August 9-10, 2017
Idaho State University
Pond Student Union Building
Ballroom
1065 South 8th Avenue, Bldg. 14
Pocatello, Idaho

Wednesday, August 9, 2017, 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. State Board of Education – Strategic Plan – Goal 1
B. ESSA Consolidated State Plan Discussion

Thursday, August 10, 2017, 8:00 a.m. (Mountain Time)

OPEN FORUM

CONSENT AGENDA

BAHR – SECTION I – Human Resources

1. Retirement Plan Committee Appointments

BAHR – SECTION II – Finance

2. Boise State University – License Agreement – Springer Customer Service Center & LYRASIS

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
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3. University of Idaho – McCall Campus Property Easement Access - 2nd Phase – Six Private Lot Owners

IRSA

4. Programs and Changes Approved by the Executive Director
5. General Education Committee Appointment
6. College of Eastern Idaho – Program Approval – Associate of Arts – Liberal Studies

PPGA

7. President Approved Alcohol Permits
8. Idaho Indian Education Committee Appointments

SDE

9. Adoption of curricular materials and related instructional materials
10. Boise State University - New Pathways to Existing Certification Programs
11. University of Idaho - Literacy and Family Endorsement Programs
12. Bias and Sensitivity Committee Appointments

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

2. Idaho Career Technical Education Annual Report
3. College of Eastern Idaho Taxing District Expansion
4. 2018 Legislation
5. Board Policy I.J. Use of Facilities – First Reading
6. Board Policy IV. E. Division of Career Technical Education – First Reading –
7. Master Educator Premium Standards and Rubric
8. Proposed Rule IDAPA 08.02.03.115 – Rules Governing Thoroughness – Data Collection, Grade Point Average
9. Proposed Rule Docket # 08-0401-1701 Rules Governing the Idaho Digital Learning Academy
10. Proposed Rule Docket # 08-0501-1702 - Rules Governing Seed Certification –
11. Proposed Rule Docket # 47-0101-1701 – Rules Governing the Division of Vocational Rehabilitation – Incorporated by Reference – Field Service Policy Manual
12. Proposed Rule Docket # 55-0103-1701 – Rules of Career Technical Schools –
13. Proposed Rule Docket # 55-0104-1701 – Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants –

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Chief Executive Officers Agreements
2. Idaho Public Television – Agency Directory Compensation
3. Boise State University - Multi-Year Employment Agreement – Head Women's Basketball Coach – Gordon Presnell

Section II – Finance

1. FY 2019 Line Items
2. FY 2019 Capital Budget Requests
3. Intercollegiate Athletic Reports – NCAA Academic Progress Rate (APR) Scores
4. Cybercore Integration Center and Collaborative Computing Center Facilities– Progress Report
5. Boise State University – Center for Materials Science Research Project – Construction Phase
6. Idaho State University – Bengal Pharmacy – Annual Report
7. Idaho State University – Agreements Between ISU and the Idaho College of Osteopathic Medicine (ICOM)
8. University of Idaho - WWAMI Medical Education Building Improvements and Expansion – Additional Project Authorization Request – Planning and Design
9. University of Idaho - Amendment to Media Rights Contract – Learfield

DEPARTMENT OF EDUCATION

1. Developments in K-12 Education
2. Idaho Mastery Education Network Update
3. Proposed Rule Docket # 08-0202-1701 – Rules Governing Uniformity – Professional Standards Commission Recommendations – Educator Crendentials
4. Proposed Rule Docket # 08-0202-1702 – Rules Governing Uniformity – Incorporated by Reference – Standards for Idaho School Buses and Operations
5. Proposed Rule Docket # 08-0203-1703 – Rules Governing Thoroughness – Incorporated by Reference - Extended Content Standards
6. Proposed Rule Docket # 08-0203-1704 – Rules Governing Thoroughness – Incorporated by Reference - Special Education Manual
7. Proposed Rule Docket # 08-0203-1705 – Rules Governing Thoroughness - Idaho Content Standards – Science, Drivers Education, Information and Communication Technology
8. Temporary Rule – IDAPA 08.02.02.015.02 – Rules Governing Uniformity – Endorsements – Pupil Service Certificates - Occupational and Physical Therapist Endorsements
9. Nampa-Vallivue School District Boundary Excision/Annexation
10. Professional Standards Commission Appointments

11. ESSA Consolidated State Plan

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Five-Year Plan Presentation
2. Idaho State University – College of Education – Teacher Preparation Programs Update
3. Board Policy III.N. General Education – First Reading
4. Board Policy III.P. Students – I.T. Title IX – Second Reading

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.

STATE BOARD OF EDUCATION
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1. Agenda Approval

   Changes or additions to the agenda

2. Minutes Approval

   BOARD ACTION

   I move to approve the minutes from the June 14-15, 2017 Regular Board meeting, and July 5, 2017 Special Board meeting as submitted.

3. Rolling Calendar

   BOARD ACTION

   I move to set August 15-16, 2018 as the date and Pocatello as the location for the August 2018 regularly scheduled Board meeting.

Idaho State Board of Education

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
STATE BOARD OF EDUCATION
June 14-15, 2017
North Idaho Center
Student Union Building
Driftwood Bay Room
Lake Coeur d'Alene Room
Coeur d'Alene, Idaho

A regularly scheduled meeting of the State Board of Education was held June 14-15, 2017 at North Idaho College in Coeur d'Alene, Idaho.

Present:
Linda Clark, Vice President
Debbie Critchfield, Secretary
David Hill
Andrew Scoggin
Don Soltman
Richard Westerberg
Sherri Ybarra, State Superintendent

Absent:
Emma Atchley, President

Wednesday, June 14, 2017

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. North Idaho College (NIC) Annual Progress Report and Tour

The Board met at North Idaho College in its Student Union Building, Driftwood Bay Room in Coeur d'Alene, Idaho for a presentation by President MacLennan on North Idaho College's Annual Progress. This portion of the regularly scheduled Board meeting was a joint presentation to both the Idaho State Board of Education and Joint Finance-

Appropriations Committee (JFAC) Spring Interim Meeting.

North Idaho College President, Dr. Rick MacLennan, welcomed members of the Board and JFAC to the campus of North Idaho College (NIC) at 10:45 am (PST). Dr. MacLennan began NIC's annual report with a short video highlighting NIC's new Parker Technical Education Center. Built in response to NIC's expanded Career and Technical Education (CTE) program offerings, the new, 110,000 square foot state of the art facility has allowed NIC to relocate all eight of their existing CTE programs to one, centralized location and immediately accommodate an additional 91 CTE students per year, effectively eliminating existing waiting lists. In addition, NIC is planning for future program delivery in emerging industries and has designed the new Parker Technical Education Center with flexibility to more easily adapt to future programming needs.

Dr. MacLennan continued NIC's annual report by sharing with the Board and JFAC the college's efforts collaborating with Idaho's other public higher education institutions, specifically Lewis-Clark State College and the University of Idaho to provide opportunities for students to pursue higher education in Idaho. Karen Thurston, University of Idaho Business Development Specialist, Kassie Silvas, North Idaho College Dean of Career Technical and Workforce Education, Molly Chrysler, North Idaho College Director of Advising and Student Success and Dr. Larry Briggs, North Idaho College Dean of General Studies all provided updates to the Board and JFAC on the recent collaborations, initiatives and progress by North Idaho College.

Dr. MacLennan concluded his annual report to the Board at 11:27 am (PST). Board member Andrew Scoggin was then asked to present to the Board and JFAC an update on the work of the Higher Education Task Force and the Funding Formula subcommittee. Dr. Linda Clark to a moment to recognize those members of JFAC who also serve as members of the Governor's Higher Education Task Force, thanking them for their hard work forming the goals and recommendations of the Task Force.

Board members, staff and guest recessed for lunch at 12:04 p.m. (PST).

The Board reconvened in the North Idaho College Student Union Building, Lake Coeur d'Alene Room for regular business. Board Vice President, Dr. Linda Clark, welcomed everyone and called the meeting to order at 1:00 pm (PST). She informed the Board and audience that Board President Emma Atchley's absence was due to the illness of her husband. Dr. Clark extended appreciation from the Board and Staff to North Idaho College for its hospitality.

BOARDWORK

1. Agenda Review/Approval

BOARD ACTION

M/S (Critchfield/Scoggin): To remove Tab 8 Board Policy I.J. Use of Institutional

Facilities and Services – First Reading from the Planning, Policy & Governmental Affairs Agenda. To approve the agenda as amended. The motion carried 7-0. Ms. Atchley was absent from voting.

2. Minutes Review / Approval

BOARD ACTION

M/S (Critchfield/Soltman): To approve the minutes from the April 19-20, 2017 regular Board meeting, and May 17-18, 2017 Board Retreat as submitted. The motion carried 7-0. Ms. Atchley was absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Critchfield/Hill): To set May 16-17, 2018 as the date and Boise as the location for the 2018 Board Retreat and June 20-21, 2018 as the date and College of Eastern Idaho as the location for the June 2018 regularly scheduled Board meeting. The motion carried 7-0. Ms. Atchley was absent from voting.

(Open Meeting)

WORKSESSION

A. College and Career Advising
This item was provided in the agenda materials as an information item.

Executive Director Matt Freeman introduced the item, describing the work of Board staff around college and career advising and readiness. Board staff Tracie Bent, Blake Youde and Carson Howell were present to report to the Board on recent initiatives and progress of the Board's work in these areas. Mr. Freeman continued by stating the intent of the work session was not a presentation by staff to the Board, but rather a collaborative session between Board members and staff.

Chief Planning and Policy Officer for the Board, Ms. Tracie Bent, opened the discussion with a summary and overview of the Board's current requirements in the areas of college and career advising. She stated her desire to address the Board's priorities and focus moving forward.

Ms. Bent reminded members the Board had identified early on the importance of college and career advising and that it received a College Access Challenge Grant in 2008. The grant was a federal formula grant offered by the US Department of Education that focused on developing community partnerships and increasing students' access to postsecondary opportunities. Through this grant the Board was able to implement several effective initiatives and pilots that have helped to inform the work of many of the subsequent task force and committee recommendations aimed at increasing students access through

effective college and career advising and mentoring programs. Ms. Bent then reminded Board members of the updated requirement for school districts to develop and implement 8th Grade Plans. This requirement was originally put in place in the late 1990's, however, the school districts had not been very successful with implementing the plans as they were intended. As a result, the Board added additional language to the high school section of Administrative Code reiterating the same language as that in the middle school section requiring the 8th Grade Plan be developed with the student and parent(s) and then updated annually as the student moved through their K-12 career.

Board member Debbie Critchfield asked if Board staff had a template for the 8th Grade Plan that could be shared with the Board. Ms. Bent responded there is no template for this plan and school districts have the ability to develop the district's plan template as best suites their district. Ms. Critchfield then asked for clarification on the goal of the plan, asking if the intent is to identify courses taken in high school. Ms. Bent responded the goal was to not only identify courses taken in high school but to also facilitate identifying a student's area of interest and allows students to begin to realize there is something beyond high school. Executive Director Matt Freeman then stressed the importance of the plan being updated annually in order for the plan to be meaningful. Dr. Clark asked where the responsibility of the annual update should fall. Is this an addition to the responsibility of high school counselors? Maybe this should be threaded in to the criteria of an annual course. Ms. Bent responded Idaho Digital Learning Academy (IDLA) has developed an online course offering exactly what Dr. Clark has stated. Ms. Critchfield stated the goal is not so much of putting students on a track, but to put the focus on the future and thinking ahead.

Board Member Dr. David Hill then shared with the Board discussions of the Workforce Development Taskforce centered on having at least one CTE Career Awareness course earlier than the 8th Grade Plan to allow students a wider window of options once they begin the voyage of career discovery. Dr. Clark stated the benefit of changing the terminology and focus of the Board towards "Pathways" to allow for students to learn more in a broad area and not so specific. Executive Director Matt Freeman than informed members the Board will be considering a proposed rule that would include a content standard for college and career exploration and advising at the regularly scheduled August Board meeting. He stated this could be a point in time when these plans could be reviewed and updated.

Parallel to the work of the Board in the areas of college and career advising is the work of the Board and the State Legislature to support the funding for the implementation of the college and career advising and mentoring plans. Ms. Bent shared with the Board that one of the barriers identified through the College Access Challenge Grant was the use of school counselors by school districts in very broad forms. Widening the focus of the work by school counselors has taken away the ability for counselors provide traditional guidance counseling for students with the focus shifting towards scheduling, testing, and counseling of social and emotional issues. In response, legislation introduced two years ago to direct the use of counselors by school districts to follow more specific counselor standards as designated by the School Counselors Association and also require school districts and charter schools to create college and career advising plans to be updated

annually. Of the annual plans, Board Member Don Soltman asked who is responsible for review of the plans. Ms. Bent responded the plans are submitted to the Board office where they are reviewed by a designated staff member who then provides feedback from the review back to the school districts. Ms. Bent then updated the Board on the compliance of this reporting of this requirement by school districts and charter schools. She then informed the Board that Fiscal Year 17 (FY17) was the first year funds were appropriated for this initiative in the amount of $5,000,000.00 statewide with an increase of another $2,000,000.00 in Fiscal Year 18 (FY18) for a total of $7,000,000.00 in appropriations statewide. She continued school districts will receive a minimum of $5,000 and maximum of $600,000 for implementation of these plans based on the number of students within the school district.

She continued the Board has conducted a number of trainings throughout the year in partnership with Career Information System (CIS) and Career Technical Education (CTE) to help school districts to understand the models identified in the bill. Plans are due October 1st of each year. Required metrics for plans are the percent of learning plans reviewed annually by grade level, starting with Grade 9, and the percentage of students going to some type of post-secondary education. Dr. Hill asked of all the different models, does the Board office have any information on the models adopted by school districts and if those models being adopted are successful. Ms. Bent responded that with this being the first year of funding, most school district's elected to use their funds to expand positions held by traditional counselors. Dr. Hill then asked if school districts are required to specify which model they will transition to. Ms. Bent responded Near Peer and Transition Coordinator models have been identified most consistently. She continued by stating these models have not been as successful in more remote districts and schools and that the Board office has been working with the Idaho Digital Learning Academy (IDLA) through their platform to develop a Remote Coaching mentoring program for the coming school year. Ms. Critchfield then asked what kind of turn around school districts can expect from the review of their plan. Ms. Bent stated the difficultly of providing timely feedback during the current review due to the amount of work required for each review. Ms. Critchfield stated the benefit of providing meaningful feedback and that schools need to receive a meaningful, focused response to their plans. Ms. Bent agreed and stated this is the purpose of the newly formed College & Career Advising Program Manager whose position was appropriated during the 2017 Legislative session. Ms. Bent did share with the Board that a handful of districts have expressed their desire to not take advantage of the Board's help in developing their plans and do not understand the potential benefit of the plans. Ms. Critchfield then shared her desire for the plans to be shared throughout the state among school districts as a simple one page summary. Ms. Bent agreed and stated the Board office is committed to making plans identified as exceptional available to other school districts.

The Board's Chief Communications and Legislative Affairs Officer, Mr. Blake Youde, shared with the Board an update on the Next Steps Idaho website and new features being added over the next six months. Mr. Youde began his presentation by recognizing Board staff Byron Yankey for his work developing and continuing to improve the Next Steps Idaho website. Initial funding for Next Steps Idaho website came from the 2008 College Access Challenge Grant (CACG). The initial CACG funds have been exhausted,

however, the Board office is committed to maintaining the site and making updates to ensure the Next Steps Idaho site remains meaningful and relevant. Mr. Youde then walked the Board through the sites recent updates. Board Member Andrew Scoggin requested tracking statistics for the site. Mr. Youde responded the Board office utilizes two unique analytic tools, one which is provided by the State of Idaho and the other through Google Analytics. These tools show a total of 91,000 unique hits over the past year. Mr. Youde will be providing a detailed summary of the sites analytics to Board members for review.

Mr. Youde then shared with the Board the newly developed Recruit Me feature on the Next Steps Idaho site. The intent of this feature is to allow students to directly contact colleges and universities of interest. He points out this information is "pass through" data and is not maintained at the Board office. Mr. Youde then shared with the Board the expanded features of the Career Exploration & Professional Training tab and introduced the newly developed FutureFindr site. Developed in partnership with Idaho Business for Education (IBE), FutureFindr is a career exploration tool accessed through the Next Steps Idaho site that utilizes different data elements and sources to inform students of the various options available to them after high school. The Programs of Study submittal button has been designed to direct students to Idaho's post-secondary institutions offering training and degrees in the student's area of interest. This feature is in the final stages of development and is expected to launch after the final review meeting in July. Mr. Youde added the Board worked closely with Idaho Business for Education (IBE) and stated the Board's appreciation for the partnership. Ms. Critchfield expressed her desire for the Next Steps Idaho site to be shared with other entities and stakeholders to increase traffic to and awareness of the site. Mr. Youde states the sites analytics will assist with this.

Dr. Clark then recognized the efforts of Idaho Business for Education (IBE) and appreciation of the Board. Dr. Clark continues by stating this is exactly the type of partnership the Board should be fostering. Dr. Hill brought to the Board's attention the benefit of the site's mobile friendly design. Mr. Youde stated this was researched by the Board and was known to be crucial. Dr. Hill then stated the benefit of "pushing" information accessed through FutureFindr to the user stating that if a student conducts a search for Idaho State University then information on Idaho State University will be pushed to that user. Dr. Hill asked where the FutureFindr link will appear on the Next Steps Idaho site, stating the need for this feature to be up front and center. Mr. Youde responded with his agreement of this and that it will help students and families as they plan for the future. Ms. Critchfield asked the benefit of FutureFindr in App form and stated the benefits of this form, making it that much easier for students and parents to access the information. Dr. Clark stated her appreciation of the work done. Mr. Youde credited Byron Yankey and Strategies 360 for the design and development of the Next Steps site and FutureFindr.

The Board's Director of Research, Mr. Carson Howell, was on hand to share with the Board the new Apply Idaho application system developed by the Board office and Idaho Digital Learning Academy (IDLA). Similar to FutureFindr, the Apply Idaho application system has been designed to be accessed through the Next Steps Idaho website and deliberately designed to look like the Next Steps Idaho site so that student feels they are

in the same location. The Apply Idaho link will be provided in this year's Direct Admissions letters as well. He shared with the Board the necessity for student's Education Unique ID (EUID) number. Mr. Howell then walked Board members, step-by-step, through the application process by logging in under a test account. At the conclusion of the test application, Board Member Scoggin sated the importance of a common naming application for majors; specifically focusing on the terms "I Don't Know" and "Undeclared". Mr. Howell responded these terms were provided by the provosts of the institutions and that they match the institutions naming system. Mr. Scoggin responded his belief that students conforming to the institutions is counter intuitive. Dr. Hill commented on the title for the "Submit" pay – stating the purpose of this page should be more clearly defined. Mr. Scoggin was in agreement with this. Mr. Howell shared with the Board the results of beta testing the site in two high schools. He reports the students were finished in a matter of minutes. Additionally, counselors shared with staff that they would no longer need to use an entire class period to fill out college applications. Mr. Scoggin again stated his concern for the "Undecided" student and that this term must be consistent for all of the institutions on the site. Mr. Howell responded the ease of making this change. Mr. Scoggin then stated his appreciation for the site, design and functionality and congratulated staff on the work done. Mr. Freeman extended his appreciation and thanks for the programming work provided by IDLA as well as the work of Board staff Carson Howell and Byron Yankey on developing the content for the site.

Mr. Youde then shared with the Board a survey conducted by the University of Idaho asking students the biggest decider and influence to going on from high school. The number on response to this question was information on financial aid and scholarships. The results of this survey are reinforced by the concern of a high number of respondents with their ability to continuing to afford to go on. He states the Board must be more intentional on helping students to understand how to go on and how to afford going on. The Board must help students and families understand the resources available to them. Mr. Freeman then shared with the Board Arizona State University's Parent Academy discussed at the May Higher Education President's Council meeting and the desire of all the institutions to seek funding from the legislature for a similar, scaled down program in Idaho. He states the importance of connecting with parents on the impact and importance of higher education.

Mr. Howell then shared with the Board the concept of "Board Rewards" based on a similar program in Massachusetts. Idaho would give reward points to students based on their behavior. The Board would then seek from the legislature money that would be used to reimburse the institutions on behalf of the students. Different activities would be worth points that could then be redeemed for the cost of a certain amount of credits towards a student's tuition bill. This would not only help students focus on the cost of their education, but also provide a way to reduce the cost as well. Mr. Soltman stated his appreciation of the examples laid out. He thinks they can be easily accomplished by the school districts and institutions. He does continue with his concern to request money for these types of initiatives from the legislature when the school districts themselves could do this. Ms. Bent states the need for additional funding if they are to be scaled statewide.

Ms. Bent then shared with the Board the frustration of students taking courses through

Idaho Digital Learning Academy (IDLA) and not understanding how those credits may transfer. Mr. Soltman stated some of the burden of this could be placed with IDLA. Ms. Bent cited Board policy as one reason this would not work. Dr. Clark asked why a composite, regents, board or state degree is not in place. She states this should not be a challenge to students. Board Member Mr. Richard Westerberg commented much of the discussion has been focused on process, but that the Board must still find a way to extenuate the value of education after high school. Ms. Bent responded this is something that is known by the Board but that the Board has not addressed head on. The value cannot just be on the return on investment and that the Board must address the cultural barriers contributing to students not continuing their education after high school. She states this is a very complicated conversation and is something that would benefit from a solution.

At this time, the Board for 15 minutes at 2:45pm (PST), resuming the work session at 3:00pm (PST)

The Board's Chief Academic Officer, Dr. Randall Brumfield, was invited to share with the Board his perspective on the prior discussions. Dr. Brumfield shared that culture has been a large piece of the current discussions of encouraging students to continue with their education after high school. He states a lot of what has been discussed today is important and that providing students a framework for where they want to go in the future are important concepts. Dr. Brumfield stated the need for clarity and transparency for those students and parents who do not understand post-secondary education and the importance of continuing with their education.

Regarding the Apply Idaho website, Dr. Brumfield shared with the Board two current fields of thought on the importance of immediately declaring a major. He states that by not immediately declaring a major, students are able to explore the educational and career opportunities available to them, however, the benefit of immediately declaring a major allows students to focus on their area of study earlier. Dr. Brumfield continues that regardless of the area of thought you are in agreement with, it is important to remember that institutions are accountable to the students for their progress. Board member Scoggin stated his agreement, however, the use of the term "Undecided" on the Apply Idaho site could discourage students from applying. Ms. Critchfield stated her preference for "I Don't Know" as the default answer.

Dr. Brumfield then addressed Board Member Soltman's comment that Idaho Digital Learning Academy (IDLA) should be accountable for credits transferring. He states his belief IDLA credits will transfer across institutions and they can help to achieve degree progress. Mr. Soltman asked if all General Education Matriculation (GEM) courses are available through IDLA. Ms. Bent responded not all, but enough for a student to achieve an Associate's Degree. She states the issue is not so much if they would or would not transfer but if the transfer would be seamless.

At this time Board members moved to go in to Executive Session

EXECUTIVE SESSION (Closed to the Public)

M/S (Critchfield/Soltman): To meet in executive session pursuant to Section 74-206(1)(b), Idaho Code, "To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student." A roll call vote was taken and the motion carried 7-0. Ms. Atchley was absent from voting. Board members entered into Executive Session at 3:11pm (PST).
M/S (Critchfield/Hill): To go out of Executive Session. The motion carried 7-0.

The Board meeting recessed at 3:36pm (PST).

Thursday, June 15, 2017 8:00 a.m., North Idaho College, Student Union Building, Lake Coeur d'Alene Room, Coeur d'Alene, Idaho.

Board Vice President Dr. Linda Clark called the meeting to order at 8:00am (PST) for regularly scheduled business. Ms. Atchley was absent from voting.

OPEN FORUM

There were not requests to speak during open forum.

Prior to the consent agenda, Dr. Bert Glandon, President of the College of Western Idaho (CWI) requested a personal point of privilege to recognize Cheryl Wright, Vice President of Finance & Administration. Ms. Wright was the Founding Vice President of the College of Western Idaho and will be retiring from the College of Western Idaho at the end of June. Dr. Glandon thanked Ms. Wright for the work she has done on behalf of CWI and the State of Idaho. Dr. Clark, on behalf of the Board, thanked Ms. Wright for her years of service as well.

