

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	IDAHO MASTERY EDUCATION NETWORK UPDATE	Motion to Approve
3	PROPOSED RULE DOCKET # 08-0202-1701 – RULES GOVERNING UNIFORMITY – PROFESSIONAL STANDARDS COMMISSION RECOMMENDATIONS	Motion to Approve
4	PROPOSED RULE DOCKET # 08-0202-1702 – RULES GOVERNING UNIFORMITY – INCORPORATED BY REFERENCE – STANDARDS FOR IDAHO SCHOOL BUSES AND OPERATIONS	Motion to Approve
5	PROPOSED RULE DOCKET # 08-0203-1703 – RULES GOVERNING THOROUGHNESS – INCORPORATED BY REFERENCE - EXTENDED CONTENT STANDARDS	Motion to Approve
6	PROPOSED RULE DOCKET # 08-0203-1704 – RULES GOVERNING THOROUGHNESS – INCORPORATED BY REFERENCE - SPECIAL EDUCATION MANUAL	Motion to Approve
7	PROPOSED RULE DOCKET # 08-0203-1705 – RULES GOVERNING THOROUGHNESS - IDAHO CONTENT STANDARDS – SCIENCE, DRIVERS EDUCATION, INFORMATION AND COMMUNICATION TECHNOLOGY	Motion to Approve
8	TEMPORARY RULE – IDAPA 08.02.02.015.02 – RULES GOVERNING UNIFORMITY – ENDORSEMENTS – PUPIL SERVICE CERTIFICATES - OCCUPATIONAL AND PHYSICAL THERAPIST ENDORSEMENTS	Motion to Approve
9	NAMPA-VALLIVUE SCHOOL DISTRICT BOUNDARY EXCISION/ANNEXATION	Motion to Approve
10	PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS	Motion to Approve
11	ESSA CONSOLIDATED STATE PLAN	Motion to Approve

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STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the State Board, including:

- Assessment/testing update
- Math diagnostics

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 10, 2017**

SUBJECT

Amendment to Title 33, Chapter 16, Idaho Code – Mastery-Based Education

REFERENCE

October 2014	Board adopted recommendations for implementing the 2013 Task Force recommendations, including implementation of those regarding mastery-based education in Idaho's public schools.
May 2015	Board received a presentation from the Foundation for Excellence in Education regarding mastery-based education and possible partnership opportunities.
January 11, 2016	Board endorsed the Governors 2016 Legislative Initiatives, including funding for the mastery-based education pilot programs
June 2017	Board received a brief update from the State Superintendent of Public Instruction on the mastery-based pilot program.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1632, Idaho Code

BACKGROUND/DISCUSSION

Idaho currently has 19 incubators, consisting of 32 schools participating in the mastery-based education program. The schools used the 2016-2017 school year to design, plan, and collaborate in order to chart the course for Idaho's shift to student progression based on demonstrated mastery, not seat time. As the program has progressed through early stages of planning and design, the Department of Education (Department) has heard from several schools who would like to participate.

Currently, 33-1632, Idaho Code has capped the mastery-based education program at a cohort of 20 incubator LEAs/schools. In order to build and scale the approach, the statute must be amended so that more schools may participate. The Department seeks to amend the statute to bring on additional cohorts of 20 LEAs/schools each.

IMPACT

The public schools support program currently contains a line item for mastery-based education funded at \$1.4 million for the 2017-2018 year. These funds are used for professional development, a statewide awareness campaign, coaching, purchased services, travel, supplies/materials, and stipends. To accommodate the increase of incubators from 20 to 40, the Department intends to include an additional \$1.4 million in its 2018-2019 budget request.

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Mastery-based education is a generational shift that will benefit students of all learning styles and abilities. Currently, Idaho's 19 incubator cohort directly impacts the learning of 22,000 students. This statutory amendment would impact an additional number of students roughly equal to the first cohort, with the potential for more cohorts in subsequent years. In addition, engaging more LEAs and schools will increase the state's capacity for developing new innovations and policy changes that will advance Idaho's mastery education approach.

ATTACHMENTS

Attachment 1 – Proposed Statutory Amendment	Page 5
Attachment 2 – Mastery Education Presentation	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

In 2014, the Board facilitated the work of five (5) subcommittee's working on recommendations for implementing the 2013 Education Improvement Task Force Recommendations. The Structure and Governance Subcommittee's responsibilities included implementation strategies for the shift to a mastery-based system where students advanced based upon content mastery, rather than seat time requirements. The subcommittee found there were no prohibitions in state law to moving to a mastery-based system, and that there is specific authorization in Administrative Code that allows school districts and charter schools to develop their own mechanisms for assessing student mastery of content and awarding credits for the mastery at the secondary level. The subcommittee recognized that there were some barriers in how school districts reported students in specific grade levels to the state for funding, however, most barriers were largely perceived rather than actual obstructions. The excerpts are from the recommendations adopted by the Board in 2014 (the full recommendations may be viewed on the Board's website):

1. We recommend that Idaho create an "incubator" model designed to identify and support those districts\charters that are willing and ready to start moving toward a competency based education system in grades K-6.
 - a. That assessment would be used to create the initial cohort of districts\charters, and should include a demographically representative group of districts\charters. That cohort would provide support for staff professional development, stakeholder education, and ongoing assessment and coaching.
 - b. These "Incubator" districts\charters would collect relevant data to allow for meaningful analysis of the process. This data would be used to identify future improvements and modifications.
3. We recommend that the State Board, State Superintendent, Legislature, and Governor support a statewide awareness effort concerning "Competency Based Education."

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

This could be accomplished in partnership with [Re-Inventing Schools Coalition] RISC, if recommendation #2 is adopted. There is a clear need for better understanding of competency based education by legislators, business leaders, education administrators, teachers, parents, and students. If this is done correctly, the demand for becoming an “incubator” would start to increase.

6. We recommend that over the next five years all districts\charters adopt a mastery based assessment report card which is aligned to Idaho’s statewide standards.

