STATE BOARD OF EDUCATION MEETING
October 17-18, 2018
Lewis-Clark State College
Williams Conference Center
(4th Street and 9th Avenue)
Lewiston, Idaho

Wednesday, October 17, 2018, 11:00 a.m.

BOARDWORK

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Lewis-Clark State College – Annual Progress Report and Student Conversations – Information Item

WORK SESSION (Time Certain – 1:00 PM)

PPGA

1. Annual Performance Measure Review and Outcomes Based Funding Measure Review – Information Item

DEPARTMENT OF EDUCATION

1. Developments in K-12 Education - Information Item
2. FY 2020 Public Schools Budget Request - Information Item
3. Schools With Less Than 10 Students Annual Report - Information Item
4. Mastery Education and Earning Credits - Information Item
5. Financial Literacy/Curriculum - Information Item
6. School Accountability System Update - Information Item
7. Parent and Teacher Engagement and Satisfaction Surveys - Information Item
8. Keeping Idaho Students Safe (KISS) Initiative - Information Item
9. Advanced Opportunities Report - Information Item
10. Pending Rule – Docket No. 08-0203-1801, Special Education Manual – Incorporated By Reference – Action Item
11. Pending Rule – Docket No. 08-0203-1805, Limited English Proficiency and Annual Measurable Progress Definition – Action Item

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Thursday October 18, 2018, 8:00 a.m.

OPEN FORUM

CONSENT

BAHR

Section I – Human Resources

1. Idaho State University – Chief Executive Officer Contract Amendment – Action Item
2. University of Idaho – Retiree Death Benefit Trust Proposal – Action Item

Section II – Business Affairs

3. Boise State University – Lease Renewal – Broadway Office Building – Action Item
4. University of Idaho - Easement Request – UI Experimental Forest in Valley County – Action Item

IRSA

5. Higher Education Research Council Appointments – Action Item
6. Idaho EPSCoR Appointments – Action Item

PPGA

7. Institution President Approved Alcohol Permits Report – Action Item
8. University of Idaho – Facilities Naming – Arboretum, Asian Grove – Action Item
9. Boise State University – Facilities Naming – Football Plaza – Action Item
10. Accountability Oversight Committee – Committee Appointment – Action Item

SDE

11. 2017-2018 Accreditation Report – Action Item
12. Curricular Material – Action Item
13. Emergency Provisional Educator Certification – Action Item

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Standing Committee Report – Higher Education Task Force Update – Information Item
2. Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Annual Report – Information Item
3. Graduate Medical Education Committee – Committee Appointments – Action Item
4. Board Policy III.T. Student Athletes – First Reading – Action Item
5. Board Policy III.N. General Education – Second Reading – Action Item
6. College Level Exam Program/Advanced Placement Course Equivalency Development – Information Item

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

2. Idaho Division of Vocational Rehabilitation – Annual Report – Information Item
3. Division of Career Technical Education – Career Technical Educator Pathways – Information Item
4. Cisco Networking Academy – Information Item
5. Idaho Regional Optical Network Update – Information Item

6. Board Policy I.Q. Accountability Oversight Committee – Second Reading – Action Item
7. Board Policy IV.I. Eastern Idaho Technical College – Second Reading – Action Item

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Board Policy II.F. – Policies Regarding Nonclassified Employees – Second Reading – Action item
2. Boise State University – Amendment to Multi-Year Employment Agreement for Bryan Harsin - Head Football Coach – Action Item

Section II – Finance

1. FY 2019 Sources and Uses of Funds Report – Information Item
2. Outcomes Based Funding – Action Item
3. Boise State University – Contract Addendum - Touchnet Information Systems, Inc.– Action Item
4. Boise State University – Reduction to 2019 Summer Student Fees – Action Item
5. University of Idaho - Purchase and Sale Agreement – Rock Creek Ranch – Action Item
6. Lewis-Clark State College – Career Technical Education Building Project – Funding and Construction Authorization – Action Item

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.

1. Agenda Approval

   Changes or additions to the agenda

2. Minutes Approval

   BOARD ACTION

   I move to approve the minutes from the August 15-16, 2018 Regular Board meeting, August 30, 2018 Special Board meeting, and September 28, 2018 Special Board meeting as submitted.

3. Rolling Calendar

   BOARD ACTION

   I move to set October 16-17, 2019 as the date and Lewiston as the location for the October 2019 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
August 15-16, 2018
Idaho State University
Pond Student Union Building
1065 South 8th Avenue, Bldg. 14
Pocatello, Idaho

A regularly scheduled meeting of the State Board of Education was held August 15-16, 2018 at Idaho State University in Pocatello, Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 10:30am MST.

Present:

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

Wednesday, August 15, 2018

BOARDWORK

1. Agenda Review/Approval

BOARD ACTION

M/S (Critchfield/Hill): To approve the agenda as submitted. The motion carried 8-0.

2. Minutes Review / Approval

BOARD ACTION

M/S (Critchfield/Hill): To approve the minutes from the June 20-21, 2018 regular Board meeting, and July 13, 2018 Special Board meeting and July 27, 2018 Special Board meeting as submitted. The motion carried 8-0.

3. Rolling Calendar

BOARD ACTION

M/S (Critchfield/Atchley): To set August 28-29, 2019 as the date and Pocatello as the location for the August 2019 regularly scheduled Board meeting. The motion carried 8-0.

Board member Critchfield asked why the meeting date for the regularly scheduled August meeting was one week later than in prior years to which the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, responded the later date is to accommodate activities during the first week of classes on campus at Idaho State University, the hosting institution.

There were no additional questions or comments from the Board.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. Idaho State University (ISU) Annual Progress Report and Tour

The Board met at Idaho State University in the Pond Student Union Building Sargent Family Board Room, in Pocatello, Idaho at 10:30 am (MST). ISU President Mr. Kevin Satterlee welcomed Board members and staff to the campus of Idaho State University (ISU) and then shared with the Board ISU's annual report has been provided in the agenda materials and the presentation today would focus on an update on the Gale Life Science Building. President Satterlee then stated the $10M appropriated for updating the Gale Life Science Building would not be enough to accommodate all of the updates the building needs and the preference of ISU would be to use the funding for updates to the EAMES Complex used for ISU's Career Technical Education programs. President Satterlee then updated Board members on his discussions with the Permanent Building Fund (PBF) and that the PBF was supportive of this request. Finally, President Satterlee shared Idaho State University would bring a formal request back to the Board at a later meeting.

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Board member Hill then asked if the Board has the authority to approve a transfer of the funds to which the Board's Executive Director, Mr. Matt Freeman, responded ISU would need to come back to the Board to request a supplemental budget request. If the Board approved the request, it would then be submitted to the Governor and legislature for approval. If approved by the legislature, through the supplemental budget request process, the institution would then be able to move forward.

The Board recessed at 10:50am until 11:15am at which time Bengal Bridge students would speak with the Board.

Prior to meeting with the Bengal Bridge students, President Satterlee briefly updated the Board on the joint hire ISU is considering with the Idaho National Laboratory (INL), however, there are questions regarding the institutions ability to hire a part time tenured position.

Board member Hill then asked the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, if this would require a legislative change, rule or policy. Ms. Bent responded tenure requirements are specified in Board policy, Section II, however, they are not that specific. Ms. Bent continues by stating that ISU would need to review their policies and possibly change those policies and that it is not likely to require a change to Board policy but that staff would verify. Finally, Ms. Bent reminds Board members that any policy change to the Board's human resource policies would need to go through the Business Affairs and Human Resources (BAHR) Committee.

The Board recessed at 12:00 pm (MDT) for a lunch hosted by Idaho State University.

The Board reconvened in the Idaho State University Pond Student Union Building, Wood River Room for regular business. Board President, Dr. Linda Clark, welcomed everyone and called the meeting to order at 1:00 pm (MDT). She then extended appreciation from the Board and staff to Idaho State University for their hospitality.

WORKSESSION

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. High School Graduation Requirements

This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item sharing with Board members the purpose of today's work session was to explore various options for updating Idaho's high school graduation requirements and to discuss possible administrative rule amendments that could be vetted with various stakeholder groups. Board member Soltman then invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, to present the item to the Board.

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Ms. Bent begins by sharing with Board members in preparation for today's work session, Board staff has gathered feedback from various stakeholders, reached out to the Education Commission for the State (ECS) for information on national trends as well as information on what some of the more "high performing" states require for their high school graduation requirements, and completed a comprehensive analysis of the impact of the current senior math requirement. Regarding the senior math requirement, analysis shows the requirement has led to more students taking four years of math and that while there is an indication that more students are taking less rigorous math during their senior year the feedback from the school districts indicate this is due in large part to students "maxing out" on the level of math available at the school.

Finally, Ms. Bent states that based on today's discussion, Board staff will bring back a proposed rule prior to the end of August 2018 to address the senior math requirement impacted by Senate bill 1267a (STEM Diploma bill) and any additional changes that can be implemented this first year, and then start the process of engaging stakeholders for any amendments the Board may want to explore in 2019.

Board member Soltman then stated his concern with feedback the Board has received from students on the senior project requirement, adding it was not made clear if the issue arises from a disparity between school districts or from a higher level. To this Dr. Clark responds the take away from the discussion with Idaho State University (ISU) students was that there are great differences between the school districts on how to address the senior project and this is something the Board needs to look at.

Board member Critchfield then shares with Board members feedback she has received from educators in her region that the standards vary from school to school and district to district and that, when done well, the senior project is valuable for students, however, if the practice and perception of the senior project is that it is busy work then this is cause for concern. Ms. Critchfield then asks if there is any benefit to standardizing the senior project, however, the Board must be mindful of how this would impact smaller districts and also of feedback from school districts to not add any more requirements than those already in place. Board member Westerberg then reminds Board members of the importance for school districts to maintain local control, while also maintaining the quality of education across the state. Board member Atchley then adds that as the Board must also consider how to define the meaning of a high school diploma and the skills a student should possess upon graduating from high school.

Board members continued the discussion by asking if there were a way, or ways, to modify or change the senior project requirement to be more meaningful to students. One suggestion was for the senior project to include elements of mastery based education and project based learning where small groups of students work together to solve real world problems. Another suggestion was to add an option for the senior project to include a postsecondary education and career plan or to tie the senior project to the 8th grade plan.

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The Board then worked to define the purpose of the senior project and what educational outcomes should be expected arriving at evidence of elements of research, critical thinking, and thesis and oral presentation. Additionally, the Board agreed on the need to articulate the outcomes expected in Administrative Code. The item was then referred back to the PPGA Committee for further development. Ms. Bent then asks if it is the Board's intent for staff to draft language for the Board to consider this year on the desired outcomes of the senior project or to wait until the following year, adding, there has been enough legislative interest that it is very possible that without work by the Board on the senior project, there may be legislation introduced this year to address the concerns of the school districts and stakeholders. Board member Critchfield then asks if defining the outcomes would require a rule change to which Ms. Bent responds the Board could amend the current language in rule to focus on the identified outcomes and then take more time to develop guidance and options for school districts to fulfill the senior project requirement. Dr. Clark then asked if there were any additional outcomes the Board would like to consider, to which, Board members responded work in the community, whether as volunteer service, internship, job shadowing or apprenticeship. After discussion, Board members agreed this should not be a requirement of the senior project, but rather could be used as a mechanism for completion of the senior project.

Board members then heard from Kelly Brady, Director of Mastery Based Education for the State Department of Education, who updated the Board on the work of the incubator schools in Idaho and how elements of the incubator schools could be incorporated in to the senior project. At the end of Ms. Brady's presentation, Board member Critchfield stated that in general, the state has a very traditional path to graduation and for students pursuing another path (career path or technical degree or certificate) there is not a leeway for these students to pursue this path other than through electives. Ms. Bent then asked if it would be of benefit to the Board to ask the Education Commission of the States (ECS) to provide the Board with information on the differences in diplomas. Ms. Bent notified the Board that ECS has volunteered to present their report to the Board on what other states are doing. Ms. Bent added that the report included some states that have different types of diplomas and if there was a desire to go in this direction there would need to be additional work to assure that any variation in types of diplomas were also available to students with special needs and meet the IDEA requirements. Ms. Bent further explained that in states that offered different types of diplomas that often the diploma required a minimum core requirement and based on the interest of students school districts would be allowed to add endorsements to the diploma based upon a student's area of interest. Board member Soltman then asks if any group or organization has identified "best practices" for preparing students to continue their postsecondary endeavors to which Ms. Bent responds the states identified as producing the highest rate of students "going-on" have consistently considered four (4) credits in English, four (4) credits in math and three (3) credits in science and social studies, however, there is much variation in the minimum requirements for other core subjects. In addition to the minimum requirements, states are also considering ways of assessing if students are meeting soft skills, in one example the state assigns students a mentor who then uses a rubric to sign off on if a student has met these soft skill requirements. Board member Atchley then comments the items discussed today cannot be measured by testing, however, this does not eliminate the

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need for students to master these items. Finally, Board member Soltman asks Ms. Bent if today's discussion has provided Board staff enough information to develop a proposed rule to which Ms. Bent responds in the affirmative, adding enough to address the senior graduation requirements and the STEM diploma. Board President Clark then requested that Ms. Bent work on language to specify the intended outcomes for graduation and how to measure these outcomes.

Ms. Bent then shares with Board members that one of the other graduation requirements staff has received specific feedback on has been computer science and engineering and that currently, students are allowed to use dual-credit or advanced placement (AP) courses in these subject areas to meet the math or science graduation requirement. Ms. Bent continues that at the time of approval the Board did not have their own state standards for computer science and that they would consider removing the requirement for the computer sciences classes to be dual credit or AP courses to meet these requirements if the state were to develop their own standards, which they now have. Dr. Clark then asks if the suggestion is to no longer require the use of dual credit or AP courses in these areas to meet the graduation requirements to which Ms. Bent responded in the affirmative, adding the Board would change the language in the requirements to now tie back to the state standards that have been developed, allowing any computer science or engineering course to count towards the graduation requirement, and not just those offered through dual credit or AP courses. Dr. Clark then asks if the computer science courses meeting the state standards are at the same level as the math or science course a student would exchange them for to which Ms. Bent responds additional language would be required addressing the level of the course offering to assure they are of the same level.

Ms. Bent then shared with Board members the change in the math content standards has led to difficulty with some school districts as to what courses meet the math requirement, specifically the use of an algebra sequence versus an integrated math sequence. Board member Atchley then requested clarification on the use of Carnegie Units, as identified in the study from ECS addressing high performing states. Ms. Bent responds one (1) Carnegie unit equals two (2) semester credits, to which Ms. Atchley comments the high performing states are requiring four (4) full years of mathematics and asks if this is different than what Idaho currently requires. To this Ms. Bent responds Idaho's current requirement is for three (3) years of mathematics with one (1) of those being during the senior year and that feedback from stakeholders has been to increase the level of math required rather than adding an additional year. Ms. Bent informed the Board that the current level requirement is Algebra I and Geometry. Board member Atchley then comments the state should require four (4) years of math to include two (2) credits of practical or life style math. Dr. Hill voices his agreement with this. Board member Soltman then comments the Board must be careful with how to structure the requirement for four (4) years of math. Board member Critchfield comments she agrees with Board members Atchley and Hill on the requirement for four (4) years of math, however, the Board must consider the burden of an additional year of math will place upon smaller schools and districts. Ms. Brady then shares with Board members the work of some of the Mastery Schools who have utilized math pathways and suggests this as something

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the Board could consider for students to meet the math requirement. Ms. Bent then shares with the Board that one short term measure to address financial literacy would be to include this in the current language as counting towards the math requirement while not making it an actual requirement. Dr. Clark then asks Superintendent Ybarra if any curriculum committees have looked at standards and where financial literacy would fit. Superintendent Ybarra responds not formally, but this is something the State Department of Education could look at and start the conversation.

Board member Soltman then comments he frequently receives suggestions to include coding as a requirement for graduation and asks if this could be added as an option to meet the math requirement. Ms. Bent responds coding does fall within the computer science content standards and is allowed to be used for math or science in that context.

Ms. Bent then asks for clarification from the Board on the language in the graduation requirements regarding mastery based education. Ms. Bent shares that she has received feedback from the stakeholder groups that it would be helpful if the requirements included more language in the sense of what can be done, specifically a request for a technical change from the current "demonstrating mastery of a subject's content standards as defined and approved by the local school district" to demonstrating "competency" from mastery.

Ms. Brady then shares with Board members there has been an increase in the number of districts applying for seat time waivers to decide how to award credit for time spent outside of the classroom and it is the hope for the Local Education Authority (LEA) to be in control of determining what is a credit, adding it would be very helpful for the Board to develop a guidance document for the LEA's and local boards to use in order to inform the decision of what is required to come out of the incubator schools. Board member Atchley then comments the state has many districts who all have their local board of trustees, some of whom are well educated and others not, and she struggles with the idea of leaving the determination of what is a credit entirely to the local districts, adding there must be consistency across the state of how this is determined. Board member Soltman then comments he has always questioned how 60 hours equates to competency, however, is not sure what a better tool of measurement would be. Board member Atchley responds the Board is responsible for ensuring delivery of a uniform, free and equal education across the state and the determination of credits should not be left to the local school districts. Dr. Clark adds the early thoughts of mastery based had never been equated to hours in the seat, but demonstrable of mastery of knowledge and standards. Board member Westerberg adds the reality is we live in a grade point average (GPA) world and asks how mastery fits in to this reality. Ms. Brady responds districts have developed a rubric that clearly defines for students what they must do in order to be competent in a standard and that these students are working at higher level and able to articulate what they know. Ms. Brady then adds mastery takes away the subjectivity of what a student is able to do, providing a more concrete demonstration of what they are able to do, not just that they have sat in a seat for 60 hours. Board member Atchley then asks how the rubric determines whether a student earns a letter grade to which Ms. Brady responds the rubric is clear and in front of the student and allows a student to grow through the

levels of competency and is no longer about a percentile, but is about what that student knows or has mastered.

Board member Scoggin then asks if the only request is to change the language from mastery to competency to which Ms. Bent responds the request was to change the one usage of the word in regard to the content standards to competency but the broader intent is to provide clarification to help districts to understand how they can demonstrate students are competent in a subject area and have an understanding of the content at a certain level. Mr. Scoggin then asks if this change lowers the bar to which Ms. Bent responds in the negative, sharing feedback from the local school districts has been the word competency carries more weight with teachers and is a more descriptive term that is more easily understood. Board member Scoggin then comments his hesitation with the change in language, adding that just as the Board is trying to drive the concept of mastery based into the overall system, it is his belief the change would be diluting the effort just as the Board is trying to bring it into the mainstream and that this change is sending a subtle message that the Board is dropping the bar in this area.

Board member Soltman then asks Ms. Brady her opinion on the requested change. Ms. Brady responds that nationally competency and mastery are used interchangeably along with proficiency and that different states use the terms differently depending on what they are trying to message. Board member Critchfield then asks if the problem could be solved through messaging rather than changing the term. Ms. Bent responds the overall problem is that the current language is limited and does not provide guidance on how to do mastery and a long term solution would be to have a better description of the intended outcomes. Superintendent Ybarra then states her agreement with Board member Scoggin, adding this is an issue of messaging that the State Department of Education should address. Ms. Bent then requested confirmation that it is the desire of the Board for SDE to develop additional language to provide more guidance to school districts on what they are using or what a standard is for rewarding credits based on mastery. Board members confirmed this to be correct.

Finally, Ms. Bent shares with Board members one final item for future consideration as the Board works to define mastery is the definition of a credit hour and how the current rule of one (1) credit equaling 60 hours of instruction ties into the concept of mastery based education.

At this time Board recessed for 15 minutes, returning at 3:00pm MST.

STATE DEPARTMENT OF EDUCATION (SDE)

1. Developments in K-12 Education
   This item was provided in the agenda materials as an information item.

Superintendent of Public Instruction Sherri Ybarra began her update by introducing Peter McPhearson, the new Deputy Superintendent for the State Board of Education (SDE). Superintendent Ybarra then shared with Board members that Dan Armstrong from the

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Vallivue School District was recognized at the national level for his work on the Create Idaho Adobe Pilot program. Finally, Superintendent Ybarra reminds Board members of the new statewide accountability system deployed this year and that the first of three releases of information will be issued on August 15, 2018 and was based on overall school performance. The information released next month will identify schools targeted for improvement, and finally, the third release in December will include the state's new report card information. Superintendent Ybarra then shared with Board members SDE's State Technical Assistance Team (STAT) held a call with the Comprehensive Support for Improvement (CSI) Schools and that a full report would be presented to the Board in October. Additional updates for the Board in October include the FY20 Public Schools Budget request, a briefing on possible legislation for consideration of Board support and an update on Idaho's Advanced Opportunities Program.

There were no questions or comments from the Board.

2. Idaho SAT School Day 2018
   This item was provided in the agenda materials as an information item.

Superintendent Ybarra introduced the item reminding Board members in accordance with Idaho Code, students must take a college entrance exam to meet minimum graduation requirements. She then invited Ms. Karlynn Laraway, Director of Assessment and Accountability for the State Department of Education, to provide an overview of the scores from the 2018 administration to the Board.

Ms. Laraway begins by sharing the Scholastic Assessment Test (SAT) Test Day 2018 Idaho Mean Score for Evidence-Based Reading and Writing was 503 (23 points above the SAT College and Career Readiness Benchmark Value) and the Idaho Mean Score for Math was 486 (44 points below the SAT College and Career Readiness Benchmark Value). Ms. Laraway then states that of those students taking the SAT during the Test Day 2018, 58% of students met the benchmark for Evidence-Based Reading and Writing, 33% of students met the benchmark for Math, and 31% met both. Ms. Laraway then shares a comparison of benchmark attainment from 2016-2018 shows a decline in the number of students meeting both benchmarks and an increase in the number of students meeting neither benchmark. Finally, Ms. Laraway reminds Board members the SAT is administered to every student in Idaho, as a minimum graduation requirement, and the results may reflect the fact that many of the students are taking this type of assessment for the first time.

Board member Soltman then asks if the Board has this same requirement for the Preliminary SAT (PSAT) to which Ms. Laraway responds the state does pay for students in Grade 10 to take the PSAT, however, it is not a requirement.

There were no additional questions or comments from the Board.

3. Content, Pedagogy, and Performance Assessments – Qualifying Scores

BOARD ACTION

M/S (Ybarra/Westerberg): To accept the recommendation of the Professional Standards Commission to approve the Content, Pedagogy, and Performance Assessments as provided in Attachment 1. The motion carried 8-0.

AND

M/S (Ybarra/Hill): To accept the recommendation of the Professional Standards Commission to approve the Content Area Assessments and Cut Scores as provided in Attachment 2. The motion carried 8-0.

Superintendent Ybarra introduced the item reminding Board members during the October 2017 Regular Board meeting, the Professional Standards Commission (PSC) was directed to evaluate and bring forward recommendations on additional state-approved assessments and qualifying scores to be used for certification purposes. Superintendent Ybarra then invited the Director of Certification and Professional Standards for the State Department of Education (SDE), Ms. Lisa Colon-Durham, to answer any questions from the Board.

Board member Critchfield asked for an overview of the process the PSC used to develop the recommendations for the additional state-approved assessments and qualifying scores that may be used for certification purposes. Ms. Colon-Durham responded the process started immediately following the October 2017 Board meeting with the PSC Standards Committee reviewing the current requirements and then looking at other content area assessments including assessments used by other states as well as the baccalaureate or higher degree from a regionally accredited institution being counted for content area. After their review, the Standards Committee then submitted their proposals to the full committee who then submitted the PSC's recommendations to the Board for approval.

There were no additional questions or comments from the Board.

4. Student Engagement Survey

BOARD ACTION

M/S (Ybarra/Soltman): To approve questions and student engagement surveys for grades 3 – 12 beginning in the 2018-2019 school year, as submitted in Attachments 2, 3, and 4. The motion carried 8-0.

Superintendent Ybarra introduced the item reminding Board members parent, student and teacher satisfaction engagement surveys are required, per Idaho Code, to measure school quality for all grade ranges as part of the state accountability system. Superintendent Ybarra then invited Ms. Karlynn Laraway, Director of Assessment and Accountability for the State Department of Education, to provide an update on the results

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of the state engagement survey administered to students in grades 3 through grade 8 during the 2017-2018 school year.

Ms. Laraway begins by sharing with Board members the 2017-2018 survey was the first time that a survey of this kind has been administered statewide with overall participation approximately 91%. Mr. Laraway then states the 2017-2018 survey looked at three levels of engagement; committed, compliant, and disengagement and that overall, 65.2% of participants surveyed reflected committed engagement.

Board member Soltman then asks how the State Department of Education (SDE) has established benchmarks to measure the survey results against to which Ms. Laraway responds currently there are no benchmarks as the results are from the first year of implementation, adding, the value is in the ability for schools to use the data as a baseline to see where they are at currently and what direction they wish to go.

Board member Clark then asked if the SDE has developed a resource for districts on how to best use the data from the survey to which Ms. Laraway responds the survey's author, AdvancEd, has resources available to the districts. Dr. Clark then asks if the districts will receive data at a district wide level, statewide level and school level to which Ms. Laraway answers in the affirmative. Board member Critchfield then asked when the districts will receive the district wide information to which Ms. Laraway responds the districts will receive the information in real time and the statewide results will be released by the SDE on a pre-determined schedule. Dr. Clark then asked if the AdvancEd resources are made available to the schools at no extra cost as part of the statewide contract to which Ms. Laraway responded in the affirmative.

Ms. Laraway continues her update by sharing with Board members the next steps would be for the Board to approve the survey questions for students in grade 9 through grade 12 for the 2018-2019 school year to allow school districts time to plan for administration of the survey. Ms. Laraway then states the next step would be to engage stakeholder groups to help develop the parent and teacher surveys, with the questions developed being brought to the Board for approval at the October 2018 Regular Board meeting for administration during the current school year.

Board member Critchfield then commented three themes identified during meetings with stakeholders were school safety, teacher quality, and overall school quality and culture. Ms. Critchfield continues by stating the final survey is an excellent gauge of engagement and grit but does not speak towards school safety and teacher quality. Ms. Critchfield then suggests at some point the Board work to further develop questions to address these areas. Ms. Laraway responds to this by stating stakeholder feedback around those themes was valuable, however, the rule itself calls for an engagement survey from students, parents and teachers and if the Board wishes to expand the survey they can at a later date, but to fulfill the requirement of the rule for engagement that is what this survey achieves.

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Board member Scoggin then commented on the positive feedback shared with Board members and asks if any negative feedback was received. Superintendent Ybarra responds by stating prior to selecting AdvancEd, the feedback received from parents and stakeholders was extremely negative and that as a Board member she was concerned with the direction the Board was going and selection of AdvancEd has alleviated this concern. Superintendent Ybarra then followed up on Board member Critchfield's comment regarding the development of questions to address school safety and teacher quality, sharing the Board cannot make any changes to the Every Student Succeeds Act (ESSA) Plan until the U.S. Department of Education opens the window for changes. Board member Scoggin then states the purpose of his original question was to know if there were any counter balancing responses the Board should be aware of to which Ms. Laraway responds none that she is aware of and that a majority of the questions SDE has received have been in regards to simplicity and if this would be the same survey used going forward.

Dr. Clark then adds that initially there was a lot of negative input on the original survey questions, mostly around teacher quality questions, and that after today's meeting with Idaho State University (ISU) students, it has become evident that teacher quality is something the Board must deal with. Dr. Clark continues that while called engagement survey's, these surveys are being used to measure school quality as required under ESSA and the Board needs the other data as well.

Finally, Ms. Laraway shares with Board members upon approval of today's motion, SDE staff will convene stakeholders in order to meet the agenda material submission deadline for the October Board meeting.

There were no additional questions or comments from the Board.

EXECUTIVE SESSION (Closed to the Public)

1. Idaho State University

M/S (Critchfield/Hill): To go into 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 8-0.

2. University of Idaho

M/S (Critcfield/Hill): To go into executive session pursuant to Section 74-206(1)(b) and (f), 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 and to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but

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imminently likely to be litigated. A roll call vote was taken and the motion carried 8-0.

Board members entered in to Executive Session at 3:46 pm MST.

M/S (Westerberg/Atchley): To go out of Executive Session. The motion carried 7-0. Board member Scoggin was absent from voting.

Board members exited Executive Session at 6:05pm pm MST.

OPEN MEETING

The Board reconvened in Open Session at 6:12pm MST where Board President Clark read the following statement:

"The Board convened in Executive Session to consider exempt matters which is permissible under the Open Meeting Law, Idaho Code, Title 74, Section 206 (1)(b) and (f). The Board concluded its discussion and took no action on the matters discussed. If action is necessary in this matter it will occur at a future meeting properly noticed under the Open Meeting Law".

At this time, the Board recessed for the evening at 6:13pm MST.

Thursday, August 16, 2018 8:00 a.m., Idaho State University, Pond Student Union Building, Wood River Room, Pocatello, Idaho.

Board President Dr. Linda Clark called the meeting to order at 8:00am (MDT) for regularly scheduled business. Dr. Clark then welcomed Lewis-Clark State College President Dr. Cynthia Pemberton to her first Board meeting as President.

After her opening remarks, Dr. Clark thanked Idaho State University President Kevin Satterlee for his hospitality towards Board members, staff and guests during the previous evening's reception at the Servel House. Dr. Clark then encouraged President Satterlee to thoroughly research the deferred maintenance needed on the Servel house and to provide a list of those needs to the Board, adding the Servel house is a valuable asset that must be maintained.

OPEN FORUM
There were no participants for Open Forum.

During the first day of the meeting, Board member Scoggin experienced a family emergency requiring his return to Boise, Idaho on Wednesday evening. Board member Scoggin then returned to the Board meeting in Pocatello at 9:50am on Thursday, August 16, 2018 to resume his duties on the Board.

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CONSENT AGENDA

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

Business Affairs & Human Resources – Section II Business Affairs

1. Boise State University – Conveyance of Easement to Ada County Highway District

BOARD ACTION
M/S (Critchfield/Soltman): By unanimous consent to approve the request by Boise State University to grant an easement to the Ada County Highway District as outlined in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

2. University of Idaho – Release of Regents Easement Rights at North Idaho College's (NIC's) Molstead Library, Coeur d'Alene

BOARD ACTION
M/S (Critchfield/Soltman): By unanimous consent to approve the request by the University of Idaho to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents for conveying the subject property rights in the manner presented in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

3. Lewis-Clark State College – Approval of Donation Moved from Lewis-Clark State College (LCSC) to the LCSC Foundation.

BOARD ACTION
M/S (Critchfield/Soltman): By unanimous consent to approve the request by Lewis-Clark State College to transfer $20,167 from Lewis-Clark State College to the LCSC Foundation as requested by the donor. The motion carried 7-0. Mr. Scoggin was absent from voting.

4. Property Easement – Fire Services – Easement to be Granted at the Cybercore and C3 Buildings in Idaho Falls, Idaho

BOARD ACTION
M/S (Critchfield/Soltman): By unanimous consent to approve the easement as submitted to the Board in Attachment 1, and to authorize the Executive Director to execute the easement and any related transactional documents. The motion carried 7-0. Mr. Scoggin was absent from voting.

Instruction, Research and Student Affairs (IRSA)

5. Programs and Changes Approved by the Executive Director – Quarterly Report

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This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA)

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

7. Data Management Council Appointments

BOARD ACTION
M/S (Critchfield/Soltman): By unanimous consent to approve the appointment of Dale Pietrzak to the Data Management Council as the representative for a four year college or university for a term effective immediately and expiring on June 30, 2020. The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Critchfield/Soltman): By unanimous consent to approve the appointment of Dianna J. Renz to the Data Management Council as a representative for a community college for a term effective immediately and expiring on June 30, 2020. The motion carried 7-0. Mr. Scoggin was absent from voting.

8. Idaho State Rehabilitation Council Appointments

M/S (Critchfield/Soltman): By unanimous consent to approve the re-appointment of Mel Leviton to the State Rehabilitation Council as a representative for State Independent Living Council for a term of three years effective October 1, 2018, ending September 30, 2021. The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Critchfield/Soltman): By unanimous consent to approve the appointment of Dwight Johnson to the State Rehabilitation Council as a representative for Workforce Development Council for a term of three years effective October 1, 2018, ending September 30, 2021. The motion carried 7-0. Mr. Scoggin was absent from voting.

9. Accountability Oversight Committee Appointments

BOARD ACTION
M/S (Critchfield/Soltman): By unanimous consent to approve the appointment of Jodie Mills to the Accountability Oversight Committee effective immediately and ending on June 30, 2019. The motion carried 7-0. Mr. Scoggin was absent from voting.

10. Idaho State University – Alcohol During Tailgating

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BOARD ACTION
M/S (Critchfield/Soltman): By unanimous consent to waive the requirement in Board Policy I.J.2.c. that "Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting for the ensuing year" one-time for this request. The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Critchfield/Soltman): By unanimous consent to approve the request by Idaho State University for authority to establish tailgating areas where consumption of alcohol by game day patrons may occur in the parking lots designated in Attachment 1, and under the conditions set for in this request, in full compliance with all approved provisions of Board policy I.J.2 during the 2018 football season. The motion carried 7-0. Mr. Scoggin was absent from voting.

11. Boise State University – Alcohol During Tailgating

BOARD ACTION
M/S (Critchfield/Soltman): By unanimous consent to approve the request by Boise State University to establish tailgating areas as identified in orange shading in Attachment 1 under the conditions set forth in this request and in compliance with the provisions set forth in Board policy I.J.2. for the 2018-2019 football season, including the postseason, the Famous Idaho Potato Bowl, and the spring 2019 scrimmage. The motion carried 7-0. Mr. Scoggin was absent from voting.

State Department of Education (SDE)

12. Assessment Bias and Sensitivity Committee Appointments

BOARD ACTION
M/S (Critchfield/Soltman): By unanimous consent to approve the request by the State Department of Education to appoint Bill Rutherford, Robin Merrifield, Judy K. Novobielski-Muhs, David Brinkman, Becca Anderson, Craig Woods, Tanya Koyle, Dionicio Pena, Gary Birch, Kathy Millar, Todd Hubbard, Darlene Matson Dyer, Barbara Dee Jones, Carmelita Benitez, Michael Mendive, Shawna Sprague, Hayden Raini, Laura Wallis, Lisa Marlow, Bonnie Warne, Ashley Shaffner and Cindy Romney to serve on the Bias and Sensitivity Committee. The motion carried 7-0. Mr. Scoggin was absent from voting.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

2. Idaho Career Technical Education Annual Report
   This item was provided in the agenda materials as an information item.

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State Administrator for Idaho Career Technical Education (ICTE), Mr. Dwight Johnson, presented his agency's annual report to the Board. Mr. Johnson begins his presentation by sharing with Board members the mission of ICTE is to prepare Idaho's youth and adults for high skill in demand careers by connecting students to real careers, providing a talent pipeline for Idaho's business, and making education meaningful through applied learning.

Mr. Johnson then shares that 2019 marks the 100 year anniversary of CTE in Idaho and that CTE continues to see a positive trend, both nationally and at the state level. Examples of this positive momentum include the U.S. Congress reauthorizing the Carl D. Perkins Act on the national level and the huge investment in CTE at the state level, including the newly established College of Eastern Idaho, North Idaho College's Parker Technical Education Center, the new Lewis-Clark State College Technical Center, the Idaho State University Eames Center and multiple partnerships between local school districts and the states community colleges and career technical programs. Mr. Johnson continues with an overview of ICTE's enrollment and successes statewide which include 95% of technical college completers finding jobs or continuing their education and 94% of CTE high school concentrators finding a job, moving into postsecondary education or joining the military.

Mr. Johnson then shares the reauthorization of the Carl D. Perkins Act (Perkins V Act), effective July 1, 2019 provides ICTE greater flexibility to establish new performance measures, however, this will also require include more input from stakeholders as they work to establish metrics and put together implementation state plans and then come back to the Board for approval of the state plan for Career Technical Education in Idaho. Mr. Johnson then updates Board members on the role ICTE will play in meeting Idaho's workforce challenge and the declining civilian labor force participation rate.

Finally, Mr. Johnson states that moving forward, ICTE will focus on three initiatives - improving CTE's image as complimentary to academic education and not in competition with, developing customized recruitment toolkits to be made available to all schools statewide, and expanding CTE to middle schools beginning with Grade 7.

Board member Soltman then asks when the new state plan as part of the Perkins V Act funds must be complete to which Mr. Johnson responds July 1, 2019 with final implementation by May of 2019. Board member Soltman then requests that Mr. Johnson be mindful of the Board's deadlines and timeline for approval. Dr. Clark then asks when Idaho will receive the Perkins V Act funds to which Mr. Johnson responds 2020, adding the new act authorizes a 10.5% increase in spending over the next four years which equates to an additional $7.1M for Idaho.

There were no additional questions or comments from the Board.

3. Higher Education Task Force – Guided Pathways Workgroup
   This item was provided in the agenda materials as an information item.

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Planning, Policy and Governmental Affairs (PPGA) Committee chair, Mr. Don Soltman, introduced the item and the invited Board member Critchfield to provide an update to the Board.

Ms. Critchfield begins by reminding Board members today's discussion will help Board staff to identify the next steps for moving forward with the development of an implementation plan regarding the guided pathways recommendation that came from the Governor C.L. "Butch" Otter's Higher Education Task Force.

Board member Hill then comments that recommendation 9 to create a uniform K-12 career exploration class should in some way be tied to Idaho Career and Technical Education (ICTE's) efforts to expand career exploration to grade 7. Board member Clark states her agreement, adding there are many natural connections for career exploration that can be found across the curriculum. Dr. Clark then states her support for recommendation 2 to increase communication and outreach to parents and students, adding the state's colleges and universities have implemented a number of innovative strategies to engage high school seniors and these efforts must be shared.

Board member Soltman then asks if the guided pathways workgroup will continue to work on implementing their recommendations to which Board member Critchfield responds in the affirmative.

There were no additional questions or comments from the Board.

4. Data Dashboard Update
   This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee chair, Mr. Don Soltman, introduced the item and the invited the Board's Director of Research, Dr. Cathleen McHugh, to present her update to the Board.

Dr. McHugh begins her update by sharing with Board members that Board staff continues to build visualizations for the postsecondary and K-12 data elements identified in 2017 by the ad-hoc workgroup co-chaired by Board member Critchfield and Senate Education Committee Chair, Senator Dean Mortimer. The postsecondary measures identified by the workgroup include graduation rates, retention rates, dual credit and/or advanced opportunities, scholarship data, direct admissions and degrees awarded. The transition from high school to postsecondary measures include college attendance rates (Fall immediate and 3-year) and college readiness scholastic achievement test (SAT) scores.

Dr. McHugh then conducted, in real time, a demonstration of the dashboard and how it will be accessed through the Board's website.

Board member Critchfield then asked if the Board's data dashboard and the K-12 school report cards prepared by the Idaho State Department of Education (SDE) will be linked to which Dr. McHugh responded she did not see why this would not be possible. The

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Board's Chief Planning and Policy Officer, Ms. Tracie Bent, confirmed this as well. Ms. Bent continues the dashboard piece of the K-12 Report Cards will be produced in phases beginning with those items that are federally required, followed by the additional elements identified by the ad-hoc workgroup.

Dr. McHugh concludes her demonstration by sharing with Board members the measures that are still under development include 2-year to 4-year transfer, advanced opportunities and the Opportunity Scholarship.

Board member Westerberg then asked if the dashboard will include any data relative to efficiency or cost of attendance to which Dr. McHugh responds this was not a measure identified by the workgroup but could be developed.

Board member Hill then states his support of the dashboard, however, questions the complexity of the current dashboard. Dr. Clark adds the data provided is very complete and will be useful to the institutions, however, a simpler version for public use is necessary.

Dr. McHugh then states that based on the Board's comments today, the dashboard update at the October Board meeting will include a school level view. Board member Soltman then comments this is an opportunity for the institutions to revisit their peer comparisons to which Ms. Bent responds Board staff has started the process of looking at peer institutions and updating as appropriate.

There were no additional questions or comments from the Board.

5. Board Policy I.Q. Accountability Oversight Committee – First Reading – Expansion of Committee Membership

BOARD ACTION
M/S (Soltman/Westerberg): To approve the first reading of Board Policy I.Q. Accountability Oversight Committee as provided in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs Committee Chair, Mr. Don Soltman, introduced the item by sharing with Board members the proposed changes would expand the Accountability Oversight Committee (AOC) from eight (8) to ten (10) members and assure a balance of expertise is maintained on the committee to provide for thorough recommendations to the Board on the state's accountability system.

There were no questions or comments from the Board.

6. Board Policy IV. E. Eastern Idaho Technical College – First Reading – Removal of Board Policy IV.I. Eastern Idaho Technical College from Board Policy

BOARD ACTION

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M/S (Soltman/Hill): To approve the first reading of Board Policy IV.I. Eastern Idaho Technical College as provided in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs Committee Chair, Mr. Don Soltman, introduced the item by sharing with Board members with the establishment of the College of Eastern Idaho (CEI) and the repeal of Eastern Idaho Technical College (EITC), Board Policy IV. E. Eastern Idaho Technical College has become obsolete. Board member Soltman then states that once the second reading is approved, Section IV.I. will be removed from the Board's Governing Policies and Procedures.

There were no questions or comments from the Board.

7. Proposed Rule - Docket 08-0104-1801 – Rules Governing Residency Classification

BOARD ACTION
M/S (Soltman/Atchley): To approve the approved proposed Rule Docket No. 08-0104-1801, as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs Committee Chair, Mr. Don Soltman, introduced the item by reminding Board members during the 2018 legislative session, House Bill 631 created additional provisions for graduate students who had not previously established domicile to be considered resident students in Section 33-3717B Idaho Code and that approval of this proposed rule would bring the rule into compliance with Section 33-3717B and allow for it to move forward for public comments.

There were no questions or comments from the Board.

8. Proposed Rule – Docket No. 08-0113-1802 – Rules Governing the Opportunity Scholarship Program

BOARD ACTION
M/S (Soltman/Critchfield): To approve proposed Rule Docket No. 08-0113-1802, as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs Committee Chair, Mr. Don Soltman, introduced the item reminding Board members during the 2018 legislative session, Senate Bill 1279 amended Section 33-4303 Idaho Code, authorizing the State Board of Education to award up to 20% of the funds appropriated for the Opportunity Scholarship to individuals with 24 or more postsecondary credits and the approval of the proposed rule will start the process for making the amendments approved by the Board at the April 2018 meeting.

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There were no questions or comments from the Board.

9. Proposed Rule - Docket No. 08-0202-1802 - Rules Governing Uniformity, Alternate Route to Administrator Certification

BOARD ACTION
M/S (Soltman/Westerberg): To approve proposed Rule Docket 08-0202-1802, with the increase of the minimum educational level from a baccalaureate degree to a master's degree. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs Committee Chair, Mr. Don Soltman, introduced the item by sharing with Board members approval of the proposed rule would establish an alternate route for individuals serving in a charter school to receive an Administrator Certificate.

There were no questions or comments from the Board.

10. Proposed Rule Docket No. 08-0202-1803 – Rules Governing Uniformity, Educator Credentials

BOARD ACTION
M/S (Soltman/Hill): To approve proposed Rule Docket No. 08-0202-1803, as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs Committee Chair, Mr. Don Soltman, introduced the item by sharing with Board members approval of the proposed rule will allow for small technical corrections and provide clarification without changing current practices.

There were no questions or comments from the Board.

11. Proposed Rule Docket No. 08-0202-1804 – Rules Governing Uniformity, Professional Endorsement

BOARD ACTION
M/S (Soltman/Atchley): To approve proposed Rule Docket No. 08-0202-1804, as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

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Planning, Policy and Governmental Affairs Committee Chair, Mr. Don Soltman, introduced the item by sharing with Board members approval of the proposed rule will provide school districts with a process for determining whether out-of-state instructional staff and pupil service staff are eligible for the Professional Endorsement.

There were no questions or comments from the Board.

12. Proposed Rule Docket No. 08-0202-1805 - Rules Governing Uniformity, Educator Credential – Occupational Specialist Endorsements

BOARD ACTION
M/S (Soltman/Hill): To approve proposed Rule Docket No. 08-0202-1805, as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs Committee Chair, Mr. Don Soltman, introduced the item by sharing with Board members the proposed amendments will formally establish the endorsement for Occupational Specialist Certificates and that individuals holding an existing endorsement on an Occupational Specialist Certificate will continue to hold the same certificate and endorsement until their certificate expires, at which time they would be transitioned over to the new endorsements.

Board member Critchfield then asked for confirmation that the proposed amendments will increase the number of content areas for which an individual can receive an endorsement. The Board's Chief Planning and Policy Officer, Ms. Tracie Bent, confirmed this to be correct and provided additional clarification. The endorsements being considered were developed by Idaho Career and Technical Education (ICTE) working with industry to assure they meet the industry standard and in some cases existing endorsements have been combined. This combined endorsements will allow the individuals that previously had held only one endorsement to now teach in all of the combined areas. Ms. Bent further explained that while ICTE has historically been issuing endorsements, they have never been established in rule and approval of the proposed rule amendments would do this and create a more transparent and unified practice for the issuing of CTE endorsements.

There were no additional questions or comments from the Board.

13. Proposed Rule Docket No. 08-0203-1804 – Rules Governing Thoroughness, Incorporated by Reference – Career Technical Education Program Content Standards

BOARD ACTION
M/S (Soltman/Atchley): To approve amendments to the Career Technical Education Content Standards as submitted in Attachments 2 through 7. The motion carried 7-0. Mr. Scoggin was absent from voting.

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AND

M/S (Soltman/Westerberg): To approve proposed Rule Docket No. 08-0203-1804, as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs Committee Chair, Mr. Don Soltman, introduced the item by sharing with Board members approval of the proposed rule changes will add additional career technical education subcategories into the existing content standard areas approved by the Board at the June 2016 Board meeting and update the Collison Repair content standards.

There were no questions or comments from the Board.

14. Proposed Rule Docket IDAPA 0-0501-1801 – Rules Governing Seed Certification

BOARD ACTION
M/S (Soltman/Westerberg): To approve proposed amendments to the Potato Certification Standards, as presented in Attachment 2. The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Soltman/Westerberg): To approve proposed Rule Docket No. 08-0501-1801, as presented in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs Committee Chair, Mr. Don Soltman, introduced the item sharing with Board members approval of the proposed amendments will allow the rule to move forward through the rulemaking process.

Board member Hill then requests the Board direct staff to investigate further whether on how setting seed certification standards could be removed from the Board's responsibilities, adding his discomfort voting on items he does not understand.

The Board's Executive Director, Mr. Matt Freeman, then reminded Board members the Board voted to sponsor legislation to remove this responsibility from the Board, however, the Governor's office did not approve for the legislation to move forward through the Executive Agency Legislative processes based upon a commitment by the Potato Commission and others to work towards a resolution, however, the efforts in this area have stalled. The Board proposed legislation again this year, however, the legislation was not approved by the Governor's Office.

Mr. Freeman then states there have been suggestions this could be delegated to the University of Idaho College of Agricultural and Life Sciences or some other entity,

however, it would be unprecedented for the Board to delegate rule making authority and would require additional legal review prior to being contemplated since administrative rules have the force and effect of state law.

General Counsel for the University of Idaho (UI), Mr. Kent Nelson then reminds Board members the legislature says this will be done by rule and has placed this process with UI. Mr. Nelson continues that prior to this, the process was placed with the Director of the Agricultural Experiment Station and it may be worth a discussion from the Board on how this could be done again. Finally, Mr. Nelson shares UI is working the Potato Commission and the Department of Agriculture on whether or not UI is still the best place to house this or if it may be time to move this function somewhere else.

Dr. Clark then clarifies the Board and other agencies were advised by the Governor's Office to only bring forth mission critical legislation for the coming year and the Board's legislation related to this item was not deemed as such and therefore was not approved by the Governor's Office.

There were no additional questions or comments from the Board.

15. Proposed Rule Docket No. 47-0102-1801 – Rules Governing Extended Employment Services

BOARD ACTION
M/S (Soltman/Hill): To approve proposed Rule Docket No. 47-0102-1801, as presented in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs Committee Chair, Mr. Don Soltman, introduced the item by sharing with Board members approval of the rule will provide guidance for community rehabilitation programs in the delivery of Extended Employment Services, provide information regarding Extended Employment Services; responsibilities, program criteria and provide authority to intervene should providers fail to meet the standards set forth in the rules.

There were no questions or comments from the Board.

16. Proposed Rule Docket No. 55-0103-1801 – Rules of Career Technical Schools – Career Technical School Funding Formula

BOARD ACTION
M/S (Soltman/Westerberg): To approve proposed Rule Docket No. 55-0103-1801, as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

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Planning, Policy and Governmental Affairs Committee Chair, Mr. Don Soltman, introduced the item by sharing with Board members approval of the rule will clarify the process for calculating and distributing funds to career technical schools.

There were no questions or comments from the Board.

The Board recessed for 20 minutes, returning at 9:50 am MST.

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

Section I – Human Resources

1. Board Policy II.F. – Policies Regarding Non-Classified Employees – First Reading

BOARD ACTION
M/S (Atchley/Scoggin): To approve the first reading of the proposed amendment to Board Policy Section II.F.2.b.vi. Policies Regarding Non-Classified Employees, Automobile Exclusion and Courtesy Vehicles as provided in Attachment 1. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Ms. Emma Atchley introduced the item and shared with Board members the proposed amendments will provide additional clarification for the institutions in the implementation of the Board's policy and State Risk Management requirements.

There were no questions or comments from the Board.

2. Idaho State University – Multi-Year Employment Agreement – Head Women's Basketball Coach

BOARD ACTION
M/S (Atchley/Westerberg): To approve the request by Idaho State University to extend the multi-year employment contract with Seton Sobolewski as Women's Basketball Coach, for a fixed-term expiring May 23, 2023, unless extended per Section 2.3 or sooner terminated in accordance with the contract. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Ms. Emma Atchley introduced the item and shared with Board members the term of the contract for the proposed employment agreement is longer than three years and the maximum potential annual compensation is greater than $200,000 both of which require Board approval.

There were no questions or comments from the Board.

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3. University of Idaho – Personnel Matters

BOARD ACTION
M/S (Atchley/Hill): After considering this information and what is in the University's best interest and the student's best interest, I move to terminate for convenience pursuant to Dr. Spear's employment agreement with the University. The motion carried 8-0.

Business Affairs and Human Resources Committee Chair, Ms. Emma Atchley, introduced the item and read the following statement

"We as a Board are involved in consideration of Dr. Spear's employment status as a result of President Staben's disclosure of a conflict of interest and at President Staben's request to recuse himself. As a result of the President's recusal, the Board is not considering or giving any weight to information or opinions he may have provided.

The independent report commissioned by the University to review the University's response to 2012 and 2013 allegations of sexual misconduct identified a number of ways the University failed to respond appropriately to allegations of sexual misconduct.

The investigators concluded that the University failed to provide proper notice and education to the University community of significant changes to its policies regarding sexual misconduct and the report said "[t]he result of the failures to provide proper notice of policy changes and education regarding Title IX resulted in those in the Athletic Department (as well as in other departments), lacking an understanding of the appropriate processes to address allegations of misconduct."

We have considered the report, comments received from the public and university community, information received from the University's counsel, and information received from Dr. Spear and his legal counsel.

There were no questions or comments from the Board.

Section II – Finance

1. FY 2020 Line Item Budget Requests

BOARD ACTION
M/S (Atchley/Critchfield): To approve the Systemwide Needs line items, Community Colleges Systemwide line items and the agency and special and health program line items in Attachment 1; Occupancy Costs in Attachment 2; Faculty Transfer between the College of Eastern Idaho and College of Southern Idaho in Attachments 31 and 33; Interest Earning in Attachment 32; and the health benefits line items for the University of Idaho, College of Southern Idaho, and North Idaho College; and to authorize the Executive Director to approve the MCO and line item

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budget requests for the agencies and institutions due to the Division of Financial Management and Legislative Services Office on September 4, 2018.
The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Ms. Emma Atchley, introduced the item and then invited the Board's Chief Fiscal Officer, Mr. Carson Howell, to present the request to the Board.

Mr. Howell begins by sharing with Board members this year the BAHR Committee is recommending replacing the Enrollment Workload Adjustment (EWA) and all line items (except Occupancy Costs) with the request for Outcomes Based Funding (OBF). Mr. Howell then states this model was developed by a technical committee comprised of representatives from each of the institutions, the Division of Financial Management (DFM), Legislative Services Office (LSO) and the business community. The focus of OBF is on completion with a separate model for the College and Universities, Community Colleges, and Career and Technical Education based on the number of students who complete certificates, associate degrees, bachelor's degrees, master's degrees and doctorates. Mr. Howell then explained the completion metrics for model as well as the high impact multipliers.

Board member Hill then asked how the model will compensate for fluctuations in the high impact multipliers, such as "hot jobs". Mr. Howell responds the technical committee has considered this and suggests re-evaluating the high impact multipliers in five years.

Board member Clark then asked if the payoffs are based upon completion, are the rates proposed today based on when the student completes versus when the student started to which Mr. Howell responds the payoff would be paid upon completion, however, the technical committee expects to adjust the model to ensure the behaviors the Board is wanting to incentivize are what the payoff is based upon.

Dr. Clark then asked if the Board were to successfully implement the OBF model, how this would change the Board's practice in terms of funding requests from the institutions. Mr. Howell responds OBF would replace the EWA calculation and also replace the institution line item requests, adding, this would be a change in how the institutions are funded and what the basis of that funding is on. Dr. Clark then asks if the institutions have any risk under this new process to which Mr. Howell responds this has been a topic of discussion of the technical committee who has recommended, for this first year, the institutions provide $2M from their base funding, however, the actual amount moving forward is a policy decision that should be made by the Board.

The Board's Executive Director, Mr. Matt Freeman, then reminds Board members that if the OBF model is to be successful, the Board must place their full support behind it. Mr. Freeman then states that OBF is intended to provide the base funding for the institutions to manage the costs associated with enrollment growth and doing business and whether or not this will be sufficient to stand up new academic programs or initiatives remains to be seen. Finally, Mr. Freeman states the model is simple by design in that it is only

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measuring completions, adding the model will have to be flexible as there may be unintended consequences that must be adjusted or accounted for.

Dr. Clark then comments as the Board moves towards systemness it would make sense to have a system only request, however, the Board must balance this with meeting the needs of the institutions. Dr. Clark continues by reminding Board members that the Board and staff have a long history of working on an OBF model adding this is not something that was developed in isolation but in collaboration with other states who have also developed OBF models as well as the institutions and other stakeholders.

Board member Westerberg then comments it is important to bring forward the model while recognizing it will change over time as we learn how the model impacts behavior and that ultimately it is legislators who will have the final say on how much is appropriated from state funds.

Board member Atchley then states her concern with the weight for the On-Time Graduation multiplier, adding this is an important element to measure efficiency that will make a big impact on the Board's initiatives such as Complete College America (CCA) 15-to-Finish and the Board should encourage institutions to graduate students in two (2) or four (4) years.

There were no additional questions or comments from the Board.

2. FY2020 Capital Budget Requests

BOARD ACTION
M/S (Atchley/Westerberg): To approve the capital projects listed in Attachment 1 for Boise State University, 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 FY2020 budget cycle. The motion carried 8-0.

AND

M/S (Atchley/Westerberg): To approve the Six-Year Capital Improvement Plans for Boise State University, University of Idaho, and Lewis-Clark State College, as provided in Attachments 2, 4, and 5. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Ms. Emma Atchley introduced the item.

There were no questions or comments from the Board.

3. Intercollegiate Athletics Reports – NCAA Academic Progress Rate (APR) Reports
   This item was provided in the agenda materials as an information item.

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Business Affairs and Human Resources (BAHR) Committee Chair Ms. Emma Atchley introduced the item and shared with Board members that all institutions have met their benchmarks.

Board member Westerberg then comments that historically, as the Board as looked at this report, it has done nothing but get better and the Board should complement the institutions on their good work with their student athletes.

There were no additional questions or comments from the Board.

4. Board Policy V.I. – Real and Personal Property and Services – First Reading
This item, by unanimous consent, was returned to the Business Affairs and Human Resources Committee for further investigation.

Business Affairs and Human Resources (BAHR) Committee Chair Ms. Emma Atchley introduced the item sharing with Board members the proposed amendments include changes to purchasing real property, eminent domain, sale of services or rights, and the prohibited use of an institution's trademark were developed by Board staff to reflect the concerns expressed by the Board during the June meeting concerning real and personal property and services. Board member Atchley then invited representatives from the four year institutions to share with the Board any concerns they may have with the proposed amendments.

Representing the four year institutions were Mr. Todd Kilburn, Vice President for Finance and Administration for Lewis-Clark State College; Mr. Kevin Satterlee, President of Idaho State University; Mr. Brian Foisy, Vice President for Finance and Administration for University of Idaho; Mr. Kent Nelson, General Counsel for University of Idaho; Mr. Matt Wilde, General Counsel for Boise State University. Also present was Ms. Jenifer Marcus, Deputy Attorney General for the Idaho State Board of Education.

Mr. Wilde begins by sharing with the Board that Boise State University (BSU) does not feel they have been given adequate time to review the policy amendments and that as written BSU does have concerns with the revisions. Mr. Wilde then states BSU had initially sought discussions with Board staff earlier in the year on ways to ease the Board's involvement with public utility easements and that exceptions could and should be made not only for public entities, but for public and private utility easements as well. Mr. Wilde then shares his concern that the policy amendment requiring Board approval for the purchase of any property exceeding ten percent of the appraised fair market value would create an additional and unnecessary threshold based on the fact that the Board already has thresholds in place. Additionally, the policy amendment, as written would create a new floor for land owners in negotiations with the institution. Mr. Wilde then shares with the Board the addition of the new Section 8 to the policy would adversely affect BSU's long term relations with Learfield Sports Marketing and approval of the motion now would be unnecessary, superfluous and perhaps seen as a unilateral change for this policy.

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Finally, Mr. Wilde states it is his opinion the policy amendments, as written, should not go forward.

Mr. Foisy then shares with Board members he has many of the same concerns with the policy amendments as those expressed by Mr. Wilde, specifically how the proposed amendments would impact the existing licensing and advertisement deals the University of Idaho currently has in place.

Mr. Satterlee then shares he is also in agreement with the concerns brought forth by both BSU and UI and adds if the Boards intent is to set general standards they could work with the institutions to determine the standards, but directing the institution presidents to review particular parts of every contract goes against the mission, adding all of the campuses have a fair level of expertise in trademark licensing and on some of the campuses these are multi-million dollar operations and he would appreciate an opportunity to discuss the item further with the Board one on one.

Mr. Kilburn then shares with the Board his primary concern with the proposed amendments centers on the changes to appraisal price, adding, LCSC is landlocked and the current strategy is to purchase homes in the area as they come available and if the last home on a block comes available the proposed amendments could put the college in a difficult situation.

Board member Scoggin then comments he does not necessarily agree with all of the concerns raised today, however, this is a fairly substantive item that may require additional discussion before moving towards approving the first reading.

Board member Westerberg then requested unanimous consent to return the item to the BAHR committee for additional work.

5. Boise State University – Baker Tilly Virchow Krause, LLP Implementation Agreement for Oracle Corporation – Human Capital Management (HCM) Cloud System

BOARD ACTION
M/S (Atchley/Critchfield): To approve the request by Boise State University to retain Baker Tilly Virchow Krause, LLP for consulting and implementation of Oracle HCM Cloud System at a cost not to exceed $4.8 million in substantial conformance with the agreement in Attachment 2. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Ms. Emma Atchley introduced the item and then invited Vice President and Chief Financial Officer for Boise State University, Mr. Mark Heil and Associate Vice President and Chief Information Officer for Boise State University, Mr. Max Davis Johnson, to present the item to the Board.

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Mr. Heil begins by sharing with Board members BSU's current Human Resources (HR) Business System has reached its end of life by the vendor and has not been supported by the vendor for more than three years and as a result BSU is no longer receiving security patches from the vendor, exposing the university to risk with regards to employee personal information.

Board member Clark then requested clarification of the staff comment noting a potential issue if this contract were approved and then the systems integration consultant recommends a single system for HR that is not Oracle HCM Cloud. The Board's Executive Director, Mr. Matt Freeman, responds the staff comment is not a criticism of the merits of the request, rather simply calls out the fact that the Board will have a systems integration consultant engaged to look at areas of consolidation and the comment asks the question of whether it would be prudent for the university to invest a significant amount in their current software system pending the work of the systems integration consultant. Mr. Heil responds that BSU has considered the timeline for the work of the systems integration consultant and decided this work will take longer than what the university is comfortable with.

Board member Scoggin then asked for information on the process BSU used to select the Oracle HCM Cloud solution to which Mr. Davis-Johnson responded BSU did go through the Request for Proposal (RFP) process to which a number of firms responded to. Mr. Scoggin then asked if this was the only solution considered to which Mr. Davis-Johnson responded in the affirmative. Mr. Scoggin then shared his experience using Oracle in his business operations and advised BSU to be cautious as they move forward.

Board member Soltman then asked if BSU would be willing to accept the systems integration consultant's recommendation after having invested almost $5 million in this system to which Mr. Heil responds they would, adding the selection of Oracle HCM Cloud is BSU's attempt to mitigate their current risk exposure and that, in their opinion, it would be a prolonged amount of time before they are able to incorporate the systems integration consultant's recommendations.

There were no additional questions or comments from the Board.

6. Boise State University – Amendment to Multi-Media and Marketing Rights Agreement for Boise State University Athletics – Learfield Communications

BOARD ACTION
M/S (Atchley/Scoggin): To approve the request by Boise State University to enter into a three year contract extension with Learfield Sports Marketing as outlined herein. The motion carried 6-2 with Board members Soltman and Westerberg voting nay.

Business Affairs and Human Resources (BAHR) Committee Chair Ms. Emma Atchley introduced the item and reminded Board members this item was discussed at the June Board meeting where it was returned to the BAHR Committee for additional work. Ms.

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Atchley then invited Mr. Mark Heil, Associate Vice President and Chief Information Officer for Boise State University; Mr. Matt Wilde, General Counsel for Boise State University; and Mr. Curt Apsey, Executive Director of Athletics for Boise State University to present the amendments to the Board.

Board member Scoggin then expressed his appreciation to BSU for responding to the Board's concerns from the June Board meeting by creating a formal, written policy requiring Presidential approval of specific items in the agreement.

Board member Soltman then asks if approval of this agreement could wait until after the Board has voted on the revisions to Board Policy V.I. – Real and Personal Property. Mr. Apsey responds a delay in the approval of this agreement is cause for concern due to the importance the partnership places on the football season and it would be difficult for BSU to move forward for this season if approval were to be delayed.

Board member Westerberg then states his concern with the Board approving this agreement before voting on the revisions to Board Policy V.I – Real and Personal Property and it is his preference to defer this item.

There were no additional questions or comments from the Board.

