunity at the Board meeting to amend the proposed rule based on the provisions adopted by the Board at the August 2016 Board meeting.

The current timeline for implementing the Every Student Succeeds Act (ESSA) requires states have accountability and assessment provisions in place for the 2017-2018 school year. The Board discussed at the February 2016 Board meeting the desire to have provisions in place for one year prior to the first year required under ESSA, this would allow the state to assure the data was being collected consistently and accurately as well as look at the data to make sure it was actually measuring the right things prior to a school being held accountable to these measures for federal accountability purposes.

The proposed amendments to IDAPA 08.02.03.111 would make technical corrections that have been identified during the last year to the language around the requirements for the end of course science assessments and move the required administration of the Idaho Standards Achievement Test (ISAT) at the high school level to the 11th grade.

The proposed amendments to IDAPA 08.02.03.112 would remove outdated terms like “Adequate Yearly Progress” while at the same time referencing state level

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

progress will be set by the State Board of Education. Existing language regarding the participation rate and definitions of schools and subgroups would remain the same. Finally, the measures that make up the framework will be incorporated into the rule at the category level, definitions and format of data collected will be approved by the Board based on the Data Management Council recommendations and the specific details around the recommended growth model will be approved by the Board at a later date.

The proposed amendments to IDAPA 08.02.03.113 would repeal the section in it's entirety. The current Distinguished School requirements were based on the Five Star system and are not applicable at this time. The Distinguished School awards were valued by the schools when granted and it is recommended that a new system be developed for recognizing and awarding high achieving schools by the Board, however, until that system is developed it is recommended that this section be repealed.

The proposed amendments to IDAPA 08.02.03.114 would make technical corrections, updating language to current references, however, it would not be substantially changed at this time.

IMPACT

Approval of the proposed rule is the first step in implementing a new accountability for the State of Idaho.

ATTACHMENTS

Attachment 1 – Proposed Rule IDAPA 08.02.03.111 through 114

Page 4

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rule prior to entering the pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

BOARD ACTION

I move to approve changes to proposed rule IDAPA 08.02.03.111, 112, 113, and 114 Rules Governing Thoroughness – Comprehensive Assessment Program and Accountability Requirements, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried: Yes ___ No___

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Proposed Rule IDAPA 08.02.05, Rules Governing Pay for Success Contracting

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-125B, Idaho Code

BACKGROUND/DISCUSSION

Section 33-125B, Idaho Code was enacted by HB 170 (2015), the purpose of the legislation was to provide for an alternative means of fostering innovation in Idaho's schools, and to allow for a method by which the state could enter into an agreement with a private entity; whereby the entity bears the sole burden of financing the cost of a program up front and the state pays based on outcomes that are negotiated prior to entering into the contract. Section 33-125B, Idaho Code, additionally, establishes an oversight committee to review the proposal and indicate whether or not the Department of Education should commence negotiations. The oversight committee is made up of:

- The Chief Financial Officer for the Department of Education,
- The subject matter expert at the Department of Education,
- A representative from the State Controller's Office,
- The House of Representatives Education Committee Chairman, and
- The Senate Education Committee Chairman.

During the first year the program was available, one vendor submitted a proposal to the Department of Education based on feedback from this process it was determined that at a minimum submittal processes and timelines should be established in administrative rule.

The proposed rule would create an entirely new section of rule pertaining to Pay for Success Contracting. The rule will include information on where to submit the requests, and timelines for review of the request by the oversight committee

IMPACT

Approval of the proposed rule will set out the application process for vendors wishing to participate in the Pay for Success Contracting with the state.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 08.02.05

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the Pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

BOARD ACTION

I move to approve the proposed rule IDAPA 08.02.05, Rules Governing Pay for Success Contracting, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016**

UNIVERSITY OF IDAHO

SUBJECT

Proposed Rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification

REFERENCE

May 14, 2014	Board approved seed certification standards and temporary and proposed rule, IDAPA 08.05.01, Rules Governing Seed and Plant Certification - as presented.
August 14, 2014	Board approved pending rule, IDAPA 08.05.01.
April 16, 2015	Board approved amendment to seed certification standards.
May 20, 2015	Board approved temporary rule amendments to IDAPA 08.05.01 incorporating amended seed certification standards.
August 13, 2015	Board approved proposed rule changes to IDAPA 08.05.01 incorporating amended seed certification standards.
November 30, 2015	Board approved pending rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification

APPLICABLE STATUTE, RULE, OR POLICY

Title 22 Chapter 15, specifically Sections 22-1504 and 22-1505, Idaho Code.
Idaho Administrative Code, IDAPA 08.05.01, Rules Governing Seed and Plant Certification.

BACKGROUND/DISCUSSION

During the 2014 calendar year, the University of Idaho and the Board took action to address compliance within statutory requirements related to certification of seeds, tubers, plants and plant parts in the state of Idaho as contained in the Seed and Plant Certification Act of 1959 (Idaho Code Title 22 Chapter 15). The Board's action entailed incorporating into Board rules, by reference, the existing published Standards for Certification of the Idaho Crop Improvement Association, Inc. (ICIA). These existing published standards were created through a long established process involving the ICIA Board working in conjunction with committees for the various seed crops, composed of individuals representing the seed growers and processors, to create and then continuously update the standards. Standards, and any revisions to existing standards, are then presented to the Foundation Seed Stock Committee within the Agriculture Experiment Station at the University of Idaho for approval and then presented for approval by the University's Director of the Agriculture Experiment Station.

Through the ICIA's annual review process, the ICIA identified an amendment to the Rapeseed/Canola/ Mustard Certification Standards that would help to make these

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

AUGUST 11, 2016

seeds produced in Idaho be more competitive. The proposed amendment would add to this specific standard the need to test these seeds for Sclerotinia bodies.

IMPACT

Approval of the amendment as a proposed rule will allow the rule to move forward through the rulemaking process, making the changes permanent.

ATTACHMENTS

Attachment 1 – Proposed Rule – IDAPA 08.05.01	Page 5
Attachment 2 – Standards for Seed and Plant Certification	Page 7
Attachment 3 – ICIA Review Notification	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

Fees paid to the Idaho Crop Improvement Association, Inc. cover the cost of testing, the ICIA has determined that the additional test can be covered under the current fee structure.

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. If approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve changes to proposed rule IDAPA 08.05.01, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Proposed Rule IDAPA 47.01.01 – Division of Vocational Rehabilitation

REFERENCE

June 2015	Board approved pending rule to clarify language regarding the Divisions of Vocation Rehabilitation customer appeal and mediation process as well as technical changes. Board approved the Division of Vocational Rehabilitations Field Service Manual.
August 2015	Board approved pending rule change to IDAPA 47.01.01

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 47.01.01

BACKGROUND/DISCUSSION

The Idaho Division of Vocational Rehabilitation (IDVR) Field Service Manual contains internal processes to IDVR as well as eligibility and program requirements for the people and agencies IDVR serves. Currently this manual is incorporated by reference into Idaho Administrative Code, IDAPA 47.01.01. When a document is incorporated by reference into administrative rule it has the force and effect of law and can only be changed through Board approval and the rulemaking process. In 2015, IDVR has identified a number of processes in the Field Service Manual that belong more appropriately in a policies and procedures manual of the agency. Starting in 2015 IDVR began the process of identifying areas that belong in the manual versus those areas that more appropriately belong in administrative rule with the end goal of removing the Field Service Manual from Administrative Code altogether. The proposed amendments to the Field Service Manual and administrative rule, IDAPA 47.01.01 provided for consideration this year are phase 2 of a multi-year process.

Additional amendments are being made to update references to the Workforce Innovation and Opportunity Act and update the Order of Selection procedures with federal guidelines and best practices.

IMPACT

The proposed changes incorporate the updated Field Service Manual into rule and bring the rule compliant with federal order of selection guidelines.

ATTACHMENTS

Attachment 1 – Proposed Rule Changes to IDAPA 47.01.01	Page 3
Attachment 2 – Field Services Policy Manual – Redlined	Page 9

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION

I move to approve the Division of Vocational Rehabilitations Field Service Manual as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve changes to Proposed Rule IDAPA 47.01.01 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

SUBJECT

Proposed Rule IDAPA 47.01.02, Rules and Minimum Standards Governing Extended Employment Services.

REFERENCE

August 2006	Board approved the Temporary and Proposed Rules and Minimum Standards Governing Extended Employment Services.
November 2006	Board approved pending rule amendments to IDAPA 47.01.02.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-2211 and 33-2303, Idaho Code

BACKGROUND/DISCUSSION

The Idaho Division of Vocational Rehabilitation (IDVR) is an agency of the Idaho State Board of Education. In July of 2004 Governor Kempthorne transferred the administration of the long term vocational support services in Idaho from the Department of Health and Welfare to Idaho Division of Vocational Rehabilitation. Legal authority to promulgate rules for the Extended Employment Services were established under House Bill 547 (2006). Rules promulgated at that time created IDAPA 47.01.02 establishing provider qualifications, defining eligible clients, and the services to be provided. There have been no updates to this section of Administrative Code since 2006.

IMPACT

IDVR does not anticipate any fiscal impact from the approval of these rules. The rules will provide guidance for community rehabilitation programs in the delivery of Extended Employment Services, information that will assist others in making appropriate referrals, and the authority for IDVR to intervene should providers fail to meet the standards set forth in the rules.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 47.01.02

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

BOARD ACTION

I move to approve changes to proposed rule IDAPA 47.01.02, Rules and Minimum Standards Governing Extended Employment Services, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CAREER TECHNICAL EDUCATION

SUBJECT

Proposed Rule IDAPA 55.01.03, Career Technical Education Secondary Programs – Career Technical Schools

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2202 through 33-2212, Idaho Code
Idaho Administrative code, IDAPA 55.01.03, Rules of Career Technical Schools

BACKGROUND/DISCUSSION

Career Technical Schools are designed to provide high end career and technical programs at the secondary level. These programs help prepare students for high-skill and in-demand careers; schools are closely linked to postsecondary education and business and industry.