BOARD ACTION

I move to endorse the Superintendent of Public Instruction’s proposal to amend Section 33-1632, Idaho Code, as identified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Docket No. 08-0202-1701, Proposed Rule Changes to IDAPA 08.02.02, Rules Governing Uniformity

REFERENCE

August 2014	Board approved amendments to the Idaho Standards for Initial Certification of Professional School Personnel revisiting the Idaho Foundation and Enhancement Standards for School Counselor, Special Education Generalist, Special Education Director, and School Psychologists and approved a Propose Rule incorporating these changes by reference into IDAPA 08.02.02.004.01.
April 2015	Board approved amendments to the Idaho Standards for Initial Certification of Professional School Personnel adding standards for Computer Science and Engineering teachers and approved a Proposed Rule incorporating these change by reference into IDAPA 08.02.02.004.01.
June 2016	Board approved amendments to the Idaho Standards for Initial Certification of Professional School Personnel revisiting Art, Biology, Chemistry, Communication, Drama, Early Childhood/Early Childhood Special Education Blended Certificate, Earth and Space Science, Economics, Elementary, Generalist, Health, Journalism, Mathematics, Music, Natural Science, Physical Education, and School Social Worker and approved a Proposed Rule incorporating these changes by reference into IDAPA 08.02.02.004.01.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section IV.B.9.b. Standards for the Initial Certification of Professional School Personnel Sections 33-114, 33-130, 33-512, 33-1254, 33-1258, Idaho Code IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel annually. The following certificates and endorsements were reviewed by committees of content experts: Administrator, which includes School Principal, Superintendent, and Director of Special Education; Audiology; Bilingual; Career Technical areas, which include

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Agriculture Science and Technology, Business Technology, Family and Computer Sciences, Marketing Technology Education, and Technology Education; Computer Science; Engineering; English as a New Language; Speech Language-Pathology; and World Language. Additionally, the Core Teaching Standards, that provide the basic standards which all specific teaching areas are required to meet, were reviewed.

All standards and endorsements were revised to better align with national standards and best practices; then presented to the PSC for consideration. The PSC has recommended approval of all of the committee's proposed endorsement revisions including renaming the English as a New Language endorsement to English as a Second Language endorsement to match the language used by the majority of other states.

In addition, there are three new Pupil Personnel Services Endorsements being recommended for approval. The first is the School Counselor – Basic (K-12) Endorsement. This recommendation is a result of Section 33-1212, Idaho Code allowing certified social workers to serve as school counselors. Pursuant to Chapter 32, Title 54, Idaho Code, persons with a baccalaureate degree in social work can serve as school counselors. Those with baccalaureate degrees have not been prepared to offer emotional and social counseling services. This new endorsement allows licensed social workers to act as school counselors on a limited basis, for which they have been trained. The other recommended endorsements are for licensed Occupational and Physical Therapists. The creation of endorsements for these professionals will allow districts additional funding options for students to obtain these types of services.

Renewal requirements were updated to set a date by which current certificate holders must complete a mathematics in-service program, if the requirement applies to their endorsement areas. Language regarding the Idaho Comprehensive Literacy Course has been removed as a renewal requirement, as the rule has been in existence a sufficient amount of time that it no longer applies to individuals renewing their existing certificates.

The requirements for reinstatement of an expired certificate have been amended to ensure that the requirements to obtain full certification during the term of the interim certificate meet current rules and requirements.

A change was made to the assessments required to obtain certification that allows for a baccalaureate degree or higher in the specific content area in which a candidate is seeking an endorsement to be used in lieu of state approved content area testing or assessment.

Alternative Authorization-Content Specialist language was updated to eliminate the requirement of candidates having to take competency tests prior to entering the classroom in order to allow districts the flexibility to utilize this route to hire

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

individuals who are in the process of completing a certification program, but have not yet completed the testing requirements.

The State Department of Education convened a team of stakeholders to discuss updating the rules regarding background information checks. Pursuant to the recommendations of the team, definitions were updated and requirements, fees, and processes were clarified.

An example was added to the Code of Ethics regarding educator compensation.

A number of minor, non-substantive changes were recommended to ensure that language is clear, concise, and meets the intent of law and rule changes.

A Notice of Intent to Promulgate Rules was published in the April 5, 2017, edition of the Administrative Bulletin. Six (6) public meetings were held across the state between April 11 and 20, 2017, during which any member of the public could provide verbal or written feedback on the suggested amendments to the incorporated document. One (1) verbal comment and two written comments were received during the public meetings. No written comments were received through the Department's public comment online submission form.

Following are the specific areas reviewed:

08.02.02.04.01 INCORPORATION BY REFERENCE – Idaho Standards for the Initial Certification of Professional School Personnel

08.02.02.015.02.b, .02.j, .02.k, 03, 03.a, 03.b, 03.c, 05.a, 10.a, 10.c IDAHO EDUCATOR CREDENTIAL – Pupil Personnel Services Certificate – School Counselor – Basic (K-12) Endorsement (Recommending new endorsement), Occupational Therapist Endorsement (Recommending new endorsement), Physical Therapist Endorsement (Recommending new endorsement), Administrator Certificate – School Principal (Pre-K-12) Endorsement, Superintendent (Pre-K-12) Endorsement, Director of Special Education (Pre-K-12), Degree Based Career Technical Certification, Additional Renewal Requirements

08.02.02.016.02, .03, .04, .05 IDAHO INTERIM CERTIFICATE – Idaho Comprehensive Literacy Course, Mathematical Thinking for Instruction, Technology, Reinstatement of Expired Certificate

08.02.02.018.01 CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION - Assessments

08.02.02.022.01, .04, .06 ENDORSEMENTS A–D – Agriculture Science and Technology (6-12), Bilingual Education (K-12), Blended Early Childhood/Early

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Childhood Special Education Pre-K through Grade Six (6) Endorsement (Recommending name change)

08.02.02.023.06, .08 ENDORSEMENTS E–L – English as a New Language (ENL) (K-12) (Recommending name change), Family and Consumer Sciences (5-9 or 6-12)

08.02.02.024.01, .16, .20 ENDORSEMENTS M–Z – Marketing Technology Education (6-12), Technology Education (5-9 or 6-12), World Language (5-9, 6-12 or K-12)

08.02.02.042.02, ALTERNATE ROUTES TO CERTIFICATION – Alternative Authorization – Content Specialist

08.02.02.075 – FINGERPRINTING AND CRIMINAL HISTORY CHECKS (SECTIONS 33-130 AND 33-512, IDAHO CODE)

08.02.02.076.07 CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS – Principle VI - Compensation

IMPACT

The changes to certification rule and the Incorporated by Reference document will enable Idaho universities to better prepare teachers according to these updated initial certification standards and endorsements.