Executive Director Matt Freeman welcomed Robyn Lockett from the Legislative Services Office (LSO). Ms. Lockett is the newly assigned Principal Budget and Policy Analyst for K-12 Education.

CONSENT AGENDA

BOARD ACTION
M/S (Critchfield/Soltman): To approve the consent agenda as presented. The motion carried 7-0. Ms. Atchley was absent from voting.

Business Affairs & Human Resources – Section I Human Resources
1. TIAA – Retirement Plan Trust Agreement

BOARD ACTION

By unanimous consent to approve the attached Trust Agreement for a

Governmental Plan between the Board and Teachers Insurance and Annuity Association of America, and to approve the attached Termination of the Custodial Account Agreement for a 401(a) Plan, and to authorize the Board's Executive Director to sign and execute all documents associated with these actions. The motion carried 7-0. Ms. Atchley was absent from voting.

Business Affairs & Human Resources – Section II Finance

2. Boise State University – Campus Planning and Facilities Building Project

BOARD ACTION

By unanimous consent to approve the request by Boise State University to proceed with construction of the Campus Planning and Facilities Building for a total cost not to exceed $1,500,000. The motion carried 7-0. Ms. Atchley was absent from voting.

3. University of Idaho – Easement – Idaho Board of Land Commissioners/Idaho Department of Lands – McCall Campus Property.

BOARD ACTION

By unanimous consent to approve the request by the University of Idaho enter into an easement with the State of Idaho, in substantial conformance to the proposed easement in Attachment 1 to the Board materials; and to authorize the Vice President for Infrastructure to execute the final easement document and all other documents necessary to complete the transaction as described in the materials presented to the Board. The motion carried 7-0. Ms. Atchley was absent from voting.

Instruction, Research and Student Affairs (IRSA)

4. EPSCoR-Idaho Committee Appointment

BOARD ACTION

By unanimous consent to reappoint David Tuthill and Leo Ray to the Experimental Program to Stimulate Competitive Research - Idaho Committee as representatives of the private sector, effective immediately and expiring on June 30, 2022. The motion carried 7-0. Ms. Atchley was absent from voting.

Planning, Policy & Governmental Affairs (PPGA)

5. Indian Education Committee Appointment

BOARD ACTION

By unanimous consent to appoint Dr. Sharee Anderson, representing Eastern Idaho Technical College and Dr. Yolanda Bisbee, representing the University of

Idaho, to the Idaho Indian Education Committee effective July 1, 2017 and expiring June 30, 2022. The motion carried 7-0. Ms. Atchley was absent from voting.

6. State Rehabilitation Council Appointment

BOARD ACTION

By unanimous consent to approve the appointment of Joe Anderson to the State Rehabilitation Council as a current or former applicants for, or recipients of, vocational rehabilitation services for a term of three years effective June 1, 2017 and ending May 31, 2020. The motion carried 7-0. Ms. Atchley was absent from voting.

7. Data Management Council Appointment

BOARD ACTION

By unanimous consent to approve the reappointment of Tami Haft, Carson Howell, Todd King, Heather Luchte, and Vince Miller to the Data Management Council for terms from July 1, 2017 to June 30, 2019. The motion carried 7-0. Ms. Atchley was absent from voting.

8. Accountability Oversight Committee Appointment

BOARD ACTION

By unanimous consent to approve the reappointment of John Goedde and Jackie Thomason to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2017 and ending on June 30, 2019. The motion carried 7-0. Ms. Atchley was absent from voting.

9. Idaho State University – Facility Naming

BOARD ACTION

By unanimous consent to approve the request by Idaho State University to rename the "RISE Building," located at 1999 Alvin Ricken Drive, Pocatello, ID, to "William M. and Karin A. Eames Advanced Technical Education and Innovation Complex." The motion carried 7-0. Ms. Atchley was absent from voting.

10. President Approved Alcohol Permits
    This item was provided in the agenda materials as an information item.

11. Coeur d'Alene School District – Boundary Correction

BOARD ACTION

By unanimous consent to approve the corrected boundary legal description for the Coeur d'Alene School District as submitted in Attachment 1. The motion carried 7-0. Ms. Atchley was absent from voting.

State Department of Education (SDE)

12. Request for Waiver of 103% Student Transportation Funding Cap

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 for the fiscal year 2016 of 133% for a total of $61,072 in additional funds from the public school appropriation. The motion carried 7-0. Ms. Atchley was absent from voting.

By unanimous consent to approve the request by Kellogg Joint School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 107.34% for a total of $16,970 in additional funds from the public school appropriation. The motion carried 7-0. Ms. Atchley was absent from voting.

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 118.60% for a total of $70,659 in additional funds from the public school appropriation. The motion carried 7-0. Ms. Atchley was absent from voting.

By unanimous consent to approve the request by Orofino Joint School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 138% for a total of $21,777 in additional funds from the public school appropriation. The motion carried 7-0. Ms. Atchley was absent from voting.

By unanimous consent to approve the request by Plummer-Worley Joint School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 119.66% for a total of $36,698 in additional funds from the public school appropriation. The motion carried 7-0. Ms. Atchley was absent from voting.

By unanimous consent to approve the request by Wallace School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 123% for a total of $11,049 in additional funds from the public school appropriation. The motion carried 7-0. Ms. Atchley was absent from voting.

13. Transport Students Less Than One-And-One Half Miles for the 2014-2015 School Year

BOARD ACTION

By unanimous consent to approve the requests by ninety-nine (99) school districts and thirteen (13) charter schools for approval to transport students less than one and one-half miles as submitted in Attachment 1. The motion carried 7-0. Ms. Atchley was absent from voting.

14. Professional Standards Commission – Lewis-Clark State College Teacher Preparation Program Review

BOARD ACTION

By unanimous consent to accept the recommendation of the Professional Standards Commission and to conditionally approve the Psychology Teaching Endorsement program offered through Lewis-Clark State College for teacher certification. The motion carried 7-0. Ms. Atchley was absent from voting.

By unanimous consent to accept the recommendation of the Professional Standards Commission and to conditionally approve the Communication Arts Speech and Debate Teaching Endorsement program offered through Lewis-Clark State College for teacher certification. The motion carried 7-0. Ms. Atchley was absent from voting.

15. Professional Standards Commission – University of Idaho Teacher Preparation Program Review

BOARD ACTION

By unanimous consent to approve the recommendation of the Professional Standards Commission to accept the Focused Visit State Team Report for University of Idaho as submitted. The motion carried 7-0. Ms. Atchley was absent from voting.

By unanimous consent to grant full approval of University of Idaho's Teacher Librarian program as an approved program for Teacher Librarian certification. The motion carried 7-0. Ms. Atchley was absent from voting.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

2. 2018 Legislate Ideas
   This item was provided in the agenda materials as an information item.

BOARD ACTION

M/S (Critchfield/Hill): 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 7-0. Ms. Atchley was absent from voting.

The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board at a later date for final approval prior to submittal to the legislature for consideration during the 2018 Legislative Session. Legislative ideas submitted to DFM are forwarded for consideration by the Governor and then to the Legislative Services Office for processing and submittal to the Legislature.

In accordance with the Board's Master Planning Calendar, the institutions and agencies are required to submit legislative ideas for Board approval at the June Board meeting. The Board office received three (3) legislative ideas from the Division of Career Technical Education (CTE), one legislative idea from the University of Idaho, and two (2) legislative ideas from Boise State University. No legislative ideas were submitted by the other institutions.

Chief Operating Officer, Vice President and Special Council for Boise State University, Mr. Kevin Satterlee was on hand to answer Board member questions involving Legislative Idea #2 – Higher Education Separation from State Employment System. Mr. Satterlee shared with the Board the current demographics of employee classifications at Boise State University (BSU), Lewis-Clark State College (LCSC), and Idaho State University (ISU) stating 1/3 of workforce are classified employees, 1/3 are professional staff, and 1/3 are faculty employees. He states the intent behind this legislative idea is to remove classified staff from the classified state employment system, effectively reclassifying these employees as professional/non-classified employees at the institutions. He states multiple employee classifications have proven difficult for BSU to manage and that streamlining the resources would be of benefit to the institution. He continues that although BSU considers this to be an important legislative item, it does not take priority over the findings of the legislative ideas developed as a result of the Governor's Higher Education Task Force recommendations. Dr. Hill requested clarification on the term "exempt" and how overtime hours would play in to this. Mr. Satterlee responded this change would not affect employee eligibility for overtime and continued the only change would be that instead of professional staff being the only non-classified employees, all employees would now be non-classified. Mr. Soltman asked if this change would affect PERSI eligibility. Mr. Satterlee stated it could but does not have to. He states employees could go in to the optional retirement plan or it could be written in to the pay level. The Board had no further questions for Mr. Satterlee.

Ms. Critchfield reminded the Board these items are not set in stone and we have time for further development. She then brought to the attention of the Board Legislative Item #12 – Advanced Opportunities Focus. She states this legislative idea was proposed in response to questions around the type of classes qualifying for dual credit and continues this legislative idea would be an attempt to limit dual credit offerings to general education courses. Board Member Sherri Ybarra asked how this change would affect Career Technical Education (CTE) students and if this change could create a road block for students selecting a CTE path. Ms. Bent clarified this proposal would include CTE

courses if the students learning plan included CTE courses. Mr. Westerberg questions the restriction and if there is a need to move forward with this proposal. Mr. Soltman shared with the Board the Governor's Higher Education Task Force K-20 Pipeline Work Group was considering the use of General Education Matriculation (GEM) courses as eligible for advanced opportunities as a Task Force recommendation. Dr. Hill stated his concern this could restrict options available to students and advises the Board move forward with an abundance of caution. Dr. Clark stated her concern that, with the exception of Idaho Digital Learning Academy (IDLA) classes, advanced opportunity courses offered in most school districts are dependent upon the availability of qualified staff to teach advanced opportunity courses at the high school. She continues there is a great variety in terms of a school districts ability to offer dual credit courses and that, in her opinion, this is a factor when trying to standardized dual credit courses offered and accepted. Dr. Randall Brumfield shared with the Board an update from the most recent Vice Provost meeting, informing members that students seeking an Associate of Arts (AA) Degree are required to take 36 GEM credits, however, after completion of the 36 GEM credits there are still 24 credits needed to fulfill the required 60 credits for an AA Degree. Dr. Brumfield this gap of 24 credits is something for consideration for those students seeking an AA Degree. Dr. Clark asked if the items discussed by the Board today are similar to recent discussions of the Governor's Higher Education Task Force K-20 Pipeline Committee. Ms. Critchfield stated the discussions are similar. She states the Board could approve this idea for further consideration and bring a revised proposal to the Board for consideration. Mr. Westerberg stated his agreement this legislative item should remain as a place holder and revisited at a later date.

Ms. Critchfield then brought forward for discussion Legislative Idea #14 – Leadership Premium Mentor Focus. The proposed legislation would require Leadership Premium Funds be used first to provide premiums for teachers serving in a mentoring capacity prior to funding premiums in the other allowed categories. She continues the Legislature has approved $850 in leadership premiums for teachers serving in this role. She has asked for a discussion on how these premiums are being determined and what skills qualify. Dr. Clark stated she would like to see this as a place holder for further discussion.

Mr. Scoggin then asked a question of Legislative Idea #13 - Teacher Personnel Files and if the Board received feedback as to why documentation in the proposed legislative idea is not currently maintained in personnel files. Ms. Bent responded the feedback received during the evaluation reviews was that legal counsel for school districts had advised to keep less data on file. She continued the Board office would reach out to stakeholder groups on any impacts they foresee with this proposed legislation.

3. Institution/Agency Strategic Plans

BOARD ACTION

M/S (Critchfield/Soltman): To approve the Institution, Agency, and Special/Health program strategic plans as submitted in Attachments 1 through 23. The motion carried 7-0. Ms. Atchley was absent from voting.

Ms. Bent reminded the Board of the discussion during the April Board meeting regarding the template change approved by the Policy, Planning and Governmental Affairs (PPGA) Committee. Because of the timeline for submittal to the Governor's Office and Legislative Services Office (LSO), the Board did not have adequate time to develop new, system wide, performance measures as discussed at the April Board meeting. A discussion at the August Board meeting is planned to determine which system wide measures are to be incorporated. Mr. Westerberg reminded the Board the discussion was to come up with a total of four system wide measures and if this was to be done at a later date? Ms. Critchfield answered in the affirmative. Mr. Soltman asked of the cyber-security requirement and why it was not included in all plans. Ms. Bent responded that due to the timing, the Division of Financial Management (DFM) is allowing those entities not prepared to include the cyber-security requirement in their plan to provide them as an addendum to the plan at a later date. Dr. Clark then asked if there were a deadline for the plans to be submitted. Ms. Bent responded all plans are to be submitted to the Board office by the end of June, including any addendums.

4. Data Management Council Policies and Procedures

BOARD ACTION

M/S (Critchfield/Soltman): To approve the Data Management Council policies and procedures as submitted in Attachment 1. The motion carried 7-0. Ms. Atchley was absent from voting.

The Board's Director of Research, Mr. Carson Howell was on hand to explain to Board members the intent behind the proposed policy change requested by the Data Management Council (DMC). Mr. Howell explained that after a review of current information, especially those of smaller schools, the current minimum cell size masking requirement of fewer than ten students does not allow for these smaller populations to be counted and that lowering the minimum cell size masking requirement to fewer than five would allow for information to be made available while still maintaining student privacy. Mr. Carson continues by explaining to the Board the two current exemptions requested by the DMC. The first proposed exemption applies only to aggregate data and includes enrollment information. He states this information is already released by the Federal Government through the Department of Education and the DMC does not feel this is already publicly available information and the change would match DMC policy with practice. The second proposed exemption applies only to aggregate data and includes test participation information. Mr. Scoggin asked if there are modeled systems already in place to help guide the Board. Mr. Howell responded in the affirmative.

5. College and Career Readiness Competencies

BOARD ACTION

M/S (Critchfield/Hill): To approve the College and Career Readiness Competencies as submitted in Attachment 1. The motion carried 7-0. Ms. Atchley was absent from voting.

Mr. Freeman shared with the Board the discussion from the April Board meeting on defining College and Career Readiness Competencies. Noting the only feedback received was a request by Board President Atchley to add knowledge of core subjects. This has been incorporated and Mr. Freeman is now asking for Board approval on the proposed College and Career Readiness Competencies. Dr. Clark asked for a recap on how these competencies were developed. Mr. Freeman responded a working group was formed and included Dr. Clark, business leaders, Career Technical Education (CTE) and the State Department of Education who met to identify the areas and distilled into a document for review. The document submitted today reflects the work of the stakeholder group. Dr. Hill commented the Work Force Development Taskforce reviewed and endorsed the proposed competencies. He then asked if Dual Credit and General Education Matriculation (GEM) courses could fit in to these competencies.

6. College of Eastern Idaho Trustee Zones

BOARD ACTION

M/S (Critchfield/Soltman): To approve the community college district trustee zone boundaries for the College of Eastern Idaho as submitted in Attachments 1 through 5. The motion carried 7-0. Ms. Atchley was absent from voting.

Mr. Freeman shared with the Board this is the first legal step in the process now that the vote has been certified by the Bonneville County Commission. Once the zones are approved, applicants for the Board of Trustees can begin. Dr. Clark then appointed Board Members Richard Westerberg, Dr. David Hill and Emma Atchley as a sub-committee tasked with reviewing the applications and making appointment recommendations to the Board.

7. Instructional Staff Evaluation Review Report
   This item was provided in the agenda materials as an information item.

Ms. Bent shared with the Board a summary of the results from the Phase Two Teacher Evaluations conducted from March 7, through March 23, 2017. From the administrators/evaluations selected in Phase One, approximately 10% were subject for a more in-depth review focused on district evaluation practices. The purpose of the Phase Two Evaluations was for each reviewer to not only assess administrator compliance, but also to capture feedback and recommendations from practitioners closest to the evaluation process. Teachers voluntarily participated in surveys to assist reviewers in better understanding the implementation of district evaluation policies. During on-site visits, requisite district policy was reviewed for alignment with administrative rule, and district leaders were interviewed to better understand implementation practices. Ms. Bent shared with Board members the Phase Two Evaluation did not change the initial findings of the Phase One Evaluation. Recommendations of the Phase Two Evaluation included clarification on how administrative rule and administrative code work together, specifically in regards to student achievement and its use when determining the summative ranking administrators are providing on evaluations. Clarification with standards related to pupil

service staff and recommendations evaluations of this group be based on the standards of their field and not educator standards. Clarification on information retained within personnel files (Legislative Idea #13 was formed in response to this recommendation). Recommendations around training and how to implement the Danielson Framework. And finally, recommendation for a statewide electronic evaluation management system. Mr. Scoggin asked if Board members were involved in the steps to review the evaluations. Ms. Bent responded the evaluation group was assembled of individuals from the K-12 System identified as exemplary in using the evaluation framework. Dr. Clark confirmed these individuals were also certified in this area. Mr. Scoggin then asked if there had been presentations to the Board on the Danielson Framework. Ms. Bent suggested Board staff provide a presentation to Board members on the Danielson Framework. Mr. Soltman then asked of the recommendations requiring amendment to the Idaho Administrative Procedures Act (IDAPA) who is responsible and what is the process. Ms. Bent responded amendments to IDAPA are coordinated through Board staff. Ms. Critchfield then brought to the Board's attention the high reporting of proficient teachers and how this particular item was one of frustration for legislatures. She commented it should be the goal for all teachers to be proficient. Dr. Clark added her frustration from her time as an administrator with policies not being in place for administrators to work with less than proficient teachers. She continues the current process does not reflect less than proficient teachers because, in her experience, these teachers will resign before they can be counted. She states administrators are doing the work to deal with teachers who should not be in the classroom and that this work is not reflected in the reporting. Ms. Critchfield agreed and commented the way the data is presented makes it difficult to see the data accurately. She continues by stating a designation of proficient should not just be its own category but should be submitted as a range to legislators and the public. Ms. Ybarra stated her appreciation of the comments by Dr. Clark on behalf of educators in the state of Idaho. Dr. Clark expressed her support Ms. Critchfield's suggestion the category of proficient should be presented as a range.

8. Board Policy I.J. Use of Institutional Facilities and Services – First Reading
This item was removed from the agenda June 14, 2017

9. Alcohol Report and Request for Pre-game Request – Stueckle Sky Center

BOARD ACTION

M/S (Critchfield/Soltman): To approve the request by Boise State University to allow alcohol service in Stueckle Sky Center during the 2017 home football season, Famous Idaho Potato Bowl, the 2018 spring game, and if applicable, the conference championship game in full compliance with Board policy section I.J.. The motion carried 7-0. Ms. Atchley was absent from voting.

There were no comments or questions from the Board.

10. Request for Pre-game Alcohol Service – Idaho State University

BOARD ACTION

M/S (Critchfield/Hill): 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 all of the conditions outlined in Board policy I.J. subsection 2.c. for the 2017 football season. The motion carried 7-0. Ms. Atchley was absent from voting.

There were no comments or questions from the Board.

11. Request for Pre-game Alcohol Service – University of Idaho

BOARD ACTION

M/S (Critchfield/Soltman): To approve the request by the University of Idaho to establish a secure area under in full compliance with the provisions set forth in Board policy I.J.2. for the purpose of allowing alcohol service during the 2017 football season and the spring 2018 football scrimmage, with a post-season report brought back to the Board. The motion carried 7-0. Ms. Atchley was absent from voting.

There were no comments or questions from the Board.

12. Request for Approval of Sale of Alcohol – Litehouse Center/Bud and June Ford Club Room (Center) – University of Idaho

BOARD ACTION

M/S (Critchfield/Hill): To approve the request by the University of Idaho to allow alcohol service during the 2017 football season and during the spring 2018 football scrimmage, in the Litehouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center under all of the conditions outlined in Board Policy I.J. subsection 2. The motion carried 7-0. Ms. Atchley was absent from voting.

There were no comments or questions from the Board.

13. Idaho Public Television (IPTV) Annual Report (This item was moved to the End of the PPGA Agenda)
    This item was provided in the agenda materials as an information item.

14. Draft Every Student Succeeds Act State Consolidation Plan – Department of Education
    This item was provided in the agenda materials as an information item.

Superintendent Ybarra introduced this item recognizing the work of State Department of Education (SDE) staff members, Director of Assessment Karlynn Laraway, Chief Deputy

Superintendent Pete Koehler and Chief Policy Advisor Duncan Robb on their work developing the Every Student Succeeds Act State Consolidated Plan. Ms. Critchfield reminded Board members the SDE and Board staff have been working towards a September 18, 2017 submittal date to the U.S. Department of Education. She continued SDE will be presenting to the Board today draft five of the consolidated plan and that draft six is scheduled for release June 19, 2017 for public comment. Dr. Clark shared development of this plan has not been in isolation but in collaboration with the Board of Education and staff, State Department of Education staff and stakeholder groups.

Ms. Laraway introduced the Idaho Consolidated State Plan with a brief overview of the history of the Every Student Succeeds Act (ESSA) and proceeded with a high level overview of the eight programs of Idaho's Consolidated State plan. Of the Interim Progress Goals presented, Board member Scoggin asked if a path to meeting these goals is fully outlined in the Consolidated State Plan or if these goals are yet to be developed. He then asks how the SDE proposes to continue promoting the goals of Consolidated State Plan. Ms. Laraway responded the SDE will be relying on ongoing professional development within the schools and the schools understanding of these measures. Dr. Clark then asked if the goal 3.92% points for English Language Arts is the appropriate measure. Mr. Laraway comments setting ambitious goals for students is important and these goals reflect the Plans ambitions for students. Dr. Clark responded her appreciation for the idea of ambitious goals but stated the goals must be realistic, citing the unrealistic 100% proficient goal of No Student Left Behind. Dr. Clark continued the Board must work to achieve the correct balance of ambitious goals and realistic goals. Ms. Laraway continued her presentation with a summary of the indicators required by ESSA. The Board continued with a lengthy discussion on the benefits and detriments of including Chronic Absenteeism as an indicator in the plan.

Ms. Laraway then continued by sharing with Board members the plans ability to show differences among schools and school districts for the entire state. She continued that stakeholder feedback encourage a move away from a summative rating system. In response, the state is considering a "dashboard" for ease of use by parents and administrators when comparing schools and school districts. Ms. Laraway continued with a presentation to Board members on the plans Annual Measurement of Achievement. Board member Soltman asked if schools identified as performing below achievement will receive additional funds. Deputy Superintendent Pete Koehler responded in the affirmative, stating Title I schools will receive allocation out of the federal money and that non-Title I schools identified, Superintendent Ybarra has segregated money out of her budget to allocate funds to these schools.

At this time the Board recessed for 15 minutes, returning at 10:00 am PST to continue with the State Department of Education's presentation on Idaho's Consolidated State Plan.

After returning from recess, Ms. Laraway continued with her presentation to the Board with a review of the Annual Reporting Requirements of the Idaho Consolidated State Plan. Dr. Clark asked if the requirements of the Plan are relying only on the test data and

not the indicators in the framework. Ms. Laraway responded the requirements rely only upon the required indicators. Dr. Clark reminded Ms. Laraway and SDE staff of stakeholder's desire for measures beyond those minimums required by the federal government. Dr. Clark then asked a question regarding Instructional Coaching, stating this is position requires a different skill set than positions in the classroom and asks how the Instructional Coaching positions are to be filled. Mr. Koehler responded there is funding available to put in place instructional coaches from the state's institutions of higher education. Dr. Clark then asked if this is more of an Ad Hoc basis versus a pool of individuals to select from. Mr. Koehler responded in the affirmative and that the focus will be on those individuals who have excelled or proven themselves proficient in organizational leadership. Mr. Scoggin commented on the SDE's progress developing the Idaho Consolidated State Plan from the first draft to the draft presented today. He then asked if the per pupil funding expenditures would be reported down to the school level, and if not, then to what level of reporting. Mr. Koehler responded the per pupil funding expenditure would be reported down to the school level, continuing this will be a challenge due to various funding sources (i.e. emergency levies, recurring levies, etc.). Dr. Clark asked if the per pupil funding expenditure included operational money and stated her desire for funding sources to be broken out. Mr. Scoggin requested revenue be shown by source in addition to per pupil. He then asked of the Strategies for Improvement, which of the strategies presented to the Board are not currently being done. Ms. Laraway responded none are new, but the approach is and will focus on bringing resources together in one place to leverage resources in support of multiple strategies. Ms. Laraway then continued her presentation on the remaining eight components of the Idaho Consolidated State Plan. Ms. Laraway concluded her presentation to the Board with a timeline for finalizing the Plan. She states final revisions of the plan are to be submitted to the Board for review at the August Board meeting by July 31, 2017. The Plan will then be reviewed by the Board at the August Board meeting and submitted to Governor Otter for his review and optional signature no later than August 16, 2017. The State Superintendent and Board of Education President will sign the plan and the State Department of Education will submit the plan to the U.S. Department of Education September 18, 2017. The U.S. Department of Education allows 120 days for their review of the plan. Idaho's federal funding for the 2017/2018 school year will be available July 1, 2017. Dr. Clark expressed her appreciation to Ms. Laraway and SDE staff for their thorough presentation and answers to Board members questions.