In order to be approved as a school, Career Technical Schools are required to meet a number of criteria, including specific attendance zone requirements, the offering of advanced opportunities for enrolled students, and be located at a separate site than a non-Career Technical Secondary or be approved as a cooperative service agency.

Operationally, Career Technical Schools are required to meet specific programmatic requirements, including programs that are based on industry standards, demonstrate a responsiveness to labor market skills, and promote the development of leadership, interpersonal and other workplace skills through career and technical student organizations.

IMPACT

The impact of these changes will align Administrative Code to existing practices, will help ensure consistency in how funds for career technical schools are calculated, and will update the language regarding advanced opportunities to align with the language in Board Policy Section III.Y.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 55.01.03

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 11, 2016

Staff recommends approval.

BOARD ACTION

I move to approve the changes to proposed rule IDAPA 55.01.03 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 11, 2016**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.O. COURSE PLACEMENT– FIRST READING	Motion to Approve
2	FIVE-YEAR PROGRAM PLAN	Motion to Approve
3	ANNUAL PROGRAM PRIORITIZATION REPORT	Motion to Approve
4	BOISE STATE UNIVERSITY – ONLINE GRADUATE CERTIFICATE IN EDUCATIONAL GAMING AND SIMULATION	Motion to Approve
5	EPSCOR ANNUAL REPORT	Information Item
6	CHAIRMAN’S UPDATE	Information Item

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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 11, 2016

SUBJECT

Board Policy III.O.—Course Placement—First Reading

REFERENCE

June 2015	Board approved Repeal of Board Policy III.O. Equivalency Schedules.
October 2015	Board approved waiver of Board Policy III.Q.4.c, Admissions Placement Scores.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q.4.c

BACKGROUND / DISCUSSION

At its October 2015 meeting, the State Board of Education (Board) waived for a third and final time the placement section of Board policy III.Q.4.c. This section of policy covers placement in entry-level college courses and was waived until the end of the 2016 calendar year to allow for the creation and adoption of new placement mechanisms, especially in the wake of the news that ACT would be discontinuing the widely used COMPASS test at the end of CY2016.

The new placement mechanisms and processes currently under development by the institutions will be reviewed by the Chief Academic Officer and the Council on Academic Affairs and Programs (CAAP) prior to implementation.

The adoption of this policy will serve two primary purposes. First, it will allow the institutions to design and implement placement processes and mechanisms that allow them to properly place their students. Second, it will serve the Board's desire to ensure each institution's placement processes and expectations are found in a single location (much like the graph in Board Policy III.Q.4.c).

IMPACT

Approval of the proposed amendments would create a separate section of Board Policy regarding course placement and replace the current statewide placement policy.

ATTACHMENTS

Attachment 1 – Section III.O. “Course Placement” – First Reading. Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Given that course placement and college admissions are sufficiently separate areas of operation, CAAP recommends giving placement its own section of Board Policy. The proposed policy would create a new section of policy. CAAP recommends extracting Board Policy III.Q.4.c (currently under waiver) from III.Q and placing it in III.O. Board Policy III.Q is also in the early stage of being revised.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 11, 2016

Currently, Board Policy III.Q.4.c provides one location where current placement related cut scores can be identified. While cut scores are currently waived, CAAP believes it still remains important for all critical placement related information to be located in one place.

This proposed policy was recommended for approval by CAAP at its May 26 meeting and recommended for approval by the Instruction, Research and Student Affairs (IRSA) at its July 21, 2016 meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the new section of Board policy III.O. Course Placement, as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 11, 2016

SUBJECT

Five-Year Program Plan

REFERENCE

August 2012	The Board approved the first iteration of the Five-Year Program Plan.
August 2013	The Board approved the Five-Year Program Plan update.
August 2015	The Board approved the Five-Year Program Plan update.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy Section III.Z. Planning and Delivery of Postsecondary Programs and Courses, Section 33-113, Idaho Code.

BACKGROUND/DISCUSSION

Section 33-113, Idaho Code requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit wasteful duplication to the extent practicable. Board Policy III.Z. sets the method by which the Board limits duplication or evaluates the need for duplication as well as assigns responsibility for assessing the educational and workforce needs around the state.

Board Policy III.Z.2.a.ii. requires institutions to create program plans in alignment with their Statewide and Service Region Program responsibilities that describe proposed programs to be offered over a five year period and all programs currently offered. Board staff reviews institution plans for alignment with statutory and policy requirements, program responsibilities, and duplication.

On April 12, 2016, Board staff coordinated a work session with the provosts to review draft institution plans, statewide needs, and to identify and discuss programs that could potentially be viewed as duplicative or in conflict with Statewide Program responsibilities. This year, Board staff worked with the Division of Career and Technical Education (CTE) to coordinate the work session that would include a section for CTE programs, separate from academic programs.

The Five-Year Program Plan represents proposed programs for Academic Years 2016-17, 2017-18, 2018-19, 2019-20, and 2020-21.

IMPACT

The Five-Year Plan will provide a comprehensive picture of anticipated institutional academic program development. The Five-Year Plan is intended to serve as the foundation for advising and informing the Board in its efforts to

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 11, 2016

coordinate educational programs throughout the state. Approval of the Five-Year Plan will provide the institutions with the ability to proceed to a program proposal development stage.

ATTACHMENTS

Attachment 1 – The Five-Year Plan

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Institutions met on April 12, 2016 to review proposed programs, discuss areas of concern, and potential collaboration opportunities. Last year, staff reported that the College of Western Idaho (CWI) is proposing an Associate of Applied Science in Radiologic Technology for the 2019-20 academic year. Boise State University had at that time expressed concerns about the likely competitiveness of clinical sites for its existing B.S., Diagnostic Radiology program if CWI were to offer a Radiologic Technology program in the Treasure Valley. Both institutions reiterated that ongoing discussion is necessary as CWI continues to explore the viability of the proposed program. There were no other programs identified for future discussion.

The following represents a number of partnerships between institutions that are in progress or in the discussion stages.

UI	Computer Science, BS with NIC (Fall 2016)
ISU and CWI	Pharmacy Technology with NIC
BSU	-Joint Master of Public Administration & JD program – with UI (Fall 2018) -Criminal Justice, BS – with CWI (Fall 2017)
LCSC	Athletic Training, MS with UI (3+2) (in progress)
EITC	Medical Technician with ISU (discussion)
NIC	-Cybersecurity, AAS with UI (Fall 2017) -Medical Laboratory Technology, AAS w/5 technical colleges (Fall 2017)

IRSA reviewed the five-year plan at their July 21, 2016 meeting and will be prepared to discuss at the Board's meeting.

Staff recommends approval of the Five-Year Plans as submitted in Attachment 1.

BOARD ACTION

I move to approve the Five-Year Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 11, 2016

SUBJECT

Program Prioritization – Implementation Update

REFERENCE

May 2013	The Board directed institutions to institute a program prioritization process consistent with Robert Dickeson's prioritization principles, and further directed the institutions to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses.
June 2013	The Board approved the program prioritization proposals for Idaho State University, Boise State University, and University of Idaho as presented.
August 2013	The Board approved the program prioritization proposal for Lewis-Clark State College as presented.
October 2013	The Board was presented with an update on program prioritization.
August 2014	The Board was presented with the final results of program prioritization.
June 2015	The Board was presented with an update on program prioritization implementation.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.

BACKGROUND/DISCUSSION

In April 2016, Board Policy V.B. was amended. To require "Annual Program Prioritization updates...be submitted to the Board by the college and universities on the date and in a format established by the Executive Director."

In a guidance memo from the Board's Chief Financial and Academic Officers, dated May 11, 2016, the institutions' financial and academic Vice Presidents were notified that Executive Director Freeman had selected August as an ideal time for the institutions to provide these reports. The guidance memo also instructed the institutions that at minimum, their "presentations should touch upon the following areas:

- Brief description of significant programmatic actions which have been taken, if any, subsequent to the 2015 Program Prioritization update (discontinued, merged, re-sized programs, etc.)
- Any significant challenges/issues which will be worked in FY2017.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 11, 2016

- Brief description of how Program Prioritization is integrated into the institution's strategic planning, programming, and budgeting process.
- Relationship of Program Prioritization process/decisions to the FY2018 budget request, as applicable."

IMPACT

Program prioritization requires the institutions to conduct an evaluation of programs and services with specific and tangible objectives (goals), and with a focus on specific evaluation criteria rather than generalized across-the-board cuts. Implementation of program prioritization based on Dickeson's framework provides the Board with assurances of consistency and presents the institutions with a unique opportunity to evaluate old paradigms that may no longer make sense, with a specific focus on their Mission, Core Themes and Strategic Plans. The process provides a method to objectively review program efficiency and effectiveness. Based on the outcome of the program prioritization process "decisions can be made that, at the minimum, inform future budget decisions, and can also lead to enrichment of some programs that are under-resourced while at the same time reducing or even eliminating still others."

The impact of implementing program prioritization will ensure that guiding principles are carried forward as standard aspects of institutional administration.

ATTACHMENTS

Attachment 1 – May 2016 Guidance Memo	Page 3
Attachment 2 – BSU Program Prioritization Presentation	Page 5
Attachment 3 – ISU Program Prioritization Presentation	Page 31
Attachment 4 – UI Program Prioritization Presentation	Page 51
Attachment 5 – LCSC Program Prioritization Presentation	Page 65

STAFF COMMENTS AND RECOMMENDATIONS

These presentations are an opportunity for the Board and the institutions to glimpse into the institutionalization of program prioritization on the four-year campuses, and to see how the institutions are assimilating the principles of program prioritization into the planning, programming, budgeting, and performance tracking processes.

Each institution has prepared a written report per the Guidance Memo referenced above and included as Attachment 1. The institutions will also provide an oral report to the Board as part of the agenda item.

BOARD ACTION

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

BOISE STATE UNIVERSITY

SUBJECT

New self-support, online Graduate Certificate in Educational Gaming and Simulation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University proposes the creation of an online, self-support 15-credit graduate certificate program in Educational Games and Simulations, to be offered by the Department of Educational Technology. The new program will add to the array of self-support programs offered by the department: a Master of Educational Technology degree, an Ed.D. in Educational Technology, an Education Specialist degree (Ed.S.) in Educational Technology, and three graduate certificates.