7. Boise State University – Acquisition of Real Property

BOARD ACTION
M/S (Atchley/Hill): To approve the request by Boise State University to acquire real property located at 1104-1108 South Grant Avenue, 1116-1122 West Beacon Street and 1101 South Denver Avenue through purchase and sale subject to Board Policy V.I.2.a., or by use of eminent domain legal proceedings if necessary, and to execute and ratify any required pleadings or transactional documents, including closing documents, necessary or convenient to carry out these actions for these properties. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Ms. Emma Atchley introduced the item.

There were no questions or comments from the Board.

8. University of Idaho – Bruce M. Pitman Center Exterior Elevation Repairs – Capital Project Authorization Request, Planning and Design Phases

BOARD ACTION
M/S (Atchley/Westerberg): To approve the request by the University of Idaho to implement the Planning and Design phases of the Bruce M. Pitman Center Exterior Elevation Repairs as outlined in Attachment 1 at a cost not to exceed $146,900. The motion carried 8-0.

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Business Affairs and Human Resources (BAHR) Committee Chair Ms. Emma Atchley introduced the item.

There were no questions or comments from the Board.

9. Lewis-Clark State College – Career Technical Education Center – Tri-Partnership Development Agreement

BOARD ACTION
M/S (Atchley/Westerberg): To approve the request by Lewis-Clark State College for approval of the Development Agreement between the College, the City of Lewiston and the Lewiston School District #1 and authorize the institution to spend the necessary funds, currently estimated at $1.156M, from its reserves in order to create the infrastructure for its career technical education center. The motion carried 8-0.

AND

M/S (Atchley/Westerberg): To approve the request by Lewis-Clark State College to transfer ownership of its interest in the 310 acres jointly owned by Lewis-Clark State College, the City of Lewiston and Independent School District No. 1 of Nez Perce County as proposed in the Development Agreement for the purpose of allowing Lewis-Clark State College to own its individual parcel of approximately 30.5 acres on which Lewis- Clark State College intends to construct the Career-Technical Education Center. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Ms. Emma Atchley introduced the item and then invited Dr. Cynthia Pemberton, President of Lewis-Clark State College (LCSC) and Mr. Todd Kilburn, Vice President for Finance and Administration for Lewis-Clark State College to present the item to the Board.

Dr. Pemberton begins by sharing with Board members the development agreement before the Board today is for the infrastructure, both on-site and off-site, necessary for the City of Lewiston, LCSC and the local school district to develop the site. Dr. Pemberton then states LCSC's contribution is estimated at just under 19% of the total estimated construction cost of $6,099,699 for the infrastructure and that this work is necessary in order for LCSC to move forward with the construction of the new Career Technical Education Center. Finally, Dr. Pemberton shares with the Board that LCSC has secured $14.7 million towards the $20 million goal for the new Career Technical Education Center and that the college has reserved funds available to complete the project.

Board member Soltman then asks if there are any costs associated with the transfer of ownership of LCSC's interest in the jointly owned 310 acre site to which Dr. Pemberton responds there are none.

There were no additional questions or comments from the Board.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS (IRSA)

1. Three-Year Program Plan

BOARD ACTION
M/S (Critchfield/Soltman): To approve the Three-Year Program Plan as submitted in Attachment 1. The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA) Committee chair Ms. Debbie Critchfield introduced item reminding Board members the Three-Year Plan provides a comprehensive picture of anticipated institutional academic program development and is intended to serve as the foundation for advising and informing the Board in its efforts to coordinate educational programs throughout the state and that approval of the three-year plan will provide the institutions with the ability to proceed with the development of a program proposal for consideration by the Board.

The Board's Chief Academic Officer, Dr. Randall Brumfield, then shares with Board members the current focus is on health sciences, health professions, computer sciences and education fields. Dr. Brumfield adds there are also 4-year baccalaureate degrees being delivered through the community colleges as applied baccalaureate programs and Board staff is requesting direction from the Board on how to work with the community colleges on their ability to offer baccalaureate programs.

Board member Critchfield then invited represented from each of the 2-year and 4-year institutions to present an overview of their Three-Year Plan to the Board.

There were no questions or comments from the Board.

2. Idaho State University – Ph.D. in Rehabilitation and Communication Sciences

BOARD ACTION
M/S (Critchfield/Hill): To approve the request by Idaho State University to add a Ph.D. in Rehabilitation and Communication Sciences Program as presented. The motion carried 8-0.

There were no questions or comments from the Board.

3. University of Idaho – Masters of Science in Plant Pathology

BOARD ACTION
M/S (Critchfield/Atchley): To approve the request by the University of Idaho to add a M.S. in Plant Pathology Program as presented. The motion carried 8-0.

There were no questions or comments from the Board.

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4. Board Policy III.N. - General Education – First Reading

BOARD ACTION
M/S (Critchfield/Hill): To approve the first reading of the proposed amendments to Board Policy III.N, General Education as presented in Attachment 1. The motion carried 8-0.

Board member Hill shared with Board members this work started some time ago and then expressed his appreciation to the Board's Chief Academic Officer, Dr. Randall Brumfield, staff and the institutions for their work and efforts in this area.

There were no additional questions or comments from the Board.

5. Board Policy III. C. - Graduate Medical Education Committee – Second Reading

BOARD ACTION
M/S (Critchfield/Soltman): To approve the second reading of proposed Board Policy III.C. as provided at Attachment 1. The motion carried 8-0.

Board member Atchley asked if there were any changes to the proposed policy from the first reading to which the Board's Chief Academic Officer, Dr. Randall Brumfield, responded there were none.

There were no additional questions or comments from the Board.

6. Board Policy III.Y. – Advanced Opportunities – Second Reading

BOARD ACTION
M/S (Critchfield/Hill): To approve the second reading of proposed amendments to Board Policy III.Y. Advanced Opportunities as submitted in Attachment 1. The motion carried 8-0.

The Board's Chief Academic Officer, Dr. Randall Brumfield, reminds Board members approval of the proposed amendment will align the acceptance of Advanced Placement (AP) scores across institutions and that students will be awarded academic credit for an AP score of 3 or higher.

There were no questions or comments from the Board.

7. Board Policy III.Z. – Planning and Delivery of Postsecondary Programs and Courses – Second Reading

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BOARD ACTION
M/S (Critchfield/Atchley): To approve the second reading of proposed amendments to Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses as submitted in Attachment 1. The motion carried 8-0.

The Board's Chief Academic Officer, Dr. Randall Brumfield, reminded Board members of the request during the June meeting to redact the University of Idaho as a regional service delivery for the applied baccalaureate degree as this is not in their mission and that Board staff is working on the definition for an applied baccalaureate degree and plans to bring this to the Board for approval at the October meeting.

There were no questions or comments from the Board.

8. Complete College America Momentum Pathways Initiative
   This item was provided in the agenda materials as an information item.

There were no questions or comments from the Board.

OTHER BUSINESS

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

BOARD ACTION

M/S (Westerberg/Hill): To adjourn the meeting at 12:08 pm (MDT). The motion carried 8-0.

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DRAFT

STATE BOARD OF EDUCATION
August 30, 2018
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 August 30, 2018 in the large conference room on the third floor of the Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 2:30pm MST. 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. Proposed Rule Docket 08-0203-1803 – Graduation Requirements

M/S (Soltman/Critchfield): To approve docket number 08-0203-1803, Rules Governing Thoroughness, high school graduation requirements, as submitted in Attachment 1. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item and then invited the Board's Chief Planning and Policy Officer, Ms. Tracie Brent, to present an overview of the items the Board would be voting on today.

Ms. Bent begins by reminding Board members the proposed amendments to IDAPA 08.02.03 will incorporate the changes discussed by the Board at the April 2018 Regular Board meeting required by Section 33-523, Idaho Code and suggested amendments identified during the negotiated rulemaking process with stakeholders and the Board's discussion at the August 2018 Regular Board meeting during the Work Session.

Ms. Bent then shares with Board members Section 33-523, Idaho Code, exempts students who have completed eight or more credits in mathematics and have completed Algebra II or higher-level mathematics prior to the student's senior year from taking a mathematics class during the senior year. Additional amendments the Board will be voting on today include updating the reference to Algebra to add integrated math to be consistent with integrated math offerings by school districts and charter schools, removing restrictions on computer science courses to allow for computer science courses aligned to the Idaho Computer Science Content Standards at the high school level, and finally expand on the senior project to provide clarity on the intent of the senior project to include elements of research, development of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome.

Board member Scoggin then asked if the language would also include examples on acceptable ways of completing the senior project to which Dr. Clark responded this information would be a part of the materials shared with the school districts but would not be written into rule. The Board's Executive Director, Mr. Matt Freeman, then comments the Board's College and Career Advising Plans include six (6) different models that meet the requirement and that Board staff could develop something similar to this for the senior project.

Ms. Bent then comments the next step will be for Board staff to publish the rule in the Administrative Bulletin, at which time the 21-day public comment period will start and that part of the public comment period involves Board staff soliciting feedback on additional FAQ's and guidance regarding the senior project. Finally, Ms. Bent shares this feedback will be prepared at the same time as when the Board considers the pending rule in November and will have some initial information to post and send to the school districts.

Dr. Clark then asks Superintendent Ybarra to update the Board on the State Department of Education's (SDE) findings regarding the standards for financial literacy. Superintendent Ybarra responds that SDE's research has found that financial literacy is considered an elective within the economics standards and that SDE is working on a communications plan to make sure districts are aware of this information and she will update Board members on the next steps at the Regular Board meeting in October. Dr. Clark then comments it is incumbent on the Board to provide additional training and emphasis to ensure every student is getting access to these life skills without adding another graduation requirement. Superintendent Ybarra then comments that as SDE is putting the public schools budget together she and her staff will be sure to look at this piece and include it as well.

Board member Critchfield then comments the notes in the materials provided to Board members call out student internships or attainment of an Associate's Degree as ways to satisfy the senior project requirement. She then asks if these are allowed in lieu of the senior project to which Ms. Bent responds that currently the requirements for the senior project do include these as a possible way of satisfying the senior project requirement and that completion of a postsecondary certificate or degree at the time of graduation from high school or an approved pre-internship or internship program. Dr. Clark then

asks if this should also include the School to Registered Apprenticeship program to which Mr. Dwight Johnson, Administrator for Idaho Career and Technical Education (ICTE) responds the Board would need to think through the definition of a pre-internship, however, he believes the School to Registered Apprenticeship program should qualify as meeting the senior project requirement.

Board member Soltman then asked how the Board developed the language regarding pre-apprenticeship to which Ms. Bent responds during the previous year, Board staff worked with stakeholders, including ICTE staff, through the negotiated rules process to define these terms and that currently, the terms are not defined in rule, but can be further developed and brought back for the pending rule with more specific language, working with CTE, on better defining pre-internship and internship programs. Mr. Johnson then comments the Workforce Development Council is currently working on definitions for these terms as well.

There were no additional questions or comments from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

2. Idaho State University – Six-year Capital Project Plan and Permanent Building Fund Request – Eames Complex/Gale Life Science Building

M/S (Atchley/Westerberg): To approve the Idaho State University FY 2020 Six-Year Capital Projects Plan provided in Attachment 1. The motion carried 8-0.

AND

M/S (Atchley/Westerberg): To authorize Idaho State University to submit the request to the Permanent Building Fund for reallocation of the FY2018 $10 million appropriation originally intended for the remodel of the Gale Life Science Building to be used for the planned construction at the Eames Complex. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Ms. Emma Atchley, introduced the item reminding Board members during the August 2018 Board meeting, the Board did not approve the Idaho State University (ISU) FY2020 Six-Year Capital Projects Plan and that ISU needed to amend the plan to include the Gale Life Sciences building as the first priority. Additionally, ISU has requested the previous $10 million appropriation for the remodel of the Gale Life Science Building be reallocated to the Eames Complex.

Board member Atchley then comments the materials submitted only include two phases totaling $8,000,000 and asks if there are plans for the other $2,000,000. The Board's Chief Fiscal Officer, Mr. Carson Howell, responds ISU's approved Six Year Capital Plan includes $5,000,000 for the Career Technical Education Eames Complex Phase 2 and

$3,000,000 for Phase 3 for a total of $8,000,000. Mr. Brian Hickenlooper, Interim Chief Financial Officer for ISU, adds the $10,000,000 originally appropriated for the Gale Life Science Building was in the FY19 Capital Plan and is not included on the current Six Year Plan because it has already rolled off. Dr. Clark then asks if ISU will spend $10,000,000 on the Eames Complex to which Mr. Satterlee responds the Six Year Plan is for future phases.

There were no additional questions or comments from the Board.

EXECUTIVE SESSION (Closed to the Public)

1. University of Idaho

M/S (Critchfield/Hill): To go into 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 8-0.

Board members entered in to Executive Session at 2:52 pm MST.

M/S (Westerberg/Hill): To go out of Executive Session. The motion carried 8-0.

Board members exited Executive Session at 3:10 pm MST.

OPEN MEETING

The Board reconvened in Open Session at 3:13pm MST where Board President Clark read the following statement:

"The Board convened in Executive Session to consider an exempt matter which is permissible under the Open Meeting Law, Idaho Code, Title 74, Section 206(1)(b). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in this matter it will occur at a future meeting properly noticed under the Open Meeting Law".

OTHER BUSINESS

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

M/S (Hill/Scoggin): To adjourn the meeting at 3:14 pm MST. The motion carried 7-0. Ms. Atchley was absent from voting.

DRAFT

STATE BOARD OF EDUCATION
September 28, 2018
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 September 28, 2018 in the large conference room on the third floor of the Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 9:00am MST. 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

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Boise State University – Fine Arts Building Construction Authorization Increase and Reallocation of Bond Proceeds

M/S (Atchley/Hill): To approve the request by Boise State University to increase the construction budget for the Fine Arts building to $48,500,000 and to reallocate up to $4 million of Series 2017A bond proceeds, plus related interest earnings, originally allocated to the Micron Materials Science Building, to the Fine Arts project. The motion carried 8-0..

Business Affairs and Human Resources (BAHR) Committee Chair Ms. Emma Atchley introduced the item sharing with Board members Boise State University (BSU) is seeking Board approval to transfer bond funds from the Micron Center for Materials Research to the new Fine Arts building. Ms. Atchley then invited representatives from Boise State University to present the request to the Board. Representing Boise State University were Chief Operating Officer and Vice President for Campus Operations, Ms. Randi McDermott and Vice President and Chief Financial Officer, Mr. Mark Heil.

Mr. Heil begins by sharing with Board members the motion before the Board today is to formally ask for approval to transfer the bond proceeds from the Micron Center for Materials Research to the new Fine Arts building. Mr. Heil then walked the Board through a timeline of how the two projects have intersected.

Ms. McDermott then shares with Board members BSU had originally planned to add this item to the agenda for the regular Board meeting in October, however, BSU recently received information that required approval before the October Board meeting.

Ms. McDermott then reminds Board members of their approval in October 2016 of BSU's request to construct a new Fine Arts building on campus along the Capitol Boulevard corridor. Ms. McDermott then states due to the volatility in the construction market at the time, the project was bid with portions of the building (the fourth floor, office suites adjacent to and above the galleries, and the World Museum space) constructed as shelled, or unfinished, space and that additive alternates to finish out these spaces were included in the original construction bids, however, sufficient funding did not exist at the time of the award to allow for the build out of the alternates and construction of the Fine Arts building began in early 2017. Ms. McDermott continues that in December 2017 BSU issued general revenue bonds to construct the Micron Center for Materials Research and that at the time a contingency was included in the bond issuance for market volatility. Bids for this project came in below estimates, and BSU now has approximately $4,000,000 in excess bond proceeds that they would like to reallocate to complete the Fine Arts building. Additionally, BSU is also seeking Board approval to spend up to an additional $2,500,000 in institutional funds to build out the shelled spaces and purchase furniture, fixtures and equipment for the building.

Ms. McDermott then shares with Board members that in July 2018 BSU had requested information from the Department of Public Works (DPW) on what the cost of the add alternatives would be and that DPW responded they believed the alternates could be included using the existing contractor who estimated the alternates would cost $1,300,000. In August, BSU received approval from the bond counsel to use the excess bonds from the Micron Materials Research Center for the Fine Arts Building. Ms. McDermott then states that at the end of September BSU, in conversations with DPW and the contractor, learned that waiting until October for Board approval would delay the project such that moving in before the start of the fall 2019 semester would be difficult, making the building unusable for academic space until the following semester, in spring of 2020.

Board member Scoggin then asks for confirmation from BSU that the funds they are seeking to transfer to the Fine Arts building are to cover the costs to finish out the alternate space and not to cover cost overruns on the project. Ms. McDermott and Mr. Heil both confirm this to be correct.

Board member Westerberg then asks if transferring the bond proceeds to the Fine Arts building will in any way effect construction of the Micron Materials Research Center, to

which Ms. McDermott responds the project is on track to be constructed exactly as it was originally designed. Ms. McDermott then adds there is shell space on the third floor that BSU has intentionally left unfinished so the faculty who will occupy the space can customize it to fit their needs. Ms. McDermott then states this fits within the project budget and that BSU has not yet completed fundraising for the Micron Materials Research Center building. Board member Westerberg then requested confirmation that BSU has not changed the scope of the project for the Micron Materials Research Center in order to transfer the bond proceeds to the Fine Arts building, to which Ms. McDermott responds in the affirmative. Finally, Mr. Westerberg asks if there is any reason for concern if BSU were to use an additional $2,000,000 - $3,000,000 in institutional funds for the Micron Materials Research Center to which Mr. Heil responds there are none.

Board member Critchfield then asks the ramifications if the Board were to not approve today's motion. Ms. McDermott responds if the Board were to not approve the motion, the Fine Arts building would remain unfinished and the existing shell space would remain as is. Dr. Clark then asks if it would be significantly more expensive if BSU were to build out the unfinished areas at a later date to which Ms. McDermott responds in the affirmative.

The Board's Chief Fiscal Officer, Mr. Carson Howell, then shares that Board policy allows for bond proceeds to be transferred between projects as long as the projects have the same tax status to which Mr. Heil states this is the case.

There were no additional questions or comments from the Board.

OTHER BUSINESS

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

M/S (Scoggin/Atchley): To adjourn the meeting at 9:16 am MST. The motion carried 8-0.

SUBJECT

Public Education System - Performance Reporting/Outcomes Based Funding Performance Measures Review

REFERENCE

October 2016	Board reviewed system performance measures for the period from FY13 – FY16
December 2016	Board discussed amendments to the K-20 Education Strategic Plan
February 2017	Board approved amendments to the K-20 Education Strategic Plan FY18 – FY22
April 2017	Board discussed institution and agencies FY18-FY22 Strategic Plans
June 2017	Board approved institution and agencies FY18-FY22 Strategic Plans and requested additional information on college entrance exam performance be presented with the October performance measure reporting in October.
October 2017	Board reviewed performance measures for the period from FY14 – FY17
December 2017	Board approved new Institution System-wide Performance Measures for use starting in FY19 and discussed full rewrite of K-20 Education Strategic Plan.
February 2018	Board approved re-write of K-20 Education Strategic Plan for FY19 – FY23.
April 2018	Board discussed institution and agencies FY19 - FY23 Strategic Plans.
June 2018	Board approved institution and agencies FY19 - FY23 Strategic Plans.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M, and III.S.
Section 67-1901 through 1905, Idaho Code
Administrative Code, IDAPA 08.02.01.802 – Literacy Growth Targets

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective A: Data Access and Transparency.

BACKGROUND/DISCUSSION

The performance measure data are presented annually to provide an overview of the progress the state public education system is making toward the Board's strategic plan goals and performance targets as well as the agencies' and institutions' strategic plan goals and performance targets. This presentation is meant to generate a discussion regarding the overall cumulative progress being

made toward the Board's goals and objectives as well as the institutions specific goals and objectives and any changes the Board may want to make in December to it is K-20 educational system strategic plan, including performance measures. The annual performance review is a look back at the previous four years performance and is based on performance measures last approved by the Board at the June 2017 Regular Board meeting. The strategic plan performance measures approved by the Board during the 2017-2018 planning cycle are scheduled to be reported to the Board at the October 2019 Regular Board meeting.

During the October 2011 Board meeting the Board requested that the institutions' strategic plans contain six postsecondary performance measures that are consistent across the public postsecondary educational system. These system-wide performance measures looked at remediation, retention, dual credit participation, certificates and degrees conferred, cost per credit hour, and certificate and degree completions. At the April 2017 Board meeting as part of the discussion regarding the institutions and agencies' strategic plans the Planning, Policy and Governmental Affairs Committee was asked to look at the relevancy of the system-wide performance measures approved in 2011 and bring back recommendation for updated system-wide performance measures. The Board approved new institution system-wide performance measures at the December 2017 Regular Board meeting. These new performance measures were selected, in part, to start tracking the impact of the implementation of the Complete College Idaho strategies and Complete College American Game Changers adopted by the Board in 2012. These performance measures were also incorporated into the K-20 Educational System Strategic Plan. Board staff will provided baseline data for the new performance measures in preparation for establishing benchmarks for new performance measures in the K-20 Educations System Strategic Plan. The new system-wide performance measures are provide in Attachment 1.

The Board will also have an opportunity to review data for measures in the proposed Outcomes-based Funding model. Staff will walk the board through the mechanics of the model, including the metric, measures and weights, all of which are focused on student outcomes. Staff will also discuss the rationale behind the proposed metric, measures and weights. Board consideration and action on the model will be conducted under a separate agenda item under the Business Affairs and Human Resources section of the agenda (BAHR-FIN, TAB 2 – Outcomes Based Funding). The new funding model is based on three separate categories of funding and four categories of outcomes. The detail of the models may be viewed as part of the Outcomes Based Funding agenda material.

In addition to the performance measure discussion, the Board will also have the opportunity to review progress toward the state literacy growth targets. During the 2016 legislative session, the Board was asked to set, through administrative rule, literacy growth targets for students in kindergarten through grade 3 and to review statewide student proficiency levels and progress toward the literacy growth

targets annually. The Board set the following targets, based on the spring administration of the statewide reading assessment (Idaho Reading Indicator):

Year 1 (2017-2018) and 2 (2018-2019)

- Kindergarten 1%
- Grade 1 1%
- Grade 2 1%
- Grade 3 1%

Years 3 (2019-2020), 4 (2020-2021), and 5 (2021-2022)

- Kindergarten 1.8%
- Grade 1 2.0%
- Grade 2 1.6%
- Grade 3 1.2%

This will be the second annual review of the proficiency levels, progress toward the trajectory growth targets. Progress toward these targets is provided in Attachment 29.

IMPACT

The data included in this presentation will be used by the Board, institutions, and agencies to direct their future strategic planning efforts and provides the Board and the public with an update on the progress Idaho's public educational system is making.

ATTACHMENTS

Performance Measure Reports

System-wide Strategic Plan Performance Reports

Attachment 1 – Postsecondary System-wide Performance Measures
Attachment 2 – K-20 Public Education System Performance Measures
Attachment 3 – K-20 STEM Education Strategic Plan Performance Measures
Attachment 4 – K-20 American Indian Education Strategic Plan Performance Measures
Attachment 5 – Higher Education Research Strategic Plan Performance Measures

Agencies

Attachment 6 – Public Schools
Attachment 7 – Idaho Division of Career Technical Education
Attachment 8 – Idaho Division of Vocational Rehabilitation
Attachment 9 – Idaho Public Television

Institutions

Attachment 10 – University of Idaho
Attachment 11 – Boise State University
Attachment 12 – Idaho State University
Attachment 13 – Lewis-Clark State College

Community Colleges
Attachment 14 – Eastern Idaho Technical College (College of Eastern Idaho)
Attachment 15 – College of Southern Idaho
Attachment 16 – College of Western Idaho
Attachment 17 – North Idaho College

Special and Health Programs
Attachment 18 – Agricultural Research and Extension Service
Attachment 19 – Family Medical Residency (ISU)
Attachment 20 – Boise Family Medical Residency
Attachment 21 – Forest Utilization Research
Attachment 22 – Idaho Dental Education Program
Attachment 23 – Idaho Geological Survey
Attachment 24 – Idaho Museum of Natural History
Attachment 25 – Small Business Development Center
Attachment 26 – TechHelp
Attachment 27 – WIMU (WI) Veterinary Medicine
Attachment 28 – WWAMI Medical Education

Other Performance Reports
Attachment 29 – Idaho Reading Indicator–Reading Proficiency Targets
Attachment 30 – Voluntary Framework of Accountability

STAFF COMMENTS AND RECOMMENDATIONS

Institution and agency performance measures and benchmarks are approved by the Board when the Board approves the institutions and agencies strategic plans. In September of each year the institutions and agencies are required to select performance measures from their strategic plans and submit them to the Division of Financial Management (DFM). DFM then makes the reports available to the Governor and the Legislature and posts them on the DFM website. In order to allow the institutions time to provide data based on the most recent completed school year the performance measure reporting to the Board was moved from the August Board meeting to the October Board meeting in 2008.

The attached Performance Measure Reports for the institutions, agencies and special programs are the reports submitted to DFM and include the self-selected performance measures and the Board identified system-wide performance measures. The reports do not include all of the performance measures included in each of the institutions and agencies strategic plans. The Board is provided trend data for each of the performance measures included in the institutions and agencies strategic plans when they review the strategic plans at the April and June Board meetings. This information will be available during the discussion at the Board meeting if there are specific performance measures that are not included in attached reports that Board members would like to discuss. Attachment 2 includes all of the performance measures for the 2017-2022 K-20 Education Strategic Plant.

Unlike the strategic planning process, which is forward looking, the performance measure reporting is a backward look and is based on the performance measures included in the strategic plans approved by the Board during the 2016-2017 (for the 2017-2018 school year) planning cycle and do not include any new measures approved by the Board in the 2017-2018 planning cycle. Performance measures included in the new strategic plans (approved February 2018 and June 2018) are scheduled to be reported on at the October 2019 Board meeting.

The new educational system data dashboard will be used to review the system-wide performance measures, giving the Board and opportunity to see the progress being made on the dashboard prior to its full roll out at the December 2018 Board meeting.

In addition to performance measure reporting required by the state, the College of Southern Idaho, College of Eastern Idaho and North Idaho College participate in the Voluntary Framework of Accountability (VFA). The VFA is an accountability framework for community colleges with measures designed to encompass the diverse mission of a community college and the diversity of students who attend community colleges. More than 60 community colleges participated in the development of the VFA. The performance measures captured by the VFA are targeted to gauge student progress and outcomes including pre-collegiate preparation, academic progress and momentum points, completion and transfer measures, and workforce outcomes for career technical education. This system is an example of additional or alternate measures the Board may want to look at that are specific to the community colleges or targeted toward part-time or career technical students outcomes. The College of Western Idaho participated did not participate in the data collection during the previous academic year. The current academic year is the first year the College of Eastern Idaho will be participating. Attachment 30 provides a summary of the VFA metrics and a look at the College of Southern Idaho and North Idaho College performance reports under the VFA's framework.

As more and more part-time and non-traditional students, attend both 2-year and the 4-year institutions there has been an increased focus nationally on looking at how institutions measure progress outcomes for these populations. The National Center of Education Statistics through the Integrated Postsecondary Education Data System (IPEDS) has started collected outcomes measures that look at four different degree seeking student cohorts:

- Full-time, first-time
- Part-time, first-time
- Full-time, non-first-time entering (transfer students)
- Part-time, non-first-time entering (transfer students)

These data will be for students reported the 2008 cohort of student as reported for the 2015-2016 academic year and Fall 2016 admissions. This will result in essentially a look back at the students in these cohorts that enrolled at the

institution in 2008 and where they were at in the 2015-2016 academic year in the area of:

- Number and percent of completers
- Number and percent still enrolled
- Number and percent enrolled at another institution
- Number and percent enrollment status unknown

BOARD ACTION

This item is for informational purposes only.

Attachment 1

2013-2018 System-wide Performance Measures

Completion Rate:
This measure is being split into two measures.

a) Total degree production and headcount (split by undergraduate/graduate).
b) Unduplicated FTE of graduates and percent of graduates to total unduplicated FTE (split by undergraduate/graduate).

Retention Rate:
Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).

Cost of College (to determine financials):
We will use the audited financial statements (meaning a 1-year lag). We will use the total Cost-of-College step 4 for financials for the 4-year institutions. The Community Colleges do not produce a Cost-of-College report and will use the Voluntary Framework of Accountability cost measures.

a) Cost per credit hour – Financials divided by total weighted undergraduate credit hours from the EWA report.
b) Efficiency – Graduates with certificates (of at least 1-year or more) and degree completions per $100,000 of financials.

Remediation *(reported under cases served on performance measure report):*
Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional benchmarks.

Dual Credit:
Total credit hours earned and the unduplicated headcount of participating students.

Postsecondary Institution
System-wide Performance Measures
Approve December 2017

Timely Degree Completion

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting
II. Percent of first-time, full-time, freshmen graduating within 150% of time
III. Total number of certificates/degrees produced, broken out by:
    a) Certificates of one academic year or more
    b) Associate degrees
    c) Baccalaureate degrees
IV. Number of unduplicated graduates, broken out by:
    a) Certificates of one academic year or more
    b) Associate degrees
    c) Baccalaureate degrees

Reform Remediation

V. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a “C” or higher

Math Pathways

VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

Structured Schedules

VII. Number of programs offering structured schedules

Guided Pathways

VIII. Percent of first-time, full-time freshmen graduating within 100% of time

Attachment 2

K-20 Education System Strategic Plan FY15-FY18 Performance Measure Report

Performance for Fiscal Year:

Goal/Objective	Performance Measure	Benchmark	FY2015	FY2016	FY2017	FY2018
Goal 1: A Well Educated Citizenry						
Goal 1, Objective A: Access	Annual number of state-funded scholarships awarded.	3,000	1,787	1,798	3,477	3,784
	Annual total dollar amount of state-funded scholarships awarded.	$16,000,000	$6,369,276	$6,528,700	$11,290,337	$11,726,150
	Proportion of graduates with debt - 4-year institutions	<50%	66%	66%	60%	NA
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmark on SAT	60%	NA	NA	33%	NA
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmarks on ACT	60%	37%	36%	36%	NA
	Percent of high school graduates who participated in one or more advanced opportunities.	80%	43%	46%	53%	NA
	Percent of dual credit students who graduated high school with an Associate's Degree.	3%	0.6%	1.0%	1.3%	NA
	Percent of Idaho Public high school graduates who enrolled in a postsecondary institution within 12 months of graduation from an Idaho high school.	60%	51%	48%	NA	NA
	Percent of Idaho Public high school graduates who enrolled in a postsecondary institution within 36 months of graduation from an Idaho high school.	80%	64%	65%	NA	NA
	Limit increase in cost of attendance (to the student)	<4%	2.8%	-1.1%	NA	NA
	Average net cost to attend public 4-year institution.	90% of peers	98.6%	92.0%	NA	NA
	Average net cost to attend public 2-year institution.	90% of public 2-year institutions from WICHE states	98.9%	93.2%	NA	NA
	Expense per student FTE	≤$20,000	$ 22,140	$ 23,758	NA	NA
	Number of degrees produced	15,000	14,026	14,409	14,725	NA
	Reduce gap in access measures between groups with traditionally low educational attainment and the general population					
Goal 1, Objective B: Adult-Learner	Percent of Idahoans (ages 35 to 64) who have a college degree.	37%	37%	39%	39%	NA
	Number of graduates of retraining programs in the technical colleges (integrated, reintegrated, upgrade, and customized).	20	15	NA	NA	NA
	Number of first-time postsecondary institution students with a GED	3,000	2,761	2,145	1,975	2,128

Attachment 2

Goal/Objective	Performance Measure	Benchmark	FY2015	FY2016	FY2017	FY2018
		Performance for Fiscal Year:				
	Number of non-traditional postsecondary institution graduates (age>39)	2,000	1,811	1,806	1,780	NA
	Number of veterans enrolled at public institutions - broken out by FT and PT	2,500	2,171	2,026	NA	2,365
	Full-Time Status					
	Part-Time Status					
	Reduce gap in re-integration measures between groups with traditionally low educational attainment and the general population					
Goal 1, Objective C: Educational Attainment	Percent of Idahoans (ages 25 to 34) who have a college degree or certificate requiring one academic year or more of study.	60% by 2020	42%	42%	NA	NA
	High School cohort graduation rate	95%	78.9%	79.7%	79.7%	NA
	Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho public 2-year Institution.	75%	54.4%	54.7%	55.1%	56.9%
	Percentage of transfer full-time degree-seeking students who return (or who graduate) for second year in an Idaho public 2-year Institution.	75%	58.7%	51.6%	NA	NA
	Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho public 4-year Institution.	85%	74.7%	74.4%	74.0%	74.6%
	Percentage of transfer full-time degree-seeking students who return (or who graduate) for second year in an Idaho public 4-year Institution.	85%	75.6%	74.9%	75.4%	75.0%
	Percent of full-time first-time freshmen graduating within 150% of time - 2-year	50%	20.1%	20.3%	NA	NA
	Percent of full-time first-time freshmen graduating within 150% of time - 4-year	50%	41.6%	40.9%	NA	NA
	Reduce gap in educational attainment measures between groups with traditionally low educational attainment and the general population					
Goal 1, Objective D: Transition	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - **10th Grade ELA/Literacy**	100%	60.6%	61.7%	59.1%	59.28%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - **10th Grade Math**	100%	30.3%	30.8%	32.1%	32.87%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - **10th Grade Science**	100%	N/A	66.0%	65.1%	66.55%

Attachment 2

Goal/Objective	Performance Measure	Benchmark	FY2015	FY2016	FY2017	FY2018
		Performance for Fiscal Year:				
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - **5th Grade ELA/Literacy**	100%	52.3%	53.8%	53.7%	55.22%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - **5th Grade Math**	100%	38.2%	40.0%	41.7%	43.06%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - **5th Grade Science**	100%	62.9%	63.1%	66.1%	65.06%
	Average composite ACT score of graduating secondary students.	24	22.7	22.7	22.7	22.3
	Average composite SAT score of graduating secondary students.	1,010	1,366	1,357	1,002	NA
	Percent of students meeting college readiness benchmark on the SAT Mathematics exam.	NA	NA	NA	35%	NA
	Reduce gap in student achievement measures between groups with traditionally low educational attainment and the general population					
Goal 2: Innovation & Economic Development						
Goal 2, Objective A: Workforce Readiness	Percent of students participating in interships.	10%	3.4%	3.9%		
	Percent of undergraduate students participating in undergraduate research.					
	Boise State University	40%	29%	35%	37%	37%
	Idaho State University	50%	41%	45%	45%	45%
	University of Idaho	60%	61%	59%	65%	61%
Goal 2, Objective B: Innovation & Creativity	Total amount of research expenditures.	20% increase	2.8% ($146,699,825)	5.6% ($154,989,123)	5.2% ($163,093,485)	NA
Goal 2, Objective C: Economic Growth	Percentage of graduates employed in Idaho 1 year after graduation	80%	77% Class of 2013	77% Class of 2014	NA	NA
	Percentage of graduates employed in Idaho 3 years after graduation	75%	69% Class of 2011	70% Class of 2012	NA	NA
Goal 2, Objective D: Education to Workforce	Ratio of non-STEM to STEM baccalaureate degrees	1:0.25	1:0.24	1:0.24	1:0.25	NA
	Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	8	8	8	NA	NA
	Percentage of Idaho graduates who participated in one of the state sponsored medical programs who return to Idaho	60%		51%	NA	NA

Attachment 2

Goal/Objective	Performance Measure	Benchmark	FY2015	FY2016	FY2017	FY2018
		Performance for Fiscal Year:				
	Percentage of Boise Family Medicine Residency Graduates Practicing in Idaho.	60%	43%	47%	56%	53%
	Percentage of ISU Family Medicine Residency Graduates Practicing in Idaho.	60%	86%	43%	71%	29%
	Percentage of CDA Family Medicine Residency Graduates Practicing in Idaho.	60%		NA	NA	NA
	Percent of Psychiatry Residency Program graduates practicing in Idaho.	50%	100% (1)	NA	NA	NA
	Increase in postsecondary programs tied to workforce needs.	10		New Measure	NA	NA
	Postsecondary nursing education programs.	20		14	NA	20
	Medical related postsecondary programs (other than nursing).	100		85	NA	108
Goal 3: Data-Informed Decision Making						
Goal 3, Objective A: Data-informed Decision Making	Development of a single K-20 data dashboard and timeline for implementation.	leted by FY 2018		Progress report		
Goal 4: Effective and Efficient Educational System						
Goal 4, Objective A: Quality Teaching Workforce	Median SAT scores of students in public institution teacher training programs	1010	NA	NA	NA	NA
	Median ACT scores of students in public institution teacher training programs	24	NA	NA	NA	NA
	Percent of first-time students from public institution teacher training programs that pass the Praxis Subject Assessments (formerly the Praxis II).	90%	NA	83%	82%	82%
Goal 4, Objective B: Alignment and Coordination	Percent of Idaho community college transfers who graduate from four-year institutions	25%	19.5%	13.5%	NA	NA
	Percent of 4-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language arts.	<20%	24.7%	24.5%	24.7%	24.8%
	Percent of 2-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language art.	<55%	63.5%	60.7%	54.1%	60.8%
	Percent of postsecondary students participating in a remedial program who completed the program or course.	≥65%	55.0%	57.0%	NA	NA
Goal 4, Objective C: Productivity and Efficiency	Graduates per $100,000	1.7	1.5	1.5	NA	NA
	Number of graduates	13,000	12,616	13,012	13,018	NA

Attachment 2

Performance for Fiscal Year:						
Goal/Objective	**Performance Measure**	**Benchmark**	**FY2015**	**FY2016**	**FY2017**	**FY2018**
	Cost per undergraduate weighted student credit hour	<$500	$304	$316	$330	NA
	Average net cost to attend public 4-year institution.	90% of peers	98.6%			
	Average net cost to attend public 2-year institution.	90% of public 2-year institutions from WICHE states				
	Median number of credits earned at completion of an Associates degree program - NON-TRANSFER STUDENTS.	69	75	74	71	NA
	Median number of credits earned at completion of an Associates degree program - TRANSFER STUDENTS.	69	91	93	94	NA
	Median number of credits earned at completion of Bachelor's degree program - NON-TRANSFER STUDENTS.	138	124	122	122	NA
	Median number of credits earned at completion of Bachelor's degree program - TRANSFER STUDENTS.	138	142	141	141	NA
	Institution reserves comparable to best practice.	> or = 5%	BSU = 5.1% ISU= 15.6% U of I = 5.1% LCSC = 6.3%	BSU = 5.3% ISU= 11.8% U of I = 5.4% LCSC = 6.0%	BSU = 5.5% ISU= 7.8% U of I = 5.0% LCSC = 5.2%	NA

Attachment 3

K-20 STEM EDUCATION STRATEGIC PLAN PERFORMANCE MEASURES - FY 2015 - FY2018

			PERFORMANCE FOR FISCAL YEAR			
Goal/Objective	**Performance Measure**	**Benchmark**	**FY2015**	**FY2016**	**FY2017**	**FY2018**
Goal 1: Access to STEM opportunities						
Goal 1, Objective A: Awareness	Number of students majoring in STEM CIP codes (by gender)		F: 6,616 M: 11,865	F: 6,713 M: 11,786	F: 6,556 M: 10,950	NA
	Ratio of STEM degrees to non-STEM degrees	1:0.25	1:0.24	1:0.24	1:0.25	NA
Goal 1, Objective B: Delivery	Completion rate of STEM majors (by gender)	NA	NA	NA	NA	NA
Goal 1, Objective C: Scaling up	Number of students taking classes identified as STEM classes		50,700	48,597	50,072	NA
	Number of sections of STEM-related courses		12,678	12,539	12,758	NA
Goal 1, Objective D: Preparedness	Percentage of students meeting science benchmark on ACT	60%	48%	46%	45%	NA
	Percentage of students meeting math benchmark on SAT	60%	NA	NA	35%	NA
	Percentage of students meeting math benchmark on ACT	60%	55%	54%	50%	NA
Goal 1, Objective E: Employment	STEM graduates employed in Idaho 1 year after graduation	NA	NA	NA	NA	NA
	STEM graduates employed in Idaho 3 years after graduation	NA	NA	NA	NA	NA
	STEM graduates employed in Idaho 5 years after graduation	NA	NA	NA	NA	NA
Goal 2: STEM in Curriculum and Instruction						
Goal 2, Objective A: Professional Development	Number of courses of STEM professional development offered		108	134	NA	NA
	Enrollment in STEM professional development courses		1,286	1,954	NA	NA
Goal 2, Objective B: Effective Development	Number of education graduates teaching STEM courses by institution	NA	NA	NA	NA	NA
Goal 2, Objective C: STEM Outreach	Number of STEM outreach activities by institution					
	Boise State University		211	NA	415	NA
	Idaho State University		54	NA	72	61
	Lewis-Clark State College		264	NA	NA	NA
	University of Idaho		NA	NA	NA	NA

Attachment 3

PERFORMANCE FOR FISCAL YEAR						
Goal/Objective	**Performance Measure**	**Benchmark**	**FY2015**	**FY2016**	**FY2017**	**FY2018**
Goal 2, Objective D: STEM teacher supply	Pass rates of K-12 educators on mathematics subtest of certification exam		Middle School: 61% High School: 40%	Middle School: 60% High School: 45%	Middle School: 58% High School: 46%	Middle School: 68% High School: 52%
Goal 2, Objective E: Innovative instruction	Percentage of students meeting science benchmark on ACT	60%	48%	46%	45%	NA
	Percentage of students meeting math benchmark on SAT	60%	NA	NA	35%	NA
	Percentage of students meeting math benchmark on ACT	60%	55%	54%	50%	NA
	Math remediation rates in postsecondary education		25%	17%	NA	NA
Goal 3: State Awareness						
Goal 3, Objective A: Communication	Number of STEM outreach activities by institution					
	Boise State University		211	NA	415	NA
	Idaho State University		54	NA	72	61
	Lewis-Clark State College		264	NA	NA	NA
	University of Idaho		NA	NA	NA	NA
Goal 3, Objective B: STEM showcase	Number of STEM outreach activities by institution					
	Boise State University		211	NA	415	NA
	Idaho State University		54	NA	72	61
	Lewis-Clark State College		264	NA	NA	NA
	University of Idaho		NA	NA	NA	NA
Goal 4: Develop STEM Talent Base						
Goal 4, Objective A: Alignment	Number of secondary schools with a STEM-centric charter		5	5		
Goal 4, Objective B: Degree production	Number of degrees awarded in STEM CIP codes		2,311	2,429	2,016	NA
	Ratio of STEM degrees to non-STEM degrees	1:0.25	1:0.24	1:0.24	1:0.25	NA
Goal 4, Objective C: Business engagement	Number of students participating in STEM internships		523	624	NA	NA

Attachment 3

PERFORMANCE FOR FISCAL YEAR						
Goal/Objective	**Performance Measure**	**Benchmark**	**FY2015**	**FY2016**	**FY2017**	**FY2018**
	Number of students participating in STEM undergraduate research		1,386	4,180	963	NA
	Number of secondary schools with a STEM-centric charter		5	5		

Attachment 4

K-20 American Indian Education Strategic Plan - FY 2015 - FY 2018

Goal/Objective	Performance Measure	Benchmark	PERFORMANCE FOR FISCAL YEAR FY 2015	FY 2016	FY 2017	FY 2018
Goal 1: American Indian Academic Excellence						
Goal 1, Objective A: Access.	Percentage increase of American Indian students who applied for the Opportunity Scholarship[1]	5% per year	39 (Baseline)	20 -49%	47 +135%	88 +87%
	Number of American Indian students who receive the Opportunity Scholarship[1]	20 students	3	1	11	15*
	Percentage of American Indian students who complete the FAFSA by the priority deadline	100% of students	NA	NA	NA	NA
	Number of American Indian students who participated in Advanced Opportunities[2]					
	Dual Credit[4]	125 students per year	185	63	95	NA
	Technical Competency Credit	10% annual increase	NA	NA	NA	NA
	AP Exam (three or higher)[3]	10% annual increase	NA	32% 9 out of 28	41% 20 out of 49	38% 20 out of 55
Goal 1, Objective B: Higher Level of Educational Attainment	Number of American Indian students enrolled in postsecondary institutions after Idaho high school graduation[4]	400	248 (541 in class)	59 (166 in class)	NA	NA
	Number of American Indian students scoring proficient or higher on IRI[2]	10% annual increase	55.1%	57.3%	533/1,002 53.2%	501/970 51.6%
	Number of American Indian students scoring proficient or higher on math ISAT[2]	10% annual increase	327/1,877 17%	333/1,798 19%	395/1,913 21%	394/1,910 21%
	Number of American Indian students scoring proficient or higher on ELA ISAT[2]	10% annual increase	511/1,879 27%	545/1,797 30%	562/1,912 29%	597/1,908 31%
	Percentage of American Indian students that articulate to postsecondary education	60%	212 39%	56 36%	NA	NA
	Time to completion for American Indian students	5 Years	In process	NA	NA	NA
	Graduating rates for American Indian students	26% each year	3-Yr 18% 6-Yr 27%	3-Yr 9% 6-Yr 28%	NA	NA
	Percentage of American Indian students earning a postsecondary degree (after 5 years)[2]					
	Associate	48	39	45	43	NA
	Baccalaureate	75	50	47	47	NA
	Master	16	14	8	16	NA
	Doctorate	5	7	4	6	NA

Attachment 4

PERFORMANCE FOR FISCAL YEAR						
Goal/Objective	Performance Measure	Benchmark	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1, Objective C: Quality of Instruction	Percentage of highly qualified teachers in targeted schools	100%			NA	NA
	Inclusion of a culturally relevant pedagogy in the teacher preparation standards	3 Credits			NA	NA
	Credits required in Idaho tribal history for certification	3 Credits		Not required	NA	NA
	Number of certified American Indian educators in the state[3]					
	Teachers	TBA	112	113	91	NA
	Administrators	TBA	7	7	7	NA
	Counselors	TBA	1	3	8	NA
Goal 2: Culturally Relevant Pedagogy						
Goal 2, Objective A: Integration into the Professional Practice	Number of education professional development credits in culturally responsive teaching	TBA			NA	NA
Goal 2, Objective B: Knowledge of Federal Policies and Idaho's Indian Tribes	Include Idaho's tribal culture, history, and government in the K-12 content standards	Completed by 2018			NA	Completed - updated included in social studies content standards update
	Include tribal federal policies and Idaho tribal government in colleges of education teacher, counselor, and administrator certification programs	3 Credits			NA	NA

Note: 1 - American Indian students as identified by answering "Yes" to the question "Are you an enrolled member of an Idaho tribe?"

2 - American Indian students as identified by indicating they were American Indian and not indicating they were any other

3 - Individuals may fall into more than one category.

4 - The way race was calculated changed between FY15 and FY16. In FY15, students were identified as Native American if they chose Native American regardless of other race/ethnicity chosen. Starting in FY16, students were identified as Native American if they only chose Native American.

* In addition, there are 4 students offered the award and awaiting a response and 2 offered the award but declined. This data was current as of October 1, 2018.

Performance goal was met.

Measure is showing decline instead of increase.

Note: IRI and ISAT test scores may not match up with those reported on the Report Card. These measures are taken at a point of time and may change as the SDE receives more information.

Attachment 5

FY 2018 Research Performance Measure Report (FY14-FY18)

	Higher Education Research Performance Measure	FY 2014	FY 2015	FY 2016	FY 2017	FY2018	Benchmark	Benchmark Met
1.A	Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey	$142,771,851	$146,699,825	$154,989,123	$163,093,485	Not yet available	10% annual increase	5.23% Increase
1.B	Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	$13,545,198	$10,116,040	$8,561,218	$9,489,612	Not yet available	10% annual increase	10.84% Increase
1.C.2	Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	77	69	92	119	100	50% annual increase	15.97% Decrease
1.C.1	Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	53	42	58	70	76	30% annual increase	8.57% Increase
1.C.3	Establish/fund at least one HERC-directed research project per year which collaborates with one other Idaho university that directly addresses issues of particular importance to the State of Idaho.						1 per year	New Measure Added in 2016, Not yet reported
2.A	Number of new sponsored projects involving the private sector.	183	133	165	163	172	50% annual increase	5.52% Increase
3.A.1	Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	34	50	44	33	29	15% annual increase	12.12% Decrease
3.A.2	Number of invention disclosures (including plant varieties)	47	29	40	38	45	1 for every $2M of research expenditures	Target for FY18 48 (not met)
3.A.3	Amount of licensing revenues.	$1,192,007	$441,071	$724,316	$1,271,819	$1,869,718	10% annual increase	47% Increase
3.A.4	Number of startup companies.	0	0	8	1	1	10% annual increase	0% Increase
4.A.1	Number of undergraduate students paid from sponsored projects.	1,383	1,699	1,683	1,811	2,100	20% annual increase	15.96% Increase
4.A.1	Number of graduate students paid from sponsored projects.	860	648	636	716	656	20% annual increase	8.38% Decrease
4.A.2	Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.	UI: 58.8%, BSU: Not Reported, ISU: Not Reported	UI: 57.85%, BSU: Not Reported, ISU: 71%	UI: 60.4%, BSU: Not Reported, ISU: 13%	UI: 65.95%, BSU: Not Reported, ISU: 12.1%	UI: 62.71%, BSU: Not Reported, ISU: 19.56%	20% annual increase	UI: - 4.91%, BSU: NA, ISU: + 61.65%
4.A.3	Number of faculty and staff paid from sponsored projects.	2,050	2,375	2,272	2,383	2,418	20% annual increase	1.47% Increase
	K-20 Statewide Stratgic Plan Performance Measures							
	Percentage of students participating in undergraduate research.	N/A	N/A	48%	51%	UI: 61.07%, BSU: 37% ISU: 45%	30%	
	Total amount of research expenditures	$73,726,315	$101,830,918	$102,430,041	$98,655,844	$96,791,359		
	Institution expenditures from competitive Federally funded grants	$81,951,549	$106,047,448	$104,850,624	$104,822,280	$109,419,029	$112M annually	
	Institution expenditures from competitive industry funded grants	$7,748,543	$7,389,079	$8,732,410	$9,681,210	$62,830,537	$7.2M annually	
	Measure of production of intellectual property:							
	Number of startups	0	0	8	1	1	10% annual increase	0% Increase
	Number of patents	13	10	18	4	1	10% annual increase	75% Decrease
	Number of student internships	2,109	2,090	2,294	2,186	2,191		

Higher Education Research Strategic Plan 2017-2022 Goals and Objectives

Goal 1: Increase research at, and collaboration among, Idaho universities and colleges to advance research strengths and opportunities pertaining to critical issues in Idaho, while also providing a vision for national and global impact.

Objective 1.A: Ensure growth and sustainability of public university research efforts.

Objective 1.B: Ensure the growth and sustainability of the existing collaborative research at the Center for Advanced Energy Studies (CAES).

Objective 1.C: Expand joint research ventures among the state universities.

Goal 2: Create research and development opportunities that strengthen the relationship between state universities and the private sector.

Objective 2.A: Increase the number of sponsored projects involving the private sector.

Goal 3: Contribute to the economic development of the State of Idaho.

Objective 3.A: Increase the amount of university-generated intellectual property introduced into the marketplace.

Goal 4: Enhance learning and professional development through research and scholarly activity.

Objective 4.A: Increase the number of university and college students and staff involved in sponsored project activities.

Public Schools Performance Report

Part I – Agency Profile

Agency Overview

The Idaho State Department of Education (SDE) is a government agency supporting schools and students. We are responsible for implementing policies, distributing funds, administering statewide assessments, licensing educators, and providing accountability data. We deliver leadership, expertise, research, and technical assistance to school districts and schools to promote the academic success of students.

The vision of the State Department of Education is to support schools and students to achieve through the following the following goal:

All Idaho students persevere in life and are ready for college and careers.

The strategy to attaining this goal is to consistently remind students that they are going to experience misfortunes and falls, but that's certainly not the end of the path to their college and career readiness; it's how quickly you get up, and that you persevere through the path, that really matters. The Department's mission is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

The State Department of Education partners with independent school districts to ensure all students receive an education that prepares students for successful post-secondary education, employment and life.

Core Functions/Idaho Code

Pursuant to Title 33, chapter 1, Section 125, there is hereby established as an executive agency of the state board of education a department known as the State Department of Education. The State Superintendent shall serve as the executive officer of such department and shall have the responsibility for carrying out policies, procedures, and duties authorized by law or established by the State Board of Education for all elementary and secondary school matters, and to administer grants for the promotion of science education as provided in sections 33-128 and 33-129, Idaho Code.

Revenue and Expenditures

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
General Fund	1,374,598,400	1,475,784,000	1,584,669,400	1,685,262,200
Federal Grant	240,306,600	225,894,600	229,207,500	230,722,600
Dedicated Fund	86,703,200	74,080,200	77,387,000	91,528,500
ARRA Stimulus	1,372,800	0	0	0
Ed Jobs Fund		0	0	0
Total	**1,702,981,000**	**1,775,758,800.00**	**1,891,263,900**	**2,007,513,300**
Expenditure	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs	639,000	684,600	0	0
Operating Expenditures	8,806,400	11,996,300	12,383,300	12,725,900
Capital Outlay	0	4,200	1,300	1,200
Trustee/Benefit Payments	1,698,696,200	1,763,912,900	1,884,365,300	2,016,453,300
Total	**1,708,141,600**	**1,776,598,000.00**	**1,896,959,900**	**2,029,180,400**

**The FY17 expenditure change is due to the reversion of FY17 encumbered funds in FY18. The final report that was submitted to OSBE last year had the wrong Trustee/Benefit Payments number. The number was manually entered into the final Word document as 1,844,365,300 instead of 1,884,365,300. This did not affect the total expenditure amount reported.*

Attachment 6

Public Schools Performance Report

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Number of School Districts Supported	115 Districts 48 Charters** 1 COSSA	115 Districts 48 Charters 1 COSSA	115 Districts 50 Charters 1 COSSA	115 Districts 52 Charters 1 COSSA
Number of Public School District (K12) Students	291,022	294,471	298,800	302,332
Teacher FTE	15,373	15,306	15,984	16,370
FTE Student Teacher Ratio	18.9	18.11	17.53	18.47

FY 2018 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1 *All Idaho students persevere in life and are ready for college and careers.*						
1. Increase of the number of students proficient or advanced on the ISAT-Percent of students who score proficient or advanced on the ISAT (Grade 10)	actual	ELA 60% Math 30%	ELA 62% Math 31%	ELA 59% Math 32%	ELA 59% Math 33%	----------
	target	*ELA 60% Math 30%*	*ELA 62% Math 31%*	*Reading 90% Math 82% ELA 77%*	*Reading 90% Math 82% ELA 77%*	
2. Implement higher standards in English Language Arts and mathematics-Percentage of students who pass the ISAT (Grades 3-8)	actual	ELA 60% Math 30%	ELA 62% Math 31%	ELA 51% Math 43%	ELA 53% Math 45%	----------
	target	*ELA 60% Math 30%*	*ELA 62% Math 31%*	*ELA 60% Math 60%*	*ELA 60% Math 60%*	
3. Improve access to post-secondary education while in high school-Percentage of Junior and Senior students completing an advanced opportunity(SDE Fast Forward Program).	actual	29%	32%	46.91%	56.33%	----------
	target	*29%*	*32%*	*60%*	*60%*	
4. Every high school junior will take a college readiness exam-Percentage of students who met Evidenced-Based reading, writing and math	actual	N/A	33%	32%	31%	----------
	target	*N/A*	*35%*	*35%*	*35%*	

Performance Measure Explanatory Notes *(Optional)*

Idaho adopted College Board's College and Career Readiness Benchmarks upon the implementation of the SAT School Day. With the start of the newly revised SAT, our data of benchmark readiness can date back to 2016. Prior years would not reflect the same test or benchmarks (not comparable).

For More Information Contact

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Idaho Career Technical Education Performance Report

Part I – Agency Profile

Agency Overview

The mission of Idaho Career &Technical Education (ICTE) is to prepare Idaho youth and adults for high-skill, in-demand careers.

Idaho Code §33-2202 defines career & technical education as "secondary, postsecondary and adult courses, programs, training and services administered by Idaho Career & Technical Education for occupations or careers that require other than a baccalaureate, masters or doctoral degree. The courses, programs, training and services include, but are not limited to, vocational, technical and applied technology education. They are delivered through the career & technical delivery system of public secondary and postsecondary schools and colleges."

ICTE is the administrative arm of the State Board for Career & Technical Education that provides leadership, advocacy and technical assistance for career & technical education in Idaho, from secondary students through adults. This includes responsibilities for Adult Education/GED programs, and the S.T.A.R. Motorcycle Training program and Centers for New Directions.

ICTE is responsible for preparing and submitting an annual budget for career & technical education to the State Board, Governor, and Legislature. Funds appropriated to ICTE include state general funds, federal funds, dedicated funds and miscellaneous receipts.

Career & technical education programs are integrated into the Idaho public education system through school districts, colleges, and universities. ICTE provides the focus for career & technical education programs and training within existing schools and institutions by using a state-wide system approach with an emphasis on student learning, program quality, and industry engagement.

Secondary career & technical education programs and services are provided via junior high/middle schools, comprehensive high schools, career & technical schools, and through cooperative programs with the Idaho Technical College System.

Postsecondary career & technical education programs and services are delivered through Idaho's six technical colleges. Four technical colleges are located on the campus of community colleges: College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College. Two technical colleges are on the campus of four-year institutions: Idaho State University and Lewis and Clark State College. The Idaho Technical College System delivers certificate and A.A.S. degree occupational programs on a full or part-time basis; workforce/short-term training; Adult Education; displaced homemaker services; and Fire Service Technology.

ICTE staff consists of 39 FTP employees; 7 are federally funded and 32 are funded through the state general fund. The budget for ICTE also includes 543.96 technical college FTPs.

Core Functions/Idaho Code

Statutory authority for ICTE is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Idaho Code §33-1002G allows school districts to establish career & technical schools and §39-5009 established the displaced homemaker account for appropriation to the State Board. The role of ICTE (IDAPA 55) is to administer career & technical education in Idaho. Specifically, ICTE:

- Provides statewide leadership and coordination for career & technical education;
- Assists local educational agencies in program planning, development, and evaluation;
- Promotes the availability and accessibility of career & technical education;
- Prepares annual and long-range state plans;
- Prepares an annual budget to present to the State Board and the Legislature;
- Provides a state finance and accountability system for career & technical education;
- Evaluates career & technical education programs;
- Initiates research, curriculum development, and professional development activities;

- Collects, analyzes, evaluates, and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates career & technical education related activities with other agencies, officials, and organizations.

Revenue and Expenditures

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
General Fund	$53,079,000	$54,797,000	$ 62,064,700	$65,396,697
Seminars and Publication Fund	$86,600	$ 73,800	$ 69,300	---
Displaced Homemaker	$139,000	$142,400	$ 137,700	$138,071
Haz Mat/Waste Training	$67,800	$67,800	$67,800	$67,800
Federal Grant	$8,774,800	$8,824,000	$8,971,000	$9,232,510
Miscellaneous Revenue Fund	$210,800	$314,700	$330,600	$177,888
Drivers Training Account	$0	$1,300	$4,400	$8,292
Total	**$62,358,000**	**$64,221,000**	**$71,645,500**	**$75,021,258**
Expenditures	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs	$2,263,900	$2,536,000	$3,341,000	$3,167,081
Operating Expenditures	$548,500	$951,500	$1,134,100	$1,106,864
Capital Outlay	$103,800	$14,400	$51,500	$30,413
Trustee/Benefit Payments	$58,416,000	$61,265,000	$71,662,000	$73,836,018
Total	**$61,332,200**	**$64,766,900**	**$76,188,600**	**$78,140,376**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Number of Students Enrolled in High School CTE Programs (headcount)	85,198	82,692	86,737*	93,850**
Number of Students Enrolled in Postsecondary CTE Programs (headcount)	6,930	6,295	5,754*	5,597
Number of Technical College FTE enrollments	3,959	3,513	3,505	3,400
Number of Workforce Training Network (WTN) enrollments (headcount)	37,908	47,912	44,801	50,797
Number of WTN enrollments for Fire and Emergency Services Training (headcount)	3,454	4,935	4,709	4,726
Number of clients served in the Adult Education program (headcount)	5,086***	5,053***	5,224***	Numbers reported in October
Number of Adults Served in the Displaced Homemaker Program (Center for New Directions)	463	356	551	360

*After submission of our Performance Measurement Report for FY17, updated numbers were available.

**Starting in FY18, enrollments will now be reported from the Idaho State Department of Education's longitudinal data system.

***Adult Education numbers have a final, federal reporting date of October and updated numbers reflect final data.

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Board Goal 1 *A Well Educated Citizenry – Idaho's P-20 system will provide opportunities for individual achievement across Idaho's diverse population.* CTE Objective: Student Success – Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements. *Performance Measures I – VI (see pages 2 – 3)*						
1. Secondary student pass rate for Technical Skill Assessment (TSA)	actual	71.7	72.4	55.0*	66.2	----------
	target	*75.0*	*75.6*	*67.0**	*67.0*	*67.0*
2. Postsecondary student pass rate for Technical Skill Assessment (TSA)	actual	92.6	93.1	90.2	Numbers reported in November	----------
	target	*90.0*	*92.5*	*92.8*	*92.8*	*92.8*
3. Positive placement rate of secondary concentrators	actual	93.7	93.2	95.8	94.4	----------
	target	94.2	94.2	94.2	94.3	*94.3*
4. Positive placement rate of postsecondary program completers	actual	95.2	93.7	96.4	94.6	----------
	target	*90.5*	*95.5*	*95.6*	*95.6*	95.6
5. *The rate of secondary concentrators who transition to postsecondary education*	actual	64.4	63.3	65.9	67.4	----------
	target	*45*	*70*	*70*	*70*	*70*
6. *Placement rate of postsecondary program completers in jobs related to their training.*	actual	68.4	64.6	60.1	55.8	----------
	target	*55*	*55*	*65*	*65*	*65*

Performance Measure Explanatory Notes

Performance Measure 1):
After submission of our Performance Measurement Report for FY17, a comparative analysis looked at data from our assessment vendors compared to self-reported numbers. As part of our program alignment efforts and using approved vendors we anticipated lower numbers and the lower score more accurately reflects those efforts. In FY17, the Office of Career & Technical Education (OCTAE) approved lower benchmarks based on methodology changes for collecting data and our alignment efforts.

Performance Measure 3):
A secondary CTE concentrator is a junior or senior student enrolled in a capstone course during the school year. A capstone course is the final course in a state approved pathway. Positive placement represents the percent of secondary concentrators who attain employment, join the military, or continue their education. After submitting our Strategic Plan for FY18, updated numbers were available after conducting an analysis of our data.

Performance Measure 4 and 6):
A technical college CTE completer is a postsecondary student who has completed all the requirements for a certificate or an A.A.S. degree in a state approved career & technical education program. This person must have met all the requirements of the institution for program completion, whether or not the person officially graduated from the institution. Positive placement represents the percent of technical college completers who attain employment, join the military, or continue their education within six (6) months of completing. After submitting our Strategic Plan for FY18, updated numbers were available after conducting an analysis of our data (Measure #4).