The updates to the background investigation check rules and processes will assist the Department in streamlining the process for background investigation checks, as well as providing clarity to districts and colleges/universities to better understand the procedures and requirements.

The changes to reinstatement requirements will enable more educators to reinstate an expired certificate with requirements that are relevant to current practices and will eliminate the requirement to take Praxis II testing for educators who have already shown they have competency in the areas they were previously certified to teach.

The addition of another example to the Code of Ethics regarding compensation will assist both districts and educators in understanding the rules surrounding money or items solicited or accepted for the benefit of a student, classroom, or school.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.02, Rules Governing Uniformity Page 7

Attachment 2 – Idaho Standards for Initial Certification of Professional School Personnel Page 61

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

STAFF COMMENTS AND RECOMMENDATIONS

The negotiated rulemaking process includes three opportunities for public engagement and comment. The first step in the process is the negotiation process. The start of the negotiated rulemaking is the notice of intent to promulgate rules. The notice of intent is required to include a non-technical summary of the substance and purpose of the rule and issues that will be involved. The purpose of the notice of intent is to allow the public and those affected by the rule to be informed about what is being considered and to participate in a negotiated process in which the agency discusses the areas that they want to amend or add to Administrative Code and why, the public has an opportunity to meet with staff and discuss their concerns or support of the changes and talk through why one change may be chosen to go forward over another. Following the close of the negotiated rulemaking meeting(s), the agency drafts the proposed rule, in part based on the feedback received during this meeting. Agencies are not required to include the feedback received during the negotiated rulemaking meetings, however, all parties generally leave the meetings with some indication or understanding of what will be going forward to the Board for consideration. Once the rule is drafted it is then brought before the Board for consideration as a proposed rule. Once approved by the Board, the proposed rule is then published in the administrative bulletin and a 21-day public comment period commences. Unlike the negotiated rulemaking meetings the public comment period only requires the public be given an opportunity to comment on what has already been drafted. Formal public hearings may also be conducted as part of the 21-day comment period. Public hearings provide for a forum for the public to give input and are not generally conducted in a manner that allows for discussion of the rule changes being proposed. Following the close of the public comment period changes may be made to the proposed rule in response to the comments received. The rule is then brought back to the Board, with changes if applicable, as a pending rule. If the pending rule is approved by the Board it is published in the Administrative Bulletin and forwarded to the Legislature for consideration.

In addition to the changes identified in the notice of intent regarding the annual review of 20% of the initial standards for certification and the subsequent endorsement requirements and requirements for background investigation checks, the proposed rule includes the removal of the requirement that individuals receiving their initial Idaho certification demonstrate proficiency in technology skills and practices to enhance classroom management and instruction and removes the requirement that individuals earning certification through the Alternative Authorization – Content Specialist route meet or exceed the state qualifying score on a state approved content, pedagogy, or performance assessment (the State Board of Education approves the assessment and may approve a single or multiple assessments). As part of the negotiated rulemaking meeting conducted by Board staff on an alternate docket (Docket 08-0202-1704) regarding certification recommendations from the Board’s Teacher Pipeline Work Group, representatives from the Idaho Education Association, the Idaho Association of School Administrators, and the Idaho School Boards Association indicated they were

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

opposed to moving this requirement. With the current Board's ability to approve different types of assessments (currently the PRAXIS is the only approved assessment) there already existed some flexibility that would still maintain some assurances that there was a minimum standards of content knowledge that an individual would have to have prior to entering the classroom.

Pursuant to Section 33-1212, Idaho Code, individuals holding a valid social worker license issued under the regulations of the Board of Occupational Licensing may serve as a school counselor. The Board of Occupational Licensing issues social worker licenses to individuals holding baccalaureate and master level degrees. The School Counselor – Basic (K-12) endorsement is intended for individuals who statutorily are required to be allowed to serve as a school counselor based on these provisions, however, the proposed language in subsection 015.02.b does not technically align with the statutory requirement and consideration should be given to updating it prior to the rule coming back to the Board as a pending rule.

Proposed amendments to the administrator certificate (IDAPA 08.02.02.015.03) will require any individual conducting an evaluation to hold an administrator certificate. Some districts allow for peers to participate in the evaluation process by including a peer evaluation, which the administrator uses along with other evidence of professional practice and student achievement to finalize the summative review. This change would result in eliminating this practice. The Board's Teacher Pipeline Work Group is considering the development of professional learning environments as strategies toward teacher retention. Currently, any individual conducting an evaluation must have received training in conducting evaluations aligned to the Idaho evaluation framework. The proposed amendment to the administrator certification would not be consistent with the Teacher Pipeline work Group discussions.