The courses of study leading to these graduate certificates can be taken as specializations within the master's or Ed.S. programs or as stand-alone programs. The proposed program will provide students in this set of self-support programs with a broader set of choices; curricular choice plays a key role in student recruitment for self-support programs.

The coursework in the proposed program will produce graduates who will be able to (i) improve individualized learning by custom-designing and programming games and simulations for specific instructional needs and (ii) expertly gamify entire curricula at all levels and in all academic disciplines.

IMPACT

Students who will enroll in the proposed program will be from the same population of students presently served by our other self-support programs in Educational Technology. The population served is fully distinct from students enrolled in our traditionally-funded programs, and instead of paying traditional tuition and fees will pay separate fees of a self-support program. The program therefore meets the criteria for a self-support program as provided in Board Policy V.R., subsection 3.b.v.(a)(2).

Students in the proposed program will be in many of the same classes as students in the existing self-support, online programs offered by the department. Similarly, students in the existing programs will enroll in the three new classes that are being created for the proposed program.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 11, 2016**

The cost to a student of completing the proposed certificate program can be calculated as 15 credits times \$379.33 per credit (the cost to students for master's level courses) for a total of \$5,689.95.

The program will not require the use of any new state appropriated funds.

ATTACHMENTS

Attachment 1 – Graduate Certificate in Educational Gaming and Simulation, Self-Support Program Proposal Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Consistent with Board Policy III.Z, no institution has the statewide program responsibility for educational technology programs at the certificate level. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online.

BSU also requests approval to assess a self-support program fee consistent with Board Policy V.R.3.b.v.(a) (2). Based on the information for the self-support program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on July 11, 2016 and to the Boards on Instruction, Research, and Student Affairs (IRSA) committee on July 21, 2016.

BOARD ACTION

I move to approve the request by Boise State University to create a new online, self-support program that will award a Graduate Certificate in Educational Gaming and Simulation in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate a self-support program fee for the Graduate Certificate in Educational Gaming and Simulation in the amount of \$379.33 per credit in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO EPSCoR

SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) Annual Report

REFERENCE

August 2013	EPSCoR provided their annual report to the Board
April 2014	EPSCoR provided their annual report to the Board
April 2015	EPSCoR provided their annual report to the Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W. Higher Education Research

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality, academic research base that is serving as a backbone of a scientific and technological enterprise.

Idaho EPSCoR is led by a state committee composed of 16 members appointed by the Board, with diverse professional backgrounds from both the public and private sectors and from all regions in the state. The Idaho EPSCoR committee oversees the implementation of the EPSCoR program and ensures program goals and objectives are met. The Idaho EPSCoR office and the Idaho EPSCoR Project Director are located at the University of Idaho. Partner institutions are Boise State University and Idaho State University including participation of Idaho's 2-year and 4-year colleges.

The purpose of EPSCoR awards is to provide support for lasting improvements in a state's academic research infrastructure and its research and education capacity in areas that support state and university Science and Technology Strategic Plans. Idaho EPSCoR activities include involvement in K-12 teacher preparation and research initiatives and projects ranging from undergraduate research through major state and regional research projects.

Idaho has three active NSF EPSCoR Research Infrastructure Improvement (RII) awards:

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 11, 2016

- Track-1 RII; 2013-2018 - \$20 million, “Managing Idaho’s Landscapes for Ecosystem Services (MILES)”
- Track-2 RII Focused EPSCoR Collaborations; 2013-2017 - \$6 million, “Western Consortium for Watershed Analysis and Visualization (WC-WAVE)”
- Track-3 RII Building Diverse Communities; 2014-2019 - \$750,000 (up to five years), “Indigenous Program for STEM Research”, and “Regional Native Network of Graduate Education: A National Research and Educational Model”

Consistent with Board Policy III.W.2. d., EPSCoR has prepared an annual report regarding current EPSCoR activities that details all projects by federal agency source, including reports of project progress from associated external Project Advisory Board (PAB).

ATTACHMENTS

Attachment 1 – Annual Report Presentation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Idaho EPSCoR was awarded a new Track-1 grant NSF-EPSCoR award in 2013 entitled, “Managing Idaho’s Landscapes for Ecosystem Services”, for \$20M between the 2013-2018 periods. NSF-EPSCoR grants require a state matching component, these funds are paid out of a portion of the funds allocated for use by the Board’s Higher Education Research Council (HERC). The state match for the current award is \$800,000 for fiscal year 2017.

BOARD ACTION

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 11, 2016

SUBJECT

Instruction, Research and Student Affairs (IRSA) Chairman, Dave Hill, update to the State Board of Education on IRSA committee work.

BACKGROUND/DISCUSSION

Board Member Hill will provide a brief update on the committee and activities it is currently discussing. The update will include:

1. Dual Credit Workgroup
2. Math working group

BOARD ACTION

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

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

TAB	DESCRIPTION	ACTION
<hr/>		
	AMENDMENT TO BOARD POLICY	
1	Section II.F. – Policies Regarding Non-classified Employees	Motion to approve
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	IDAHO STATE UNIVERSITY	
2	Reclassification of Provost to Executive Vice President and Provost	Motion to approve
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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

SUBJECT

Idaho State Board of Education Policy II.F. – first reading

REFERENCE

June 2016

Board approved the second reading of amendment to Board policy II.F (related to coach and athletic director employment agreements)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.F.
Section 49-2426, Idaho Code

BACKGROUND/DISCUSSION

The proposed amendment is the result of extended discussions among the State Board of Education (Board) Athletics Committee, the Board's Deputy Attorney General and institutional legal counsel, and the State Risk Management office. Language has been added to the policy to emphasize state regulations with respect to state-owned or leased vehicles and the insurance requirements applicable when local dealerships provide courtesy vehicles to institution personnel who choose to make personal use of those vehicles.

IMPACT

The proposed amendment fills a gap in previous Board policy with respect to courtesy vehicles. The revised wording reiterates existing State policy that personal use by employees of agency-owned/leased vehicles—as well as institution-controlled courtesy vehicles which are insured through the State's Risk management program—is not permitted. The amendment also provides the minimum coverage limits, special endorsements, and “additional insured” requirements when employees obtain personal insurance for courtesy vehicles.

ATTACHMENTS

Attachment 1: Amendment to Board Policy Section II.F.

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendment to Policy II.F.b.vi. is being forwarded in parallel with a proposed amendment (under separate cover) to Policy I.E., which will clarify employment benefits (car allowances) and insurance requirements applicable to institutional presidents. Taken together, the proposed amendments will help ensure compliance and consistency with respect to use of institution-owned vehicles, including dealer-provided courtesy vehicles for college/university employees. Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

BOARD ACTION

I move to approve the first reading of the proposed amendment to Board Policy Section II.F "Policies Regarding Non-classified Employees" as provided in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

IDAHO STATE UNIVERSITY

SUBJECT

Authorization to establish new vice-president level position: Executive Vice President and Provost

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.B.3.a.

BACKGROUND / DISCUSSION

Idaho State University (ISU) continues to evaluate its programs, processes, and organizational structure to enhance the student experience, increase support to the faculty, and provide superior service and administrative oversight. ISU is proposing a revised leadership structure which will support these goals while eliminating duplication of effort and enhancing unity of effort. ISU seeks State Board of Education (Board) approval to establish a new position: Executive Vice President and Provost. The new position would serve as the President's senior administrator and academic leader, providing unified oversight of administrative as well as academic functions. The new position would replace the current Provost position. Under the new model, the President would continue to directly interact with the senior leaders under the authority of the Executive Vice President and Provost through the Institutional Effectiveness Council and the President's Executive Council. The revised structure will reduce the need for day-to-day operational decision-making tasks by the President, enabling the Chief Executive to focus on the University's mission and strategic goals/objectives.

Details of the proposed new vice-president position are provided below, in accordance with Board Policy II.B.3.a.

- i. Position title: Executive Vice President and Provost
- ii. Type of position: Administrative, Non-Classified
- iii. FTE: 1.0
- iv. Term of appointment: 12 months
- v. Effective date: August 14, 2016
- vi. Salary: \$235,000
- vii. Funding source: Appropriated Funds
- viii. A description of the duties and responsibilities of the position is provided in Attachment 1.

IMPACT

By combining the administrative and academic oversight of the functional areas under this new position, ISU will be able to more closely align the budget process with academic requirements and with the institution's strategic priorities. This realignment will help ISU's leadership prioritize its resources to fully support student learning outcomes. The proposed leadership structure is similar to that in

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

place at the University of Idaho and at many other universities across the country. Subject to Board approval of the new position, ISU intends to promote the current Provost into the position, at an annual salary level of \$235,000 (this represents a 10.9% increase above the current salary for the Provost position and is in line with national CUPA-HR market data).

ATTACHMENTS

Attachment 1 – Duties and Responsibilities	Page 3
Attachment 2 – Revised Executive Organization Chart	Page 7
Attachment 3 – Dr. Laura Woodworth-Ney C.V.	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

The proposed executive vice president/provost model has been used successfully at other institutions, and it has the potential to enhance integrated strategic planning, programming, resource allocation, and assessment operations at ISU in support of the Board's strategic goals and objectives. Clear lines of authority and responsibility are essential to the success of any organization. Implementation of the revised leadership structure (upon Board approval of the new position) has an excellent prospect of success in light of the ISU president's plan to appoint a highly-capable, proven leader—ISU's current provost—as the Executive Vice President and Provost.