Historical trends for positive placement show that job related training employment declines when additional education increases. As noted above, positive placement represents the percent of postsecondary completers who attain employment, join the military, or continue their education. Therefore, it is possible for the positive placement rate for job related training to decrease due to the increase for those who attain additional education (Measure #6).

Attachment 7

Performance Measure 5):
Transition to postsecondary education or training is determined by an annual follow-up report of secondary CTE concentrators who are seniors and graduated. The most recently published overall state rate of 44% is from The National Center for Higher Education Management Systems (NCHEMS) Information Center "College-Going Rates of High School Graduates Directly from High School" (2016).

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Vocational Rehabilitation, Idaho Division of Performance Report

Part I – Agency Profile

Agency Overview

The Idaho Division of Vocational Rehabilitation (IDVR) is an agency under the oversight of the Office of the State Board of Education. Jane Donnellan is the Administrator for the Division. IDVR is charged with several major responsibilities: Management of the State/Federal Vocational Rehabilitation Program, Extended Employment Services (EES) and the fiscal management of the Council for the Deaf and Hard of Hearing (CDHH). It should be noted that nationally, under the Federal Vocational Rehabilitation Program, each state has the ability to choose to have a combined or separate agency to serve the blind and visually impaired. In Idaho, a separate state agency (the Idaho Commission for the Blind and Visually Impaired) provides vocational rehabilitation services for those who have a primary disability of blind and visually impaired.

The Public Vocational Rehabilitation program is one of the oldest and most successful Federal/State programs in the United States. Vocational Rehabilitation serves individuals with severe disabilities that impose significant barriers to competitive integrated employment. In FFY 2017, the average time needed for a person to complete a rehabilitation plan and become employed was 19 months. Furthermore, employment of individuals with disabilities resulted in a 310% increase in customer weekly earnings and significant decreases in the need for public support.

The structure of IDVR includes a Field Services unit as well as a Planning and Evaluation, Fiscal, Information Technology and Extended Employment Services units. Under the Field Services unit, there are eight (8) regional managers who supervise field staff in the following regions: Coeur d'Alene, Lewiston, Boise, Treasure Valley Special Programs, Twin Falls, Pocatello, Idaho Falls, and Treasure Valley West.

The VR program is comprised of 148 employees, of which 142 are full-time positions serving in forty (40) offices throughout the state. Offices are located throughout the state to include: Boise, Meridian, Coeur d'Alene, Sandpoint, Lewiston, Orofino, Moscow, Twin Falls, Burley, Pocatello, Blackfoot, Preston, Idaho Falls, Salmon, Rexburg, Caldwell, Nampa, and Payette. There is one (1) Central Office, eight (8) Regional Offices, ten (10) general Sub-Offices, seven (7) Mental Health Sub-Offices, nine (9) School–Work Sub-Offices, and five (5) Corrections Sub-Offices.

Core Functions/Idaho Code

Legal Authority for the Idaho Division of Vocational Rehabilitation is Idaho Code, 33-2301 and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), 29 U.S.C. 720, and is augmented by regulations promulgated and set forth at 34 CFR § 361.

Services that may be available include evaluation of rehabilitation potential, vocational guidance and counseling, physical and mental restoration, vocational, academic and other training, job placement and other services, which can reasonably be expected to benefit the individual in terms of employment.

The Extended Employment Services (EES) program provides funding to individuals with severe disabilities who are deemed unable to maintain employment without on-going support. A state financial allotment is provided annually to be distributed by the EES Program Manager to contracted Community Rehabilitation Programs who subsequently provide the long term support to eligible customers (IDAPA 47.01.02 Rules and Minimum Standards Governing Extended Employment Services under the authority of Idaho Code 33-2303).

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The Council's vision is to ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available (Idaho Code, Title 67, Chapter 73, Idaho State Council for the Deaf and Hard of Hearing 67-7301 – 67-7308).

Attachment 8

Vocational Rehabilitation, Idaho Division of Performance Report

Revenue and Expenditures

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
General Fund	$7,344,535	$7,086,525	$8,265,536	$7,840,641
Rehab Rev & Refunds	$310,456	$985,832	$836,137	$611,564
Federal Grant	$13,710,931	$14,457,626	$15,743,762	$15,402,420
ARRA	$0	$0	$0	$0
Miscellaneous Revenue	$755,359	$661,707	$641,677	$703,883
Total	**$22,121,281**	**$23,191,690**	**$25,478,112**	**$24,558,508**
Expenditures	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs	$9,168,672	$9,129,504	$9,654,556	$10,074,804
Operating Expenditures	$1,831,248	$1,464,243	$1,747,556	$1,530,745
Capital Outlay	$50,271	$90,337	$75,972	$447,493
Trustee/Benefit Payments	$11,503,155	$11,854,930	$13,340,909	$13,063,469
Total	**$22,553,346**	**$22,539,014**	**$24,818,993**	**$25,116,511**

**IDVR is primarily a federally funded program that assesses finances on a Federal Fiscal Year basis (October 1-September 30). For this reason, chart data represents figures that are different from State Fiscal year data. Example, FY2018 represents FFY2017.*

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
The Number of Individuals Served by Vocational Rehabilitation	11,704	12,177	12,283	11,209
The Number of Individuals Who Went to Work After Receiving VR Services	1,978	2,186	2,253	1,835

**Under WIOA, VR program performance reporting changed from a Federal Fiscal Year basis (October 1-September 30) to a Program Year (July 1-June 30) effective July 1, 2017. For this report performance is reported on a complete Federal Year. Example, FY2018 represents FFY2017. Future Performance Measurement Reports will report Program Year (PY) performance.*

FY 2018 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1 *To provide excellent vocational rehabilitation services to individuals with disabilities while they prepare to obtain, maintain, or regain competitive integrated employment.*						
1. Number of customers who successfully achieve employment. Goal 1 Objective 1	actual	1,978	2,186	2,253	1,835	----------
	target	*≥ 1,827*	*≥ 1,978*	*≥ 2,186*	*≥ 2,253*	≥ 1,835
2. Number of students and youth who achieve an employment outcome. Goal 1 Objective 2B	actual	553†	574†	548	455	----------
	target‡	*≥ 542*	*≥ 553*	*≥ 574*	*≥ 548*	≥ 455
3. The rehabilitation rate of individuals exiting the IDVR program.* Goal 1 Objective 3B	actual	58.19%†	56.59%	57.83%	51.37%	----------
	target	*55.8%*	*55.8%*	*55.8%*	*55.8%*	*55.8%*

Attachment 8

Vocational Rehabilitation, Idaho Division of — Performance Report

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 2 *Provide organizational excellence within the agency through increased customer satisfaction, federal and state compliance.*						
4. Customer satisfaction rate (as demonstrated by "agree" and "strongly agree" responses. Goal 2 Objective 1	actual	93.6%	87.8%	89.1%	88.45%	----------
	target	*95%*	*90%*	*90%*	*90%*	*90%*
Goal 3 *Develop strong relationships with our businesses and employers to provide quality employment opportunities for individuals with disabilities.*						
5. The number of different employers hiring IDVR customers** Goal 3 Objective 1	actual	N/A	1,519	1,740	1,701	----------
	target	N/A	N/A	*≥ 1,519*	*≥ 1,740*	*≥ 1,701*

Performance Measure Explanatory Notes *(Optional)*

Note: Under WIOA, VR program performance reporting changed from a Federal Fiscal Year basis (October 1-September 30) to a Program Year (July 1-June 30) effective July 1, 2017. For this report performance is reported on a complete Federal Year. Example, FY2018 represents FFY2017. Future Performance Measurement Reports will report Program Year (PY) performance.

†This figure was revised to reflect actual totals available after publication of the Strategic Plan.

‡The benchmark for Goal 1 Objective 2 was established by the Idaho State Rehabilitation Council and is tied to actual performance in the prior year. Adjustments reflected in † years have consequently adjusted the equal to or greater than performance target for the subsequent years. This element can be cross referenced to Performance Measure 1.2.2 in IDVR's SFY 2018-2022 Strategic Plan.

*Goal 1 Objective 3 - The target of 55.8% is the agency goal for individuals who exit the VR program after receiving services under an IPE who achieve employment compared to those who receive services under an IPE and do not achieve employment. This is a previous federal minimum requirement established by Rehabilitation Services Administration (RSA). The Agency believes that this previous indicator is valuable to retain as an ongoing indicator of agency performance and therefore retains this indicator.

**Goal 3 Objective 1 - This is a new measure, data for this measure was not available in prior years.

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Idaho Public Television Performance Report

Part I – Agency Profile

Agency Overview

Idaho Public Television (IdahoPTV) is an entity of the Idaho State Board of Education and holds in the public trust television and related broadcast telecommunication licenses issued and governed by the Federal Communications Commission. IdahoPTV is a statewide, non-commercial broadcast telecommunication system and media provider with the network operations center located in Boise and additional staffed facilities in Moscow and Pocatello.

IdahoPTV's service to the region began in September of 1965 with KUID-TV, Moscow. Over 52 years, IdahoPTV expanded its reach to include over-the-air broadcast television service to more than 98% of Idaho's population and portions of six adjoining states and Canada through an efficient system of five digital transmitters and 47 translators (42 translators and 5 relays). IdahoPTV's signals are rebroadcast under federal guidelines by cable and satellite systems in the region, as well as a rapidly expanding Internet-based distribution system. IdahoPTV's services and equipment have been made possible through diverse funding partnerships from individual contributions, grants from foundations and companies, and state and federal sources. IdahoPTV has been impacted by the congressionally mandated FCC spectrum repacking initiative requiring numerous transmitters and translators to change channel frequencies. This initiative has impacted several communities throughout the state.

IdahoPTV is a member in good standing of the Public Broadcasting Service (PBS) and is the only locally owned and operated network television station in Idaho.

IdahoPTV received appropriated funding in FY 2018 in the following allocations: Dedicated Funding – 65.3%, State General Funding – 34.3%, and Federal Funding – 0.4%. The dedicated funds are primarily via Friends of Idaho Public Television, Inc., which typically receives more than $4 million annually in donations from nearly 20,000 individuals, foundations, and organizations. Other dedicated funds come from the Corporation for Public Broadcasting, private grants, and services. IdahoPTV's comprehensive audit is conducted annually by the Legislative Auditor, Legislative Services Office.

IdahoPTV has developed a reputation for producing award-winning, quality television and other electronic media. IdahoPTV provides significant local public service to its viewers and users.

IdahoPTV produces a number of ongoing series, specials and services, including:

- Outdoor Idaho
- Dialogue (arts, humanities and public affairs program)
- The Idaho Debates (primary and statewide election coverage)
- Governor's State of the State/State of the Budget Address (live)
- Scout/PBS Learning Media (online educational resources
- Idaho Reports (coverage of the Idaho Legislature and statewide public affairs topics)
- Science Trek (educational science program for grade school students)
- Idaho In Session (gavel-to-gavel live coverage of the Idaho House, Senate, JFAC, Idaho Supreme Court, and special meetings)
- Idaho Science Journal
- Idaho Experience (documentaries on Idaho history)

Also produced are other special programs including:

- Idaho: State of Wonder
- Idaho Geology, A Convergence of Wonders
- Capitol of Light: The People's House
- The Color of Conscience
- Journey to College
- Into Africa: The Idaho-Gorongosa Connection
- My Excellent Adventure
- State of Our Parks
- Idaho Headwaters
- Journey to Opportunity

Outdoor Idaho continues to air on stations in Oregon and Washington.

IdahoPTV's community education services range from locally-produced events and workshops to children's events, such as literacy and STEM workshops, program screenings and discussions, science camps, a literacy contest, educator workshops, and online educational resources. IdahoPTV is engaged in a major effort to train

teachers in utilizing digital media and technology in the classroom. It also has a major initiative to connect high school graduates with middle-skills careers.

The staff is led by Ron Pisaneschi, general manager; Jeff Tucker, director of content services; Tim Tower, director of finance; Rich Van Genderen, director of technology; Jenifer Johnson, director of development; and Bruce Reichert, executive producer.

Core Functions/Idaho Code

Idaho Public Television is not referenced in Idaho Code. It was created by Legislative Intent within the budget process in 1982 and exists under the regulations of the Federal Communications Commission and the governance of the State Board of Education.

IdahoPTV's Mission Statement:
We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

Revenue and Expenditures

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
General Fund	$2,199,700	$2,322,900	$2,672,900	$2,836,500
Dedicated Fund	$5,235,400	$5,458,000	$5,441,400	$5,400,400
Federal	$405,600	$0	$0	$34,300
Total	**$ 7,840,700**	**$ 7,780,900**	**$8,114,300***	**$8,271,200**
Expenditures	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs	$ 3,947,100	$4,221,300	$4,510,000	$4,551,400
Operating Exp.	$2,938,700	$2,917,100	$3,041,200	$3,002,500
Capital Outlay	$954,900	$642,500	$563,100	$717,300
Trustee/Benefit Payments	$0	$0	$0	$0
Total	**$ 7,840,700**	**$7,780,900**	**$8,114,300***	**$8,271,200**

*The FY 2017 report did not properly include general fund encumbered capital outlay of $309,651. That value was added to FY 2017 in this report.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Channel Hours for Children (under the age of 12)	14,233	14,636	14,252	18,864
Channel Hours for Ethnic Minorities	5,797	5,981	5,319	5,573
Channel Hours for Learners	14,141	13,852	14,047	16,231
Number of Visitors to idahoptv.org	1,670,923	1,901,477	1,981,837	1,584,947
Public Affairs Channel Hours	13,450	12,702	12,219	12,475

FY 2018 Performance Highlights *(Optional)*

- 36 technology training events attended by a total of 474 teachers and 1,113 students throughout the state.
- 21 presentations attended by a total of 1,972 teachers, parents and general public throughout the state regarding educational resources available through IdahoPTV and PBS.
- 60 literacy and STEM presentations attended by a total of 6,088 participants throughout the state.
- 350 kindergarten through third grade students contributed entries for the annual PBS Kids Go Writers contest.
- 126 students in third through fifth grades attended Science Trek, the overnight adventure for children to explore the frontiers of science with practicing scientists.
- 39,754 children watched our broadcasts each week.
- Idaho In Session was viewed over 283,743 times online.
- 42,873 users utilized online Learning Media local and national resources.
- 4,925,954 page views on the Idaho Public Television website by 1,584,947 visitors.

- 38,616 hours of programming broadcast 24 hours a day across 5 free over-the-air digital channels from transmitters and repeaters statewide.
- IdahoPTV is regularly among the most-watched PBS stations in the US, per capita, with 300,000 weekly viewers.
- 817 people volunteered a total of 5,509 hours of their time and support throughout the year.

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1: A WELL-EDUCATED CITIZENRY *Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.*						
1. Number of DTV translators. Goal 1 Objective A	actual	47 of 49	46 of 47	47 of 47	47 of 47	----------
	target	*47 of 49*	*48 of 49*	*48*	*48*	*47*
2. Percentage of Idaho's population within our signal coverage area. Goal 1 Objective A	actual	98.4%	98.4%	99.47%	98.8%	----------
	target	*98.5%*	*98.5%*	*98.4%*	*98.4%*	*98.4%*
3. Number of partnerships with other Idaho state entities and educational institutions. Goal 1 Objective B	actual	22	26	43	40	----------
	target	*20*	*21*	*21*	*30*	*32*
4. Percentage of broadcast hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired. Goal 1 Objective D	actual	98.4%	97.6%	97.6%	99.9%	----------
	target	*97.5%*	*97.5%*	*98.5%*	*100%*	*100%*
5. Number of broadcast hours of educational programming. Goal 1 Objective F	actual	28,374	28,488	28,299	35,095	----------
	target	*28,000*	*28,000*	*28,000*	*36,760*	*37,260*
6. Number of broadcast hours of Idaho-specific educational and informational programming. Goal 1 Objective H	actual	1,955	2,050	1,568	1,509	----------
	target	*1,800*	*2,000*	*2,000*	*2,000*	*2,000*
7. Number of awards for IdahoPTV media and services. Goal 1 Objective I	actual	55	55	49	56	----------
	target	*35*	*40*	*40*	*45*	*50*
8. Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks. Goal 1 Objective J	actual	31.1%	31.4%	28%	31.1%	----------
	target	*24.9%*	*21.3%*	*21.3%*	*21.3%*	*21.3%*
Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM *Ensure educational resources are coordinated throughout the state and used effectively.*						
9. Total FTE in content delivery and distribution. Goal 4 Objective C	actual	18.5	20	17	22	----------
	target	*<30.45*	*<29*	*<29*	*<25*	*<25*
10. Successfully comply with FCC policies/PBS	actual	Yes/Yes/ Yes	Yes/Yes/ Yes	Yes/Yes/ Yes	Yes/Yes/ Yes/Yes	----------

Attachment 9

Idaho Public Television Performance Report

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
programming, underwriting and membership policies/CPB guidelines/and implementation of the Center for Internet Controls. Goal 4 Objective G	*target*	*Yes/Yes/Yes*	*Yes/Yes/Yes*	*Yes/Yes/Yes*	*Yes/Yes/Yes/ Yes*	*Yes/Yes/Yes*

Performance Measure Explanatory Notes *(Optional)*

Performance Measure #1 (number of DTV translators) reflects the loss of one translator and one relay in FY 2016 for the West Yellowstone area because West Yellowstone Translator District chose not to renew their translator and relay licenses.

Performance Measure #6 (number of broadcast hours of Idaho-specific educational and informational programming) varies year to year due to the length of the legislative sessions. Idaho In Session, our live statewide broadcast coverage of the Idaho Legislature, airs on the Learn (House) and World (Senate) channels.

Performance Measure #8 (full-day average weekly cume as compared to peer group of PBS state networks) has a target based on the average of 14 other state licensed networks. The average of those stations dropped from 24.9% in FY 2015 to 21.3% in FY 2016.

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University of Idaho Performance Report

Part I – Agency Profile

Agency Overview

As designated by the Carnegie Foundation, the University of Idaho is a doctoral granting higher research activity institution and the state's land-grant university committed to undergraduate- and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for medical and veterinary medical education programs in which the state of Idaho participates; WWAMI – Washington-Wyoming-Montana-Alaska-Idaho for medical education; WI – Washington-Idaho for veterinary medical education. The University of Idaho has a primary and continuing emphasis in agriculture, natural resources and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs, business, education, liberal arts, physical, life and social sciences; some of which also provide the core curriculum or general education portion of the curriculum.

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

Core Functions/Idaho Code

Recognizing that education was vital to the development of Idaho, the Idaho territorial legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of the University of Idaho's land-grant institution.

After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's' charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity.

Revenue and Expenditures[1]

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
Approp: General Funds	$117,862,200	$121,062,600	$131,875,900	
Approp: Federal Stimulus	$0	$0	$0	Available
Approp: Endowment Funds	8,356,800	9,171,600	10,095,200	In Fall
Approp: Student Fees	75,602,463	71,576,523	70,204,905	
Institutional Student Fees	13,806,620	16,043,481	16,135,952	
Federal Grants & Contracts	81,004,620	80,547,490	81,241,306	
State Grants & Contracts	8,546,228	7,801,714	10,733,003	
Private Gifts, Grants & Contracts	4,334,852	4,839,187	4,605,116	
Sales & Serv of Educ Act	12,142,941	11,035,032	10,987,292	
Sales & Serv of Aux Ent	31,737,838	31,249,897	31,093,409	
Indirect Costs/Other	35,602,107	42,508,705	37,495,840	
Total	**$388,996,669**	**$395,836,229**	**$404,467,923**	

Attachment 10

University of Idaho Performance Report

Expenditures	FY 2015	FY 2016	FY 2017	FY 2018
Instruction	$96,827,480	$99,368,885	$105,522,699	
Research	71,866,308	73,370,733	75,000,182	Available
Public Service	30,944,575	31,323,120	33,403,444	In Fall
Library	4,817,561	4,555,172	5,811,952	
Student Services	13,.420,186	14,621,015	15,126,240	
Physical Plant	51,664,857	53,054,025	57,197,189	
Institutional Support	30,137,479	33,526,427	38,583,607	
Academic Support	13,552,644	14,072,104	14,373,667	
Athletics	12,079,045	12,789,943	10,864,232	
Auxiliary Enterprises	24,089,945	23,883,373	24,896,927	
Scholarships/Fellowships	15,136,176	14,368,735	17,236,685	
Other	0	0	0	
Total	**$364,536,256**	**$374,933,532**	**$398,016,824**	

1. These amounts conform to our audited financial statements available in the Fall.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Annual (unduplicated) Enrollment Headcount[1]				
- Undergraduate	8,807	8,574	8,461	8,358
- Graduate	2,171	2,033	1,986	2,039
- Professional	395	390	379	396
Total	11,373	10,997	10,826	10,793
Annual Credit Hours Taught [1]				
- Undergraduate	258,341	250,148	247,592	246,300
- Graduate	27,527	26,737	27,376	28,203
- Professional	12,399	12,128	12,560	13,210
Total	298,267	289,013	287,528	287,713
Annual Enrollment FTE [2]				
- Undergraduate	8,611	8,338	8,253	8,210
- Graduate	1,147	1,114	1,141	1,175
- Professional	417	390	392	415
Total	10,176	9,843	9,786	9,800
Degrees Awarded [3]				
- Academic Certificates	102	89	105	88
- Undergraduate (Bachelors only)	1,866	1,759	1,733	1,670
- Graduate (Masters, Specialists and Doctorates)	619	600	586	544
- Professional (M.S.A.T., J.D, Ed.D.. and D.A.T.)	123	144	122	143
Total	2,710	2,592	2,546	2,445
Graduates – Unduplicated Headcount [3]				
- Academic Certificates	101	87	103	88
- Undergraduate (Bachelors only)	1,765	1687	1,651	1,570
- Graduate (Masters, Specialists and Doctorates)	618	598	584	543
- Professional (M.S.A.T., J.D, Ed.D. and D.A.T.)	123	144	122	143
Total	2,607	2,516	2,460	2,344

Attachment 10

University of Idaho Performance Report

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Degree Production: Unduplicated HC of Graduates over rolling 3-yr average degree-seeking student FTE [3]				
- Academic Certificates	67%	61%	75%	61%
- Undergraduate	20%	20%	19%	19%
- Graduate	51%	52%	52%	48%
- Professional	28%	33%	28%	34%
Undergraduate Cost per Credit: Cost of College Step 4[4] / EWA weighted undergrad credits (all students calculated by cip code)	$155,880,627 / 465,549 $334.8	$153,987,996/ 452,750 $340.1	$158,965,750/ 447,269 $355.4	$171,692,245/ 447,959.1 $383.3
Graduates (UG) per $100,000: unduplicated HC of UG degree + certificate graduates / Cost of College Step 4[4]	(1866/1558) 1.19	(1774/1539) 1.15	(1754/1589) 1.10	(1658/1716) .97
Dual Credit hours taught [5]				
- Total Annual Credit Hours	6,002	6,754	10,170	12,004
- Total Annual Student Headcount	1,178	1,479	2,251	2,755
Undergraduate students participating in Study Abroad and National Student Exchange programs [6]				
- Number	545	506	585	625
- Percent	6.2%	5.9%	6.9%	7.5%
*Remediation[7]				
- Number of New Frosh from Idaho who need remediation in English/Reading	162/1145	151 /1159	230/1235	217/1160
- Percent	14%	13%	18%	19%
Percent of undergraduate students participating in research programs [8]	66%	63%	65%	61%
Number and Percent of UG degrees conferred in STEM fields[9] UI Number / Percent	667 / 1866 36%	630 / 1759 36%	615 / 1733 36%	614 / 1670 37%
Percent of students participating in service learning opportunities [10]				
- Number	1,462	1,946	1,612	2,013
- Percent	16.4%	23%	19%	24%
Institution primary reserve ratio comparable to the advisable level of reserves[11]	45%	40%	40%	43%

Footnotes for Profile of Cases Managed and/or Key Services Provided

[1] Summer, Fall and Spring, as reported to SBOE on the PSR-1 Annual Student Enrollment Report only includes UG and GR (no early college). FY15 had an incorrect total, it has been corrected.

[2] Based on SBOE Annual PSR-1. FTE = Annual Credits divided by 30 for Undergraduate, 24 for Graduate, 28 for Law. WWAMI is student headcount.

[3] Rolling 3-year FTE calculated from UI data warehouse to derive Academic Certificate values.

[4] Cost of College Step 4 figures based on Audited Financial Statements for previous FY (from General Accounting office). Total weighted undergraduate credit hours from EWA divided by undergraduate dollars from Cost of College report.

[5] Only postsecondary credits taken by high school students are counted as dual credit.

[6] Study Abroad and National Student Exchange are coded in the course subject fields.

[7] Idaho resident new freshman with test scores indicating need for remediation per UI standards.

[8] From the UI web-based, Graduating Senior Survey.

[9] Bachelor's degrees only, as reported to IPEDS. STEM fields using CCA definitions.

[10] Number of participating students, as reported by UI Career Center/Service Learning Center, divided by full-time degree seeking student headcount. Includes all program levels.

[11]As reported by UI Controller's Office, Benchmark based on NACUBO recommendations. Values represent calculations for prior fiscal year.

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1: Innovate						
1. Number of Postdocs, and Non-faculty Research Staff with Doctorates.[1] (Goal 1: Objective B, Measure II)	actual	66	64	102	92	----------
	target	*70*	*70*	*70*	*72*	*72*
2. Research Expenditures ($Million) (Goal 1: Objective A Measure I)	actual	$95,594 M	$97,493 M	$102,000 M	*109,500 M*	----------
	target	*$100 M*	*$100 M*	*$100 M*	*$105 M*	*$105 M*
Goal 2: Engage						
3. NSSE Means Service Learning, Field Placement or Study Abroad[3] (Goal 2: Objective C Measure II)	actual	52%	52%	52%	52%	----------
	target	*52%*	*56%*	*56%*	*58%*	*58%*
4. Faculty Collaboration with Communities (HERI)[4] (Goal 2: Objective B Measure I)	actual	57%	57%	57%	57%	----------
	target	57%	*61%*	*61%*	*64%*	*64%*
Goal 3: Transform						
5. Enrollment (Fall Census)[5] (Goal 3: Objective A Measure I)	actual	11.534	11,372	11,780	12,072	----------
	target	*12,000*	*12,000*	*12,000*	*12,500*	*12,500*
6. Retention **New Freshman** Retention Rate[6] Full-time Percent (Goal 3: Objective B Measure I)	actual	77.4%	80.1%	77.4%	81.6%	----------
	target (peer median)	*82%*	*82%*	*82%*	*83%*	*83%*
7. Retention **New Transfer** Retention Rate Full-time Percent (Goal 3: Objective B Measure II)	actual	82.8%	79.2%	83.4%	82.4	----------
	target	*82%*	*82%*	*82%*	*82%*	*82%*
Goal 4: Cultivate						
8. Percent Multicultural Faculty & Staff[8] (Goal 4: Objective A Measure III)	actual	19%/11%	19%/12%	19%/13%	22%/13%	----------
	target	*19%/12%*	*20%/13%*	*20%/13%*	*21%/14%*	*21%/14%*
9. Multicultural Student Enrollment[9] (Goal 4 Objective A Measure I)	actual	2,415	2,605	2,678	2,799	----------
	target	*2415*	*2,922*	*2,922*	*3,130*	*3,130*

Performance Measure Explanatory Notes

[1] Postdocs and Non-faculty Research Staff with Doctorates as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (http://www.nsf.gov/statistics/srvygradpostdoc/#qs).
[2] As reported to NSF annually by the UI Office of Research and Economic Development. Data is for the year prior to the FY indicated, as that is when we report the research dollars and they are not available until late fall. Enhanced tracking of interdisciplinary grants resulted in higher values for FY2013 (Reported in FY2014).
[3] This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE. Survey completed every three years.

[4] HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.
[5]This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of Fall census date. The data is updated annually.
[6] As reported to IPEDS. Each year's rates reflect the percentage returning the fall of the FY specified. In FY2013 the target for First-time Full-time Freshman was obtained from the SBOE Strategic Plan rather than the peer median.
[7]This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.
[8]The percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.
[9]The headcounts used for this metric are derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.

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Boise State University Performance Measurement Report

Part I – Agency Profile

Agency Overview

Boise State University is a public, metropolitan research university offering an array of undergraduate and graduate degrees and experiences that foster student success in and after their college years, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the economy, the community, the state and the nation. Boise State is leading the way to Idaho's goal of ensuring that 60 percent of Idahoans have a college degree or certificate, and produces more than 40 percent of all bachelor's degrees awarded by Idaho public universities.

Boise State University employs over 3,000 full and part-time employees, including approximately 1,300 full-time professional and classified staff and more than 600 full-time faculty members. The main campus of Boise State University is located at 1910 University Drive Boise Idaho. Classes also are provided at Gowen Field Air Base, Mountain Home Air Force Base, Twin Falls (CSI campus), Coeur d'Alene (North Idaho College), Lewiston (Lewis-Clark State College), Micron Technology, downtown Boise (BoDo) and Boise State University at College of Western Idaho. In addition, Boise State University provides a growing number of online courses and programs that are available across the state and nation.

Boise State University offers studies in nearly 200 fields of interest in 89 bachelor degree programs, 66 master's programs, 2 education specialist program, and 11 doctoral programs. These are delivered through the College of Arts and Sciences, the College of Engineering, the College of Education, the College of Health Sciences, the College of Business and Economics, the College of Innovation and Design, and the School of Public Service.

Boise State University is governed by the Idaho State Board of Education, which is statutorily designated as the Board of Trustees for the institution. Dr. Martin Schimpf is serving as Interim President for FY 2019.

Core Functions/Idaho Code

Boise State University is created by Idaho Code Title 33, Chapter 40. Idaho Code 33-4001 provides the primary function of Boise State University to be that of "an institution of higher education" and "for the purposes of giving instruction in college courses…" In addition, it provides the "standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states," and that the "courses offered and degrees granted at said university shall be determined by the board of trustees."

Revenue and Expenditures

Operating Revenue	FY 2015	FY 2016	FY 2017	FY 2018
Student tuition and fees (Gross)	142,445,827	149,997,777	158,654,927	Required audited financials avail. Dec 2018
Scholarship discounts and allowances	(24,597,200)	(22,497,800)	(23,096,700)	" "
Federal grants and contracts	25,987,687	28,815,430	31,612,679	" "
State and local grants and contracts	3,344,399	4,301,752	4,470,373	" "
Private grants and contracts	4,071,040	3,229,288	3,219,084	" "
Sales and services of educational activities	3,729,493	3,445,758	4,706,151	" "
Sales and services of auxiliary enterprises	61,836,973	58,196,118	59,129,973	" "
Other	2,374,609	3,418,923	5,393,728	" "
Total operating revenues	219,192,828	228,907,246	244,090,215	" "
Operating Expenses	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Instruction	109,933,975	115,309,517	121,871,550	" "
Research	21,222,821	22,481,285	27,974,879	" "
Public Service	15,361,949	18,076,726	17,420,979	" "
Libraries	5,370,746	5,672,543	5,807,270	" "
Student Services	17,242,116	16,676,400	18,220,175	" "

Attachment 11

Boise State University Performance Measurement Report

Operation & Maintenance of plant	21,027,199	21,347,045	23,996,064	" "
Institutional Support	25,906,877	26,946,980	29,978,119	" "
Academic Support	21,514,093	25,866,284	25,670,091	" "
Auxiliary Enterprises	64,985,479	65,325,999	68,069,452	" "
Scholarships and Fellowships	12,798,914	13,208,277	13,153,808	" "
Depreciation	25,658,622	25,997,744	25,805,716	" "
Total operating expenses	341,022,792	356,908,800	377,968,103	" "
Operating income/(loss)	(121,829,964)	(128,001,554)	(133,877,888)	" "
Non-operating revenues/(expenses)	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
State appropriation - general	84,740,497	88,021,122	95,555,597	" "
State appropriation - maintenance	2,418,576	1,964,538	918,463	" "
Pell grants	26,175,741	24,169,872	22,615,664	" "
Gifts	21,435,600	28,212,370	28,738,784	" "
Net investment income	396,947	815,931	1,311,540	" "
Change in fair value of investments	(28,161)	145,985	(107,188)	" "
Interest	(9,533,339)	(9,243,292)	(9,979,021)	" "
Gain/loss on retirement of assets	(1,008,377)	(595,877)	(1,205,751)	" "
Other non-operating revenue/(expense)	95,757	(67,148)	(131,598)	" "
Net non-operating revenues/(expenses)	124,693,241	133,523,502	137,716,490	" "
Other revenue and expenses	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Capital appropriations	2,275,920	935,431	3,299,517	" "
Capital gifts and grants	4,814,788	1,285,483	2,702,342	" "
Total other revenues and expenses	7,090,708	2,220,914	6,001,859	" "
	FY 2015	**FY 2016**	**FY 2017**	**FY 2018**
Increase/decrease in net position	(5,548,042)	7,742,862	9,840,461	" "
Net position - beginning of year	385,326,898	379,778,856	387,521,718	" "
Net position - end of year	379,778,856	387,521,718	397,362,179	" "

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
1. Enrollments:				
Fall Enrollment on Fall Census Day (Oct. 15) includes degree seeking and non-degree seeking students				
Total	22,259	22,113	23,886	24,154
Undergraduate	19,351	19,122	20,209	20,767
Graduate	2,908	2,991	3,677	3,387
Degree Seeking Student Enrollment on Fall Census Day (Oct. 15)				
Total	18,507	18,390	18,632	18,982
Undergraduate	16,209	15,964	16,053	16,270
Graduate	2,298	2,426	2,579	2,712
Annual Enrollment Total Headcount from PSR 1 Student Enrollment Report (End of Term; unduplicated count of students attending Su, Fa, and/or Spr)	29,065	28,873	30,262	31,053
Non-Degree Seeking (Graduate and Undergrad)	4,305	4,242	3,962	3,849
Early College	3,588	3,594	4,855	5,403
Undergraduate (degree seeking)	18,383	18,072	18,237	18,358
Graduate (degree seeking)	2,789	2,965	3,208	3,443

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Boise State University Performance Measurement Report

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
First-time Idaho new freshmen requiring remedial education* [1]	291 23%	234 21%	267 20%	190 14%

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
2. Student Credit Hours (SCH) by Level (Su, Fa, and Spr) (see Part II for Cost per credit hour delivered)				
Annual SCH Attempted (End of Term) Total	473,768	474,101	486,130	496,274
Professional Technical	0	0	0	0
Undergraduate credits	428,041	425,517	434,067	440,207
Graduate credits	45,727	48,584	52,063	56,067
Annual SCH Earned (End of Term) Total	411,733	418,628	427,263	438,979
Undergraduate credits	369,553	374,068	379,190	387,088
Graduate credits	42,180	44,560	48,073	51,891
SCH earned as a % of Attempted Total	86.9%	88.3%	87.9%	88.5%
Undergraduate credits	86.3%	87.9%	87.4%	87.9%
Graduate credits	92.2%	91.7%	92.3%	92.6%
3. Dual Enrollment[2] and Distance Education [3]				
Dual Enrollment Student Credit Hours – 12 month academic year*	15,675	15,534	21,519	23,664
Dual Enrollment Distinct Students – 12 month academic year*	3,586	3,597	4,857	5,408
Distance Education Student Credit Hours – 12 month academic year	73,668	81,178	91,342	108,315
Distance Education Distinct Students Enrolled – 12 month academic year	11,369	12,106	13,055	14,430
4. Degrees and Certificates Awarded (see Part II for Number of Distinct Graduates)* [4]				
Professional Technical Degrees and Certificates	N/A	N/A	N/A	N/A
Associate Degrees (Academic)	168	145	116	119
Bachelor's Degree (Academic, first and second majors)	3,154	3,174	3,317	3,373
Certificate – Undergraduate	64	127	200	248
Certificate – Graduate	237	178	220	248
Master's Degree	703	670	776	917
Education Specialist Degree[5]	N/A	10	15	16
Doctoral Degree	14	18	36	32
Total awards	4,340	4,322	4,680	4,953
5. Sponsored Projects Proposals and Awards[6] (see Part II for Externally Funded Research Expenditures)				
Total # of Proposals Submitted	561	546	598	Not available at this time
Total # of Awards	304	343	361	368
Total Sponsored Projects Funding (dollars awarded)	$40,167,055	$41,374,334	$50,137,881	$56,013,792
Externally Funded Research Expenditures	$36.1M	$35.0M	$37.7M	Not available at this time
% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e. interdisciplinary)	9.4%	8.2%	9%	Not available at this time

FY 2018 Performance Highlights

- Boise State University continues to be highly successful in producing college graduates, thereby contributing to the educational attainment rate of Idahoans. In FY18, a record-high 3,196 students graduated from Boise State with baccalaureate degrees, which is 2.1% higher than the FY18 target of 3,130 that was established in August 2010 by the Idaho State Board of Education. Boise State has exceeded the SBOE targets in every year since those targets were established. Of the baccalaureate graduates from Idaho's public institutions, 48.6% graduated from Boise State University in 2016-17.
- Eighty-one percent of resident students and 45% of non-resident students were employed in Idaho one year after graduation, according to Idaho Department of Labor. The high percentage of non-resident students employed in the state represents a substantial "brain gain" for the state of Idaho.
- The numbers master's degree graduates also reached a record high in FY2018 at 917. In addition, 32 doctoral graduates completed their degrees, the second consecutive year that Boise State conferred more than 30 doctorates.
- The retention rate for first year students continues its positive trajectory. Between the Fall 2013 cohort and the Fall 2016 cohort, the rate increased by five percentage points and Boise State attained a record high of 79.8% retention for first-time, full-time freshmen in the Fall 2016 cohort.
- The six-year graduation rate has increased by over seven percentage points over the last five years. Boise State is expected to exceed a 45% graduation rate for the Fall 2012 cohort of first-time, full-time freshmen. This increase is further indication of the success of Boise State's fundamental transformation of support for student success via, for example, reform of remedial education, use of learning assistants, changes to advising, and use of analytics to enable early intervention for at-risk students.
- Dual Enrollment headcount continues its strong growth with 5,408 students participating in Boise State's Dual Enrollment program in FY2018, an increase of 50% in the three years since FY15. Dual enrollment students took a total of 23,382 credits in FY18, up 50% in the three years since FY15.
- The number of students enrolled in distance education courses taught by Boise State has increased by 27% since FY15, with 14,430 distinct students enrolled in FY18. Those students took a total of 108,315 credits via distance education, up 47% from in the three years since FY15.
- Funding for research and other sponsored projects continues to grow. Total sponsored project funding received by Boise State was more than $56M in FY2018, up 39% in the three years since FY2015.

Part II – Performance Measures

Productivity Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 2 **Facilitate the timely attainment of educational goals of our diverse student population.**						
1. Count of Distinct Graduates[7] (Objective A)*						
Associate Degree (Academic)	actual	166	141	114	118	----------
	target	*135*	*135*	*150*	*150*	*150*
Bachelor's Degree (Academic)	actual	2,971	2,998	3,141	3,196	----------
	target	*3,010*	*3,125*	*3,250*	*3,300*	*3,450*
Certificate – Graduate	actual	226	173	212	241	----------
	target	*190*	*190*	*250*	*250*	*250*
Master's Degrees	actual	703	670	776	917	----------
	target	*745*	*700*	*740*	*785*	*825*
Educational Specialist's Degree	actual	N/A	10	15	16	----------
	target	*None available*	*None available*	*None available*	*20*	*20*

Attachment 11

Boise State University Performance Measurement Report

Productivity Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Doctoral Degree	actual	14	18	36	32	----------
	target	*20*	*28*	*32*	*35*	*38*
Total distinct graduates	actual	3,938	3,916	4,173	4,393	----------
	target	*Increase over prior year*	*Increase over prior year*	*Increase over prior year*	*Increase over prior year*	*Increase over prior year*
2. First Year Retention Rate (Objective A)						
% of first-time, full-time freshmen retained[8]*	actual	F2014 cohort 75.6%	F2015 cohort 78.2%	F2016 cohort 79.8%	F2017 cohort *79% (prelim)*	F2018 cohort ----------
	target	*75%*	*77%*	*78%*	*80%*	*81%*
% of Idaho-resident Pell-eligible first-time full-time freshmen retained	actual	66.3%	72.7%	72.6%	*70% (prelim)*	----------
	target	*None available*	*None available*	*None available*	*76%*	*77%*
% of full-time transfers retained or graduated*	actual	73.5%	75.4%	73.8%	*75% (prelim)*	----------
	target	*75%*	*77%*	*77%*	*78%*	*78%*
3. Six-year Graduation Rate (Objective A)						
% of baccalaureate-seeking, full-time, first time students graduating in six years or less[9]	actual	F2009 cohort 37.9%	F2010 cohort 38.7%	F2011 cohort 43.4%	F2012 cohort *45% (prelim)*	F2013 cohort ----------
	target	*42%*	*44%*	*44%*	*45%*	*46%*
% of Idaho-resident, Pell-eligible first time, full-time freshman who graduated	actual	26.3%	29.3%	30.4%	*34% (prelim)*	----------
	target	*None available*	*None available*	*None available*	*37%*	*37%*
% of full-time transfers who graduated	actual	50.6%	51.0%	58.3%	*57% (prelim)*	----------
	target	*None available*	*None available*	*None available*	*55%*	*57%*
Goal 3 Gain distinction as a doctoral research university.						
4. Total Research & Development Expenditures[10] (Objective A)						
Expenditures as reported to the National Science Foundation	actual	$31.3M	$32.0M	$34.9M	Not available at this time	----------
	target	*$27.5M*	*$30M*	*$34M*	*$36M*	*$38M*
Goal 4 Align university programs and activities with community needs.						
5. Graduates with high impact on Idaho's labor force (Objectives A and B)						
Rate of Employment in Idaho one year after graduation: Idaho Residents[11]	actual	'11-12 grads 80%	'12-13 grads 81%	'13-14 grads 80%	'14-15 grads Not available at this time	'15-16 grads ----------
	Target	*None available*	*None available*	*None available*	*82%*	*82%*
Rate of Employment in Idaho one year after graduation: Non-Residents	actual	'11-12 grads 43%	'12-13 grads 45%	'13-14 grads 41%	'14-15 grads Not available at this time	'15-16 grads ----------
	target	*None available*	*None available*	*None available*	*45%*	*45%*
Number of STEM degree graduates (bachelor's, STEM education, master's, doctoral)[12]	actual	540	564	671	692	----------
	target	*549*	*600*	*675*	*725*	*725*
STEM degree graduates as % of all degree graduates, bachelor's and above	actual	14.6%	15.3%	16.9%	16.7%	----------
	target	*None available*	*None available*	*None available*	*15%*	*15%*

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Boise State University Performance Measurement Report

Productivity Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
6. Number of graduates with high impact on Idaho's college completion rate (Objective C)						
Baccalaureate graduates from underrepresented groups: rural counties[13]	actual	161	142	120	124	----------
	target	*120*	*174*	*165*	*165*	*165*
Baccalaureate graduates from underrepresented groups: ethnic minorities[14]	actual	273	303	339	359	----------
	target	*300*	*275*	*360*	*400*	*430*
Baccalaureate graduates who are Idaho residents	actual	2,408	2,350	2,268	2,263	----------
	target	*2,550*	*2,600*	*2,635*	*2,585*	*2,700*
Baccalaureate graduates who are of non-traditional age (30 and up)	actual	822	869	867	847	----------
	target	*None available*	*None available*	*900*	*950*	*950*
Baccalaureate graduates who began as transfers from Idaho community college[15]	actual	310	384	390	406	----------
	target	*325*	*390*	*500*	*600*	*650*
Goal 5 **Transform our operations to serve the contemporary mission of the university.**						
7. Cost of Education (resident undergraduate with 15 credit load per semester; tuition & fees per year) (Objective A)						
Boise State	actual	$6,640	$6,874	$7,080	$7,326	----------
	target	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*
Boise State as % of WICHE[16]	actual	87.9%	87.8%	88.7%	87.1%	----------
	target	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*
8. Expense per EWA-Weighted Student Credit Hour (SCH)[17] [18*] (Objective A)						
$ per Total Undergraduate SCH: in 2011 $$ (i.e., CPI-adjusted)	actual	$258.28	$252.43	$251.86	Not available at this time	----------
	target	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*
$ per Total Undergraduate SCH: Unadjusted	actual	$272.15	$269.26	$274.08	Not available at this time	----------
	target	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*
$ per Total Undergraduate & Graduate SCH: in 2011 $$	actual	$239.72	$234.77	$234.01	Not available at this time	----------
	target	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*
$ per Total Undergraduate & Graduate SCH: Unadjusted	actual	$252.60	$250.43	$254.65	Not available at this time	----------
	target	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*
9. Graduates per 3-yr average FTE[19*] (Objective A)						
Baccalaureate graduates per 100 FTE	actual	21.3	21.9	23.1	23.4	----------
	target	*None available*	*21*	*21*	*22.2*	*24.0*
Baccalaureate + associate graduates per 100 FTE	actual	22.3	22.9	23.9	24.2	----------
	target	*None available*	*22.5*	*23*	*23.5*	*24.0*
	actual	56.5	50.4	55.6	59.8	----------

Productivity Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Graduate degree graduates per 3-yr average FTE	*target*	*None available*	*50*	*50*	*52.0*	*58.0*
10. Undergraduate Completions per Undergraduate Expense*[20] (Objective A)						
Distinct baccalaureate graduates per $100k: In 2011 $$ (i.e., CPI-adjusted)	actual	1.50	1.49	1.52	Not available at this time	----------
	target	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*
Distinct baccalaureate graduates per $100k: Unadjusted	actual	1.42	1.40	1.40	Not available at this time	----------
	target	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*
Undergraduate degrees and certificates per $100k: In 2011 $$	actual	1.56	1.56	1.57	Not available at this time	----------
	target	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*
Undergraduate degrees and certificates per $100k: unadjusted	actual	1.48	1.46	1.44	Not available at this time	----------
	target	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*	*No decrease in CPI adjusted # per $100k*

Performance Measure Explanatory Notes

*Measure required by SBOE

[1] Remediation defined as number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education. The need for remediation is defined by course-taking behavior in the first year of enrollment. These data reflect enrollment in Math 15 & 25 and co-requisite English.

[2] Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned. The credits and students align to the total in the annual Dual Credit Report.

[3] Distance Education is characterized by: the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Summarized from the language in the new Higher Education Opportunity Act.) Courses that are taught at a distance using educational technology are referred to as distance education (DE) classes.

[4] The count of awards reflects data submitted to IPEDS. Bachelor's awards and others include first plus second major. These figures are greater than the total number of graduating students because some graduating students receive multiple awards. 2014-15 was the first year that Boise State transcripted all undergraduate certificates and, therefore, began reporting these to IPEDS in that year. Data presented for 2017-18 are preliminary as they have not yet been reported to IPEDS.

[5] Note that although the Education Specialist degree is a distinct degree type, it is categorized by IPEDS as a "post-master's certificate." Boise State awarded the first Ed.S. degrees in 2015-16; therefore, this report marks the third year this category has been included.

[6] "Sponsored Projects" refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private).

[7] The distinct (unduplicated) graduates reflects completers by award level as submitted to IPEDS. The total of distinct graduates does not equal the sum of the graduates at each level because there is some duplication of individuals between levels (e.g., earning both a graduate certificate and a master's degree). Data presented for 2017-18 are preliminary as they have not yet been reported to IPEDS.

[8] Retention is a measure of entering cohorts returning to enroll one year later (e.g., the percent of the Fall 2016 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2017). Retention rate is calculated in a manner consistent with IPEDS. The four columns of data represent numbers from Fall 2014 through Fall 2017 cohorts, with the Fall 2017 cohort data being a preliminary estimate.

[9] Six-year graduation rate is a measure of entering cohorts graduating within a six-year time frame (e.g., the percent of the Fall 2011 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2017 semester). Graduation rate is calculated in a manner consistent with IPEDS. The four columns of data represent the rates for the Fall 2009 through Fall 2012 cohorts, with the Fall 2012 cohort data being a preliminary estimate.

[10] Total Research and Development Expenditures are submitted to NSF approximately in March for the previous fiscal year.

[11] Percent of all graduates at all award levels who were identified in "covered employment" by the Idaho Department of Labor one year out after graduation. Covered employment refers to employment for an organization that is covered under Idaho's unemployment insurance law. These data do not include several categories of employment, including individuals who are self-employed, federal employees, those serving in the armed forces, foreign aid organizations, missions, etc. Therefore, the actual employment rates are higher than stated. The full report can be accessed at: https://labor.idaho.gov/publications/ID_Postsec_Grad_Retent_Analysis.pdf.

[12] STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates.

[13] Distinct number of graduates who began college as residents from a rural county in Boise State's 10 county service area (minus Ada and Canyon counties).

[14] Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

[15] Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

[16] WICHE average from Table 1a of annual Tuition and Fees report. We use the average excluding California and the values were as follows: FY15 $7,558; FY16 $7,826, FY17 $7,980, FY18 $8,407. A typical report can be found at http://www.wiche.edu/info/publications/Tuition_and_Fees2012-13.pdf

[17] Expense information is from the Cost of College study, which is produced yearly by Boise State's Controller's Office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergraduate only" uses Undergraduate costs and the sum of EWA weighted credit hours for remedial, lower division, upper division for residents and nonresidents. "Undergraduate and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels for residents and nonresidents. Note that data were updated in March 2018 to reflect recalculated resident credit hours required for the PSR 1.5 report; therefore, figures reported here align to Boise State's 2018 Strategic Planning Report and are different from those reported in the previous Performance Measures Report.

[18] Consumer Price Index is used to adjust for inflation and makes use of a calculator such as that found at http://data.bls.gov/cgi-bin/cpicalc.pl

[19] The unduplicated number of annual degree graduates divided by a three-year running average of FTE, multiplied by 100. FTE is determined using PSR1 Annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30 and total annual credits taken by graduate students divided by 24. This is consistent with the method used for the old measure required by SBOE, which was discontinued with the adoption of new measures. Boise State opted to retain a version of this measure in our 2018 Strategic Planning Report, however, using updated methodology based on data reported to IPEDS. For this reason, the data reported here and in the 2018 BSU Strategic Plan Report are different.

[20] Expense information is from the Cost of College study, and includes undergraduate and/or graduate expenses as appropriate for the row in the table. Distinct graduates reflect unduplicated numbers of graduates for summer, fall, and spring terms.

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Part I – Agency Profile

Agency Overview

Founded in 1901, Idaho State University (ISU) is a Carnegie classified university (Doctoral Universities: Moderate Research Activity). The University has evolved through distinct phases—the last occurring in 1963 with the change from Idaho State College to Idaho State University—reflecting a steady trajectory of growth and development. After more than a decade of service, President Arthur C. Vailas retired in 2018. The University welcomed President Kevin Satterlee as the institution's 13th president in June 2018.Today, the University serves a student population of 13,220 (Fall 2017-end of term), and 15,113 unduplicated annual headcount (FY 2018), representing 41 states and 57 countries. In addition to these students, ISU taught over 8,000 students in FY 2018 in professional development, Work Force Training, and Continuing Education courses. The University's mission and Idaho State Board of Education-mandated service region is the result of the institution's history and Idaho's unique geography.

Idaho State University's geographic service region extends to the upper-Snake River region on the east side of the state, to the Magic Valley/Twin Falls towards the west, to the rural communities of the central mountains on the north. The University has campuses in four locations: Pocatello, Meridian, Idaho Falls, and Twin Falls. Idaho State University offers more than 250 academic programs ranging from career and technical certificates to Ph.Ds. The University's disciplinary breadth, combined with its unique degree mix, offers opportunity and access commensurate with the Idaho State Board of Education's (the Board) mandate to serve its diverse, largely rural region, and to provide healthcare programming for the state. The University hosts 15 men's and women's NCAA athletic teams and offers more than 135 student clubs and organizations for student participation.

Idaho State University's academic units are organized into five colleges and a Division of Health Sciences. The colleges include the colleges of Arts and Letters, Business, Education, Science and Engineering, and Technology. The Kasiska Division of Health Sciences is comprised of the College of Pharmacy, College of Health Professions, College of Nursing, College of Rehabilitation and Communication Sciences. In addition, ISU houses a Graduate School overseen by a graduate dean advised by graduate faculty.

Idaho State University boasts many incredible facilities, including the Center for Advanced Energy Studies (CAES) and the Idaho Accelerator Center. The Idaho Museum of Natural History, located on the Pocatello campus, provides children, families, and adults an in-depth exploration of the natural history of Idaho. The state-of-the-art Stephens Performing Arts Center brings music, theatre, and cultural performances to southeastern Idaho.

Core Functions/Idaho Code

Idaho State University is a publicly supported institution of higher education as created under the laws of the State of Idaho, Idaho Statute Title 33, Chapter 30 and is governed by the State Board of Education.

ISU's Mission:
Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Central to its mission is the emphasis in health sciences education. ISU offers high-quality degree programs in nearly all of the health professions, as well as postgraduate residency training in family medicine, dentistry, and pharmacy. The University also serves southern Idaho by providing full-service, cost-effective medical care options at its 21 health clinics. The University faculty and staff provided health services for more than 51,000 patient visits and over 51,000 prescriptions during the 2018 fiscal year. The ISU Bengal Pharmacy serves as an onsite classroom lab for students in the College of Pharmacy while providing pharmacy service options to the region. The Bengal Pharmacy has four telehealth pharmacies in rural southern Idaho: Arco, Challis, Council, and Kendrick. City officials concerned that pharmacy services would no longer be available in their towns requested the partnerships. In FY

2017, the Physical Therapy and Occupational Therapy programs expanded with a buildout of the Treasure Valley Anatomy and Physiology Laboratories in Meridian.

Idaho State University's commitment to access to university-level learning and discovery extends into the K-12 system in Idaho. The University's Early College program, which provides dual enrollment opportunities for Idaho high school students at reduced tuition rates, continues to grow, enabling high school students to take college-level courses preparing them for their future college careers.

Idaho State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU requires that the institution identify its core themes that individually manifest elements of its mission and collectively encompass its mission.

ISU's core themes:



Core Theme One:
Learning and Discovery. Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high-quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.



Core Theme Two:
Access and Opportunity. Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.



Core Theme Three:
Leadership in the Health Sciences. Idaho State University provides statewide leadership in the health sciences. With the academic support of its colleges and the division, the University offers a broad spectrum of degree levels and provides residency training in the health professions. New knowledge is created through biomedical, translational, clinical, rural, and health services research. Teaching, research, practice, and community partnerships provide interprofessional education and excellence in patient care. University clinics provide an environment for learning, inquiry and comprehensive health care service to the community.



Core Theme Four:
Community Engagement and Impact. As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.

Attachment 12

Idaho State University Performance Report

Revenue and Expenditures

Revenue	2015	2016	2017	2018
Operating revenues				
Student tuition and fees (Gross)	114,123,171	113,156,314	107,743,545	
Scholarship discounts and allowances	(25,916,197)	(25,947,403)	(27,912,077)	
Federal grants and contracts	9,290,225	10,019,841	8,890,478	
State and local grants and contracts	11,733,975	12,249,400	11,643,584	
Private grants and contracts	7,012,923	7,251,844	6,495,621	
Sales and services of educational Activities	7,311,610	6,979,623	6,153,003	
Sales and services of auxiliary enterprises	14,015,044	14,236,801	13,195,581	
Other	3,678,615	3,858,144	3,728,134	
Total operating revenues	141,249,366	141,804,564	129,937,869	
Expenditure	**2015**	**2016**	**2017**	**2018**
Operating expenses	228,567,678	248,285,034	247,447,738	
Instruction	93,196,533	98,132,438	103,495,686	
Research	16,399,619	21,309,539	17,515,982	
Public Services	5,685,856	5,625,710	3,980,365	
Academic Support	13,136,631	15,894,795	16,313,115	
Libraries	3,314,881	4,069,737	3,738,191	
Student Services	9,103,457	9,591,103	9,940,752	
Institutional Support	22,385,788	24,628,478	24,107,401	
Maintenance & Operations	17,232,945	19,876,589	18,606,282	
Auxiliary Enterprises	22,974,786	24,419,457	24,196,157	
Scholarships and Fellowships	12,514,606	11,960,896	13,395,827	
Depreciation	12,622,576	12,776,292	12,157,980	
Operating income/(loss)	(87,318,312)	(106,480,470)	(117,509,869)	
Nonoperating revenues/(expenses)				
State appropriations:	83,835,488	90,181,594	99,808,227	
State General Account	68,005,400	71,057,200	76,473,502	
Endowment Income	2,599,200	3,004,200	3,609,600	
Other State Appropriations	2,818,075	2,970,873	3,092,487	
Professional Technical Education	10,412,813	9,740,822	12,400,573	
State Department of Public Works	4,985,344	3,408,499	4,232,065	
Title IV grants	18,879,046	16,668,145	15,792,869	
Gifts	5,843,281	5,632,083	7,653,184	
Net investment income	195,658	189,275	126,422	
Amortization of bond financing costs	(7,267)	(6,936)	(4,566)	
Bond issuance costs	0	(185,960)	0	
Interest on capital asset-related debt	(1,923,003)	(1,704,084)	(1,312,674)	
Net nonoperating revenues/(expenses)	111,808,547	110,774,117	122,063,462	
Other Revenue and Expenses	**2015**	**2016**	**2017**	**2018**
Capital gifts and grants	0	0	0	
Gain or (loss) on disposal of fixed assets	(85,380)	(164,351)	(98,718)	
Net other revenues and expenses	(85,380)	(164,351)	(98,718)	
Increase in net assets	24,404,855	4,129,296	4,454,875	
Net assets - beginning of year (*-restated)	*216,702,579	241,107,434	245,236,730	
Net assets – end of year	241,107,434	245,236,730	249,691,605	

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
[1]Grand Total Number of Students	**23,741**	**24,440**	**23,384**	**24,001**
Total number of enrolled ISU students in a fiscal year	16,543	15,777	15,648	15,113
Total number of College of Education K-12 professional development students in a fiscal year	1,545	923	819	1,664
Total number of Workforce Training / Continuing Education students in a fiscal year	5,653	7,740	6,917	7,224
Percentage of undergraduates full-time and part-time (based on fall term)				
- Full-time	59%	60%	57%	56%
- Part-time	41%	40%	43%	44%
Total annual enrollment full-time equivalency (FTE)[2]	**10,808**	**10,589**	**10,233**	**9,960**
- Career Technical	810	788	771	747
- Undergraduate	7,861	7,759	7,378	7,108
- Graduate	2,137	2,042	2,084	2,105
Total credit hours taught: [3]	**311,434**	**305,413**	**294,476**	**286,161**
- Career Technical credit hours	24,312	23,626	23,130	22,401
- **Academic credit hours**	**287,122**	**281,787**	**271,346**	**263,760**
- Undergraduate credit hours	235,832	232,777	221,328	213,250
- Graduate credit hours	51,290	49,010	50,018	50,510
Total degrees/certificates awarded [4]	**2,283**	**2,410**	**2,356**	**2,537**
- Technical certificates	199	207	200	238
- Undergraduate academic certificate	0	1	30	38
- Associate	363	362	405	472
- Bachelor	1,123	1,228	1,168	1,166
- Graduate academic certificate	7	7	4	10
- Master	431	430	389	459
- Doctorate	160	175	160	154
% awarded in Health Professions [5]	32%	32%	34%	34%
% awarded in STEM Disciplines [6]	17%	18%	18%	18%
Percentage of all degree-seeking undergraduates receiving a PELL grant	45%	42%	41%	43%
Amount of ISU student scholarships/fellowships awarded *FY 2018 is a preliminary number.	$12,514,606	$11,960,896	$13,395,827	*$14,100,000
Percent of 1st-time freshmen who graduated from an Idaho high school in the previous year requiring remediation [7] (SBOE system-wide Strategic Plan Measure)				
- Total 1st-time freshmen cohort	833	822	816	905
- Total requiring remediation	248	241	264	352
- % requiring remediation	30%	29%	32%	39%

Cases Managed and/or Key Services Provided (continued)	FY 2015	FY 2016	FY 2017	FY 2018
Total number of certificates and degrees awarded	**2,283**	**2,410**	**2,356**	**2,537**
- Undergraduate	1,685	1,798	1,803	1,914
- Graduate	598	612	553	623
Total new degree-seeking undergraduate students in FY[8]	**2,287**	**1,925**	**1,777**	**1,811**
- Idaho Resident	1,630	1,562	1,500	1,643
- Non-resident	150	143	143	110
- International	507	220	134	58
Student volunteer clinical services – student credit hours earned in clinical practica	11,320	11,772	12,308	12,265

1. Student headcounts are unduplicated in a fiscal year by category. If a student is enrolled in an ISU course, plus enrolled in a College of Education professional development course, plus enrolled in a Workforce Training / Continuing Education in the same fiscal year the student will be counted 3 times, once in each category. In FY 2018 students enrolled in a College of Education professional development courses could be counted twice during this fiscal year because a new data system was launched in January 2018. In FY 2018 if a student took a professional development course prior to January 2018 and then after January 2018, the student will be counted twice in this case.
2. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Career Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.
3. Total student credit hour production for the fiscal year.
4. Degrees are those awarded and posted as of July 09, 2018.
5. Certificates/Degrees with a U.S. Dept. of Education Classification of Instructional Programs (CIP) Code of 51 – Health Professions and Related Clinical Sciences, and Clinical Psychology degrees.
6. Certificates/Degrees with a CIP Code in Science, Technology, Engineering, and Mathematics (STEM) as defined by the Consortium for Student Retention Data Exchange (CSRDE).
7. The data represents the percent of new Idaho resident academic undergraduate students that graduated from an Idaho high school 12 months or less from their first semester at ISU whose test scores (ALEKS, ACT, SAT, COMPASS, Advanced Math Placement) place them in remedial Math or remedial English courses. Students in this cohort who were not placed based on test scores in remedial courses, but enrolled in remedial courses and did not pass these courses are also included in the count. The student's highest scores/grades are used. The same placement criteria are used for all years displayed.
8. New students in the summer term enrolled in the subsequent fall term are counted as "new" in the fall term.

FY 2018 Performance Highlights *(Optional)*

Research and Economic Development –
The Office for Research initiated a new relationship with the Idaho National Lab (INL) sponsoring the first CPI students to intern at the INL. Two of these students have been hired by the INL and several more CPI students are currently working there. Two Joint Appointments in the cybersecurity space between ISU and the INL have been made. Dr. Larry Leibrock and Mr. Sean McBride, both nationally recognized experts in cybersecurity are jointly appointed through ISU (Informatics Research Institute and College of Technology respectively for ISU) and the National and Homeland Security Directorate (NHSS&T) of the INL. In partnership with the INL, a post-doctoral position in Energy Policy was established. Dr. Aditi Verma, a graduate of MIT, under the mentorship of Dr. Donna Lybecker (ISU Political Sciences), will be working in Paris with Director General William Magwood of the OECD Nuclear Energy Agency (NEA).