BOARD ACTION

I move to adopt the revised Idaho Standards for Initial Certification of Professional School Personnel as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve Proposed Rule Docket No. 08-0202-1701, Rules Governing Uniformity, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

SUBJECT

Proposed Rule, Docket No. 08-0202-1702, Rules Governing Uniformity, Incorporation by Reference, Standards for Idaho School Buses and Operations

REFERENCE

June 2011	Board approved amendments to the Idaho School Buses and Operations Manual and proposed rule incorporating by reference the updated manual into IDAPA 08.02.02.004.02.
November 2011	Board approved pending rule Docket 08-0202-1101 incorporating by reference the June 2011 Idaho School Buses and Operations Manual.
June 2016	Board approved amendments to Standards for Idaho School Buses and Operations and proposed rule incorporating by reference the updated manual into IDAPA 08.02.02.004.02.
November 2016	Board approved pending rule Docket 08-0202-1605, updates to Standards for Idaho School Buses and Operations (rejected by legislature)

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, and 33-1501 through 33-1512, Idaho Code
IDAPA 08.02.02.004, 150 - .190, Rules Governing Uniformity – Standards for Idaho School Buses and Operations

BACKGROUND/DISCUSSION

The National School Transportation Specifications and Procedures were changed and approved at the 16th National Congress on School Transportation in May of 2015. The revised edition of the incorporated by reference document, Standards for Idaho School Buses and Operations (SISBO), reflects the changes from the national level. Additional language was added to clarify, or to reflect manufacturing or operational procedures. The changes to SISBO include: the reformatting of school bus specifications from bus body and bus chassis standards to an integrated bus standard as well as the actual specifications, alternative fuels, school bus inspections, general operations, disabilities-special health care, Idaho School Bus Withdrawal from Service Standards, and others. Furthermore, changes to the bus bidding process, general language revision, proration of non-conforming vehicles, and the reinstatement of field trip mileage, shuttle, training, and maintenance mileage was included. The rule will reflect a new approval date of the SISBO by the State Board of Education (Board).

Pending Rule docket no. 08-0202-1605 was approved by the Board in November 2016. However, it was rejected by Legislature during the 2017 session due to concerns brought forth by constituents regarding the proration and removal of non-reimbursable expenses related to non-school buses used to transport students. Unfortunately, the concern was not one that could be remedied through a change

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

to SISBO. Rather, it would have required an amendment to Section 33-1006, Idaho Code.

A Notice of Intent to Promulgate Rules was published in the April 5, 2017, edition of the Administrative Bulletin. Six (6) public meetings were held across the state between April 11 and 20, 2017, during which any member of the public could provide verbal or written feedback on the suggested amendments to the incorporated document. No comments were received during the public meetings. One (1) written comment was received through the Department's public comment online submission form.

IMPACT

According to the statement of purpose for 2017 Senate Bill 1123, the financial impact of the reinstatement of field trip mileage is estimated to be between \$2.25 million and \$2.5 million per year.

The financial impact of the reinstatement of shuttle, training, and maintenance mileage is estimated to be approximately \$958,000.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket No. 08-0202-1702	Page 5
Attachment 2 – Revised Standards for Idaho School Buses and Operations	Page 6

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1006, Idaho Code sets out the provisions for Idaho's public school transportation support program. In 2009, House Bill 256 amended the transportation support program limiting reimbursable transportation to transportation directly associated with transporting students for the purpose of regular school attendance. Prior to this time school districts could be reimbursed with activities associated with class room activities, such as field trips. The 2017 Legislature approved amendments to the transportation support program (SB1123) reinstating language that would allow school districts to be reimbursed for transportation associated with classroom activities. The proposed amendments include provisions brought forward and approved by the Board in 2016 and reinstates provisions regarding the reimbursement of miles for field trips that was removed from the Standards for Idaho School Buses and Operations in 2009 due to the statutory changes.

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

BOARD ACTION

I move to adopt the revised Standards for Idaho School Buses and Operations as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve Proposed Rule Docket No. 08-0202-1702, Rules Governing Uniformity – Incorporation by Reference, Standards for Idaho School Buses and Operations, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

SUBJECT

Proposed Rule, Docket No. 08-0203-1703, Rules Governing Thoroughness, Incorporation by Reference

REFERENCE

April 2008	Board approved the temporary and proposed rule change to IDAPA 08.02.03.004., Rules Governing Thoroughness, to incorporate the Idaho Extended Content Standards.
August 2008	Board approved pending rule Docket 08-0203-0802, incorporating by reference the Idaho Extended Content Standards.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2002, Idaho Code
IDAPA 08.02.03, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

Proposed Rule Docket No. 08-0203-1703 provides for the amendment of the Idaho Extended Content Standards, an incorporated by reference document, and the addition of the incorporated by reference documents Idaho Extended Standards Core Content Connectors in English Language Arts and Mathematics.

The Idaho Extended Content Standards, standards aligned to the alternate assessment, were adopted in 2008 and are not currently aligned with the Idaho Content Standards updated in 2017. The proposed rule will replace the English Language Arts and Mathematics Idaho Extended Content Standards with the Idaho Content Standards Core Content Connectors.

The purpose of the Core Content Connectors (Connectors) is to identify the most salient core academic content in English Language Arts and Mathematics found in the Idaho Content Standards. The Connectors identify priorities for the instruction of students identified as having significant cognitive disabilities and align with the alternate assessment. They illustrate the necessary knowledge and skills students with significant cognitive disabilities need to reach the learning targets or critical big ideas within the state standard.

Along with 24 other states, Idaho worked with the National Center and State Collaborative to create the Connectors. Special education teachers from across the state actively participated in the creation and alignment of the Connectors to our statewide alternative assessment for students with the most significant cognitive disabilities.

The Connectors were written to help promote how students with significant cognitive disabilities can engage in the Idaho Content Standards while following the learning progression. They have the following characteristics:

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

- Sequenced to help guide meaningful instruction for students with significant cognitive disabilities and lead to enduring skills in successive grades;
- Written as outcome based, which provides a description of what students should know and do;
- Written with high level of expectations for students with significant cognitive disabilities; and
- Align to grade-level standards to provide access to the general curriculum. Connectors are designed to contribute to a fully aligned system of content, instruction, and assessment.

A Notice of Intent to Promulgate Rules was published in the April 5, 2017, edition of the Administrative Bulletin. Six (6) public meetings were held across the state between April 11 and April 20, 2017, during which any member of the public could provide verbal or written feedback on the suggested changes. No comments were received during the public meetings, and no written comments were received through the Department’s public comment online submission form.