BOARD ACTION

I move to authorize Idaho State University to establish the position of Executive Vice President and Provost, with terms and duties as described in the documentation provided.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016**

TAB	DESCRIPTION	ACTION
1	FY 2018 LINE ITEMS	Motion to approve
2	FY 2018 CAPITAL BUDGET REQUESTS	Motion to approve
3	INTERCOLLEGIATE ATHLETIC REPORTS NCAA Academic Progress Rate (APR) Scores	Information item
4	IDAHO NATIONAL LABORATORY Board Sponsorship of Idaho National Laboratory Project	Motion to approve
5	BOISE STATE UNIVERSITY Oracle HCM Cloud Application Licensing Agreement	Motion to approve
6	IDAHO STATE UNIVERSITY Land Use Swap between ISU and Idaho State University Federal Credit Union	Motion to approve
7	IDAHO STATE UNIVERSITY Disposal of Real Property - O'Neill Property in McCammon, Idaho	Motion to approve
8	IDAHO STATE UNIVERSITY Ground Lease – Idaho College of Osteopathic Medicine	Motion to approve
9	IDAHO STATE UNIVERSITY Online Program Fee – Community Paramedic Academic Certificate Program	Motion to approve
10	EASTERN IDAHO TECHNICAL COLLEGE Right of Way Agreement – City of Idaho Falls	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY 2018 Line Item Budget Requests

REFERENCE

April 2016	Board approved guidance to the college and universities regarding submission of line item budget requests
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June 2016	Board directed the Business Affairs and Human Resources Committee to review the FY 2018 budget line items and to bring recommendations back to the Board for its consideration at the regular August 2016 Board meeting
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APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.
Title 67, Chapter 35, Idaho Code

BACKGROUND/ DISCUSSION

As discussed at its April 2016 Board meeting, the Board directed the college and universities to limit any Fiscal Year 2018 budget line item requests to those which will measurably support implementation of the Board's strategic plan. Institutions may request up to two (2) line items in priority order, the total value of which shall not exceed five percent (5%) of an institution's FY2017 total General Fund appropriation. Any requests for occupancy costs will not count towards the two line items or the 5% cap.

At the June 2016 board meeting, the institutions and agencies presented their Line Item requests. The Board directed the Business Affairs and Human Resources Committee to review the FY 2018 budget line items and to bring recommendations back to the Board for its consideration at the regular August 2016 Board meeting.

The list of Line Items in Attachments 1 and 2 are not listed in priority order, however they include each agency and institution's priority rank for each item. Upon final approval the line items will be included in the institution and agency budget submissions to the Legislative Services Office (LSO) and the Division of Financial Management (DFM).

IMPACT

The approved Line Items will be included with the FY 2018 budget requests and submitted to DFM and LSO for consideration by the Governor for his FY 2018 Budget recommendations and by the Joint-Finance Appropriations Committee for funding.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

ATTACHMENTS

Attachment 1 - College & Universities	Page 4
Attachment 2 - Community Colleges and Agencies.....	Page 5
Attachment 3 - Occupancy Costs	Page 6
Attachment 4 - Individual Line Items.....	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho state budget request process is based on Base-plus budgeting as follows:

Base Budget:	Historical budget based on years of appropriations
MCO:	Maintenance of current operations; formula driven for uncontrollable factors such as general salary increases and cost inflation.
Line Items:	Enhancements for new programs and initiatives

Base budgeting allows the agencies and institutions to derive a reasonable dollar estimate in order to manage their programs and staffing levels from one year to the next. This is also true for the higher education institutions whose budgets are consolidated for four year institutions and for two-year community colleges.

Since the June Board meeting, staff added a line item under State Board of Education for a one-year contract to develop a ten-year strategic plan to advance Graduate Medical Education for the state of Idaho.

The Division of Vocational Rehabilitation had a placeholder for its line item to add additional program funds for Extended Employment Services. The Division has now included a total cost of \$214,300 for this line item.

There were no other material changes to the line items between the June and August meetings. Staff recommends approval.

BOARD ACTION

I move to approve the Line Items for the agencies and institutions as listed in Attachments 1 and 2, and to authorize the Executive Director to approve the MCO and Line Item budget requests for agencies and institutions due to the Division of Financial Management and Legislative Services Office on September 1, 2016.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

SUBJECT

FY 2018 Capital Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8. and Section V.K.

BACKGROUND/DISCUSSION

The capital projects request process is separate from the line item budget request process. The Permanent Building Fund Advisory Council (PBFAC), which is supported by the staff of the Division of Public Works (DPW), has three major areas of focus when it considers and develops recommendations on institutional and agency requests for fiscal year construction projects: a) major new construction or remodeling projects, typically costing well over \$1M (referred to as “Capital” or “Part A” projects); b) smaller alteration and repair projects (referred to as “A&R” or “Part B” projects); and c) projects to comply with the Americans with Disabilities Act (“ADA” projects). DPW kicked off this year’s capital budget request and facilities needs process with a letter (26 April 2016) to all institutions and agencies asking for FY2018 Permanent Building Fund requests for capital projects and A&R projects to be submitted in preliminary form by June 1st, with detailed requests due to DPW by August 1st, accompanied by updates to the institutions’ rolling six-year capital project budget (“Part C”) plans. The PBFAC will hear agency/institution capital project, A&R, and ADA requests on October 4, 2016. Subsequently, DPW and the PBFAC will review all requests for projects involving Permanent Building Fund (PBF) dollars, and will develop a (much scaled-down) list of recommended projects for all state entities to fit the projected available PBF dollars for the upcoming legislative cycle. DPW will work with the Division of Financial Management (DFM) and the Legislative Services Office (LSO) to develop, in turn, the Governor’s recommendation and the Legislature’s appropriation for capital, A&R, and ADA projects.

The construction and maintenance needs of the higher education institutions (with deferred maintenance needs estimated in hundreds of millions of dollars) far exceed the PBF dollars available for rationing by the PBFAC, Governor and Legislature. For example, for FY2017, approximately \$29.6M in PBF funding was available (approximately \$10.9M for capital projects, \$17.5M for A&R projects, and \$1.3M for ADA, asbestos, and Capitol Mall parking projects) to address over \$160M in statewide requests.

This agenda item deals with Board approval only for the capital project (Part A) requests and projected six-year capital project plans (Part C) from the four 4-year institutions and the technical college. Summaries of the community colleges’ capital project requests are provided for information only—those requests are vetted by the community colleges’ local governing boards prior to submission to PBFAC. This agenda item does not deal with A&R and ADA requests. Institution capital budget requests and projected six-year capital plans are shown beginning on Page 5. Projects shown have been prioritized by each institution. A number of these projects were also included in the FY 2017 institution request lists previously approved by the Board. The project descriptions provided below were prepared by the institutions.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

Review of FY2017 PBF appropriations:

In FY2017, Boise State University (BSU) was funded \$2,500,000 for its Fine Arts Building as the second half of the state contribution for the total \$5,000,000 request. The University of Idaho (UI), Lewis-Clark State College (LCSC), and North Idaho College (NIC) were funded an additional \$1,000,000 for their North Idaho Collaborative Education Facility.

FY2018 Capital Project Requests:

BSU's first priority is for a Center for Materials Science. The new building will house the Materials Science program which will support the initiatives to grow the Science, Technology, Engineering, and Mathematics (STEM) disciplines. The building will be approximately 85,000-100,000 square feet and include research laboratories, teaching laboratories and support areas including offices, seminar rooms and common areas. The project will also include a large 250 seat lecture hall, and two 80 seat classrooms to help address the current lack of adequate large classroom spaces. Funding sources include \$10M from the Permanent Building Fund (PBF) and \$40M from University funds and private donations.

ISU's first priority is for remodeling the 3rd and 4th floors of the Gale Life Science building. This project will upgrade building infrastructure including electrical, water, and HVAC systems and remodel lab spaces. Funding sources include \$10M from the PBF and \$2M from ISU.

UI's first priority is for a 6,000 square foot addition to an existing building which will provide needed expansion space for its growing medical education program. Program space needs are growing rapidly to accommodate 80 students at a time compared to only 20 students previously. The \$2.4M needed for the expansion will come entirely from PBF funds after the building is converted to WWAMI use using WWAMI program reserves and private donations.

LCSC's first priority is for a Living and Learning Complex. The 60,000 square foot building would be a combined-use residential and classroom facility with approximately 44,500 square feet related to dormitory, dining and fitness space with the remaining space dedicated to classroom, counseling, health and other areas. Funding for the dormitory related space would come from LCSC funds while the remaining space will be funded from the \$2.0M PBF funds.

The community colleges' six-year capital construction listed for information only. Each of the community colleges has one capital project PBF request for FY 2018.

The College of Southern Idaho's request is for \$825,000 for the remodel and modernization of 25,000 square feet of existing classrooms and offices constructed in 1976. All funding is from PBF funds.

The College of Western Idaho's (CWI) request is for \$750,000 for the design and site development for their Boise campus building located at Main and Whitewater Blvd. All other costs for this \$59.3M project will be funded from CWI funds. New owned facilities

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

are required for accreditation to support long-term feasibility and to better serve the community. It is anticipated that this first phase building will support approximately 200,000 square feet.

North Idaho College's request is for \$850,000 for the remodel of the 9,500 square foot Hedlund Building into the Hedlund Black Box Theater. All funding is from PBF funds.

IMPACT

Only Board-approved major capital projects can be forwarded to the PBFAC. Following Board approval, DPW, PBFAC, DFM, and LSO will be informed of the Board's recommendations. A Board representative will brief the PBFAC on the Board's decision and any comments at the October 4th PBFAC meeting, prior to agency presentations of their FY2018 requests.

Board Policy V.K. requires institutions to bring their six-year capital project plans to the Board for review and approval at its regularly scheduled August meeting. These plans span six fiscal years going forward, starting with the upcoming fiscal year (FY2018). Board approval of a six-year plan constitutes advance notice to the Board that an institution or agency may bring a request at a later date for approval for planning and design for one or more of the projects in the institution plan. The institutions can, and very frequently do, update the years two through six components of their six-year plans, based on the approved funding and outcomes of their year one requests. Board approval of the six-year plans also allows the institutions to solicit and accept gifts in support of the projects listed in the approved plans.