At this time the Board addressed item 13 from the Planning, Policy & Governmental Affairs Agenda.

13. Idaho Public Television (IPTV) Annual Report
    This item was provided in the agenda materials as an information item.

This agenda item fulfills the Board's requirement for Idaho Public Television (IPTV) 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.

Mr. Ron Pisaneschi, General Manager of Idaho Public Television provided an overview of IPTV's progress in carrying out the agencies strategic plan in his presentation to the Board today. Mr. Pisaneschi began by acknowledging members of IPTV's Board of Directors in attendance today; Ms. Michelle Britton, Ms. Judy Meyer, Mr. Roger Grigg, Ms. Laura Little, Dr. Jeff Fox and Dr. David Hill.

Mr. Pisaneschi opened his presentation with a video highlight IPTV's new and enhanced educational initiatives including the PBS Teacher Community Project. IPTV was one of five stations selected for this three year pilot project and used a grant from the Anne Ray Trust to hire Burley educator Kari Wardle to staff the Community Teacher Ambassador position. Mr. Pisaneschi shared with the Board IPTV's new Scout PBS Learning media available at no cost to schools, educators and parents. Initial educational initiatives include the new PBS Branded Kids Tablet, OSERS Project, EPSCoR Partnership and Journey to Education Project. Mr. Pisaneschi reports IPTV was again the number one most viewed public television station per capita in the nation. He reports that although IPTV programming is now available on all digital platforms – cellphones, desktops and mobile devices, viewers still access content primarily through television. Mr. Pisaneschi reports IPTV has reallocated funds to continue with the new, local production "The Idaho Experience". He informs Board members funding will need to be secured in order to continue this program. Mr. Pisaneschi reports Idaho in Session now includes live streaming live streaming and archiving of Legislative sessions in addition to the Idaho Supreme Court, Governor's Office and special events. He also reports the popular "Outdoor Idaho" series is celebrating its 35th year in production.

Mr. Pisaneschi reports IPTV's Fiscal Year 2018 Budget to be $9,600,000 and included a Change in Employee Compensation (CEC) for all employees. He then reports that more than 71% of IPTV's funding comes from non-state sources and shares with the Board a Peer Group Comparison of other public television stations showing IPTV is funded at a much lower level, however, because of Idaho's mountainous terrain, IPTV operates a much more complicated and extensive system than those of its PBS system peers. He continues to share with the Board IPTV's concerns with the possibility of losing Federal funding and support.

The Board had no questions for Mr. Pisaneschi.

At this time, Board member Dr. Hill requested a point of personal privilege to recognize Mr. Pisaneschi' s induction into the Silver Circle. The Silver Circle is a lifetime achievement award recognizing outstanding individuals in television serving for a minimum of 25 years. Mr. Pisaneschi is one of eight individuals to have received this recognition.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS (IRSA)

1. Board Policy III.P, Students – First Reading

BOARD ACTION

M/S (Hill/Westerberg): To approve first reading of amendments to Board Policy III.P. Students and I.T. Title IX. The motion carried 7-0. Ms. Atchley was absent from voting.

Dr. Hill introduced this item, stating the intent of the proposed amendment was to limit student complaints or grievances involving an institution's code of student conduct to those claims pertaining to an allegation the Board can make a determination on. Dr. Hill then requested Board and institution legal counsel to explain the impact of the proposed amendment. Board Deputy Attorney General, Jenifer Marcus, explained the change would allow appeals to the Board only if an institution did not follow their procedures and would eliminate appeals to the Board on the validity of a Title IX suite. Board member Scoggin then asked if there will be any discussion on the summary of changes provided by the institutions. Ms. Marcus stated the Board did not intend for each institution to present on the processes provided. Dr. Hill reiterated this is a first reading and there will be time to address changes.

2. Board Policy III.Q, Admissions Standards – Second Reading

BOARD ACTION

M/S (Hill/Westerberg): To approve the second reading of the proposed amendments to Board Policy III.Q, Admission Standards as presented in Attachment 1. The motion carried 7-0. Ms. Atchley was absent from voting.

Chief Academic Officer for the Board, Dr. Randall Brumfield, reiterated to the Board this policy change is to remove currently outdated language while updating the language to be consistent with current Board policies and initiatives, specifically Direct Admissions.

There were no questions from the Board.

3. Master of Natural Resources, Environmental Education and Science Communication Option – Self-Support – University of Idaho

BOARD ACTION

M/S (Hill/Westerberg): To approve the request by the University of Idaho to create a new Environmental Education and Science Communication option within the Master of Natural Resources at the University of Idaho, McCall Outdoor Science School, in McCall, Idaho and to establish a self-support fee of $19,805 per student. The motion carried 7-0. Ms. Atchley was absent from voting.

Dr. Clark requested John Wiencek, Provost and Executive Vice President of the University of Idaho, to explain to the Board the purpose of the proposed fee. Mr. Wiencek then invited Mr. Lee Vierling to explain the intent behind the proposed fee. Mr. Vierling states the proposed fee is to cover the cost of the self- support program. He states the

facilities, four faculty and seven staff are located in McCall and all are self-supported. Currently, students in the certificate program pay $15,500.00 and that this program would extend the certificate program through the summer, warranting the increase. Dr. Clark asked how many students are enrolled, he responded enrollment in the program is expected to be 20 – 24 students per year. Mr. Scoggin asked if this was a 1 or 2 year program. The response this is a 1 year program.

4. Postsecondary Credit Transfer and Articulation Update
   This item was provided in the agenda materials as an information item.

This agenda item is intended as an update to the Board on the development of action items by Board staff and institutions to address credit transfer issues in a timely manner. Chief Academic Officer, Dr. Randall Brumfield, provided to the Board a report on transfer and articulation. He shared with the Board there are courses that can transfer as electives and others as direct equivalencies. He highlights 20% of credits have transferred as general electives vs almost 80% as specific course equivalency. Dr. Clark requested Dr. Brumfield elaborate on the expanse of courses transferred between universities. He states his belief that institutions have been productive in articulating credits. Dr. Clark then commented on the total number of credits transferred among institutions. Board member Dr. David Hill stated the need to research this further. Board member Soltman then questioned if there is a way to track not the credits that do transfer as well as those that do not. He continues the credits that do not transfer typically create a greater issue for the Board. Dr. Brumfield responded with the complexity involved in tracking credits that do not transfer. Dr. Clark then asked if this is information that could be collected, possibly broken out as total number of requested credit transfers vs. the total number of credits transferred. At this time Boise State University (BSU) Vice Provost for Academic Planning, Dr. Jim Munger, requested permission to address this item with the Board. Dr. Munger stated 100% of requested credits transfer if it comes from a regionally accredited institution and this is true of all Idaho's public higher education institutions.

Dr. Brumfield continued his presentation to the Board with a progress update for Idaho's course transfer website, http://coursetransfer.idaho.gov/. The CourseTransfer website was developed as a tool for students to research credits eligible for transfer between Idaho's higher education institutions and qualifying General Education Matriculation (GEM) Courses. The website is updated twice annually by the institution's registrars and maintained by the Board office. Dr. Hill then shared with members of the Board both the Institutional and Student Affairs (IRSA) Committee and the Council on Academic Affairs and Programs (CAAP) are currently reviewing course transfer articulation as well. Dr. Brumfield continued with proposed updates for the CourseTransfer website, including greater clarity on how GEM requirements are met through the qualifying courses offered at each institution. Executive Director, Matt Freeman, then commented the Board office has repeatedly heard from policy makers that courses transfer but are transferring as electives. He continues by clarifying this is antidotal information the Board does not have solid date to support or dispute, however, this is an issue needing to be addressed for purposes of appeasing policy makers. Mr. Scoggin then requested Dr. Brumfield explain the number of GEM Courses with Variable Designations or No Designations across Idaho Institutions. Referencing the data presented to the Board, he cited Boise State University

(BSU) as an example, explaining BSU offers eight courses that carry a different GEM designation at other institutions across the state. BSU also offers 28 GEM courses which do not carry any GEM designation at other institutions. Though GEM courses may vary at two-year and four-year colleges, when a student completes a GEM requirement at one institution, it is met for all institutions. In sum, there is no uniform or consistent set of courses that meet GEM requirements across Board institutions. However, any GEM requirements completed are honored across all colleges when a student transfers. At this time, Idaho State University (ISU) Executive Vice President and Provost, Dr. Laura Woodworth-Nye explained to the Board how courses with a GEM equivalent are transferred. Dr. Woodworth-Nye stated courses without a GEM equivalent course transfer to other institutions as a GEM course, just not as an equivalent to a specific course. Students still receive credit for the course and have met the requirement, although the institution does not have the exact equivalent. The accepting institution will accept the requirement and will not require the student retake the credit.

At this time, Dr. Hill excused himself from the Board meeting to attend to a personal business matter. Dr. Hill was absent for the remainder of the meeting.

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

Section I – Human Resources

1. Chief Executive Officer Salaries

BOARD ACTION

M/S (Westerberg/Scoggin): To approve an hourly rate of $72.24 (annual salary of $150,259) for Matt Freeman as Executive Director of the State Board of Education, effective June 18, 2017. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

AND

M/S (Westerberg/Critchfield): To approve an hourly rate of $51.47 (annual salary of $107,058) for Jane Donnellan as Administrator of the Division of Vocational Rehabilitation, effective June 18, 2017. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

AND

M/S (Westerberg/Critchfield): To approve an hourly rate of $55.83 (annual salary of $116,126) for Dwight Johnson as Administrator of the Division of Career Technical Education, effective June 18, 2017. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

AND

M/S (Westerberg/Critchfield): To approve an hourly salary for Dr. Robert Kustra

as President of Boise State University in the amount of $411,432.79, effective June 18, 2017. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

AND

M/S (Westerberg/Scoggin): To approve an hourly salary for Dr. Chuck Staben, as President of the University of Idaho in the amount of $385,230.30, effective June 18, 2017. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

AND

M/S (Westerberg/Critchfield): To approve an hourly salary for Dr. Tony Fernandez, as President of Lewis-Clark State College in the amount of $225,187.32, effective June 18, 2017. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

AND

M/S (Westerberg/Soltman): To approve an hourly salary for Dr. Art Vailas, as President of Idaho State University in the amount of $392,013.20, effective June 18, 2017. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

Executive Director, Mr. Freeman, reported to the Board that he was still in discussions with the Division of Financial Management regarding the salary for Idaho Public Television General Manager Mr. Ron Pisaneschi.

There were no comments or questions from the Board.

Section II – Finance

1. Approval of FY 2018 Appropriated Funds Operating Budgets

BOARD ACTION

M/S (Westerberg/Soltman): To approve the FY 2018 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs and Special Programs, as presented in Attachment 1. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

There were no comments or questions from the Board.

2. FY2019 Line Item Budget Requests

BOARD ACTION

M/S (Westerberg/Soltman): To direct the Business Affairs and Human Resources Committee to review the FY 2019 budget line items as listed on the Line Items Summary at Tab 2 pages 3-6, and to bring recommendations back to Board for its consideration at the regular August 2017 Board meeting. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

Prior to reading the motion, Board member Richard Westerberg reminded the Board that many of the items provided as FY 2019 line items are intended as place holders until after the Higher Education Task Force submits its recommendations to Governor Otter. Mr. Westerberg then invited the Board's Chief Financial Officer, Mr. Chet Herbst, to expand upon the current line item requests submitted to the Board. Mr. Herbst confirmed the institutions stayed within the 5% line item threshold requests as required by the Board and the proposed requests are prioritized and scalable. He then brought to the Board's attention the following items; a $0 line item for a system wide Outcomes Based Funding (OBF) stating this line item amount may change based on the recommendations of the Higher Education Task Force. He continued by sharing with Board members, the system wide request for $800,000 in support of sustaining the Idaho Regional Optical Network (IRON) system and requests on behalf of special programs and health agency programs of which, $5,200,000 has been requested to expand and enhance graduate medical education residencies throughout the state. Dr. Clark asked Mr. Herbst to speak to the line item increase per resident vs. the number of residents. He explained this is a recommendation by the Medical Education Committee and Graduate Medical Education committee. He continues it has been many years since the state increased the amount per resident and the increase equates to roughly one-third of the overall costs coming from the resident students themselves. Dr. Clark then asked if additional requests would come out of the 10-Year Plan. Mr. Herbst answered in the affirmative. Mr. Westerberg stressed the importance of Board members reviewing the line item requests thoroughly.

There was no further discussion by the Board after the motion.

3. First Amendment to the Joint Operations and Maintenance Agreement between Idaho State University (ISU) and the Joint School District No. 2 (also known as the "West Ada School District") – Idaho State University

BOARD ACTION

M/S (Westerberg/Soltman): To authorize Idaho State University to enter into the First Amendment to the Joint Operations and Maintenance Agreement as presented in Attachment 1. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

The Board's Chief Financial Officer, Mr. Chet Herbst, was on hand to explain to the Board the proposed agreement further clarifies the agreement between the West Ada School District and Idaho State University (ISU) now that the agreement with the Idaho College

of Osteopathic Medicine (ICOM) is in place. Idaho State University's General Counsel, Ms. Joanne Hirase-Stacey and Associate Dean for Clinical Research, Dr. Rex Force explained the arrangement further.

There were no comments or questions from the Board.

4. Temporary Parking Memorandum of Agreement between West Ada School District and Idaho State University

BOARD ACTION

M/S (Westerberg/Critchfield): To authorize Idaho State University to enter into a short-term agreement with West Ada School District as presented in Attachment 1, and to authorize the university to proceed with negotiations on a long-term agreement. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

Board member Soltman asked Dr. Clark her opinion of this motion. Dr. Clark was in support of the short-term agreement, stating the loss of parking for West Ada School District and Idaho State University students and employees must be accommodated for and that Idaho State University's parking will be impeded by the construction of the Idaho College of Osteopathic Medicine (ICOM) without this agreement.

5. Disposal of Regents real property in Latah County, Idaho (Twin Larch) – University of Idaho

BOARD ACTION

M/S (Westerberg/Critchfield): To approve the request by the University of Idaho to dispose of the Twin Larch property in accordance with the conditions of the donor, in the manner described in the materials presented to the Board; and further to authorize the Vice President for Infrastructure for the University of Idaho to execute all necessary transaction documents for the conveyance. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

There were no comments or questions from the Board.

6. Approval of a new Greek Life Program Fee effective fall 2017 – University of Idaho

BOARD ACTION

M/S (Westerberg/Critchfield): To approve the request by the University of Idaho to establish a Greek Life Fee in the amount of fifty dollars ($50) per semester, effective fall 2017. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

Vice President of Finance for the University of Idaho (UI), Mr. Brian Foisy was on hand to explain to Board members the intent behind the proposed Greek Life Fee. Mr. Foisy stated the primary goal of the fee was to increase the ratio of students to advisors in addition to providing educational initiatives for members of fraternities and sororities in UI's Greek Life system. He continues by stating the UI Greek Life system houses 1,508 students in either sororities or fraternities, compared to 1,535 students living in university residence hall system. The university has twelve professional staff and forty five trained resident advisors supporting students within the university's residence hall system compared to two staff support positions within the university's Greek life system, resulting in a student to staff support ration of 790:1 within the Greek life system. Mr. Foisy states the proposed fee is an attempt to bring the two residence systems in line with one another and that in addition to adding support positions, the fee will also support development of a leadership institute for elected officials of the Greek system. He states UI's Dean of Students has visited with Greek life chapter Presidents and the Associated Students of the University of Idaho President and they are in support of the proposed fee. Ms. Critchfield asked for clarification on future plans for this fee, pointing out the addition of one Greek life advisor will not bring the students to staff ratio up to par with the residence hall system advisors. Mr. Foisy responded the University of Idaho is working on a longer term plan and concern for pricing students out of an education. Ms. Critchfield has asked if the institution has looked at other ways to maximize the fee and funds generated. Mr. Scoggin then responded to Mr. Foisy' s concern for pricing students out of education, stating this would not impact the cost of their education but possibly the cost of their involvement in extracurricular activities. Mr. Soltman asked if the houses still had adult supervision "house mothers/fathers". Mr. Foisy responded these positions remain, however, they are not funded through the university. Mr. Soltman then followed-up by asking if it were not unreasonable to ask the fraternities and sororities to have some sort of adult supervision. University of Idaho President, Dr. Chuck Staben, responded to Mr. Soltman's questions by stating all of the fraternities and sororities within the universities Greek life system have some sort of live-in adult supervision, and that two of the houses are required to have live in adult supervision in response to issues that arose within the houses. He states it is difficult to attract adults to this type of living situation but it is something that could be done. Mr. Westerberg then asked if the $50 fee will be directed to or at the benefit of those paying the fee. Mr. Foisy answered in the affirmative. Mr. Westerberg then questioned the leadership training and Mr. Foisy confirmed this would be limited to the Greek system.

7. Planning and Design Approval for the Lewis-Clark State College Career Technical Education Center – Lewis-Clark State College

BOARD ACTION

M/S (Westerberg/Scoggin): To approve the request by Lewis-Clark State College to proceed with planning and design for the proposed Career Technical Education Center project at a cost not to exceed $1,550,000. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

Board member Scoggin requested confirmation the State would provide, from the Permanent Build Fund, half of the funds for the project, with the remainder coming from matching funds from the institution and industry partners. Mr. Herbst answered in the affirmative.

At this time the Board recessed for lunch until 12:40 pm MST

STATE DEPARTMENT OF EDUCATION (SDE)

1. Superintendent of Public Instruction Update
   This item was provided in the agenda materials as an information item.

Superintendent Ybarra opened this agenda item with an update to the Board on her recent meetings and activities. State Department of Education Deputy Superintendent, Mr. Pete Koehler, shared with the Board an update of Mastery Based Education. He states there are 19 Local Education Agency's (LEA's) serving 32 schools currently involved in the Mastery Based Education program. Mr. Koehler then informed the Board an additional 15 LEA's have requested authorization to participate in the Mastery Based Pilot Program, however the current cap allows for only 20 LEA's to participate. He continues, that Superintendent Ybarra will be bringing to the Board for approval at the August Board meeting a request to increase the cap on the number of LEA's authorized to participate in the Mastery Based Pilot Program.

Mr. Koehler continued with an update to the Board on the status of student technology certifications for the Microsoft Imagine Academy and Adobe Create Idaho Pilot followed by an update on the statewide results from the current Idaho Standards Achievement Tests (ISAT). He shared with the Board some of the grade levels in English proficiency are moving in the right direction, while others are declining and that the Mathematics results are much more encouraging. Mr. Soltman stated the Planning, Policy and Governmental Affairs Committee (PPGAG) continues to receive complaints that students are being tested on items they have not yet been exposed to, citing as an example students in the 10th grade being tested on 11th grade materials. Ms. Laraway responded the template has been modified to accommodate this. Mr. Scoggin then asked who the State Department of Education (SDE) looks to for a benchmark, asking if the State is measuring against specific states or the nation in total. State Department of Education Director of Assessment, Ms. Karlynn Laraway responded SDE compares scores to other states within the consortium. Mr. Scoggin then asked how Idaho compares. Ms. Laraway responded the results have not yet been released. Mr. Koehler continued his presentation with an update on the ISAT Science results. He clarifies this is a separate test from the Math and English Language Arts segments of the ISAT and that between Biology and Chemistry, an overwhelming number of students are electing to take the Biology segment of the ISAT. Mr. Koehler then states the state adopted science test did not do well on the Peer Review. He continues that very few students taking the science segments, nationally, did well on the Peer Review and that once the State's new science standards are adopted, the State will need to adopt a new test. He continues that both

the English Language Arts and Mathematics sections substantially met peer review standards and that the state has had difficulty with the Alternate Assessment meeting Peer Review Standards.

Mr. Koehler then shared with the Board results from the 2017 Scholastic Assessment Test (SAT). He states the Reading segment had a small drop and the Mathematics segment had a small increase, overall. He then continued the number of students tested in 2017 was approximately 1,300 more than in 2016 and that the additional students tested were not students who would have typically taken the SAT but rather an alternate test.

Mr. Koehler continued with an update on the new Idaho Reading Indicator (IRI) Pilot Program. He states 77 school districts and 9 charter schools applied to participate in this Pilot Program. He continued the selection criteria established by the assessment staff resulted in a balanced selection and pilot that included 37 districts selected, 52 elementary schools, and 6 charter/magnet schools, totaling 13,660 students participating with all six regions of the state represented. He states, if the IRI Pilot Program produces the intended results, the department will move forward with implementation of the program. Mr. Koehler continues the test is moving towards measuring comprehension, and not just speed and that if the IRI pilot is shown to be successful, there may be a need for changes to the Idaho Administrative Procedures Act (IDAPA) governing this section of code. Mr. Koehler ended his update to the Board with an overview of the Advanced Opportunities and Dual Credit FY17 Report.

The State Department of Education's Director of Academic Services, Mr. Scott Cook, provided to the Board an update on the State's revised science standards. He stated the Legislature approved every performance standard submitted during the 2017 Legislative Session with the exception of five standards dealing with the human impact on the environment and bio-diversity. Mr. Cook reports SDE has since revised the five standards, issued them for public comment and will submit to the Board for approval at the August Board meeting.

Mr. Koehler concluded the Superintendent's update to the Board with a brief update on Bias and Sensitivity Review Panel, sharing with Board members there currently remain four vacancies on the review panel that the SDE is trying to fill prior to the Board's approval at the August Board meeting. He states the next review meeting is scheduled for September of 2017 and is to include review of 541 English Language Arts questions and 510 Mathematics questions and that currently, the review panel has an operating budget of $127,000. Mr. Scoggin asked what the budget is used for. Mr. Koehler responded compensation for time and travel by review panel members.

2. Emergency Provisional Certificate

BOARD ACTION

M/S (Ybarra/Scoggin): To approve a one-year emergency provisional certificate for Linda Smiley-Rundgren to teach All Subjects Kindergarten through grade eight (8)

in the West Bonner County School District #083 during the 2016-2017 school year. The motion failed 6-0. Ms. Atchley and Dr. Hill were absent from voting.

Of this agenda item, Superintendent Ybarra has requested Board members vote to deny the requested one-year emergency provisional certificate put forth today. She continues that from the time this request for an emergency provisional certificate was submitted as an agenda item to the Professional Standards Commission Review (PSC) it is the desire of the PSC to not have the item voted on today. Mr. Scoggin then requested the grounds for denial. Mr. Koehler cites the late, April 18, 2017, submission in combination with the educator holding an out of state certification as two reasons for the requested denial. He continues that when the individual was asked if she would be applying for certification in Idaho, the PSC was uncomfortable with the answers provided. Mr. Soltman then asked what the impact would be to students if the provisional certificate were to be denied. Mr. Koehler stated the impact would not be to the children directly, but would be to the Local Education Agency's (LEA) funding of that position and that funds for this position would be withheld.