IMPACT

The goal of the Connectors is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket No. 08-0203-1703	Page 5
Attachment 2 – Revised Idaho Extended Content Standards	Page 9
Attachment 3 – Idaho Content Standards Core Content Connectors For English Language Arts	Page 55
Attachment 4 – Idaho Content Standards Core Content Connectors For Mathematics	Page 489

STAFF COMMENTS AND RECOMMENDATIONS

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Staff recommends approval.

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

BOARD ACTION

I move to approve the amendments to the Idaho Extended Content Standards as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to adopt the Idaho Extended Content Standards Core Content Connectors as submitted in Attachments 3 and 4.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed rule Docket No. 08-0203-1703, Rules Governing Thoroughness, Incorporation by Reference, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

SUBJECT

Proposed Rule, Docket No. 08-0203-1704, Rules Governing Thoroughness, Incorporation by Reference

REFERENCE

June 2016	Revised Idaho Special Education Manual approved and adopted by the State Board of Education.
November 2016	Board approved Pending Rule Docket No. 08-0203-1604, incorporating by reference updates to the Idaho Special Education Manual.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8
Section 33-2002, Idaho Code
IDAPA 08.02.03.004 Rules Governing Thoroughness, Incorporation by Reference

BACKGROUND/DISCUSSION

Proposed Rule Docket No. 08-0203-1704 provides for the amendment of the Idaho Special Education Manual (Manual), incorporated by reference into IDAPA 08.02.03.004.

The updated Manual replaces the outdated terms “deafness” and “hearing impairment” with “deaf or hard of hearing.” The definition of “deaf or hard of hearing” now includes language regarding the child’s access, comprehension, and/or use of linguistic information through hearing. In addition, state eligibility criteria for “deafness” and “hearing impairment” have been replaced by criteria for “deaf or hard of hearing.” The modified eligibility criteria, used by evaluation teams when determining the disability category for a student, compliment the updated definition of “deaf or hard of hearing.”

Other changes to the Manual include minor language corrections or deletions necessary to maintain document consistency and to align with the Every Student Succeeds Act, Idaho Code, or teacher certification standards.

The modified eligibility criteria were revised by a committee consisting of members of the Idaho Educational Services for the Deaf and the Blind, the State Department of Education’s Early Childhood and Interagency Coordinator, several Idaho Special Education Support and Technical Assistance staff, a Speech and Language Pathologist from Idaho State University, a Boise School District Education Audiologist, a West Ada School District School Psychologist, the Special Education Director for Emmett School District, and the Executive Director of the Idaho Council for the Deaf and Hard of Hearing.

During the revision process, a committee representative presented and elicited feedback regarding the proposed changes to stakeholders throughout the state including: the Special Education Advisory Panel, regional special education director’s meetings, the Idaho Council for the Deaf and Hard of Hearing Board, the

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Idaho Association of the Deaf, the Director's Advisory Committee, and the Idaho Educational Services for the Deaf and the Blind. The revision was emailed to all deaf/hard of hearing teachers and education audiologists in Idaho requesting feedback. Feedback was favorable.

In addition, a Notice of Intent to Promulgate Rules was published in the April 5, 2017, edition of the Administrative Bulletin. Six (6) public meetings were held across the state between April 11 and 20, 2017, during which any member of the public could provide verbal or written feedback on the suggested amendments to the incorporated document. One (1) comment in support of the "deaf or hard of hearing" change was received during the public meetings. No written comments were received through the SDE's public comment online submission form.

The proposed changes to the Idaho Special Education Manual include:

Acronyms and Abbreviations: Remove HOUSSE (Highly Objective Uniform State Standard of Evaluation) which is no longer applicable.

Glossary: Clarify the term "audiologist" for consistency with professional responsibilities. Replace "deafness" and "hearing impairment" with "deaf or hard of hearing." Remove "modification" to be consistent with use of terms "accommodation" and "adaptation."

Chapter 4: Evaluation and Eligibility: Replace "deafness" and "hearing impairment" with "deaf or hard of hearing." Provide clarification of the Language Impairment category if a student does not qualify under the criteria for Deaf or Hard of Hearing.

Chapter 9: Private School Students: Remove terminology "or dual enrollment" to align with Idaho Code 33-203 and other areas of the manual. The term in this section of the manual was misappropriated.

Chapter 10: Improving Results: Change "Computer Based Route to Teacher Certification" to "Non-Traditional Route to Certification" to align with teacher certification standards. Remove reference to alternative route preparation program for para-educators that is no longer available.

General: Remove references to "highly qualified" teachers to align with the Every Student Succeeds Act. Change the term "modifications" to "accommodations" or "adaptations" for consistency. Correct terminology from "specifically designed instruction" to "specially designed instruction."

IMPACT

The proposed changes will bring the Idaho Special Education Manual into compliance with the Individuals with Disabilities Education Act and align with the Every Student Succeeds Act, Idaho Code, and teacher certification standards. In addition, the proposed changes will provide clear, consistent guidance for school personnel.

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket No. 08-0203-1704
Attachment 2 – Revised Idaho Special Education Manual

Page 5
Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Staff recommends approval.

BOARD ACTION

I move to approve the revised Idaho Special Education Manual as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve Proposed Rule Docket No. 08-0203-1704, Rules Governing Thoroughness – Incorporation by Reference, Idaho Special Education Manual, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE DEPARTMENT OF EDUCATION

SUBJECT

Proposed Rule – Docket No. 08-0203-1705, Rules Governing Thoroughness, Incorporated by Reference – Idaho Content Standards

REFERENCE

August 2008	Board approved updated Content Standards in Driver Education.
April 2009	Board approved updated Content Standards in Science.
April 2010	Board adopted revised Content Standards in Information and Communication Technology.
August 2015	Board approved updated Science standards (rejected by legislature).
December 2016	Board approved updated Science Content Standards (partially rejected by legislature)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education, Organization Specific Policies & Procedures, Section IV.B.9
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 for possible revision. These standards provide a consistent foundational level of academic expectation at each grade level in a number of content areas across Idaho's public schools. Proposed rule Docket No. 08-0203-1705 provides for the amendment of the Idaho Content Standards for Science, Driver Education, and Information and Communication Technology. While the review cycle applies to the Idaho Content Standards for Driver Education and Information and Communication Technology, the Idaho Content Standards for Science have been in review and revision since 2015.