ATTACHMENTS

Attachment 1-FY18 Major Capital Request Summary	Page 5
Attachment 2-Boise State University Six-year Plan	Page 7
Attachment 3-Idaho State University Six-year Plan	Page 8
Attachment 4-University of Idaho Six-year Plan	Page 9
Attachment 5-Lewis-Clark State College Six-year Plan	Page 11
Attachment 6-Eastern Idaho Technical College Six-year Plan	Page 12
Attachment 7-Capital Project Summaries for agencies & institutions	Page 13

STAFF COMMENTS AND RECOMMENDATIONS

Although current levels of funding from the PBF and other sources are not sufficient to meet the facility needs of the institutions, it is appropriate for the institutions and the Board to highlight the most urgent infrastructure needs in the system. An effective review and rationing system is in place to allocate available dollars to the highest need projects for the FY2018 budget cycle. The FY2018 capital project requests from the institutions are reasonable, and they reflect continuity with previous capital planning efforts. The longer-term wish lists in the rolling six-year capital plans, while largely hypothetical, are a useful advance planning tool. Staff recommends approval of the institutions' FY2018 capital project requests and their six-year capital project plan projections.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

BOARD ACTION

I move to approve the capital projects listed in the table in Attachment 1 on Page 5 from Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College for submission to the Permanent Building Fund Advisory Council for consideration for Permanent Building Fund support in the FY2018 budget cycle.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the Capital Budget Request Six-Year Plans for FY2018 through FY2023 for Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as provided, for submission to the Permanent Building Fund Advisory Council for consideration in the FY2018 budget cycle.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

State Board of Education
FY18 Major Capital Request Summary
(\$ in thousands)

Board Priority	Institution/Agency & Project	Detail Page	Total Project Cost		FY 2018 Request
			Perm. Building Fund	Total Funds	
1	Boise State University				
2	1 Center for Materials Science	13	10,000.0	50,000.0	10,000.0
3	2 College of Innovation and Design	17	10,000.0	12,000.0	10,000.0
4	3 Science Laboratory Building	21	10,000.0	15,000.0	10,000.0
5	Idaho State University				
6	1 Gale Life Science Building, 3rd and 4th floors	25	10,000.0	12,000.0	5,000.0
7	2 Eli Oboler Library, replace HVAC and duct work	27	6,000.0	6,000.0	6,000.0
8	3 Graveley Hall, upgrade heating and cooling system	29	2,875.0	2,875.0	2,875.0
9	4 Beckley Nursing Asbestos Mitigation, ceiling/lights	31	1,700.0	1,700.0	1,700.0
10	University of Idaho				
11	1 WWAMI Education Building Improvements/Expansion	33	2,400.0	2,400.0	2,400.0
12	2 Library Special Collections and Archive Improvements	37	5,640.0	5,640.0	2,800.0
13	3 Research and Classroom Facility	43	8,000.0	24,000.0	4,000.0
14	Lewis-Clark State College				
15	1 Living and Learning Complex	49	2,000.0	17,000.0	2,000.0
16	College of Southern Idaho				
17	1 Canyon Building Remodel and Modernization	51	825.0	825.0	825.0
18	College of Western Idaho				
19	1 Boise Campus Building & Site Development	52	750.0	60,000.0	750.0
20	North Idaho College				
21	1 Hedlund Black Box Theater Remodel	53	850.0	850.0	850.0
22					
23	Total		\$ 71,040.0	\$ 210,290.0	\$ 59,200.0

Note: Information in the table above on the Community College capital project requests is provided for information only—Board approval for these requests is not required.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

**BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY, and
UNIVERSITY OF IDAHO**

SUBJECT

Report on National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) Scores

REFERENCE

August 2015

Board received NCAA APR Report

BACKGROUND/DISCUSSION

NCAA instituted the APR tracking system in 2004 in response to public concerns over academic performance and graduation rates among student athletes. The system has evolved over time, and the process is now adjusting to changes implemented in 2011 at the behest of NCAA college presidents. The APR is determined by using eligibility and retention data for each student-athlete on scholarship during an academic year. Student-athletes are awarded points for each semester they are enrolled and for each semester they are eligible for intercollegiate competition. The single and multi-year APR is determined as a percentage of points earned divided by total points possible for that cohort, with the resulting number multiplied by 1,000. Theoretically, if every scholarship athlete on a team's roster maintains academically eligibility and stays in school, each of them would earn two points—the total of those points would be divided by the total possible points, and the team would receive a "perfect" 1,000 APR score. The NCAA calculates the APR rate as a four-year rolling average. Currently, the benchmark minimum score for each sport is 930. Teams that fall below the 930 minimum are subject to sanctions which may include loss of scholarships. APR averages which fall below 900 over time may also include restrictions on practice time, loss of post-season competition eligibility, and other penalties.

IMPACT

APR reports from the three NCAA member institutions are provided. All three institutions report that they are meeting the 930 APR benchmark and/or are making progress toward that goal. The current four-year rolling averages for all teams are above the 900 APR threshold which could trigger significant sanctions, if not met.

ATTACHMENTS

Institution narrative and NCAA 2014 – 2015 Academic Progress Rates

Boise State University APR Report

Page 3

Idaho State University APR Report

Page 9

University of Idaho APR Report

Page 13

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

STAFF COMMENTS AND RECOMMENDATIONS

Overall, each of the three NCAA member institutions is making marked progress in APR scores. After any adjustments granted by the NCAA, all teams at all three of the universities have met the four-year 930 APR benchmark, with the exception of Football and Men's Cross Country at the University of Idaho (however, both teams were provided exceptions from the NCAA which relieved imposition of post-season competition sanctions). The APR system is a useful element in institutions' toolkits to track and encourage academic success for student athletes. When coupled with additional measures, such as Grade Point Averages and graduation/degree completion results, the APR can provide performance metrics to support data-informed decisions and effective engagement by athletic departments and institutions executives in support of the Board's academic goals.

BOARD ACTION

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

IDAHO NATIONAL LABORATORY

SUBJECT

Request for Idaho State Board of Education (Board) sponsorship of Idaho National Laboratory (INL) facility expansion project

REFERENCE

May 2016	Board received initial overview briefing on proposed project from INL Program Manager.
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June 2016	Board members toured potential construction sites for new facilities on properties adjacent to INL operations. Board assigned two of its members to serve on a project feasibility/coordination team.
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APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I. Real and Personal property and Services

BACKGROUND/DISCUSSION

The Idaho National Laboratory (INL) proposes to expand, through new construction, its Cybercore and Collaborative Computing Center (C3) operations in Idaho Falls. The Cybercore and C3 programs are currently carried out in smaller facilities at the INL site, and additional space is needed to accommodate the increased demand for the programs carried out in the two facilities. The Cybercore supports a wide range of cyber security research projects. The C3 provides massive, high-speed computational capability to support regional and national research operations. The new facility construction could be financed through bonds issued by the Idaho State Building Authority (ISBA). The ISBA would also oversee construction of the facilities. The preferred sites for the new Cybercore and C3 facilities include properties owned by the Board and/or the Idaho State University Foundation (Foundation), adjacent to existing INL research facilities.

Likely lease arrangements would include a ground lease of the construction site property from the Board to the ISBA. In parallel, lease arrangements would be established for the ISBA to lease the new facilities to the Board, which would sub-lease the facilities to the INL. Rent from INL for the facilities would be passed back through the Board to ISBA until the facilities were paid off, at which time all rent proceeds from INL would go to the Board and ISBA's role would be complete. The facility lease to INL would be triple net, with the lessee being responsible for all operational costs, utilities, applicable taxes, insurance, and maintenance. There would be no operational costs for the Board under the anticipated arrangements, and financing and project management responsibilities would be borne by ISBA, to suit Board interests.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

The proposed use of the properties would help preserve contiguity of a growing INL Idaho Research Campus. The proposed lease arrangements parallel those currently used in the Board's lease of the Center for Advanced Energy Studies (CAES) facilities to the INL. The Board has been invited to be the state Sponsor for the project, a pre-requisite for using ISBA bonding authority. Bonding will also require Legislative action in the form of a concurrent resolution in the upcoming 2017 session.

A Board member-chaired working group has been established to work with INL, ISBA, Idaho State University (ISU) and the ISU Foundation, as needed, to flesh out plans and prepare options for Board action/decisions. On June 30, 2016, the Board's working group members (Hill and Atchley) received additional updates on the status of project planning and reviewed additional information on potential construction sites. Early discussions on the project have taken place with the Governor's Office. The project is being forwarded to the full Board for discussion and consideration of INL's sponsorship request.

IMPACT

Board sponsorship of the proposed INL Cybercore and C3 project will enable the initiative to move forward and will enhance the opportunities for joint research activities by the INL and regional research universities. The project will have a positive impact on the region and the state in two areas of critical importance to global competitiveness and national security. Following payment of debt for construction, lease payments from INL would redound to the Board and would be available to support additional strategic goals and objectives. No institution or agency dollars would be needed to carry out the two construction projects (each estimated at approximately \$40 Million, for a total of \$80 Million).

ATTACHMENTS

Attachment 1 – INL information update on Cybercore and C3 project	Page 5
Attachment 2 – Background info on Idaho State Building Authority	Page 25

STAFF COMMENTS AND RECOMMENDATIONS

Board sponsorship of this project will enable design and financial planning efforts to move forward. Following a decision to sponsor the project, the Board would have a number of decision points in the future prior to moving ahead with detailed design, construction, financing, and lease arrangements. Implementation would also be contingent upon legislative concurrence for the financing plan. The ISBA is highly-experienced in financing and managing major construction projects for the state. The proposed leasing arrangements would enable the INL funds which will drive the project to be used effectively and meet the needs of the Board. Staff recommends approval of Board sponsorship as a necessary step in fleshing out further planning for the initiative.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

BOARD ACTION

I move to approve the request for Board sponsorship of the Idaho National Laboratory Cybercore and Collaborative Computing Center project, subject to subsequent approval of plans for financing and construction of the project through the Idaho State Building Authority.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

BOISE STATE UNIVERSITY

SUBJECT

Request to license Oracle's HCM Cloud application under the existing Public Sector Agreement for Oracle Cloud Services.