FY 2018 Performance Highlights (continued)

Academic Affairs –
Academic Affairs developed partnerships with the CSI, CEI, and CWI to create 2+2 pathways for students to assist in their seamless transfer to ISU. We are working with over 50 programs at the community colleges to build transfer agreements that are major specific. First Year Transition increased academic coaching contacts with first-year students by more than 300% (5,646 to 19,354); increased Bengal Bridge enrollment by 44%; nearly doubled the number of classes offered during Bengal Bridge (+83%); and increased the number of underrepresented populations participating in Bengal Bridge.

College of Arts and Letters --
Since January 1, Arts and Letters professors visited more than 9,000 Idaho middle and high school students. In 2017, Arts and Letters launched its Road Scholars Scholarship program helping 14 high school students attend ISU by giving them scholarships. The scholarship program had an 87% yield rate. Arts and Letters saw substantial enrollment increases in the three counties it focused our Liberal Arts High efforts on: Bannock, Bingham, and Bonneville.

College of Business --
In January the College of Business programs in business and accounting received AACSB accreditation through 2022. This accreditation puts ISU's College of Business in the top 3% of Colleges of Business worldwide. The Center for Entrepreneurship and Economic Development (CEED) qualified eight teams, with a total of twenty-two students, for the 2017 Idaho Entrepreneur Challenge hosted by Boise State University. Idaho State University students placed first in the Agriculture and Agriculture Tech category, winning $15,000. In total, ISU teams brought home $22,500 in prize money and educational experience to last a lifetime.

College of Education --
The COE hosted its second annual ISU Future Educator Day in spring, 2017. It hosted 186 high school students that resulted in a 167% increase from last year's event. Students who attended learned about teaching as a profession and got to experience life as an ISU student for the day. Thirty percent of high school seniors at this event matriculated to ISU in the fall of 2017.

College of Science and Engineering --
This summer, eight Southeast Idaho high school students gained hands-on chemistry lab research experience at ISU through the American Chemical Society's (ACS) Project SEED. ISU Physics and Pocatello Kiwanis hosted the Haunted Science Lab October 28-29. The Department of Chemistry teamed up with the Idaho Museum of Natural History to offer free summer STEM camp experiences to more than 300 youth from underrepresented populations. The Chemistry Department is in the third year of a 5-year STEM education grant. This was awarded to the Department of Chemistry by the National Science Foundation. The grant allowed the department to offer scholarships to more than 24 students. More than 600 regional junior high and high school students attended Bengal STEM Day 2017. The College of Science and Engineering saw an enrollment growth of 2% for Idaho residents.

College of Technology --
The College of Technology's average job placement rate last year for students graduating from a career and technical program was 98 percent. Graduates included the first cohort of students from the Veteran to Nurse program, all of who passed the rigorous NCLEX-PN exam. The College was also the recipient of a $2.5 million lead donation for a capital campaign that resulted in renaming the RISE Building the William M. and Karin A. Eames Advanced Technical Education and Innovation Complex. Additional grants included the prestigious $200,000 Battelle Energy Alliance Educational Support program grant, which marks the seventh straight year of this funding support. Another key grant was the IGEM grant awarded to the Robotics program for advanced technical research involving innovative hockey protection equipment.

Kasiska Division of Health Sciences --
The College of Pharmacy and the University of Alaska Anchorage cohort began with the enrollment of 12 students in the second PharmD class in Anchorage Alaska. Anchorage now has its full facilities in place to meet accreditation requirements. The College also completed its accreditation and self-study; a Joint CE Accreditation

FY 2018 Performance Highlights (continued)

with Pharmacy, Nursing and Medicine; and it started up a Bengal Pharmacy business collaboration with Adams County Health Center Pharmacy in Council, Idaho, in September 2017.

Medical Lab Science (MLS) received the maximum 10-year NAACLS reaccreditation. MLS Launched Bengal Lab and its students helped provide lab testing and results for 500 people in the Bengal community through last year's health fairs. Additionally, about 80% of the 2016-2017 MLS cohort gained employment before rotations were complete, and 100% of Radiographic Science students attained a 100% pass rate on the registry (national certification exam) and 100% job placement rate.

Dental Hygiene initiated its early admission program; it completed its accreditation site visit in 2017; and students in Idaho Falls began a partnership with the new College of Eastern Idaho. Advances in the clinics included digital radiography. Ten graduate students completed their Master's Degree in Dental Hygiene and 26 undergraduate students graduated with a 100% pass rate on their clinical dental hygiene board exam last summer.

Family Medicine proposed to expand global medical education to retain physicians in the state through psychiatry residency and an expansion of its current residency through a possible hospitalist fellowship and a rural training track for Eastern Idaho. Family Medicine developed a transition of care curriculum that focuses on hands-on with patients coming out of the hospital to prevent readmission. It expanded a surgical OB track to teach residents with how to do C-sections and a Rural Training Track – groundwork to establish a new rural training track in Rexburg, Idaho.

The Institute of Rural Health's (IRH) Area Health Education Center (AHEC) on the Pocatello campus received funding through the University of Washington/HRSA for $386,250. The Traumatic Brain Injury Project was featured in the US Department of Health and Human Services, Administration for Community Living's April 2017 newsletter.

ISU-Meridian --
The Meridian campus had its largest Commencement ever held. Conferred a record 297 degrees and 191 students participated in commencement, including 97 students from Renaissance High School who graduated with their Associate of Arts degree; 2017 was the largest number of high school students to graduate from ISU since the inception of the program.

ISU-Idaho Falls --
In partnership with College of Eastern Idaho, ISU appointed an academic advisor and program coordinator to be housed at the newly established College of Eastern Idaho. ISU began the process of creating a polytechnic initiative with the development of a Polytechnic Steering Committee established by the Vice Provost for Academic Strategy and Institutional Effectiveness. The steering committee is composed of deans from the College of Science and Engineering, Business, and Arts and Letters, as well as members of the Idaho Fall's campus and representatives from the University of Idaho, Brigham Young University-Idaho, the College of Eastern Idaho, and Idaho National Laboratory. The steering committee completed an analysis of polytechnic initiative's strengths, weaknesses, opportunities, and threats, a vision statement, and a mission statement. These documents will guide ISU in the development of future programs and curriculum, a hiring and support plan, and in identifying future opportunities to support Idaho students, industry, and businesses.

ISU-Twin Falls --
The Twin Falls Campus increased ISU's presence on the College of Southern Idaho (CSI) campus. With three new TRiO staff and two new resident faculty members, there are now 10 full-time ISU employees located on the CSI campus. It organized the Magic Valley graduation celebration to honor December 2016 graduates and May 2017 graduates; 66 undergraduate students, 14 master's students, and 9 doctoral students were honored. Representatives met with Twin Falls City Economic Development to discuss strategies to increase our visibility in the region for higher education and professional development opportunities.

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1: Grow Enrollment – Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.* * full-time certificate and undergraduate and full and part-time graduate degree-seeking students						
1. Increase full-time, certificate and degree-seeking undergraduate student enrollment and full and part-time graduate student enrollment for FYs 18-22 by 20% (450).	actual	2,648	2,306	2,249	2,282	----------
	target					*2,702*
Goal 2: Strengthen Retention – Objective: Improve undergraduate student retention rates by 5% by 2022.						
2. Fall-to-fall, full-time, first-time bachelor degree seeking student retention rate FYs 18-22 **Benchmark Definition:** A 5% increase in fall-to-fall full-time, first-time bachelor degree-seeking student retention rate beginning from AY 16 (69%) retention numbers (SBOE benchmark -- 80%).	actual	73%	72%	69%	65%	----------
	target					*74%*
Goal 3: Promote ISU's Identity – Objective: Over the next five years, promote ISU's unique identity by *TBD% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.*A survey will be conducted in FY 19.						
3.2 Promote the public's knowledge of ISU through owned and earned media FY 18-22. [1]	actual	8,731b	10,236b	4,968b	1,879b	----------
	target	*No target est.*	*14.349b*	*18.375b*	*18.559b*	*20.213b*
Goal 5: Enhance Community Partnerships -- Objective: By 2022, ISU will establish (100) new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.						
5.3 The number of new ISU/community partnerships resulting in internships and clinical opportunities for ISU students. **Benchmark Definition:** Increase the number of new community partnerships that result in internships and clinical positions by a total of 1,131 over a five-year period (FYs 18-22) using FY17's numbers.[2]	actual	Not Avail.	Not Avail.	369	458	----------
	target					1,131
Idaho State Board Of Education System-Wide Strategic Plan Measures						
1. a. Number of students enrolled in ISU's Early College Program (SBOE system-wide Strategic Plan Measure)	actual	2,232	2,435	3,012	3,001	----------
	target	*1,800*	*2,344*	*2,344*	*2,344*	*2,344*
b. Total number of credits earned in ISU's Early College Program (SBOE system-wide Strategic Plan Measure)	actual	13,855	16,439	19,914	19,673	----------
	target	*10,800*	*18,746*	*18,746*	*18,746*	*18,746*

Attachment 12

Idaho State University — Performance Report

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
2. a. Retention rate of bachelor degree seeking first-time students[3] (SBOE system-wide Strategic Plan Measure)	actual	73%	72%	69%	65%	----------
	target	*75%*	*80%*	*80%*	*74% (ISU) 80% SBOE*	*74% (ISU) 80% SBOE*
b. Retention rate of bachelor degree seeking new transfer degree-seeking students[3] (SBOE system-wide Strategic Plan Measure)	actual	78%	77%	74%	77%	----------
	target	*75%*	*85%*	*85%*	*85%*	*85%*
3. Cost per weighted credit hour to deliver undergraduate education.[4] (SBOE system-wide Strategic Plan Measure)	actual	$324	$343	$364	TBD	----------
	target	*$324*	*$340.63*	*$340.63*	*<$340.63*	*<$340.63*
4. Completion of undergraduate certificates (1 year or greater) and degrees per $100,000 of education and related spending. (SBOE system-wide Strategic Plan Measure)	actual	1.19	1.17	1.13	TBD	----------
	target	*1.70*	*1.70*	*1.70*	*≥ 1.7 or more*	*≥ 1.7 or more*
5. a. Total degree production (undergraduate) (SBOE system-wide Strategic Plan Measure)	actual	1,685	1,798	1,802	1,914	----------
	target	*1,769*	*1,769*	*1,769*	*1,769*	*1,769*
b. Total degree production (graduate) (SBOE system-wide Strategic Plan Measure)	actual	598	612	553	623	----------
	target	*628*	*628*	*628*	*628*	*628*
6. a**.** Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (undergraduate). (SBOE system-wide Strategic Plan Measure)	actual	1,631 (20%)	1,697 (21%)	1,689 (22%)	1,783 (24%)	----------
	target	*1,704*	*1,713*	*1,713*	*1,713*	*1,713*
b. Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (graduate). (SBOE system-wide Strategic Plan Measure)	actual	590 (31%)	600 (32%)	548 (28%)	611 (31%)	----------
	target	*625*	*620*	*620*	*620*	*620*

Attachment 12

Idaho State University Performance Report

Performance Measure Explanatory Notes *(Optional)*

1. The methodology for calculating the public's knowledge of ISU through owned and earned media will be revised in ISU's 2020 Strategic Plan because the previous methodology was greatly influenced by unexpected media events.
2. The number of new ISU/community partnerships for FY 2017 was revised slightly compared to the FY 2018 Strategic Plan after additional partnership data was obtained.
3..Full-time undergraduate bachelor degree-seeking students enrolled as first-time or new transfer students in the fall term or were first-time or new transfer students in the preceding summer who either graduated or returned the next fall. In the Performance Measurement Report the most recent data available is reported in the FY 2018 column. Alignment by fiscal year with some Strategic Plan fiscal year columns can be impacted by this methodology.
4.Total Step 4 of the Cost of College Report divided by the total weighted undergraduate credits hours.

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Attachment 13

Lewis-Clark State College Performance Report

Part I – Agency Profile

Agency Overview

Lewis-Clark State College (LCSC) was established by the Idaho State Legislature in 1893 as a regional Normal School dedicated to teacher training. Today, LCSC is one of Idaho's four public 4-year higher education institutions. LCSC's Carnegie classification is *Baccalaureate College—Diverse Fields,* with the "diverse" designation referring to the College's broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LCSC's size and setting is "small four-year, primarily non-residential."

LCSC's credit and non-credit programs fall within three primary mission areas: academic programs, career & technical education programs, and professional programs. In addition to its traditional 4-year baccalaureate programs, the College has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education. The College emphasizes undergraduate teaching and learning (with research playing a supporting role to teaching), application of learning, direct interaction among students and faculty (LCSC does not utilize teaching assistants), and a small-college/small-class environment that maximizes the opportunities for the success of LCSC's traditional and non-traditional students.

LCSC's campus is located in Lewiston, ID. The College also delivers instructional programs at the LCSC Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: Boise State University, Idaho State University, North Idaho College, and the University of Idaho), and operates outreach centers in Grangeville and Orofino. LCSC's chief executive officer, Dr. Cynthia Pemberton, assumed her duties as the College's 16th president July 1, 2018. LCSC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Core Functions/Idaho Code

The statutory basis for LCSC is located in the Idaho Code, Title 33 (Education), Chapter 31, which directs the College to offer instruction in *"four year college courses in science, arts, literature, and such courses or programs as are usually included in liberal arts colleges…",* and further specifies that the board of trustees *"may also establish educational, professional-technical and other courses or programs of less than four years, as it may deem necessary, and such courses or programs that may be given or conducted on or off campus, or in night school, summer schools, or by extension courses."*

Mission:
Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

Core Theme One: Opportunity
Expand access to higher education and lifelong learning.

Core Theme Two: Success
Ensure attainment of educational goals through excellent instruction in a supportive environment.

Core Theme Three: Partnerships
Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

LCSC's revenue comes from state appropriations; student tuition and fees; federal, state, and private grants and contracts; sales and services from educational and auxiliary services; and endowments and gifts. These revenues are allocated to instructional programs and support functions.

Attachment 13

Lewis-Clark State College — Performance Report

Revenues and Expenditures (includes Career & Technical Education)

Revenue	FY 2015	FY 2016	FY 2017[1]	FY 2018[4]
State Appropriations	$20,568,278	$22,893148	$24,488,704	
Student Fees	$14,613,457	$13,848,370	$12,800,649	
Federal Grants & Contracts	$7,250,074	$6,718,917	$7,138,250	
State Grants & Contracts	$2,136,062	$2,593,586	$2,534,164	
Private Gifts, Grants & Contracts	$1,992,892	$1,786,631	$2,154,015	
Sales & Services of Education Act	$1,428,706	$1,513,685	$1,447,892	
Sales & Services of Aux Ent	$2,047,094	$2,577,768	$2,124,481	
Other	$289,731	$358,385	$430,188	
Total	**$50,326,294**	**$52,290,491**	**$53,118,343**	
Expenditures	**FY 2015**	**FY 2016**	**FY 2017[1]**	**FY 2018[4]**
Instruction	$20,044,434	$21,361,556	$22,496,272	
Research	$333,136	$352,746	$412,464	
Public Service	$702,384	$714,341	$795,561	
Library	$989,592	$1,132,422	$1,354,538	
Student Services	$4,083,254	$4,320,993	$4,644,993	
Physical Operations	$6,164,890	$5,937,311	$5,126,823	
Institutional Support	$4,751,530	$5,319,165	$5,633,240	
Academic Support	$3,501,177	$3,740,042	$3,499,162	
Auxiliary Enterprises	$5,487,935	$6,375,149	$5,774,873	
Scholarships/Fellowships	$2,803,575	$2,099,894	$1,960,293	
Other	$93,598	$62,757	$38,557	
Total	**$48,955,505**	**$51,416,376**	**$51,736,776**	

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016*	FY 2017	FY 2018
Annual (unduplicated) enrollment headcount (EOT)	5,594	4,779	4,883	4,919
- Academic	4,152	4,266	4,439	4,528
- Career & Technical	1,442	513	444	391
Annual Enrollment FTE	2,997	2,751	2,769	2,765
- Academic	2,545	2,433	2,441	2,418
- Career & Technical	452	317	328	347
Annual student credit hour production	89,896	82,518	83,064	82,937
- Academic	76,337	73,004	73,221	72,524
- Career & Technical	13,559	9,514	9,843	10,413
Credit hours taught per faculty FTE	428	413	433	399
Undergraduate Cost Per Credit Hour	310	350	376	TBD[4]
Enrollment-headcount (Fall end of term)	4,064	3,653	4,449	3,936
Enrollment-full time equivalent (Fall end of term)	3,001	2,727	2,839	2,784
Number and percentage of first-time freshman who graduated from an Idaho high school in the previous year requiring remedial education	179/56%	234/57%	209/38%	228/41%

FY 2018 Performance Highlights *(Optional)*

- Lewis-Clark State College maintains no institutional indebtedness, having paid off all of its bonds in fall 2016.
- LCSC is moving forward to build a new Career Technical Education Center on a site to be mutually developed by the College, the Lewiston School District, and the City of Lewiston. LCSC received $10M from the Idaho Legislature toward this initiative.

- LCSC has received $2M from Schweitzer Engineering Laboratories, Inc, $1M from Dr, Ed and Beatriz Schweitzer, $1.52M from the Economic Development Association, $100,000 from the Laura Moore Cunningham Foundation, $40,000 from an anonymous donor, $20,000 from the Avista Foundation, $20,000 from CCI/Speer, and $10,000 Clearwater Paper, totaling $14.71M toward an estimated $20M Career Technical Education Center.
- LCSC had a record number of graduates for the fourth year in a row in 2018. Since honoring 502 students in 2008, LCSC has seen nearly a 90 percent increase (88.4%) as its totals in 2018 were 962 graduates and 1,033 degrees based on official graduate census date of July 1, 2018.
- In the fall of 2017, U.S. News & World Reports ranked LCSC as one of the best colleges in the west and Best College Reviews ranked LCSC as the No.1 school for non-traditional students and as having the 18th best online RN to BSN program in the nation.
- Founded in 1893, LCSC kicked off its yearlong 125th anniversary celebration with a flag raising ceremony on January 27, 2018. The college is the second oldest higher education institution in Idaho.
- LCSC's number of first generation students grew to 76 percent of total enrollment in the fall of 2017. The college held its inaugural First-generation College Celebration on November 8.
- LCSC's enrollment has grown 20 percent over the past 10 years. The number of students coming to LCSC directly from high school increased 4.7% in fall 2017.
- A 2018 national report by U.S. News & World Report highlighted LCSC's affordability. LCSC continues to offer the lowest tuition among four-year public institutions in Idaho with its in-state tuition being $1,000 less than the average of the three universities. Eighty one percent of LCSC students receive financial aid.
- Dr. Cynthia Pemberton officially became LCSC's 16th president on July 1, 2018, replacing Dr. J. Anthony Fernandez who served from 2010-2018.

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1 *Sustain and enhance excellence in teaching and learning.*						
1. First-time licensing/certification exam pass rates[2] (Objective A, Measure II)						
NCLEX-RN (Objective A, Measure II)	actual	89%	94%	93%	98%	----------
	target (national average)	*83%*	*86%*	*89%*	*91%*	**Meet or Exceed National Average (ongoing)**
NCLEX-PN (Objective A, Measure II)	actual	100%	95%	100%	88%	----------
	target (national average)	*82%*	*83%*	*84%*	*85%*	**Meet or Exceed National Average (ongoing)**
ARRT (Objective A, Measure II)	actual	100%	90%	88%	TBD[5]	----------
	target (national average)	*88%*	*78%*	*87%*	*Meet or Exceed National Average*	**Meet or Exceed National Average (ongoing)**
PRAXIS II	actual	68%	60%	62%[3]	TBD[6]	----------

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Lewis-Clark State College — Performance Report

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
(Objective A, Measure IV)	*target*	*90%*	*70%*	*70%*	*70%*	**90%**
Goal 2 *Optimize student enrollment and promote student success.*						
2. Total certificates and degrees conferred and number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled (Objective B, Measure VI)	actual	26	33	34	37	----------
	target	*24*	*28*	*35*	*35*	*N/A no longer a system-wide measure as of FY19*
3. Graduation rates (percent of full-time, first time students from the cohort of new first year students who complete their program within 1½ times the normal program length) (Objective B, Measure VII)	actual	27%	30%	30%	27%	----------
	target	*35%*	*35%*	*35%*	*35%*	*35%*
4. Total degree production and headcount (undergraduate)* (Objective B, Measure I)	actual	771/713	914/775	960/817	1,033/962	----------
	target	*800/700*	*800/800*	*950/825*	*950/825*	*1,050/975*
5. Unduplicated number of graduates over rolling 3-year average degree seeking FTE. (Objective B, Measure III)	actual	713/2,973 24%	795/2,901 27%	817/2,862 28%	962/2.785 35%	----------
	target	*25%*	*25%*	*30%*	*30%*	*N/A no longer a system-wide measure as of FY19*
6. Total full-time <u>new</u> students who are retained or graduate the following year. Total full-time <u>transfer</u> students retained or graduated the following year (Objective B, Measure IV)	actual	(304/474) 64%	(283/491) 56%	(248/419) 59%	(303/556) 55%	----------
	target	*70%*	*70%*	*70%*	*70%*	*N/A no longer a system-wide measure as of FY19*
	actual	141/202) 70%	(161/238) 68%	(275/410) 67%	(293/433) 68%	----------
	target	*70%*	*80%*	*80%*	*70%*	*N/A no longer a system-wide measure as of FY19*
7. High school students participating in concurrent enrollment programs (headcount and total credit hours.) (Objective A, Measure I)	actual	8,071 1,750	4,779[1] 837[1]	5,991 994	6,707 1,120	----------
	target	*8,000 2,000*	*5,000 1,000*	*5,000 1,000*	*5,000 1,000*	*8,000 1,500*
Goal 4 *Leverage resources to maximize institutional strength and efficiency.*						
8. Efficiency – Graduates (of at least 1-year or more) and degree completions per $100,000 financials (Objective B, Measure I)	actual	1.5	1.6	1.7	TBD[4]	----------
	target	*2*	*2*	*2*	*2*	*N/A no longer a system-wide measure as of FY19*

*****First year following discontinuation of Tech-Prep dual credit programs.

Performance Measure Explanatory Notes *(Optional)*

1. The SBOE staff informed LCSC that Tech Prep students whose credits were awarded contemporaneously should be treated as Dual Credit. The values shown in FY13, FY14, and FY15 include Tech Prep student

headcount and credits earned by Tech Prep students. FY15 was the last year Tech Prep credits were automatically added to a transcript. Going forward, Tech Prep students will need to request credits be added to transcript when matriculated at LCSC.

2. Certification and licensing exam pass rates reflect first-time, Idaho resident, test takers only. National rates are obtained from NCSBN (https://www.ncsbn.org).
3. The manner in which the PRAXIS II exam is scored has changed in recent years. As a result, first-time pass rates have declined statewide. Student teacher education candidates are only eligible to be placed in their final student teaching internship if they have passed all required PRAXIS exams; in other words, all students who advance to final internships eventually pass the relevant PRAXIS exams. We are currently exploring more meaningful metrics to represent the progress of our teacher candidates.
4. Audited financials are not currently available. Measures requiring financials will be completed as soon as the final audit report is available.
5. ARRT national data will not be available until December.
6. Praxis II tests are administered between September and August, therefore the annual data will not be available until October.

For More Information Contact

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Attachment 14

Eastern Idaho Technical College Performance Report

Part I – Agency Profile

Agency Overview

Eastern Idaho Technical College (EITC) provides high quality educational programs that focus on the needs of the community for the 21st century. EITC is accredited by the Northwest Commission on Colleges and Universities. The College is a State supported college created in 1969 to serve citizens in its nine county service area by being a minimal cost, open-door institution that champions technical programs, customized industry training, basic skills instruction, workforce and community education, on-line distance education, and student services.

Core Functions/Idaho Code

Eastern Idaho Technical College was created to provide professional-technical postsecondary educational opportunities. Idaho Statute Title 33, Chapter 2208.

Revenue and Expenditures

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
General Fund and Misc. Receipts	6,473,431	6,956,596	7,508,678	7,796,700
Grants and Contracts	3,894,107	3,821,587	3,837,652	7,726,773
Student Fees	821,908	852,111	1,526,119	1,792,109
Capital Grants and Appropriations	86,755	92,953	117,313	5,500
Sales and Services	341,828	311,712	41,236	40,292
Other	47,072	53,747	174,752	148,038
Total	**11,665,101**	**12,088,706**	**13,205,750**	**17,509,412**
Expenditures	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs	7,431,387	7,857,768	8,417,653	10,473,212
Operating Expenses	4,413,552	4,558,526	4.364,796	6,340,778
Capital Outlay	86,755	92,953	117,313	5,500
Total	**11,931,694**	**12,509,247**	**12,899,762**	**16,819,490**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Annual (unduplicated) Enrollment Headcount - Professional Technical Education	1,172	1,012	1,008	1,301
Annual Unduplicated FTE	485	461	467	584
Credit Hours Taught	14,546	13,838	14,014	17,521
Percent of Graduates to Total Unduplicated FTE	45%	52%	48%	39%
Graduates with certificates and degree completions per $100,000 of financials.	2.03	2.36	1.9	N/A
Workforce Training Headcount [1]	11,289	11,662	10,549	15,676
Number and percentage of Students successfully completing Remedial Math Courses	68, 76%	119, 82%	122, 73%	101, 81%
Remediation: Number of first-time freshman who graduate from and Idaho High school in the previous year requiring remedial education – unduplicated [4]	10/44 23%	36/60, 60%	32/67 48%	23/106 21%

Attachment 14

Eastern Idaho Technical College Performance Report

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Retention Rate: Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission). [3]	59/87 68%	59/85 69%	76/97 78%	98/122 80%
Dual Credit - Total credit hours earned and the unduplicated headcount of participating students	3/1	0	0	71/14

FY 2018 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1 *A Well Educated Citizenry*						
1. Degree and certificate production and headcount of recipients. Goal 1, Objective A, Measure 4	actual	217/216	239/238	230/228	213/211	----------
	target	*>240*	*>217*	*>260 / >245*	*>260 / >245*	*>260 / >245*
Goal 2 *Innovation and Economic Development.*						
2. Number of Graduates who found employment in their area of training. Goal 2, Objective A, Measure 1	actual	177	195	195	N/A	----------
	target	*>225*	*>225*	*>225*	*>225*	*>225*
3. Percentage of students who pass the TSA for certification. Goal 2, Objective A, Measure 4	actual	96%	89%	90%	N/A	----------
	target	*>96%*	*>96%*	*>96%*	>%96	>%96
Goal 4 *Effective and Efficient Educational System.*						
4. Total fall enrollment students that are retained or graduate in the following fall. Goal 4, Objective A, Measure 1	actual	430	440	464	N/A	----------
	target	*>480*	*>480*	*>480*	*>480*	*>480*
5. Undergraduate Cost per Credit. Goal 4, Objective A, Measure 3	actual	$730	$749	$790	N/A	----------
	target	*<$700*	*<$700*	*<$700*	*<$700*	*<$750*
Goal 5 *Student Centered.*						
6. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Gap per Noel Levitz Annual Survey. Goal 5, Objective A, Measure 1 [2]	actual	.33	.59	N/A	.89	----------
	target	*<0.25*	*<0.25*	*<0.25*	*<0.25*	*<0.50*
7. Tutoring contact hours in support of student needs for the number of contact hours annually per unduplicated headcount. Goal 5, Objective B, Measure 1	actual	4 hours	5.76	8.5	9.3	----------
	target	*>6Hrs*	*>6Hrs*	*>6Hrs*	*>9Hrs*	*>9.5Hrs*
8. Center for New Directions (CND) number of applicants/students receiving CND services. Goal 5, Objective D, Measure 1	actual	258	273	266	301	----------
	target	*452*	*283*	*300*	*>300*	*>300*

Attachment 14

Eastern Idaho Technical College Performance Report

Performance Measure Explanatory Notes *(Optional)*

* All financial numbers for FY 2018 are preliminary at this time.

1. Workforce Training head count number has been coming from the WTN report for CTE. This number is not a total count of all Workforce Training and Community Education activities at EITC. The WTN has specific requirements for which courses to include, and does not take into account all offerings and participants. Errors in previous years' calculations were also corrected in this year's number.
2. In early 2017 it was decided to shift the Noel Levitz survey administration to the spring term in place of fall terms like previous years. The result of this decision lead to 2017 being skipped in the survey cycle. Also of note is that nationally the spring surveys tend to have lower levels of satisfaction as compared to the fall survey. As a result we note an increase in gap as compared to previous years.
3. This measure was understood to look from one year to the next, as such this measure looks at full time first time and transfer students who entered in a fall term and persisted or graduated by the following fall. The reporting year is the year after the fall in which a student returned or graduated.
4. Remediation in this measure is tracked by course taking behavior.

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Attachment 15

College of Southern Idaho Performance Report

Part I – Agency Profile

Agency Overview

The College of Southern Idaho (CSI), represents a shared vision and a collaborative effort of the citizens of South-Central Idaho. In 1963, the Idaho Legislature passed the Junior College Act, which provided for the establishment of junior college districts. Twin Falls County voted to form a junior college district in November 1964. The following year Jerome County citizens voted to join the junior college district. CSI recently the celebrated the 52nd anniversary of its founding.

CSI is funded by the two-county community college district, student tuition and fees, and state allocations, and operates under the direction of a locally-elected five-member Board of Trustees in cooperation with the Idaho State Board of Education. The Board of Trustees hired Dr. James L. Taylor as the first President of the College of Southern Idaho. He served as president until his death in November of 1982. Gerald R. Meyerhoeffer became president in 1983 and Dr. Gerald Beck became CSI's third president in 2005. On January 1, 2014, Dr. Jeff Fox was selected to be the College of Southern Idaho's fourth president.

CSI's service area is defined in Idaho Code as an eight county area consisting of Twin Falls, Jerome, Lincoln, Camas, Blaine, Gooding, Minidoka, and Cassia counties. CSI offers programs and courses at the nearly 350-acre main campus in Twin Falls, as well as at off-campus centers in Burley (Mini-Cassia Center), Hailey (Blaine County Center), Gooding (North Side Center), and Jerome (Jerome Center).

The College of Southern Idaho's mission is to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. Students can choose from a wide range of transfer and career-technical programs with more than 110 program options ranging from short-term certificates to two-year associate degrees. Additionally, CSI provides basic skills, workforce training, economic development, and enrichment programs to its students and community members. The college also offers Adult Basic Education and English as a Second Language courses for students requiring pre-college-level work.

Faculty teach in a variety of modalities including face-to-face in traditional classrooms, online, and via an interactive microwave system. CSI partners with sister public post-secondary institutions in Idaho, which offer more than 50 bachelors, masters, and other terminal degrees for students on the CSI campus or via online delivery. CSI is also active within its community, offering various enrichment courses, cultural and athletic events, business partnerships, and supporting economic development.

The institution was initially accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1968 and has had its accreditation continuously reaffirmed by NWCCU, most recently in June 2015.

Core Functions/Idaho Code

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33 of Idaho Code. The primary function of the College of Southern Idaho as stated in Idaho Code is "instruction in academic subjects, and in such non-academic subjects as shall be authorized by its board of trustees" (Section 33-2102, Idaho Code).

Attachment 15

College of Southern Idaho — Performance Report

Revenue and Expenditures

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
Academic Appropriation	$12,265,300	$12,518,200	$13,465,800	$14,105,800
One Time Appropriation	$0	$0	$1,200,000	$0
Liquor Fund	$200,000	$200,000	$200,000	$200,000
Inventory Phaseout	$637,326	$612,535	$641,165	$668,817
Property Taxes	$5,800,084	$6,166,660	$6,448,991	$6,641,069
Tuition & Fees	$10,645,022	$11,712,745	$11,702,747	$11,666,829
County Tuition	$1,429,238	$1,580,619	$1,967,030	$1,711,750
Other	$1,622,030	$1,409,241	$1,094,167	$1,520,735
Total	**$32,599,000**	**$34,200,000**	**$36,719,900**	**$36,515,000**
Expenditures	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs	$22,170,000	$22,697,000	$24,423,900	$24,482,000
Operating Expenditures	$4,513,000	$5,431,000	$10,323,000	$9,120,000
Capital Outlay	$5,916,000	$6,072,000	$1,973,000	$2,913,000
Total	**$32,599,000**	**$34,200,000**	**$36,719,900**	**$36,515,000**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Degree Production Degrees/Certificates Awarded and Headcount of Recipients (Source: IPEDS Completions) (Statewide Performance Measure)	1,152 completions 963 completers (2013-14)	1,137 completions 970 completers (2014-15)	1,167 completions 1,035 completers (2015-2016)	1,054 completions 951 completers (2016-2017)
Degree Production Unduplicated number of graduates over rolling 3-year average of Degree Seeking FTE (Source: IPEDS Completions/PSR1 Annual Degree Seeking FTE) (Statewide Performance Measure)	22.9% (963/4,211) (2013-2014)	25.1% (970/3,860) (2014-2015)	30.0% (1,035/3,454) (2015-2016)	29.9% (951/3,184) (2016-2017)
Dual Credit Unduplicated Headcount Total Credit Hours (Source: SBOE Dual Credit Enrollment Report) (Statewide Performance Measure)	2,486 12,171 (2013-2014)	3,178 16,331 (2014-2015)	3,942 18,155 (2015-2016)	5,353 25,680 (2016-2017)
Remediation Rate First-Time, First-Year Students Attending Idaho High School within Last 12 Months (Source: CSI Remediation Report)	60.6% (692/1141) (2013-14)	60.6% (659/1087) (2014-15)	62.3% (493/791) (2015-16)	50.7% (533/1053) (2016-2017)
Annual Enrollment Headcount (unduplicated) Career Technical Transfer (Source: PSR Annual Enrollment)	11,747 1,190 10,557 (2013-14)	10,686 1,097 9,589 (2014-15)	10,912 1,049 9,863 (2015-16)	12,091 1,076 11,015 (2016-2017)
Annual Enrollment FTE Professional Technical Transfer (Source: PSR Annual Enrollment)	4,468.17 892.60 3,575.57 (2013-14)	4,153.70 803.47 3,350.23 (2014-15)	3,956.55 775.62 3180.93 (2015-16)	3,942.67 693.63 3249.03 (2016-2017)
Workforce Training Headcount Total Duplicated Headcount (Source: State Workforce Training Report)	3,137 (2013-14)	4,319 (2014-15)	9,478 (2015-16)	5,761 (2016-2017)

Attachment 15

College of Southern Idaho Performance Report

FY 2018 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Core Theme/Goal 1: Community Success Objective C: Meet the workforce needs of the communities we serve						
1. Placement of Career Technical Education Completers (Source: Idaho CTE Follow-up) (Goal 1; Objective C; Measure III)	actual	86.1%	93.4%	97.2%	92.6%	----------
	target	*Maintain placement at or above the average for the previous four years (85.6%) (2013-14)*	*Maintain placement at or above the average for the previous four years (88.2%) (2014-15)*	*Maintain placement at or above the average for the previous four years (89.7%) (2015-16)*	*Maintain placement at or above the average for the previous four years (90%) (2016-17)*	*92.3%*
Core Theme/Goal 2: Student Success Objective A: Foster participation in post-secondary education						
2. Tuition and fees (Source: CSI) (Goal 2; Objective A; Measure IV)	actual	$115/credit	$120/credit	$130/credit	$130/credit	----------
	target	*Maintain tuition and fees at or below the average of other Idaho community colleges ($131 credit)*	*Maintain tuition and fees at or below the average of other Idaho community colleges ($135 credit)*	*Maintain tuition and fees at or below the average of other Idaho community colleges ($136.50 credit)*	*Maintain tuition and fees at or below the average of other Idaho community colleges ($136.00 credit)*	*Maintain tuition at +/- 5% of average of other Idaho community colleges*
Core Theme/Goal 2: Student Success Objective C: Support student progress toward achievement of educational goals						
3. Retention Rates Percentage of first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS) (Goal 2; Objective C; Measure I)	actual	*Fall 2012 Cohort* 56% (574/1,020)	*Fall 2013 Cohort* 56% (441/783)	*Fall 2014 Cohort* 57% (382/672)	*Fall 2015 Cohort* 60% (366/606)	----------
	target	*CSI's retention rate will be at or above the median for its IPEDS peer group. (52.7%)*	*CSI's retention rate will be at or above the median for its IPEDS peer group. (54.4%)*	*CSI's retention rate will be at or above the median for its IPEDS peer group. (55.8%)*	*60%*	*61%*
Core Theme/Goal 2: Student Success Objective C: Support student progress toward achievement of educational goals						
4. Academic Progress Percentage of students who successfully reached semester credit hours of 24 credits for part-time and 42 credits for full-time by the end of the second academic year (Source: VFA) (Goal 2 Objective C Measure VI)	actual	46.3% (646/1394)	33.5% (324/968)	58.3% (813/1,395)	59.5% (609/1,023)	----------
	target	*First year of measure; target being established (2011 cohort)*	*Second year of measure; target being established (2012 cohort)*	*Third year of measure; target being established (2013 cohort)*	*47.5% (2014 cohort)*	*61%*

Attachment 15

College of Southern Idaho — Performance Report

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Core Theme/Goal 2: Student Success Objective C: Support student progress toward achievement of educational goals						
5. Graduation Rate Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) (Goal 2; Objective C; Measure VII)	actual	*Fall 2010 Cohort* 18% (186/1,011)	*Fall 2011 Cohort* 19% (180/966)	*Fall 2012 Cohort* 20% (191/976)	*Fall 2013 Cohort* 21% (181/843)	----------
	target	*First-time full-time 150% of time graduation rate will be at or above the median for its IPEDS peer group (21.6%)*	*First-time full-time 150% of time graduation rate will be at or above the median for its IPEDS peer group (23.4%)*	*First-time full-time 150% of time graduation rate will be at or above the median for its IPEDS peer group (21.2%)*	*21%*	*22%*
Core Theme/Goal 2: Student Success Objective C: Support student progress toward achievement of educational goals						
6. Academic Progress Percentage of students, who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled after six years. (Source: VFA) (Goal 2; Objective C; Measure VIII)	actual	60% (638/1,060)	57.9% (525/906)	60.4% (842/1,395)	61.1% (838/1,372)	----------
	target	*First year of measure; target being established (2007 cohort)*	*Second year of measure; target being established (2008 cohort)*	*Third year of measure; target being established (2009 cohort)*	*62% (2010 cohort)*	*62%*
Core Theme/Goal 3: Institutional Stability Objective B: Ensure that the college maintains the financial resources necessary to meet its mission						
7. Undergraduate cost per credit hour[1] (Source: IPEDS Finance and PSR Annual Enrollment) (Goal 3; Objective B; Measure I)	actual	NA	$277.30 ($50,266,494 /181,270)	$262.36 ($44,004,146 /167,724)	$306.37 ($48,285,971 /157,609)	----------
	target	*Less than $300*	*Less than $300*	*Less than $300*	*Less than $300*	*Less than $300*
Core Theme/Goal 3: Institutional Stability Objective B: Ensure that the college maintains the financial resources necessary to meet its mission						
8. Graduates per $100,000[2] Unduplicated headcount of all undergraduate degrees and certificated divided by IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions (Source: IPEDS Finance and IPEDS Completions) (Goal 3; Objective B; Measure II)	actual	NA	1.916 (963/ $502.66)	2.204 (970/ $440.04)	2.143 (1,035/ $482.86)	----------
	target	NA	*2.1*	*2.1*	*2.1*	2.3

Performance Measure Explanatory Notes *(Optional)*

[1]Undergraduate Cost Per Credit Hour: IPEDS categories of instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual credit hours; credits hours are weighted (Source: Cost: IPEDS Finance Survey, Part C (instruction, academic support, student services, institutional support, and other expenses and deductions); Credits: Weighted PSR 1.5 [including non-resident] plus PTE credits weighted at 1.0

This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for 2012-2013 and have led to revised figures for 2013-2014, 2014-2015, and 2015-2016 compared to previous reports).

[2] Unduplicated headcount of all certificates and degree earners per $100,000 of spending.

(Source: Cost: IPEDS Finance Survey, Part C (instruction, academic support, student services, institutional support, and other expenses and deductions); Credits: IPEDS Completions

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Attachment 16

College of Western Idaho Performance Report

Part I – Agency Profile

Agency Overview

The College of Western Idaho (CWI) is Idaho's largest community college and is located in the vibrant and active Treasure Valley area. CWI has quickly become a valuable college resource for the region. CWI continues to experience consistent enrollment, with 10,321 credit students enrolled at the start of the 2017-2018 academic year (5,185 FTE), and 15,656 credit students in the spring semester of 2018 (7,247 FTE).

CWI is a comprehensive community college fostering student learning and development academically, as well as personally and occupationally. CWI offers undergraduate, professional-technical, fast-track career training, and basic skills education. With over 50 credit programs and hundreds of non-credit courses, students have an abundance of options when it comes to developing career skills or preparing for further study at a baccalaureate institution. CWI serves as an exceptional economic engine for western Idaho, serving the local business and industry training needs with customized training to garner an edge in today's competitive market.

CWI's service area is unique, and the area's characteristics have implications for the future of local higher education. CWI's service area includes Ada County, Adams County, Boise County, Canyon County, Gem County, Payette County, Valley County, Washington County, and portions of Elmore and Owyhee Counties.

CWI adheres to Idaho Code Title 33 Education, Chapter 21 Junior (Community) Colleges. Policies of the Idaho State Board of Education that apply to CWI are limited as specified by Board Policy Section III, Subsection A.

Core Functions/Idaho Code

CWI is a two-year comprehensive community college as defined by Idaho Code 33, Chapters 21 and 22. The core functions of CWI are to provide instruction in: 1) academic courses and programs, 2) career-technical courses and programs, 3) workforce training through short- term courses and contract training for business and industry, and 4) non-credit, special interest courses.

Revenue and Expenditures[5]

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
General Funds–Gen Ed	$10,371,259	$10,795,260	$11,668,200	$12,570,000
Liquor Fund	$200,000	$200,000	$200,000	$200,000
Property Taxes	$6,705,653	$7,087,317	$7,524,900	$7,844,300
Tuition and Fees	$22,302,651	$21,450,652	$18,814,300	$21,545,300
County Tuition	$406,750	$403,300	$642,000	$600,000
Misc. Revenue	$522,641	$462,150	$490,700	$1,961,800
Total	**$40,508,955**	**$40,398,679**	**$39,340,100**	**$44,721,400**
General Funds - CTE	$7,190,160	$7,288,617	$8,077,194	$9,138,400
Total (with General Funds - CTE)	**$47,699,115**	**$47,687,296**	**$47,417,294**	**$53, 859, 800**
Expenditures	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs	$28,226,780	$29,310,048	$25,482,500	$28,537,000
Operating Expenditures	$13,567,200	$14,077,200	$13,003,500	$14,997,500
Capital Outlay	$1,734,266	$10,777,815	854,100	$1,186,900
Total	**$43,528,246**	**$54,165,062**	**$39,340,100**	**$44,721,400**

***** Includes CTE funding allocations.

Attachment 16

College of Western Idaho Performance Report

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
[1]**Annual Enrollment Headcount** Career & Technical Academic *(PSR 1 Annual Enrollment Report, SBOE)*	 1,352 12,146	 1,209 12,557	 1,187 16,102	 1,111 18,417
[1]**Annual Enrollment FTE** Career & Technical Academic *(PSR 1 Annual Enrollment Report, SBOE)*	 792 4,877	 739 4,735	 744 5,251	 761 5,514
Degree Production Degrees/Certificates Awarded Headcount of Awardees Academic Certificates Awarded *(Completions Survey, Degrees/certificates total , IPEDS)* *SBOE Measure*	 1,406 1,126 -	 1,513 1,252 8	 1,494 1,244 81	 ~1,576 ~1,261 ~139
Degree Production Unduplicated number of graduates over rolling 3-year average of Degree Seeking FTE *(Completions Survey, Grand total , IPEDS)* *(PSR 1 Annual Enrollment Report, SBOE)* *SBOE Measure*	19%	25%	27%	~26%
Cost per credit hour – Financials divided by total weighted undergraduate credit hours from the EWA report *(Finance Survey, Selected expense categories[3] , IPEDS)* *SBOE Measure*	[3]$315.06	$286.23	$258.99	2017-18 financials not yet available
Efficiency – Certificates and degree completions per $100,000 of financials *(Completions Survey, Degrees/certificates total , IPEDS and Finance Survey, Selected expense categories[3] , IPEDS)* *SBOE Measure*	[3]2.26	2.41	2.24	2017-18 financials not yet available
Dual Credit Headcount (unduplicated) Total Annual Credit Hours Total Annual Student Headcount *(Annual Dual Credit Enrollment Report, SBOE)* *SBOE Measure*	 18,725 4,013	 21,258 4,190	 45,306 8,121	 59,743 10,606
[2]**Remediation (unduplicated)** Degree Seeking Non-Degree Seeking *(Internal reporting)* *SBOE Measure*	 809 37	 904 14	 774 18	 749 15
Workforce Training Headcount (duplicated) *(Annual WTN report, State CTE)*	8,038	8,104	8,741	[4]NA
ABE/ASE/ESL (duplicated) *(Annual ABE report, State ABE)*	2,102	2,395	2,795	[4]NA
Increase awarded AA, AS, and AAS degrees (Goal 1 Objective 2). *(Completions Survey, Degrees total, IPEDS)* *SBOE Measure*	895	996	979	893
Increase Dual Credits awarded to high school students (Goal 1 Objective 4) *(Annual Dual Credit Enrollment Report, SBOE)*	21,867	21,258	45,306	59,743

Attachment 16

College of Western Idaho Performance Report

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
SBOE Measure				
Retention Rates - Full-time First-time, full-time degree/ certificate seeking students who are still enrolled or who completed their program as of the following fall (Goal 1 Objective 1) *(Fall Enrollment Survey, Full-time retention rate , IPEDS)* *SBOE Measure*	52%	49%	54%	56%

Footnotes

[1] Summer, Fall, Spring; Count reflects SDCTE definition of CTE majors who also complete a CTE course
[2] Number of first-time freshmen who graduated from an Idaho High School in the previous year requiring remedial education
[3] FY15 reporting methodology was changed to include additional expense categories from IPEDS (Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions)
[4] ABE Headcount & Workforce Training Headcount – FY18 data not available until October 2017
[5] Financials represent Total Expenditures on the Budget Request (B2) submitted to SBOE, available end of October.
~ Data in progress and not finalized until released by IPEDS.

FY 2018 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019*
Goal 1 - Student Success						
1. Increase percent of credit students who persist from term to term. *(Internal Reporting)*	actual	68%	67%	*68%*	*69%*	----------
		70%	*70%*	*70%*	*71%*	*71%*

Performance Measure Explanatory Notes *(Optional)*

* **FY 2019 Targets:** Beginning in FY19, CWI is transitioning to a new CWI Strategic Plan and new performance measures and targets will be published in the 2019 Performance Measurement Report (PMR).

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Attachment 17

North Idaho College Performance Report

Part I – Agency Profile

Agency Overview

Founded in 1933, North Idaho College (NIC) is a comprehensive community college located on the stunning shores of Lake Coeur d'Alene. NIC offers degrees and certificates in a wide spectrum of academic transfer and career and technical education programs.

NIC's beautiful main campus is located in Coeur d'Alene, Idaho, a lakeside city in Kootenai County with a growing population of over 157,000. The greater Spokane, Washington-Coeur d'Alene, Idaho area has more than 620,000 residents. The college also serves its five-county region through outreach centers in Bonners Ferry, Kellogg, and Sandpoint, as well as through online offerings. NIC plays a key role in the region's economic development by preparing competent, trained employees for area businesses, industries, and governmental agencies.

Core Functions/Idaho Code

North Idaho College is a two-year community college as defined by Idaho Code 33, Chapter 21 and 22. The core functions of North Idaho College are to provide instruction in academic courses and programs and in career and technical courses and programs. As a part of career and technical education, the college also offer workforce training through short- term courses, contract training for business and industry, and non-credit, special interest courses.

As a second core function, the college confers the associate of arts degree and the associate of science degree for academic programs, and confers the associate of applied science degree and certificates for career and technical programs. Students obtaining an associate of arts or an associate of science degree can transfer with junior standing to all other Idaho public colleges and universities.

Revenue and Expenditures

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
General Funds	$10,599,500	$10,635,800	$11,780,000	$12,725,100
Economic Recovery Liquor Fund	$200,000	$200,000	$200,000	$200,000
Property Taxes	$14,038,600	$14,255,300	$14,719,900	$15,014,800
Tuition and Fees	$13,377,500	$13,081,200	$12,337,700	$11,832,100
County Tuition	$886,125	$935,900	$899,600	$824,300
Misc. Revenue	$309,200	$314,700	$1,416,000	$1,743,400
Total	**$39,410,925**	**$39,422,900**	**$41,353,200**	**$42,339,700**
Expenditures	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs	$26,529,500	$26,529,500	$26,789,700	$27,985,200
Operating Expenditures	$12,560,500	$12,560,500	$14,252,900	$13,810,700
Capital Outlay	$320,900	$332,900	$310,600	$543,800
Total	**$39,410,900**	**$39,422,900**	**$41,353,200**	**$42,339,700**

Source: Audited financials (actuals) as stated on the B2 report submitted to SBOE. FY 2018 figures are estimates as of 7/26/2018.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
General Studies [1, 2]				
- Annual Unduplicated Headcount	6,386	6,119	6,020	6,398
- Annual Enrollment FTE	3,130	2,883	2,733	2,722
Career & Technical [2]				
- Annual Unduplicated Headcount	982	984	908	837
- Annual Enrollment FTE	675	681	642	572
Dual Credit				
- Annual Unduplicated Headcount	993	1,165	1,377	2,036
- Total Credits Earned	9,922	12,213	13,481	17,672

Workforce Training [3] - Annual Unduplicated Headcount - Annual Enrollment FTE	 4,625 517	 4,989 622	 4,878 454	 4,883 486
Adult Basic Education [3, 4] - Annual Unduplicated Headcount - Annual Enrollment FTE	 651 58	 705 53	 447 57	 414 59
GED Credentials Awarded [5]	188	245	247	239
Remediation [6] Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional targets.	58.6% (315/538)	58.3% (302/518)	59.9% (373/623)	61.7% (332/538)

[1] General Studies includes Dual Credit students.

[2] General Studies and Career & Technical FTE is based on total credits for the year (end-of-term, summer, fall, and spring terms) divided by 30. Credits are determined by student type.

[3] Workforce Training and Adult Basic Education FTE is based on 15 hours = 1 credit, 30 credits for the year = 1 FTE.

[4] New methodology beginning in FY 2017. Reflects only those students taking 12 hours of instruction or more.

[5] The decline in GED credentials awarded beginning in FY 2015 was due to several factors, including a decision by the State to decline completion credit to the high school from which the student had withdrawn, increased online competition for GED completion, and the closure of centers for several months while new staff was hired and trained.

[6] Includes only those students that have a valid placement test score, includes both degree-seeking and non-degree-seeking students. Note: the majority of those without scores are non-degree-seeking students. Dual Credit students are not included.

FY 2018 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Strategic Plan Goal 1: Student Success A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life						
1. Degree Production [1] Degree and certificate production and headcount of recipients (Goal 1, Objective A)	actual	965 awards / 898 headcount for 14-15 Percentage of target 80% awards / 86% headcount	1,081 awards / 969 headcount for 15-16 Percentage of target 93% awards / 97% headcount	1,194 awards / 905 headcount for 16-17 Percentage of target 99% awards / 90% headcount	1,325 awards / 909 headcount for 17-18 Percentage of target 110% awards / 91% headcount	----------

Attachment 17

North Idaho College Performance Report

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
	target	*1,208 awards/ 1,039 grads*	*1,168 awards/ 998 grads*	*1,174 awards/ 1,028 grads*	*>=1.2k awards / >=1k headcount (by 2022)*	*>=1.2k awards / >=1k headcount (by 2022)*
2. Degree Production [2] Unduplicated headcount of graduates over rolling 3-year average degree seeking FTE (Goal 1, Objective A)	actual	23.5% (898/3,818) for 14-15	28.4% (969/3,407) for 15-16	29.2% (905/3,101) for 16-17	32.0% (909/2,840) for 17-18	----------
	target	*22.9%*	*27.9%*	*30%*	*30% (by 2022)*	*30% (by 2022)*
3. Retention Rate [3] Full-time, first-time, degree seeking student retention rates as defined by IPEDS (Goal 1, Objective C)	actual	55% (418/754) Fall 13 cohort	58% (377/655) Fall 14 cohort	52% (323/625) Fall 15 cohort	60% (352/591) Fall 16 cohort	----------
	target	*56%*	*58%*	*63%*	*63% (by 2020)*	*63% (by 2020)*
4. Retention Rate [4] Full-time, new transfer in, degree-seeking student retention rates (Goal 1, Objective C)	actual	52% (80/155) Fall 13 Cohort	57% (86/152) Fall 14 Cohort	47% (54/116) Fall 15 Cohort	54% (64/119) Fall 16 Cohort	----------
	target	*65%*	*65%*	*65%*	*65% (by 2022)*	*65% (by 2022)*
Strategic Plan Goal 3: Community Engagement Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs						
5. Dual Credit [5] Unduplicated Annual Headcount and percentage of total (Goal 3, Objective C)	actual	993 (13% of total) for 14-15	1,165 (16% of total) for 15-16	1,377 (20% of total) for 16-17	2,036 (28% of total) for 17-18	----------
	target	*18%*	*18%*	*18%*	*18% (by 2022)*	*18% (by 2022)*
6. Dual Credit [6] Annual credit hours as percentage of total credits (Goal 3, Objective C)	actual	9% (9,922) for 14-15	11% (12,213) for 15-16	13% (13,481) for 16-17	18% (17,672) for 17-18	----------
	target	*14%*	*14%*	*14%*	*14% (by 2022)*	*14% (by 2022)*
Strategic Plan Goal 5: Stewardship Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources						
7. Undergraduate Cost per Credit [7] (Goal 5, Objective A)	actual	$315 for 14-15	$359 for 15-16	$412 for 16-17	Data not available	----------
	target	*$294*	*$317*	*Data not available*	*$320 (by 2020)*	*$320 (by 2020)*
8. Graduates per $100k [8] Graduates per $100,000 of education and related spending by institutions as defined by IPEDS (Goal 5, Objective A)	actual	2.06 for 14-15	2.07 for 15-16	1.79 for 16-17	Data not available	----------
	target	*2.14*	*2.11*	*Data not available*	*3.00 (by 2022)*	*3.00 (by 2022)*

Performance Measure Explanatory Notes *(Optional)*

[1] Target is set based on an analysis of historical trends combined with the desired level of achievement and IPEDS data from comparator institutions. Note: Includes all degrees and certificates awarded as reported to IPEDS. FY2017 number has been revised to reflect actual IPEDS submission. FY2018 number is unofficial, as of July 30, 2018.

[2] Target is set based on data from comparator institutions in Idaho. NIC is currently trending upward for this measure. FY2017 number has been revised to reflect actual IPEDS submission. FY2018 number is unofficial, as of July 30, 2018.

[3] Target is set based on IPEDS data from comparator institutions. This is a stretch target.

[4] Target is set based on an analysis of historical trends combined with the review of similar measures. This is a stretch target.

[5] Target is set based on an analysis of historical trends and efforts related to future growth. This measure continues to show an upward trend.

[6] Target is set based on an analysis of historical trends and efforts related to future growth. This measure continues to have an upward trend.

[7] Target is set based on data from comparator institutions in Idaho. Projected financials/student credit hours are also taken into consideration. Note: Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (as reported to IPEDS). Credits are weighted. Methodology change in IPEDS Financials reporting beginning in 15-16.

[8] Target is set based on IPEDS data from comparator institutions. Note: Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (as reported to IPEDS). Graduates count is unduplicated.

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Agricultural Research & Extension Performance Report

Part I – Agency Profile

Agency Overview

The Agricultural Research and Extension Service (ARES) is part of the land-grant system established by the Morrill Act of 1862. The University of Idaho Cooperative Extension System, established in 1915 under the Smith-Lever Act of 1914, conducts educational outreach programs to improve the quality of life for Idaho citizens by helping them apply the latest scientific technology to their communities, businesses, lives, and families. The Idaho Agricultural Experiment Station, established in 1892 under the Hatch Act of 1887, conducts fundamental and applied research to solve problems and meet the needs in Idaho's agriculture, natural resources, youth and family, and related areas.

Core Functions/Idaho Code

Conduct educational outreach programs through the University of Idaho Cooperative Extension system. Conduct fundamental and applied research programs through the Idaho Agricultural Experiment Station. Pursuant to **§33-2904**, Idaho Code, the State Board of Education is authorized to conduct agricultural research and extension work.

Revenue and Expenditures

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
General Fund	$26,453,700	$28,736,200	$30,516,700	$31,263,300
Federal Grant	5,073,983	5,695,642	$5,672,539	$5,699,743
Misc Revenue	0	0	0	0
Restricted Equine Education	0	0	0	0
Total	**$31,527,683**	**$34.431,842**	**$36,189,239**	**$36,933,043**
Expenditures	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs	$24,134,222	$25,758,151	$29,744,144	$29,223,301
Operating Expenditures	5,066,027	5,184,195	$3,806,736	$4,313,959
Capital Outlay	2,704,097	3,082,568	$2,032,764	$2,592,383
Trustee/Benefit Payments	0	0	0	0
Total	**$31,904,346**	**$34,024,914**	**$35,583,644**	**$36,129,643**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Number of Youth Participating in 4-H (Goal 2: Objective B: Measure I)	55,742	54,786	60,455	70,122
Number of Individuals/Families Benefiting from Outreach Programs (Goal 2: Objective A: Measure I)	359,662	338,261	360,258	405,739
Number of Technical Publications (research results) Generated/Revised (Removed from ARES Strategic Plan for FY18-FY23)	187 (CES)	167 (CES)	*n/a	*n/a
Peer Reviewed and Professional Scientific Publications from University of Idaho Extension (Goal 2: Objective C: Measure I)	*n/a	88	91	133
Increase educational and research web traffic and views of U of I Extension Content (Goal 2: Objective D: Measure I)	*n/a -	499,574	514,561	562,769

Attachment 18

Agricultural Research & Extension Performance Report

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1 *Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.*						
1. Dollar Value of External Agricultural Research Grants Objective A, Measure I	actual	$16.5M	$16.8M	$18.7M***	$17.8M	----------
	target	*$20M*	*$20M*	*$20M*	*$34.3M*	*$34.3M*
2. Increase of undergraduate and graduate students engaged and employed on sponsored projects Objective A, Measure II	actual	*12.36%*	*13.60%*	*14.00%*	*13.5%*	----------
	target	***n/a**	***n/a**	***n/a**	*16.72%*	*16.72%*
3. Increase the number of Advanced/Graduate degrees in the area of Agricultural and Life Sciences Objective A, Measure III	actual	*45*	*46.8*	*49.14*	*37***	----------
	target	***n/a**	***n/a**	***n/a**	*53.73*	*53.73*

***n/a** for the targets and actuals in the tables above reflects the updates to the Strategic Plan that informs the benchmarks being used for FY18 to FY23.
**Reflects reduction in current number of graduate degree programs.
*** Reflects a correction in the FY17 number. It was previously misrepresented as $28.7M, but this was a typo; it is correct at $18.7M

Performance Measure Explanatory Notes

Performance Measure Alignment with AERS Strategic Plan

(1) Profile of Cases Managed and/or Key Services Provided: Goal 2: Engage: Objective A, B, C, D
(2) Scholarly and Creative Activity: Goal 1: Innovate: Objective A: Performance Measure I, II, III,

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Attachment 19

Health Programs – ISU Family Medicine Residency Performance Report

Part I – Agency Profile

Agency Overview

There are now three family medicine residencies in Idaho – the ISU Family Medicine Residency (ISU FMR) in Pocatello, the Family Medicine Residency of Idaho (FMRI) in Boise and the Kootenai Family Medicine Residency in Coeur d'Alene. All three programs are funded from State allocations, grants, local hospitals, Medicare and patient revenues. Idaho State University is recognized by the Accreditation Council for Graduate Medical Education (ACGME) as the official sponsoring institution of ISU – Family Medicine Residency (ISU FMR). Brandon Mickelsen, DO is the Director of the ISU FMR and William M. Woodhouse, MD is the Department's Director of External Relations for Health Affairs.

Core Functions/ Idaho Code

1. **Training family physicians to provide care to populations throughout Idaho, both rural and urban.**
   Idaho ranks 49th out of 50 states in physicians per capita. Over 90% of the State is a federally-designated HPSA for primary care, including Bannock County where the Residency resides. Idaho's family medicine residency programs have an excellent track record of recruiting family physicians who then practice in Idaho, ranking eighth in the nation for retention of graduates. Fifty-six percent of the Residency's graduates go on to practice in rural and underserved settings. The ISU FMR has 21 family medicine residents, three pharmacotherapy residents and one psychology interns in training, and graduates seven new family physicians each June. Sixty-four of ISU FMR's 130 graduates have stayed in Idaho.

2. **Provision of services to underserved populations in Idaho:**
   Reimbursement for medical services has been declining, while program costs have been climbing. The ISU FMR staffs community services such as the Health Department, adolescent detention centers, prison services, free clinics and HIV clinics. The Indian Health Service, migrant workers, nursing home residents, behavioral health unit patients, developmentally challenged children, and the home-bound also receive medical support from the residents and faculty. With the conversion of the residency clinic to become a New Access Point for Health West, a Federally Qualified Community Health Center, ISU is now better able to serve the indigent and uninsured of Southeast Idaho.

   Pursuant to Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs

Revenue and Expenditures

Revenue		FY 2015	FY 2016	FY 2017	FY 2018
General Fund		$923,100	$1,026,900	$1,084,900	$1,350,900
	Total	**$923,100**	**$1,026,900**	**$1,084,900**	**$1,350,900**
Expenditures		**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs		$601,500	$705,300	$756,400	$1,005,600
Operating Expenditures		$321,600	$321,600	$321,600	$321,600
Capital Outlay		$0	$0	$6,900	$23,700
	Total	**$923,100**	**$1,026,900**	**$1,084,900**	**$1,350,900**

Attachment 19

Health Programs – ISU Family Medicine Residency — Performance Report

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Number of Residents in Training	21	21	21	21
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	13.1%	14.5%	16.5%	20.5%
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMR Facilities	1NP, 3PA, 3psychology, 9pharmacy (16)	1NP, 3PA, 3psychology, 9pharmacy (16)	1NP, 1PA, 3psychology, 18pharmacy (23)	1NP, 2PA, 3psychology, 20pharmacy (26)
Percentage of Physician Residents Graduating[1]	100%	100%	100%	100%
Percentage of Graduates Successfully Completing Board Examination[1]	100%	100%	100%	100%

Dollar Cost per resident

The national estimated dollar cost per Family Medicine resident trained is $180,000 per year. Pending the approved increase in the allocation of state dollars in the 10 year GME plan the amount received from the State for the ISU FMR is $35,000 per resident for 21 residents or $735,000 per year. The ISU FMR is housed in the ISU Department of Family Medicine (ISU DFM). The ISU DFM is a multidisciplinary academic health professions clinical training unit. The DFM provides clinical training for the ISU Pharmacotherapy program, the ISU Psychology Internship, the DFM Quality Improvement Program, PA and FNP Clinician Services, Undergraduate Medical Student rotations and PA and FNP student experiences. The DFM also houses the Division of Clinical Research, the planned collaborative ISU/University of Utah Psychiatry Program and the local Transition of Care Program. These nine programs account for the remaining component of the $1,350,900 state allocation.