The Idaho Legislature rejected the Idaho Content Standards for Science in Spring 2016, citing the need for additional public input. The State Department of Education (Department) began negotiated rulemaking in April 2016, which included solicitation of public comment online and through state-wide, face-to-face meetings and meetings of the science standards working committee. The resulting science standards included substantial revisions of structure and organization, including eliminating correlations to Idaho Content Standards in Mathematics and

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

English Language Arts and Literacy, as well as other correlations to engineering practices. In addition, the committee made revisions to the standards to accommodate and address concerns of stakeholders and legislators regarding how ideas describing impacts on the earth and age of the earth are expressed.

The revised science standards were presented to the 2017 Legislature as a temporary rule, and the standards were approved with the exception of five (5) paragraphs dealing with human impacts on the environment. The Department was asked to gather additional public comment and consider revisions to the five (5) paragraphs that address both positive and negative impacts.

The Department published a Notice of Intent to Promulgate Rules in the April 5, 2017, edition of the Administrative Bulletin to initiate negotiated rulemaking. Six (6) public meetings were held across the state between April 11 and 20, 2017, and an online comment form was posted to the Department's website. Approximately 65 verbal comments were received during the public meetings, all regarding science standards. Of the approximately 950 written comments received by mail, email, and through the SDE's online comment form, all but a few specifically addressed the science standards. The vast majority of the science content standards comments spoke in favor of retaining the language in the five (5) removed paragraphs with little or no change. Two (2) written comments were received for driver education content standards.

The science standards working committee reconvened on May 12, 2017, and made revisions to the science standards addressing discussion of problems of human impacts and potential methods for mitigation.

IMPACT

These changes to the Idaho Content Standards for Driver Education, Information and Communication Technology, and Science will have no discernible financial impact other than the cyclical and expected nature of adopting new curriculum when any content standards undergo significant change.

While changes in Driver Education and Information and Communication Technology are relatively minor, the shift in Science is significant as it focuses on students demonstrating deep knowledge of scientific principles and processes by engaging directly in 'doing' science. This emphasis on performance and learning by doing is a paradigm shift with direct implications for growing a scientifically literate citizenry and workforce. It also reflects the deep interest and profound concern in raising the bar in science education indicated by several years of public and legislative input. The revised standards as a foundation of an integrated educational system are the first step in a necessary and synchronous series of ongoing efforts involving professional learning for educators centered on supporting instructional shifts, curricular material review, and development of high cognitive demand, valid, and reliable assessments deeply aligned to the standards.

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket No. 08-0203-1705	Page 5
Attachment 2 – Revised Idaho Science Content Standards	Page 9
Attachment 3 – Science Standards Crosswalk	Page 121
Attachment 4 – Revised Idaho Driver Education Content Standards	Page 135
Attachment 5 – Revised Idaho Information and Communication Technology Content Standards	Page 147
Attachment 6 – Information and Communication Technology Content Standards Crosswalk	Page 161

STAFF COMMENTS AND RECOMMENDATIONS

Idaho’s science content standards were last updated in 2009. During the 2015 rulemaking cycle new science standards were adopted by the Board and incorporated by reference into Administrative Code. When the rules and incorporated science standards were presented during the 2016 legislative session Senate and House Education Committee members expressed concern that the public may not have had enough opportunity to provide feedback on the new standards. The rule was rejected, and it was requested that it be brought back again for consideration in 2017. The standards were rejected by the Legislature to provide for additional comment and vetting. At the December 2016 Board meeting the Department brought forward a temporary rule incorporating amended science content standards into administrative rule for the Board’s consideration. The temporary rule was approved by the Board and forwarded to the 2017 Legislature for consideration and extension to allow for the negotiated rulemaking process to be conducted during the next year. The 2017 Legislature granted the extension to the majority of the rule and rejected sections that were considered to provide a partial view of human impact on the environment. The Legislature requested that when the rule was brought back in 2018 that sections regarding the human impact on the environment take into effect both negative and positive aspects, rather than only negative.

The temporary rule extended by the 2017 Legislature will expire at the end of the 2018 legislative session. The proposed rule is needed as part of the rulemaking process for establishing a “permanent” rule. Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

BOARD ACTION

I move to adopt the revised Idaho Science Content Standards as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to adopt the revised Idaho Driver Education Content Standards as submitted in Attachment 4.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to adopt the revised Idaho Information and Communication Technology Content Standards as submitted in Attachment 5.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve proposed rule Docket No. 08-0203-1705, Rules Governing Thoroughness, Incorporation by Reference, Idaho Content Standards, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Temporary Rule, IDAPA 08.02.02.015.02, Rules Governing Uniformity

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1258, Idaho Code
IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

This proposed temporary rule provides for the amendment of IDAPA 08.02.02.015.02, which will add the Occupational Therapist Endorsement and Physical Therapist Endorsement to the Pupil Personnel Services Certificate.

Occupational therapists (OT) and physical therapists (PT) are professional school personnel and should reflect professional school personnel salaries. Since there are currently no endorsements for OT or PT, districts that employ them must code them as classified, which has a significantly lower funding allocation. Creating the endorsement for OT and PT will allow OT and PT staff the option to become certified, which will permit the districts that employ them to code them as a certificated position, which will increase their funding allocation.

The temporary rule will confer a benefit, in that those OT and PT staff may be coded as certificated positions effective the commencement of the 2017-2018 school year. This change is also being addressed in Pending Rule Docket No. 08-0202-1701, which, if approved, will become effective upon expiration of the temporary rule.