REFERENCE

February 2011	Board approved licensing agreement for \$330,000 with iStrategy to assist in final phase of data warehouse move from PeopleSoft enterprise resource planning systems to new Human Resources/Payroll, Financial, and Financial Aid modules. Feasibility of moving all eight public postsecondary institutions to iStrategy in support of the Statewide Longitudinal Data System (SLDS) was considered but deemed infeasible due to cost, timing, and system incompatibility concerns.
April 2011	Enterprise System Roadmap Implementation Project update (information item) provided by Boise State University.
October 2011	Board approved (not to exceed) \$1.5M contract with CIBER for consulting and project management services to support student services system upgrades as part of the university's continuing Enterprise Roadmap project. Board discussed feasibility of system-wide software platforms for support of SLDS.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.a. and b.

BACKGROUND/DISCUSSION

In April of 2011, Boise State University (BSU) presented the Idaho State Board of Education (Board) with its Enterprise System Roadmap as a strategy to transition to a more sustainable and maintainable system state, and more importantly, to gain more value and effectiveness from our enterprise systems. Since that presentation, many large projects have been completed including:

- PeopleSoft Campus Solutions refresh
- Infrastructure Upgrades
- Identity & Access Management
- myBoiseState
- Data Warehouse for Student data

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

- User Productivity Kit
- Project Management Office
- eAdvising
- myBoiseState Mobile
- PeopleSoft Human Capital Management renovation project
- Established University cyber infrastructure
- Expanded learning and discovery technologies in the classroom
- Implemented Hobsons admissions systems
- Expanded IT communications, training offerings and learning opportunities
- Developed Online Major Change application

In furtherance of its effort to shift resources from sustaining systems to innovating and advancing systems, in April 2015, BSU embarked on a project to transition from its on-site PeopleSoft financial system to Oracle's ERP Cloud product. BSU partnered with Oracle as a charter institution and on July 1, 2016, became the first higher education institution in the world to go-live on the cloud software. The project aligns with the institutional commitment to reduce customizations and operating costs and embrace best practices in process improvement, creating a more sustainable operation.

Migrating enterprise systems to the cloud has many benefits to BSU. The operating costs are lower than on-site systems. Cloud systems also eliminate the need for costly multi-million dollar upgrades as technological improvements are added to the cloud every six months through version releases.

In addition, system security has been strengthened in the Oracle ERP Cloud as it:

- Reduced critical security software patching requirements. Keeping all of the technologies required to securely maintain and patch the PeopleSoft infrastructure was becoming unwieldy, and, in some cases, BSU was at the end-of-life on operating systems with no critical patches available.
- Allowed BSU to deploy end-to-end encryption on all data. The mix and match technologies used for PeopleSoft caused technical issues with deploying end-to-end encryption.
- Meets and attests to Payment Card Industry (PCI), Family Educational Rights and Privacy Act (FERPA), Gramm-Leach Bliley Act (GLBA), and Health Insurance Portability and Accountability Act (HIPPA) compliance requirements. As a service provider, Oracle Cloud meets Service Organization Control (SOC) 1, 2 and 3 reporting requirements and follows Statement on Standards for Attestation Engagements No. 16 (SSAE 16) audit standards.

BUSINESS AFFAIRS AND HUMAN RESOURCES

AUGUST 11, 2016

As part of the Enterprise Resource Planning (ERP) Cloud project, BSU also implemented a new change facilitation process. Recognizing that campus units also need to “implement” in order to achieve the maximum return on investment (ROI), a significant amount of effort was spent on individual campus units’ process improvement. Historically, BSU found that campus added new tasks to existing tasks when new systems replaced old. Rarely were processes evaluated to determine how they could evolve at the unit level. Over 400 people were actively engaged in the process redesign sessions. Unit level decision points were tracked against related leadership goals, which will allow BSU to calculate the project ROI. Rapidly improving cloud technology is only valuable if BSU actually implements the new functionality. The strategies used for this implementation will be repeated for each incremental roll-out of functionality ensuring BSU maximizes the tool on an ongoing basis. This process is unique in higher education and BSU has been asked to present this process at conferences and to provide assistance to other institutions.

IMPACT

The ERP Cloud project replaced all of BSU’s financial, procurement and reporting applications and introduced new post award grant functionality. The next step in the process involves replacing the PeopleSoft Human Capital Management system. Like the old PeopleSoft finance system, BSU is operating on a version that is no longer supported.

BSU has negotiated the licensing of the Oracle HCM Cloud product under the terms of its existing Public Sector Agreement for Oracle Cloud Services to replace its PeopleSoft HCM suite. The contract allows BSU to reduce the maintenance cost of its PeopleSoft products during the implementation period.

The product includes modules addressing:

- Core HR and Benefits
- Payroll
- Time and Labor
- Performance Management (new)
- Talent Review (new)
- Succession Management (new)
- Goals Management (new)

The total cost of the product suite of \$2,147,963 is offset by PeopleSoft maintenance cost savings of \$867,090 for a net cash flow over five years of \$1,295,273 million. The source of funding is institutional funds set aside for system investments and current operating budget.

This investment will provide state-of-the-art technology and allow for improved business processes. Employees will benefit from improved efficiencies, more self-service options and greater access to transactional data to support analysis. As

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

with the finance project, BSU will work closely with campus to ensure adoption of the features and maximize ROI in alignment with program prioritization goals.

ATTACHMENTS

Attachment 1 – Ordering Document	Page 5
Attachment 2 – Public Sector Agreement for Oracle Cloud Services	Page 13

STAFF COMMENTS AND RECOMMENDATIONS

This project—adoption of a state-of-the-art Human Capital Management (HCM) system—is part of an ongoing sequence of initiatives at BSU to migrate central data systems to the cloud and to enhance usability and security of operations. The institution has been diligent in coordinating a highly complex project among its multiple users and stakeholders. The proposed licensing arrangement should alleviate many of the follow-on support and software patching headaches that have been typical in legacy, on-line systems. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to execute an ordering document under the Public Sector Agreement for Oracle Cloud Services to license the products as presented to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

IDAHO STATE UNIVERSITY

SUBJECT

Lease amendment: land use (parking area) swap between Idaho State University (ISU) and Idaho State University Federal Credit Union (ISU FCU)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.i.
Section 58-335, Idaho Code

BACKGROUND/DISCUSSION

In 1977, ISU acquired ten lots of land which were subsequently used as parking lots. ISU and ISU FCU entered into a lease agreement in 1989 that allowed ISU FCU to build a credit union building on a portion of the ISU parking lot. Because the parking area adjacent to the credit union building continued to be used for parking by ISU, the credit union purchased land across the street (E. Lovejoy St.) for use as dedicated parking for ISU FCU's staff and customers. The result was that ISU retained parking slots next to the credit union, while the credit union's parking slots were displaced from their building, closer to the ISU campus.

ISU FCU has approached ISU to discuss swapping the use of an equal number of parking spaces so that ISU FCU staff/customers could park closer to the credit union building, with no inconvenience to ISU students/staff who would have access to the former ISU FCU parking area. An overhead map of the proposed parking lot area swap is provided in Attachment 2. Ownership of the land will not be changed (ISU continues to own the property). The amended lease which makes the parking area swap possible requires State Board of Education (Board) approval because the term of the lease exceeds five years (lease extends through January 2039).

IMPACT

Approval of the request will allow ISU and ISU FCU to swap the use of the affected parking areas, and will be of mutual benefit to both entities. ISU faculty and students will be able to park closer to ISU's main campus, and the credit union will be able to provide better customer service to its clients, including ISU stakeholders.

ATTACHMENTS

Attachment 1 – Lease Amendment	Page 3
Attachment 2 – Map of Area	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The revised parking lot assignments made possible by the proposed lease amendment make sense for both parties. ISU is coordinating this action with the Division of Public Works statewide leasing manager. Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

BOARD ACTION

I move to approve the request by Idaho State University to execute an amended lease agreement with the Idaho State University Federal Credit Union in accordance with the terms provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

IDAHO STATE UNIVERSITY

SUBJECT

Disposal of Idaho State University real property in McCammon, Idaho

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.
Sections 58-335 and 67-5722, Idaho Code

BACKGROUND/DISCUSSION

Between 1987 and 1991, Idaho State University (ISU) was gifted approximately 120 acres in McCammon, Idaho, from the Robert E. & Joan O'Neill Trust. The property was gifted in five pieces, with the last piece deeded to ISU in 1991. The property was intended to provide an ecological reserve for ISU and its interested students and faculty. Part of the property included a 6.5 acre right-of-way that provided access to the east side of the property.

In 2013 Wayne Taysom, the property's neighbor to the south, raised concerns to ISU officials about weeds that had overgrown ISU's land and were beginning to interfere with his land. ISU's facilities crews could not adequately remove the weeds because they had grown on a riverbank that was difficult to access. ISU enlisted the help of Bannock County Noxious Weed Control to mitigate the weeds for the past two years. However, the County will not be able to continue this assistance in the future.

The subject property, 10.17 acres consisting of three irregular-shape sections located east of the railroad tracks (see diagram at Tab 7 page 26), offers little to no research or economic value to ISU. Disposal of the property would obviate the need for weed control and general upkeep of this unused area.

The subject property was appraised at \$6,600. ISU contacted neighboring property owners, and has received an offer of \$7,000 from Mr. Taysom (who is also the only property owner with convenient access to the property).

IMPACT

Approval of the request will allow ISU to dispose of the unneeded property, avoid upkeep costs, and maintain good relations with the neighboring property owners.

ATTACHMENTS

Attachment 1 – Draft Quitclaim Deed	Page 3
Attachment 2 – Appraisal	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed sale of this parcel will enable ISU to avoid upkeep costs for an unused section of property. ISU was advised that land values in the area have not

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

changed significantly since the attached appraisal was conducted within the past two years (September 2014). The \$7,000 offer (from the only local property owner with feasible access to the property) exceeds the appraised value of the property. This action would return the property to economic use. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to proceed with the sale of the subject real property in McCammon, Idaho for \$7,000, and to authorize Idaho State University finance staff to sign all necessary documents to complete the sale on behalf of the Board of Trustees, as described in the documents provided.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

IDAHO STATE UNIVERSITY

SUBJECT

Approval of the Ground Lease between Idaho State University and the Idaho College of Osteopathic Medicine.