3. Proposed Rule – Docket No. 08-0203-1702, Rules Governing Thoroughness, College Entrance Examination

BOARD ACTION

M/S (Ybarra/Critchfield): To approve Proposed Rule Docket No. 08-0203-1702, Rules Governing Thoroughness – High School Graduation Requirements, College Entrance Examination, as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

Superintendent Ybarra stated this proposed rule would bring back the AccuPlacer assessment in place of the Idaho COMPASS placement exam. She then asked for Director of Assessment, Ms. Karlynn Laraway to explain to the Board the intent behind this proposed change. Ms. Laraway commented the AccuPlacer would accommodate students with disabilities, students new to the state and home schooled students in addition to providing school districts an option when a student, due to extenuating circumstances, has not taken a placement test and for this reason cannot be issued a diploma. Mr. Soltman then asked if the community colleges are offering college entrance exams and if these exams could be used in place of the AccuPlacer test. Ms. Laraway responded the proposal is intended to target a specific student body who the Scholastic Assessment Test (SAT) and American College Test (ACT) cannot accommodate. Mr. Westerberg then asked if this proposed change was in response to students who know they are going to a community college and do not want to take the ACT or SAT. Ms. Laraway answered in the negative, stating the purpose is to provide another option to a student not able to take the ACT or SAT. Mr. Westerberg then asked if the SDE anticipates students opting out of the college entrance exam if given the opportunity. Ms. Laraway stated, in her opinion, this would not be the case. Mr. Koehler then added a student can only take an alternate test if it is written in to their Individualized Education Program (IEP).

4. Proposed Rule – Docket No. 08-02.03.004, Rules Governing Thoroughness, Idaho Alternate Assessment Achievement Standards

BOARD ACTION

M/S (Ybarra/Soltman): To approve the Idaho Alternate Assessment Achievement Standards as submitted in Attachment 2. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

Superintendent Ybarra stated the motion before the Board was previously submitted as a temporary rule and that this motion is coming before the Board today for final approval.

AND

M/S (Ybarra/Soltman): To approve the proposed rule amending IDAPA 08.02.03.004.06, Rules Governing Thoroughness, Incorporation by Reference, Idaho Alternate Assessment Achievement Standards, as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

There were no comments or questions from the Board.

5. Annual Report – Hardship Elementary School – Cassia County School District No. 151, Albion Elementary School
   This item was provided in the agenda materials as an information item

Superintendent Ybarra shared with the Board to hardship status for Albion Elementary School was originally approved in 1999 and that the school's circumstances have not changed. She continues that as the Superintendent of Public Instruction, she is required to bring this to the Board.

There were no comments or questions from the Board.

ELECTION of OFFICERS

BOARD ACTION

M/S (Westerberg/Soltman): To appoint Dr. Linda Clark as Board President, Debbie Critchfield as Vice President, and Dr. David Hill as Secretary. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting. The positions of the new officers take effect immediately.

OTHER BUSINESS

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

BOARD ACTION

M/S (Westerberg/Critchfield): To adjourn the meeting at 2:00 am Pacific Time. The motion carried 6-0. Ms. Atchley and Dr. Hill were absent from voting.

Idaho State Board of Education

DRAFT MINUTES
STATE BOARD OF EDUCATION
July 5, 2017
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 July 5, 2017 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 3:30 pm MDT. A roll call of members was taken.

Present:

Dr. Linda Clark, President
Debbie Critchfield, Vice President
Dr. David Hill, Secretary
Emma Atchley
Andrew Scoggin
Don Soltman
Richard Westerberg
Sherri Ybarra, State Superintendent

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. College of Eastern Idaho Board of Trustee Appointments

M/S (Critchfield/Soltman): To appoint the College of Eastern Idaho Trustees as follows: Stephanie Mickelsen for Zone 1, Calvin Ozaki for Zone 2, Park Price for Zone 3, Craig Miller for Zone 4 and Carrie Scheid for Zone 5. All appointments are effectively immediately. The motion carried unanimously 8-0.

Board member Debbie Critchfield introduced the item, thanking Board members Richard Westerberg, Emma Atchley, and Dr. David Hill for their review of the applications submitted for appointment to the College of Eastern Idaho Board of Trustees. Ms. Critchfield then requested that Board member Westerberg offer a brief description of the selection process. Mr. Westerberg stated the selection committee met to review the candidates and expressed his pleasure with the quality of the candidates. Board Member Atchley then expressed her pleasure with the number of applications submitted and the quality of the applications received.

Board member Andrew Scoggin requested a brief background of how the selections for each zone were made. Board member David Hill stated that based on the number of candidates, a list of predetermined criteria was developed for use during the pre-selection process. He stated the first item was involvement in support for the overall effort to improve the College of Eastern Idaho. Secondly, the selection committee reviewed each applicant for his or her history in public service for the region and beyond, and finally, the applicant's connection to local businesses and industry in the local region. Dr. Clark then reminded members of the Board the trustees appointed today would serve for the initial year of FY18, after which time they would need to stand for election.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. College of Eastern Idaho Program Approval – Associates Degree

M/S (Hill/Westerberg): To approve the request by Eastern Idaho Technical College to create a new Associates of Arts program in Liberal arts as submitted in Attachment 1: The motion carried unanimously 8-0.

Board member David Hill introduced the item to the Board, stating this is the first degree for the College of Eastern Idaho. He confirmed the proposed degree is based upon courses currently offered at Eastern Idaho Technical College with a few minor additions. Eastern Idaho Technical College President, Dr. Rick Aman, added the proposed Associate of Arts offered is the same as those offered by the Idaho's other community colleges and should be acceptable for transfer to any of Idaho's other institutions.

OTHER BUSINESS

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

M/S (Hill/Critchfield): To adjourn the meeting at 3:42 pm MDT. The motion carried unanimously 8-0.

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SUBJECT

Idaho K-20 Education Strategic Plan – Goal 1

REFERENCE

December 2016	Board reviewed and discussed Education K-20 Strategic Plan and requested amendments for the February 2017 Board meeting
February 2016	Board approved FY18-FY23 State K-20 Education Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Chapter 19, Title 67, Idaho Code.

BACKGROUND/ DISCUSSION

The Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." Through obligations set in the State Constitution and statutes, the State Board of Education (Board) provides general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, Department of Education Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board and the executive agencies of the Board are charged with enforcing and implementing the education laws of the state.

Due to these broad responsibilities the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho and provides general oversight and governance for public K-20 education, and the Board has a direct governance role as the Board of Regents for the University of Idaho and serves as the board of trustees for the other state-sponsored public four year college and universities.

The Board's strategic plan is a forward looking roadmap used to guide future actions and define the vision and mission of Idaho's K-20 educational system; to guide growth and development, and establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in education throughout the state. The strategic plan not only defines the Board's purpose, but establishes realistic goals and objectives that are consistent with its governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

At the October Regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. The performance measure review is a backward look at progress

made during the previous four years toward reaching the various plan goals and objectives.

The strategic plan is broken out by high level goals that can encompass education system and more target objectives that are focused on making progress toward the goals. Performance toward the objectives is then measured by the performance measures identified in the plan and targets (benchmarks) set by the Board. Unlike a specific institution or agencies strategic plan, movement toward the Boards goals is depend on activities not only of the Board, but also actives of the institutions and agencies that make up Idaho's public education system (K-20)

Goal 1 of the Board's Strategic Plan is:

A Well Educated Citizenry - Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.

This goal was developed in part in recognition of the value of a highly educated citizenry to the democratic ideal identified in the state constitution and the economic benefit to the state of having an educated workforce, but also the value of a quality education to the individual and an individual quality of life. Objectives identified to move Idaho toward the broader goal focus on equitable access, adult learner re-integration into the system, educational attainment (progression through the system), and quality of the education.

IMPACT

Discussion items from the Work Session will be used to guide future changes to the Board's strategic plan and initiatives associated with the plan.

ATTACHMENTS

Attachment 1 – Idaho K-20 Education Strategic Plan – Goal 1 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The purposed of this Work Session item is to provide for an informal opportunity for Board members to discuss the Board's roles and responsibilities

BOARD ACTION

I move to approve the 2018-2022 (FY19-FY23) Idaho State Board of Education K-20 Education Strategic Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Every Student Succeeds Act (ESSA) Consolidated State Plan Discussion

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 Annual Measurable Progress

BACKGROUND/DISCUSSION

The Elementary Secondary Education Act (ESEA) of 1965 provides for the federal funding of elementary and secondary education and emphasizes equal access to education and high accountability standards. The original bill was directed toward reducing achievement gaps between student groups and providing every child with the same public educational opportunities. The ESEA was reauthorized in 2001 by the No Child Left Behind (NCLB) Act and now by the Every Student Succeeds Act (ESSA) of 2015. The original Act was made up of six "Titles" with two additional Titles being added by 1967. Today the Act consists of nine Titles:

- Title I – Improving Basic Programs Operated by State and Local Educational Agencies (Accountability)
- Title II – Preparing, Training, and Recruiting High-quality Teachers, Principals, or Other School Leaders (High-quality Teachers)
- Title III – Language Instruction for English Learners and Immigrant Students
- Title IV – 21st Century Schools
- Title V – State Innovation and Local Flexibility
- Title VI – Indian, Native Hawaiian, and Alaska Native Education
- Title VII – Impact Aid
- Title VIII – General Provisions
- Title IX – Education for the Homeless and Other Laws

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.

State Plans

- The SEA must submit comprehensive plans for Title I, Title II, Title III and applications for other programs and grants as applicable or desired.

- The Title I, Title II, and Title III plans require meaningful consultation with stakeholders. The Title I plan must be available for public comment for at least 30 days.
- The SEA must give the Governor the opportunity to review and sign the Title I and Title II plans.

States may submit individual plans for each Title contained in the law or they may submit a single consolidated plan. Idaho, like most states, has chosen a single consolidated plan. Title I through Title V, and Title IX are addressed in the Consolidated State Plan.

Section 33-110, Idaho Code, designates the State Board of Education as the State Educational Agency (SEA) and identifies the Board as the state entity authorized to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. As the SEA, the Board has delegated to the State Department of Education (Department), the responsibility of ensuring many of the federal education requirements are carried out or implemented. Procedurally, the Department either brings forward recommendations for Board approval or develops plans and then brings those plans to the Board for approval prior to submittal to the US Department of Education. In conformance with this practice, the Department has drafted the consolidated state plan and facilitated stakeholder feedback on the proposed provisions.

In addition to the federal requirements, the Board approved a new state accountability frame work in 2016. That framework is now (effective March 2017) part of state law in the form of Administrative Code. Administrative Code (IDAPA 08.02.03.112) requires the same accountability system be used for state and federal accountability purposes. The state accountability framework is provided for reference purposes in Attachment 1.

IMPACT

This review will provide the Board with the opportunity to discuss the Consolidated State Plan and feedback received and direct changes to be made (if applicable) prior to taking action on the ESSA Consolidated State Plan the following day.

ATTACHMENTS

The Consolidated State Plan is Attachment 1 in Tab 11 of the Department of Education's agenda items.

Attachment 1 – State Accountability Framework (IDAPA 08.02.03) Page 5

STAFF COMMENTS AND RECOMMENDATIONS

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. 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

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

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TAB	DESCRIPTION	ACTION
11	**SDE – PROFESSIONAL STANDARDS COMMISSION – UNIVERSITY OF IDAHO; TEACHER ENDORSEMENT PROGRAMS REVIEW**	Motion to Approve
12	**SDE –BIAS AND SENSITITVY COMMITTEE APPOINTMENTS**	Motion to Approve

BOARD ACTION
I move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Retirement Plan Committee Appointments

REFERENCE

April 2015	Idaho State Board of Education approved the second reading of Policy II.R., establishing the Retirement Plan Committee
February 2016	Board appointed initial cohort of members of the Retirement Plan Committee

APPLICABLE STATUTES, RULE OR POLICY

Sections 33-107A, 107B,107C, Idaho Code
Section 59-513, Idaho Code
Idaho State Board of Education Governing Policies & Procedures, Sections II.K. and II.R.

BACKGROUND/DISCUSSION

The State Board of Education (Board) is the Plan Sponsor for defined contribution retirement plans used by non-PERSI employees at the public college and universities, the community colleges, and the Office of the State Board of Education. The Board has a 401(a) mandatory Optional Retirement Plan with employer and employee contributions, and voluntary 403(b) and 457(b) deferred compensation plans with employee-only contributions. The current Board-approved vendors for the 401(a), 403(b), and 457(b) plans are the Teachers Insurance and Annuity Association (TIAA) and the Variable Annuity Life Insurance Company (VALIC).

The Board has assigned oversight responsibility for the above-described retirement plans to its Retirement Plan Committee (Committee) established through Board policy II.R. The Committee is chaired by a Board member appointed by the Board President and made up of representatives from the institutions and community colleges and other experts in the area of retirement planning drawn from outside the staffs of the colleges and universities. The committee monitors the vendors' fee structures and their portfolio performance and carries out fiduciary responsibilities, assisted by an external consultant on retirement planning tax law, who has been appointed by the State Attorney General's Office as a Special Deputy Attorney General to support the Board, and by other outside consultants, as needed.

The proposed action is for Board approval of two new Committee members, nominated to replace two members of the original Committee cohort who have departed.

IMPACT

The proposed nominees will be excellent additions to the Committee as it assists the Board in carrying out its fiduciary duties as the plan sponsor of its retirement plans, in accordance with industry best practices.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Mark Lliteras is an experienced financial manager who served as an Executive for the Idaho operations of the Wells Fargo bank until his recent retirement. He has also been a member and past Chair of the Boise State University Foundation. He is being nominated to fill an "external" expert slot on the Committee. Brian Sagendorf is the Director of Human Resources at Idaho State University, and is experienced in working with the Board's current retirement plan vendors. He is being nominated as a member representing a four-year institution on the Committee. The Board Staff is delighted to have the opportunity to bring these qualified individuals onto the Committee to support the Board in providing oversight over its retirement plans with over $1 billion in assets.

Staff recommends approval.

BOARD ACTION

I move to appoint Mark Lliteras and Brian Sagendorf as members of the State Board of Education Retirement Plan Committee.

Moved by_____ Seconded by_____ Carried Yes____ No____

BOISE STATE UNIVERSITY

SUBJECT

License Agreement between Springer Customer Service Center and LYRASIS

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) requests permission to enter into a five year license agreement with Springer Customer Service Center (Springer) through the purchasing consortium, LYRASIS.

Springer provides an ejournal group package which includes all journals currently published by Springer, all of the Nature Publishing Group Academic Journals and Palgrave Macmillan Journals, and Nature "branded" titles. LYRASIS partners with member libraries, archives and museums and other cultural heritage organizations to create, access, and manage information with an emphasis on digital content, while building and sustaining collaboration, enhancing operations and technology, and increasing buying power.

The license agreement provides unlimited, simultaneous and remote access for full-time and part-time students, faculty, staff, researchers, independent contractors of BSU, and individuals using computer terminals within BSU library facilities. The ejournal license includes access to:

Springer Nature: The Springer Optimum Collection (2,242 journal titles)

- 2,141 Springer imprint journals
- 40 Nature Academic Journals
- 10 Nature "branded" journals
- 51 Palgrave Macmillan Journals

Springer Nature is the sole publisher and distributor of the electronic journals offered in this package, and on the Springer-Link platform. The license agreement provides immediate desktop access to journal titles and will allow fuller utilization of existing research databases that provide links to Springer Nature journals. The Springer license also provides access to full-text articles from January 1997-present, and perpetual ownership of this content. Springer Nature's extensive and unique full-text journal collection covers authoritative titles from the core scientific and social science literature, including high-impact factor titles. The availability of this collection will provide the necessary support for current graduate and undergraduate programs and research on campus including biology, biomolecular and biomedical science, chemistry, economics, education, engineering, finance,

geophysics, health science, nursing, mathematics, physics, and musculoskeletal research.

Access to the journals is crucial to the continued growth of active research programs and increased research productivity by university students and faculty members. Without access to these journals, students and faculty would be placed at a distinct disadvantage regionally and nationally.

BSU is unable to utilize subscriptions to these journals at other institutions due to strict licensing rules imposed by the publishers. Elsevier is the sole publisher and distributor of the electronic journals offered in this package, and on the ScienceDirect platform.

IMPACT

The subscription costs (including the annual participation fee of $900.00) are as follows:

Year 1 (January 1, 2017 – December 31, 2017)	$ 251,765.12
Year 2 (January 1, 2018 – December 31, 2018)	$ 261,799.72
Year 3 (January 1, 2019 – December 31, 2019)	$ 272,235.71
Year 4 (January 1, 2020 – December 31, 2010)	$ 283,089.14
Year 5 (January 1, 2021 – December 31, 2021)	$ 294,376.71
Total	$1,363,266.40

Source of funding is appropriated funds.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Board approval for the proposed license agreement is required by Board Policy V.I.3. because the total value of services over the life of the multi-year agreement exceeds $1,000,000.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into a five-year license agreement with LYRASIS for approximately 2,242 journal titles published by Springer Nature in substantive conformance to the form provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO

SUBJECT

Granting of easement to six private lot owners adjoining the University of Idaho's McCall Campus Property.

REFERENCE

July 2007	General Counsel Memo to Regents.
December 2011	Executive Session Discussion of elements of land trade
February 2012	Approval to expend funds for pre-acquisition due diligence
November 2012	Purchase of McCall Property approved
June 2017	Approved access easement to Idaho Board of Land Commissioners

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The University of Idaho's (UI) McCall Campus sits on the shores of Payette Lake, adjacent to Ponderosa State Park. UI acquired the land from a private Limited Liability Company in 2012, which acquired the land from the Idaho Board of Land Commissioners (Land Board) through a land exchange. Prior to UI acquiring the land, UI leased the McCall Campus site for over 65 years from the Land Board.

UI has used the land to operate the McCall Outdoor Science School (MOSS), a growing education program available to K-12 students, through the College of Natural Resources (CNR). The property contains an historic loop road, known as University Lane, which is used by the owners of several lakeshore cottage properties to access their property. These properties are adjacent to UI's property. Through the expansion of UI's use of the property, it has become necessary to close a portion of University Lane to help ensure the safety of the users of the McCall Campus and to maximize UI's use of the property.

UI is seeking agreements with the landowners who utilize the current road for access to their properties. The landowners consist of the owners of eight cottage properties. They are a combination of private owners and the State of Idaho through the Land Board. The easement with the Land Board was recently approved by the Regents for two lots and now UI wishes to finalize similar

agreements with the owners of the adjacent private lots. The easements presented here are for the six privately owned lots.

IMPACT

The proposed easements and agreements do the following: 1) the owners of the cottage properties will vacate any rights they may have to an easement over the section of University Lane which will be closed; 2) UI will grant an easement over the remaining portion of University Lane to the owners of the cottage properties; 3) UI will improve the access road, including constructing a cul-de-sac at the end of University Lane to allow emergency vehicles to access the cottage properties; and 4) UI agrees to maintain the easement for year round access.

The cost to UI will be in the creation of the cul-de-sac and the removal of the existing road. Both are subsumed into UI's overall construction plans which will be constructed over a series of years. UI will also be responsible for maintenance of the revised access road. This too will be subsumed into UI's ongoing operations, in-as-much at UI itself will also be using this road for emergency access (including first responder access) as well as service and construction.

ATTACHMENTS

Attachment 1 – Proposed Easements Page 3

STAFF COMMENTS AND RECOMMENDATIONS

This proposed easement package is in conformance with Board Policy V.I.5.b.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho enter into easements with the adjoining private lot owners, in substantial conformance to the proposed easements in Attachment 1 to the Board Materials; and also authorize the Vice President for Infrastructure to execute the final easement documents and all other documents necessary to complete the transaction as described in the materials presented to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Programs and Changes Approved by Executive Director - Quarterly Report

REFERENCE

April 2017 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.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public postsecondary institutions that were approved between April 2017 and July 2017 by the Executive Director.

ATTACHMENTS

BOARD ACTION

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

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SUBJECT

State General Education Committee Appointments

REFERENCE

October 2014	The Board approved membership of the General Education Committee.
February 2014	The Board received a CCI Plan update that focused exclusively on General Education Reform and approved the first reading of proposed new policy III.N, General Education.
April 2014	The Board approved the second reading of proposed new Policy III.N, General Education.
June 2016	The Board approved membership of new members to the General Education Committee.
December 2016	The Board approved membership of new members to the General Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures section III.N. General Education.

BACKGROUND/DISCUSSION

Board Policy III.N, provides that the General Education Committee will review the competencies and rubrics of the General Education framework for each institution to ensure its alignment with Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes and that faculty discipline groups will have ongoing responsibilities for ensuring consistency and relevance of General Education competencies related to their discipline. The General Education Committee consists of a representative from each of the institutions appointed by the Board; a representative from the Division of Career Technical Education; and, as an ex-officio member, a representative from the Idaho Registrars Council.

The Eastern Idaho Technical College (EITC) has forwarded the name of Lori Barber for consideration to formally replace Peggy Nelson due to retirement.

IMPACT

The proposed appointment replaces EITC's representative on the Committee.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

The Eastern Idaho Technical College has hired a new General Education Transition Director, Ms. Lori Barber who will resume responsibilities on campus for Peggy Nelson who has retired.

Board staff recommends approval.

BOARD ACTION

I move to appoint Ms. Lori Barber, representing Eastern Idaho Technical College to the General Education Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

COLLEGE OF EASTERN IDAHO

SUBJECT

Associate of Arts in Liberal Arts

REFERENCE

July 5, 2017 — The Board approved a new Associate of Arts program in Liberal Arts for Eastern Idaho Technical College.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G. and III.N.

BACKGROUND/DISCUSSION

The proposed Associates of Arts in Liberal Arts is designed to allow students to develop a pathway to completion of an Associates and baccalaureate program, depending on each student's goals. Students will be required to complete 12-24 college-level credits in the program of study of their choice and any electives that relate to the program. In addition, students will complete the minimum 36 hours of General Education Matriculation (GEM) curriculum prescribed by the Board in Board Policy III.N. General Education.

The proposed associate's program will build upon existing partnerships with Idaho's public four-year institutions and will provide for improved curriculum alignment and seamless transfer, thus enabling students to enter baccalaureate programs at "junior" status.

IMPACT

Approval of the academic program will allow students at the College of Eastern Idaho to enroll as degree-seeking undergraduates beginning in fall 2017. Academic coursework completed will be transferable to other four-year and two-year institutions in Idaho, and will enable students to have another option in the state through which their educational goals can be completed. The curriculum to be offered is consistent with Associate of Arts programs across the state, and instructional resources will be provided through a one-time legislative appropriation, community college district tax revenue, and tuition and fees. Furthermore, students will be eligible to receive financial aid as a result of having degree-seeking status.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

The Board granted approval to Eastern Idaho Technical College (EITC) to create a new Associate of Arts in Liberal Arts on July 5, 2017. Due to the idiosyncrasies of the College of Eastern Idaho (CEI) and EITC existing simultaneously as separate legal entities, the Board is being asked to approve the same program for CEI.

Staff recommends approval.

BOARD ACTION

I move to approve the request by College of Eastern Idaho to create a new Associate of Arts program in Liberal Arts as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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 15, 2017 Board meeting. Since that meeting, Board staff has received twenty-one (21) permits from Boise State University, four (4) permits from Idaho State University, and seven (7) 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

BOARD ACTION

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

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SUBJECT

Idaho Indian Education Committee Appointments

REFERENCE

April 14, 2016	The Board approved the appointment of Tomas Puga and reappointments of Selena Grace, Bob Sobotta, and Chris Meyer.
October 20, 2016	The Board approved the appointment of Sharee Anderson, Donna Bollinger, Jessica James-Grant, and Hank McArthur.
June 15, 2017	The Board approved the reappointments of Sharee Anderson and Yolanda Bisbee.

APPLICABLE STATUTE, RULE, OR POLICY

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

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 Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes.

Pursuant to Board Policy I.P. the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of five years. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term. The membership consists of:

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

The College of Southern Idaho (CSI) has forwarded Mr. Jason Ostrowski's name for consideration as their representative on the Indian Education Committee. Mr. Ostrowski is the new Dean of Students at CSI.