FY 2018 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1 *Access – Recruitment of physicians for Idaho.*						
1. High application rate and interview rate. Objective a.	actual	69	78	90	76	----------
	target	*above 70 interviews*	*above 70 interviews*	*above 70 interviews*	*above 70 interviews*	*above 70 interviews*
2. Successful match each March for ISU FMR. Objective b.	actual	7 (100%)	7 (100%)	7 (100%)	7 (100%)	----------
	target	*7 (100%)*	*7 (100%)*	*7 (100%)*	7 (100%)	7 (100%)
3. Number of graduates practicing in Idaho. Objective c.	actual	6 of 7	3 of 7	5 of 7	2 of 7	----------
	target	*50%*	*50%*	*50%*	*50%*	*50%*
Goal 2 Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.						
4. Number of residents who take ABFM exam within one year of training. *objective a.*	actual	7 (100%)	7 (100%)	7 (100)%	7 (100%)	----------
	target	*95%*	95%	95%	95%	95%
5. Board examinations pass. *objective b.*	actual	100%	100%	100%	100%	----------
	target	*90% pass rate*	*90% pass rate*	*90% pass rate*	*90% pass rate*	*90% pass rate*
6. Number of quality improvement projects (unique residents). *objective c.*	actual	7 (100%)	7 (100%)	7 (100%)	7 (100%)	----------
	target	*90%*	*90%*	*90%*	*90%*	*90%*

Attachment 19

Health Programs – ISU Family Medicine Residency Performance Report

Performance Measure Explanatory Notes *(Optional)*

1. All of these measures speak to increased Access by ensuring well qualified medical students are recruited to be trained in Idaho, successfully graduate, pass their Boards so that they can be licensed and settle in Idaho.
2. Meeting Patient Centered Medical Home Criteria: The Residency's clinic, Health West / ISU Family Medicine, received Level 3 Recognition (score of 89 out of 100 points), the highest of three levels, from the National Committee for Quality Assurance (NCQA). Certification is valid from 4/16/2015 through 4/16/2018.

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Health Programs-Boise Family Medicine Residency Performance Report

Part I – Agency Profile

Agency Overview

There are three distinct family medicine residencies in Idaho that comprises six accredited programs. These three distinct programs are the Family Medicine Residency of Idaho (FMRI) in Boise, the Idaho State University Family Medicine Residency (ISU FMR) in Pocatello, and the Kootenai Family Medicine Residency in Coeur d'Alene. All three programs are funded from State allocations, grants, local hospitals, Medicaid, Medicare, and other patient revenues. The Family Medicine Residency of Idaho (FMRI) was founded in 1975 as a non-profit, independent, corporate entity. The FMRI consists of four separately accredited GME Family Medicine programs. The oldest and first program is in Boise, the most recent is in Nampa and the other two programs are Rural Training Tracks (RTT's) in Caldwell (1995) and Magic Valley (2008). FMRI is a Federally Qualified Health Center and one of the first 11 federally designated Teaching Health Centers in the United States. FMRI is governed by a consumer-based independent board and has a Graduate Medical Education Committee that oversees all residency education functions. The President, Chief Executive Officer, and Designated Institutional Official of FMRI is Ted Epperly, MD. The Boise Program Director is Justin Glass, MD and the Program Director of the two RTTs and Nampa program is Kim Stutzman, MD. FMRI is affiliated with the University of Washington WWAMI Residency Network.

Core Functions/Idaho Code

There are two core functions of FMRI:

1. Training family physicians to provide care to rural, urban and suburban populations throughout Idaho. FMRI, including its Caldwell and Magic Valley Rural Training Tracks, has up to 48 residents in training at any one time and now graduates 16 new family physicians each June. Idaho ranks 49th out of 50 for active primary care physicians per capita in the USA and ninety-five percent of all Idaho counties are Health Professional Shortage Areas for primary care. FMRI has an excellent track record of recruiting family physicians that settle and stay in isolated rural Idaho. Currently, FMRI's residency programs are exceeding their recruitment target of 50% of their graduates staying within Idaho. Of the 345 practicing FMRI graduates, 179 (52%) family medicine physicians have been recruited and settled in Idaho since the beginning of our program. This retention rate ranks us 9th best in the United States at keeping graduates in the state they train in. Of those residents choosing to remain in Idaho, 44% have chosen to practice in rural, underserved or health professional shortage areas for primary care.

2. Provision of services to underserved populations in Boise. Over the last four decades, FMRI has become the leading medical provider to the underserved population of Ada County. The FMRI is the largest provider of care to the Medicaid population in the State of Idaho. FMRI provides over nine million dollars in medical and mental health services to Medicaid, Medicare and the indigent and absorbs over two million dollars of uncompensated care annually. FMRI residents who settle in Idaho communities have an excellent track record of continuing outreach services to Medicare, Medicaid, uninsured and indigent patients and supporting free clinics in their communities.

   Pursuant to Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs.

Revenue and Expenditures

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
General Fund	$ 1,118,700	$ 1,530,000	$1,530,000	$2,530,000
Total	**$ 1,118,700**	**$ 1,530,000**	**$1,530,000**	**$2,530,000**
Expenditures	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs	$ 1,006,830	$ 1,377,000	$1,377,000	$2,277,000
Operating Expenditures	111,870	$ 153,000	$153,000	$253,000
Capital Outlay	0	0	0	0
Trustee/Benefit Payments	0	0	0	0
Total	**$ 1,118,700**	**$ 1,530,000**	**$1,530,000**	**$2,530,000**

Profile of Cases Managed and/or Key Services Provided

Attachment 20

Health Programs-Boise Family Medicine Residency Performance Report

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Number of Residents in Training	47	49	47	47
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	$23,802	$31,875	$32,553	$35,000
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMRI Facilities	65	69	102	119

FY 2018 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1: Family Medicine Workforce To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post-graduation from residency.						
1. FMRI will track how many students match annually for residency training in family medicine at FMRI. *Goal 1, Objective A*	actual	100%	100%	100%	100%	
	target	*100%*	*100%*	*100%*	*100%*	*100%*
2. FMRI will track the ABFM board certification rates of the number of graduates per year from FMRI. *Goal 1, Objective B*	actual	100%	100%	100%	100%	
	target	*95%*	*95%*	*95%*	*>95%*	*>95%*
3. FMRI will encourage all graduates (residents and fellows) to practice in Idaho and track how many remain in Idaho. *Goal 1, Objective C*	actual	43%	47%	56%	53%	
	target	*50%*	*50%*	*50%*	*>50%*	*>50%*
4. Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho. *Goal 1, Objective D*	actual	50%	75%	100%	78%	
	target	*40%*	*40%*	*40%*	*40%*	*40%*
Goal 3: Education To provide an outstanding family medicine training program to prepare future family medicine physicians.						
5. Track successful completion of American Board of Family Medicine (ABFM) Board certification examination scores for all program graduates. *Goal 3, Objective A*	actual	100%	100%	100%	100%	
	target	*95%*	*95%*	*95%*	*>95%*	*>95%*
6. FMRI will track its accreditation status and potential citations. *Goal 3, Objective B*	actual	100%	100%	100%	100%	
	target	*100%*	*100%*	*100%*	*100%*	*100%*
7. FMRI will track its NAS CCC, APE, AIR and CLER goals. *Goal 3, Objective C*	actual	100%	100%	100%	100%	
	target	*100%*	*100%*	*100%*	*100%*	*100%*

Performance Measure Explanatory Notes *(Optional)*

Attachment 20

Health Programs-Boise Family Medicine Residency — Performance Report

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Attachment 21

Special Programs – Forest Utilization Research Performance Report

Part I – Agency Profile

Agency Overview

Research mission – investigation into forestry and rangeland resource management problems, forest nursery production, and related areas. Part of the College of Natural Resources, Forest Utilization Research also includes the Rangeland Center with a legislative mandate for interdisciplinary research, education and outreach as suggested by a partner advisory council to fulfill the University's land-grant mission (Idaho Code § 38-715), and the Policy Analysis Group with a legislative mandate to provide objective data and analysis pertinent to natural resource and land-use issues as suggested by an advisory committee of Idaho's natural resource leaders (Idaho Code § 38-714).

Core Functions/Idaho Code

The duty of the Experiment Station of the University of Idaho's College of Natural Resources is to institute and conduct investigations and research into the forestry, wildlife and range problems of the lands within the state. Such problems specifically include forest and timber growing, timber products marketing, seed and nursery stock production, game and other wildlife, and forage and rangeland resources. Information resulting from cooperative investigation and research, including continuing inquiry into public policy issues pertinent to resource and land use questions of general interest to the people of Idaho, is to be published and distributed to affected industries and interests. (Idaho Code § 38-701, 38-703, 38-706, 38-707, 38-708, 38-709, 38-710, 38-711, 38-714, 38-715)

Revenue and Expenditures

Revenue		FY 2015	FY 2016	FY 2017	FY 2018
General Fund		$887,100	$1,078,800	$1,268,400	$1,347,100
	Total	**$887,100**	**$1,078,800**	**$1,268,400**	**$1,347,100**
Expenditures		**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs		$693,500	$902,900	$1,106,100	$1,106,900
Operating Expenditures		$109,300	$129,300	$136,900	$159,300
Capital Outlay		$84,300	$46,600	$25,400	$80,900
Trustee/Benefit Payments		$0	$0	$0	$0
	Total	**$887,100**	**$1,078,800**	**$1,268,400**	**$1,347,100**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Number of Private Landowners Assisted: Pitkin Forest Nursery	1550	1575	1575	1570
Number of Seedling Industry Research Projects: Pitkin Forest Nursery	4	3	6	5

Attachment 21

Special Programs – Forest Utilization Research — Performance Report

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Number of:				
• Research Projects:				
Experimental Forest	11	11	15	16
Policy Analysis Group	6	9	10	12
Pitkin Forest Nursery	12	10	11	10
Rangeland Center	19	14	21	25
• Teaching Projects:				
Experimental Forest	24	24	26	22
Policy Analysis Group	8	8	8	8
Pitkin Forest Nursery	6	6	3	6
Rangeland Center	10	13	11	12
• Service Projects:				
Experimental Forest	11	11	12	12
Policy Analysis Group	7	12	10	11
Pitkin Forest Nursery	15	13	10	10
Rangeland Center	8	9	17	16

FY 2018 Performance Highlights

University of Idaho Experimental Forest (UIEF)

FY18 was another productive year for the University of Idaho Experimental Forest (UIEF), as the College continues to make full use of the UIEF as a working forest managed by Forestry students in CNR and serving all programs in support of the University land grant mission. UIEF activities included active student learning in timber sale preparation, road building, wildland firefighting and prescribed burning. Students inventoried over 1000 acres, and oversaw pre-commercial thinning of over 100 acres. To integration FUR program areas we proudly planted 61,000 seedlings grown by students at the Pitkin Forest Nursery following student-led prescribed burning of over 100 acres. Student firefighting staff working for the UIEF supported state agencies (IDL) in fire protection using FUR-funded (FY15) fire pumper units and pickup (FY16) in suppression of the 1000-acre Strychnine Fire. Along with this student-led management, faculty, graduate students, research staff and collaborators from as far implementing several new research projects, including 3 real-time GPS studies to improve logger and firefighter safety, trials to evaluate western larch family genetics to increase forest productivity, 1 new thinning study, 2 new drone flights collecting remote sensing data. IDL and IDEQ worked with UIEF staff to sample class I stream shade as part of a statewide collaborative study, and USFS researchers characterized root architecture in 25-year old plantations. The UIEF hosted dozens of field-based, hands-on forestry class activities in 2017-2018 as documented in associated performance metrics. We also hosted workshops and other activities with Future Farmers of America, Associated Logging Contractors and Extension Forestry, and approximately 12 other small group field tours. We constructed one new building on the Big Meadow unit of UIEF to support research activities and added a new fuel and paint supply storage structure to support research. We hired a new Forester, Matt Hajos, who is working closely with the Director and other FUR entities to help support our continued growth in research, teaching and service. Lastly, our new, FUR-funded compact excavator (FY17) was used by students to install new fire protection resources (3000-gallon water tanks), maintain logging roads, and build fuel breaks to protect the state's resources. In summer 2018 the excavator is supporting two new field research projects and has reduced the need for external contract costs. Two new research proposals prepared with state and industry collaborators in FY18 that are currently in review include increasing logging production efficiency and increasing wildland firefighting safety. These will total over $3,000,000 if funded.

Policy Analysis Group (PAG)

FY18 was a year in which the recent growth of the Policy Analysis Group began to show value. After adding a Senior Researcher position and multiple graduate students, the work the PAG has conducted in natural resource economics is beginning to show up in the form of finalized reports and the peer reviewed literature. Five new Idaho Experiment Station reports appeared in print over the year ranging in topics from general economic contributions of Idaho's forest products sector to maintenance of non-motorized trails on Idaho's national forests to wildfire funding strategies for all western states. Those served included traditional clients such as the Idaho Department of Lands, USDA Forest Service, and University of Idaho Extension as well as new additions including USDA Office of

the Chief Economist and Oregon Forest Resources Institute. These additions demonstrate the gains made in reaching a PAG FY18 goal of widening the PAGs geographic focus thus giving better context of Idaho's position in the regional and national economy and establishing the PAG as a go-to center for policy analysis. One major component of this effort is the new methodology for conducting economic contribution analyses developed for the forest products industry in the state of Idaho, which we are currently in the process of expanding to cover all industries thus providing a more comprehensive assessment of endowment land contributions to the State's economy. Other major efforts initiated FY18 include evaluating the effect of forest collaborative(s) on the pace and scale of Federal forest management, exploring outcome-based policy options to better adapt rangeland communities to wildfire, and better understanding the economic outcomes of IDLs commitment to the federal forest management through the Good Neighbor Authority. The PAG continues to meet its legislative mandate to provide objective data and analysis on natural resource and land-use issues of concern to Idaho citizens. The number and scope of research projects highlights our commitment to this mandate, the impact of which is to provide timely information to inform critical land management decisions at multiple levels of government.

Pitkin Forest Nursery (Nursery)
FY18 was a transitional, yet productive, year for the Pitkin Forest Nursery as Dr. Andrew Nelson transitioned from Interim Director to full-time Director and new staff were hired. We maintained our momentum to fulfil our land grant mission by expanding our education, research, and outreach programs. We served 245 students at the Nursery, primarily through tours of the greenhouses and discussions about horticulture and importance of seedling production in the region. The facilities were used by three courses in the College of Natural Resources, two in the College of Agriculture and Life Sciences, and one course at neighboring Washington State University. In addition to courses that used the Pitkin Nursery, we employed 25 students during the academic year to help grow the crop and gain operational nursery experience. Four of our undergraduate student staff have expressed interest in pursuing nursery-related career following graduation and are receiving specialized training to help achieve their objectives. The students and FUR funded staff were instrumental in the production of 482,136 seedlings that were distributed to Idahoans and across the region. We have worked with the University of Idaho Experimental Forest to collect seed on the forest and grow their entire seedling crop. This synergy allows our students to observe the entire forestry-production cycle from seedling to final product and makes our programs unique among all other programs across North America. Our reputation for producing high-quality seedlings is evident through the continued stakeholder support as well as international interest for our seedlings. We shipped 30 seedlings to Uzbekistan this year to plant in the botanical garden as part of an Earth Day celebration. We initiated five new projects this year and continued five additional projects focused on improving seedling production and enhancing reforestation and restoration success. The projects span from improving seedling quality in the nursery and refining a rapid seedling quality assessment system to examining how seedling growth and survival are affected by the interactions of seedling quality and competing vegetation. To support these new research projects we secured $116,988 in external funds. We provided seedlings and planting advice to approximately 500 stakeholders this year and served 1,901 participants through outreach activities. Our outreach included various events with local school children, professional training for nursery growers and extension professionals, seminars to family forest landowners and industrial forest managers, and interacting with the general public during or annual Arbor Day Celebration.

Rangeland Center (Center)
The Rangeland Center in FY18 continued to expand its role as the place to turn to for range science in Idaho and met its legislatively mandated goals to "create knowledge and foster understanding of the stewardship and management of rangelands." In addition to the Director and Communication Specialist, a new position, the Associate Director, was added and helps guide the Center's operations from the UI Boise Water Center. The Center provided educational and research opportunities to 8 interns, including two interns placed at the Rinker Rock Creek Ranch. On-campus, 18 rangeland-related courses were offered this fiscal year at UI. Center membership increased to include 40 faculty from CNR, CALS, and UI Extension. The Partner Advisory Council is at full capacity with 15 members and is meeting regularly to provide insights and guidance to Center activity.

Research projects with Rangeland Center faculty have grown to 33 this fiscal year. Projects are collaborative, interdisciplinary, and focused on providing usable information to our stakeholders. An example is the sage-grouse and grazing project, a rigorous multi-partner,10-year intensive study that will inform land management decisions throughout sage-grouse range. The opportunities for research at Rinker Rock Creek Ranch have grown as 12

research and monitoring projects there look at the intersections of livestock grazing, wildlife management, and range health. Another area of opportunity and growth has been seen with the Center's involvement, along with the UI Policy Analysis Group, with outcomes-based management in Idaho. The interest in this management approach has been seen at workshops and webinars, and with the successful competitive grant to establish a learning network, the Idaho Rangeland Conservation Partnership, which is a collaboration between the Center and The Nature Conservancy, Idaho Rangeland Resource Commission, the Governor's Office of Species Conservation, and the US Fish and Wildlife Service. New research initiatives are expanding, with the award of a $75,000 Idaho NRCS Conservation Innovation Grant and a $72,000 Western Sustainable Agriculture, Research, and Education grant.

Our commitment to offer learning opportunities in land stewardship and to provide reliable information resulted in 13 products and services, including the Fall Forum and the Idaho Range Livestock Symposium, at which 110 and 320 people, respectively, attended. Sagebrush Saturdays, held at Rinker Rock Creek Ranch over the 2017 summer, introduced over 130 people to a variety of range topics. A highly popular smart phone app, the Field Guide to Idaho Grasses, debuted this spring and will be available soon in book form in FY 2018. Recent efforts to revamp how we provide information and connect with stakeholders in an electronic world has led to an increase in the visibility of the Rangeland Center, the College of Natural Resources, and the University of Idaho through social media and an online presence. Our efforts to engage partners and stakeholders has led to over 11 service activities where the UI Rangeland Center provided leadership as well as objective and relevant information to over 700 people. This unique role, of providing unbiased information and being a trusted convener, is bearing fruit and will for years to come.

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1 *Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.*						
1. Objective A, Measure I: Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.	actual	61	46	46	50	----------
	target	*46*	*46*	*46*	*49*	*52*
2. Objective A, Measure II: Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.	actual	N/A	26	23	28	----------
	target	*N/A*	*23*	*23*	*24*	*29*
3. Objective B, Measure I: An accounting of products (e.g., research reports, economic analysis, BMPs) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models).	actual	39	43	31	36	----------
	target	*31*	*31*	*31*	*32*	*37*
4. Objective B, Measure II: An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.	actual	14	15	13	16	----------
	target	*13 refereed articles*	*13 refereed articles*	*13 refereed articles*	*14 refereed articles*	*17*

Attachment 21

Special Programs – Forest Utilization Research — Performance Report

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 2 *Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.*						
5. Objective A, Measure I: Document cases: Communities served and resulting documentable impact; governmental agencies served and resulting documentable impact; non-governmental agencies and resulting documentable impact; private businesses and resulting documentable impact; and private landowners and resulting documentable impact. Meeting target numbers for audiences identified below and identifying mechanisms to measure economic and social impacts	actual	N/A	N/A	1,250	1,835	----------
	target	*N/A*	*N/A*	*1,250*	*1,250*	*1,250*
Goal 3 *Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding.*						
6. Objective A, Measure I: New funding sources from external granting agencies, private and public partnerships and other funding groups.	actual	N/A	N/A	13	17	----------
	target	*N/A*	*N/A*	*13*	*14*	*18*

Performance Measure Explanatory Notes

Performance Measure #1 – Seeking 20% growth by FY2023 based on increased staff resources in 2016 that allows more faculty, staff, students and constituency groups to be involved in FUR-related scholarship activities.

Performance Measure #2 – Seeking 15% growth by FY2023 based on College and program goals to enhance coordination of course offerings and research.

Performance Measure #3 – Seeking 15% growth by FY2023 based on a critical need to communicate with external stakeholders, and increase the pace of products produced.

Performance Measure #4 – Seeking 25% growth by FY2023 based on increased staff resources in 2016 focused on research that will increase scientific outreach and communication.

Performance Measure #5 – This is a new measure based on UI and College strategic goal to increase involvement and communication with external stakeholders. The target of 1,250 participants served was established from internal analysis of recent year participants.

Performance Measure #6 – Seeking 25% growth based on analysis of projects started and completed in recent years, staff capacity, and the need to increase the pace of projects completed annually.

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Attachment 22

Health Programs – IDEP Dental Education Performance Report

Part I – Agency Profile

Agency Overview

The Idaho Dental Education Program (IDEP) is Idaho's assisted route of access for dental education. There are currently eight (8) seats available per year for Idaho residents to obtain their dental education. The Program began in 1981 with a cooperative agreement between Idaho State University and The University of Washington School of Dentistry, where five (5) Idaho residents received their dental education. In 1982 the program became a cooperative effort between Creighton University's School of Dentistry in Omaha, Nebraska and Idaho State University in Pocatello, Idaho. The program involves a decentralized first year of education taught at Idaho State University and the second through fourth years taught at Creighton University.

The program currently has five (5) regular employees and five (5) adjunct employees in Pocatello. Dr. Jeff Ybarguen (IDEP graduate) is the program director and works with Dr. Brian Crawford who is the Chair of the Department of Dental Sciences at ISU. Jeri Larsen is the Department Coordinator and works with both the IDEP program and the Idaho Advanced Education in General Dentistry (AEGD) residency program. These programs are located in the same facility at Idaho State University.

Core Functions/Idaho Code

The mission of the Idaho Dental Education Program is two-fold: First, to provide residents of Idaho with ready access to a high quality dental education; and second, to help the population of Idaho have ready access to high quality dental professionals. As the majority of students graduating from the program return to Idaho to practice, residents of the state have access to high quality dental treatment. [Statutory Authority: Idaho Code §33-3720]

Revenue and Expenditures

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
General Fund	$1,505,600	$1,550,100	$1,610,600	$1,600,000
Unrestricted Current	$625,000	$405,500	$843,700	$960,000
Total	**$2,130,600**	**$1,955,600**	**$2,454,300**	**$2,560,000**
Expenditure	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs	$331,500	$297,500	$316,800	$376,800
Operating Expenditures	$14,400	$15,400	$13,400	$107,200
Capital Outlay	$5,400	$0	$18,500	$178,800
Trustee/Benefit Payments	$1,160,900	$1,222,800	$1,221,500	$1,257,700
Total	**$1,512,200**	**$1,535,700**	**$1,570,200**	**$1,920,500**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Number of Program Applicants	52	39	31	41
Number of Program Applicants Accepted	8	8	8	8
Number of Graduates (since program's inception)	223	231	239	247

FY 2018 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1 *Provide access to a quality dental education for qualified Idaho Residents*					

Attachment 22

Health Programs – IDEP Dental Education — Performance Report

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
1. Dental education opportunities for Idaho residents comparable to other states: • Contract for at least 8 Idaho residents per year	actual	8	8	8	8	----------
	target	*8*	*8*	*8*	*≥8*	*≥8*
2. First Time Pass Rate of National Dental Boards Part I	actual	100%	100%	100%	100%	----------
	target	*>70%*	*>90%*	*>90%*	*>85%*	*>85%*
3. First Time Pass Rate of National Dental Boards Part II	actual	100%	100%	100%	100%	----------
	target	*>70%*	*>90%*	*>90%*	*>85%*	*>85%*
4. 1st time pass rate on Clinical Board Examination necessary to obtain dental license (Western Regional or Central Regional)*	actual	100%	100%	100%	100%	----------
	target	*>90%*	*>90%*	*>90%*	*>85%*	*>85%*
5. Provide additional opportunities for Idaho residents to obtain a quality dental education** • Number of students in the program	actual	8	8	8	8	----------
	target	*Increase number of students per year from 8 to 10*	*Increase number of students per year from 8 to 10*	*Increase number of students per year from 8 to 10*	*Increase number of students per year from 8 to 10*	*Increase the number of students in the program per year to 10.*
Goal 2 *Maintain some control over the rising costs of dental education*						
6. Provide the State of Idaho with a competitive value in educating Idaho Dentists*** • Cost per student compared to national average	actual	34%	33%	33%	43%	----------
	target	*<50% national average*	*<50% national average*	*<50% national average*	*<50% national average*	*<50% national average*
Goal 3 *Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.*						
7. IDEP graduates returning to Idaho to practice****	actual	50%	60%	67%	67%	----------
	target	*>50%*	*>50%*	*>50%*	*>50%*	*>50%*

Performance Measure Explanatory Notes *(Optional)*

***** The appropriate benchmark for this is >85%. This was changed because we have 8 students currently in the program, which would necessitate a 100% pass rate in order to reach the previous benchmark, as one student not passing the first time would yield an 87.5% pass rate. >85% is the correct benchmark. Historically we have always seen a 100% pass rate.

****** Our goal has been to expand the program to facilitate 10 students per year. We currently have 8 students per year in the program. We were able to reduce the administrative cost of the contract with Creighton from 24% to 9% during FY 2016.

*** The cost per DDSE (DDS Equivalent) is a commonly utilized measure to evaluate the relative cost of a dental education program. This information is tabulated in the *ADA Survey of Dental Education*, published by the American Dental Association. From this publication (inflation Adjusted) the national average cost per student for state programs is $140,778 in 2018. The IDEP cost per student for 2018 was $60,016 (43% of the national average). The program is accomplishing the goal of providing a competitive value in educating Idaho dentists.

**** Our goal is to have greater than 50% of our program participants return to Idaho to practice Dentistry. This year 8 IDEP students graduated from Creighton. 5 of the 8 graduates in 2018 are

furthering their education through post-graduate residency programs and may return to Idaho at the completion of their residency training; 1 of these is in our AEGD Residency at ISU in Pocatello. 2 of the 3 graduates entering private practice have returned to Idaho. 1 previous IDEP graduate that completed a residency program returned to Idaho to practice during the reporting period.

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Special Programs – Idaho Geological Survey Performance Report

Part I – Agency Profile

Agency Overview

The Idaho Geological Survey (IGS) is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology. The agency is staffed by about ten state-funded FTEs and 15-20 externally funded temporary and part-time employees.

Members of the Idaho Geological Survey acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental agencies and private industry. The Idaho Geological Survey's geologic mapping program is the primary applied research function of the agency. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps. Other Idaho Geological Survey programs include geologic hazards, hydrogeology, mineral resources and mining, energy, and earth science education and outreach. Demand is expected to increase for geologic and geospatial information related to population growth, minerals, energy, water resources, landslides, and earthquakes.

Core Functions/Idaho Code

Idaho Code Title 47, Chapter 2, defines the authority, administration, advisory board members, functions and duty of the Idaho Geological Survey. The section contents:

- **Section 47-201**: Creates the Idaho Geological Survey to be administered as special program at the University of Idaho. Specifies the purpose as the lead state agency for the collection, interpretation and dissemination of geologic and mineral information. Establishes a Survey advisory board and designates advisory board members and terms.

- **Section 47-202**: Provides for an annual meeting of the advisory board, and location of the chief office at the University of Idaho. Specifies the director of the Idaho Geological Survey report to the President of the University through the Vice President for Research. Specifies for the appointment of a state geologist.

- **Section 47-203**: Defines the duty of the Idaho Geological Survey to conduct statewide studies in the field and in the laboratory, and to prepare and publish reports on the geology, hydrology, geologic hazards and mineral resources of Idaho. Provides for establishment of a publication fund. Allows the Survey to seek and accept funded projects from, and to cooperate with, other agencies. Allows satellite offices at Boise State University and Idaho State University.

- **Section 47-204**: Specifies the preparation, contents, and delivery of a Survey Annual Report.

Revenue and Expenditures

Revenue		FY 2015	FY 2016	FY 2017	FY 2018
General Fund		$817,240	$824,200	$1,123,300	$1,076,540
	Total	**$817,240**	**$824,200**	**$1,123,300**	**$1,076,540**
Expenditures		**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs		$694,821	$745,726	$853,400	$880,196
Operating Expenditures		$48,690	$65,899	$134,696	$165,241
Capital Outlay			$12,575	$135,204	$31,103
		$73,729			
Trustee/Benefit Payments		0	0	0	0
	Total	**$817,240**	**$824,200**	**$1,123,300**	**$1,076,540**

Attachment 23

Special Programs – Idaho Geological Survey Performance Report

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Square Miles of Geological Mapping	267	467	454	431
Number of Educational Programs for Public Audiences	9	19	14	19
Number of Geologic Reports	14	10	11	8
Number of Geologic Presentations	24	9	9	22
Number of Website Viewers (no robot searches)	438,955	398,400	453,562	487,249
Number of Grants and Contracts	7	7	11	10

FY 2018 Performance Highlights *(Optional)*

1. **Number of Publications on Geology/Hydrology/Hazards/Mineral Resources**
   Thirty-one new geologic publications were published by the Idaho Geological Survey in FY18. Publications are focused on a wide array of geoscience issues and resources including hydrogeology and geothermal energy, metallic and industrial minerals, aggregates, dimension stone and limestone, oil and gas resources, geologic hazards, such as active faults and landslides, regional bedrock and surficial geologic maps, and geologic databases. The IGS publishes the majority of its products in-house through the Digital Mapping Laboratory which are made available for free download on the agency website.

2. **Number of Website Products Delivered/Used**
   Over the past year IGS has been working with Northwest Knowledge Network to develop a new website with a clean, responsive design and a powerful, reliable platform. The content has been migrated, and the new website was launched on June 6, 2018. The new website offers an easy-to-use, faceted search function that allows visitors to quickly find and access geologic publications. Nearly all IGS publications (over 970) are available for free download. Downloaded products have more than doubled over the last six years from the IGS website and reached a record high of 229,893 in FY18.

3. **Cumulative Percent of Idaho's Area Covered by Modern Geologic Mapping**
   Modern geologic mapping is a necessary service of the IGS which is used to identify important economic and geologic resources and to understand complex geologic phenomenon that may negatively impact citizens or the state's infrastructure (roads, dams, and buildings). Legislative decision makers, state regulatory agencies, and developers of residential and commercial properties rely heavily on modern geologic mapping from the IGS to make sound business and public safety decisions. As of FY18, the IGS has mapped 38.5% of the state with modern high resolution geologic mapping at a scale of mostly 1:24,000. For the last 20 years the IGS has continuously secured federal grants from the U.S. Geological Survey (USGS) to assist with modern geologic mapping in Idaho, and this effort will continue into the foreseeable future.

4. **Externally Funded Grant and Contract Dollars**
   Externally funded grants are critical to accomplish the mission and legislative mandate of the IGS. All geologists are expected to seek and apply for externally funded grants on an annual basis or to apply for multi-year grant awards. The IGS typically has a healthy mix of grant awards from federal, state, and private industry that permits the advancement of geoscience research projects throughout the state. The USGS often makes up the largest portion of externally funded grant awards for the IGS; during FY18 the IGS had three concurrent grant awards from the USGS. Given the lean projections of federal grant awards in the future there is a new focus at IGS to seek out industry collaborations for additional funding of research projects. Midas Gold Corporation has partnered with the IGS on a multi-year geologic research project in central Idaho that revolves around a $1 billion proposed gold, tungsten, and antimony mine. These private sector partnerships and grant awards are necessary to maintain the level of research and outreach that is expected from this agency.

Attachment 23

Special Programs – Idaho Geological Survey Performance Report

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1 Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and banking industries, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to Survey information primarily through publications, website products, in-house collections and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho Code 33-2505).						
1. Number of Publications on Geology/Hydrology/Hazards/Mineral Resources Goal 1. Objective 1	actual	27	39	25	31	----------
	target	*35*	*35*	*37*	*39*	*20*[1]
2. Number of Website Products Delivered/Used Goal 1. Objective 2	actual	157,540	185,635	204,770	229,893	----------
	target	*180,000*	*180,000*	*191,709*	*191,709*	*215,000*
Goal 2 Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies and industry partners.						
3. Cumulative Percent of Idaho's Area Covered by Modern Geologic Mapping Goal 2. Objective 1	actual	36.9	37.4	37.9	38.5	----------
	target	*36. 4*	*36.4*	*37.8*	*37.8*	*40.5*
4. Externally Funded Grant and Contract Dollars Goal 2. Objective 2	actual	$382,101	$498,034	$439,898	$393,622	----------
	target	*$531,085*	*$531,085*	*$457,794*	*$457,794*	*$467,923*

Performance Measure Explanatory Notes *(Optional)*

- Since the Strategic Plan, which is where we determine our benchmarks/targets, is due before the end of the fiscal year when we are able to calculate our performance measures, we rely more on the actual measures from the preceding year at the time we complete the Strategic Plan. For example, when setting the benchmarks for FY19 we did not have the actual measures for FY18 yet since those are calculated at the end of the fiscal year, so we used the FY17 actual measures to determine the benchmarks.
- Performance Measure 1. Goal 1. Objective 1: Number of Publications increased from 25 in FY17 to 31 in FY18. FY17 target corrected on template to correct error on template.
- Performance Measure 2. Goal 1. Objective 2: Number of Website Products Delivered/Used increased from 204,770 in FY17 to 229,893 in FY18.
- Performance Measure 3. Goal 2. Objective 1: Cumulative Mapping of Idaho increased from 37.9% in FY17 to 38.5% in FY18.
- Performance Measure 4. Goal 2. Objective 2: Externally funded grants and contracts decreased from $439,898 in FY17 to $393,622 in FY18 due to ending of multiple projects and changes in federal funding guidelines which reduced overall annual, external funding.

[1] This benchmark/target, considering number and scope, is to be equal to or greater than the preceding year. We have a few very large publications with a much larger scope in FY 19; therefore the benchmark for number of publications is less than the preceding year.

IGS Grants and Contracts FY 2018

Additional Geologic Mapping and Study of Hydrothermal Alteration, Mineralization and Geochronology in and near Stibnite Mining District, Idaho: V.S. Gillerman and R.S. Lewis (Midas Gold Corporation, July 2014 – September 2017, $70,000).

Big Wood River Landslide Susceptibility Mapping: W.M. Phillips (U.S. Department of Homeland Security, Federal Emergency Management Agency, Risk MAP Program, October 2016 – September 2017, $70,098).

Data Preservation 9: R.S. Lewis and D.M. Feeney (U.S. Geological Survey, August 2016-August 2017, $30,359).

Data Preservation 10: R.S. Lewis and D.M. Feeney (U.S. Geological Survey, August 2017-August 2018, $29,353).

Geologic Mapping in the Preston, Weiser, and Salmon areas: R.S. Lewis and D.M. Feeney (U.S. Geological Survey STATEMAP Program, June 2017- June 2018, $167,755).

Geologic Mapping in the Preston, Weiser, Salmon, and Elk City areas: R.S. Lewis and D.M. Feeney (U.S. Geological Survey STATEMAP Program, June 2018- June 2019, $159,330).

Idaho Department of Lands Abandoned Mine Lands Project, Task 3: R.S. Lewis (Idaho Department of Lands, December 2014-February 2017, $122,560).

Idaho Department of Lands Abandoned Mine Lands Project, Task 4: R.S. Lewis (Idaho Department of Lands, February 2017-February 2019, $121,918).

Reservoir Characterization & Petroleum Assessment of Miocene Sedimentary Rocks, southwestern Idaho: M.E. Ratchford, (U.S. Geological Survey, September 2015-May 2018, $30,000).

Surficial and Bedrock Mapping of Burntlog Road Corridor: V.S. Gillerman and R.S. Lewis (Midas Gold Corporation, June 2016 – September 2017, $ 27,277).

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Special Programs – Idaho Museum of Natural History Performance Report

Part I – Agency Profile

Agency Overview

Recognizing the importance of our natural heritage to the citizens of the State, the Idaho Museum of Natural History (IMNH) is charged with preserving and interpreting cultural and natural history for the citizens of Idaho. It is the mission of the Idaho Museum of Natural History to actively nurture an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets, and displays natural and cultural objects for Idaho residents, visitors, and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices and is building educational and research collaborations across the state.

The Idaho Museum of Natural History is home to collections in anthropology, archaeology, paleontology, earth science, and the life sciences. It holds an archive of collection related documentation, and field notes, historic and research documents, ethnographic photographs, and audio recordings. It also houses the eastern branch of the Archaeological Survey of Idaho. Researchers pursue scholarly study of the collections and publish their findings in peer reviewed and Museum-sponsored publications. Exhibitions emphasize the collections and mission of the Museum, and include permanent and special offerings. Educational classes for children, families, and adults provide more in-depth exploration of the natural history of Idaho.

Core Functions/Idaho Code

The Idaho Museum of Natural History has two core functions:
1) To collect, care for, preserve, research, interpret and present — through educational programs and exhibitions— Idaho's cultural and natural heritage.
2) To support and encourage local and municipal natural history museums throughout the state of Idaho.

Pursuant to **§33-3012**, Idaho Code, the State Board of Education establishes the Idaho State Museum of Natural History.

Revenue and Expenditures

Revenue		FY 2015	FY 2016	FY 2017	FY 2018
General Fund		$503,900	$486,000	$532,700	$625,400
	Total	**$503,900**	**$486,000**	**532,700**	**$625,400**
Expenditures		**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs		$440,600	$437,418	$506,500	$596,600
Operating Expenditures		$13,800	$48,582	$13,800	$16,800
Capital Outlay		$49,500	$0	$12,400	$12,000
	Total	**$503,900**	**$486,000**	**$532,700**	**$625,400**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Number of educational programs for public audiences	47	58	55	114
Number of students attending museum for school group programming	No data	1,998	1,370*	1,449
Number of K-12 age public ("Child" 4-17 years old) visiting exhibits at museum	No data	2,913	2,627	2,852
Number of people served directly (exhibits, events & programs, outreach)	No data	No data	12,825	25,552
Number of people reached digitally	179,058	674,482	654,654	104,795**
Number of physical collections (by catalog #)	312,917	344,902	373,081	394,131
Number of traveling exhibit visitors (# of shows)	500,000 (2)	137,000 (2)	105,000 (3)	39,000 (2)
Number of Visiting Scientists	24	23	18	38

Number of Volunteer Hours	906.5	993.25	1,364	1,220.5

*Education Specialist position in transition. Permanent hire made 7/31/2017.
**IMNH's website was integrated into ISU's new content management system, Terminal Four, and now counts unique visitors, which accounts for number discrepancy in previous two years.

1) **Collections and Associated Research:** a) secure space, care and storage of collections; b) access to collections records and other archived information; c) research and presentation of new knowledge. These services are provided to those depositing collections, scholars, other natural history organizations, and Idaho's and others' museums.
2) **Education and Training:** on-site and web-based training via workshops, classes, outreach materials, internships, facilitated tours and exhibitions. These are provided to K-12 students, higher education students, instructors and teachers, residents and visitors.
3) **Resources, Expertise, and Consultation:** a) natural history object identification; b) specialty equipment for natural history object study; c) technical services supporting collections and research; d) expertise for compliance with Federal and State collections regulations; e) as a venue / space for exhibitions; f) as a source for natural history traveling exhibitions; g) expertise on natural history topics and museology. These are provided to residents, visitors, scholars, organizations and agencies required to repository collections in an accredited 36 CFR Part 79 compliant repository, other natural history organization, Idaho's and others' museums.

FY 2018 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1 *Increase Visitation and Public Engagement*						
1. Number of people visiting exhibits at museum *Objective A*	actual	6,448**	7,958**	8,000	7,881	----------
	target	*N/A*	*N/A*	*N/A*	*7,999*	*9,457*
2. Number of people attending museum events and programs *Objective A*	actual	No data	No data	3,103	3,748	----------
	target	*N/A*	*N/A*	*N/A*	*3,723*	*4,497*
3. Number e-newsletter subscribers *Objective A*	actual	No data	390	526	1,014	----------
	target	*N/A*	*N/A*	*487*	*608*	*1,216*
4. Corporate sponsorship *Objective B*	actual	$0	$3,750	$15,400	$28,300	----------
	target	*N/A*	*N/A*	*N/A*	*$30,800*	*$40,000*
5. Public giving *Objective B*	actual	No data	$5,200	$13,422	$15,617	----------
	target	*N/A*	*N/A*	*N/A*	*$26,000*	*$26,000*
Goal 2 *Research Capacity and Training*						
6. Number of digital collections in partnership with Idaho institutions *Objective B*	actual	4,978	5,457	2,547	1,236	----------
	target	*2500*	*2500*	*2500*	*2500*	*2500*
Goal 3 *Support K-12 Education*						
7. Amount of sponsored travel funding for K-12 student visitation to museum *Objective A*	actual	No data	$500	$2,000	0†	----------
	target	*N/A*	*N/A*	*$650*	*$845*	*$0†*

**Number includes number of people visiting exhibits at museum *and* number of people attending museum events and programs

†The school district now provides travel funding for K-12 visits.

Performance Measure Explanatory Notes *(Optional)*

This fiscal year marks a significant transition with the addition of a Director of Development, and the maturation of our education programs. Participation at the museum continues to grow, as we seek to increase membership and fundraising. The Museum is making a major revision of the 5-Year Strategic Plan in FY19 to reflect our vision of growth and service to the State of Idaho.

For More Information, Contact:

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Part I – Agency Profile

Agency Overview

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as a partnership between the U.S. Small Business Administration, the State of Idaho, and Idaho's institutions of higher education. The Idaho SBDC provides no-cost business consulting and affordable training to help entrepreneurs and small business owners start and grow successful businesses. Nationally, as in Idaho, over 70% of net new jobs are being created by the small business sector.

The Idaho SBDC is a network of business consultants that operates under the umbrella of the state's colleges and universities. Boise State University's College of Business and Economics serves as the State Office with administrative responsibility for directing the type and quality of services across the state. Regional offices in the following locations are funded under sub-contracts with the host institutions.

North Idaho College – Post Falls
Lewis-Clark State College - Lewiston
Boise State University – Boise and Nampa
College of Southern Idaho - Twin Falls
Idaho State University - Pocatello
Idaho State University - Idaho Falls

The Idaho SBDC also manages two business accelerators – one in Nampa and one in downtown Boise. The accelerators are physical locations that provide space and programs to help early-stage companies accelerate their growth.

Core Functions/Idaho Code

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards small business development.

The Idaho Small Business Development Center has two basic functions—coaching/consulting and training.

Coaching/Consulting - The Idaho SBDC provides confidential, no-cost, individualized business consulting and coaching to help small business owners and entrepreneurs increase their knowledge, skills, and abilities for running a successful business. Primary consulting is accomplished with a small core staff of professionals, most with advanced degrees and five years or more of small business ownership/management experience. Business coaching/consulting is designed to provide in-depth business assistance in areas such as marketing, finance, management, production, innovation, government contracting and overall business planning.

Faculty and students at each institution expand the Center's knowledge and resource base and provide direct assistance in appropriate cases working directly with business owners and entrepreneurs on specific projects. The students are provided the opportunity, under the direction of professional staff and faculty, to apply classroom learning in real-world situations. 'Real-world' laboratory experience for our college and university faculty and students provides long-term benefits to the business community and helps the academic institutions remain current on needs, problems, and opportunities of Idaho's business sector.

The Idaho SBDC also provides low-cost, non-credit training to improve business skills. Workshops, primarily directed at business owners, are typically 2 – 4 hours in length and attended by 10 – 25 participants. Training covers topics such as marketing, accounting, management, finance, social media, etc. A variety of faculty, staff and private sector experts are used to ensure timely, useful material is presented by a subject-matter expert. A standard training format allows the Idaho SBDC to provide consistent, cost-effective training throughout the state.

Attachment 25

Special Programs – Small Business Development Centers Performance Report

Revenue and Expenditures

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
Revenue	$260,500	$567,700	$609,100	613,100
Total	**$260,500**	**$567,700**	**$609,100**	**613,100**
Expenditures	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs	$39,683	$559,700	$601,100	610,893
Operating Expenditures*	$220,817	$8,000	$8,000	0
Capital Outlay		0		
Trustee/Benefit Payments		0		
Total	**$260,500**	**$567,700**	**$609,100**	**610,893**

*Contracts with other universities for personnel costs were changed from Operating to Personnel for FY16

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Number of Small Businesses Receiving Consulting	1,579	1,597	1,636	1,763
Average Hours of Consulting Per Client	11.8	10.9	13.2	11.2
Number of Small Businesses Trained	2,296	3,042	3,224	2,882
Number of Consulting Hours (annual)	18,684	13,903	21,547	19,729

FY 2018 Performance Highlights

Goal 1: Maximum Client Impact

- Continued to use the Tech Team, led by the Technology Commercialization Program Director and including 6 staff with expertise in technology, to serve clients interested in commercializing a technology.
- Developed video presentations for the website on key technology commercialization components and successfully completed a project to connect students with faculty intellectual property for evaluation and market definition
- Identified access to capital, workforce, marketing, value proposition and financial analysis as top client needs.
- Served 160 technology companies, 5 companies with international trade and over 20% of clients in rural areas.
- Produced 6 video success stories on clients in rural areas, government contracting, and technology

Goal 2: Increase brand awareness with stakeholders and the target market.

- Continue to maintain strong partnerships and visibility in each of the regions through attending meetings, doing presentations, sending electronic newsletters and maintaining contact with economic development professionals.
- Conducted a brand awareness survey and economic analysis of each region looking at strengths, weaknesses and opportunities for empowering small businesses.
- Contracted with marketing firm to develop common message and strategy for reaching rural Idaho.
- Hired a half-time marketing manager.

Goal 3: Increase Resources

- Student teams and volunteers helped 14 clients and provided over 4,000 hours of assistance during FY18.
- Brought in over $450,000 in additional grants, and sponsorships.

Goal 4: Organizational Excellence

- Met SBA goals for calendar year 2017.
- Leadership team has conference calls every month and the whole network gets together for professional development twice per year.
- Transitioned to a new state director.

Attachment 25

Special Programs – Small Business Development Centers Performance Report

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1 – Maximum Client Impact *Meet established critical measures each year.*						
1. Percent of hours with clients with recorded impact (new measure)	actual	54%	52%	50%	25%	---------
	target				30%	40%
2. Capital raised by clients[2] in millions	actual	$26.1[1]	$25.5[1]	$17.7[2] (new source for data)	$47.3[2]	---------
	target	*$25.0*	*$26.0*	*$27.8*	*$30*	*$33*
3. Client sales increase (new metric) [2] in millions	actual	N/A	N/A	$30.6 [2]	$65.6[2]	---------
	target	*N/A*	*N/A*	*$30.2*	*$31.6*	*$33*
4. Jobs created by clients[1] (also applies to *Increased Resources* goal)	actual	893[1]	803[1]	411[2]	1,404[2]	----------
	target	*500*	*546*	*590 (jobs created)*	*602*	*675*
5. Percent of cross-network consulting hours (new metric)	actual				.5%	----------
	target					*1%*
Goal 2 – Strong Brand Recognition *Increase brand awareness with stakeholders and the target market.*						
6. # training hours (attendees x # of hours of training) new metric	actual	N/A	N/A	14,698[2]	12,223[2]	----------
	target	*N/A*	*N/A*	*5,976*	*10,000*	*11,000*
7. Baseline awareness established (measured every 5 years) (new metric)	actual				47% (rural Idaho)	---------
	target					*NA*
Goal 3 – Increased Resources						
8. Amount of additional funding received (new metric)	actual				$50,000	---------
	target					*$50,000*
Goal 4 – Organizational Excellence						
9. ROI (Return on Investment) - Additional Taxes Paid/Total Cost of the Idaho SBDC Program[1]	actual	5.89:1	6.99:1	4.86:1[1]	4.86:1[1]	----------
	target	*3.0*	*3:1*	*4.1:1*	*5:1*	*5:1*
10. Customer Satisfaction Rate (% of ratings of very good and excellent)[3] – new survey	actual	N/A	N/A	98%	99.5%	----------
	target	*N/A*	*N/A*	*90% (using a new survey)*	*90%*	*90%*

The Idaho SBDC is in the process of aligning the strategic plan and metrics with other funder requirements. Previously, metrics were taken from a statistical report (see footnote [1] below). Going forward, we will be using client verified data from the MIS system (denoted as [2] below) as consistent with SBA. A few metrics will still come from the Chrisman report and will be noted with [1].

Performance Measure Explanatory Notes

[1] *Economic Impact of Small Business Development Center Counseling Activities in Idaho: 2015-2016*, James J. Chrisman, Ph.D.

[2] Client reported and verified data from Center IC Management Information System for calendar year 2016

[3] Initial client satisfaction survey for last calendar year

For More Information Contact

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Special Programs – TechHelp Performance Report

Part I – Agency Profile

Agency Overview

In 1993, the Idaho Department of Commerce convened 45 representatives of economic development groups who supported the manufacturing extension center concept. In 1994, the Governor and ten key economic development entities pledged support for manufacturing extension by signing Idaho's Technology Partnership Agreement. Approval to establish "TechHelp" within the National Institute of Standards and Technology (NIST) Manufacturing Extension Partnership (MEP) was granted in late 1995. In 1996, TechHelp was established at Boise State University and the first director and field engineer were appointed.

Today, TechHelp is a partnership of Idaho's three state universities and an affiliate of the NIST MEP (Manufacturing Extension Partnership) system. It is also Idaho's Economic Development Administration University Center, targeting economically distressed areas of Idaho. TechHelp specialists have access to cutting-edge knowledge through links to local universities and to a national network of over 1300 manufacturing specialists through 51 centers in the MEP system.

TechHelp's manufacturing specialists operate out of offices in Boise, Post Falls, and Pocatello. TechHelp's primary mission is to provide technical assistance, training, and information to strengthen the competitiveness of Idaho manufacturers through product and process innovation. TechHelp provides internships to students at the College of Engineering's New Product Development (NPD) Lab at Boise State University (BSU), to BSU College of Business and Economics students, to Idaho State University College of Business students and to University of Idaho College of Engineering students. Internships give university students the opportunity to gain real world experience with innovative Idaho companies and expose Idaho companies to talented young professionals looking to enter the state's workforce.

TechHelp Advisory Board

TechHelp's Executive Director and its Advisory Board report to the Dean of the Boise State College of Business & Economics. The TechHelp Advisory Board is made up of representatives from private industry, education, and government. TechHelp Board bylaws state that a full board consists of 9 - 11 members; at least seven of whom represent manufacturing and two from the public sector. The TechHelp Executive Director appoints non-voting members with approval of the Board.

TechHelp Partners

TechHelp works with state and federal partners, listed below, to meet its mission of assisting Idaho manufacturers. The Center also works with local groups such as manufacturing associations and economic development organizations to stay abreast of community development issues and meet the needs of Idaho companies.

Partnership	Center Role	Required/Desired of Center
U.S. National Institute of Standards & Technology Manufacturing Extension Partnership, NIST MEP	MEP Center for Idaho	Assist manufacturers in Idaho to focus on growth and innovation strategies to be more competitive.
U.S. Economic Development Administration, EDA	EDA University Center	Leverage university assets, resources and capabilities to provide best-practice assistance to manufacturers in remote and distressed areas of Idaho.
State of Idaho	Manufacturing Economic Development	Support the state priority to "Enhance Economic Opportunity" by helping to create creating career-path to manufacturing jobs by enhancing manufacturing competitiveness and providing a bridge for students to employment in manufacturers across the state.

Attachment 26

Special Programs – TechHelp Performance Report

Partnership	Center Role	Required/Desired of Center
Idaho State Universities (Boise State University, University of Idaho, Idaho State University)	Contracted Partners (statewide outreach program for economic development)	Build universities' reputation for expert, capable outreach through professional development activity, training and internships.
Idaho SBDC	Informal Partnership	Cross-referrals, marketing and delivery services support
Idaho Department of Commerce	Idaho District Export Council	Collaborate with Idaho District Export Council on Export Excellence, Idaho's ExporTech program. Cross-referrals of small manufacturers needing product and process assistance
Idaho Department of Labor	Workforce Development Training, apprenticeships	Provide Idaho workers with on-the-job training in advanced manufacturing skills, act as intermediary to advance manufacturing companies in support of growing advanced manufacturing apprenticeships statewide
Idaho Department of Agriculture	Export Excellence Program, Lean Manufacturing, Food Safety Program	Cross-referrals and delivery of services for statewide export, lean, and food safety programs with individual companies in rural regions across Idaho
Idaho Department of Environmental Quality	Informal Partnership, Operational Excellence program	Operational Excellence (Economy-Energy-Environment) programs, cross-referrals and delivery of services; collaborate on manufacturing company projects

Core Functions/Idaho Code

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards Idaho businesses.

TechHelp helps Idaho manufacturers primarily through one-on-one training and technical assistance services inside the companies. This company interaction ranges from major collaborative projects, which usually address fundamental challenges facing the companies, to smaller "value-added" projects, which bring a specific improvement to some aspect of company operations. TechHelp also hosts public workshops and seminars statewide focusing on topics that positively impact Idaho manufacturers.

TechHelp's team of experts provides personalized solutions in the following areas of manufacturing.

- **Growth, New Product & Market Development**
  Design Thinking, Business Model Canvas,
  Export Excellence
  New Product Development
  - Product Design, Prototyping & Testing
  - Design for Manufacturability

  Engineering student internships

- **Operational Excellence**
  - Lean Manufacturing
  - Lean Six Sigma Green Belt
  - Lean Enterprise Certificate Program
  - Lean Manufacturing for the Food Industry
  - Lean Office, Lean Enterprise
  - Quality Systems, ISO, Six Sigma
  - Business student internships

- **Food & Dairy Processing**
  - Food Safety
  - Food Safety and Hazard Analysis & Critical Control Points (HACCP)
  - Global Food Safety Initiative (GFSI)
  - Food Safety Modernization Act (FSMA) Audit Preparation

Revenue and Expenditures

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
General Fund	$150,400	$155,100	$166,400	$166,500
Total	**$150,400**	**$155,100**	**$166,400**	**$166,500**

Attachment 26

Special Programs – TechHelp — Performance Report

Expenditures	FY 2015	FY 2016	FY 2017	FY 2018
Personnel Costs	$0	$0	$0	$99,000
Operating Expenditures	$0	$0	$0	$41,500
Capital Outlay	$0	$0	$0	$0
Trustee/Benefit Payments	$150.400	$155,100	$166,400	$26,000
Total	**$150,400**	**$155,100**	**$166,400**	**$166,500**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
State dollars expended per project/event	$1,769	1139	$774	$920
Manufacturers Served	127	239	221	181
Geography of Idaho Served (Mfg Co.)				
North Idaho	20 (16%)	48 (20%)	20 (9%)	17 (9%)
Southwest Idaho	79 (62%)	134 (56%)	168 (76%)	118 (65%)
Southeast Idaho	28 (22%)	57 (24%)	33 (15%)	46 (26%_
Size of Companies				
1-19 employees	48 (38%)	100 (42%)	86 (39%)	74 (41%)
20-49 employees	34 (27%)	60 (25%)	42 (19%)	21 (11%)
50-249 employees	29 (23%)	60 (25%)	69 (31%)	45 (25%)
>249 employees	15 (12%)	15 (8%)	24 (11%)	41 (23%)

The above data is associated with Goal 1, Objective B and Goal 2, Objective A of TechHelp's Strategic Plan.

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1: Economic Impact on Manufacturing in Idaho – Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.						
1. Number of New Jobs *Objective A*	actual	154	340	100	731	----------
	target[1]	*132 Exceed prior year benchmark by 5%*	*139 Exceed prior year benchmark by 5%*	*147 Exceed prior year benchmark by 5%*	*180*	*180*
2. Client reported sales, cost savings, and investments *Objective A*	actual	$34.1M	$182.3M	$33.0M	$97.7M	----------
	target[1]	*$66.0M Exceed prior year by benchmark 5%*	$63.3M *Exceed prior year benchmark by 5%*	*$72.8M Exceed prior year by benchmark 5%*	*$100M*	*$100M*
Goal 2: Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.						
3. Services to Idaho manufacturers: Clients Surveyed *Objective B*	actual	45	56	69	59	----------
	target[1]	*59 Exceed prior year by benchmark 5%*	*61 Exceed prior year benchmark by 5%*	*65 Exceed prior year benchmark by 5%*	*80*	*80*
Goal 3: Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.						
4. Net Revenue from Client Projects *Objective A*	actual	$355K	$455K	$409K	$337K	----------
	target[2]	*$515K Exceed prior year benchmark by 5%*	*$542K Exceed prior year benchmark by 5%*	*$570K Exceed prior year benchmark by 5%*	*$700K*	*$375K*
5. External funding (e.g., grants) for operations client services. *Objective B*	actual	$825K	910K	$885K	$869K	----------
	target[2]	*$956K Exceed prior year benchmark by 5%*	*$1,006K Exceed prior year benchmark by 5%*	*$1,060K Exceed prior year benchmark by 5%*	*$1,300K*	*$1,300K*

Attachment 26

Special Programs – TechHelp Performance Report

Performance Measure Explanatory Notes

1 - Jobs and economic impact benchmarks established based on requirements of NIST MEP sCOREcard, incrementing annual goals to achieve FY21 goals.
2 – Net Revenue and External funding benchmarks established based on projected center FY21 funding needs.

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Health Programs – WI Veterinary Medicine Performance Report

Part I – Agency Profile

Agency Overview

The W-I (Washington-Idaho) Veterinary Medicine Program is administered in Idaho by the Head of the Department of Animal and Veterinary Science, College of Agricultural and Life Sciences, University of Idaho. Originally established in 1974, the W-I Program annually provides 44 Idaho residents with access to a veterinary medical education through a cooperative agreement between the University of Idaho and Washington State University (WSU). The Doctor of Veterinary Medicine (DVM) degree is awarded by Washington State University, College of Veterinary Medicine (WSU/CVM) to students from Idaho. Through the Caine Veterinary Teaching Center (CVTC) in Caldwell, the University of Idaho provides experiential learning opportunities for the majority of the veterinary students who have an expressed interest in production agriculture and who elect rotations at the CVTC.

Core Functions/Idaho Code

Idaho Code § 33-3720. Professional Studies Program: Authorizes the State Board of Education to enter into contract agreements to provide access for Idaho residents to qualified professional studies programs, including the Washington-Idaho W-I (formerly WOI) Veterinary Medical Education Program [33-3717B (7)]. The original Tri-State [Washington-Oregon-Idaho (WOI)] Veterinary Education Program was authorized by the Idaho Legislature in 1973. The Caine Veterinary Teaching Center (Caine Center) at Caldwell was opened in 1977 as a part of Idaho's contribution to the WOI Program.

The University of Idaho (through the Idaho State Board of Education) contracts with WSU/CVM for admission of 11 new Idaho resident students per year; a total of 44 Idaho resident students are supported in the 4-year program annually by the Idaho contract. In addition, the program provides support for the Caine Veterinary Teaching Center at Caldwell where students in their 4th year of veterinary school participate in the equivalent of 65, one-month clinical rotations specifically related to food animal production medicine. Faculty members at the Caine Center interact with Idaho veterinarians and livestock producers providing education and recommendations concerning animal production, diagnosis and clinical assessment of disease situations.

1. Provide access to veterinary medical education at WSU/CVM for Idaho residents – the current W-I contract reserves 44 seats per year for veterinary medical students with Idaho residency.

2. Assist Idaho in meeting its needs for veterinarians – provide Idaho-trained, Idaho-resident graduate veterinarians to meet annual employment demands for the State.

3. Provide hands-on experiential learning opportunities for senior veterinary students by teaching supplemental core rotations in food animal production medicine and clinical experience, which are offered year-round at the Caine Center in Caldwell.

4. Provide access to referral services for Idaho veterinarians in the areas of food animal production, diagnosis, and clinical evaluation of diseases – a) accept hospital clinical referrals as student teaching cases; b) provide disease diagnostic testing; and c) conduct on-farm disease investigations for herd problems as requested by Idaho veterinarians and livestock producers.

Revenue and Expenditures

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
General Fund	$2,051,300	$2,015,600	$2,088,400	$2,076,100
Total	**$2,051,300**	**$2,015,600**	**$2,088,400**	**$2,076,100**
Expenditures	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs	$ 538,900	$ 551,900	$400,340	$456,052
Operating Expenditures	1,309,300	1,331,700	$1,424,854	$1,442,681
Capital Outlay	103,100	32,000	$163,206	$77,367
Trustee/Benefit Payments	100,000	100,000	100,000	$100,000
Total	**$2,051,300**	**$2,015,600**	**$2,088,400**	**$2,076,100**

Profile of Cases Managed and/or Key Services Provided

Attachment 27

Health Programs – WI Veterinary Medicine Performance Report

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Number of Idaho Resident Students Enrolled Each Year	44	44	44	43
Number of One-Month Student Rotations (or equivalent) offered by UI faculty through WIMU	65	65	65	65
Number of Accepted Clinical Hospital Referral Cases	262	231	0	0
Number of Accepted Veterinary Diagnostic Samples (assays performed)	6,711	5,108	0	0

FY 2018 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Goal 1. Education						
1. Senior Veterinary Students Selecting Elective Rotations at the Caine Center. *(Goal 1, Measure I)*	actual	54	75	40	43	----------
	target	*40*	*40*	*40*	*40*	*40*
2. Number of Idaho Resident New Graduates Licensed to Practice Veterinary Medicine in Idaho. *(Goal 1, Measure III)*	actual	4	9	7	4	
	target	7	7	7	7	7
3. Placement of students in NW-BVEP program. *(Goal 1, Measure II)*	actual	N/A	12	11	8	
	target	*N/A*	*12*	*12*	*15*	*12*

Performance Measure Explanatory Notes *(Optional)*

Performance Measure 1 will be removed in future Performance Measures as the Caine Center is being decommissioned and approved for closure by the State and veterinary rotations are now running at others locations.