REFERENCE

April 2007	Idaho State Board of Education (Board) approved purchase of ISU-Meridian property and joint operations agreement with Joint SD #2 (Meridian)
February 25, 2016	Board authorized ISU to execute a Collaborative Affiliation Agreement

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I. 5.b.i.

BACKGROUND / DISCUSSION

On February 25, 2016, in a special meeting of the Board, Idaho State University (ISU) was authorized to execute the Collaborative Affiliation Agreement between ISU and the Idaho College of Osteopathic Medicine (ICOM) for the creation of a college of osteopathic medicine on the ISU-Meridian campus. The Collaborative Affiliation Agreement provides for the execution of a lease between the parties for an initial period of forty (40) years, with the opportunity to extend the lease for two (2) additional (10) year periods.

Under the terms of the proposed Ground Lease Agreement between ISU and Idaho College of Osteopathic Medicine, LLC, ISU would lease 2.8 acres to ICOM as the site for the construction of a building to house the proposed osteopathic school.

The Collaborative Affiliation Agreement also requires that the parties abide by the terms of the Master Declaration Agreement and Joint Operations and Maintenance Agreement that ISU entered into with the West Ada School District (School District) on December 4, 2007. ISU has notified the School District of its intent to lease, and has requested written consent for the Ground Lease. Both ISU and the School District will have the opportunity to review and approve the ICOM site development plan once it is available.

IMPACT

As detailed in Section 4 of the Ground Lease, ICOM will pay ISU \$15,833.33 each month for the first year of rent, which is an annual amount of \$190,000.00, computed at \$0.79 per square feet. The rent amount is based upon an appraisal

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

performed by Valbridge Property Advisors on April 14, 2016. Each year the rent shall increase by two percent (2%) of the rent payable for the previous year.

ATTACHMENTS

Attachment 1 – Ground Lease	Page 3
Exhibit A – ISU Meridian Description	Page 34
Exhibit B – Collaborative Affiliation Agreement	Page 35
Exhibit C – Master Declaration and Jt. Op. and Maint. Agreements	Page 51
<i>Exhibit A – Legal Description of Sch Dist Property</i>	Page 71
<i>Exhibit B – Legal Description of ISU Property</i>	Page 75
<i>Exhibit C – Parking Lot, Storage and Electrical Rooms</i>	Page 80
<i>There is no Exhibit D</i>	
<i>Exhibit E – Jt. Op and Maintenance Agreement</i>	Page 84
Exhibit D – Leased Premises	Page 118
Exhibit E – COM Accreditation Standards and Procedures	Page 119
Exhibit F – Site Development Plans (to be attached)	Page 208
Exhibit G – Memorandum of Ground Lease for Record	Page 209
Attachment 2 – Letter from ISU to West Ada School District	Page 210
Attachment 3 – Appraisal of Proposed Lease Property	Page 213

STAFF COMMENTS AND RECOMMENDATIONS

Lease of the subject property (currently used as parking space) will enable ICOM to construct its medical school facility in close proximity to ISU's Meridian facilities and will enable collaboration and mutual support between ISU-Meridian and ICOM operations, with no anticipated negative impact on West Ada School District operations. Staff recommends approval.

BOARD ACTION

I move to authorize Idaho State University to enter into a Ground Lease Agreement with the Idaho College of Osteopathic Medicine, LLC in substantial conformance to the draft lease agreement provided in Attachment 1, and in coordination with the West Ada School District and the Idaho Division of Public Works.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

IDAHO STATE UNIVERSITY

SUBJECT

Establishment of an online program fee for the Community Paramedic academic certificate program

REFERENCE

April 2016

The Idaho State Board of Education (Board) approved institutions' student tuition and fees for FY2017

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.3.a.x.

BACKGROUND/DISCUSSION

Subsequent to the approval of student tuition and fees by the Board in April 2016, Idaho State University (ISU) has determined that an online program fee (in lieu of tuition and all other Board-approved fees) would be appropriate for the Community Paramedic academic certificate program. The program is fully online, with all courses offered and delivered via distance learning modalities. This is the first request for an on-line program fee by ISU.

IMPACT

The proposed online program fee for this program is \$3,300. Currently, with no online program fee in place, a student in this program would pay \$3,547 for the courses leading to the certificate.

ATTACHMENTS

Attachment 1 – Community Paramedic Online Program Fee Proposal	Page 3
Attachment 2 – Community Paramedic Budget 7-8-2016	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed online program fee for the Community Paramedic certificate program meets the criteria specified in Board Policy V.R., lowers the cost of the program to students, and enhances the affordability and marketability of the program. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to establish a \$3,300.00 online program fee for the Community Paramedic certificate program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

EASTERN IDAHO TECHNICAL COLLEGE

SUBJECT

Request to provide right of way and permanent easement to City of Idaho Falls

REFERENCE

February 2012

Board approved public right of way and permanent easement with the City of Idaho Falls

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.

BACKGROUND/DISCUSSION

Eastern Idaho Technical College (EITC) is located at the eastern edge of Idaho Falls and is bounded on the southeast corner by the intersection of Hitt Road on the east and South 17th Street on the south. This area and the City of Ammon to the east of Idaho Falls have seen major growth since the intersection was last modified. During peak hours, traffic backs up on Hitt Road beyond the southern entrance to the campus, blocking vehicle access to the campus. To ease traffic congestion the City of Idaho Falls (City) proposes to install a right turn lane from Hitt Road onto 17th Street and sufficient additional roadway on 17th Street to allow traffic turning right to merge safely with westbound traffic on 17th Street. This project includes conveyance of property owned by EITC, thus requiring State Board of Education (Board) approval. Details and supporting documentation for the project are provided in the attachments.

IMPACT

The subject property on the southern end of EITC campus is not currently used by the College and there are no future plans for its development. Current and future impact of the property transfer is negligible. The City's proposed road improvement project will ease congestion, promote safety, and improve access to the EITC campus during peak use hours.

ATTACHMENTS

Attachment 1 – Right-Of-Way Agreement	Page 3
Attachment 2 – Maps Exhibit A & B	Page 5
Attachment 3 – Grant Deed	Page 7
Attachment 4 – Deed of Easement	Page 9
Attachment 5 – February 2012 SBOE Minutes Excerpt	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

This proposal was presented to and approved by the Board in February 2012 (minutes reflecting the Board's earlier decision are provided at Attachment 5). The project was subsequently shelved when the City of Idaho Falls diverted funding for the project to other higher priority actions. The request is being re-submitted to

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 11, 2016

the Board for approval because it has been well over one year since the original property transfer was authorized. Staff recommends approval.

BOARD ACTION

I move to approve the request by Eastern Idaho Technical College to grant the City of Idaho Falls 0.226 acres of permanent easement and 0.186 acres of right of way corresponding with the documents submitted to the Board as Attachments 1 through 4, and to authorize the College's President to execute all necessary related documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
AUGUST 11, 2016**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	PROPOSED RULE 08.02.03.004.01, RULES GOVERNING THOROUGHNESS, INCORPORATION BY REFERENCE – IDAHO CONTENT STANDARDS	Motion to Approve
3	TEMPORARY AND PROPOSED RULE 08.02.03.106, .117, RULES GOVERNING THOROUGHNESS – ADVANCED OPPORTUNITIES	Motion to Approve

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**STATE DEPARTMENT OF EDUCATION
AUGUST 11, 2016**

SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Sherri Ybarra, will provide an update on the State Department of Education.

BOARD ACTION

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

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STATE DEPARTMENT OF EDUCATION
AUGUST 11, 2016

SUBJECT

Proposed Rule – IDAPA 08.02.03.004.01, Rules Governing Thoroughness, Incorporation by Reference – Idaho Content Standards

REFERENCE

April 2009	Board approved updated Idaho Content Standards.
April 2010	Board approved revision and renaming of Information and Communication Technology standards.
August 2010	Board approved revision of Mathematics standards and revision of English Language Arts standards.
August 2015	Board approved updated Idaho Content Standards for Humanities and Science (rejected by legislature).

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.C.
Section 33-1612, Idaho Code
IDAPA 08.02.03.004.01, Rules Governing Thoroughness – The Idaho Content Standards

BACKGROUND/DISCUSSION

The Idaho Content Standards reflect statements of what students should know and do in various content disciplines and grades. Content standards are adopted statewide and reviewed every six (6) years by teams of educators and stakeholders. These standards provide a consistent foundational level of academic content needed to be successful at each grade level and to graduate from Idaho's public schools. During the 2016 review cycle the following standards were reviewed:

Health Education Content Standards

Revisions to the Health Content Standards are recommended based on public comment received. These revisions include: updating language to clarify goals and objectives, adding language to the Decision Making Standard for grades 6-8 and grades 9-12, clarifying the meaning of environmental exposure, and adding wording to the examples related to alcohol, tobacco, and other drugs and about the consequences of a criminal record.

Arts and Humanities Content Standards

Recommended changes to the Arts and Humanities Content Standards come from recommendations by the committees who reviewed the standards for each of the disciplines.

The fine arts standards include the traditional disciplines of dance, music, theatre, and visual arts. Media Arts, which reflects digital and multi-media art, is a new

STATE DEPARTMENT OF EDUCATION
AUGUST 11, 2016

addition to the standards. Each of the fine arts standards requires deeper thinking about important themes in art and explores learning through creating, performing, reflecting, and connecting.

The humanities standards include the disciplines of World Language and Interdisciplinary Humanities. The new World Language standards are more complete and allow both teachers and students to measure progress through charts that outline proficiencies at the levels of basic, proficient, and advanced. The new Interdisciplinary Humanities standards offer more guidance on how to integrate multiple disciplines through essential understandings and essential questions.