IMPACT

This appointment will fill one of six vacant seats on the committee.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Mr. Nolan Goubeaux is no longer with the College of Southern Idaho. Mr. Jason Ostrowski has been identified to replace Mr. Goubeaux and serve as CSI's representative. Mr. Ostrowski was hired in August 2016 to serve as CSI's Dean of Students. Before coming to CSI, he spent seven years as the Director of Residential Life and Student Conduct at Laramie County Community College in Cheyenne, WY. Mr. Ostrowski attended Dickinson State University where he earned his undergraduate degree in Biology in 2012 earned his Master's degree in Higher Education Administration from Bay Path College in Longmeadow, MA. If approved, Mr. Ostrowski would complete Mr. Goubeaux's term, which as an original committee member, ran from July 1, 2013 – June 30, 2018.

BOARD ACTION

I move to appoint Mr. Jason Ostrowski, representing the College of Southern Idaho to the Idaho Indian Education Committee effective immediately and expiring June 30, 2018.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION

SUBJECT

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

REFERENCE

June 2016	Board approved the mathematics curricular materials review.
August 2016	Board approved the computer applications curricular materials review.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8
Sections 33-118 and 33-118A, Idaho Code IDAPA 08.02.03.128, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

The Administrative Rules of the State Board of Education, IDAPA 08.02.03.128.01 and .02, describe 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" (Idaho Code 33-118A). 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 is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

For 2017, the annual adoption clause allows for submissions in the subject areas of K-12 Arts & Humanities, 9-12 Computer Applications, K-12 Health & Wellness, K-12 Physical Education, K-12 Social Studies, and 6-12 Mathematics Open Educational Resources. The curricular materials review was held on June 14-16, 2017. One hundred ten (110) content area specialists assisted the seven (7) 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 instruction 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 – 2017 Curricular Materials Recommendations Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff Recommends approval.

BOARD ACTION

I move to approve the adoption of curricular materials and related instructional materials for K-12 Arts and Humanities, 9-12 Computer Applications, K-12 Health and Wellness, K-12 Physical Education, K-12 Social Studies, and 6-12 Mathematics Open Educational Resources as recommended by the Curricular Materials Selection Committee as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Proposed new pathways to existing certification programs at Boise State University

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114 and 33-1258, Idaho Code IDAPA 08.02.02.100, Official Vehicle For Approving Teacher Education Programs

BACKGROUND/DISCUSSION

The Standards Committee of the Professional Standards Commission conducted a Desk Review of the Baccalaureate in Exceptional Child Generalist and Graduate Degree in Early Childhood Special Education teaching endorsement programs proposed by Boise State University (BSU). BSU already has approved programs for both the Exceptional Child Generalist and the Early Childhood Special Education teaching endorsements; these are merely additional pathways to gaining the same teaching endorsements. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the requirements for Exceptional Child Generalist and Early Childhood Special Education would continue to be met and/or be surpassed through the proposed pathways.

During its June 2017 meeting, the Professional Standards Commission voted to recommend approval of the proposed new pathways to the Exceptional Child Generalist and the Early Childhood Special Education teaching endorsement programs offered through BSU. With the approved status, BSU may admit candidates through these new pathways. These pathways to the Exceptional Child Generalist and the Early Childhood Special Education teaching endorsement programs offered through BSU will be reviewed when their existing programs in these areas are reviewed.

IMPACT

These new pathways to certification will allow BSU to offer additional options for candidates to obtain endorsements to teach special education, both at the K-12 level and the preschool level.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs meet the Board approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators that are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation and to approve the Exceptional Child Generalist new pathway to teaching endorsement program offered through Boise State University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the Professional Standards Commission recommendation and to approve the Early Childhood Special Education new pathway to teaching endorsement program offered through Boise State University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

University of Idaho; proposed Literacy and Family and Consumer Sciences teaching endorsement programs

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114 and 33-1258, Idaho Code
IDAPA 08.02.02.100, Official Vehicle For Approving Teacher Education Programs

BACKGROUND/DISCUSSION

The Standards Committee of the Professional Standards Commission conducted New Program Approval Desk Reviews of the Literacy and Family and Consumer Sciences teaching endorsement programs proposed by University of Idaho (UI). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Literacy, Career Technical Foundation Standards, and Family and Consumer Sciences teacher standards would be met and/or surpassed through the proposed programs.

During its June 2017 meeting, the Professional Standards Commission voted to recommend conditional approval of the proposed Literacy and Family and Consumer Sciences teaching endorsement programs offered through UI. With the conditionally approved status, UI may admit candidates to the Literacy and Family and Consumer Sciences teaching endorsement programs, and will undergo full approval once there are program completers.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, UI must have all new programs reviewed for Board approval for the purposes of teacher certification.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the

applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation and to conditionally approve the Literacy teaching endorsement program offered through University of Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the Professional Standards Commission recommendation and to conditionally approve the Family and Consumer Sciences teaching endorsement program offered through University of Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Appointments to the Bias and Sensitivity Committee

REFERENCE

November 2014	The Board appointed thirty (30) committee member for a two (2) or four (4) year term. A list of ninety (90) additional members were appointed to perform a one-time review.
February 2015	The Board approved the removal of an audio clip and associated items per the recommendation of the committee members.
August 2016	The Board appointed new committee members.
December 2016	The Board disapproved the removal of the three (3) ELA items, one (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item.

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 (Department) 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.

The Department is recommending the approval of the following: Teresa Berry to serve as the School Board Member, representing Region 4; Kathy Millar, previously approved as a school board member in region 4 to serve as a parent in the same region; and Kendra McMillan, previously approved in region 5 as a school district administrator, to serve as an alternate school administrator in region 2.

ATTACHMENTS

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 takes, regardless of differences in characteristics, including, but not limited to disability status, ethnic group, gender, regional background, native language or socioeconomic status.

BOARD ACTION

I move to approve the appointment of Teresa Berry, Kathy Millar and Kendra McMillan to serve on the Bias and Sensitivity Committee, effective immediately for a term of four years.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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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 Idaho State University 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.

Idaho State University will provide a tour for Board members as follows:

10:00 a.m. – 12:00 p.m. – Campus Bus Tour Stops:

- William M. and Karin A. Eames Advanced Technical Education and Innovation Complex
- Engineering Research Center
- Informatics Research Institute
- Idaho Accelerator Center

12:00 p.m. – Lunch – Pond Student Union, Wood River Room

IMPACT

Idaho State University utilizes an Institutional Effectiveness and Assessment Council framework to support mission fulfillment. Use of ISU's strategic plan drives the College'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

BOARD ACTION

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

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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

BOARD ACTION

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

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SUBJECT

Addition of Territory to College of Eastern Idaho Community College District

REFERENCE

January 27, 2017	Idaho State Board of Education (State Board) approved resolution recommending the formation of a community college district in Bonneville County.
June 15, 2017	Board approved trustee zones for the College of Eastern Idaho.
July 5, 2017	Board approved appointment of College of Eastern Idaho board of trustees.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-2103 - 05, Idaho Code

BACKGROUND/DISCUSSION

On May 16, 2017, Bonneville County voters approved, by a vote of 71.4% to 28.6%, creation of the College of Eastern Idaho (CEI) to be a successor entity to Eastern Idaho Technical College (EITC).

Idaho Code §33-2105 provides that "any territory not in an existing community college district may become a part of a community college district by a [simple majority] vote of the school district electors resident of said territory …." (Note: the term "territory" is undefined). To initiate the process, "a petition signed by not less than one hundred (100) school district electors of the territory proposed to be added to the community college district, or twenty percent (20%) of the school district electors within the territory, whichever is the lesser, describing the boundaries of the territory, and a true copy thereof, shall be filed with the board of trustees of the community college district."

Next, the community board of trustees must send its recommendations and the petition, to the State Board. The State Board then must "consider" the petition "as it is required to consider a petition for the formation of a community college district." If the State Board approves the petition, it must so notify the board of trustees of the community college district and the board of county commissioners of the home county of the community college district.

On July 26, 2017, the Bingham County Commissioners presented a petition to the CEI Board of Trustees to join the CEI Community College District (CEI District). The CEI Board of Trustees approved the petition; and its recommendation along with the original petition were hand-delivered to the State Board office on July 27, 2017.

The Board has 30 calendar days, exclusive of the first day (i.e. receipt of petition) and inclusive of the last day, in which to make its recommendation. Thus, the Board must notify the parties not later than Friday, August 25, 2017.

Section 33-2103, Idaho Code, sets forth minimum requirements for the formation of a community college district, as follows:

1) The community college district must contain the area, or any part thereof, of four (4) or more school districts and the area or any part thereof, of one (1) or more counties;
2) Aggregate enrollment in grades nine (9) through twelve (12) is not less than 2,000 students; and
3) The market value of real and personal property value of the proposed district must not be less than $100,000,000.

The statute further directs that "the state board of education in considering a petition filed pursuant to Section 33-2104, Idaho Code, shall verify all the above requirements, as well as determine the number of the students expected to attend and the facilities available, or to be made available, for operation of the school."

In addition, Section 33-2104, Idaho Code, requires the Board to review the following information in determining whether to approve any petition:

1) Existing postsecondary opportunities within the proposed district;
2) Number of prospective students for the proposed community college;
3) Financial viability of the new community college with income from tuition and sources as provided by law.

Section 33-2103, Idaho Code Requirements:

1) Number of Local School Districts

   The area of the proposed district includes the area (in whole or in part) of five (5) school districts:

   Aberdeen School District
   Blackfoot School District
   Firth School District
   Shelley School District
   Snake River School District

2) Aggregate Enrollment of High School Students

	2012-13	2013-14	2014-15	2015-16	2016-17
Aberdeen	224	226	210	197	200
Blackfoot	1,198	1,235	1,170	1,233	1,257
Firth	240	242	242	221	240
Shelley	616	620	639	652	660
Snake River	521	535	563	553	580
Total	2,799	2,858	2,824	2,856	2,937

3) Taxable Market Value

The market value for assessment purposes as shown by the equalized assessment rolls of real and personal property" for Bingham County for calendar year 2016 was $1,707,211,024 (source: Gary Houde, Senior Research Analyst, Idaho Tax Commission, August 1, 2017).

4) Facilities Available

Most courses would be delivered on the CEI campus or online. Courses may also be delivered at high schools in Bingham County depending on community demand and space availability.

Section 33-2104, Idaho Code Requirements:

1) Existing Opportunities for Postsecondary Education

Historically, EITC only offered career technical education courses leading to a certificate or associate of applied science degree. Enrollment is capped in many programs due to accreditation requirements or the physical and equipment limitation of some career technical courses. Fall 2016 headcount was 676, while full-time equivalent was 470. With the formation of CEI in Bonneville County, academic courses leading to the Associate of Arts degree will begin being offered in fall 2017. This will significantly increase access to affordable postsecondary options.

University Place is a higher education center located in Idaho Falls. Idaho State University offers certificates, associates and baccalaureate degrees. The University of Idaho offers certificate and baccalaureate degrees. Both universities also offer graduate programs. Below is a five-year history of aggregate enrollment at University Place.

Academic Year	2011-12	2012-13	2013-14	2014-15	2015-16
Headcount*	3,590	3,153	3,054	2,972	2,466
FTE**	1,416	1,316	1,203	1,168	1,170

Beginning in 2013 College of Southern Idaho (CSI) began offering lower division academic transfers courses from a satellite campus in Idaho Falls.

Below is a two year history of enrollment at this campus. CSI will phase-out its program offerings in Idaho Falls as CEI brings on its own academic courses.

Fall Semester	2015	2016
Headcount*	152	200
FTE**	82	111

Idaho State University in Pocatello is a comprehensive regional research university offering a full complement of programs leading to certificates and associates, baccalaureate, master's, doctorate and professional degrees.

Academic Year	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Headcount***	11,574	11,163	10,980	10,336	9,785
FTE**	8,450	8,147	8,331	8,145	7,831

* unduplicated
** unduplicated; FTE = 30 credit hours
*** Campus headcount is based on the campus where the course originates. If a student is enrolled in courses that originate from more than one campus the student count is duplicated.

2) Projected Enrollment

EITC administration provided the following enrollment projections (assuming a community college district made up only of Bonneville County).

	Current	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Headcount by semester	700	1,500	2,300	2,950	3,400	3,950	4,400
Growth in headcount per year		114%	53%	28%	15%	16%	11%
General Education (lower division) Students		770	1,530	2,110	2,500	3,000	3,360
Career Technical Education (CTE) Students	700	730	770	840	900	950	1,040

The six-year projection came from a review of the College of Western Idaho's growth pattern, the application of CSI's student enrollment in Idaho Falls and some demographic multiplying factors (e.g. population of the Idaho Falls metropolitan statistical area).

While historic population growth in Bingham County is essentially flat, the need for a workforce with some form of postsecondary education remains strong throughout the state.

2000 Census	2010 Census	Annualized Chg (2000-10)	2015 Estimate	Number Chg	Annualized Chg (2010-15)
41,735	45,607	0.9%	44,990	(617)	(0.3%)

3) Financial Viability

In summer 2016 a financial pro forma was prepared in consultation with EITC administration. The pro forma was also vetted with Board staff and legislators. The pro forma uses the following material revenue assumptions:

a) Tuition = $120 per credit hour
b) Projected enrollment growth as depicted in #2, above.
c) District property tax assessment at $15 per $100,000 of assessed value
d) $5 million one-time General Fund appropriation from the state community college start-up account (per H459 and S1429 (2016)), for the first fiscal year of operation
e) Phased-in request for state General Fund support commensurate with enrollment increases
f) $200,000 liquor funds [contingent on amendment to Idaho Code §23-404(1)(b)(iii) and appropriation]
g) Transfer of all EITC real and personal property to the community college district. As such, no new infrastructure would be needed with use of existing EITC facilities, furniture, fixtures and equipment.

Based upon the projected revenues and expenditures set forth above, the State Board of Education has already determined the community college district to have sufficient revenues with which to support normal college expenditures. The proposed addition of Bingham County to the community college district would enhance the financial viability of CEI.

IMPACT

Approval of the resolution as provided in Attachment 1 will allow for an election to be called in Bingham County for creation of a community college district pursuant to the requirements of Sections 33-2105 and 34-106, Idaho Code.

Section 33-2104A, Idaho Code, provides that "a proposal to redefine the boundaries of trustee zones of a community college district shall be initiated by its board of trustees at the first meeting following … the electors' approval of the addition of territory pursuant to section 33-2105, Idaho Code. The board of trustees shall submit the proposal to the state board of education within one hundred twenty (120) days following the … election."

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Staff finds that the petitioners and CEI Board of Trustees duly satisfied the requirements for the addition of territory to a community college district set forth in Section 33-2105, Idaho Code.

Staff recommends approval of the Petition.

BOARD ACTION

I move to approve the Resolution set forth in Attachment 1 recommending the addition of territory made up of the boundaries of Bingham County to the current territory of the College of Eastern Idaho community college district.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Legislation – 2018 Session

REFERENCE

June 2016 The Board approved 18 legislative ideas to be submitted through the Governor's Executive Agency Legislation process for the 2018 Session and authorized the Executive Director to identify additional potential legislation for submittal.

BACKGROUND/ DISCUSSION

The Board approved legislative ideas and authorized the Executive Director to submit additional ideas identified by Board staff to the Governor's Office through the Executive Agency Legislative process at the June 2017 Board meeting. The attached legislation summaries have been submitted as legislative ideas and have now been approved by the Governor's Office to move forward through the legislative process for the 2018 Legislative Session or have been rejected as indicated in the summary. The next step in this process is approval of the legislative language. The legislation that is approved at this time will be submitted to the Governor through the Division of Financial Management for consideration. All legislative proposals approved by the Governor will then be forwarded to the Legislative Services Office for final drafting and submittal to the Legislature. As part of this final processes, staff will work with the Governor's Office, Legislators, and other education stakeholders to make final amendments to the actual language in conformance with the policy direction approved by the Board. Those items not approved by the Board at this time will be pulled and will not move forward through the process.

The Board approved eighteen (18) legislative ideas at the June 2017 Board meeting. Two (2) additional legislative ideas were identified and authorized by the Executive Director for consideration. The Governor has requested that all agencies and Board's limit their legislation during the 2018 Legislative session to those items that are the most critical. For the Board, we have received feedback from the Governor's Office that given consideration of what may come forward from the Higher Education Task Force, the Governor's Office would like the Board to be very strategic about the legislation that is run this year. Of the twenty (20) total legislative ideas, one (1) has been pulled by the institution who submitted it, three (3) have been rejected. One (1) was rejected due to the fact that the Division of Human Resources has proposed the same legislative idea, and the Governor's Office has approved the Division to move forward with the legislation. The other two (2) were rejected because they would have repealed old sections of Idaho Code that have either been found to be in conflict with the United States Constitution or have not been funded in a number of years and are now irrelevant. The feedback staff has received is that the repeals from a policy perspective are supported, however, they do not currently have any impact and could wait until next year to be repealed. The deadline for submitting legislative language is August 18th, 2017. An exception to the deadline will be made for any legislation that is necessary to implement recommendations from the Higher Education Task Force.

ATTACHMENT

IMPACT

Any legislation not approved by the Board will be withdrawn from the Executive Agency legislative process. The Board office will continue to work with the Governor's Office, the Division of Financial Management and Legislative Services Offices (LSO) to finalize approved legislation prior to the start of the 2018 legislative session.

STAFF COMMENTS AND RECOMMENDATIONS

The legislation approved by the Board at this stage will be submitted to the Governor's Office and the Division of Financial Management. Following review by the Governor's Office, the legislation will then be submitted to the Legislative Services Office. Following review by the Legislative Services Office, the legislation will be turned into Bill's (RS'ed) and then submitted to the legislature. During any one of these stages additional technical changes to legislation may be necessary or the Board may choose to withdraw any piece of legislation.

BOARD ACTION

I move to approve the proposed legislation in substantial conformance to the form provided in Attachment 2 and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY/UNIVERSITY OF IDAHO

SUBJECT

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

REFERENCE

April 2011	The Board approved additions to Policy I.J. to make permanent the conditions under which the Board can approve the sale or consumption of alcohol in conjunction with NCAA football games (section 2.c). Prior to this policy change, the institutions were bringing requests for exceptions to Policy I.J. annually to allow for the consumption of alcohol in suite areas and at pregame corporate events.
June 2015	The Board approved requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2015 football season.
June 2016	The Board denied requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2016 football season. In addition the Board denied the request by the University of Idaho to allow game patrons for home football games to bring alcohol for personal consumption to designated tailgating areas.
June 2017	The Board deferred consideration of proposed amendments to Board Policy I.J. until such time as a single proposal could be brought forward from the universities.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I. J. Use of Institutional Facilities and Services.

BACKGROUND/DISCUSSION

For the past eleven seasons, the Board has approved the allowance of alcohol service and consumption prior to and during home football games in conjunction with the terms and guidelines outlined in Policy I.J., Section 2.c. For one season, 2015, the Board approved expanded alcohol service at controlled pregame events for all ticket holders. Prior to this, the universities had only sought to plan pregame events for sponsors to entertain clients, in alignment with conditions outlined in Policy I.J.

The proposed policy revisions:

- Designate certain venues where alcohol may be served for campus events to include certain NCAA athletic events under the same conditions as has been provided in Board policy. The institution President could then approve the plan, subject to annual Board approval, and issue a permit in those limited facilities as happens with other campus events where alcohol is served. The Board would receive an annual report instead of being required to consider annual permission.

- Add the ability for a CEO to permit a designated pregame event for valid ticket holders under conditions prescribed in Board policy.

- Remove the word "written" in various places to avoid confusion over whether email or digital transmissions are allowed.

- Outside of athletic events, the change will also update prior requirements to have a defined seating area where alcohol beverages may be possessed and consumed at entertainment events. This section of policy is problematic with concerts, performances and similar events and for their promoters as it is difficult to set aside a section of seating for patrons consuming only non-alcoholic beverages – or vice versa.

- Add a new section 2.d addressing conditions under which game patrons and their private guests may consume alcohol at private tailgates.

IMPACT

Approval will still require the annual Board approval process and allow the request of certain venues and provide conditions in policy that allow Presidents to permit alcohol services in conjunction with prescribed athletic events.

ATTACHMENTS

Attachment 1 – proposed policy revisions, Section I.J. Page 6

STAFF COMMENTS AND RECOMMENDATIONS

In response to the desire from various Board members to limit the requests for waivers of the Board's policies, Boise State University and the University of Idaho are jointly proposing amendments to the Board's policy regarding the service of alcohol in institution facilities or on institution properties (Board Policy I.J.). Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities, and 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 I.J. 2.6 currently allows the presidents of the institutions to approve

waivers of the prohibition against alcohol service and allow service of alcohol for events on campus (under specified conditions that are not in conjunction with student athletics events) and then immediately report to the Board staff on those events. Alcohol service may be allowed with prior Board approval in conjunction with NCAA football pregame events. Alcohol service in conjunction with any other student athletic event is prohibited.

The proposed policy revisions:

1. eliminate the requirement that the personal invitation be written and the requirement for an invitation in the in-suite/club room areas (an event ticket is required),
2. eliminate language requiring areas where alcoholic beverages are consumed to be clearly marked and separated from other areas and that additional space be provided outside of the areas where alcohol is possessed and consumed to accommodate those that do not wish to be present where alcohol is being consumed.

The proposed amendment to the policy regarding the sale or consumption of alcohol in conjunction with NCAA football games would:

1. expand permission to allow alcohol service at all NCAA athletic events (not just football) and would confine the service to specific venues and sports listed in the policy;
2. allow youth to be present in the alcohol service areas as long as they are under the direct supervision of an adult;
3. allow individuals who have purchased admission and their ticketed guests to enter alcohol service areas without a written personal invitation from the institution President.

Five venues at Boise State University, one venue at Idaho State University and two venues at the University of Idaho are identified as approved locations.

In addition to the amendments proposed by the universities 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 insurance coverage required by Risk Management for permitted events.

BOARD ACTION

I move to approve first reading of changes to Board policy section I.J. as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ___

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DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Board Policy IV.E. Career Technical Education, First Reading.

REFERENCE

October 2014	Board approved the second reading of amendments to Board Policy IV.E., incorporating the Idaho Agricultural Education Quality Program Standards approved August 2014, by reference.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.E

BACKGROUND/DISCUSSION

These proposed amendments to Board policy IV.E. Division of Career Technical Education will formalize the definitions of existing career technical education program types to ensure consistency among all programs statewide. Career technical education programs fall into two categories, clusters and pathways. Each program structure has specific operational requirements which align with federal requirements under the Carl D. Perkins Act. Adding the definition of "cluster program" and "pathway program" to Board policy will provide teachers and administrators with the exact expectations of each program type, as well as allow the Division to make more clear assessments of program quality and foster program accountability for all secondary programs statewide.

This new language also formalizes the definitions of career technical education assessments, including the requirements for when students are required to take either or both assessments. The term "technical skill assessment" will be formally defined. This assessment is a requirement for all career technical education concentrators, and the definition will help ensure that teachers only administer the test to the appropriate students. The term "workplace readiness assessment" will be formally defined, and the requirements for which career technical students are required to take the assessment be included. The definition complements the Career Technical Education Workplace Readiness Standards, which were adopted by the Board in 2016, and incorporated by reference into IDAPA 08.02.03.004.

IMPACT

The policy will have a positive impact on program delivery, as it will provide a clear framework for how career technical programs should be structured and delivered. There will be no fiscal impact, as the definitions of required assessments reflect current practices. Long term fiscal impact will be determined as the number of students taking the assessment(s) increases.

ATTACHMENTS

Attachment 1 – Board Policy IV.E. – First Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy IV.E. details policies and procedures specific to the Division of Career Technical Education (Division) and the statewide career technical programs it administers that do not fall under the other Board policies. The Division may from time to time bring forward requests for amendments to either the Board's policy or they may bring forward policies specific to their internal management for Board approval and action. The Division of Career Technical Education has been going through a process of identifying practices that have developed over the years, but were not brought forward to the Board for formal approval. Formal Board approval of these practices through policy provides for a higher level of transparency and consistency of implementation.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy IV.E. Career Technical Education as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Master Educator Premium – Final Standards, Scoring Rubrics and Templates

REFERENCE

May 9, 2016 Board approved the Master Teacher Premium standards.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1004I, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1004I, Idaho Code established the Master Teacher Premium in 2015 to recognize and financially reward outstanding instructional staff. In 2017 the Board proposed and the Legislature enacted changes to the premium, adding pupil service staff and renaming it the Master Educator Premium (Premium).