Goal 1, Measure I FY17 reflects newly available data.
Performance Measure III percentages have been changed to numbers to more accurately reflect language of the measure
Goal 1, Measure II FY17 reflects newly available data.
Goal 1, Measures I, II, and III number discrepancies with SBOE strategic plan reflect newly available data

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Health Programs – WWAMI Medical Education Performance Report

Part I – Agency Profile

Agency Overview

Idaho WWAMI provides Idaho medical students with the opportunity to complete medical school in Idaho, thereby developing their familiarity with the healthcare needs of the State and region, and increasing the likelihood that they will remain in Idaho communities to practice medicine. In 2015, Idaho WWAMI, through the University of Washington School of Medicine (UWSOM), launched a new 18-month curriculum that allows Idaho residents to spend the majority of their four years of medical education in Idaho. Historically, WWAMI students would complete their first year at the regional campus and then complete their second year in Seattle on the UW main campus. With this curriculum renewal , second year content was merged with the first year content to create an 18-month model that incorporates an integrated curriculum with enhanced clinical preparation. The 18-month curriculum is referred to as the "Foundations Phase" that allows for an overlap of the first and second year students in the fall semesters at the University of Idaho. In fall of 2017, UI WWAMI enrolled a total of 80 students. Forty of those students will have completed the foundation phase of this new curriculum by the end of fall semester at the University of Idaho's (UI) Moscow campus. After completing the foundation phase, students have the opportunity to complete their clinical training requirements throughout clinical sites in Idaho. These clinical rotations are coordinated through the Idaho WWAMI Medical Education Program office in Boise.

The Director for the Foundation Phase of WWAMI at UI reports to the Provost and Executive Vice President at UI, and also functions as an Assistant Dean of the UWSOM. The Director for the Patient Care Phase (3rd year) and the Explore and Focus Phase (4th year) of the WWAMI located in Boise reports to the Vice Dean for Academic, Rural and Regional Affairs at UWSOM, and also serves as an Assistant Dean for the UWSOM in Idaho. WWAMI at UI employs thirty-four part-time faculty (shared with other academic programs, as well as hospitals and clinics) and five administrative staff. Idaho students admitted to the WWAMI are interviewed and selected by the Idaho Admissions Committee, a group of four Idaho physicians appointed by the Idaho State Board of Education, who work in cooperation with the University of Washington School of Medicine Admissions Committee.

Idaho WWAMI is committed to helping prepare physicians for medical practice in Idaho, regardless of eventual specialty selection, as well as increasing the number of physicians who choose to practice in rural or underserved areas. WWAMI was awarded two grants that help support the mission of the WWAMI Program; Northern Idaho Area Health Education Center and the Idaho Project ECHO, which are two distinct programs that focus on rural communities and health disparities in Idaho. There is also a strong commitment to the partnership between excellence in research and teaching in medical education. UI WWAMI faculty successfully brought in $1M of research funding in 2017-2018, and averages approximately $1M on a yearly basis. Cutting-edge research prepares the next generation of doctors to be well-informed and at the forefront of clinical medical practice. The WWAMI faculty at the University of Idaho and our clinical/research faculty in Boise, Pocatello, Jerome, Caldwell, Coeur d'Alene, Idaho Falls, McCall, Sandpoint, Hailey, and other rural training communities are committed to being dynamic teachers and informed biomedical scholars.

In addition, Idaho WWAMI goals include the continued development of humanitarian and service interests of our medical students, and recruitment from groups within Idaho that are traditionally underrepresented in medical school populations. WWAMI has established outreach programs to high schools and community colleges to encourage and prepare talented Idaho students from rural, underprivileged, or minority backgrounds who have an interest in medicine and health careers.

Core Functions/Idaho Code

The core function of Idaho WWAMI at the University of Idaho is to provide qualified Idaho residents with access to and education in medical training as part of the Idaho State Board of Education's contract with the University of Washington School of Medicine. Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs, and specifically, the WWAMI Medical Education Program (33-3717B(7)).

Attachment 28

Health Programs – WWAMI Medical Education — Performance Report

Revenue and Expenditures

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
General Fund	$3,962,000	$4,638,900.00	$4,876,100	$5,303,400
Unrestricted Current	888,326	1,201,281	1,755,472	1,757,741
Total	**$4,850,326**	**$5,840,181**	**$6,631,572.00**	**$7,061,141**
Expenditures	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Personnel Costs	$994,523	$1,522,133	$1,804,940	$1,922,826
Operating Expenditures	230,646	353,226	564,226	2,506,996[7]
Capital Outlay	20,414	71,852.00	114,167	218,117
Trustee/Benefit Payments	3,082,348	3,637,954.00	3,239,149	3,803,860
Total	**$4,327,931**	**$5,585,165**	**$5,722,483**	**8,451,799**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Number of Idaho Students Applying to UW Medical School (WWAMI) - Average GPA ID WWAMI - Average MCAT Score ID WWAMI	157 3.7 10.0	141 3.7 503	164 3.7 537	163 3.7 507
Number of Idaho Students Admitted to UW Medical School	30	35	40	40
Number/Percentage of Idaho WWAMI Graduates who have practiced in Idaho (cumulative)	287/51%	292/51%	301/50%	321/51%

Part II – Performance Measures

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
GOAL 1: A WELL EDUCATED CITIZENRY –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.						
1. Number of Idaho WWAMI medical school applicants per year and the ratio of Idaho applicants per funded medical student seat.	actual	157 6.28:1	141 4.7:1	164 4.68:1	163 4.08:1	
	target	*4.075:1*[1]	*4.075:1*[1]	*5:1*[1]	*5:1*[1]	*5:1*[1]
2. Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.	actual	51%	51%	50%	51%	
	target	*41%* [4]	*41%*[4]	*41%*[4]	*41%*[4]	*41%*[4]
GOAL 2: CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.						
3. Average Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.	actual	100%	100%	100%	97%	
	target	*91%* [2]	*91%* [2]	*91%* [2]	*95%* [2]	*95%* [2]
GOAL 3: Effective and Efficient Delivery Systems – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.						
4. Number of WWAMI rural summer training placements in Idaho each year in the Rural Underserved Opportunities Program (RUOP).	actual	26	23	22	29	
	target	*10* [3]	*20* [3]	*20* [3]	*20*[3]	*20*[3]

Attachment 28

Health Programs – WWAMI Medical Education — Performance Report

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
5. Ratio of all WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student graduates funded by the State.	actual	72%	75%	75%	75%[6]	
	target	*>60%*	*>60%*	*>60%*	*>60%*	*>60%*
6. Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.	actual	64%	47%	59%	71%	
	target	*50%[5]*	*50%[5]*	*50%[5]*	*50%[5]*	*50%[5]*

Performance Measure Explanatory Notes

https://www.aamc.org/data/facts/applicantmatriculant/

1. This is the national ratio of in-state applicants per admitted students (2016)
2. U.S. Pass Rate (reference: USMLE Performance Data, https://www.usmle.org/performance-data/ Pass rate has increased to 95% from 91%. Accurate rate is reflected on PMR, changed from template.
3. The target is 50% interest in rural training experiences
4. This is the national return rate for all medical schools in the U.S. (reference: 2015 State Physician Workforce Book, https://www.aamc.org/data/workforce/reports/442830/statedataandreports.html
5. This target rate is per WWAMI mission
6. 2017 WWAMI Non-Idaho Return numbers included.
7. Operating Expenditures for FY18 increase is one-time in nature and due to WWAMI fund transfers to capital projects

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Attachment 29

Statewide Literacy Trajectory Growth Targets

	Spring IRI - share of students at Level 3			
	Kindergarten	Grade 1	Grade 2	Grade 3
2016-2017	80.3%	67.2%	69.9%	74.9%
2017-2018	79.9%	66.9%	68.5%	74.6%
Growth target	1%	1%	1%	1%
Performance needed to meet growth target	81.1%	67.8%	70.6%	75.7%
Growth target met	No	No	No	No

Note: The value of IRI measures reported here may not perfectly accord with those reported on the Report Card as the values reflect all data submissions received as of the date the data was retrieved from ISEE.

Attachment 29

Kindergarten

Fall IRI - Kindergarten	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	4,228	5,420	12,310	21,958
20132014	4,455	5,670	12,099	22,224
20142015	4,256	5,598	11,425	21,279
20152016	4,385	5,572	10,832	20,789
20162017	4,525	5,481	10,580	20,586
20172018	4,849	5,619	10,394	20,862

Spring IRI - Kindergarten	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	1,301	2,639	18,150	22,090
20132014	1,491	3,093	17,504	22,088
20142015	1,589	2,863	16,828	21,280
20152016	1,626	2,895	16,356	20,877
20162017	1,484	2,493	16,181	20,158
20172018	1,492	2,684	16,631	20,807

Grade 1

Fall IRI - 1st	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	3,228	4,740	14,131	22,099
20132014	3,527	4,946	14,424	22,897
20142015	3,695	5,065	14,146	22,906
20152016	3,509	4,768	13,850	22,127
20162017	3,614	4,569	13,565	21,748
20172018	3,509	4,488	13,760	21,757

Spring IRI - 1st	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	2,424	3,843	16,008	22,275
20132014	2,955	4,162	15,614	22,731
20142015	3,227	4,128	15,506	22,861
20152016	3,157	3,946	15,141	22,244
20162017	3,180	3,762	14,204	21,146
20172018	3,399	3,844	14,661	21,904

Grade 2

Fall IRI - 2nd	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	4,501	5,651	11,861	22,013
20132014	4,479	5,391	12,383	22,253
20142015	4,893	5,721	12,328	22,942
20152016	4,809	5,419	12,661	22,889
20162017	4,623	5,208	12,491	22,322
20172018	4,964	5,163	11,984	21,757

Spring IRI - 2nd	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	2,938	3,464	15,792	22,194
20132014	3,193	3,398	15,506	22,097
20142015	3,629	3,608	15,645	22,882
20152016	3,682	3,474	15,834	22,990
20162017	3,325	3,196	15,144	21,665
20172018	3,749	3,200	15,099	22,048

Grade 3

Fall IRI - 3rd	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	2,995	4,817	13,882	21,694
20132014	3,081	5,001	14,223	22,305
20142015	3,176	5,023	14,209	22,408
20152016	3,413	4,926	14,720	23,059
20162017	3,323	4,848	14,985	23,156
20172018	3,315	4,561	14,978	22,854

Spring IRI - 3rd	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	2,357	2,886	16,494	21,737
20132014	2,579	3,162	16,332	22,073
20142015	2,694	3,208	16,459	22,361
20152016	2,890	3,331	16,816	23,037
20162017	2,665	2,989	16,878	22,532
20172018	2,766	3,016	17,000	22,782

Kindergarten

Fall IRI - Kindergarten	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	19%	25%	56%	21,958
20132014	20%	26%	54%	22,224
20142015	20%	26%	54%	21,279
20152016	21%	27%	52%	20,789
20162017	22%	27%	51%	20,586
20172018	23%	27%	50%	20,862

Spring IRI - Kindergarten	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	6%	12%	82%	22,090
20132014	7%	14%	79%	22,088
20142015	7%	13%	79%	21,280
20152016	8%	14%	78%	20,877
20162017	7%	12%	80%	20,158
20172018	7%	13%	80%	20,807

Grade 1

Fall IRI - 1st	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	15%	21%	64%	22,099
20132014	15%	22%	63%	22,897
20142015	16%	22%	62%	22,906
20152016	16%	22%	63%	22,127
20162017	17%	21%	62%	21,748
20172018	16%	21%	63%	21,757

Spring IRI - 1st	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	11%	17%	72%	22,275
20132014	13%	18%	69%	22,731
20142015	14%	18%	68%	22,861
20152016	14%	18%	68%	22,244
20162017	15%	18%	67%	21,146
20172018	16%	18%	67%	21,904

Grade 2

Fall IRI - 2nd	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	20%	26%	54%	22,013
20132014	20%	24%	56%	22,253
20142015	21%	25%	54%	22,942
20152016	21%	24%	55%	22,889
20162017	21%	23%	56%	22,322
20172018	23%	24%	55%	21,757

Spring IRI - 2nd	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	13%	16%	71%	22,194
20132014	14%	15%	70%	22,097
20142015	16%	16%	68%	22,882
20152016	16%	15%	69%	22,990
20162017	15%	15%	70%	21,665
20172018	17%	15%	68%	22,048

Grade 3

Fall IRI - 3rd	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	14%	22%	64%	21,694
20132014	14%	22%	64%	22,305
20142015	14%	22%	63%	22,408
20152016	15%	21%	64%	23,059
20162017	14%	21%	65%	23,156
20172018	15%	20%	66%	22,854

Spring IRI - 3rd	Proficiency Level/Score			
School Year	1	2	3	Total
20122013	11%	13%	76%	21,737
20132014	12%	14%	74%	22,073
20142015	12%	14%	74%	22,361
20152016	13%	14%	73%	23,037
20162017	12%	13%	75%	22,532
20172018	12%	13%	75%	22,782

Voluntary Framework of Accountability

COMMUNITY COLLEGE MEASURES *of* EFFECTIVENESS

ABOUT THE VFA

The Voluntary Framework of Accountability (VFA) is the first comprehensive national accountability system created *by* community colleges, *for* community colleges. Community college leaders—facilitated by the American Association of Community Colleges (AACC)—conceived, developed, and pilot-tested the VFA metrics.

Existing accountability measures in higher education do not adequately measure the unique mission of community colleges. For example, existing measures may exclude part-time students or non-credit career and technical students who are a key part of community colleges' mission. In light of the inadequacy of existing measures, the VFA stands to provide community colleges with a significantly improved ability to assess their performance, identify areas for improvement, and demonstrate their commitment to their mission.

The VFA has three parts: measures of student progress and outcomes; measures of workforce, economic, and community development; and an approach for assessing student learning outcomes. These three parts are described in detail inside this brochure. AACC has made the VFA metrics available to all colleges and will provide an online data display tool in 2013.

1 STUDENT PROGRESS & OUTCOMES

Determining how and whether students are fulfilling their educational objectives—both among students who intend to obtain a credential and among students who take courses without intending to obtain a credential—is essential to a comprehensive community college accountability framework. The Student Progress and Outcomes (SPO) measures evaluate the short-term progress and long-term outcomes of all students who begin their studies at a college in a given time period, disaggregated by age, gender, race/ethnicity, and financial aid status.

The SPO shorter-term metrics assess how effectively colleges are moving students through developmental education sequences, given that most students who begin their studies at community colleges require developmental courses, which are essential to future educational success. Beyond developmental education, colleges need to be able to assess how well students persist in their education. The SPO shorter-term metrics therefore assess how effectively colleges help students reach key educational milestones.

Finally, the SPO longer-term metrics identify the outcomes among all students in a given cohort six years after they started at the college. This timeframe recognizes that many community college students attend on a less than full-time basis, but is still timely enough to provide useful internal and external policy guidance.

Metrics

DEVELOPMENTAL EDUCATION PROGRESS MEASURES

- % of students referred who attempted their first math, English, or reading developmental education course
- % of students referred who completed highest level math, English, or reading developmental education course
- % of students referred who completed any college-level course in math, English, or reading
- % of students referred who completed all developmental education

TWO-YEAR PROGRESS MEASURES

- % of credit hours successfully completed by cohort in the first term
- % of students who reached credit thresholds by end of year two (24 credits for part-time; 42 for full-time)
- % of students who were retained from fall (term one) to their next academic term or completed a formal award;
- % of students who reached year two outcomes as follows:
  - Completed certificate or degree
  - Transferred to a 2-year or 4-year institution
  - Still enrolled at initial institution
- % of credit hours successfully completed by cohort at end of year two

SIX-YEAR OUTCOMES MEASURES

(These outcomes are non-duplicative, mutually exclusive)

- % of students who earned an associate's degree—without transfer
- % of students who earned an associate's degree—with transfer

2 WORKFORCE, ECONOMIC & COMMUNITY DEVELOPMENT

- % of students who earned an award of less than associate's degree (certificate)—with transfer
- % of students who earned an award of less than associate's degree (certificate)—without transfer
- % of students who transferred to another post-secondary institution, with no degree or certificate
- % of students who were still enrolled during the sixth academic year
- % of students who left institution without an award and without transfer having earned 30 or more semester credit hours (or equivalent)
- % of students who left institution without an award and without transfer having earned less than 30 semester credit hours (or equivalent)

Workforce, Economic, and Community Development (WECD) measures will enable community colleges to better gauge their efficacy in meeting their communities' workforce needs—a vital part of every community college's mission. These measures are unique to the VFA and include two subsets of metrics: one for Career and Technical Education (CTE) and one for Adult Basic Education (ABE).

The CTE measures assess the outcomes of students who complete career and technical education programs or take a minimum number of credit or non-credit CTE hours. The CTE measures determine the value of the education for the individual by examining job placement and comparing earnings pre- and post-education. There is no national definition for CTE programs or standards for measuring non-credit activities; as such, the VFA's CTE metrics are an attempt to create national definitions that all community colleges can begin to use.

Adult Basic Education is a critical part of what many community colleges do. The VFA includes initial metrics that begin to examine student outcomes in this area. The ABE metrics will require refinement as colleges do more to track students and more data become available.

Metrics

CAREER AND TECHNICAL EDUCATION MEASURES

- Number of awards in CTE
- Licensure exam passing rate
- % of CTE students that complete a program (both credit and non-credit) or earned 90 contact hours and are employed with a livable wage
- Median wage growth of CTE students

NON-CREDIT WORKFORCE COURSES

- Non-credit workforce course enrollments
- Number of state/industry—recognized credentials
- % of non-credit CTE students that transition from non-credit to credit courses

ADULT BASIC EDUCATION / GED

- % of students that completed ABE / GED
- % of ABE/GED students that enrolled in additional education
- % of ABE/GED students that gained employment

3 STUDENT LEARNING OUTCOMES

Educators and policymakers are engaged in a robust debate about how to assess quality in higher education—that is, determining what students learn, know, and can do as a result of their studies. This debate includes discussions about the definitions of Student Learning Outcomes (SLO) themselves; the efficacy of specific assessment practices for measuring learning; and the fundamental purposes of assessment, such as institutional accountability or classroom improvement.

For the developers of the VFA, the challenge for assessing SLO is to find an approach that both respects the broad diversity among community colleges and is appropriate as an institutional assessment of quality. Guiding this effort is the principle that community colleges will be served best by measures that are designed by—or at least adapted to—the community college sector.

The VFA takes a phased approach to assessing SLO. Initially, the VFA will bring more transparency to how colleges assess and report SLO by providing a web-based format to capture the college's SLO work. This format is based on the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework. The framework identifies six key areas for reporting:

- student learning outcomes statements
- assessment plans
- assessment resources
- current assessment activities
- evidence of student learning
- use of student learning evidence.

More information on the NILOA Transparency Framework is available on its website.

Increased transparency is a necessary first step, but on its own it does not represent a sufficient approach to assessing and reporting SLO, particularly since it does not provide a mechanism for comparing institutions with one another or with an external benchmark. Therefore, community college leaders involved in developing the VFA will continue to evaluate approaches for a better system to assess and report SLO. The first step will be to examine the utility of the Degree Qualifications Profile (DQP), recently developed with funding from the Lumina Foundation for Education, as an initial approach for developing an institution-level learning outcomes framework.

The VFA is committed to providing a pathway towards assessing and reporting SLO in a manner that is useful to the sector, recognizing the many variations among institutions but striving to provide consistency and comparability.

Attachment 30

GET INVOLVED

Learn more about the VFA by visiting www.aacc.nche.edu/vfa, signing up for a webinar, and reading VFA publications.

Inform colleagues at your institution and at other institutions about the VFA.

Consult the VFA Metrics Manual to determine what data are available to your institution or are needed, and how to calculate the measures.

Start using the VFA measures on your campus.



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Attachment 30

The VFA is the principle accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences. The mission-appropriate measures determine how well community colleges are serving students; provide colleges the ability to identify problems and set goals for institutional improvement; and be properly accountable to stakeholders.

The *VFA's Public Outcomes Report* includes the data that colleges are required to report and share publicly. Listed below are the contents of this report.

College of Southern Idaho (Twin Falls, ID)

VFA Data Collection Cycle 2018

- **Overview of VFA's Cohorts & Outcomes**
- **Six Year Cohort (Fall Students 2011)**
    - Six-Year Outcomes Measures
    - Comparison of IPEDS Grad Rate to VFA Outcomes
    - Developmental Education Progress Measures
- **Two Year Cohort (Fall Students 2015)**
    - Two-Year Progress Measures

Overview of what is in the *VFA Public Outcomes Report*

STUDENT PROGRESS & OUTCOMES (SPO)

SPO Timeframes

The SPO measures are reported for students from two timeframes:

• TWO YEAR

Students that entered the college two years ago (Fall Students 2015) and their progress /attainment by the end of those two years

Colleges are required to report the **TWO-YEAR PROGRESS MEASURES** for the students that entered two years ago

• SIX YEAR

Students that entered the college six years ago (Fall Students 2011) and their progress and outcomes by the end of those six years

Colleges are required to report the **DEVELOPMENTAL EDUCATION** and **SIX-YEAR OUTCOMES MEASURES** for the students that entered six years ago

SPO Student Cohort Types

Colleges are also required to report the SPO measures for three types of student groups:

A. Main Cohort
Fall entering students who are *first time at the reporting college*

B. Credential Seeking
Students in the Main Cohort who earned 12 credits by the end of their first two years

C. First Time in College
Students in the Main Cohort who are *first time in college*

SPO: SIX-YEAR OUTCOMES MEASURES (unduplicated; hierarchical)

- Completed certificate, associates, or bachelor's degree (with and without transfer)
- Transfer (no award)
- Persistence: still enrolled
- Left with > or = 30 credits; Left with < 30 credits

SPO: DEVELOPMENTAL EDUCATION PROGRESS MEASURES

Developmental Subjects: math, English, reading

- Distribution of developmental need (1, 2, or 3 levels below college level in subject)

Of the students with developmental need in a subject, the number who:

- Attempted any developmental education in subject
- Completed developmental education in subject
- Completed a college-level course in subject

Any Developmental (non-subject)

- Enrolled in any developmental
- Completed all developmental (and are college-ready)

SPO: TWO-YEAR PROGRESS MEASURES

- Retention: fall to next term
- Successful completion of credits: 1st term; by end of year two
  # of total credits completed with a C grade (C-, C+) or better by the cohort
- Reached credit threshold by end of year two
  # of students in the cohort that earned 24 credits (part-time) or 42 credits (full-time)
- Persistence/attainment: completed certificate/degree; transferred; still enrolled

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Attachment 30

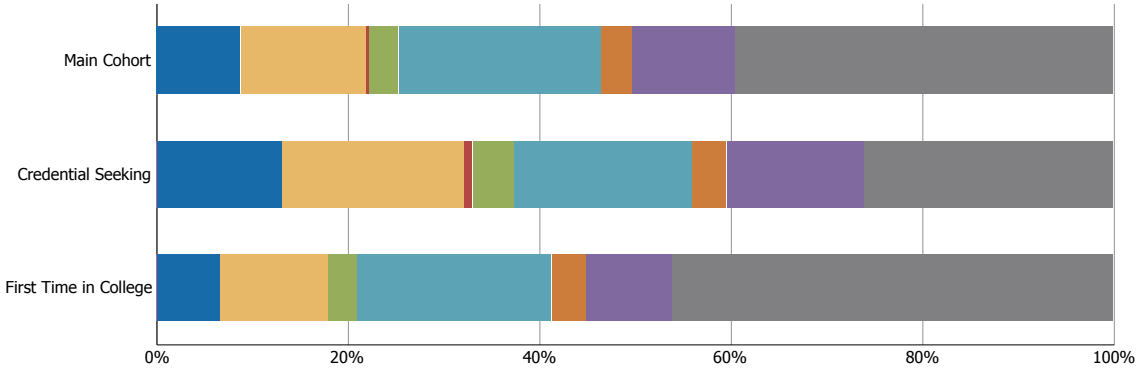
College of Southern Idaho (Twin Falls, ID)

Six Year Cohort (Fall Students 2011)

These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress by the end of six years.

Six-Year Outcomes

Outcomes by the end of Six Years by Cohort Type



Outcomes	Main Cohort	Credential Seeking	First Time in College
Cohort Count	2,044	1,370	1,673
Bachelor's	N/A	N/A	N/A
Associate (Transfer)	8.8%	13.1%	6.7%
Associate (No Transfer)	13.0%	19.1%	11.2%
Certificate (Transfer)	0.5%	0.7%	0.0%
Certificate (No Transfer)	3.0%	4.4%	3.0%
No Award (Transfer)	21.1%	18.7%	20.3%
Still Enrolled	3.3%	3.6%	3.5%
Left with > or = 30 credits	10.6%	14.4%	9.0%
Left with < 30 credits	39.6%	26.1%	46.3%

Cohort Types
Different types of students

A. Main Cohort: fall entering, first time at ***reporting*** college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Six-Year Outcomes Measures

These measures report nine potential outcomes for the students in the cohort ranging from receipt of a credential (with and without transfer) to left the college.

Each student in the cohort is counted in only one of the Six-Year Outcomes and the sum of all of the outcomes will total 100% of the cohort.

- Unduplicated
- Hierarchical
- Achieved by the end of six years
- Credentials earned at the ***reporting*** college

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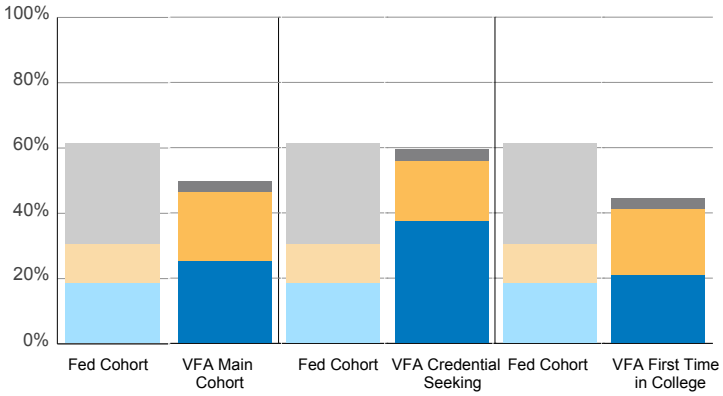
Attachment 30

College of Southern Idaho (Twin Falls, ID)

Federal Cohort Year: Fall Students 2011
VFA Cohort Year: Fall Students 2011

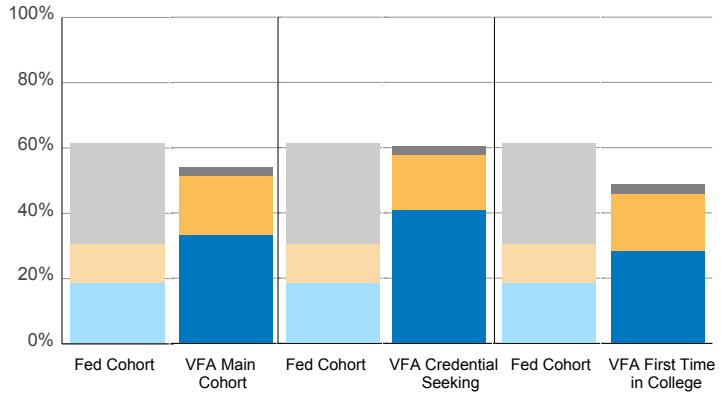
Comparison of the college's IPEDS (federal) graduation rate to the college's VFA Six-Year Outcomes

Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time and part-time students)



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	31.0%	3.3%	3.6%	3.5%
No Award (Transfer)	11.9%	21.1%	18.7%	20.3%
Total Earned Awards**	18.6%	25.3%	37.3%	20.9%

Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time students)



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	31.0%	2.7%	2.9%	3.2%
No Award (Transfer)	11.9%	18.0%	16.9%	17.5%
Total Earned Awards**	18.6%	33.4%	40.8%	28.4%

**VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.

Federal Graduation Rate Cohort:

- Fall entering, first-time, full-time degree seeking students. For more information: http://nces.ed.gov/ipeds/glossary/index.asp?id=812

VFA Cohort Types:

- Main Cohort: fall entering, first time at **reporting** institution, “all students".
- Credential Seeking: fall entering, earned 12 credits by end of year two.
- First Time in College: fall entering, first time in any post-secondary institution.

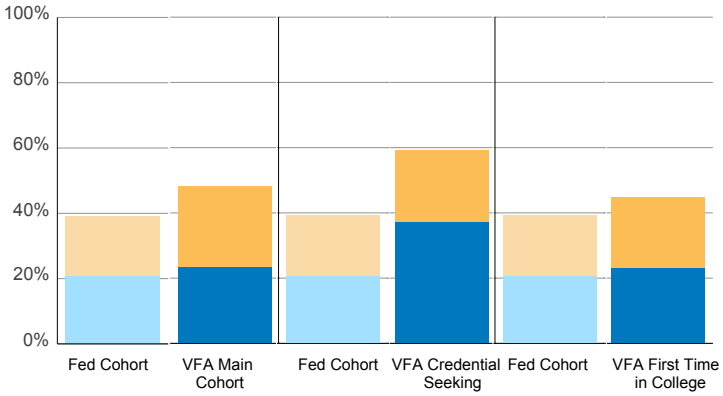
Attachment 30

All VFA Colleges

Federal Cohort Year: Fall Students 2010, Fall Students 2011
VFA Cohort Year: Fall Students 2011

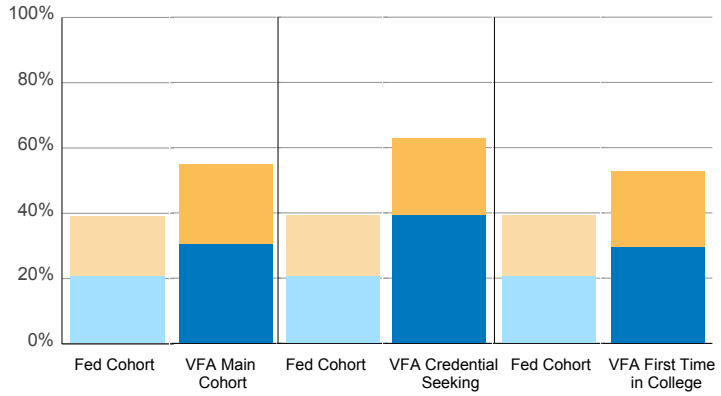
All VFA college's comparison of IPEDS (federal) graduation rate to VFA Six -Year Outcomes

Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time and part-time students)



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	18.6%	25.1%	22.0%	21.8%
Total Earned Awards**	20.7%	23.1%	37.0%	22.9%

Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time students)



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	18.6%	24.4%	23.4%	23.0%
Total Earned Awards**	20.7%	30.5%	39.5%	29.7%

**VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.

Federal Graduation Rate Cohort:

- Fall entering, first-time, full-time degree seeking students. For more information: http://nces.ed.gov/ipeds/glossary/index.asp?id=812

VFA Cohort Types:

- Main Cohort: fall entering, first time at **reporting** institution, “all students”.
- Credential Seeking: fall entering, earned 12 credits by end of year two.
- First Time in College: fall entering, first time in any post-secondary institution.

Attachment 30

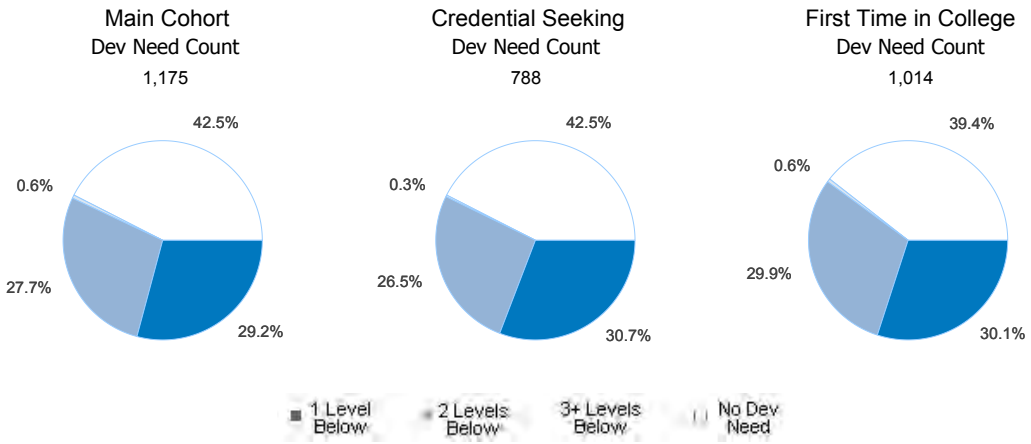
College of Southern Idaho (Twin Falls, ID)

Six Year Cohort (Fall Students 2011)

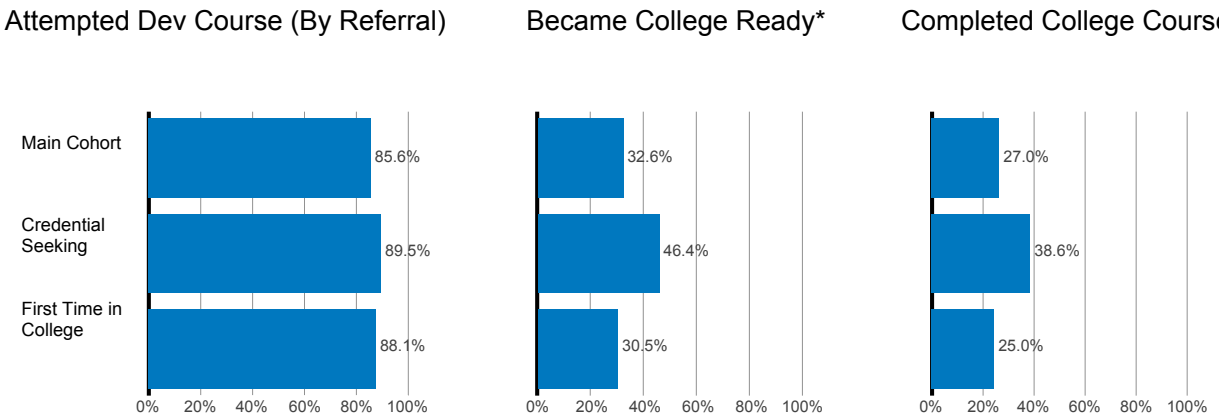
These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental Math

Developmental Need in Math by Cohort Type



Developmental Outcomes for Students Referred to Dev. Math by Cohort Type



Your college used referral to identify students with a developmental need.

Cohort Types
Different types of students

A. Main Cohort: fall entering, first time at ***reporting*** college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental Math Need*

Percent of students in cohort that were referred/placed into developmental math

Developmental need is broken down further into three levels of need, below college level.

Developmental Math Need

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental math – completed developmental math and progressed to successfully complete a college-level course in math?

*This college uses a grade of C to define success.

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Attachment 30

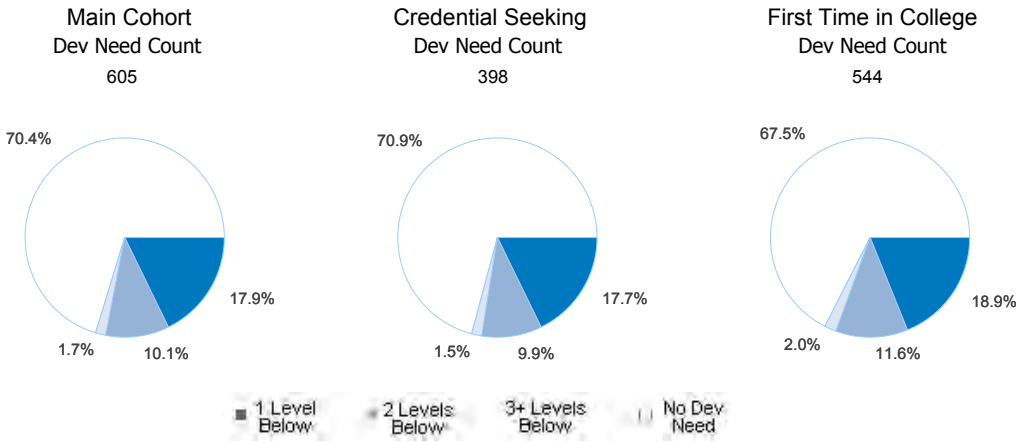
College of Southern Idaho (Twin Falls, ID)

Six Year Cohort (Fall Students 2011)

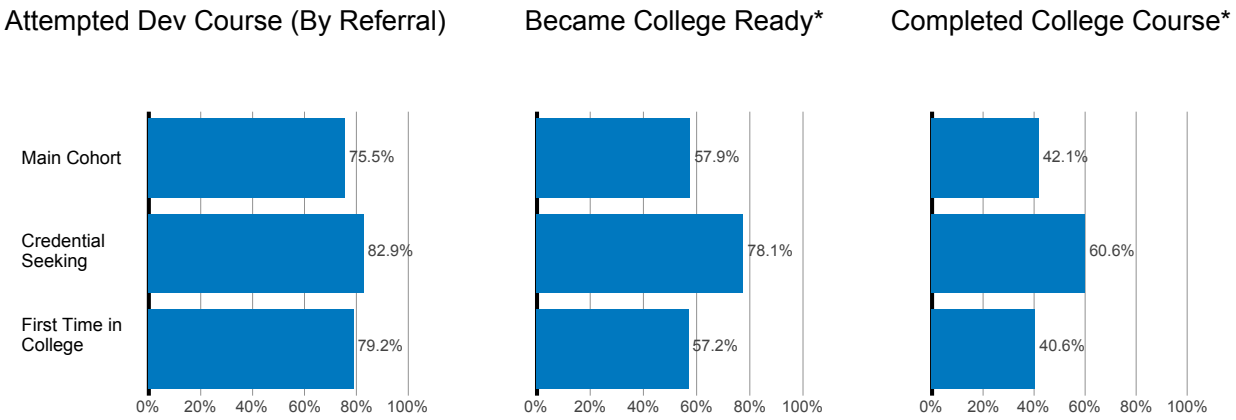
These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental English

Developmental Need in English by Cohort Type



Developmental Outcomes for Students Referred to Dev. English by Cohort Type



Your college used referral to identify students with a developmental need.

Cohort Types
Different types of students

A. Main Cohort: fall entering, first time at ***reporting*** college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental English Need*

Percent of students in cohort that were referred/placed into developmental English

Developmental need is broken down further into three levels of need, below college level.

Developmental English Outcomes

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental English – completed developmental English and progressed to successfully complete a college-level course in English?

*This college uses a grade of C to define success.

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Attachment 30

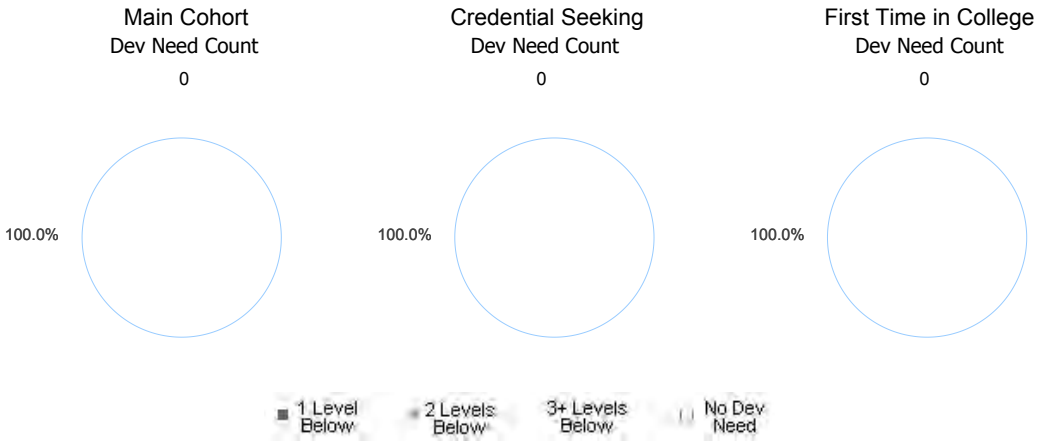
College of Southern Idaho (Twin Falls, ID)

Six Year Cohort (Fall Students 2011)

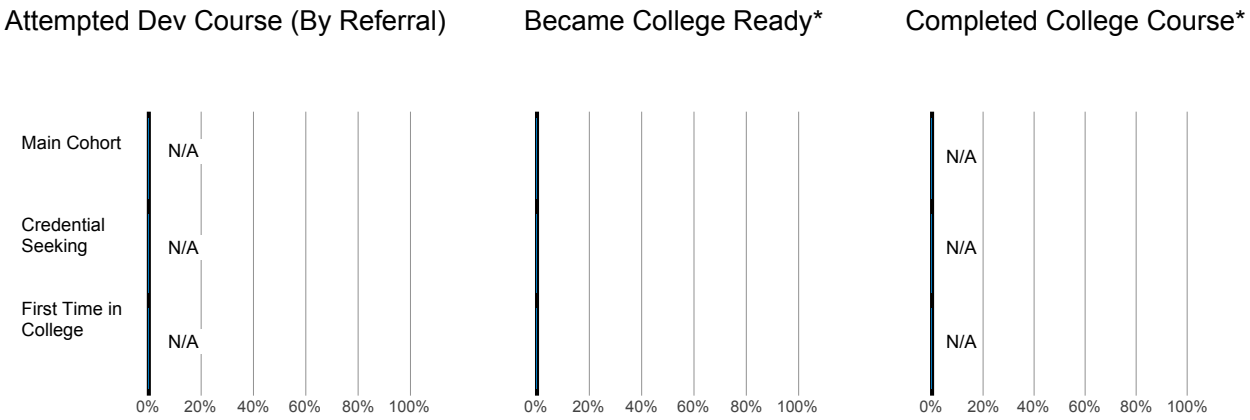
These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental Reading

Developmental Need in Reading by Cohort Type



Developmental Outcomes for Students Referred to Dev. Reading by Cohort Type



Your college used referral to identify students with a developmental need.

Cohort Types
Different types of students

A. Main Cohort: fall entering, first time at ***reporting*** college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental Reading Need*

Percent of students in cohort that were referred/placed into developmental Reading

Developmental need is broken down further into three levels of need, below college level.

Developmental Reading Outcomes

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental Reading – completed developmental Reading and progressed to successfully complete a college-level course in Reading?

*This college uses a grade of C to define success.

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Attachment 30

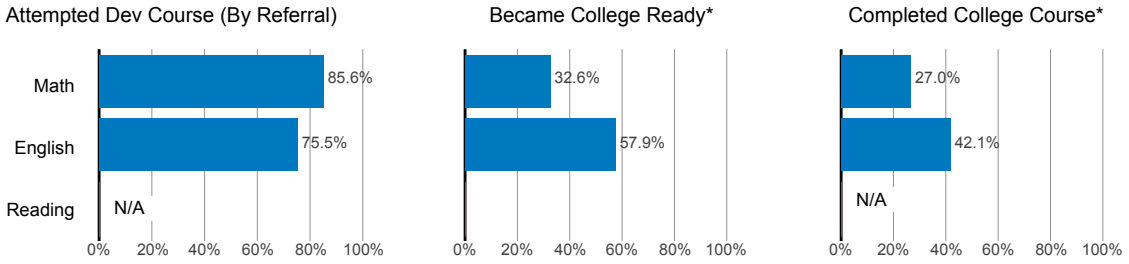
College of Southern Idaho (Twin Falls, ID)

Six Year Cohort (Fall Students 2011)

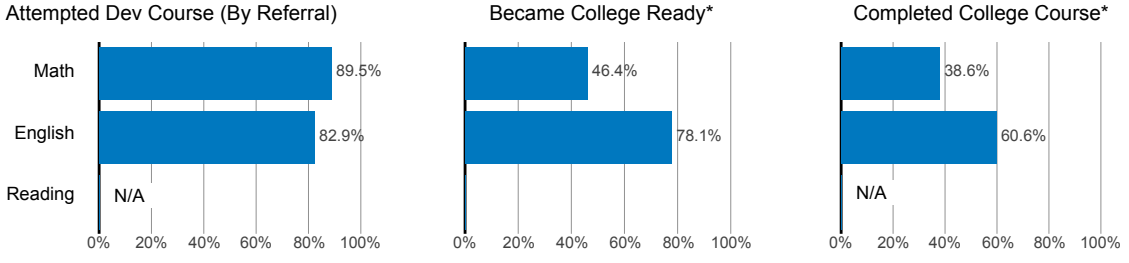
These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental Outcomes across Subjects by Cohort Type

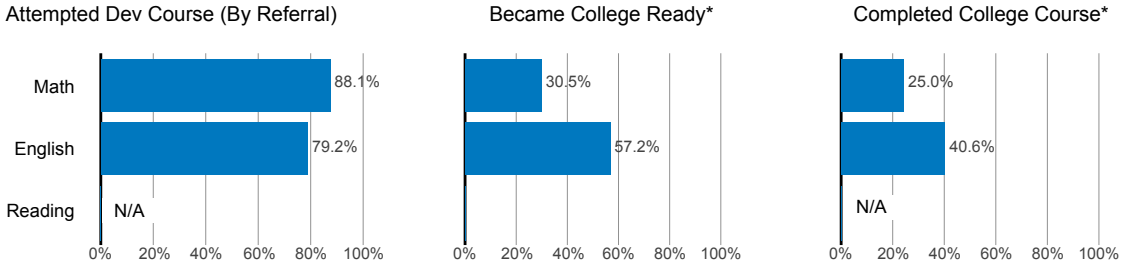
Main Cohort



Credential Seeking



First Time in College Cohort



		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	1,175	788	1,014
Dev Need Count	English	605	398	544
Dev Need Count	Reading	0	0	0

Cohort Types

Different types of students

A. Main Cohort: fall entering, first time at ***reporting*** college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental Outcomes by Subject

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental education in a subject – completed developmental education in that subject and progressed to successfully complete a college-level course in the subject?

This view of the data shows how students that are classified by a specific cohort type progress through and complete developmental education.

Your college used referral to identify students with a developmental need.

*This college uses a grade of C to define success.

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Attachment 30

College of Southern Idaho (Twin Falls, ID)

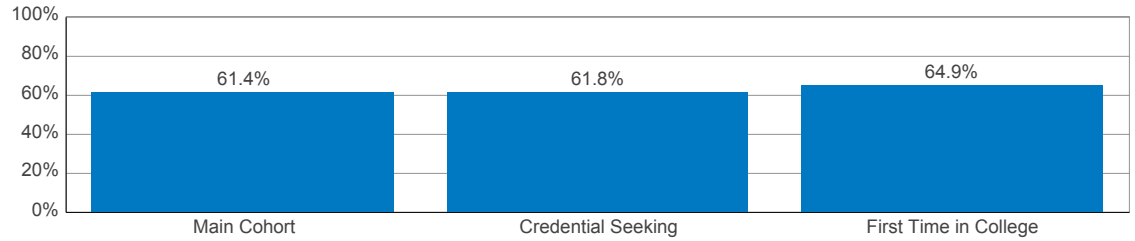
Six Year Cohort (Fall Students 2011)

These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

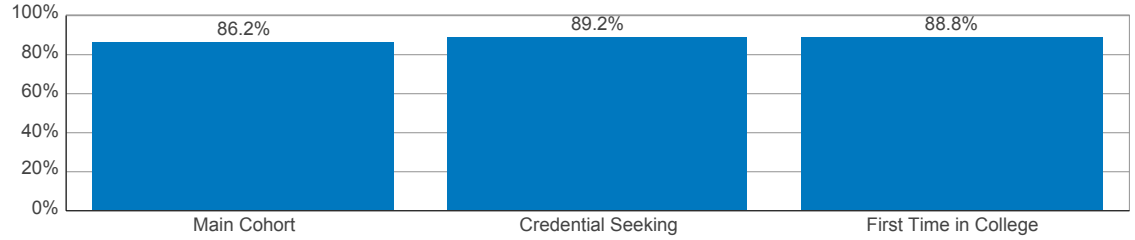
Any Developmental

	Main Cohort	Credential Seeking	First Time in College
Dev Need Count	1,254	846	1,085

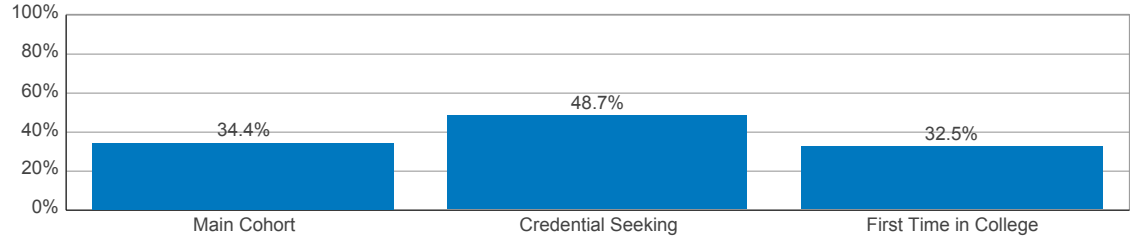
Any Developmental Need by Cohort Type



Attempted at Least One Developmental Course (By Referral) by Cohort Type



Completed All Developmental Education* by Cohort Type



Cohort Types
Different types of students

A. Main Cohort: fall entering, first time at ***reporting*** college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Any Developmental

Students represented by these data needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated count of the students in each of the cohorts that were not college ready (needed developmental education).

Your college used referral to identify students with a developmental need.

*This college uses a grade of C to define success.

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Attachment 30

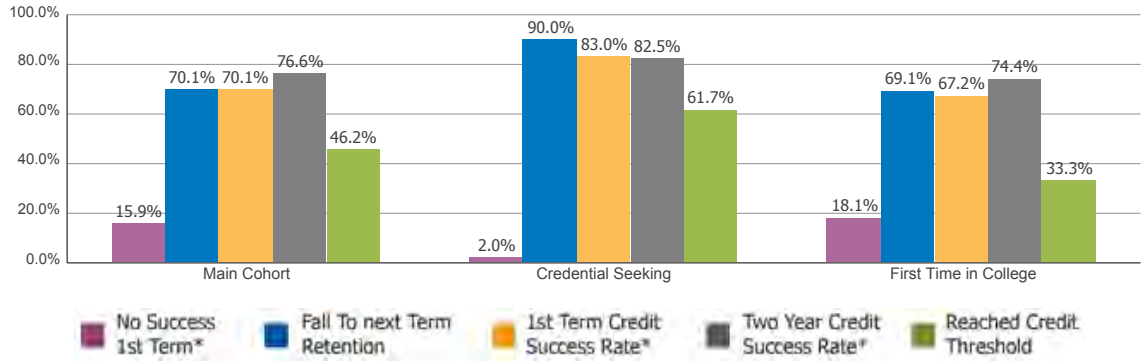
College of Southern Idaho (Twin Falls, ID)

Two Year Cohort (Fall Students 2015)

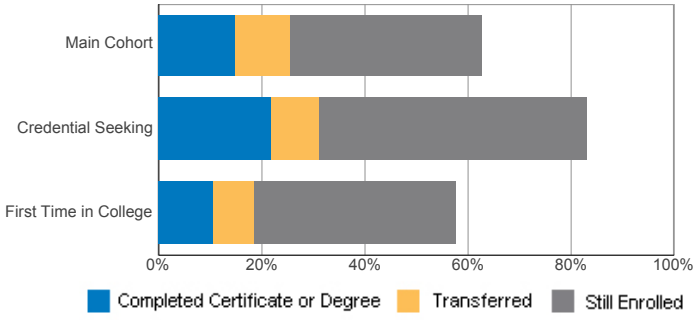
These data represent students that first entered the college in Fall Students 2015 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures

Progress by End of Year Two by Cohort Type



Persistence/Attainment Outcomes by End of Year Two by Cohort Type



	Two Year Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	1,429	**14.8%**	**10.6%**	**37.4%**
Credential Seeking	962	**21.9%**	**9.3%**	**51.9%**
First Time in College	1,049	**10.4%**	**8.3%**	**39.3%**

Cohort Types

Different types of students

A. Main Cohort: fall entering, first time at ***reporting*** college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Two-Year Progress Measures

These measures report milestones along the educational pathway and persistence/attainment outcomes by the end of a student's first two years at the college.

The persistence/attainment outcomes by the end of year two provide an early indicator of the cohort's performance. These outcomes are not exhaustive and will not sum to 100% of the students in the cohort. The outcomes are:

- Unduplicated
- Hierarchical
- Achieved by the end of two years
- Credentials earned at the ***reporting*** college

*This college uses a grade of C to define success.

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Attachment 30

The VFA is the principle accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences. The mission-appropriate measures determine how well community colleges are serving students; provide colleges the ability to identify problems and set goals for institutional improvement; and be properly accountable to stakeholders.

The *VFA's Public Outcomes Report* includes the data that colleges are required to report and share publicly. Listed below are the contents of this report.

North Idaho College (Coeur d'Alene, ID)

VFA Data Collection Cycle 2018

- **Overview of VFA's Cohorts & Outcomes**
- **Six Year Cohort (Fall Students 2011)**
    - Six-Year Outcomes Measures
    - Comparison of IPEDS Grad Rate to VFA Outcomes
    - Developmental Education Progress Measures
- **Two Year Cohort (Fall Students 2015)**
    - Two-Year Progress Measures

Overview of what is in the *VFA Public Outcomes Report*

STUDENT PROGRESS & OUTCOMES (SPO)

SPO Timeframes

The SPO measures are reported for students from two timeframes:

• TWO YEAR

Students that entered the college two years ago (Fall Students 2015) and their progress /attainment by the end of those two years

Colleges are required to report the **TWO-YEAR PROGRESS MEASURES** for the students that entered two years ago

• SIX YEAR

Students that entered the college six years ago (Fall Students 2011) and their progress and outcomes by the end of those six years

Colleges are required to report the **DEVELOPMENTAL EDUCATION** and **SIX-YEAR OUTCOMES MEASURES** for the students that entered six years ago

SPO Student Cohort Types

Colleges are also required to report the SPO measures for three types of student groups:

A. Main Cohort
Fall entering students who are *first time at the reporting college*

B. Credential Seeking
Students in the Main Cohort who earned 12 credits by the end of their first two years

C. First Time in College
Students in the Main Cohort who are *first time in college*

SPO: SIX-YEAR OUTCOMES MEASURES (unduplicated; hierarchical)

- Completed certificate, associates, or bachelor's degree (with and without transfer)
- Transfer (no award)
- Persistence: still enrolled
- Left with > or = 30 credits; Left with < 30 credits

SPO: DEVELOPMENTAL EDUCATION PROGRESS MEASURES

Developmental Subjects: math, English, reading

- Distribution of developmental need (1, 2, or 3 levels below college level in subject)

Of the students with developmental need in a subject, the number who:

- Attempted any developmental education in subject
- Completed developmental education in subject
- Completed a college-level course in subject

Any Developmental (non-subject)

- Enrolled in any developmental
- Completed all developmental (and are college-ready)

SPO: TWO-YEAR PROGRESS MEASURES

- Retention: fall to next term
- Successful completion of credits: 1st term; by end of year two
  # of total credits completed with a C grade (C-, C+) or better by the cohort
- Reached credit threshold by end of year two
  # of students in the cohort that earned 24 credits (part-time) or 42 credits (full-time)
- Persistence/attainment: completed certificate/degree; transferred; still enrolled

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Attachment 30

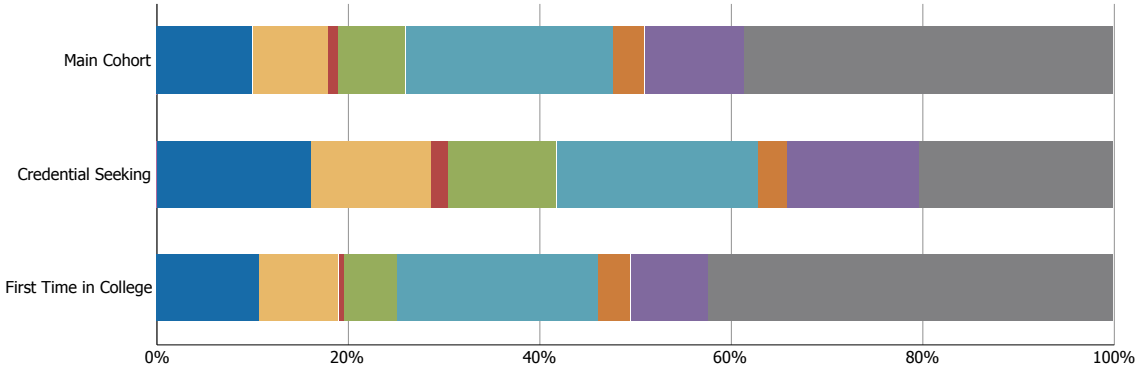
North Idaho College (Coeur d'Alene, ID)

Six Year Cohort (Fall Students 2011)

These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress by the end of six years.

Six-Year Outcomes

Outcomes by the end of Six Years by Cohort Type



Outcomes	Main Cohort	Credential Seeking	First Time in College
Cohort Count	1,688	1,044	1,233
Bachelor's	N/A	N/A	N/A
Associate (Transfer)	10.1%	16.1%	10.8%
Associate (No Transfer)	7.8%	12.6%	8.3%
Certificate (Transfer)	1.1%	1.7%	0.4%
Certificate (No Transfer)	7.1%	11.4%	5.6%
No Award (Transfer)	21.7%	21.0%	21.0%
Still Enrolled	3.2%	3.0%	3.5%
Left with > or = 30 credits	10.4%	13.8%	8.0%
Left with < 30 credits	38.6%	20.4%	42.4%

Cohort Types
Different types of students

A. Main Cohort: fall entering, first time at ***reporting*** college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Six-Year Outcomes Measures

These measures report nine potential outcomes for the students in the cohort ranging from receipt of a credential (with and without transfer) to left the college.

Each student in the cohort is counted in only one of the Six-Year Outcomes and the sum of all of the outcomes will total 100% of the cohort.

- Unduplicated
- Hierarchical
- Achieved by the end of six years
- Credentials earned at the ***reporting*** college

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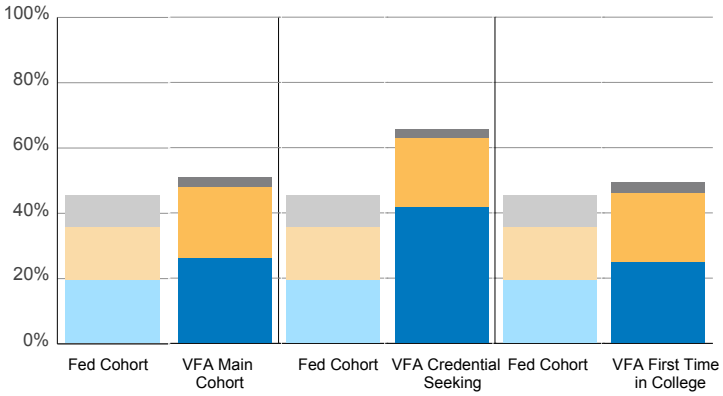
Attachment 30

North Idaho College (Coeur d'Alene, ID)

Federal Cohort Year: Fall Students 2011
VFA Cohort Year: Fall Students 2011

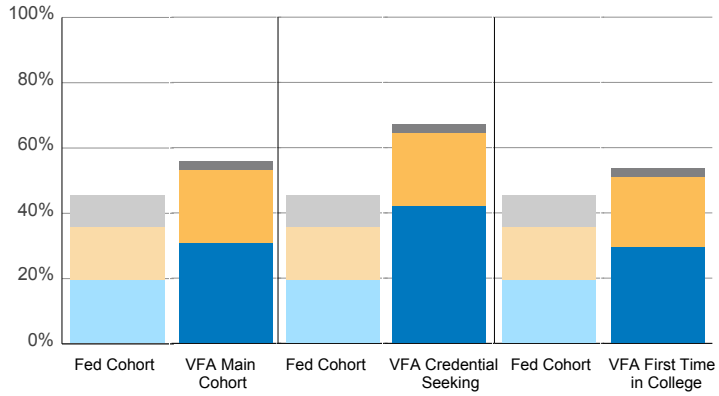
Comparison of the college's IPEDS (federal) graduation rate to the college's VFA Six-Year Outcomes

Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time and part-time students)



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	9.7%	3.2%	3.0%	3.5%
No Award (Transfer)	16.3%	21.7%	21.0%	21.0%
Total Earned Awards**	19.5%	26.1%	41.9%	25.1%

Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time students)



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	9.7%	2.8%	2.5%	2.9%
No Award (Transfer)	16.3%	22.5%	22.5%	21.7%
Total Earned Awards**	19.5%	30.6%	42.1%	29.5%

**VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.

Federal Graduation Rate Cohort:

- Fall entering, first-time, full-time degree seeking students. For more information: http://nces.ed.gov/ipeds/glossary/index.asp?id=812

VFA Cohort Types:

- Main Cohort: fall entering, first time at **reporting** institution, “all students".
- Credential Seeking: fall entering, earned 12 credits by end of year two.
- First Time in College: fall entering, first time in any post-secondary institution.

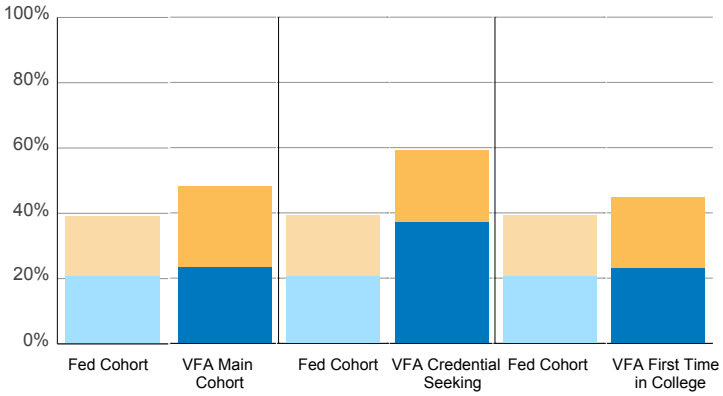
Attachment 30

All VFA Colleges

Federal Cohort Year: Fall Students 2010, Fall Students 2011
VFA Cohort Year: Fall Students 2011

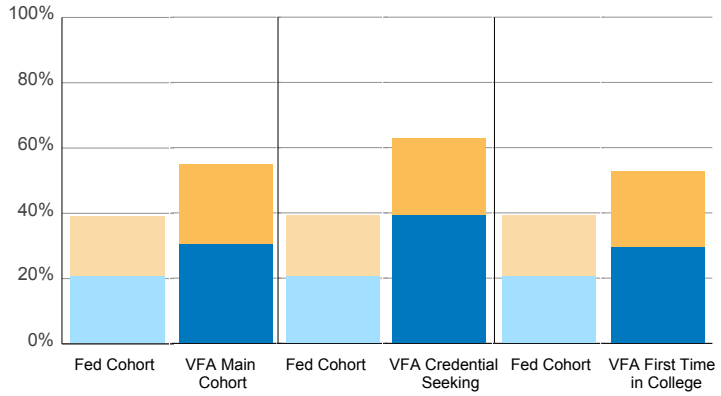
All VFA college's comparison of IPEDS (federal) graduation rate to VFA Six -Year Outcomes

Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time and part-time students)



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	18.6%	25.1%	22.0%	21.8%
Total Earned Awards**	20.7%	23.1%	37.0%	22.9%

Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time students)



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	18.6%	24.4%	23.4%	23.0%
Total Earned Awards**	20.7%	30.5%	39.5%	29.7%

**VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.

Federal Graduation Rate Cohort:

- Fall entering, first-time, full-time degree seeking students. For more information: http://nces.ed.gov/ipeds/glossary/index.asp?id=812

VFA Cohort Types:

- Main Cohort: fall entering, first time at **reporting** institution, “all students”.
- Credential Seeking: fall entering, earned 12 credits by end of year two.
- First Time in College: fall entering, first time in any post-secondary institution.