English Language Arts/Literacy and Mathematics Content Standards

In 2010, the Idaho Board of Education adopted the current content standards for English language arts/literacy and mathematics. During the 2015 Idaho Legislative Session, House Bill 314 passed, mandating a review of the Idaho English Language Arts/Literacy and Mathematics standards. While stakeholders had an opportunity to provide feedback during the initial adoption process in 2010-2011, the 2015 review period provided parents, students, teachers, higher education, and the public at large the opportunity to review the standards based on their experience with implementation of the standards over the last several years. Only comments tied to a specific standard were considered during this review period.

The Idaho Challenge English Language Arts/Literacy Standards Committee recommended twenty-one (21) changes to the English Language Arts/Literacy Content Standards. These changes include recommending language clarification, additions to writing standards, and expanding upon existing standards.

The Idaho Challenge Math Standards Committee met on December 16 and 17, 2015 where nineteen (19) individuals reviewed submitted comments for mathematics. Approximately 110 substantive comments were received from community stakeholders for mathematics, the majority of which were focused on instruction and curriculum at the local level and not the state standards. The review team made two (2) recommendations based on the 110 substantive comments. The first recommendation was to communicate the existence of the reference section in the standards document, specifically table 3, through the addition of a footnote attached to a seventh grade standard, The Number System (7.RP.1.d). The second recommendation was to change high school standard The Real Number System's (N-RN.1) description by removing redundant language.

Physical Education Content Standards

During the fall of 2015, a committee of physical education educators and health professionals reviewed the Physical Education Content Standards. The committee recommended changes to the Physical Education standards to include: defining

**STATE DEPARTMENT OF EDUCATION
AUGUST 11, 2016**

physical literacy, updating language, and clarifying goals and objectives to align with current physical education skills and health related fitness activities.

Social Studies Content Standards

The Social Studies content standards revisions are based on recommendations from a committee of twelve (12) teachers from different grade levels and areas of expertise from across the state, brought together to participate in the revision process over four (4) days. The committee recommendations to the social studies standards include: additional language to increase clarification, strengthening American Indian content objectives, and increasing knowledge of the basic principles of the United States Constitution.

Computer Science Content Standards

The Computer Science Content Standards are entirely new and build upon the 2016 draft standards put out by the Computer Science Teachers Association (CTSA). The CTSA draft standards were created by several states, including Idaho, large school districts, technology companies, organizations, and individuals, to align with the K-12 Computer Science Education Framework. Idaho's computer science standards working group evaluated and adapted the draft CSTA standards knowing they are the most up to date and the best match for Idaho. The standards outline what it means to be literate in computer science at various grade levels.

IMPACT

Districts may experience some fiscal impact in the form of new curriculum to align with revised content standards. The cost would likely be cyclical.

ATTACHMENTS

Attachment 1 – Proposed Rule Changes to IDAPA 08.02.03.004.01	Page 7
Attachment 2 – Proposed Changes to Health Education Content Standards	
	Page 13
Attachment 3 – Proposed Changes to Arts and Humanities Content Standards – Visual Arts	Page 33
Attachment 4 – Proposed Changes to Arts and Humanities Content Standards – Dance	Page 81
Attachment 5 – Proposed Changes to Arts and Humanities Content Standards – Theatre	Page 123
Attachment 6 – Proposed Changes to Arts and Humanities Content Standards – Interdisciplinary Humanities	Page 169
Attachment 7 – Proposed Changes to Arts and Humanities Content Standards – Music	Page 177
Attachment 8 – Proposed Changes to Arts and Humanities Content Standards – World Language	Page 263
Attachment 9 – Proposed Changes to Arts and Humanities Content Standards – Media Arts	Page 285

**STATE DEPARTMENT OF EDUCATION
AUGUST 11, 2016**

Attachment 10 – Proposed Changes to English Language Arts/Literacy Content Standards	Page 317
Attachment 11 – Proposed Changes to Mathematics Content Standards	Page 389
Attachment 12 – Proposed Changes to Physical Education Content Standards	Page 483
Attachment 13 – Proposed Changes to Social Studies Content Standards	Page 499
Attachment 14 – Proposed Adoption of Computer Science Content Standards	Page 565
Attachment 15 – Computer Science Standards White Paper	Page 589

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.03.004.01 a portion of the Idaho Content Standards are reviewed each year in alignment with the curricular materials adoption schedule. Curricular materials are required to be reviewed every six (6) years. These materials are reviewed based on a six (6) year rolling calendar so that a portion of them are reviewed each year. The content standards are brought to the Board for consideration the year prior to the curricular materials review to allow the curricular materials review to include any changes to the content standards that are adopted by the Board. The six-year rolling calendar is based on the year of adoption by the Board. Due to the timelines for amendments to administrative code, the Board adopts the standards during the summer of a given year and the changes adopted by the Board take effect in the following spring after consideration by the legislature. Based on this timeline, the English Language Arts/Literacy and Mathematics Content Standards were scheduled to come to the Board during this review cycle and the Arts and Humanities Content Standards were scheduled to come to the Board during the 2015 review cycle. The Board approved amendments to the Arts and Humanities and Science Content Standards during the 2015 review cycle, these standards were rejected by the legislature over concern that there had not been given enough opportunity for public input on the standards. When a rule is rejected by the legislature the proposed amendments do not go into effect and any temporary rules revert back to previous codified version. Due to the rejection by the 2016 legislature, the Arts and Humanities standards are coming back to the Board again for consideration this year and the Science standards will come back to the Board for consideration at a later date.

Proposed rules have a 21 day comment period prior to returning to the Board for consideration as a pending rule. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin. Pending rules are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted unless rejected by the legislature.

**STATE DEPARTMENT OF EDUCATION
AUGUST 11, 2016**

BOARD ACTION

I move to approve the revisions to the Health, Arts and Humanities, English Language Arts/Literacy, Mathematics, Physical Education, and Social Studies Content Standards and the adoption of Computer Science Content Standards as submitted in attachments 2 through 14.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to approve the revisions to the Health Content Standards as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the revisions to the Arts and Humanities Content Standards as submitted in Attachments 3 through 9.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the revisions to the English Language Arts/Literacy Content Standards as submitted in Attachment 10.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the revisions to the Mathematics Content Standards as submitted in Attachment 11.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the revisions to the Physical Education Content Standards as submitted in Attachment 12.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the revisions to the Social Studies Content Standards as submitted in Attachment 13.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION
AUGUST 11, 2016

I move to approve the adoption of the Computer Science Content Standards as submitted in Attachment 14.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the Proposed Rule amendment to IDAPA 08.02.03.004.01, Rules Governing Thoroughness, The Idaho Content Standards, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION
AUGUST 11, 2016

SUBJECT

Temporary and Proposed Rule — IDAPA 08.02.03.106, .117, Rules Governing Thoroughness, Advanced Opportunities

REFERENCE

August 2010	Board approved temporary and proposed rule to add a new section for the Mastery Advancement Pilot Program at IDAPA 08.02.03.117.
August 2011	Board approved temporary and proposed rule to add language to the advanced opportunities requirement and dual credit provisions of 08.02.03.106, Rules Governing Thoroughness, Advanced Opportunities.
November 2011	Board approved pending rule adding language to IDAPA 08.02.03.106 clarifying that students participating in the Dual Credit for Early Completers program need not complete their senior project prior to being eligible for participation.
August 2015	Board approved proposed rule amending the definition of Advanced Opportunities in IDAPA 08.02.03.007 to bring it into alignment with Board Policy III.Y. and the Advanced Opportunities the institutions were authorized to offer.
November 2015	Board approved pending rules changes to the Advanced Opportunities definition in IDAPA 08.02.02.007.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4602, Idaho Code
IDAPA 08.02.03.106, .117 -- Rules Governing Thoroughness, Advanced Opportunities

BACKGROUND/DISCUSSION

This temporary and proposed rule will address changes made to the Advanced Opportunities funded by the state authorized in Section 33-1602, Idaho Code. Separate sections of the rule previously authorized separate programs known as the “8 in 6” Program and the Mastery Advancement Program. The new provisions in Section 33-4602, Idaho Code merge some of the opportunities from these programs with the program known as the Fast Forward Program. The temporary and proposed rule changes repeals the section of rule specific to the Mastery Advancement Pilot Program and adds provisions and clarity to the Advanced Opportunities section on the administration of the new Early Graduation Scholarship.

This rule language was vetted in the negotiated rulemaking process in which the State Department of Education conducted six (6) meetings throughout the state in April 2016. Additionally, feedback from stakeholders took place during program

**STATE DEPARTMENT OF EDUCATION
AUGUST 11, 2016**

trainings in formal and informal settings, as well as suggestions via email. Overall, there were no concerns about the content or changes.

IMPACT

There should be no fiscal impact due to this rule above and beyond that which the legislation supports. The impact of this rule will provide detailed guidance for the administrative nuances of Advanced Opportunities funded by the State of Idaho.

ATTACHMENTS

Attachment 1 – Temporary and Proposed Rule changes to IDAPA
08.02.03.106, .117

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments repeals the section of Administrative Code outlining the requirements for the Mastery Advancement Program. The enabling legislation creating the Mastery Advancement Program was repealed during the 2016 legislative session, while the provisions allowing for an early graduation scholarship were retained as part of a new program that expands the “Fast Forward” program. The new program provides state funding, up to \$4,125 per student in grades 7 through 12, for use toward overload courses, dual credits, college credit-bearing examinations and professional certificate examinations, within specified limits. In addition to this amount students who graduate at least one year early are also eligible for an Advanced Opportunities scholarship to any Idaho public postsecondary institution in an amount equal to thirty-five percent (35%) of the statewide average daily attendance driven funding per enrolled student for each year that the student graduated early.

Proposed rules have a 21 day comment period prior to returning to the Board for consideration as a pending rule. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin. Pending rules are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted unless rejected by the legislature.

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria: provides protection of public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. This rule qualifies as temporary rules as it brings the state in compliance with HB 458a (2016) and Section 33-4602, Idaho code.

**STATE DEPARTMENT OF EDUCATION
AUGUST 11, 2016**

BOARD ACTION

I move to approve the Temporary and Proposed Rule amendment to IDAPA 08.02.03.106 and 08.02.03.117, Rules Governing Thoroughness, for Advanced Opportunities, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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