To be eligible for the Premium, educators must meet certain minimum requirements, as well as show evidence of mastery of instructional techniques and professional practices. Evidence may be shown through a process established by the State Board of Education (Board) or a locally established processes approved by the Board. Those educators recognized as Master Educators will earn an additional $4,000 per year for three years. Following the initial three-year period, educators are eligible to receive the Premium on an annual basis based on continued eligibility.

Pursuant to Section 33-1004I, Idaho Code, to qualify for the Premium, an educator must have a minimum of eight (8) years teaching experience (the three (3) years immediately preceding the award must be continuous). Additionally, for three (3) of the previous five (5) years of instruction, the educator must show:

1. Mastery of instructional techniques and professional practice through artifacts demonstrating effective teaching and successful completion of an annual individualized professional learning plan; and

2. Majority of students meeting measurable student achievement criteria.

The process/plan for educators to show evidence of mastery, if developed at the district level, must be developed by a committee of educators, administrators and stakeholders and be approved by the Board. District plans may be set up in a way that recognizes groups of educators based on measurable student achievement goals aligned with school district approved continuous improvement plans. These groups may be school-wide or may be smaller groups, such as grade level or subject matter groups. If the school district process allows for premiums to be based on a group, each educator in a group must meet all the requirements to be eligible to receive the funds. If a school district does not develop its own plan, the eligible educators in the school district may apply to the Office of the State Board of Education based on the state plan.

A Master Teacher Premium Committee convened to provide recommendations to the Board on the state level plan for teachers to show evidence of mastery. The committee consisted of teachers, administrators and stakeholders as prescribed in statute. The committee met from June through December of 2015 to develop a plan and criteria for identifying a Master Teacher, which was presented and approved at the May 2016 Board meeting.

Sub-committees made up of participants of the original Master Teacher Premium and a subcommittee consisting of pupil service providers convened from June through July 2017. The first subcommittee was convened to establish a scoring rubric based on the standards already approved for instructional staff. The second subcommittee was formed to review the standards in light of the addition of pupil service providers, and were tasked with developing recommendation on standards for pupil service staff that were aligned to the instructional staff standards and develop a scoring rubrics to assess the portfolios. The subcommittees ultimately developed a Master Educator Premium Plan that would work for both instructional and pupil service staff, in which evidence of mastery can be demonstrated through the submittal of a portfolio. The committees are recommending the original standards remain the same, with some slight changes to the characteristics to be universally applicable to each type of professional. Characteristics that are repetitive would also be compressed to ensure that points available for direct contact with students were weighted more heavily than points available for leadership outside of the classroom. Both groups were confident that the changes to the standards would be non-substantive when compared to the original plan approved by the Board in May 2016. Portfolios submitted for the Master Educator Premium will be a collection of artifacts and evidence of exemplary practice illustrating each of the 22 characteristic that fall within the five Master Educator Standards:

- Leadership
- Professional Collaboration and Partnerships
- Students and Learning Environment
- Content, Instruction and Assessment
- Professional Growth

Instructional and pupil service staff will begin submitting their portfolios to the state for review prior to the close of FY19. The reviews will be conducted by Idaho educators (peers). Individual Idaho educators will apply to be reviewers of the portfolios. Individuals that are selected to be reviewers will receive training on grading the portfolios. Individual portfolios will be reviewed by no less than two reviewers. The committee will design a process for resolving discrepancies in scoring, such as a third reader or scoring consultation.

It is intended that the portfolios created by staff designated as Master Educators will be available for review as examples of outstanding teaching/service for other

professionals to use to enhance their own practices.

IMPACT

Approval of the revised standards and scoring rubrics round out the state plan to include pupil service providers, and will provide guidance to districts on what is considered an acceptable level of rigor if they choose to develop their own plan (which must be submitted to the Board for approval). Teachers and pupil service staff will also have specific guidelines to collect evidence in the 2017- 2018 school year if they are interested in submitting a portfolio prior to the July 1, 2019 effective date of the Master Teacher Premium.

The standards and rubrics are modeled on materials developed by Ohio that are used to assess and designate Master Teachers. Based upon the information gathered from data analysts in the Ohio Department of Education, not more than 4% of Ohio's teachers submit portfolios, with less than 2% qualifying for the designation.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the revised Master Educator Premium Standards and Characteristics, and associated rubrics and submission template.

BOARD ACTION

I move to approve the Master Teacher Premium Plan as outlined in Attachment 2, including the standards and characteristics specified in Attachment 5.

Moved by_____Seconded by_____Carried Yes ____ No ____

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SUBJECT

Proposed Rule IDAPA 08.02.03.115, Rules Governing Thoroughness, Data Collection

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-133 and 33-1626, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness, subsection 115 Data Collection

BACKGROUND/DISCUSSION

Pursuant to Section 33-133, Idaho Code, the state "data system" is made up of the state's elementary, secondary and postsecondary longitudinal data system, additionally any new "personally identifiable student data" added to the data system must be approved by the Governor and the legislature. New data points may be added on a provisional basis, however, to remain in the system as an ongoing data element the data element must be approved. Approval is accomplished through the administrative rule making process. Section 33-133, Idaho Code requires…" (2) the Idaho State Board of Education must submit any new provisional student data collection to the governor and the legislature for their approval within one (1) year in order to make the new student data a permanent requirement through the administrative rule process…"

Currently the state longitudinal data system for elementary and secondary data does not include grade point average (GPA). GPA is used at the state level for determining acceptance at public postsecondary higher education institutions as part of the Board's Direct Admissions Initiative and in determining eligibility and ranking of students who apply for the Idaho Opportunity Scholarship. Currently, a predicted GPA is calculated for students participating the in the Direct Admissions Initiative and school district counselors must verify the GPA for secondary students who apply for the Idaho Opportunity Scholarship. Allowing this data point to be collected on an ongoing basis will allow for a more consistent application of the Direct Admission requirements and streamline and speed up the process for verifying and awarding Idaho Opportunity Scholarships. For the 2017-2018 school year, 5,238 new applicants applied for the Idaho Opportunity Scholarship. Six-hundred and ninety-one (691) of the applicants were ineligible due to GPA.

IMPACT

Approval of the proposed rule will allow the rule to move forward to the public comment period. Should the pending rule be approved by the Board and accepted by the legislature it will add grade point average as an ongoing data element in the state longitudinal data system.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Once approved by the Board, the proposed rule will be 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 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.

Pursuant to Section 67-5220, Idaho Code, prior to initiating formal rulemaking procedures, an agency must determine if conducting negotiated rulemaking is a feasible undertaking. If the agency determines it is not feasible, it may proceed to formal rulemaking and explain in the notice of proposed rulemaking why it was not feasible to conduct negotiated rulemaking. When determining the feasibility of negotiated rulemaking, certain issues must be considered. These may include the following:

- Does the rule meet the requirements for a temporary rule and is urgent in nature;
- Is the rule simple in nature with limited variability?
- Are those who will be affected by the rule changes easily identifiable?
- Are those affected likely to reach a consensus on the proposed changes?
- Is the remaking being done to comply with a state or federal mandate or court order and cannot be negotiated?

Do to the simple nature of this rule and GPA already being a commonly defined term it was determined that negotiated rulemaking was not feasible and negotiated rulemaking was not conducted. Interested parties will have the ability to comment on whether or not the data element should be added during the 21-day comment period. The comments received will be shared with the Board at the time the Board considers the pending rule.

Staff recommends approval.

BOARD ACTION

I move to approve changes to the proposed rule IDAPA 08.02.03.115, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Proposed Rule Docket 08-0401-1701, Rules of the Idaho Digital Learning Academy

REFERENCE

November 1, 2006	Board approved Pending Rule – Docket No. 08-0401-0601, Idaho Digital Learning Academy
April 20-12, 2006	Board approved proposed rule amendment to IDAPA 08.04.01. Rules of the Idaho Digital Learning Academy

APPLICABLE STATUTE, RULE, OR POLICY

Chapter 55, Title 33, Idaho Code

BACKGROUND/DISCUSSION

The 2002 Idaho Legislature created the Idaho Digital Learning Academy (IDLA) as an online, school-choice learning environment (Title 33, Chapter 55, Idaho Code). IDLA is a state virtual school providing Idaho students with greater access to a diverse assortment of courses and receives an annual appropriation from the Idaho legislature. This virtual school serving grades 7 thru 12 was created to address the educational needs of all Idaho students, including traditional, home schooled, at-risk, and gifted learners. Pursuant to Section 33-5504, Idaho Code, the Board of Education promulgated rules for IDLA in 2006 (effective March 2007). While IDLA's involvement with school districts, charters schools, public school students and the State Board of Education have expanded and evolved over the years, the provision outlined in IDAPA 08.04.01 have not and have become out of date.

The proposed rule amendments will update the IDLA's physical address and additional technical corrections bring the accreditation requirement language in alignment with terminology used elsewhere in Idaho Code Statute and Administrative Code and update provisions related to student work and ethical conduct.

IMPACT

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

ATTACHMENTS

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. 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, 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 being 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 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.

The notice of intent to promulgate this rule was published in the June 7, 2017 (Vol.17-6) Administrative Bulletin. One request was received to negotiate the rule outside of IDLA staff. Consensus was reach on the proposed amendments with all interested parties.

Staff recommends approval.

BOARD ACTION

I move to approve changes to Proposed Rule Docket 08-0401-1701, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO

SUBJECT

Proposed Rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification

REFERENCE

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
August 11, 2016	Board approved proposed rule changes to IDAPA 08.05.01 incorporating amended seed certification standards (Rapeseed/Canola/ Mustard Certification Standards).
November 28, 2016	Board approved pending rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification (Rapeseed/Canola/ Mustard Certification Standards)

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 required by the Seed and Plant Certification Act of 1959 (Idaho Code, Chapter 15, Title 22). The Board incorporated 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 committees consisting of ICIA Board established process of working with various seed crop, seed grower 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.

Through the ICIA's annual review process, the ICIA identified the need for an amendment to the Grain Certification Standards. The proposed rule would amend the Idaho Grain Certification Standards "Land Requirements" to allow irrigated fields producing certified class seeds to be used if they have not produced small grain for the previous crop year unless the small grain was of an equal or higher class of the same variety being planted. The current standards restricts the land use to field that have not produced visually indistinguishable grain for the two prior crop years unless the grain is of an equal or higher class of the same variety or unless a seedling inspection is conducted.

IMPACT

Approval of the amendment as a proposed rule will allow the rule to move forward through the rulemaking process, allowing the rule to go for public comment.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

The notice of intent to promulgate this rule was published in the July 5, 2017 (Vol.17-7) Administrative Bulletin. No requests were received to negotiate this rule beyond ICIA's initial process.

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 Docket 08-0501-1701, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Proposed Rule Docket 47-0101-1701 – Division of Vocational Rehabilitation

REFERENCE

June 2017	Board approved pending rule to clarify language regarding the Division of Vocation Rehabilitations supported employment, pre-employment transition and transition services for students and youth, and services for individuals employed or seeking employment at subminimum wage as well as technical changes. Board approved the Division of Vocational Rehabilitations Field Service Manual.
August 2017	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 (Division) Field Service Manual contains internal processes to the Division as well as eligibility and program requirements for the people and agencies the Division 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. Starting in 2015, the Division 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 Services Manual from Administrative Code altogether. The proposed amendments to the Field Services Policy Manual and administrative rule, IDAPA 47.01.01 provided for consideration this year is the continuation of this multi-year process.

Additional amendments are being made to update requirements and references imposed by the Workforce Innovation and Opportunity Act (WIOA). Three policies: supporting employment, pre-employment transition and transition services for students and youth, and services for individuals employed or seeking employment at subminimum wage were substantially modified/created to meet federal compliance and best practices.

IMPACT

The proposed changes incorporate the updated Field Services Policy Manual into rule and bring the rule compliant with federal guidelines per WIOA.

ATTACHMENTS

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.

The notice of intent to promulgate this rule was published in the May 3, 2017 (Vol.17-5) Administrative Bulletin. No formal requests were received to negotiate the rule. The Division shared proposed changes at various stakeholder meetings around the state and invited stakeholders to provide feedback regarding proposed or needed changes. Feedback received was incorporated into the proposed amendments to the Field Services Policy Manual.

Staff recommends approval.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve Proposed Rule Docket 47-0101-1701 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Proposed Rule – Docket 55-0103-1701 – Rules of Career Technical Schools

REFERENCE

2000 Board approved rules creating IDAPA 55.01.03 – Rules of Career Technical Schools

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, 55.01.03
Section 33-1002G, Idaho Code

BACKGROUND/DISCUSSION

Since the original approval by the Board of Education of rules governing career technical schools in 2000, and the adoption of the rules by the 2001 Legislature, this section has become outdated. Proposed amendments will update the rule language with current terminology, remove outdated language that no longer conforms to Idaho Code, streamline requirements for more efficient administration and make technical changes, like alphabetizing the definition section.

Funding for career technical schools was intended to be based on the existing data reporting structure that has school districts reporting required data to the Department of Education (Department), the data is then sent by the Department to the Division of Career Technical Education. This data transfer process has never functioned as intended, requiring school districts to self-report their career technical school related data directly to the Division of Career Technical Education (Division). The district self-reporting process has led to processing errors, reporting discrepancies, and an increased burden on district administrators and Division staff. The Division started the negotiated rulemaking process in April 2017. As part of the negotiated process the Division worked with career technical school administrators to clarify the types of courses that qualify for funding, outline the enrollment requirements that a career technical school must meet in terms of enrolling students from more than one high school, and define the qualifications of a career technical school administrator.

The proposed changes will also clarify the process for calculating and distributing funds to career technical schools. The long-term goal of the Division is to transition funding for career technical schools to an enrollment based approach. The Division has proposed legislation that the Board will be considering under another agenda item that, if enacted by the Legislature, will allow them to move in that direction. Enrollment-based funding will more closely align with how the infrastructure and costs for career technical school programs are calculated and will reduce the reporting burden for administrators. In the interim, these changes

are a more accurate representation of the existing process and ensure consistency statewide.

IMPACT

The policy will have a positive impact on program delivery. Career technical schools will have a clear understanding of program expectations from year to year and which courses are eligible to receive funding. There will be no additional immediate fiscal impact, as these changes simply clarify the distribution of funds within any given appropriation.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket 55-0103-1701 Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1002G, Idaho Code, Career Technical Schools are funded through added cost units. This section of code specifically requires:

"… In order for a school to qualify for funding as a career technical school, it must make application to the division of career technical education on or before the first Friday in July for the following fiscal year. All school programs must have a career technical component and meet at least four (4) of the five (5) following criteria:

(1) The school serves students from two (2) or more high school attendance zones with a minimum of fifteen percent (15%) of the total student body residing in attendance zones apart from the attendance zone of the majority of students.
(2) The school offers a majority of its class offerings as dual credit opportunities in conjunction with an accredited institution of higher education.
(3) All school programs involve at least one (1) supervised field experience.
(4) The school is administered and funded as a distinct school separate from schools that qualify for computation as regular secondary support units.
(5) The school is to be located at a separate site from regular high school facilities.
(6) Hardship exemptions for the separate site requirement may be granted by the state board of education.
(7) For funding purposes, students in attendance at a qualifying career technical school will be reported in full or half days. The state board of education will develop rules that will determine funding in instances where students attend a career technical school on a regular basis, but in increments of time that total less than 2.5 hours per day.

The hierarchy of state policy when there is a conflict between Administrative Code (rule) and Idaho Statute, the statute governs. In rule-writing it is considered a best practice to not duplicate requirements in statute unless doing so provides additional clarification and ease of understanding of the administrative requirements in rule. The Division is proposing amendment to Section 33-1002G, Idaho Code, under a separate agenda item. Should the proposed rule be

approved by the Board and enacted by the Legislature, the Division will bring back a temporary rule to the Board for consideration to bring the rule into compliance with the new funding methodology.

The proposed amendments to IDAPA 55.01.03. subsection 104, would allow for the Division to make partial payments to a school that does not meet all of the eligibility requirements to qualify as a career technical school. Section 33-1002G, Idaho Code, does not authorize the Division to make partial payments is a school does not meet the minimum eligibility requirements specified in Idaho Statute. Board staff will work Division staff to explore available options in this area. Any identified changes will be brought back to the Board for consideration, if approved, as a pending 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.

Staff recommends approval.

BOARD ACTION

I move to approve Proposed Rule Docket 55-0103-1701 as submitted in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Proposed Rule Docket 55-0104-1701, Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants

REFERENCE

August 2014	Board approved the proposed amendments to IDAPA 55.01.14., the program quality standards, and the first reading of amendments to Board Policy IV.E. incorporating the standards into Board Policy.
October 2014	Board approved second reading of amendments to Board Policy IV.E. incorporating the Agriculture Education Program standards.
November 2014	Board approved pending rule Docket 55-0114-1501.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.E.2.
Section 33-1629, Idaho Code

BACKGROUND/DISCUSSION

These proposed amendments to IDAPA 55.01.14 reflect two years of the Idaho Quality Program Standards (IQPS) Incentive Grant and Agricultural Education Program Start-Up Grant implementation. Following the second round of grant awards, Agriculture and Natural Resource teachers requested a review of the existing language. This review was intended to ensure the structure and award of the grants continued to align with legislative intent and were serving the intended purpose of improving the quality of programs.

The Division entered into negotiated rulemaking in April 2017, as well as conducted a series of focus groups with teachers to identify the strengths and weaknesses of the current process. Teachers identified changes in two main areas: the first creates a “carry forward” function within the grant that would allow qualified teachers priority consideration for a subsequent grant cycle, in the event that a qualified teacher does not receive funds in the year they are eligible. In years that the number of qualified teachers exceeds available funds, those teachers would be placed at the top of the consideration list the following year. The second change expands the window of time that a new program is eligible for the start-up grant from one year to three years of program approval.

The Division has also changed the funding structure of the grants. Rather than funding the grants using a reimbursement process, districts will now receive their entire grant award around October of each year and then file an annual report with the Division documenting the appropriate use of funds.

IMPACT

The policy will have a positive impact on expanding the number of teachers who will receive the award. Under the existing structure, a teacher who receives the award in one year can continue to receive the award indefinitely, making it difficult for new teachers to participate in the grant. Under the new structure, teachers will have an additional incentive to continue to apply for the grant, as they are guaranteed to eventually receive funding, assuming they continue to meet the eligibility requirements. The changes also have a positive impact for new programs, as districts can request start-up funds beyond the initial year of approval. This additional flexibility is particularly beneficial for those districts where a program is approved but not started within the first year.

There will be no additional immediate fiscal impact, as these changes simply clarify the distribution of funds within the existing grant structure. Long term fiscal impact will be determined if the number of teachers who qualify for the grant increases and if the Legislature appropriates additional funds for either grant program.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Legislature enacted Section 33-1629, Idaho Code, Agricultural and Natural Resource Education Programs during the 2014 session. The statute establishes an Agricultural and Natural Resource Education Program that provides incentive grants for high quality programs that meet the standards approved by the Board and provides start-up grants for school district to start high quality programs. In addition to the two grant programs the statute establishes a Quality Program Incentive Fund that public and private funds may be deposited into for use toward the grant programs. The Division is proposing legislation that would create a similar program for career technical education programs other than agricultural and natural resource education programs. This proposal is included in the 2018 legislation under a separate agenda item.

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.

The notice of intent to promulgate this rule was published in the April 5, 2017 (Vol.17-4) Administrative Bulletin.

BOARD ACTION

I move to approve Proposed Rule Docket 55-1014-1701 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Chief Executive Officer Contracts

APPLICABLE STATUTE, RULE, OR POLICY

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

REFERENCE

May 2017	Idaho State Board of Education (Board) conducted performance evaluations for the institutions' chief executive officers, including the presidents of Boise State University and the University of Idaho.
June 2017	Board approved salaries for the institutions' chief executive officers, including the presidents of Boise State University and the University of Idaho.

BACKGROUND/DISCUSSION

The Board approved salaries for chief executive officers and agency directors under the direct governance of the Board at the June 2017 Board meeting. The proposed contracts incorporate the approved salaries into the applicable chief executive officer employment agreements. The contracts also extend the terms of the affected presidents' employment agreements for one additional year.

IMPACT

Approval of the proposed employment agreements will implement the Board's recent decisions on salaries and duration into amended employment agreements for the affected chief executive officers.

STAFF COMMENTS AND RECOMMENDATIONS

The provisions of the proposed amended employment agreements conform to the specifications of Board Policy I.E. "Executive Officers" as updated in October 2016.

Staff recommends approval.

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 _____

SUBJECT

Chief Executive Officer Salaries

REFERENCE

May 2017	The Idaho State Board of Education (Board) completed performance evaluations and approved salaries for its Chief Executive Officers
June 2017	The Board approved Chief Executive Officer salaries for the majority of institution presidents and agency heads under the governance of the Board

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.c.

BACKGROUND/DISCUSSION

The Board's Executive Director has completed the annual performance evaluation for the General Manager of Idaho Public Television (IPTV). The FY2018 salary recommendation for this position is based on the incumbent's annual evaluation rating and the Change in Employee Compensation (CEC) matrix within the IPTV FY2018 compensation plan that was approved by the Division of Financial Management. Note: Agency heads' salaries are entered into the state payroll system based on the hourly rate.

IMPACT

Approval of proposed salary for the IPTV General Manager will allow staff to enter the FY2018 salary information for this position into the state payroll system.

STAFF COMMENTS AND RECOMMENDATIONS

The proposed salary would be retroactive to the start of the fiscal year. Governor's approval had not yet been rendered as of agenda production.

BOARD ACTION

I move to approve an hourly rate of $_____ (annual salary of $_____) for Ron Pisaneschi as General Manager of Idaho Public Television, effective June 18, 2017.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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BOISE STATE UNIVERSITY

SUBJECT

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

REFERENCE

February 2011	The Idaho State Board of Education (Board) approved a two-year employment agreement with Head Women's Basketball Coach Gordon Presnell.
December 2014	The Board approved a five-year employment agreement with Coach Presnell.
August 2016	The Board approved a new three-year employment agreement with Coach Presnell.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In August 2016, the Board approved a two (2) year and seven (7) month employment contract extension with Gordon Presnell as the Head Women's Basketball Coach terminating March 31, 2019. Boise State University (BSU) requests approval to enter into a new multi-year contract with Coach Presnell as Head Women's Basketball Coach.

After a great season of winning the Mountain West Conference Championship, playing in the first round of the NCAA tournament (which is the second time in three years and a record setting season for wins of 25-8 overall), Coach Presnell's contract has been renegotiated. The contract includes an automatic extension clause extending one year after each season the team reaches 18 wins. It also changes Coach Presnell's bonus structure and adds an incentive for scheduling away games for which a game guarantee is paid. The proposed contract additionally captures some updates made to the Board template, captures changes regarding outside income, and builds in an annual salary increase.

IMPACT

The new contract will be for four (4) years and seven (7) months - August 13, 2017 – March 31, 2022. The base salary is $230,000 for the first year, $240,000 for the second year, $250,000 for the third and subsequent extension years, with incentives as follows:

Academic Achievement

Academic incentive pay may be earned if annual team APR ranks nationally

within women's basketball above the 50th percentile as follows:

National Rank within Sport:	
50th - 59.9%	$ 5,000
60th - 69.9%	$ 7,500
70th - 79.9%	$10,000
80th % or above	$12,500

Athletic Achievement

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/game
WNIT Appearance	$3,000/game
18 Wins	$6,000

In addition, the coach may operate additional summer camps at Boise State pursuant to the proposed agreement.