IMPACT

The creation of endorsements for these professionals will allow districts additional funding options for these types of student services. This temporary rule confers a benefit to those OT/PT employed by districts at the start of the 2017-2018 school year.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.02.015.02

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff in our public school system are made up of classified and certificated staff. Funding provided by the state for these positions is based on the average daily attendance of students converted into support units, the support units are then used to calculate the school district or charter schools staff allowance. The staff allowance is calculated for instructional staff (certificated), pupil service staff (certificated), administrative staff (certificated), and classified staff. School districts and charter schools are then distributed personnel funds based on their

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

staff allowance for each category. The state appropriates personnel funds at a higher rate for certificated staff than it does for classified staff. School districts and charter schools may hire more staff than the state pays for, however, there is a limit on the number of staff under the amount calculated that a school district may hire without their salary based apportionment being reduced. Creating an endorsement for the Pupil Personnel Services Certificate for occupational and physical therapist will allow these individuals to be certificated and will allow for them to be funded based on the career ladder funding model, which will require the state to calculate funding for these positions at a higher rate than the funding calculations for classified staff. The actual amount distributed to the school districts for certificated staff is the average salary of the staff in the category multiplied by the school districts or charter schools staff allowance for that category. If a school district has hired more certificated staff in the pupil service staff category than their staff allowance, then any benefit would be negligible, if a school district or charter school has additional positions in their pupil personnel services staff allowance than they may be able to receive additional funding for these staff.

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a stand alone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. 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 the 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.

Temporary rules that are approved prior to the start of a legislative session expire at the end of that legislative session unless action is taken by the legislature to extend the rule. The legislature does not see temporary rules unless there is a request for an extension.

BOARD ACTION

I move to approve the temporary rule amendment to IDAPA 08.02.02.015.02, Rules Governing Uniformity, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

SUBJECT

Requesting excision of territory from Nampa School District No. 131 for annexation to Vallivue School District No. 139

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-308, Idaho Code, IDAPA 08.02.01.050

BACKGROUND/DISCUSSION

Homeowners of the Colter Bay, Astoria Park, and North Pointe Subdivisions and the surrounding properties submitted a petition requesting an excision of territory from Nampa School District No. 131 to be annexed to Vallivue School District No. 139. The Nampa School Board considered the petition at its December 13, 2016 meeting and voted to neither support nor oppose the petition. The Vallivue School Board considered the petition at its December 13, 2016 meeting and voted to maintain a neutral position.

Section 33-308, Idaho Code, provides a process whereby the State Board of Education shall consider amendment of the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described, and excision of the territory would not leave a school district with a bonded debt in excess of the limit prescribed by law.

IDAPA 08.02.01.050 includes criteria for review of the petition by a hearing officer appointed by the Superintendent of Public Instruction for purposes of making recommendations to the State Board of Education.

Jean Uranga, Attorney at Law, acted as hearing officer for this petition. A notice of hearing was mailed to the petitioner, Nampa and Vallivue School Districts, and the State Department of Education on April 28, 2017. The hearing was conducted on May 15, 2017, at Snake River Elementary School in Nampa, Idaho, for purposes of gathering public comment on the proposed boundary amendment. Approximately 42 people attended the hearing, and 27 people in attendance offered comment. Of the 27 individuals who testified, 21 testified in support of approving the petition, and six (6) spoke in opposition. In addition, the hearing officer received one (1) written comment via email in opposition to the petition.

The hearing officer concluded that the proposed boundary change would be in the best interest of the children residing in the area proposed to be annexed to Vallivue. The officer's recommendation is that "the Petition...be granted if the State Department of Education confirms the excision would not leave either school district with a bonded debt in excess of the limit prescribed by law."

In response to the hearing officer's recommendation, Mr. Randy Dewey, Director of Finance for the Nampa School District, provided a letter on June 5, 2017, to

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Department staff confirming that Nampa School District's bonded debt would not exceed the limit prescribed by law if the proposed area is excised.

IMPACT

Approval of this petition will allow the proposal to go to a vote before the school district electors residing in the area described in the petition.

ATTACHMENTS

Attachment 1 – Petition	Page 5
Attachment 2 – Vallivue School Board Recommendation	Page 100
Attachment 3 – Nampa School Board Recommendation	Page 106
Attachment 4 – Notice of Hearing	Page 112
Attachment 5 – Findings of Fact, Conclusions of Law and Recommendations from Hearing Officer	Page 114
Attachment 6 – Letter from Randy Dewey, Nampa School District	Page 122
Attachment 7 – Market value analysis from Canyon County	Page 123

STAFF COMMENTS AND RECOMMENDATIONS

Requests for excisions and annexations of property between school districts are submitted to the Department of Education. The Department of Education verifies the petition meets all of the requirements set forth in Section 33-308, Idaho Code, and assigns a hearing officer. Following receipt of the hearing officer's finding and verification of the bonded debt requirements, the Department prepares and submits the requests to the State Board of Education for consideration.

Approval of the request by the Board will allow the proposal to be submitted to the school district electors residing in the area described in the petition. Pursuant to Section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not met, the Board of Education must disapprove the proposal. The hearing officer has included in the findings of fact that the school district boundary change would be in the best interest of the children residing in the area impacted.

Section 33-1103, Idaho Code sets out the limitations on the amount of debt that is authorized a percent of the assessed market value of the property within the school district. If the property value within the area being excised were to leave the school district with a bonded debt greater than the prescribed limits the petition would have to be denied. Pursuant to Section 33-1103, Idaho Code subsection (3) the bonded debt limit for Nampa School District is 5%. According to the letter provided by the Nampa School District, their bonded debt would not exceed 5%.

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

BOARD ACTION

I move to accept the recommendation of the hearing officer and to approve the excision and annexation of property from Nampa School District No. 131 to Vallivue School District No. 139.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Appointment to the Professional Standards Commission

REFERENCE

August 2015	Board approved one (1) 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 (6) appointments and two (2) re-appointments to the Professional Standards Commission.
August 2016	Board approved one (1) appointment to the Professional Standards Commission.
April 2017	Board approved one (1) appointment and three (3) reappointments to the Professional Standards Commission.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Idaho Statute Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission.