Attachment 30

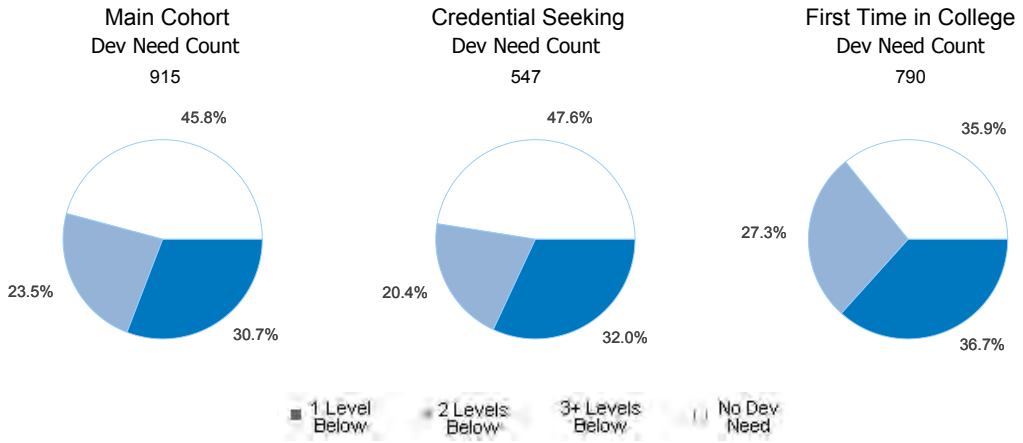
North Idaho College (Coeur d'Alene, ID)

Six Year Cohort (Fall Students 2011)

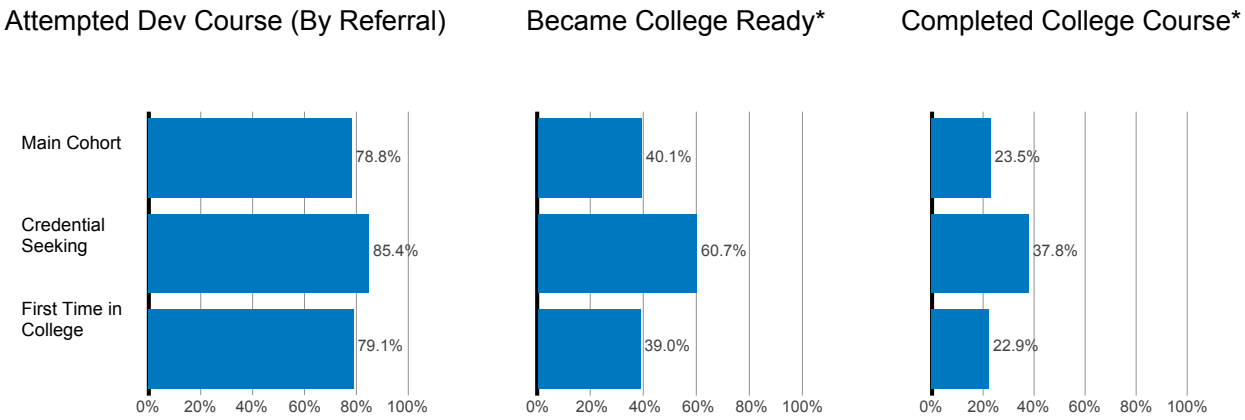
These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental Math

Developmental Need in Math by Cohort Type



Developmental Outcomes for Students Referred to Dev. Math by Cohort Type



Your college used referral to identify students with a developmental need.

Cohort Types
Different types of students

A. Main Cohort: fall entering, first time at ***reporting*** college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental Math Need*

Percent of students in cohort that were referred/placed into developmental math

Developmental need is broken down further into three levels of need, below college level.

Developmental Math Need

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental math – completed developmental math and progressed to successfully complete a college-level course in math?

*This college uses a grade of C- to define success.

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Attachment 30

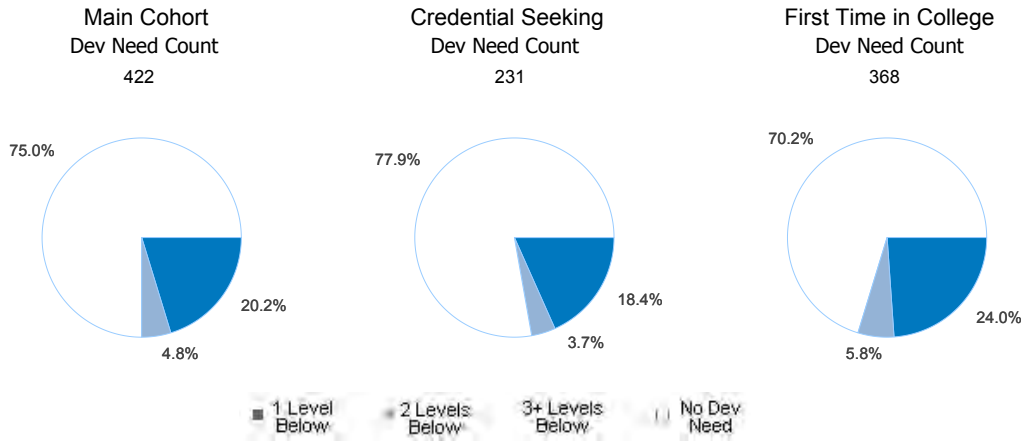
North Idaho College (Coeur d'Alene, ID)

Six Year Cohort (Fall Students 2011)

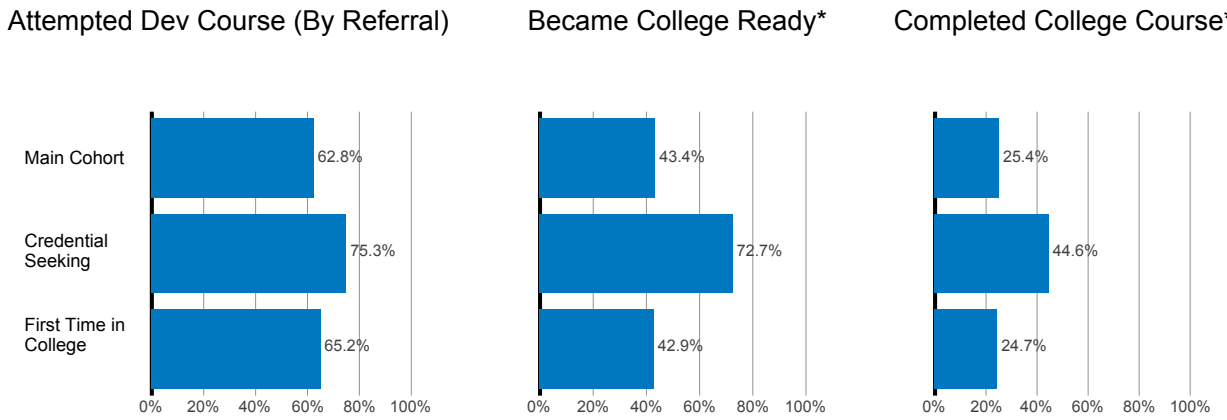
These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental English

Developmental Need in English by Cohort Type



Developmental Outcomes for Students Referred to Dev. English by Cohort Type



Your college used referral to identify students with a developmental need.

Cohort Types
Different types of students

A. Main Cohort: fall entering, first time at ***reporting*** college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental English Need*

Percent of students in cohort that were referred/placed into developmental English

Developmental need is broken down further into three levels of need, below college level.

Developmental English Outcomes

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental English – completed developmental English and progressed to successfully complete a college-level course in English?

*This college uses a grade of C- to define success.

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Attachment 30

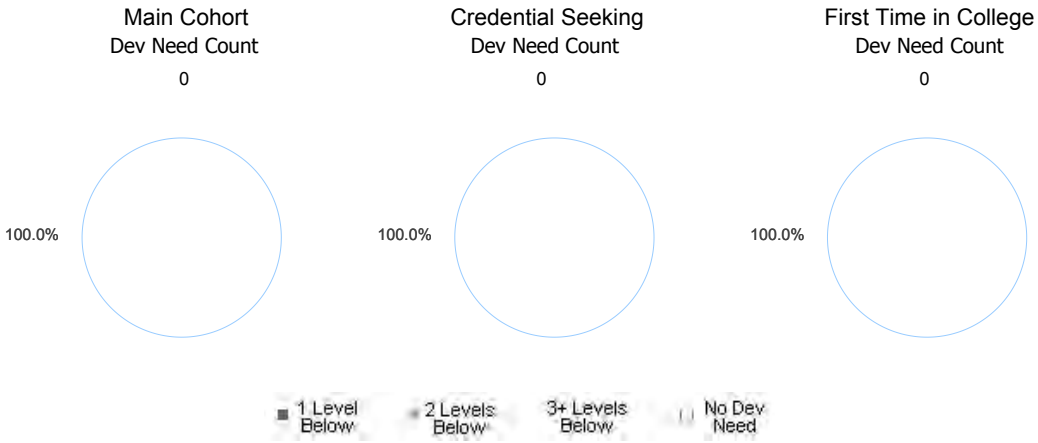
North Idaho College (Coeur d'Alene, ID)

Six Year Cohort (Fall Students 2011)

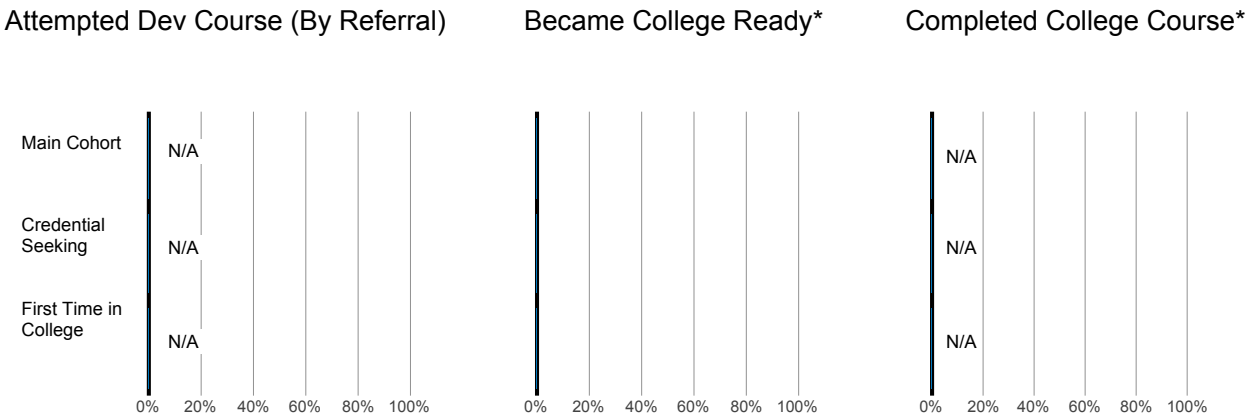
These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental Reading

Developmental Need in Reading by Cohort Type



Developmental Outcomes for Students Referred to Dev. Reading by Cohort Type



Your college used referral to identify students with a developmental need.

Cohort Types
Different types of students

A. Main Cohort: fall entering, first time at ***reporting*** college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental Reading Need*

Percent of students in cohort that were referred/placed into developmental Reading

Developmental need is broken down further into three levels of need, below college level.

Developmental Reading Outcomes

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental Reading – completed developmental Reading and progressed to successfully complete a college-level course in Reading?

*This college uses a grade of C- to define success.

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Attachment 30

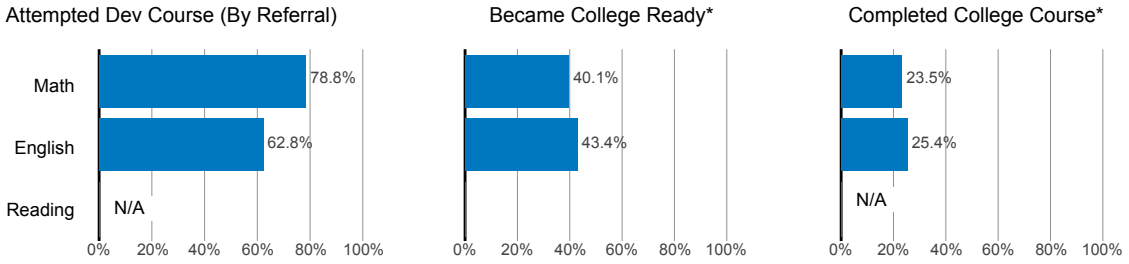
North Idaho College (Coeur d'Alene, ID)

Six Year Cohort (Fall Students 2011)

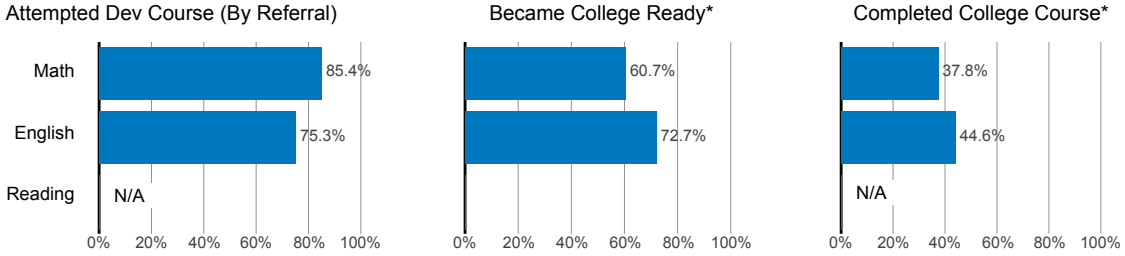
These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental Outcomes across Subjects by Cohort Type

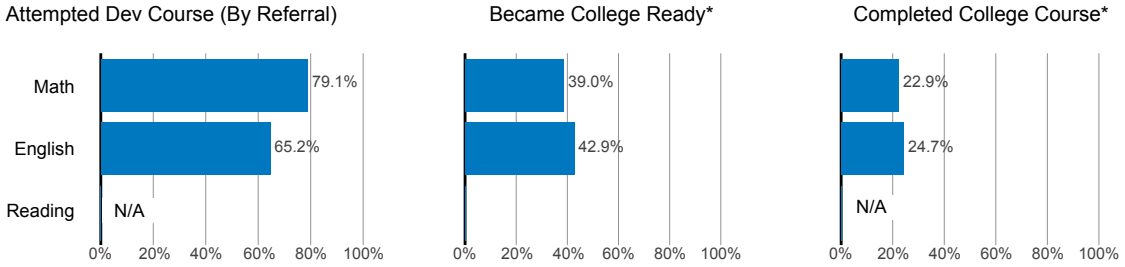
Main Cohort



Credential Seeking



First Time in College Cohort



		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	915	547	790
Dev Need Count	English	422	231	368
Dev Need Count	Reading	0	0	0

Cohort Types

Different types of students

A. Main Cohort: fall entering, first time at ***reporting*** college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental Outcomes by Subject

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental education in a subject – completed developmental education in that subject and progressed to successfully complete a college-level course in the subject?

This view of the data shows how students that are classified by a specific cohort type progress through and complete developmental education.

Your college used referral to identify students with a developmental need.

*This college uses a grade of C- to define success.

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North Idaho College (Coeur d'Alene, ID)

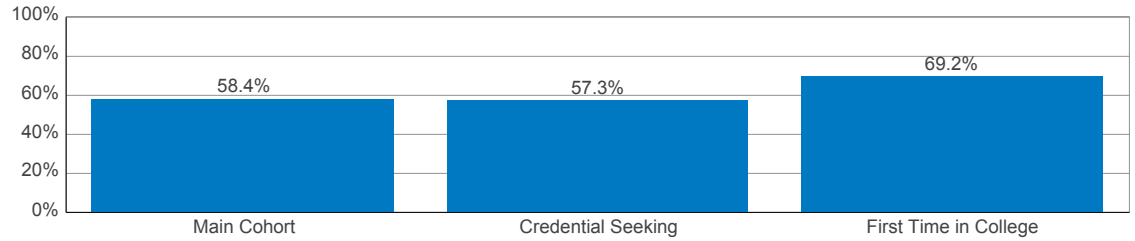
Six Year Cohort (Fall Students 2011)

These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

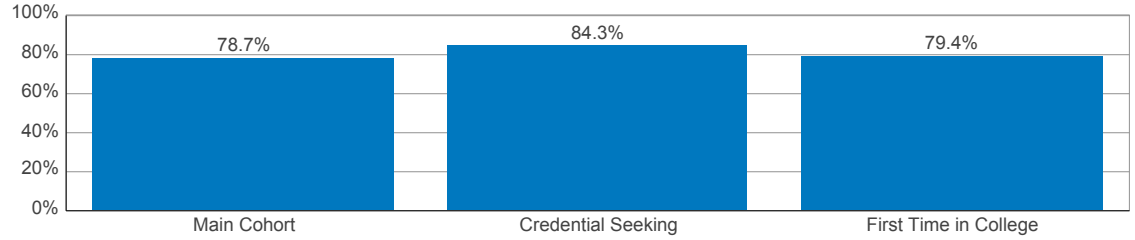
Any Developmental

	Main Cohort	Credential Seeking	First Time in College
Dev Need Count	986	598	853

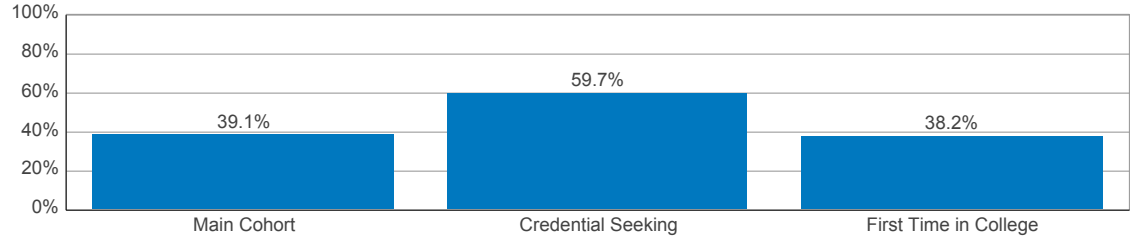
Any Developmental Need by Cohort Type



Attempted at Least One Developmental Course (By Referral) by Cohort Type



Completed All Developmental Education* by Cohort Type



Cohort Types
Different types of students

A. Main Cohort: fall entering, first time at ***reporting*** college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Any Developmental

Students represented by these data needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated count of the students in each of the cohorts that were not college ready (needed developmental education).

Your college used referral to identify students with a developmental need.

*This college uses a grade of C- to define success.

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Attachment 30

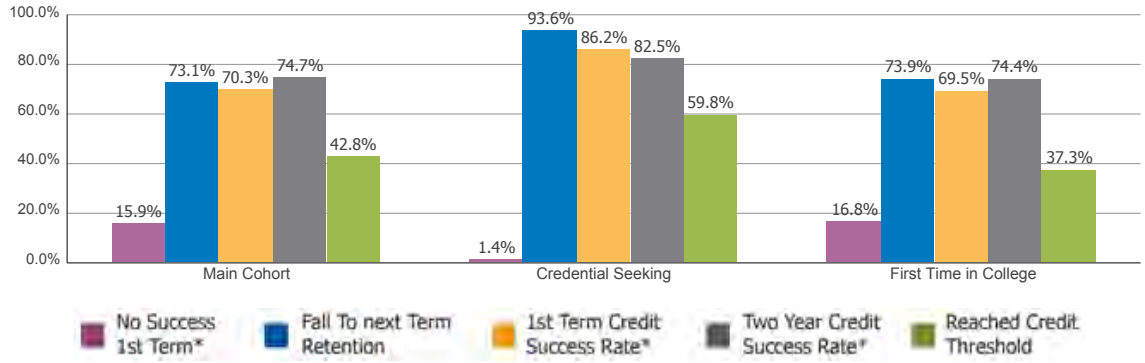
North Idaho College (Coeur d'Alene, ID)

Two Year Cohort (Fall Students 2015)

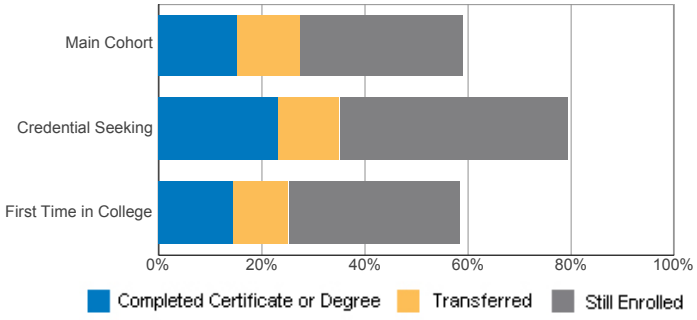
These data represent students that first entered the college in Fall Students 2015 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures

Progress by End of Year Two by Cohort Type



Persistence/Attainment Outcomes by End of Year Two by Cohort Type



	Two Year Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	1,188	**15.2%**	**12.3%**	**31.8%**
Credential Seeking	778	**23.1%**	**12.0%**	**44.5%**
First Time in College	905	**14.6%**	**10.6%**	**33.3%**

Cohort Types

Different types of students

A. Main Cohort: fall entering, first time at ***reporting*** college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Two-Year Progress Measures

These measures report milestones along the educational pathway and persistence/attainment outcomes by the end of a student's first two years at the college.

The persistence/attainment outcomes by the end of year two provide an early indicator of the cohort's performance. These outcomes are not exhaustive and will not sum to 100% of the students in the cohort. The outcomes are:

- Unduplicated
- Hierarchical
- Achieved by the end of two years
- Credentials earned at the ***reporting*** college

*This college uses a grade of C- to define success.

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DEPARTMENT OF EDUCATION
OCTOBER 17, 2018

TAB	DESCRIPTION	ACTION
1	**DEVELOPMENTS IN K-12 EDUCATION**	Information Item
2	**FY 2020 PUBLIC SCHOOLS BUDGET REQUEST**	Information Item
3	**SCHOOLS WITH LESS THAN 10 STUDENTS ANNUAL REPORT**	Information Item
4	**MASTERY EDUCATION AND EARNING CREDITS**	Information Item
5	**FINANCIAL LITERACY/CURRICULUM**	Information Item
6	**SCHOOL ACCOUNTABILITY SYSTEM UPDATE**	Information Item
7	**PARENT AND TEACHER ENGAGEMENT AND SATISFACTION SURVEYS**	Information Item
8	**KEEPING IDAHO STUDENTS SAFE (KISS) INITATIVE**	Information Item
9	**ADVANCED OPPORTUNITIES REPORT**	Information Item
10	**PENDING RULE – DOCKET NO. 08-0203-1801, SPECIAL EDUCATION MANUAL – INCORPORATED BY REFERENCE**	Motion to Approve

11	**PENDING RULE – DOCKET NO. 08-0203-1805, LIMITED ENGLISH PROFICIENCY AND ANNUAL MEASURABLE PROGRESS DEFINITION**	Motion to Approve

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

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

- Celebrating excellence in education
- IRI Update – how did it go?
- Legislative update coming in December

BOARD ACTION

This item is for informational purposes only.

SUBJECT

FY 2020 Public School Budget Request

APPLICABLE STATUTE, RULE, OR POLICY

Title 33, Chapter 10, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination
Goal 2: Educational Attainment, Objective A: Higher Level of Educational Attainment

BACKGROUND/DISCUSSION

In July, Superintendent Ybarra invited the Chairs of the Senate and House Education Committees, representatives of the Idaho Association of School Administrators (IASA), Idaho Business for Education (IBE), Idaho Digital Learning Academy (IDLA), Idaho Education Association (IEA), Idaho School Boards Association (ISBA), Idaho Parent Teacher Association (PTA), Idaho Rural Schools Association (IRSA), Idaho Charter School Network (ICSN), Idaho Career Technical Education, Northwest Professional Educators (NPE), Office of the State Board of Education (OSBE), Office of the Governor / Division of Financial Management, and Legislative Services, to meet and make specific budget recommendations. Superintendent Ybarra took those recommendations into consideration when preparing the FY 2020 Public Schools Budget request.

IMPACT

If approved by the Legislature, this request will require a FY 2019 $19.9 million state general fund supplemental appropriation, and a FY 2020 $123.2 million increase in state general funds.

ATTACHMENTS

Attachment 1 – FY 2020 Public School Budget Request (including the Idaho Education Services for the Deaf and the Blind)
Attachment 2 – FY 2020 Public School Budget Request (excluding the Idaho Education Services for the Deaf and the Blind)
Attachment 3 – FY 2020 Public School Budget Request Summary

STAFF COMMENTS AND RECOMMENDATIONS

The July meeting was well attended and each group had an opportunity to share their FY 2020 funding priorities.

BOARD ACTION

This item is for informational purposes only.

DEPARTMENT OF EDUCATION
OCTOBER 17, 2018
Public School Foundation Program

Attachment 1

		APPROPRIATION 2018-2019[1]			REQUEST 2019-2020			$ CHANGE			% CHANGE		
		Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total
1	REVENUES												
a.	General Fund	$1,793,921,000	$10,454,900	$1,804,375,900	$1,916,409,900	$11,130,500	$1,927,540,400	$122,488,900	$675,600	$123,164,500	6.8%	6.5%	6.8%
	STATE DEDICATED REVENUE												
b.	Endowment / Lands	$50,325,600	$191,800	$50,517,400	$51,260,000	$191,800	$51,451,800	$934,400	$0	$934,400	1.9%	0.0%	1.8%
c.	Miscellaneous	5,000,000	109,200	5,109,200	8,000,000	109,200	8,109,200	3,000,000	0	3,000,000	60.0%	0.0%	58.7%
d.	Lottery Dividend	18,562,500	0	18,562,500	22,842,500	0	22,842,500	4,280,000	0	4,280,000	23.1%	NA	23.1%
e.	Bond Levy Equalization Fund	12,796,700	0	12,796,700	15,448,900	0	15,448,900	2,652,200	0	2,652,200	20.7%	NA	20.7%
f.	Cigarette and Lottery Taxes	4,024,900	0	4,024,900	4,024,900	0	4,024,900	0	0	0	0.0%	NA	0.0%
	TOTAL STATE DEDICATED REVENUE	$90,709,700	$301,000	$91,010,700	$101,576,300	$301,000	$101,877,300	$10,866,600	$0	$10,866,600	12.0%	0.0%	11.9%
	TOTAL STATE REVENUES	$1,884,630,700	$10,755,900	$1,895,386,600	$2,017,986,200	$11,431,500	$2,029,417,700	$133,355,500	$675,600	$134,031,100	7.1%	6.3%	7.1%
g.	FEDERAL REVENUES	$264,115,000	$223,500	$264,338,500	$264,115,000	$223,500	$264,338,500	$0	$0	$0	0.0%	0.0%	0.0%
	TOTAL REVENUES	$2,148,745,700	$10,979,400	$2,159,725,100	$2,282,101,200	$11,655,000	$2,293,756,200	$133,355,500	$675,600	$134,031,100	6.2%	6.2%	6.2%
2	STATUTORY EXPENDITURES												
a.	Transportation	$73,010,000	$0	$73,010,000	$75,334,700	$0	$75,334,700	$2,324,700	$0	$2,324,700	3.2%	NA	3.2%
b.	Border Contracts	1,200,000	0	1,200,000	1,200,000	0	1,200,000	0	0	0	0.0%	NA	0.0%
c.	Exceptional Contracts and Tuition Equivalents	5,390,900	0	5,390,900	5,761,000	0	5,761,000	370,100	0	370,100	6.9%	NA	6.9%
d.	Salary-based Apportionment (Administrators, Classified)	203,518,300	0	203,518,300	212,578,600	0	212,578,600	9,060,300	0	9,060,300	4.5%	NA	4.5%
e.	Employer's Benefit Obligations (Administrators, Classified)	38,180,000	0	38,180,000	41,197,800	0	41,197,800	3,017,800	0	3,017,800	7.9%	NA	7.9%
f.	Career Ladder Salaries	761,566,200	0	761,566,200	824,813,100	0	824,813,100	63,246,900	0	63,246,900	8.3%	NA	8.3%
g.	Career Ladder Employer's Benefit Obligations	142,869,800	0	142,869,800	160,370,000	0	160,370,000	17,500,200	0	17,500,200	12.2%	NA	12.2%
h.	Master Educator Premium	0	0	0	11,959,000	0	11,959,000						
i.	Leadership Premiums	17,773,600	0	17,773,600	18,400,700	0	18,400,700	627,100	0	627,100	3.5%	NA	3.5%
j.	Teacher Incentive Award (Nat'l Bd Cert)	90,000	0	90,000	90,000	0	90,000	0	0	0	0.0%	NA	0.0%
k.	Idaho Safe and Drug-Free Schools	4,024,900	0	4,024,900	4,024,900	0	4,024,900	0	0	0	0.0%	NA	0.0%
l.	Bond Levy Equalization Support Program	23,184,500	0	23,184,500	25,968,300	0	25,968,300	2,783,800	0	2,783,800	12.0%	NA	12.0%
m.	Charter School Facilities	7,893,700	0	7,893,700	8,840,000	0	8,840,000	946,300	0	946,300	12.0%	NA	12.0%
n.	Idaho Digital Learning Academy	9,788,500	0	9,788,500	12,157,600	0	12,157,600	2,369,100	0	2,369,100	24.2%	NA	24.2%
o.	School Facilities Funding (lottery)	18,562,500	0	18,562,500	22,842,500	0	22,842,500	4,280,000	0	4,280,000	23.1%	NA	23.1%
p.	School Facilities Maintenance Match	3,905,000	0	3,905,000	4,104,000	0	4,104,000	199,000	0	199,000	5.1%	NA	5.1%
q.	Advanced Opportunities	15,000,000	0	15,000,000	18,000,000	0	18,000,000	3,000,000	0	3,000,000	20.0%	NA	20.0%
r.	Math and Science Requirement	5,930,000	0	5,930,000	6,590,900	0	6,590,900	660,900	0	660,900	11.1%	NA	11.1%
s.	Continuous Improvement Plans and Training	652,000	0	652,000	652,000	0	652,000	0	0	0	0.0%	NA	0.0%
t.	Mastery-Based Education	1,400,000	0	1,400,000	2,800,000	0	2,800,000	1,400,000	0	1,400,000	100.0%	NA	100.0%
u.	Online Class Portal	150,000	0	150,000	150,000	0	150,000	0	0	0	0.0%	NA	0.0%
v.	College and Career Advisors and Student Mentors	9,000,000	0	9,000,000	9,000,000	0	9,000,000	0	0	0	0.0%	NA	0.0%
w.	Literacy Intervention	13,156,500	0	13,156,500	13,156,500	0	13,156,500	0	0	0	0.0%	NA	0.0%
x.	Innovation Schools	100,000	0	100,000	100,000	0	100,000	0	0	0	0.0%	NA	0.0%
3	NON-STATUTORY EXPENDITURES												
a.	Technology (Classroom, Wireless Infrastructure, IMS Maintenance)	36,500,000	0	36,500,000	39,500,000	0	39,500,000	3,000,000	0	3,000,000	8.2%	NA	8.2%
b.	IT Staffing	8,000,000	0	8,000,000	8,000,000	0	8,000,000	0	0	0	0.0%	NA	0.0%
c.	Student Achievement Assessments	3,100,000	0	3,100,000	2,258,500	0	2,258,500	(841,500)	0	(841,500)	-27.1%	NA	-27.1%
d.	Math Initiative	1,817,800	0	1,817,800	2,927,900	0	2,927,900	1,110,100	0	1,110,100	61.1%	NA	61.1%
e.	Remediation / Waiver (non Title I)	5,456,300	0	5,456,300	5,456,300	0	5,456,300	0	0	0	0.0%	NA	0.0%
f.	Limited English Proficient (LEP)	4,870,000	0	4,870,000	4,870,000	0	4,870,000	0	0	0	0.0%	NA	0.0%
g.	Professional Development (Idaho Core, District Funding, G/T)	21,550,000	0	21,550,000	23,550,000	0	23,550,000	2,000,000	0	2,000,000	9.3%	NA	9.3%
h.	Content and Curriculum	6,350,000	0	6,350,000	6,350,000	0	6,350,000	0	0	0	0.0%	NA	0.0%
i.	Keep Idaho Students Safe (KISS) Initiative	19,110,000	0	19,110,000	1,600,000	0	1,600,000	(17,510,000)	0	(17,510,000)	-91.6%	NA	-91.6%
j.	Teacher Pipeline	0	0	0	980,000	0	980,000	980,000	0	980,000	NA	NA	NA
4	FEDERAL EXPENDITURES	264,115,000	0	264,115,000	264,115,000	0	264,115,000	0	0	0	0.0%	NA	0.0%
5	IDAHO EDUCATIONAL SERVICES FOR THE DEAF & THE BLIND												
a.	Campus	0	7,023,000	7,023,000	0	7,468,800	7,468,800	0	445,800	445,800	NA	6.3%	6.3%
b.	Outreach	0	3,956,400	3,956,400	0	4,186,200	4,186,200	0	229,800	229,800	NA	5.8%	5.8%
	TOTAL EXPENDITURES	$1,727,215,500	$10,979,400	$1,738,194,900	$1,839,699,300	$11,655,000	$1,851,354,300	$112,483,800	$675,600	$113,159,400	6.5%	6.2%	6.5%
6	PUBLIC EDUCATION STABILIZATION FUNDS	$0			$0			$0			NA		
7	NET STATE FUNDING	$421,530,200			$442,401,900			$20,871,700			5.0%		
8	SUPPORT UNITS	15,339			15,560			221			1.4%		
9	DISTRIBUTION FACTOR (includes $300 for Safe Environment Provisions)	$27,481			$28,432			$951			3.5%		

[1] Includes $19,110,000 for Keep Idaho Students Safe (KISS) Initiative Supplemental Request

Public School Foundation Program

(excludes IESDB)

		Appropriation 2018-2019[1]	Request 2019-2020	$ Change	% Change
1	REVENUES				
a.	General Fund	$1,793,921,000	$1,916,409,900	$122,488,900	6.8%
	STATE DEDICATED REVENUE				
b.	Endowment / Lands	$50,325,600	$51,260,000	$934,400	1.9%
c.	Miscellaneous	5,000,000	8,000,000	3,000,000	60.0%
d.	Lottery Dividend	18,562,500	22,842,500	4,280,000	23.1%
e.	Bond Levy Equalization Fund	12,796,700	15,448,900	2,652,200	20.7%
f.	Cigarette and Lottery Taxes	4,024,900	4,024,900	0	0.0%
	TOTAL STATE DEDICATED REVENUE	$90,709,700	$101,576,300	$10,866,600	12.0%
	TOTAL STATE REVENUES	$1,884,630,700	$2,017,986,200	$133,355,500	7.1%
g.	FEDERAL REVENUES	$264,115,000	$264,115,000	$0	0.0%
	TOTAL REVENUES	$2,148,745,700	$2,282,101,200	$133,355,500	6.2%
2	STATUTORY EXPENDITURES				
a.	Transportation	$73,010,000	$75,334,700	$2,324,700	3.2%
b.	Border Contracts	1,200,000	1,200,000	0	0.0%
c.	Exceptional Contracts and Tuition Equivalents	5,390,900	5,761,000	370,100	6.9%
d.	Salary-based Apportionment (Administrators, Classified)	203,518,300	212,578,600	9,060,300	4.5%
e.	Employer's Benefit Obligations (Administrators, Classified)	38,180,000	41,197,800	3,017,800	7.9%
f.	Career Ladder Salaries	761,566,200	824,813,100	63,246,900	8.3%
g.	Career Ladder Employer's Benefit Obligations	142,869,800	160,370,000	17,500,200	12.2%
h.	Master Educator Premium	0	11,959,000	11,959,000	NA
i.	Leadership Premiums	17,773,600	18,400,700	627,100	3.5%
j.	Teacher Incentive Award (Nat'l Bd Cert)	90,000	90,000	0	0.0%
k.	Idaho Safe and Drug-Free Schools	4,024,900	4,024,900	0	0.0%
l.	Bond Levy Equalization Support Program	23,184,500	25,968,300	2,783,800	12.0%
m.	Charter School Facilities	7,893,700	8,840,000	946,300	12.0%
n.	Idaho Digital Learning Academy	9,788,500	12,157,600	2,369,100	24.2%
o.	School Facilities Funding (lottery)	18,562,500	22,842,500	4,280,000	23.1%
p.	School Facilities Maintenance Match	3,905,000	4,104,000	199,000	5.1%
q.	Advanced Opportunities	15,000,000	18,000,000	3,000,000	20.0%
r.	Math and Science Requirement	5,930,000	6,590,900	660,900	11.1%
s.	Continuous Improvement Plans and Training	652,000	652,000	0	0.0%
t.	Mastery-Based Education	1,400,000	2,800,000	1,400,000	100.0%
u.	Online Class Portal	150,000	150,000	0	0.0%
v.	College and Career Advisors and Student Mentors	9,000,000	9,000,000	0	0.0%
w.	Literacy Intervention	13,156,500	13,156,500	0	0.0%
x.	Innovation Schools	100,000	100,000	0	0.0%
3	NON-STATUTORY EXPENDITURES				
a.	Technology (Classroom, Wireless Infrastructure, IMS Maintenance)	36,500,000	39,500,000	3,000,000	8.2%
b.	IT Staffing	8,000,000	8,000,000	0	0.0%
c.	Student Achievement Assessments	3,100,000	2,258,500	(841,500)	-27.1%
d.	Math Initiative	1,817,800	2,927,900	1,110,100	61.1%
e.	Remediation / Waiver (non Title I)	5,456,300	5,456,300	0	0.0%
f.	Limited English Proficient (LEP)	4,870,000	4,870,000	0	0.0%
g.	Professional Development (Reading Coaches, District Funding, G/T)	21,550,000	23,550,000	2,000,000	9.3%
h.	Content and Curriculum	6,350,000	6,350,000	0	0.0%
i.	Keep Idaho Students Safe (KISS) Initiative	19,110,000	1,600,000	(17,510,000)	-91.6%
j.	Teacher Pipeline	0	980,000	980,000	NA
4	FEDERAL EXPENDITURES	264,115,000	264,115,000	0	0.0%
	TOTAL EXPENDITURES	$1,727,215,500	$1,839,699,300	$112,483,800	6.5%
5	PUBLIC EDUCATION STABILIZATION FUNDS	$0	$0	$0	NA
6	NET STATE FUNDING	$421,530,200	$442,401,900	$20,871,700	5.0%
7	SUPPORT UNITS	15,339	15,560	221	1.4%
8	DISTRIBUTION FACTOR (includes $300 for Safe Environment Provisions)	$27,481	$28,432	$951	3.5%

[1] Includes $19,110,000 for Keep Idaho Students Safe (KISS) Initiative Supplemental Request

BDGTPS20.xls 9/4/2018
Request (Excl IESDB) 12:56 PM

DEPARTMENT OF EDUCATION
OCTOBER 17, 2018

Attachment 3

FY 2020 Public School Budget
Superintendent's Request
(excludes IESDB)

1.	**FY 2019 General Fund Original Appropriation**		**$1,774,811,000**	
2.	**FY 2019 Supplemental Request**			
a.	Keep Idaho Students Safe (KISS) Initiative ($610,000 ongoing, $18,500,000 one-time)		$19,110,000	
	Total FY 2019 Supplemental Request		**$19,110,000**	
3.	**FY 2019 General Fund Appropriation (adjusted for Supplemental Request)**		**$1,793,921,000**	
4.	**Base Adjustments / Transfers**			
a.	Removal of One-Time Expenditures [Keep Idaho Students Safe (KISS) Initiative]		-18,500,000	-1.03%
b.	Miscellaneous Revenue (from $5,000,000 to $8,000,000)		-3,000,000	-0.17%
c.	Endowment / Lands Revenue (from $50,325,600 to $51,260,000)		-934,400	-0.05%
d.	Removal of One-Time Expenditures (Student Achievement Assessments)		-$841,500	-0.05%
	Total Base Adjustments		**-$23,275,900**	**-1.30%**
5.	**Statutory / Maintenance (Governor's Task Force)**	#		
a.	Career Ladder (Instructional and Pupil Service Staff)	12.	$47,996,100	2.68%
b.	Master Educator Premium (2,500 @ $4,000, plus state-paid employee benefits)	12.	11,959,000	0.67%
c.	Advanced Opportunities (from $15,000,000 to $18,000,000)	4.	3,000,000	0.17%
	Total Statutory / Maintenance (Governor's Task Force)		**$62,955,100**	**3.51%**
6.	**Statutory / Maintenance**			
a.	PERSI Employer Rate Increase (from 11.32% to 11.94%)		$6,265,100	0.35%
b.	Operational Increase - Increase of 221 Best 28 week support units (from 15,339 to 15,560)		6,073,300	0.34%
c.	Salary and Benefit Apportionment (Administrators, Classified) - Increase of 219 mid-term support units (from 15,404 to 15,623)		3,446,200	0.19%
d.	Idaho Digital Learning Alliance (IDLA) (from $9,788,500 to $12,157,600)		2,369,100	0.13%
e.	Transportation (from $73,010,000 to $75,334,700)		2,324,700	0.13%
f.	Charter School Facilities (from $7,893,700 to $8,840,000)		946,300	0.05%
g.	Math and Science Requirement (from $5,930,000 to $6,590,900)		660,900	0.04%
h.	Leadership Awards / Premiums - Growth (FTE) (from $17,773,600 to $18,400,700; FTE from 17,640 to 18,102)		627,100	0.03%
i.	Exceptional Contracts and Tuition Equivalents (from $5,390,900 to $5,761,000)		370,100	0.02%
j.	School Facilities Maintenance Match (from $3,905,000 to $4,104,000)		199,000	0.01%
k.	Bond Levy Equalization Support Program (from $10,387,800 to $10,519,400)		131,600	0.01%
	Total Statutory / Maintenance		**$23,413,400**	**1.31%**
7.	**Division of Financial Management Directives**			
a.	Salary and Benefit Apportionment - 1% increase in Base Salaries (Administrators, Classified)		$2,448,800	0.14%
	Total Division of Financial Management Directives		**$2,448,800**	**0.14%**
8.	**Line Item Requests (Governor's Task Force)**	#		
a.	Career Ladder Base Allocation Increases (Instructional, Pupil Services)	12.	$27,778,700	1.55%
b.	Technology (Classroom) (from $36,500,000 to $39,500,000)	10.	3,000,000	0.17%
c.	Professional Development (from $21,550,000 to $23,550,000)	16.	2,000,000	0.11%
d.	Mastery-Based Education (from $1,400,000 to $2,800,000)	1.	1,400,000	0.08%
	Total Line Item Requests (Governor's Task Force)		**$34,178,700**	**1.91%**
9.	**Line Item Requests (Other)**			
a.	Discretionary Increase (Health Insurance, from $11,712 to $12,190, 4.08% increase)		$7,438,100	0.41%
b.	Discretionary Increase (Other, from $15,769 to $16,242, 3.0% increase)		7,360,300	0.41%
c.	Additional 2% - Classified (including 1% DFM directive, increases base salary from $21,665 to $22,315)		3,006,100	0.17%
d.	Additional 2% - Administration (including 1% DFM directive, increases base salary from $36,186 to $37,272)		1,884,200	0.11%
e.	Math Initiative (from $1,817,000 to $2,927,900)		1,110,100	0.06%
f.	Keep Idaho Students Safe (KISS) Initiative (from $610,000 to $1,600,000)		990,000	0.06%
g.	Teacher Pipeline Initiative		980,000	0.05%
	Total Line Item Requests (Other)		**$22,768,800**	**1.27%**
10.	**FY 2020 General Fund Requested Increase**		**$122,488,900**	**6.83%**
11.	**FY 2020 General Fund Total Request**		**$1,916,409,900**	

SUBJECT

Less Than Ten (10) Students in Average Daily Attendance Report

REFERENCE

November 1999	Board approved delegation of approval of elementary schools with less than ten (10) pupils pursuant to Section 33-1003(2)(f) to the Superintendent with a required annual report to the Board consisting of the districts that have requested approval and whether or not they were approved.
October 2015	Superintendent reported to the Board that four (4) schools had requested approval and four (4) were approved.
October 2017	Superintendent reported to the Board that eight (8) schools had requested approval and eight (8) were approved.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1003 (2)(f), Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

Section 33-1003 (2)(f), Idaho Code, states that *"Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education."* At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the State Board of Education at the October meeting.

Nine (9) schools have requested to operate with less than ten (10) average daily attendance during the 2018 – 2019 school year. Superintendent Ybarra has approved all of the requests (Attachment 1).

IMPACT

These approved schools will generate state funding for their school districts, per Chapter 10, Title 33, Idaho Code.

ATTACHMENTS

Attachment 1 – List of approved schools Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-107(4)(d) and (e), Idaho Code authorizes the Board to:

(d) Delegate to its executive secretary, the superintendent of public instruction, if necessary to enhance effectiveness and efficiency, such powers as he requires to perform duties and render decisions prescribed to the state board involving the exercise of judgment and discretion that affect the public schools in Idaho;

(e) Delegations of powers under this subsection must be adopted as statements of agency action by the state board, as provided in section 33-105(2), Idaho Code, and pursuant to a process that provides for notice, opportunity for input and formal adoption by the state board….

Statements of agency action are adopted through the Board's Governing Policies and Procedures approval process. To comply with section 33-107(4), Idaho Code, this delegation will need to be incorporated into Board policy. The original delegation and annual reporting requirement was made by the Board at the November 18-19, 1999 Board meeting. In addition to the statutory provisions regarding the delegation of duties to the Board's executive officers, in 2014, the Board amended its bylaws to require all Board action that "impacts the ongoing future behavior of the agencies and institutions to be incorporated into Board Policy." Staff recommends Board Policy be amended, incorporating the delegation and reporting requirements for the funding of schools with less than ten (10) students.

BOARD ACTION

This item is for informational purposes only.

Attachment 1

Elementary Schools Approved to Operate with Less than 10 Student in Average Daily Attendance

2018-2019

	District Name	Building #	Building Name	Estimated Enrollment	Superintendent
71	Garden Valley	398	LOWMAN ELEMENTARY SCHOOL	<10	Vickie Chandler
151	Cassia County	468	ALMO ELEMENTARY SCHOOL	Approx 10	Jim Schank
181	Challis	486	STANLEY ELEM-JR HIGH SCHOOL	Approx 10	Lani Rembelski
191	Prairie	491	PRAIRIE ELEM-JR HIGH SCHOOL	2-3	Elaine Faddis
193	Mountain Home	517	PINE ELEM-JR HIGH SCHOOL	4	James Gilbert
244	Mountain View	1287	ELK CITY PUBLIC SCHOOL	4-7	Marcus Scheibe
351	Oneida	797	STONE ELEMENTARY SCHOOL	8	Rich Moore
364	Pleasant Valley	800	PLEASANT VALLEY ELEM-JR HIGH	9	Rene Maestrejuan
416	Three Creek	820	THREE CREEK ELEM-JR HI SCHOOL	5-10	Gus Brackett

SUBJECT

Mastery Education and Earning Credits

REFERENCE

October 2014	Board adopted the Task Force for Improving Education (K-12) recommendations; including the recommendation to move toward competency based education in Idaho's public schools.
December 2017	Board received mastery education update.
August 2018	Board discussed possible amendments to the high school graduation requirements in IDAPA 08.02.03.105, including the authorization to school districts for granting credits based on mastery.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1632, Idaho Code, Mastery-based Education
Section 33-4602(4) Idaho Code, Advanced Opportunities
Idaho Administrative Code, IDAPA 08.02.03.105, High School Graduation Requirements

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective D: Quality Education

BACKGROUND/DISCUSSION

The Idaho Mastery Education Network (IMEN) is in the third year of the incubation process. After an initial year of planning and design, mastery education in Idaho is in its second year of implementation. The mastery education incubator process was created in part to help identify statutory roadblocks to successful implementation. The process has shed light on how we award credit to our students. In the past credits have been awarded using the Carnegie definition for awarding credit, giving a credit depending on the amount of time a student spends in a seat, in a class. This is challenging in a mastery education system, as students in this system master content at different times. There is also speculation around the fact that credits and grades are subjective and give students and their parents mixed messages about what knowledge and skills are gained in the time spent in a class. In the future, our districts and schools need the flexibility to award credit based on knowledge, skills, and dispositions that students have in a content area. Although it is a challenge for both teachers and students, there needs to be specific evidence a student shows to ensure the integrity of earning a credit.

IMPACT

The impact of awarding credit based on mastery of knowledge, skills, and depositions a student can demonstrate has a vast impact on the success a student will have in the future in both college and career. Removing all subjectivity of how a credit is earned has huge implications.

ATTACHMENTS

Attachment 1 – Awarding Credit Presentation
Attachment 2 – Policy Ideas, Mastery Credit

STAFF COMMENTS AND RECOMMENDATIONS

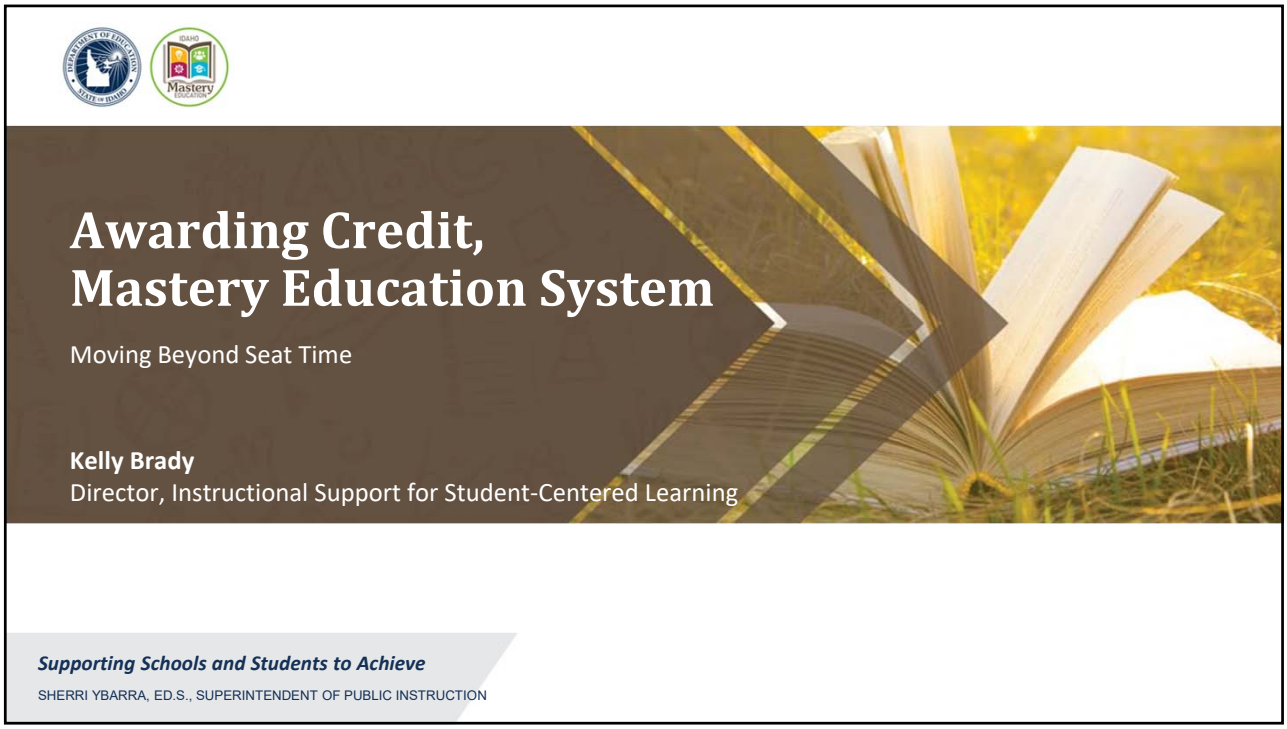
No statutory or Administrative Code barriers have been identified that hamper a school district or charter school from moving forward with mastery based education. Idaho Administrative Code, IDAPA 08.02.03.105, Rules Governing Thoroughness, High School Graduation Requirements, authorizes school districts and charter schools to award credit to students "demonstrating mastery of a subject's content standards as defined and approved by the local school district …" This authorization has been in place since 2010. Feedback has indicated that training for educators and systems for tracking students remains a barrier. The work of the Department and the Idaho Mastery Education Network is helping to mitigate these issues.

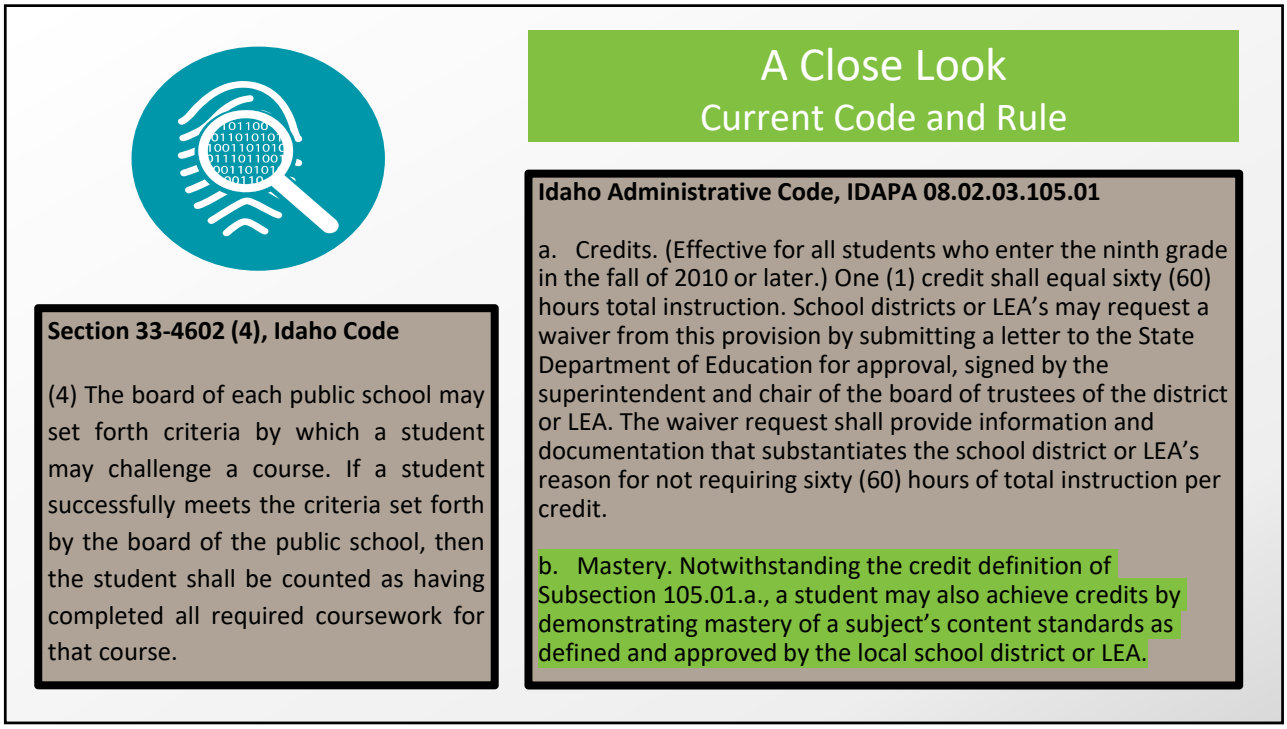
Established in 2010, the Mastery Advancement Pilot Program incentivized schools to allow students to challenge courses and earn credits through end of course assessments. School districts participating in the program could earn a percentage of the funding they would have received for a student based on the number of years the student graduated early, and students could receive a percentage of the funding to be used towards a scholarship. This program was discontinued in 2016 with the creating of the Advanced Opportunities program and Fast Forward dollars now authorized through Section 33-4602, Idaho Code. The Advanced Opportunities Program contains provisions for challenging courses an early graduation advanced opportunities scholarship.

Following the adoption of the 2013 K-12 Task Force recommendations by the Board, in 2015 the legislature enacted Section 33-1632, Idaho Code (Mastery-Based Education). This section of Idaho statute sets out the legislature's support of moving toward a mastery-based model of education, tasked the Department with conducting a statewide awareness campaign, establish a committee of educators to identify roadblocks and possible solutions, and facilitate the planning and development of an incubator process.

BOARD ACTION

This item is for informational purposes only.


Awarding Credit,
Mastery Education System
Moving Beyond Seat Time
Kelly Brady
Director, Instructional Support for Student-Centered Learning
Supporting Schools and Students to Achieve
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

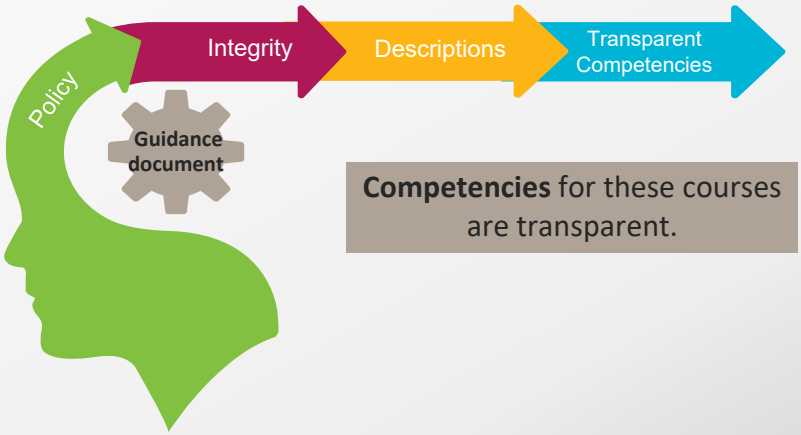

A Close Look
Current Code and Rule
Section 33-4602 (4), Idaho Code
(4) The board of each public school may set forth criteria by which a student may challenge a course. If a student successfully meets the criteria set forth by the board of the public school, then the student shall be counted as having completed all required coursework for that course.
Idaho Administrative Code, IDAPA 08.02.03.105.01
a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit.
b. Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA.

State Example - 1

Adequate **policies** and procedures in place to justify the award of credit.

Ensures the **integrity** of awarding of credit is readily defensible.

Description of what will be determined to be an acceptable level of student mastery.



Competencies for these courses are transparent.

State Example - 2

Flexible pathway to graduation

-Expanded learning opportunities with flexible pathways to college and career readiness.

-Statewide dual enrollment

-Advanced Opportunities

-Work-based learning

-Increase virtual/blended learning opportunities

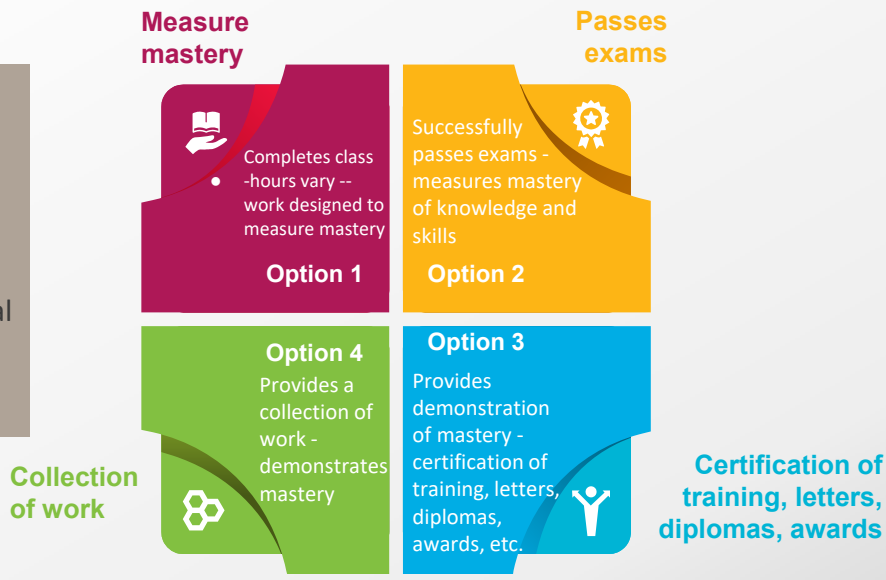
-Increased access to CTE

-Implementation of Personalized Learning Plans (PLPs)



State Example - 3

Allow LEAs to grant credit based on seat time or on defined levels of mastery of standards (state academic content standards and essential skills, or work-based standards and skills)



Questions?

Kelly Brady | Director, Instructional Support for Student-Centered Learning
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208-332-6800
kbrady@sde.idaho.gov
www.sde.idaho.gov/mastery-ed/

Supporting Schools and Students to Achieve
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Attachment 2

Idaho Administrative Code, IDAPA 08.02.03.105.01.a. and b

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours total instruction. School districts or LEAs may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit.

b. Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as define 3d and approved by the local school district or LEA.

Section 33-4602(4), Idaho Code

(4) The board of each public school may set forth criteria by which a student may challenge a course. If a student successfully meets the criteria set forth by the board of the public school, then the student shall be counted as having completed all required coursework for that course.

Ideas for Awarding Credit

1) LEAs offering credits based on a demonstration of competency/mastery must have "adequate policies and procedures in place to justify the award of credit, and which ensures the integrity of awarding of credit is readily defensible." LEAs are responsible for developing competencies for these courses – "the LEA must include a description of what will be determined to be an acceptable level of student mastery and the means which will be used to determine that level of competency."

   A guidance document can be developed that supports LEAs as they transition to a credit based competency/mastery system.

2) LEAs can establish a "flexible pathway to graduation" program in the state that integrates "expanded learning opportunities with flexible pathways to college and career readiness." These expanded learning opportunities include: expansion of the existing statewide dual enrollment program; expansion of the Early College programs; increased access to work-based learning; increased virtual/blended learning opportunities; increased access to CTE; and implementation of Personalized Learning Plans. Students may advance through grade levels and to graduation only once they have demonstrated "the attainment of skills and knowledge, irrelevant of time spent in a classroom." Students are allowed to demonstrate proficiency by presenting (but not limited to) teacher- or student-designed assessments, portfolios, performances, exhibitions, and projects.

In addition to traditional content standards in math, language arts, social studies, and science, Idaho has state level competencies that are used to show evidence of essential skills, knowledge and dispositions. The competencies are listed as independent learning, relational networking, informational sources, sustained wellness, critical literacy, effective communication, investigative inquiry, computational thinking, active citizenship, collaborative leadership, creative problem solving, and systematic design. LEAs are required to use these state competencies.

3) Allow LEAs to grant credits based on seat time or on defined levels of mastery of recognized standards (e.g., state academic content standards and essential skills, work--based knowledge and skills) by any one or more of the following options:
   - Successfully completes classroom or equivalent work designed to measure mastery of identified standards (knowledge and skills) in class or out of class, where hours of instruction may vary;
   - Successfully passes an appropriate exam designed to measure mastery of identified standards (knowledge and skills);
   - Provides a collection of work or other assessment evidence which demonstrates mastery of identified standards (knowledge and skills); and
   - Provides documentation of prior learning activities or experiences which demonstrates mastery of identified standards (knowledge and skills) (e.g., certification of training, letters, diplomas, awards, etc.);

   Successfully completes a combination of the options here and described in the credit options.