In the event Gordon Presnell 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.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Board approval for the proposed head coach employment agreement is required because the maximum potential annual compensation (base salary plus possible bonus and incentive payments) exceeds $200,000 and the term of the proposed

contract exceeds three years. Maximum total compensation for the first year of the contract is projected at $308,500.00 with increases of $10,000 per each subsequent year of the agreement as a result of automatic base salary increases of that amount. Incentive payment amounts for academic and athletic achievement have not changed from the previous contract. The request package complies with the requirements specified in Board Policy II.H., the multi-year model contract for coaches, and the coach contract checklist.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into a four year, seven month employment agreement with Gordon Presnell, Head Women's Basketball Coach, commencing on August 13, 2017 and terminating on March 31, 2022, at an initial base salary of $230,000 with raises and supplemental compensation provisions, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

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AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY 2019 Line Item Budget Requests

REFERENCE

April 2017	Board approved guidance to the 4-year institutions regarding submission of line item requests
June 2017	Board directed the Business Affairs and Human Resources Committee to review the line items and to bring recommendations back to the Board for its consideration at the regular August Board meeting

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 2017 meeting, the State Board of Education (Board) directed the college and universities to limit Fiscal Year 2019 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 FY2018 total General Fund appropriation. Any requests for occupancy costs will not count towards the two line item limit or the 5% cap.

At its June 2017 meeting, the Board directed the Business Affairs and Human Resources (BAHR) Committee to review the FY2019 line items and to bring recommendations back to the Board for its consideration at the regular August Board meeting

Subsequently, BAHR met with staff and representatives from Division of Financial Management and Legislative Services Office. The result of the meeting produced general comments regarding all line items and specific questions on individual line items, which were provided to each college and university in one-on-one conference calls with staff. General comments included the following:

- While most requests were specific in what resources (dollars, people, equipment) were being requested, there were many cases in which the output or result or return on the requested investment was missing or vague. BAHR members hoped that there would be mention of any impact on output and the 60% goal, in cases where that would be applicable. In other words: "what is being produced."

- In some cases, the relative priorities of individual elements within a line item were not clear.
- In some cases, where a request was a continuation of a previous year's appropriation, it wasn't clear how the new request related to the previous year's initiative.
- Many of the requests made no mention of any internal assets that were also being committed to the need area, through Program Prioritization, reallocation, or other possible ways in which the requested new dollars were being leveraged.

The colleges and universities were asked to make revisions to their lines as they considered necessary based on the general and specific comments and suggestions. As of agenda production, those revisions were not available so no revisions are contained in this agenda item. Electronic and hard copies of the revised line items will be available to the Board prior to the August Board meeting.

Career Technical Education (CTE) has one line item for a Financial Officer position that will become part of the new College of Eastern Idaho (CEI). Staff met with representatives of CEI and CTE to discuss line item budget requests. As of agenda preparation, CTE is working to determine the costs that would be included in a line item for that community college. It is hoped by the August Board meeting the CEI line item and a corresponding and offsetting CTE line item reducation will be submitted for the Board's review and approval.

The line items represent the unique needs of the institutions and agencies and statewide needs. Following review, the Board may prioritize the line items for the institutions. The line items are summarized separately, one summary for the college and universities and one for the community colleges and agencies. The detail information for each line item request is included on the page referenced on the summary report.

Included in the Systemwide Needs line items is a placeholder for Outcomes Based Funding. The Higher Education Task Force Funding Formula subcommittee is in the process of framing a funding formula that will include a budget request for FY 2019. It is unknown at this time whether such a request will supersede line items or be a supplement to the line items, so staff is presenting the line items for Board approval if determined necessary going forward.

Following Board approval in August, the budget requests will be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by September 1, 2017.

IMPACT

The approved Line Items will be included with the FY 2019 budget requests and submitted to DFM and LSO for consideration by the Governor for his FY 2019

Budget recommendations and by the Joint-Finance Appropriations Committee for funding.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

There were no material changes to the line items between the June and August meeting materials. Staff will provide electronic and hard copies of the revised agendas before the August Board meeting.

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, 2017.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

FY 2019 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). The institutions must provide their detailed requests 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 in October. 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 FY2018, approximately $71.4M in PBF funding was available (approximately $55.3M for capital projects, $13.9M for A&R projects, and $2.2M for ADA, asbestos, and Capitol Mall parking projects) to address over $190M 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 7. Projects shown have been prioritized by each institution. A number of these projects were also included in the FY 2018 institution request lists previously approved by the Board. The project descriptions provided below were prepared by the institutions.

Review of FY2018 PBF appropriations:
In FY2018, Boise State University (BSU) was funded $10,000,000 for its Center for Materials Science, Idaho State University (ISU) was funded $10,000,000 for its Gale Life Science remodel, the University of Idaho (UI) was funded $2,400,000 for its WWAMI Building remodel and $10,000,000 for its Center for Agriculture Food and Environment, and Lewis-Clark State College (LCSC) was funded $10,000,000 for its Career Technical Education Building.

FY2019 Capital Project Requests:
BSU's first priority is for a new academic building for the School of Public Service. The new facility will be located along Capitol Boulevard and University Drive at the primary western entrance to Boise State's campus. The proposed site is adjacent to the Micron Business and Economics Building, emphasizing the equal importance of public and private sector fields of learning. An estimated four to five-story building will include at least 80,000-100,000 square feet.

BSU's second priority is for dedicated space for the College of Innovation and Design (CID). CID is currently located on the 1st and 2nd floors of Albertsons Library in a combined area of roughly 10,000 square feet. Due to program success and increasing enrollment, CID will quickly outgrow this facility and require a dedicated space of its own. The requested funds will support the construction of an addition, renovation or a new facility to provide CID a space that consolidates all of its existing programs, as well as adequate space for future growth.

BSU's third priority is for a Science Laboratory Building. The proposed new Laboratory Building is identified on the 2015 Campus Master Plan and is intended to help meet the demand for teaching and research labs. With 16,000 – 22,000 net assignable square feet, approximately 10-12 teaching and/or research labs could be provided in the facility. Labs would likely be focused on chemistry or biology. However, the labs could be used to accommodate other STEM programs, such as Engineering Health Sciences and Physics. This building would likely provide space to accommodate departmental growth for the next 5-8 years.

ISU's first priority is for a Health and Wellness Center. This project will construct a new 94,000 square feet building that will provide space for the integration of medical and ancillary health clinic services at ISU. It allows the University to provide "one stop" shopping for patients by co-locating the Family Medicine Residency Clinic with University Health, Bengal Pharmacy, Psychiatry Residency Clinic, Speech and Hearing, Physical and Occupational Therapy, Radiology, Counseling, and Nutrition and Dietetics. The project will also provide additional space for expansion or clinic space for other potential community partners that will share in the cost of the project.

ISU's second priority is to relocate the College of Technology programs to the William M. and Karin A. Eames Advanced Technical Education and Innovation Complex. To accomplish this project approximately 113,000 square feet of the building will require renovation.

ISU's third priority is to remodel the basement of Frazier Hall. Dressing and green room areas located beneath the stage in the Frazier Hall basement need complete restoration. It is intended to allow for men's and women's separate areas, upgrade of makeup rooms, ADA restrooms, laundry rooms, and hallways.

ISU's fourth priority is for the completion of the Master Plan for ISU-Meridian. This includes the expansion of clinics and the expansion of Dental Hygiene, Physical Therapy and Occupational Therapy programs.

UI's first priority is for Library renovations including an addition of 14,900 square feet of improvements to the third floor of the Library to house an improved Special Collections and Archive Facility as described in the 2009 Library Master Plan. UI's second priority is for a Research and Classroom facility which is envisioned to house offices, and office suites, computational research space, classrooms and other support spaces in an approximately 40,000 square foot facility located at the intersection of the 7th Street and Line Street pedestrian malls on the Moscow campus.

LCSC's first priority is for a Career Technical Education Center. This is a joint effort with the Lewiston School District as they initiate construction of a new high school and Career Technical Education Center that will be adjacent to property owned by LCSC and the City of Lewiston on Warner Avenue in the Lewiston Orchards. The project will be owned and operated separately from the high school but will collaborate with the high school in providing technical education for high school students, as well as the post secondary population within the region.

The community colleges' six-year capital construction plans are listed for information only.

The College of Southern Idaho's request is for $829,000 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) first priority is for a Nampa Campus Health Science Building consisting of four floors. This project will complete the first three (3) floors and 85,000 square feet providing space for use within the Health and Science related curriculum. The fourth floor will have shell and core complete for future growth. CWI's second priority is for the design and site development for their Boise campus building located at Main and Whitewater Blvd. All other costs for this $60M project will be funded from CWI funds. New owned facilities 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.

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 PBFAC meeting, prior to agency presentations of their FY2019 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 (FY2019). 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

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 FY2019 budget cycle. The FY2019 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' FY2019 capital project requests and their six-year capital project plans.

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 FY2019 budget cycle.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the Six-Year Capital Improvement Plans for FY2019 through FY2024 for Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as provided, in attachments 2-6.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

State Board of Education

FY19 Major Capital Request Summary
($ in thousands)

	Board Priority	Institution/Agency & Project	Detail Page	Total Project Cost: Perm. Building Fund	Total Project Cost: Total Funds	FY 2019 Request
1		**Boise State University**				
2	1	New Academic Building	13	10,000.0	30,000.0	10,000.0
3	2	College of Innovation and Design	17	10,000.0	15,000.0	10,000.0
4	3	Science Laboratory Building	21	10,000.0	15,000.0	10,000.0
5		**Idaho State University**				
6	1	ISU Health and Wellness Center	25	32,085.0	44,924.0	32,085.0
7	2	Relocate COT programs to the Eames building (Phase 2)	28	6,510.0	6,510.0	6,510.0
8	3	Remodel Frazier Hall basement	30	1,299.7	1,299.7	1,299.7
9	4	Meridian expansion	32	2,300.0	2,300.0	2,300.0
10		**University of Idaho**				
11	1	Library Renovations and Student Success Improvements	37	5,640.0	5,640.0	2,400.0
12	2	Research and Classroom Facility	43	8,000.0	24,000.0	4,000.0
13		**Lewis-Clark State College**				
14	1	Career-Tehnical Education Center	49	10,000.0	20,000.0	10,000.0
15		**College of Southern Idaho**				
16	1	Canyon Building Remodel and Modernization	51	829.0	829.0	829.0
17		**College of Western Idaho**				
18	1	Nampa Campus Health Science Building	53	2,500.0	46,000.0	2,500.0
19	1	Boise Campus Building & Site Development	54	750.0	60,000.0	750.0
20						
21		**Total**		$ 99,913.7	$ 271,502.7	$ 92,673.7

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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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 2016 Board received annual 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. The highest possible score for a team is 1000 (as calculated by the process described in the paragraph below). The NCAA calculates the APR rate as a four-year rolling average. Currently, the benchmark minimum score for each sport is 930, which the NCAA equates with a 50% graduation rate. 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.

Calculation of the APR. A team's APR cohort for a given year is composed of student-athletes who receive financial aid based on athletic ability; if a team does not offer athletic aid, then the cohort consists of those student-athletes who are listed on the varsity roster on the first day of competition. Each student-athlete in the APR cohort has the ability to earn two points for each regular academic term of full-time enrollment. One point is awarded if the student-athlete is academically eligible to compete in the following regular academic term. The other point is awarded if the student-athlete is retained by the institution (i.e., returns to school as a full-time student) in the next regular academic term. Student-athletes who graduate are given both the eligibility and retention points for the term. Squads can also earn a delayed graduation point if a student-athlete who left the institution without graduating returns to the institution and graduates. At the start of each academic year, each Division I team's APR is calculated by adding all points earned by student-athletes in the team's cohorts in each of the previous four years, dividing that total by the number of possible points the student-athletes could have earned and multiplying by 1,000. Thus, an APR of 950 means that the student-

athletes in the cohort earned 95 percent of the eligibility and retention points that they could have earned.

Eligibility and Retention Rates. A squad's eligibility rate is calculated by taking all of the eligibility points earned during the previous four years, dividing that total by the number of eligibility points that could have been earned during that time and multiplying by 1,000. A squad's retention rate is calculated similarly using retention points earned and retention points possible.

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 with the two exceptions: Football and Men's Cross Country at University of Idaho. Both of these teams were granted exceptions by the NCAA which provided relief to the post-season ban and associated penalties.

ATTACHMENTS

Institution narrative and NCAA 2015 – 2016 Academic Progress Rates

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 exemptions 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 senior university leadership in support of the Board's academic goals.

This year staff has asked each institution to provide two formats for the APR reports. Both reports show the single and multiyear APR scores. The first report shows the percentile rank within the sport, all sports, Division I, public institutions, Football Bowl Subdivision, Football Championship Subdivision, and finally Division

football). The second report includes the Multi-year Rate Upper Confidence Boundary and the multiyear and single year APR scores for Eligibility/Graduation and for Retention.

Multiyear Rate Upper Confidence Boundary. A squad-size adjustment is a statistical margin of error, or confidence interval, applied by the NCAA when limited data are available to estimate a team's APR with appropriate confidence. The adjustment helps ensure that small squads are not penalized unfairly based on a small set of observations. Confidence intervals, commonly used in statistics, roughly represent a range of scores within which the true APR likely resides. The upper confidence boundary of a team's APR has to be below 925 for that team to be subject to APR penalties. The squad-size adjustment currently only applies to squads with three or fewer years of data or four-year cohorts of fewer than 30 student-athletes.

BOARD ACTION

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

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SUBJECT

Update on Cybercore Integration Center (CIC) and Collaborative Computing Center (C3) facilities project

REFERENCE

May 2016	Idaho State Board of Education (Board) received status update on progress of CIC/C3 project.
August 2016	Board approved exploration of cooperative project for the CIC/C3 facilities with Idaho National Laboratory (INL), contingent upon Board's final approval of the project at a future date.
September 2016	Board approved submission of a draft concurrent resolution on the CIC/C3 facilities project to the 2017 session of the Idaho Legislature.
February 2017	Board authorized Executive Director to make purchase offer for acquisition of Idaho State University Foundation-owned parcel for siting of the CIC facility.
March 2017	Legislature approved Senate Concurrent Resolution 105, authorizing Board to enter into arrangements with Idaho State Building Authority (ISBA) for financing and construction management of the C3 and CIC facilities.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Staff will present a brief update on the status of activities related to planning and construction of the new CIC and C3 facilities, including the following areas:

- Update on proposed facility sites, surveys
- Construction Manager at Risk (Request for Quotation results and vendor selection)
- Document updates (lease, sub-lease, purchase agreement, etc.)
- Educational collaboration discussions
- Financing (bond) process
- Project schedule
- Anticipated future Board actions (including legislative follow-up)

Key issues remaining for resolution in the negotiation and drafting of the subleases between Battelle Energy Alliance (as sublessee) and the Board (as sublessor) include:

- inclusion of the legislative requirement that throughout the term of the sublease there be a collaboration between INL and Idaho's public higher

education institutions for research and educational opportunities in order to ensure that the facilities will be of public use and will provide a public benefit;
- clarification that the Board is not responsible for the design or construction of the two buildings; and
- clarification regarding responsibility of payment for any extraordinary conditions and repairs beyond the scope of routine maintenance.

Board approval will be required for the following key legal documents related to the project:
- the purchase agreement for the parcel owned by the Idaho State University Foundation by the Board;
- the ground lease of the two parcels by the Board as lessor to the Idaho State Building Authority (ISBA) as lessee;
- the development agreement between the ISBA and the Board regarding the construction of the two buildings by the ISBA;
- the Facility Lease of the two buildings by the ISBA as lessor to the Board as lessee; and
- and the subleases of the two buildings by the Board as sublessor to Battelle as sublessee.

As specified in Senate Concurrent Resolution 105, the Board and ISBA must report final lease terms and financial details to the Joint Finance-Appropriations Committee, the Senate Education Committee and the House of Representatives Education Committee. The feasibility of the project is also subject to ISBA being able to obtain financing through the bond market, at interest rates that are compatible with the projected lease rates for the facilities.

IMPACT

In accordance with the intent of the Legislature, the proposed project must provide opportunities for collaboration in research-related and other educational activities among the Idaho National Laboratory (INL), the research universities, and other components of Idaho's public education system. In addition to collaborative efforts which will take place on site at the two new facilities, the capabilities made possible by the C3 and CIC facilities should also support educational programs carried out at the research universities at higher education locations throughout the state.

STAFF COMMENTS AND RECOMMENDATIONS

Staff will provide a status update on activities and negotiations, current through the day of the Board meeting, and will be ready to answer questions from Board members.

BOARD ACTION

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

BOISE STATE UNIVERSITY

SUBJECT

Construction of Micron Center for Materials Research

REFERENCE

August 2015	Idaho State Board of Education (Board) approved Six-Year Capital Improvement Plan
October 2015	Board approved planning and design of Center for Materials Science Research
February 2016	Board approved name Micron Center for Materials Research

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1.

BACKGROUND/DISCUSSION

Boise State University (BSU) seeks Board approval for the construction of the Micron Center for Materials Research.

In October of 2015, after receiving a $25 million gift from Micron, BSU received Board approval for planning and design of a new Center for Materials Research to support the growth and prominence of the Materials Science and Engineering (MSE) program. This program is the leading program in the northwest and the PhD program has the largest enrollment of any doctoral level engineering program in Idaho. The Division of Public Works (DPW) was authorized to secure design services and the architectural design team of Hummel Architects/Anderson Mason Dale (AMD) was selected and is in the process of completing design development documents. Hoffman Construction was selected as the construction manager at risk and has been providing input related to constructability, cost and timeline.

The new state-of-the-art building will be located on University Drive on the block directly west of the Engineering Building/Micron Engineering building. The location and design of the building have been thoughtfully considered to showcase the engineering and research mission of the building and to allow for easy access to the new academic space.

The building will provide approximately 97,000 gross square feet including world class research laboratory and computational spaces that will ultimately accommodate MSE faculty/principal investigators in all of the following areas: DNA/bio nano, thin films, applied electrochemistry, computational, and materials chemistry research. In addition to the laboratory spaces, the building will house

teaching laboratories, departmental and faculty offices, graduate student and post-doctoral spaces, informal learning areas, and associated support spaces.

The building also includes a large tiered lecture hall and two 80 seat classrooms, which have been designed to facilitate active learning teaching methodologies. These new classrooms will be general assignment classrooms and will help offset BSU's need for additional medium/large classrooms on the southeastern portion of campus. A program summary has been included as Attachment 1.

This project is anticipated to go out to bid in December 2017. Construction will be completed in early spring 2020 with occupancy the summer of 2020.

IMPACT

This project will be procured through the construction manager at risk process through the State of Idaho Division of Public Works and/or the State of Idaho Division of Purchasing standard processes as appropriate.

Current cost estimates include a construction cost of $42.2 million. Contingencies, architectural and engineering fees, commissioning, testing and other administrative and soft costs bring the estimated total project cost to $50.5 million.

Portions of the work, including build-out of the third floor laboratories and offices and a portion of the first floor labs will be bid as additive alternates in an effort to assure a successful award within the budget. Even with the margin which additive alternates may provide, continuing volatility and inflation in the construction market create risk for BSU. Accordingly, BSU has incorporated contingency funds into the estimated project cost should they be necessary to award the bid. In the event that bid and alternate results come in below estimates, BSU may proceed with the purchase and installation of furniture, fixtures and equipment for this project within the budget authorized by the Board.

The funding for the project leverages the strategic facility fee by utilizing several additional funding sources including a donation from the Micron Corporation, $10 million in Permanent Building Fund (PBF) Major Capital Project funding and additional cash donations and pledges. The projected funding package is as follows:

PBF funds (FY2018):	$10,000,000
Advancement via Fundraising:	$25,500,000
Strategic Facilities Fees Bonds:	$15,000,000
Total	$50,500,000

This project will be brought back to the Board for financing approval prior to contract award.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

BSU's request conforms to all requirements established for capital construction projects specified in Board Policy V.K. Board approval of the financing plan for the project will be sought in a separate Board action, in accordance with current Board policy.

Staff recommends approval

BOARD ACTION

I move to approve the request by Boise State University for construction of the Materials Science Research Center for a total cost not to exceed $50.5 million subject to financing approval at a future Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE UNIVERSITY FOUNDATION

SUBJECT

Bengal Pharmacy Annual Report

REFERENCE

February 2013	Implementation of the Bengal Pharmacy, a limited liability company, was presented to the Idaho State Board of Education (Board) as an information item; referred to the Business Affairs and Human Resources (BAHR) committee for review.
April 2013	Board approved ISU Foundation's request for implementation of the Bengal Pharmacy, a limited liability company, and establish a maximum of two pharmacies and report progress to the Board after the first year of operation.
June 2014	Annual Report of the Bengal Pharmacy reported to the Board.
April 2015	Board approved ISU Foundation's request for expansion of a telepharmacy to Challis.
December 2015	Board approved ISU Foundation's request for expansion of a telepharmacy to Council.
March 2016	Board provided ISU Foundation with criteria for future telepharmacy expansion

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.E.2. and I.J.1.a.

BACKGROUND/DISCUSSION

After approval by the Board in April 2013, the Idaho State University Foundation (ISU Foundation) created the Bengal Pharmacy with the intent of enhancing the student educational experience, College of Pharmacy faculty research opportunities, revenue generation, and to provide needed service to partner communities. All of these goals have been met.

Bengal Pharmacy, located on the Pocatello campus, provides community pharmacy services to faculty, staff, and students as well as the wider local community. In June of 2014, Bengal Pharmacy collaborated with Lost Rivers Medical Center to open a remote dispensing site (telepharmacy) in Arco, Idaho and, in July 2015, in Challis, Idaho. Both towns had lost their only community pharmacy and Bengal Pharmacy partnered with the communities to re-establish this valuable service. Without the telepharmacy services the next-nearest pharmacy would have been a 120 mile round-trip to Blackfoot or, in the case of Challis, to Salmon (130 miles round-trip). A similar arrangement was established in March 2017 with Adam County Health Center in Council, Idaho (50 miles one-

way from the next nearest pharmacy). Additionally, the pharmacy operation enhances the economic viability of critical access hospitals and clinics by allowing for 'one-stop shopping' within the community and keeping care, and business, in town.

The development of Bengal Pharmacy's telepharmacy program required close collaboration with the Idaho Board of Pharmacy. Telepharmacies are only allowed in communities without any other pharmacy services; the Board of Pharmacy has only approved telepharmacy sites greater than 15-20 miles from the next nearest pharmacy. Under this model, Bengal's telepharmacies are staffed with certified pharmacy technicians, but the supervising pharmacist is located in Pocatello at the Bengal Pharmacy site on campus.

This system serves as an important model for students to learn about pharmacy delivery and business practices in remote locations. In addition, College of Pharmacy faculty members have received several grants to support research on telepharmacy services.

Bengal Pharmacy has learned a great deal about models for delivering and growing telepharmacy services. Subsequently, several communities in rural Idaho have approached Bengal Pharmacy to develop additional telepharmacy sites. These communities are lacking or at risk of losing pharmacy services. The latest community indicating an urgent need for telepharmacy services is Kendrick. Kendrick is at least 50 miles round trip to the next nearest pharmacy.

This agenda item is included to provide the Board with an annual update of Bengal's operation.

IMPACT

The ISU Foundation, Bengal Pharmacy, and the College of Pharmacy believe the telepharmacy model is advantageous to both the institutions and to the partner communities served. The program does not require any financial resources from the state, as it is self-sufficient. Expansion of the telepharmacy service is expected to enhance health in the communities served, increase program profitability, and expand the educational and research opportunities within the University. No telepharmacy expansion will ever occur in communities with existing pharmacy services.

The ISU Foundation and Bengal Pharmacy will continue to provide the Board with annual updates on these programs.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

In May 2017, the Board's Executive Director approved expansion of the Bengal Pharmacy program to include a telepharmacy operation in Kendrick, Idaho, in collaboration with Gritman Medical Center (Moscow, Idaho). The Business Affairs and Human Resources Committee was briefed on this program expansion in June 2017, in accordance with previously-established Board protocol for Bengal Pharmacy expansion initiatives.

BOARD ACTION

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

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IDAHO STATE UNIVERSITY

SUBJECT

Approval of License Agreement for Space and Joint Operations and Service Agreement between Idaho State University (ISU) and the Idaho College of Osteopathic Medicine (ICOM) for use of the expanded ISU Anatomy and Physiology Lab.

REFERENCE

February 2016	Idaho State Board of Education (Board) approved a Collaborative Affiliation Agreement.
August 2016	Board approved execution of a Ground Lease for ICOM to build its medical education building on the ISU Meridian campus.
February 2017	Board approved the Anatomy and Physiology Lab Building Addition on the ISU Meridian campus.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND / DISCUSSION

On February 25, 2016, in a special meeting of the Board, ISU was authorized to execute the Collaborative Affiliation Agreement between ISU and 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 ten (10) year periods. Under the terms of the Ground Lease Agreement between ISU and ICOM, ISU will lease 2.8 acres, owned by ISU, on which ICOM will build its school and related improvements.