The Professional Standards Commission consists of eighteen (18) members, one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. 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.

A position is currently available for an elementary classroom teacher. Nominations were sought for the position from the Idaho Education Association, Northwest

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Professional Educators, and the Idaho Indian Education Committee. Resumes for the following interested individuals are attached.

Elementary Classroom Teacher:

Jennifer Gates, Plummer-Worley Joint School District #44
Jolene Gunn, West Ada School District #2
Jeanette Mayes, Nampa School District #131
Betty Turner, Boise School District #1
Kristopher "Topher" Wallaert, Mountain Home School District #193

Special Education Director:

Lori Ravét, Lapwai School District #341

ATTACHMENTS

Attachment 1 – Professional Standards Commission Membership	Page 5
Attachment 2 – Resumé for Jennifer Gates	Page 1
Attachment 3 – Resumé for Jolene Gunn	Page 12
Attachment 4 – Resumé for Jeanette Mayes	Page 18
Attachment 5 – Resumé for Lori Ravé	Page 24
Attachment 6 – Resumé for Betty Turner	Page 30
Attachment 7 – Resumé for Kristopher "Topher" Wallaer	Page 34

STAFF COMMENTS AND RECOMMENDATIONS

At the June 2016 Board meeting the Board discussed the importance of representation on various state level committees by representatives of Idaho's underserved populations. It was determined at that time that the Department would amend its practices for seeking nominations for positions on the Professional Standards Commission. The new practice would include reaching out not only to the identified stakeholder groups, but to also other education community groups to allow individuals who are not connected to the standard chains of communications the opportunity to apply or submit nominations for positions that may be opening up, whether they were due to terms expiring or from member resignations. The Board's Indian Education Committee expressed an interest in nominating individual educators to the Commission if notified of openings. The Indian Education Committee was notified of the vacancy and provided one nomination, Lori Ravét. The current opening is for an elementary classroom teacher. The Professional Standards Commission is putting forward Kristopher "Topher" Wallaert for consideration.

Pursuant to Section 33-1252, Idaho Code, "(3) The state board of education shall appoint or reappoint members of the commission for terms of three (3) years." This language does not allow the Board to appoint individuals for less than a three year term. Past practice of the Commission has been to request appointments be made for the remainder of an unfilled term when the vacancy is due to a resignation in mid-term, however, the statute does not allow for this flexibility.

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

BOARD ACTION

I move to appoint Kristopher "Topher" Wallaert as a member of the Professional Standards Commission for the remainder of the three-year term which began July 1, 2015, and will end June 30, 2018, representing Elementary Classroom Teachers.

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

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**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

SUBJECT

Every Student Succeeds Act Consolidated State Plan

REFERENCE

December 2015	The Board was updated on the status of the Every Student Succeeds Act and the process the Department will conduct in bringing forward to the Board a new Federal Consolidated State Plan.
February 2016	The Board received an overview of the Every Student Succeeds Act by Title and the Board's responsibilities as the State Educational Agency.
August 2016	Board received recommendations from the Accountability Oversight Committee on a new state accountability system. The Board approved the proposed rule setting out the new accountability framework that will be used for both state and federal accountability.
November 2016	Board approved pending rule creating the new statewide accountability system based on the Governor's K-12 Task Force recommendations, Accountability Oversight Committee Recommendations and public input gathered by staff through public forums held around the state.
April 2016	Board received an update on the work of the Board's Teacher Pipeline Workgroup and preliminary recommendation for developing and supporting effective teachers in Idaho.
June 2017	Board received an update on Idaho's Consolidated State Plan and provided input and feedback.

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
IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

BACKGROUND/DISCUSSION

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA) for the first time since 2001. This reauthorization replaces the system of ESEA Waivers that states had been submitting to the US Department of Education (USDOE) since No Child Left Behind (NCLB) expired in 2014.

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

ESSA requires each state to submit a consolidated plan to the USDOE to reapply to federal education funds and explain to the USDOE how the state will be in compliance with ESSA. The first deadline for plan submission was April 2017, and the second deadline is September 2017. The USDOE will inform states whether their plan is approved 120 days after submission. Idaho will submit its consolidated plan for the September deadline.

The required components of Idaho's consolidated plan have gone through several changes as Obama-era regulatory guidance were finalized and then pulled back by the Trump administration, which has also released new guidance to states.

The State Department of Education brought the draft consolidated plan to the State Board of Education for preliminary discussion in June. In July, the department continued to seek public input through a final public comment period. During this time, the Department continued to receive feedback from the U.S. Department of Education and monitored how plans submitted by other states were assessed by federal peer reviewers and U.S. Department of Education (USDOE) staff. These discussions led to several substantive changes in Idaho's final plan.

IMPACT

Idaho's consolidated plan must be approved by USDOE in order for Idaho to receive approximately \$82 million from the federal government to support public K-12 education.

ATTACHMENTS

Attachment 1 - Every Student Succeeds Act Consolidated State Plan Page 1

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States may submit individual plans for each Title contained in the law or they may submit a single consolidated plan. Idaho, like most states, have chosen a single consolidated plan.

Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required. While the most recent consolidated state plan template provide by the US Department of Education

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

removes the section that required states explain how stakeholders were worked with to develop the plan, the requirements in federal law remain the same. The language in the act itself still requires consultation and stakeholder engage. In response to feedback received from stakeholders just prior to the June 2017 Board meeting, the Planning, Policy and Governmental Affairs Committee convened two stakeholder meetings to go through each section of the plan. Department of Education staff fully participated in the meetings and were provided with input for changes to the plan from the group. At the time of agenda production Board staff have not had the opportunity to review the final consolidated state plan submitted for consideration.

BOARD ACTION

I move to approve Idaho's Every Student Succeeds Act Consolidated State Plan and to authorize the State Superintendent of Public Instruction to submit the plan to the U.S. Department of Education on behalf of the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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