Pursuant to Section 5.d. of the Ground Lease, ICOM "shall not provide or offer, directly, or through third parties, any new facilities, programs, or services, including but not limited to anatomy and physiology laboratories, without prior written approval from ISU, that would duplicate, infringe, or compete with current or planned health science academic or health science research programs and/or impact ISU's strategic planning for expansion of new, allied, or existing health science programs; provided, however, in no event shall this Section 5.d. limit or impact [ICOM's] right to operate for the Permitted Use. Upon mutual, written agreement by the Parties, [ICOM] will have access to ISU facilities and services, such as the anatomy and physiology laboratories, necessary for its medical education."

ISU currently has an anatomy and physiology lab (A&P Lab), and ICOM would like to use the space for training its students. However, ISU's A&P Lab is not large

enough to accommodate ICOM's students and ISU's growing need for lab space as it expands its programs.

To assist with this need, ICOM will pay up to $2.5 million to build out the space to add an additional 3,795 square feet to the A&P Lab in exchange for a 40-year license agreement to use the space for 205 hours per year. The Division of Public Works (DPW) has already begun preliminary work so the A&P Lab will be ready for use in August 2018.

The proposed License Agreement (at Attachment 1) is contingent upon the parties' execution of a mutually-acceptable Joint Operation and Services Agreement (JOSA), which will become Exhibit B of the Agreement. The proposed JOSA document is found at Attachment 3.

IMPACT

ICOM will pay up to $2.5 million for the cost of construction to increase the amount of laboratory space in ISU-Meridian for use by both ISU and ICOM. ISU will own the space. Arrangements for operating the A&P lab, for ordering supplies, and for recouping direct costs from ICOM will be managed by a Laboratory Advisory Committee, comprised of representatives of ISU and ICOM, who will report, respectively, to the ISU Vice President for Health Sciences and the Dean/Chief Academic Officer of ICOM.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

The expansion of the ISU A&P lab was approved by the Board in February 2017, as a component of a revised ISU six-year capital plan, which added this project to the previously-approved ISU FY2018 six-year plan. ISU received a Permanent Building Fund (PBF) allocation for its number one capital project request for FY2018, and, with limited institutional reserves, the A&P Lab project, with its projected 2018 commissioning date, was made possible by up-front funding provided by ICOM. While funding for the lab expansion is being provided by ICOM, ISU is working through DPW for the design and construction of the facility. The Permanent Building Fund Advisory Council (PBFAC) approved preliminary design of the project and authorized ISU and DPW to proceed with the planning and specification phase of the project at the PBFAC meeting on August 1, 2017. The university anticipates that it will return to the Board in October 2017 for approval to move forward into the construction phase of the project. Construction is expected to commence in November 2017, and substantial completion of the expanded lab is planned for July 2018.

The proposed License Agreement for Space and Joint Operations and Services Agreement (JOSA) establish the procedures through which ICOM will share the A&P Lab space for a projected 230 hours out of a total 900 hours of available lab hours per year. This represents approximately 23% of the available lab hours. In exchange for its investment of not more than $2.5 million for the lab expansion project, ICOM will be gaining access to the entire lab facility for 40 years—and, in exchange for that $2.5 million investment, ISU will be covering direct and indirect costs including utility and daily operating costs, laboratory fixtures and equipment, dissection tables and instruments, carts, tables, 3D models, and surgical lights, etc. ICOM will reimburse ISU for the cost of supplies/consumables and other expenses as determined by the Laboratory Advisory Committee. Under the proposed JOSA arrangements for the Laboratory Advisory Committee, unanimous consent of the ISU and ICOM representatives is required before any matters are considered to be approved. This appears to establish a veto power for both parties on some operations of ISU's A&P Lab.

BOARD ACTION

I move to authorize Idaho State University to enter into the License Agreement for Space with the Idaho College of Osteopathic Medicine as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

AND

I move to authorize Idaho State University to enter into the Joint Operations and Services Agreement with the Idaho College of Osteopathic Medicine as presented in Attachment 3.

Moved by_____ Seconded by_____ Carried Yes____ No____

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UNIVERSITY OF IDAHO

SUBJECT

Capital Project Authorization Request, Planning and Design Phases, for the Washington, Wyoming, Alaska, Montana and Idaho (WWAMI) Medical Education Building Improvements and Expansion, University of Idaho (UI), Moscow, Idaho.

REFERENCE:

August 2016	Idaho State Board of Education (Board) approved Capital Budget Request and UI six-year capital construction plan
April 2017	Board approved lease agreement with Gritman Medical Park for WWAMI program space

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1, and Section V.K.3.a

BACKGROUND/DISCUSSION

This agenda item is an authorization request to allow UI to proceed with the Planning and Design phases of a Capital Project to renovate and expand an existing building on campus—the Business Technology Incubator (BTI) building—and convert it for use supporting the WWAMI Medical Education program at UI. Previous authorization for this effort was achieved through the FY2018 Permanent Building Fund (PBF) process in the amount of $2,400,000. This agenda item represents an expansion of the initial authorization request for this project effort in the amount of $1,220,000. The new, revised, total project effort is $3,620,000. In compliance with Idaho State Board of Education Governing Policies & Procedure, Section V.K.3.a, this Authorization Request is limited to the Planning and Design Phases of the overall effort.

Planning Background

Idaho's WWAMI Medical Education Program is a partnership with the University of Washington School of Medicine and the states of Washington, Wyoming, Alaska, Montana, and Idaho. Students who enter the program are dual enrolled at UI and the University of Washington School of Medicine and complete their foundations phase of medical school at the Moscow campus. Begun in 1971, WWAMI is a nationally accredited medical school program, not a premedical program. Through WWAMI, 40 Idaho medical students complete their first and second year of medical training in Idaho each year.

The state of Idaho has supported the growth of the program over the last few years, doubling the student count from twenty seats to forty seats. Further, the changing curriculum now requires a given cohort to spend 18 months on campus (previously 12 months), resulting in an overlap of student cohorts from one year to the next. Changing pedagogy and accreditation requirements result in the need for more

collaborative, active learning spaces. Thus, program space needs are growing rapidly, with a need to accommodate 80 students at a time, compared to only 20 students previously.

The WWAMI program has operated out of the 3rd floor of the Student Health Center for many years, supported by anatomy lab space at nearby Washington State University and a dedicated classroom elsewhere on the Moscow campus. The desire is to meet all of these space needs, to include all necessary collaboration and student support spaces for the expanded and overlapping cohorts, and to build collaborative relationships with the medical community in Moscow. To accomplish this, UI is pursuing a strategy of strategically leveraging funds and existing opportunities.

Earlier this year, UI identified an opportunity to lease space in a new Medical Office Building recently constructed by Gritman Medical Center of Moscow. UI sought and received authorization to commission Gritman Medical Center to construct a Morgue and Anatomy Lab facility in the leased space via a tenant improvement process funded as part of the lease expenses. This places the WWAMI Anatomy Lab and an associated Active Learning Classroom within the Gritman Medical Center Campus in Downtown Moscow, and provides WWAMI the opportunity take part in collaborative learning efforts, and programs in conjunction with the resources and staff of the Gritman Medical Center. That project is underway. Construction is expected to start in late September 2017.

In parallel, UI has identified an existing campus building, previously used as a Business and Technology Incubator (BTI), to serve as the new home base for the WWAMI program. This existing, one story building is located on the east edge of campus and is adjacent to, and within visual and walking distance of, the city's medical complex and the Gritman Medical Center. This location is ideal and supports opportunities for further collaboration and synergies with the local medical community desired both by the community and the UI.

A recent feasibility study and analysis finds converting the BTI building will still fall short of fully meeting WWAMI's space needs. For this reason, UI looks to construct an addition to the west side of the facility, providing additional space, primarily for expanded student lab space with supporting small exam rooms. The renovation and expansion of the former BTI will provide expanded student study, interaction, and support space, meeting accreditation requirements for the expanded cohorts. The additional space may also house faculty office and administrative support functions. The apportionment of uses assigned to the addition versus those to be part of the renovation of the existing space will be determined through the planning process.

Proposed Project Description
The renovations funded by UI will provide flexible, active learning classrooms. Other renovated spaces will include faculty offices, updated conference space, and

student study and support space. These renovations are needed to support the expanded enrollment and revised (UI-based) curriculum of the WWAMI program.

The renovated and expanded space will also provide student clinical lab space and associated small exam rooms. Such spaces support interactive group instruction for the students in conducting medical examinations, patient interview skills, and in developing 'bedside' manners. The expanded space will support both private and group student study spaces dictated under medical instruction accreditation requirements.

Authorization Request

This request is for the requisite Capital Project Design Phase Authorization necessary to plan and design the improvements and expansion of the former Business Technology Incubator in support of the WWAMI program.

The total project effort, including the DPW portion, is currently estimated at $3,620,000, to include design and construction costs and appropriate and precautionary contingency allowances.

The project is consistent with the strategic goals and objectives of UI. The project is fully consistent with UI's strategic plan, specifically:

Goal One, Innovate – This project supports the needs of the increased cohort sizes in the WWMAI program, previously authorized by the Legislature, and will result in an increased number of medical education graduates in the state of Idaho;

Goal 2, Engage – This project supports collaboration with the medical community with Moscow, and the State of Idaho thus increasing the quality of the educational experiences and opportunities offered to students enrolled in the WWAMI program;

Goal 3, Transform - The WWAMI Medical Education program transforms the lives of the students themselves as they seek to achieve their aspirations in entering the medical professions, and by extension, transforms the lives of their future patients across Idaho.

In addition the project is fully consistent with the principles, goals, and objectives of UI's Long Range Campus Development Plan (LRCDP)

IMPACT

The immediate fiscal impact of this effort is to fund Planning and Design Phase costs of the project, with projected expenditures of approximately $330,000. The overall project effort is anticipated to be $3,620,000.

Overall Project **Funding**		**Estimate Budget**	
State	$ 2,400,000	A/E & Consultant Fees	$ 330,000
Federal (Grant):		Construction	2,490,000
Other (UI)		Construction Cont.	249,000
Central University	1,220,000	FFE	220,000
Gifted Funds		Project Cont.	331,000
Total	$ 3,620,000	Total	$ 3,620,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The expanded scope of the originally-approved $2.4 million Permanent Building Fund project is being financed with an additional $1.2 million in institution funds. Per Board Policy V.K.1., Board approval is required when a project's cost increases by more than $1,000,000. Following the planning and design phase of this project, UI will return to the Board to obtain approval to proceed with construction. This initiative makes a major contribution to the Board's efforts to expand and enhance medical education and health services throughout the state.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the Planning and Design phases of a capital project for improvements and expansion of the former Business Technology Incubator in support of the curriculum and program needs of the WWAMI Medical Education Program, for an amount not to exceed $3,620,000, as described in the materials submitted to the Board. Approval includes the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the Planning and Design phases of the project.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

UNIVERSITY OF IDAHO

SUBJECT
Amendment to media rights contract

REFERENCE
June 2016 — Idaho State Board of Education (Board) approved completion of contract negotiations for new contract with Learfield Communications and authorized the Executive Director to sign the completed contract.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.

BACKGROUND/DISCUSSION
The University of Idaho (UI) seeks approval from the Board to amend its existing contract with Learfield Communications, Inc. (Learfield), operating through Idaho Vandals Sports Properties, LLC. The proposed amendment is found in Attachment 1. The current contract which will be amended is found in Attachment 2.

The amendment addresses revised terms negotiated by UI with Learfield which will accomplish the following:

1. A fixed term for the agreement through June 30, 2031 – an additional 10 years over the current contract term of 5 years.
2. A $600K capital contribution from Learfield to UI. The contribution is to acquire "Improvements" for the Arena (such as a scoreboard or electronic reader board) which are to be purchased from a Learfield company (ANC Sports Enterprises).
3. Clarification of UI's payment to Learfield relating to the Albertsons signage on the arena scoreboard (the total payment is to be $80,000 of the $500,000 to be received from Albertsons) as well as a promise that Learfield will control rights for the full arena scoreboard advertising once the term of the Albertsons agreement ends. Learfield revenue from this portion of the arena score board will apply towards the revenue sharing hurdle described in 6 below.
4. Transfer of control to Learfield of the football stadium scoreboard signage once the current signage agreements end. Revenue generated by Learfield from the scoreboard will then count towards the revenue sharing hurdle described in 6 below.
5. Increase the total Guaranteed Royalty paid by Learfield to UI over the term of the agreement by $150,000 over the final 5 years of the amended agreement.
6. Increase the revenue sharing hurdle (after which Learfield revenue is split with UI 50-50) by a total of $2,855,000 over the term of the amended agreement. Note that the impact of this change will occur only if (and only to the extent) the original revenue sharing hurdles are exceeded.

IMPACT

The financial impact this item will have includes the $600,000 contribution to the Idaho Arena project, a reduction of $20,000 in the payment due Learfield from the Albertsons sponsorship for the Idaho Arena, and an increase in the guaranteed revenue stream from Learfield in the amount of $150,000.

UI's commitment to the contract terms is extended by 10 years so as to allow time for Learfield to absorb the economic impact of its contribution to the Idaho Arena project.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

In accordance with Board Policy V.I.3., Board approval is required for contracts for services which, over the duration of a contract, will exceed $1,000,000 as is the case with the proposed amendment to the existing Learfield contract.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for approval of the proposed amendment to the Learfield contract in substantial conformance to the terms set forth in Attachment 1 to the Board materials, and to authorize the Vice President for Finance to execute all necessary documents associated therewith.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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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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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.

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

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."

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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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

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

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

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 PROEFSSIONAL 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

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 being 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

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 _____

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

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

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

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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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:

- 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

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 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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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

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.

ATTACHMENTS

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

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

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.

ATTACHMENTS

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.

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 _____

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

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

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 _____

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

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

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%.

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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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

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

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 interested 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.

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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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 on 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.

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 5

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 plant.

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

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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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.
August 2016	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 18, 2017, 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. Board staff worked with the Division of Career Technical Education (CTE) to coordinate the work session, which also included the Deans of the Colleges of Technology.

The Five-Year Program Plan represents proposed programs for Academic Years 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22

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 coordinate educational programs throughout the state. Approval of the Five-Year

Plan will provide the institutions with the ability to proceed with the development of a program proposal for consideration by the Board.

ATTACHMENTS

Attachment 1 – The Five-Year Plan Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Institutions met on April 18, 2017 to review new proposed programs, discuss areas of concern, and potential collaboration opportunities. Each institution presented a brief summary of their institution plan and provided updates for programs identified last year for discussion. As a result, there was no unresolved discussion for proposed programs. During the work session, the universities identified updates needed to their respective statewide program responsibilities listed in Board Policy III.Z. Consistent with this policy, updates to the statewide program list are made every two years. The Board last updated the list in December 2016. Staff will be working with the institutions through the 2017-2018 academic year to bring forward any updates for the Board's consideration.

Instruction, Research, and Student Affairs (IRSA) reviewed the five-year plan at their July 27, 2017 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 Program Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE UNIVERSITY

SUBJECT

Teacher Preparation Program Update

REFERENCE

June 16, 2016	Adopted the recommendations by the Professional Standards Commission and accepted the State Team Report for ISU, and granted conditional approval for the English, English as a New Language, and Economics programs, and requested ISU provide an update on improvements to their teacher preparation program, as discussed, at the August 2017 Board meeting.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1254 and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02.100, Rules Governing Uniformity

BACKGROUND/DISCUSSION

In September of 2015, a state-level review team, as part of a national accreditation review by National Council for Accreditation of Teacher Education (NCATE), now Council for the Accreditation of Educator Preparation (CAEP), conducted a review of all educator preparation programs in the College of Education at Idaho State University (ISU). The findings from this review included a recommendation for conditional approval for the English, English as a New Language (now English as a Second Language), and Economics programs. In addition, there was discussion and a request by Board members that ISU provide an update on improvements to the university's teacher preparation programs at the August 2017 Board meeting.

Since June 2016, significant work has been accomplished to bring the three programs into compliance, as well as address communication, responsiveness, and access to educational programming at ISU. The response to each of the issues of concern for the three programs can be found in Attachment 1. However, one of the most significant accomplishments of the College of Education's work related to these findings had to do with strengthening and increasing communication across colleges. Faculty in the College of Education are now meeting regularly with discipline faculty in the Colleges of Arts & Letters, Business, and Science & Engineering who are responsible for the secondary content discipline-specific curriculum. The results of these efforts can be seen in the rapid response to the conditional approval of those programs.

In addition, ISU has made other positive changes in the College of Education (COE) to improve: 1) communication with students and COE stakeholders and

enhance the profile of its programs; 2) responsiveness to inquiries regarding the teacher education program and the teacher pipeline challenge; and 3) to access to ISU educational programs.

1) Communication:

- Consistent participation at state-level educational programs (Idaho Superintendents Network, Professional Standards Commission, IACTE, Idaho Coalition for Educator Preparation (ICEP), IHELP, Idaho Association of School Administrators (IASA), ISBA);
- Regular participation by Deans, Faculty, and relevant staff at Regions 4, 5, and 6 Superintendent meetings.
- Held a bi-annual meeting with Deans, Department Chairs, and program leads in secondary content areas that support educator preparation programs to streamline work and enhance communication. ISU also has assigned College of Education faculty liaisons for each area to work closely with the faculty in these disciplines.

2) Responsiveness:

In response to the teacher pipeline challenge ISU has:

- Created 13 Future Educator Association (FEA) chapters in Regions 5 and 6 high schools that support and encourage students who are interested in teaching as a career (response to the Teacher Pipeline challenge). It is expanding into Region 4 in the Fall 2017 with its first chapter at Burley High School;
- Hosted the second annual FEA Day on ISU's campus to introduce students to ISU and the College of Education (in 2016 – 80 students attended; in 2017 – 188 students attended)
- Increased marketing and recruitment efforts.

To improve responsiveness for inquiries regarding the College of Education and Teacher Preparation programs ISU has:

- Created an "edadvise" email link that is checked multiple times a day by different people to ensure a timely response;
- Realigned administrative support specifically for the Advising, Teaching, and Learning Center.

3) Access to Educational Programming:

- Started the Master of Arts in Teaching degree
    - Online teacher certification program for Alternative Route teachers;
- Increased the number of courses offered online;
- Changed the times when courses are offered to fit with students' schedules better (i.e., more evening sections of classes to fit the needs of students who work full-time)
- Continuing efforts to strategically reduce program credit counts.

While ISU has reached significant accomplishments within the College of Education, it acknowledges more work needs to be accomplished in the coming

year, and, communication, responsiveness, and access to educational programs will be a continued focus for the College of Education.

IMPACT

This work demonstrates ISU's commitment to ensuring its teacher preparation programs meet the state and national standards, as well as ensuring that we are appropriately serving the students' needs.

ATTACHMENTS

Attachment 1 – 2016 Teacher Preparation Revision Updates Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The information provided by Idaho State University clearly articulates processes for internal communication, however, it does not identify improvements to communication and responsiveness related to public facing services, specifically regarding information and accessibility to alternate certification routes. Responsiveness to individuals seeking to complete an alternate route to teacher certification is one area in need of improvement that has been identified for all of Idaho's approved teacher preparation programs.

BOARD ACTION

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

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SUBJECT

Board Policy III.N., General Education – First Reading

REFERENCE

February 27, 2014	The Board approved the first reading of proposed new Policy III.N, General Education.
April 17, 2014	The Board approved the second reading of proposed new Policy III.N, General Education.
January 22, 2015	The Board approved a waiver to Board Policy III.N.4.a as it applies to Associate of Applied Science Degrees for the 2015-2016 academic year.
April 2015	The Board approved the first reading of proposed amendments to Board Policy III.N.
June 2015	The Board approved the second reading of Board Policy III.N.
February 2017	The Board approved the second reading of Board Policy III.N.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.N, General Education

BACKGROUND / DISCUSSION

Board Policy III.N., General Education outlines the statewide General Education Framework, which provides guidance to Idaho's public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless credit transfer for students.

The General Education Committee convened on June 2, 2017 to discuss potential amendments to Board Policy III.N., subsection 5.b that pertains to general education requirements for an Associate of Applied Science (AAS). Currently policy states that "any general education course" could meet the 15-credit requirement for the AAS degree. It was not clear if that meant "any general education elective course" or "any other GEM course". The committee believed the initial intent was that it be any general education course so an amendment to policy is being proposed de for clarity. Other edits include incorporating a three-year cycle for updating general education competencies and clarifying duties for the general education committee. This policy has also been shared with Council on Academic Affairs and Programs (CAAP) and the state general education committee, and updates have been provided based on feedback offered to Board staff.

IMPACT

Approval of the proposed amendments will clarify the meaning of institutionally designated courses for AAS general education requirements. It also provides clarification for the responsibility of the state general education committee and state discipline-specific groups to address issues with GEM competency areas

and courses when directed to do so by the Board.

ATTACHMENTS

Attachment 1 – Board Policy III.N, General Education – First Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The primary purpose behind the development of GEM framework was to make the transfer and articulation of courses and credits more transparent and easier for students who may take courses from multiple institutions in order to complete a degree. Courses are evaluated and approved by individual institutions to meet GEM area competencies, and are guaranteed to satisfy the same requirement upon being transferred to another institution. With additional clarification regarding the application of institutionally designated electives for AAS programs, as well as added guidance for the role of various groups involved with overseeing GEM competency standards, course relevancy, and seamless transfer, the proposed changes will help provide direction and scope towards mitigating issues involving GEM curriculum and articulation.

Proposed amendments were shared with the Statewide General Education Committee and with CAAP at its July 20, 2017 meeting and recommends approval.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the proposed amendments to Board Policy III.N, General Education as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Board Policy III.P Student and I.T. Title IX– Second Reading

REFERENCE

April 2016	The Board approved the first reading of Board Policy I.T. Title IX and a second reading of III.P Students.
June 2016	The Board approved the second reading of Board Policy I.T. Title IX and discussed the institutions providing additional information regarding their compliance with the new policy requirements and their internal appeal processes at a future Board meeting.
December 2016	Board considered first reading of proposed changes to Board Policies I.T. and III.P.
June 2017	Board approved first reading of proposed changes to Board Policies I.T. and III.P.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.T. and III.P.
Education Amendments of 1972, 10 USC §1681Title IX, CFR §106.1

BACKGROUND/DISCUSSION

Board Policy III.P.18

The attached revision to Board Policy III.P.18 clarifies that students are allowed to request Board review of any final institutional decision regarding a student's attendance at the institution, except that for matters involving a violation of an institution's code of student conduct, the matter will only be heard if the basis for the request is that the institution "substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony."

Board Policy III.P.12

The attached policy revisions also include a revision to Board Policy III.P.12 which would require that an institution's code of conduct also provide students with "an opportunity to appeal any disciplinary action." Currently Board Policy III.P.12 requires that amendment to an institution's statement of student rights and code of conduct requires review and approval by the institution's chief executive officer. The Board may want to consider requiring institutional amendments to statements of student rights and codes of conduct be reviewed and approved by the Board, if the Board is concerned that future revisions might diminish existing student protections.

Board Policy I.T.

The attached policy revisions also include a revision to Policy I.T. to clarify that in cases involving allegations of sexual misconduct, an institution must provide both the complainant and respondent with an opportunity to review the institution's investigation report and an opportunity to provide a written response within a reasonable amount of time.

IMPACT

The proposed policy amendments will clarify that students may request Board review of any final institution action except that matters involving student misconduct will only be heard if there is an allegation that an institution failed to comply with the requirements for its review process. Institutions will ensure reasonable timeframes are provided for complainants and respondents to review and respond to a Title IX investigation report.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Prior to consideration of the proposed policy amendments each of the institutions provided a brief written summary to the Board at the June 2017 Board meeting of their procedures and status on appeals processes implementation of Board Policy I.T. Title IX. Institutions also addressed questions raised by the Board at the meeting. There were no changes between the first and second reading.

Staff recommends approval of the second reading of the proposed policy amendments.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy III.P. Students and I.T. Title IX as submitted in Attachments 1 and 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____