SUBJECT

Financial Literacy/Curriculum

REFERENCE

August 2018 Board discussed financial literacy in work session

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.004.01, Idaho Content Standards.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective A: Higher Level of Educational Attainment.

BACKGROUND/DISCUSSION

At the August 2018 Regular Board meeting the Board visited with students who voiced concerns regarding their lack of financial literacy at the completion of their K-12 experience. During the work session of the August 2018 Board meeting, the Board discussed financial literacy courses and standards in Idaho. The Instructional Support for Student-Centered Learning team of the State Department of Education (Department) was asked to identify the location of the financial literacy standards in the social content studies or math content standards. The team located the financial literacy standards embedded in the Idaho Content Standards for Social Studies/Economics under personal finance goals/objectives.

Moving forward, the Department will address the issue of student financial literacy. Future professional development (PD) funds will be used to revisit the financial literacy standards in the economics class required for seniors, to investigate ways to integrate financial literacy into math, and to provide PD to teachers.

IMPACT

This responsive initiative has the ability to affect the financial health of each student in Idaho, ensuring that students graduate with the financial literacy skills to be successful in life.

ATTACHMENTS

Attachment 1 – Financial Literacy Presentation
Attachment 2 – Financial Literacy in Idaho History
Attachment 3 – 2008 Idaho Mathematics, Personal Finance Content Standards
Attachment 4 – Current Idaho Social Studies Content Standards
Attachment 5 – Increasing Financial Literacy and Senior Project Connection Brainstorm

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Content Standards describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content (subject) area. The Board adopts minimum content standards as a way of meeting the Idaho constitutional requirement for a uniform and thorough system of public, free common schools. School districts may require their students to be educated in additional subject areas or to higher standards than those identified in the Idaho Content Standards; however, they are responsible for assuring all students meet the minimum content standards prior to graduating from high school. In addition to the Idaho Content Standards, students are required to earn a minimum number of high school credits in specific content areas in order to graduate from high school. The Board amended these minimum credit requirements in 2007 (effective in 2008 for all students graduating in 2013) to align with the minimum college/university admission requirements to help students be more prepared for postsecondary options. School districts and charter schools may use any curriculum they choose for teaching the various content areas.

The Idaho Content Standards are evaluated and updated on a five-year rotating cycle so that a portion of the Idaho Content Standards are updated each year. The Board may choose to update any specific content standards in any year, however, the processes is resource intensive and uses Idaho educators to conduct the reviews and recommend updates. Changes to the current review cycle would need to allow the Department time to bring in Idaho educators to conduct the reviews. In addition to the review of the actual content standards process, the timeline would also have to take into consideration the annual timeline for the rulemaking process. The Idaho Content Standards are incorporated by reference into IDAPA 08.02.03. Any document incorporated by reference into a rule has the same force and effect of that rule and must go through the entire negotiated rulemaking process.

The Board has the authority to make any amendments to the content standards it determines are necessary and then promulgate those changes through the rulemaking process. Amendments to the mathematics content standards that removed 15% or more of the current requirements may cause them to be out of alignment with the mathematics Idaho Standards Achievement Test. Any content standards that are not also assessed by the Idaho Standards Achievement Test may be amended without consideration to the impact on the assessment. Additional review would be needed to determine how the addition of economic requirements to the mathematics standards would affect the Idaho Standards Achievement Test for mathematics alignment.

Currently school districts are required to include history, government, geography, economics, current world affairs, citizenship, and sociology as part of their Social Studies instruction. This requirement has been in place since 1997. Students are required to earn at least five credits in social studies; one of those credits must

be in economics. Students are required to earn at least six credits in mathematics to graduate. Courses that may be used to meet the mathematics credit requirement include applied mathematics and business mathematics or other courses in mathematical problem solving and reasoning.

BOARD ACTION

This item is for informational purposes only.



Financial Literacy

Responsive Feedback

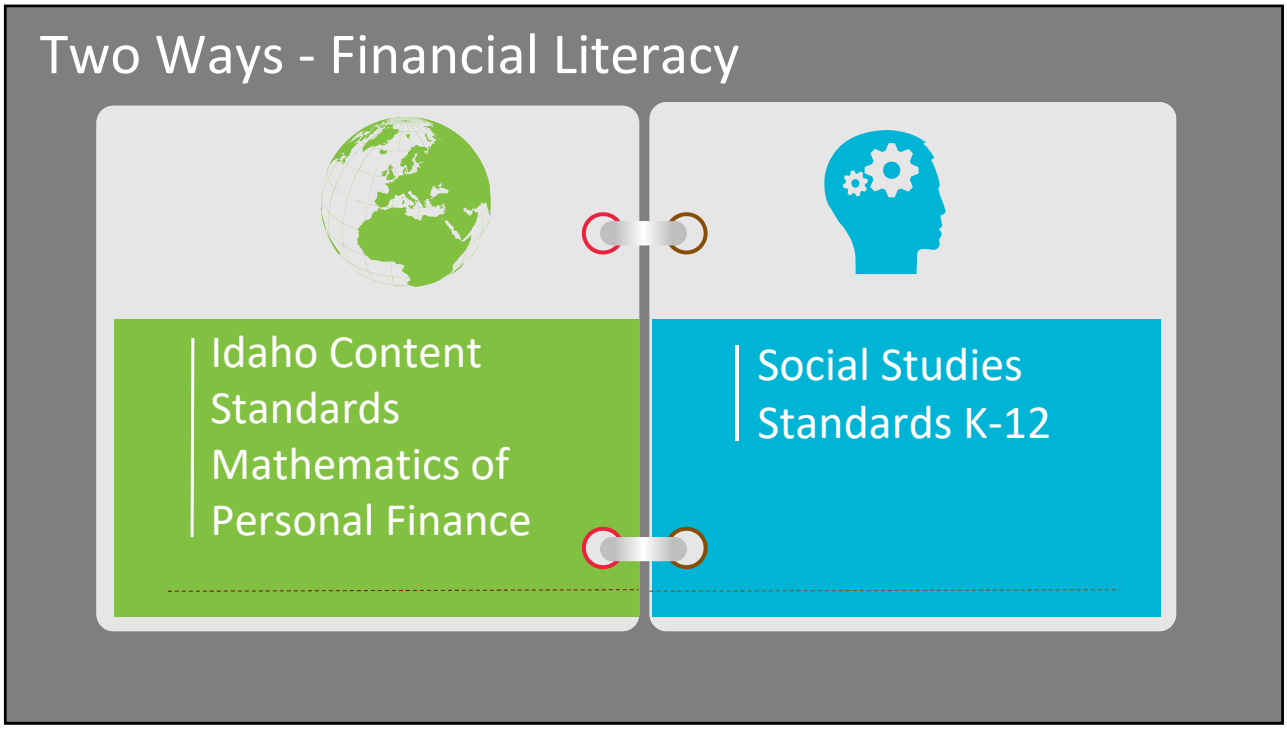
Kelly Brady
Director, Instructional Support for Student-Centered Learning

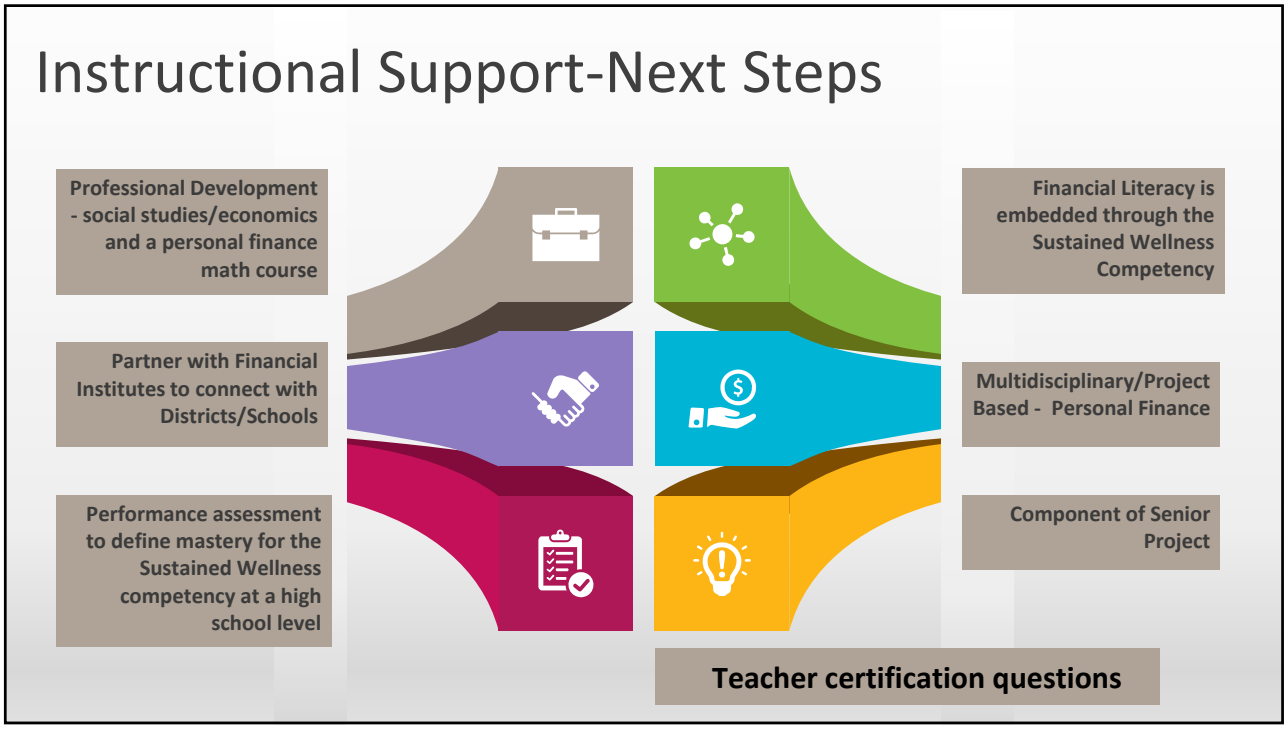
Supporting Schools and Students to Achieve
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

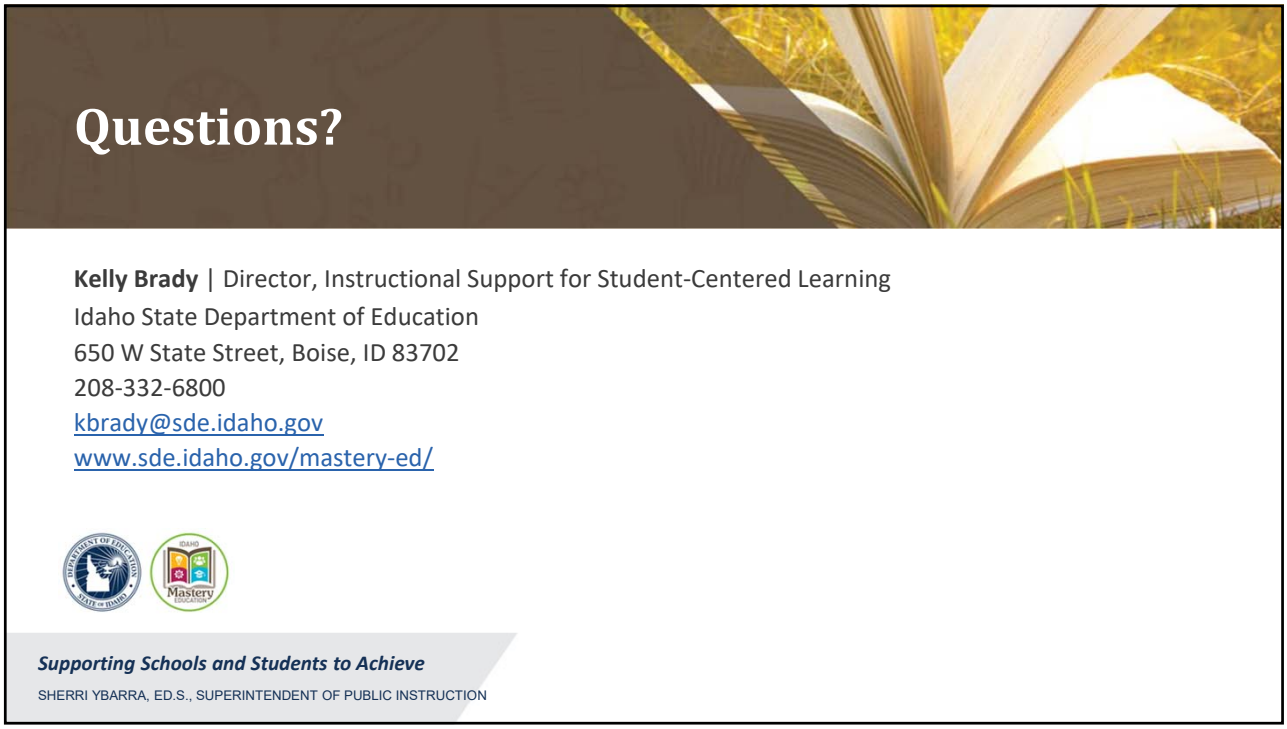
Financial Literacy Fact Sheet 2009

Mathematics of Personal Finance Course

- The Idaho State Department of Education (SDE) is a member of the Idaho Financial Literacy Coalition (IFLC).
- The SDE and IFLC worked cooperatively to create content standards for the Mathematics of Personal Finance course that will be offered to Idaho students beginning in the 2009-2010 school year.
- The content standards for this course are part of the new mathematics content standards that were approved in the Idaho Legislature this session.
- This course will count toward the increased high school graduation math requirements that will be implemented for the Class of 2013 (freshman entering in Fall 2009).
- The Idaho Digital Learning Academy already began offering this course for math credit in the 2008-2009 academic year and currently has two sections of students.


Two Ways - Financial Literacy
Idaho Content Standards Mathematics of Personal Finance
Social Studies Standards K-12


Instructional Support-Next Steps
Professional Development - social studies/economics and a personal finance math course
Partner with Financial Institutes to connect with Districts/Schools
Performance assessment to define mastery for the Sustained Wellness competency at a high school level
Financial Literacy is embedded through the Sustained Wellness Competency
Multidisciplinary/Project Based - Personal Finance
Component of Senior Project
Teacher certification questions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Supporting Schools and Students to Achieve
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Attachment 2

FINANCIAL LITERACY IN IDAHO- K-12

1) FINANCIAL LITERACY/PERSONAL FINANCE IN IDAHO CONTENT STANDARDS

The Idaho Content Standards for Social Studies in the strand of Economics has included a personal finance objective throughout elementary, middle school and high school grade levels for the past ten years. Please see attachment for specific goals and objectives.

History of Mathematics of Personal Finance in Idaho Standards (2008)

In 2009, Personal Finance standards were created within the Idaho Content Standards for Mathematics. The content standards for this course were part of the mathematics content standards that were approved in the Idaho Legislature in 2008. This course counted toward the increased high school graduation math requirements that were implemented for the Class of 2013 (freshman entering in Fall 2009). At the time, high schools were offering this course as an elective to satisfy the senior math requirement. The Idaho Digital Learning Academy began offering this course for math credit in the 2008-2009 academic year. **With the adoption of Idaho Core Standards in Mathematics (2011), these standards were replaced.**

This course included five (5) major strands in the content standards: Money Management; Savings and Investment; Education, Employment and Income; Taxation; Data Analysis and Statistics. Each strand was further divided into the following goals: Understanding Effective Money Management; Making Responsible Consumer Choices; Credit and Debt; Diversified Savings and Investment Strategy; Understanding the Purposes, Roles, and Responsibility Related to Taxation. Please see attachment for specific goals and standards.

2) ADDITIONAL FINANCIAL LITERACY/PERSONAL FINANCE OPTIONS

In addition, a large number of Idaho students, beginning in middle school, take elective coursework that extends their personal financial knowledge. Middle school students in grades 6 through 8 have the opportunity to take a Family and Consumer Science course which include topics such as consumer decisions and personal financial management. Students in grades 9-12 can take a Consumer Economics/Personal Finance, Banking and Finance, or a Consumer Mathematics/Personal Finance course; depending on a student's academic/learning plan, the Consumer Mathematics/Personal Finance course can count towards a student's mathematics credits. For high school students who would like to extend and advance their financial knowledge and understanding to the workplace, Idaho schools offer courses in accounting, marketing, and business. Please note that these above options are linked to career technical education courses.

IDAHO CONTENT STANDARDS
MATHEMATICS OF PERSONAL FINANCE
MATHEMATICS

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Money Management

Goal 1.1: Understanding and using effective money management

Objective(s): By the end of Mathematics of Personal Finance, the student will be able to:

- MPF.1.1.1. Analyze account statements for accuracy and reconcile a checking/debit account.
  - MPF.1.1.1.a. Apply number sense to everyday situations and judge reasonableness of results.
  - MPF.1.1.1.b. MPF.1.1.1.b Identify that error accumulates in a computation when there is rounding.
  - MPF.1.1.1.c. MPF.1.1.1.c Apply properties of rational numbers.
  - MPF.1.1.1.d. MPF.1.1.1.d Use positive and negative numbers, fractions, decimals, and percentages including application in real-world situations. (347.01.a)
- MPF.1.1.2. Construct a cash flow statement
  - MPF.1.1.2.a. Perform operations with rational numbers. (347.02.a)
- MPF.1.1.3. Create, balance and use a personal budget including fixed and variable expenses including analyzing past expenses and income patterns
  - MPF.1.1.3.a. Perform operations with rational numbers. (347.02.a)
  - MPF.1.1.3.b. Use appropriate procedures to solve multi-step, first-degree equations and inequalities; such as $3(2x – 5) = 5x + 7$ or $3(2x – 5) > 5x + 7$. (350.03.a)
  - MPF.1.1.3.c. Use appropriate procedures to solve linear systems of equations involving two variables; such as $x + y = 7$ and $2x + 3y = 21$. (350.04.a)
  - MPF.1.1.3.d. Make predictions and draw conclusions based on statistical measures. (352.05.a)
  - MPF.1.1.3.e. Interpret and use basic statistical concepts, including mean, median, mode, range, and distribution of data, including outliers. (352.03.a)
  - MPF.1.1.3.f. Use logic to make and evaluate mathematical arguments. (348.02.b)

Goal 1.2: Making responsible consumer choices

Objective(s): By the end of Mathematics of Personal Finance, the student will be able to

MPF.1.2.1. Create and analyze short term goals for disposable income (ex calculate the necessary income to maintain or improve upon current standards of living, recreation, vacation, gifts, appliances)
- MPF.1.2.1.a. Use appropriate tools/technology to conduct simulations and employ graphical models to make predictions or decisions based on data. (352.05.a)
- MPF.1.2.1.b. Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function.
- MPF.1.2.1.c. Evaluate functions written in functional notation

MPF.1.2.2. Analyze how inflation affects financial decisions (ex investments, purchasing power)
- MPF.1.2.2.a. Use graphs and sequences to represent and solve problems. (347.02.b)
- MPF.1.2.2.b. Predict outcomes by applying exponential growth and decay.
- MPF.1.2.2.c. Use appropriate tools/technology to conduct simulations and employ graphical models to make predictions or decisions based on data. (352.05.a)

MPF.1.2.3. Calculate and compare different types of insurance costs. (ex life, auto, health, deductibles, co pays, stop-loss, inclusions, exclusions, factors that affect rates)
- MPF.1.2.3.a. Evaluate functions written in functional notation
- MPF.1.2.3.b. Analyze and interpret tables, charts, and graphs, including scatter plots and multiple broken line graphs. (352.01.a)
- MPF.1.2.3.c. Make predictions and draw conclusions based on statistical measures. (352.05.a)
- MPF.1.2.3.d. Interpret and use basic statistical concepts, including mean, median, mode, range, and distribution of data, including outliers. (352.03.a)

MPF.1.2.4. Compare and contrast renting or leasing vs. purchasing of an asset (ex automobile)
- MPF.1.2.4.a. Use positive and negative numbers, fractions, decimals, and percentages including application in real-world situations. (347.01.a)

MPF.1.2.5. Calculate appreciation and depreciation of assets over time
- MPF.1.2.5.a. Evaluate functions written in functional notation
- MPF.1.2.5.b. Analyze and interpret tables, charts, and graphs, including scatter plots and multiple broken line graphs. (352.01.a)
- MPF.1.2.5.c. Make predictions and draw conclusions based on statistical measures. (352.05.a)
- MPF.1.2.5.d. Interpret attributes of linear relationships such as slope, rate of change, and intercepts MPF.4.4.2 Represent linear relationships using tables, graphs, and mathematical symbols
- MPF.1.2.5.e. Use positive and negative numbers, fractions, decimals, and percentages including application in real-world situations. (347.01.a)

Goal 1.3 Credit and Debt

MPF.1.3.1. Compare the costs associated with various types of credit. (ex credit cards, installment credit, revolving credit, mortgages, pay day loans, automobiles, student loans, home equity)

- MPF.1.3.1.a. Model and solve real-world phenomena using multi-step, first degree, single variable equations and inequalities, linear equations, and two-variable linear systems of equations.
- MPF.1.3.1.b. Use appropriate procedures for manipulating and simplifying algebraic expressions involving variables, integers, and rational numbers. (350.02.a)
- MPF.1.3.1.c. Apply concepts of rates and direct and indirect measurements.
- MPF.1.3.1.d. Use rates, ratios, proportions, map scales, and scale factors (one- and two-dimensional) in problem-solving situations. (349.03.a)
- MPF.1.3.1.e. Use positive and negative numbers, fractions, decimals, and percentages, including application in real-world situations. (347.01.a)
- MPF.1.3.1.f. Apply properties of exponents. (347.01.c)
- MPF.1.3.1.g. Analyze and interpret tables, charts, and graphs, including scatter plots, and multiple broken line graphs. (352.01.a)

MPF.1.3.2. Compute the total cost of various types of credit (ex credit cards, installment credit, revolving credit, mortgages, pay day loans, automobiles, student loans, home equity, repayment options).

- MPF.1.3.2.a. Use positive and negative numbers, fractions, decimals, and percentages including application in real-world situations. (347.01.a)
- MPF.1.3.2.b. MPF.2.2.1 Use rates, ratios, proportions, map scales, and scale factors (one- and two-dimensional) in problem-solving situations. (349.03.a)
- MPF.1.3.2.c. Use appropriate tools/technology to conduct simulations and employ graphical models to make predictions or decisions based on data. (352.05.a)

MPF.1.3.3. Interpret credit reports and analyze the financial implications of credit scores. (ex credit reports, credit scores, and debt ratios)

- MPF.1.3.3.a. Use positive and negative numbers, fractions, decimals, and percentages including application in real-world situations. (347.01.a)
- MPF.1.3.3.b. MPF.5.1.1 Analyze and interpret tables, charts, and graphs, including scatter plots, and multiple broken line graphs. (352.01.a)
- MPF.1.3.3.c. MPF.5.5.2 Use appropriate tools/technology to conduct simulations and employ graphical models to make predictions or decisions based on data. (352.05.a)

<u>Standard 2</u>: Saving and Investment

Goal 2.1: Implement a diversified saving and investment strategy

Objective(s): By the end of Mathematics of Personal Finance, the student will be able to:

MPF.2.1.1. Apply and analyze financial strategies to create wealth and build assets including use of tax deductions and shelters (ex time value of money, investment options) (ex lottery, inheritance, stock market)

MPF.2.1.1.a. Model and solve real-world phenomena using multi-step, first degree, single variable equations and inequalities, linear equations, and two-variable linear systems of equations. (353.01.a)

MPF.2.1.1.b. Represent mathematical relationships using variables, expressions, linear equations and inequalities. (350.01.a)

MPF.2.1.1.c. Interpret attributes of linear relationships such as slope, rate of change, and intercepts.

MPF.2.1.1.d. Collect, organize, and display data in tables, charts, and graphs. (352.02.a)

MPF.2.1.2. Compare investment alternatives based on risk, return, and liquidity. (ex Certificates of Deposit, bonds, stocks, money market accounts, mutual funds, real estate)

MPF.2.1.2.a. Solve exponential and logarithmic equations.

MPF.2.1.2.b. Evaluate functions written in functional notation

MPF.2.1.2.c. Identify positive and negative correlations.

MPF.2.1.3. Evaluate the effect of compounding earned interest

MPF.2.1.3.a. Predict outcomes by applying exponential growth and decay.

MPF.2.1.4. Create a model for comparing savings and investment results using appropriate technology (ex graphing or internet calculator)

MPF.2.1.4.a. Use appropriate tools/technology to conduct simulations and employ graphical models to make predictions or decisions based on data. (352.05.a)

<u>Standard 3</u>: Education Employment and Income

Goal 3.1: Understand the relationship between education, income, career, and desired lifestyle

Objective(s): By the end of Mathematics of Personal Finance, the student will be able to:

MPF.3.1.1. Explain how income reflects choices made about jobs, careers, education, and skill development

MPF.3.1.1.a. Use logic to make and evaluate mathematical arguments.

MPF.3.1.1.b. Analyze and interpret tables, charts, and graphs, including scatter plots, and multiple broken line graphs.

MPF.3.1.2. Calculate and compare how sources of income affect lifestyle choices and spending decisions. (ex. Wage commission, welfare/transfer payments, Medicaid, alimony, bonuses, inheritance, trusts, annuities, self employment, non-profit, public sector, private sector)

MPF.3.1.2.a. Apply properties of rational numbers.

MPF.3.1.2.b. Use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation, including application in real-world situations. (347.01.a)

MPF.3.1.3. Calculate gross versus net income and the value of benefits. (ex payroll deductions and benefits, commissions, tips, taxes, FLEX plans, profit sharing, exemptions, 401 (k), 403 (b) and other related plans)
- MPF.3.1.3.a. Apply properties of rational numbers.
- MPF.3.1.3.b. MPF.1.1.2 Use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation, including application in real-world situations. (347.01.a)
- MPF.3.1.3.c. MPF.3.5.2 Evaluate functions written in functional notation

Standard 4: Taxation

Goal 4.1: Understand the purposes, roles, and responsibilities related to taxation

Objective(s): By the end of Mathematics of Personal Finance, the student will be able to:

MPF.4.1.1. Compare the returns of taxable investments with those that are tax-exempt or tax-deferred, including traditional IRA vs. Roth IRA.
- MPF.4.1.1.a. Analyze and interpret tables, charts, and graphs, including scatter plots and multiple broken line graphs (352.01.a)
- MPF.4.1.1.b. Interpret attributes of linear relationships such as slope, rate of change, and intercepts.

MPF.4.1.2. Complete sample tax forms (ex Understanding Taxes by the IRS, forms such as 1040EZ, W-2, W-4 and 1099)
- MPF.4.1.2.a. Apply properties of rational numbers.
- MPF.4.1.2.b. Use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation, including application in real-world situations. (347.01.a)
- MPF.4.1.2.c. Analyze and interpret tables, charts, and graphs, including scatter plots, and multiple broken line graphs (352.01.a)
- MPF.4.1.2.d. Use appropriate tools/technology to conduct simulations and employ graphical models to make predictions or decisions based on data. (352.05.a)

MPF.4.1.3. Analyze the application and impact of various forms of taxation on individuals, families, and public agencies (ex estate tax, inheritance tax, luxury tax, sales taxes, property taxes, usage tax etc.)
- MPF.4.1.3.a. Apply properties of rational numbers.
- MPF.4.1.3.b. Use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation, including application in real-world situations. (347.01.a)
- MPF.4.1.3.c. Analyze and interpret tables, charts, and graphs, including scatter plots, and multiple broken line graphs (352.01.a)

IDAHO CONTENT STANDARDS
SOCIAL STUDIES
ECONOMICS

Approved by the Board November 28, 2016

GRADE ONE

Goal 3.4: Explain the concepts of personal finance.

Objective(s): By the end of Grade 1, the student will be able to:

1.SS.3.4.1 Identify ways to save money for future needs and wants.

GRADE TWO

Goal 3.4: Explain the concepts of personal finance.

Objective(s): By the end of Grade 2, the student will be able to:

2.SS.3.4.1 Identify reasons people save money.

GRADE THREE

Goal 3.4: Explain the concepts of personal finance.

Objective(s): By the end of Grade 3, the student will be able to:

3.SS.3.4.1 Describe the purposes and benefits of savings.

GRADE FOUR

Goal 3.4: Explain the concepts of personal finance.

Objective(s): By the end of Grade 4, the student will be able to:

4.SS.3.4.1 Define entrepreneurship, and identify reasons for starting a business.

GRADE FIVE

Goal 3.4: Explain the concepts of personal finance.

Objective(s): By the end of Grade 5, the student will be able to:

5.SS.3.4.1 Identify economic incentives and risks of entrepreneurship.

5.SS.3.4.2 Explain the impact of taxation on personal finance.

U.S. HISTORY I

Goal 3.4: Explain the concepts of personal finance.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH1.3.4.1 Analyze how economic conditions affect financial decisions.

U.S. HISTORY II

Goal 3.4: Explain the concepts of personal finance.

Objective(s): By the end of U.S. History I, the student will be able to:

6-12.USH2.3.4.1 Analyze how economic conditions affect financial decisions

ECONOMICS

Goal 3.4: Explain the concepts of personal finance.

Objective(s): By the end of Economics, the student will be able to:

9-12.E.3.4.1 Examine and apply the elements of responsible personal fiscal management, such as budgets, interest, investment, savings, credit, and debt.

9-12.E.3.4.2 Identify and evaluate sources and examples of consumers' responsibilities and rights.

9-12.E.3.4.3 Discuss the impact of taxation as applied to personal finances.

INCREASING ACCESS TO FINANCIAL LITERACY/PERSONAL FINANCE LEARNING IN K-12

NOTES FROM BRAINSTORM WITH KELLY, PETER, MARITA 8/28/18

Option – Adding Financial Literacy/Personal Finance Standards to Math (currently they exist K-12 in the Idaho Content Standards for Social Studies/Economics under personal finance goals/objectives)
We can add more standards to Idaho Content Standards, we just can't delete more than 15%.

Option – If High School Graduation Requirement is increased by 1 Credit for General Financial Literacy, then a stand-alone course could be offered. See Utah General Financial Literacy Credit (Attachment 5) as a sample.
Who could teach the course?
Could this be a stand-alone to be offered by an endorsed 9-12 teacher? Or should this be facilitated by a high school math or high school social studies teacher? Or a CTE teacher? Could they have a three hour endorsement?
Please note, more standards would need to be added in order to inform this course. There is currently not enough financial literacy standards available in math or social studies to inform this option.

Option - Senior High School Project
What if the senior project is evidence of all of the profile of the graduate? Financial Literacy is embedded in this through the Sustained Wellness competency.

The Profile of the Graduate with the competencies and progressions as the guide for how to structure the senior project requirements.

The outer circle of the competencies - students choose an area of interest. All senior projects include the inner circle - that incorporates financial literacy and the other workforce skills that have been shared.

Examples of Current Practices that Could Be Considered for Senior Projects

Idaho Aerospace Scholars NASA Project - currently juniors in high school that participate can get a High Science credit or they can get an engineering credit from Boise State University. This projects is an example of how the senior project could be formatted.

Internships and Exhibition is another example of this - Silver Creek

Use what MTCHS is doing as another example - Get the Framework

Financial Literacy - performance assessment to define mastery for the Sustained Wellness competency, at a high school level.

SUBJECT

School Accountability System Update

REFERENCE

December 2015	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.
August 2016	Board received recommendations from the Board's 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, the Board's Accountability Oversight Committee Recommendations and public input gathered by staff through public forums held around the state.
June 2017	Board received an update on Idaho's Consolidated State Plan and provided input and feedback.
August 2017	Board approved Idaho's Every Student Succeeds Act Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education.
December 2017	Board received update on options for state accountability system student engagement survey.
February 2018	Board approved amendments to Idaho's federal consolidated state plan.
August 2018	Board approved use of Student Engagement Surveys in Grades 3-12, beginning in the 2018-2019 school year.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective A: Data Access and Transparency; Goal 2: Educational Attainment, Objective A: Higher Level of Educational Attainment; Goal 3: Workforce Readiness, Objective A: Workforce Alignment.

BACKGROUND/DISCUSSION

The new state accountability system was established through the rulemaking process by the Board in 2016 and accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes all federally required indicators, groups schools into three categories, and then divides the indicators between student achievement and school quality within each category. The majority of the federally required indicators fall under student achievement; however, states are required to have at least one non-academic school quality indicator.

The state completed the first cycle of identification of schools for Comprehensive Support and Improvement and schools for Targeted Support and Improvement in August 2018.

IMPACT

Schools identified for Comprehensive Support and Improvement will receive a share of $2.1 million in federal funds to help implement the school's strategies for improvement, supported by the State Department's State Technical Assistance Team (STAT).

ATTACHMENTS

Attachment 1 – 2018 Accountability Identification Update Presentation

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Administrative Code, IDAPA 08.02.03.112 establishes the state public school accountability system. This accountability system is required to be used to meet both state and federal school accountability requirements, including the requirement that the Board set annual measurable progress goals and accountability measures and timelines for school districts and schools who fail to meet annual measurable progress. Any provisions approved by the Board for meeting federal accountability requirements must be in alignment with the requirements established in IDAPA 08.02.03.112. The Board approved annual measurable progress goals and timelines through the Board's approval of Idaho's consolidated plan at the August 2017 Board meeting and subsequent amendments at the February 2018 Board meeting.

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 were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan.

Should the Board choose to change any provision in the ESSA Consolidated State Plan, the Board would need to follow the US Department of Education's requirements for amending the plan. These requirements have not been released yet. Any provisions that did not align with the accountability requirements in IDAPA 08.02.03.112 would be required to go through the negotiated rulemaking process prior to amending the ESSA Consolidated State Plan. Provisions that are not identified specifically in the rule that are left to Board's action would not require amendments to the rule. An example of a requirement that would require an administrative rule change would be adding or deleting measures to the accountability framework. Examples of requirements that could be made through Board action without going through the negotiated rulemaking process would be setting long-term goals and measurements of interim progress or how high performing schools were identified. Any provisions that are included in the ESSA Consolidated State Plan would require the Board to wait until the US Department of Education has released the requirements for amending state plans.

BOARD ACTION

This item is for informational purposes only.

Accountability System Update



Idaho's New Accountability System

Academic Indicators		
Schools serving K-8	High schools	Alternative schools
ISAT proficiency*	ISAT proficiency*	ISAT proficiency*
ISAT growth*		
ISAT proficiency gap closure	ISAT proficiency gap closure	
Growth toward English Language proficiency*	Growth toward English Language proficiency*	Growth toward English Language proficiency*
English learner proficiency	English learner proficiency	English learner proficiency
Statewide Reading Assessment (K-3) proficiency		
	Graduation rate (4-year cohort)*	Graduation rate (4-year cohort)*
	Graduation rate (5-year cohort)	Graduation rate (5-year cohort)

Idaho's New Accountability System

School Quality and Student Success Indicators		
Schools serving K-8	**High schools**	**Alternative schools**
Student survey*	Student survey**	Student survey**
Teacher survey**	Teacher survey**	Teacher survey**
Parent survey**	Parent survey**	Parent survey**
Communication with parents on student achievement**	Communication with parents on student achievement**	Communication with parents on student achievement**
Students in grade 8 enrolled in pre-Algebra or higher class	Students in grade 9 enrolled in Algebra I or higher class	Credit Recovery and Accumulation
	College and career readiness - *participation in advanced opportunities, earning industry recognized certifications, and participation in a recognized high school apprenticeship program. **	College and career readiness *participation in advanced opportunities, earning industry recognized certifications, and participation in a recognized high school apprenticeship program. **

Accountability Update - October 2018| 3

Idaho's New Accountability System

The system was designed to:

- identify schools with low achievement and low or no growth in achievement for support and technical assistance
- Identify schools with graduation rates below 67 percent averaged over 3 years
- recognize schools for top performance and reaching interim progress goals

Accountability Update - October 2018| 4

Identification of Schools For Improvement

Identification category	# of K-8 schools identified	# of high schools identified	# of alternative high schools
CSI Up	22	5	2
CSI Grad	--	9	37

Consistently Underperforming Subgroups

Targeted Support and Improvement

- 247 Schools identified for at least one subgroup gap
- Achievement gap of 35 points for 3 consecutive years
- The most frequent groups identified were students with disabilities and English learners

Celebrating the Bright Spots

	# of K-8 schools identified	# of high schools identified	# of alternative high schools
Schools meeting 2018 goal in ELA (58.2%)	158	72	0
Schools meeting 2018 goal in Math (48.1%)	220	35	0
Schools meeting 2018 Graduation Rate Goal (82.2%)	NA	110	0
Schools meeting 2018 goal in English Language Learner growth to proficiency (51.46%)	215	15	0

Accountability Update - October 2018| 7

Coming in December…

New and Improved School, District and State Report Card

- Data Dashboard to visualize key performance indicators

Accountability Update - October 2018| 8

School Improvement Support

- CSI Up and CSI Grad Schools - Notification to Superintendents
- CSI Up Kick-off Meeting 9/10/18 - 9/11/18
  - 93% participation
  - Flow through funding formula for Title I-A and non-Title I-A schools
  - Evaluation
- Schoology – learning management platform
- Check-ins
- CSI Grad Kick-off Meeting 10/30/18
- Important dates



Questions



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Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

SUBJECT

Parent and Teacher Engagement Surveys

REFERENCE

December 2015	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.
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.
June 2017	Board received an update on Idaho's Consolidated State Plan and provided input and feedback.
August 2017	Board approved Idaho's Every Student Succeeds Act Consolidated Plan and directed the Department to submit the plan to the U.S. Department of Education, including the use of a student survey in school identification for K-8 schools.
December 2017	Board received a report on options for the State Accountability System student engagement survey.
February 2018	Board approved use of AdvancED student engagement surveys in grades 3-8 for the 2017-2018 school year.
August 2018	Board approved use of student engagement surveys in grades 3-12, beginning in the 2018-2019 school year.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective A: Data Access and Transparency; Goal 2: Educational Attainment, Objective A: Higher Level of Educational Attainment; Goal 3: Workforce Readiness, Objective A: Workforce Alignment.

BACKGROUND/DISCUSSION

The new state accountability system was established through the rulemaking process in 2016 and accepted by the legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes all federally required indicators, groups schools into three categories, and then divides the indicators between student achievement and school quality within each category. The majority of the federally required indicators fall under student achievement; however, states are required to have at least one non-academic school quality indicator.

The accountability framework includes engagement surveys for students in grades 3-12 and engagement and satisfaction surveys for parents and teachers beginning in the 2018-2019 school year. The State Board of Education (Board) approved the use of student engagement surveys at its August 2018 meeting. A committee representing stakeholder groups including teachers, administrators, school board members and parents met to develop parent and teacher survey items and are currently soliciting feedback from their constituents on proposed items. The committee will reconvene to review feedback and finalize the survey items. The State Department of Education will present the survey items for Board review and approval at the December 2018 meeting.

IMPACT

Parent and teacher engagement surveys are necessary to comply with federal requirements under ESSA and the state accountability system as described in our state's consolidated plan.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.03.112, for the 2018-2019 school year parent, student and teacher satisfaction and engagement surveys will require measures of school quality for all grade ranges as part of the state accountability system starting with the 2018-2019 school year. The student satisfaction and engagement survey was partially implemented for students in grades 3 through 8 for the 2017-2018 school year and approved for use ongoing at the August 2018 Board meeting beginning with the 2018-2019 School year. In addition to the state satisfaction and engagement survey administered to parents, students and teachers, communication with parents on student achievement is also required starting in the 2018-2019 school year.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Keep Idaho Students Safe (KISS) Initiative

REFERENCE

April 2018	Department presented KISS Initiative information item to the Board.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1631, Idaho Code, Requirements for Harassment, Intimidation and Bullying Information and Professional Development

S1350(5) (2018) – Appropriation, Public Schools Educational Support Program, Division of Children's Programs

Section 33-136, Idaho Code, Suicide Prevention in Schools

Idaho Administrative Code, IDAPA 08.02.03 – Section 160, Safe Environment and Discipline

Idaho Administrative Code, IDAPA 08.02.02 – Section 015, Subsection 10, Additional Renewal Requirements

ALIGNMENT WITH STRATEGIC PLAN

Governance issue – Student Safety. Not aligned to a specific strategic plan goal.

BACKGROUND/DISCUSSION

The Keep Idaho Students Safe (KISS) Initiative is an effort that builds upon existing efforts around school safety and student wellness. It is critical that the state explore every opportunity to ensure students are safe in Idaho schools.

Key components of the Initiative include:

- Create a 'school safety course' for school staff. The course will cover a range of safety topics, root-cause drivers of student risk behaviors, and strategies to foster healthy school climates.
- Establish a security grant for districts to implement school safety improvements based on their unique needs determined by a threat assessment.
- Establish a statewide tip line to increase communication to schools regarding potential threats and concerns.
- Establish a Crisis Prevention Counselor position at the Department to support schools in crisis prevention, intervention and response.

IMPACT

The KISS Initiative will increase the safety profile of Idaho schools through expanding the knowledge and awareness of staff to prevent, intervene, and respond to threats to schools and crisis situations. Expanding state-level supports will aid in bringing school safety subject matter expertise to local jurisdictions. Additionally, increased resources for school safety will decrease the probability and impact of threats to schools.

ATTACHMENTS

Attachment 1 – KISS Overview Presentation
Attachment 2 – School Safety Course Standards and Learning Objectives

STAFF COMMENTS AND RECOMMENDATIONS

Current efforts around reducing school bullying, suicide, and increased safety in the state include:

Section 33-1631, Idaho Code, Requirements for Harassment, Intimidation and Bullying Information and Professional Development (enacted in 2015). This section of code establishes:

- requirements for information and training of school personnel;
- information dissemination requirements on bullying for parents and students;
- ongoing professional development requirements;
- graduated consequences for students who commit an act of bullying intimidation, harassment, violence or threats of violence; and
- annual reporting of bullying incidents.

Chapter 59, Title 33, Idaho Code (enacted in 2017). This Act established the Office of School Safety and Security in the Division of Building Safety and the Idaho School Safety and Security Advisory Board. The legislative intent behind this act is:

- to promote the safety and security of the students attending the public education institution of the state; provide recommendations, systems and training to assist public educational institutions at all levels for the safety and security of students;
- enhance the safety and security resources available to public educational institutions;
- ensure that periodic security assessments of statewide public educational institutions are conducted and reported;
- ensure that surveys are conducted and research information is reported to appropriate parties;
- promote the use of technical methods, devices and improvements to address school security; encourage the recognition of security design to be incorporated in future construction or renovation of public education institutions;
- and provide written reports of security assessments to appropriate school administrative authorities.

As used in this chapter of Idaho Code, “public educational institutions” include public postsecondary institutions and public schools. The Office of School Safety and Security serves as an additional resource available to public schools and postsecondary institutions.

Section 33-136, Idaho Code, Suicide Prevention in Schools (enacted in 2018). This section requires:

- the Board to adopt rules supporting suicide awareness and prevention training each year for public school personnel;
- the development of a list of approved training materials; and
- for school districts to adopt policies on student suicide prevention.

Administrative Code, IDAPA 08.02.03.160. requires school districts to have comprehensive districtwide policies and procedures encompassing suicide prevention. Department staff have been working with stakeholder groups to develop a model suicide prevention policy and are expected to bring forward a proposed rule supporting suicide awareness and prevention training at the completion of this work.

BOARD ACTION

This item is for informational purposes only.



Sandy Hook Promise



https://youtu.be/A8syQeFtBKc

Current Efforts



Stop Bullying in Idaho

It's hard to have great schools when students don't feel safe. It affects their academics; it affects their emotional wellbeing.



Together We Can Stop Bullying



Anti-Bullying Toolkit

Keep Idaho Students Safe | 3

Current Efforts



April 12 & 13, 2018
Sun Valley Idaho

715 Counselors, SROs, Administrators, Trustees, Juvenile Probation Officers, Judges, Teachers, Providers, Stakeholders and Parents attended

30 workshops (suicide prevention, crisis response, behavioral threat assessment, youth safety in a digital world, social / emotional intelligence)



Rosalind Wiseman



Michael Pritchard

Keynote Speakers

Keep Idaho Students Safe | 4

Current Efforts

IDAHO LIVES PROJECT
Helping Idaho Youth Choose to Live

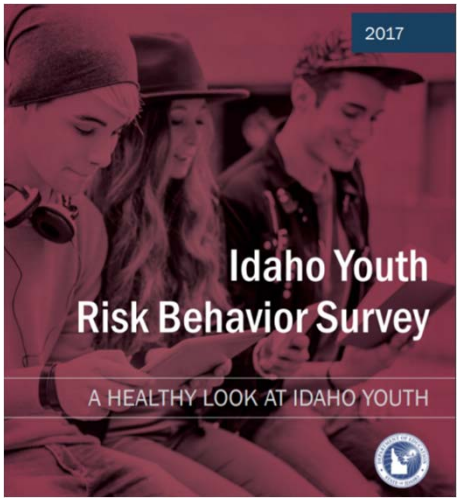
SOURCES OF STRENGTH

SPP
SUICIDE PREVENTION PROGRAM

81 secondary schools will have Sources of Strength programming in FY19

Keep Idaho Students Safe | 5

Current Efforts



Keep Idaho Students Safe | 6

Current Efforts

- Safe and Drug Free Schools Funding
  - FY18 appropriation: $4 million

- ESSA Title IVA- Safe and Healthy Students
  - FY18 expenditures: $1 million (est.)
  - FY19 expenditures: $1.5 million (est.)



Keep Idaho Students Safe | 7

Current Efforts

- ✓ Division of Building Safety
- ✓ Comprehensive threat assessment implementation in schools throughout the state
- ✓ Recommendations for improvements to school safety & security

IDAHO OFFICE OF SCHOOL SAFETY & SECURITY

Keep Idaho Students Safe | 8

Rationale for KISS

1. Social, emotional and physical wellness are prerequisites for academic success.
2. While efforts are taking place to address school safety and student wellness, many continue to struggle and are scared.





Keep Idaho Students Safe| 9

Rationale for KISS

1 / week

Average number of school shootings in the U.S. between January - May, 2018

25.8%

Percent of Idaho high schoolers bullied in the last 12 months

21.7%

Percent of Idaho high schoolers who seriously considered suicide in the last 12 months

29.6%

Percent of Idaho high schoolers who carried a weapon (gun, knife, club) in the past 30 days

Keep Idaho Students Safe | 10

Keep Idaho Students Safe (KISS)

No single strategy is sufficient to address school safety; therefore a multi-pronged, comprehensive approach is required to protect students from harm. KISS is intended to do the following:

1. Equip school staff with knowledge, tools and resources to prevent and respond to risk behaviors and dangers facing students
2. Increase security capabilities in Idaho schools
3. Establish a mechanism for all to share school concerns to authorities
4. Expand state capacity to assist schools in crisis situations

School Safety Course

The SDE has convened subject matter experts to design a school safety course that will be offered for school personnel statewide. Course standards include :

- ✓ **School / community collaboration**
- ✓ **Positive school climate strategies**
- ✓ **Promotion of protective factors**
- ✓ **Identification of behaviors of concern**
- ✓ **Intervention strategies**
- ✓ **Behavioral threat assessment**
- ✓ **Law and policy implementation**
- ✓ **Operational safety**



FY19 ongoing budget request: $410,000

FY20 ongoing budget request: $990,000

School Safety Grant

These grants will be determined by a formula for districts and public charter schools to address safety deficiencies identified in the threat assessments conducted by the Office of School Safety and Security. A requirement to receive the grant includes having an assessment conducted; or a commitment to have an assessment conducted.

FY19 one-time budget request: $18,500,000

School Safety Tipline

Capabilities for a statewide school safety tip line include text and telephonic alerts for law enforcement and school officials regarding threats / concerns.



FY19 ongoing budget request: $200,000

Crisis Prevention Counselor

Housed in the SDE and the point of contact for school counselors for support in addressing social / emotional issues. Activities include:



- ✓Behavioral threat assessment implementation
- ✓Maintain a repository of local mental health providers
- ✓Conduct trainings based on local needs
- ✓Assist schools in responding to crises
- ✓Engaging students in training and problem-solving
- ✓Leverage state-level supports to address student risk behaviors

FY19 ongoing budget request: $38,900
FY20 ongoing budget request: $62,400

KISS Budget Summary

One Time Request: $18.5 million
Ongoing Request: $1.7 million

Total: $20.2 million

KISS

Keep Idaho Students Safe

Next Steps

- ✓Continue gathering feedback from the field through surveys, informal focus groups and stakeholder conversations.
- ✓Refine strategies based on feedback
- ✓Convene SMEs and institutions to finalize safety course content



Questions



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Supporting Schools and Students to Achieve
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Attachment 2

School Safety Course Standards and Learning Objectives

Updated 8/29/18

Each standard should include:

- ***Knowledge (what the individual taking this course needs to know)***
- ***Performance (what the individual taking this course is able to do)***

1. **Standard: School Climate (overall school environment)**

Educators work with others to create environments that foster belongingness, inclusiveness, safety, capability and trust between and among all students and adults.

Objectives

- ✓ The educator understands how school climate / culture contribute to learners feeling like they belong in the school.
- ✓ The educator creates an inviting and inclusive environment where all feel safe, feel valued and can thrive.
- ✓ Educators know how to implement strategies that engage student voice in co-creating positive school climates.
- ✓ The educator knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures and community resources into school climate strategies.
- ✓ The educator knows collaborative strategies to cultivate a shared vision around positive school climate.

2. **Standard: School and Community Collaboration / Partnerships for Prevention**

Educators integrate parents, guardians and community resources to enhance supports for learners.

Objectives

- ✓ The educator understands the value of, and how to build, community partnerships and access resources to increase protective factors for students.
- ✓ The educator understands how to engage learners' parents and guardians through culturally appropriate tactics.
- ✓ The educator collaborates with families, communities, colleagues and other professionals to promote student safety and well-being.

3. **Standard: Prevention (Individual / relational / classroom)**

Educators understand protective factors and foster relationships that minimize risk and promote resilience.

Objectives

- ✓ The educator understands the importance of, and demonstrates the ability to cultivate belongingness with students.

- ✓ The educator understands the importance of, and demonstrates the ability to cultivate the inherent worthiness in students.
- ✓ The educator understands the impact of trauma and toxic stress on students and demonstrates this understanding during instruction and when carrying out discipline.
- ✓ The educator knows, and can implement environmental strategies to prevent risk behaviors and promote resilience.

4. Standard: Identification of Behaviors of Concern

Educators are able to identify behaviors of concern and understand what those behaviors may indicate.

Objectives

- ✓ The educator has knowledge of behaviors, signs and symptoms that may indicate a student is struggling with unmet social, emotional and mental health needs.
- ✓ The educator has working knowledge of conditions negatively impacting students.
- ✓ The educator has knowledge of resources to support struggling students.
- ✓ The educator understands the makeup and purpose of a threat assessment team.
- ✓ The educator understands students may have lived-experience with trauma or violence (abuse, sexual assault, bullying).

5. Standard: Intervention

Educators effectively intervene when signs of concern are identified.

Objectives

- ✓ The educator has the skills to respond to behaviors of concern or students vulnerable to exploitation in a trauma-informed and culturally-responsive manner (suicide, bullying, drugs / alcohol).
- ✓ The educator demonstrates strategies to de-escalate conflict and / or aid students in crisis, including providing ongoing support.
- ✓ The educator understands how to appropriately manage reporting and referral (within the school).
- ✓ The educator understands how to collaborate with others to cooperatively support identified students in a productive / positive manner.
- ✓ The educator has knowledge of legally required notification and documentation protocols.

6. Standard: Operational Safety

Educators understand their unique role and responsibility in operational safety and work collaboratively to create and maintain procedures that enhance the safety of all students and staff within the teacher's sphere of influence.

Objectives

- ✓ The educator understands and promotes the idea that all members of the school community play a role in operating the school safely.
- ✓ The educator effectively balances safety while maintaining environments conducive to learning.
- ✓ The educator makes appropriate and timely provisions for learners around how to minimize safety vulnerabilities.

- ✓ The educator has functional knowledge of emergency response protocols.
- ✓ The educator knows how to maintain personal safety while at work.
- ✓ The educator understands compassion fatigue and attends to self-care.

7. Standard: Law and Policy

Educators have a clear understanding of, and properly apply all state and federal statutes, rules and regulations pertaining to a safe school environment.

Objectives

- ✓ The educator demonstrates how to locate and apply requirements (federal, state & local) and responsibilities surrounding school safety.

SUBJECT

Advanced Opportunities FY18 Outcomes Report

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Governing Policies and Procedures, Section III.Y. Advanced Opportunities.
Section 33-4602, Idaho Code, Advanced Opportunities – Rulemaking
Idaho Administrative Code, IDAPA 08.02.03 - Section 106, Advanced Opportunities

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination.
Goal 2: Educational Attainment, Objective A: Higher Level of Educational Attainment.

BACKGROUND/DISCUSSION

Advanced Opportunities are available in all public high schools around the state; they include: Dual Credit, International Baccalaureate, Advanced Placement, College Level Examination Program, Overload Courses, Career Technical Education certification exams, and scholarships for early graduation. These programs are implemented to assist students in making a smooth transition to their future career aspirations after high school and increasing post degree / certification attainment. Section 33-4602, Idaho Code, allocates $4,125.00 to every public school student in grades 7-12 to use towards the cost of overload courses, dual credits, and examinations. The State Department of Education (Department), in partnership with Idaho colleges and course providers, has incorporated systems that allow this funding to be managed through each high school in the state. The Department also provides assistance to school districts around advising related to Advanced Opportunities. Over the years, Advanced Opportunities evolved, and FY18 was the second complete fiscal cycle with the $4,125-model in place. For this reason, the Department is beginning to observe and analyze program trends over between the FY17 and FY18 school years.

IMPACT

In FY18, Advanced Opportunities funding served 32,124 students through the Department. The program provided financial assistance for 10,613 overload courses, 16,218 examinations, and 184,794 dual credits, and awarded 67 scholarships for students who graduated early. Through the financial benefit offered for dual credits alone, it is estimated that this program saved Idaho families $55 million dollars in college tuition, which indicates that for every one dollar spent on dual credit, Idaho families who use the program save $4.58. Across the state, high schools have embraced Advanced Opportunities by mainstreaming course offerings to more and more students. On average, 26% of all eligible students in the state use Advanced Opportunities funding. This number is up from 21% from the previous year.

ATTACHMENTS

Attachment 1 – Advanced Opportunities FY18 Outcome Report

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Administrative Code, IDAPA 08.02.03.007, Advanced Opportunities are defined as Advance Placement courses, dual credit courses, technical competency credit, and International Baccalaureate programs. This program mirrors the Board's definition of Advanced Opportunities established in Board policy III.Y. In addition to this definition set in Idaho law, IDAPA 08.02.03.106, requires all high schools in Idaho to provide Advanced Opportunities as defined herein or to provide opportunities for student to take courses at a postsecondary campus. Board Policy III.Y. establishes the parameters, including minimum standards, by which the postsecondary institutions may offer advanced opportunities to secondary students. Chapter 51, Title 33, Postsecondary Enrollment Options, enacted in 1997, is the enabling section of Idaho Code, allowing students secondary students to take postsecondary courses and defines dual credit courses.

Section 33-4602, Idaho Code, Advanced Opportunities creates a program by which public school students in grades 7 through 12 are entitled to $4,125 that can be used toward the students cost for participating in Advanced Opportunities as well as the cost to take postsecondary credit-bearing or career technical certificate examinations and secondary overload courses. This funding may be used for dual credits taken either at the high school or on the postsecondary institution campus and will reimburse up to $75 per credit of the cost. This program also limits the reimbursement for secondary overload courses to $225 per course. In addition to the certificate or credit costs that are covered by this program, students who graduate one year or more early are eligible for an advanced opportunities scholarship. The amount of the scholarship is equal to 35% of the statewide average daily attendance-driven funding per enrolled pupil for each year the student graduated early. Students must apply for the scholarship within two years of graduating from a public school.

Students may participate in any of the Board's Advanced Opportunities outside of the state funding program established in Section 33-4602, Idaho Code. Students who choose to participate in Advanced Opportunities outside of this program are responsible for all associated costs. The report provided in Attachment 1 provides participation and cost information.

A dual credit report is provided to the Board at its regular December Board meeting. The dual credit report provides information on the impact dual credit courses have on student behavior, the participation of Idaho's various student population in taking dual credits and participation numbers for all student taking dual credits at our public postsecondary institutions.

Additionally, Board staff, through the Board's college and career advising initiative are working with school districts and charter schools in developing programs to provide meaningful advising and pathways for their students participating in advanced opportunities. This work is being done in collaboration with the Idaho Digital Learning Academy, the Department of Education, the Division of Career Technical Education and includes the Career Information System resources that are now part of the Office of the State Board of Education.

BOARD ACTION

This item is for informational purposes only.

ADVANCED OPPORTUNITIES

Annual Report FY18

With FY17 Comparison

Advanced Opportunities Activity and Payment Distributions: FY 17

Fast Forward Program $ 13,107,469.40

Students Served: 27,859

Examinations

		Amount	Headcount	Students Served
Exam Total	$	1,332,929.05	15,183	8,784
Advanced Placement (AP)	$	1,133,595.00	12,671	
International Baccalaureate (IB)	$	54,404.00	469	
Professional Certification Exams (CTE)	$	115,410.05	1,674	
College Level Examination Program (CLEP)	$	29,520.00	369	

Overload Courses

		Amount	Headcount	Students Served
Overload Total	$	748,916.00	7,530	4,936
Idaho Digital Learning	$	440,250.00	5,872	
Districts	$	284,126.00	1,495	
*Brigham Young Univ-Independent Study	$	24,540.00	163	

Dual Credit

		Amount	Headcount	Credits	Students Served
Dual Credit Total	$	11,025,624.35	50,024	153,728	21,333
Boise State University	$	1,338,085.00	6,931	20,642	
College of Southern Idaho	$	1,668,450.00	8,348	25,589	
College of Western Idaho	$	2,816,392.60	13,690	43,346	
Idaho State University	$	1,324,685.00	6,421	20,377	
Lewis-Clark State College	$	307,153.75	1,506	4,718	
North Idaho College	$	742,295.00	3,903	11,472	
University of Idaho	$	662,545.00	3,223	10,183	
*Eastern Idaho Technical College	$	825.00	< 5	11	
*Brigham Young University-Idaho	$	1,678.00	< 20	43	
*Northwest Nazarene University	$	1,053,975.00	5,595	16,243	
*Other	$	44,364.00	252	764	
*Treasure Valley Community College	$	16,176.00	133	340	
Total Dual Credit Tuition	$	9,976,624.35			
**County Reimbursements	$	1,049,000.00			

Cost of identical college credits after high school: $ 46,540,285.95

** Funds sent to school districts for distribution related to this activity*

*** Out-of-district tuition*

Early Graduation Scholarship $ 241,255.00

		Amount	Students Awarded Scholarships	Eligible Scholarships
Post-secondary Scholarships	$	135,261.00	86	243
School District Awards	$	105,994.00		

Revised 7.11.2017

Advanced Opportunities Activity and Payment Distributions: FY 18

Fast Forward Program — $ 15,938,398.50

Students Served: 32,124

Examinations

	Amount	Headcount	Students Served
Exam Total	$ 1,431,672.50	16,218	9,186
Advanced Placement (AP)	$ 1,188,890.00	13,272	
International Baccalaureate (IB)	$ 32,125.00	378	
Professional Certification Exams (CTE)	$ 69,400.00	583	
College Level Examination Program (CLEP)	$ 141,257.50	1,985	

Overload Courses

	Amount	Headcount	Students Served
Overload Total	$ 1,100,937.00	10,613	6,824
Idaho Digital Learning	$ 557,690.00	7,436	
Districts	$ 502,512.00	2,909	
*Brigham Young Univ-Independent Study	$ 40,735.00	268	

Dual Credit

	Amount	Headcount	Credits	Students Served
Dual Credit Total	$ 13,405,789.00	60,493	184,794	25,085
Boise State University	$ 1,455,490.00	7,437	22,407	
College of Eastern Idaho	$ 4,015.00	20	62	
College of Southern Idaho	$ 2,054,241.00	10,307	31,372	
College of Western Idaho	$ 3,705,745.00	18,032	57,096	
Idaho State University	$ 1,373,283.00	6,572	21,161	
Lewis-Clark State College	$ 349,320.00	1,656	5,289	
North Idaho College	$ 1,029,795.00	6,044	15,928	
University of Idaho	$ 784,655.00	3,806	12,063	
*Brigham Young University-Idaho	$ 3,900.00	34	99	
*Northwest Nazarene University	$ 1,096,150.00	5,822	16,867	
*Treasure Valley Community College	$ 103,500.00	490	1,619	
*Other	$ 50,745.00	273	831	
Total Dual Credit Tuition	$ 12,010,839.00			
Out-of-District Tuition	$ 1,394,950.00			

Cost of identical college credits after high school: $55,009,327.04

** Funds sent to school districts for distribution related to this activity*

Early Graduation Scholarship — $ 475,996.00

	Amount	Students Awarded Scholarships	Eligible Scholarships
Post-secondary Scholarships	$ 118,881.00	67	321
School District Awards	$ 357,115.00		

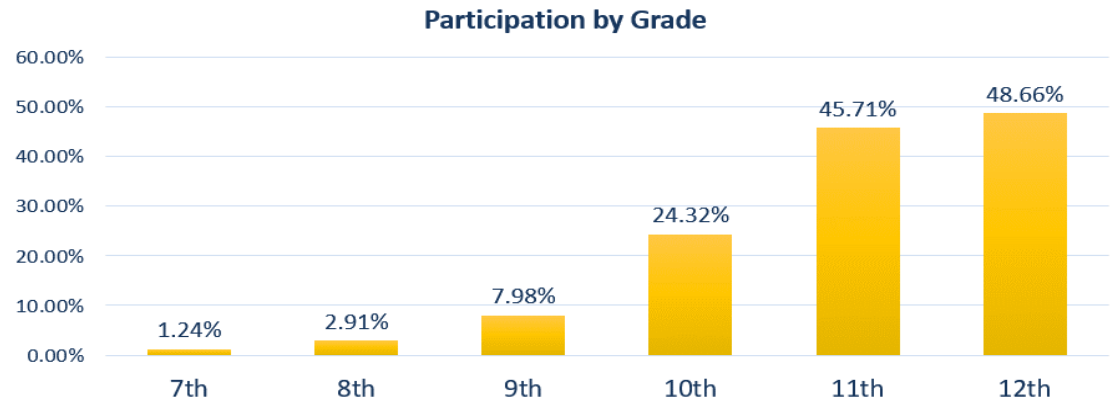
Advanced Opportunities Demographic Breakdown FY 17

Total Students *27,859*

Race	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
American Indian	189	0.68%	1.14%
Asian	576	2.07%	1.41%
Black or African American	216	0.78%	1.17%
Hispanic	3,641	13.07%	17.13%
Native Hawaiian or Pacific Islander	99	0.36%	0.34%
White	22,557	80.97%	76.46%
Multiple	581	2.09%	2.34%

Gender	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
Female	16,139	57.93%	48.78%
Male	11,720	42.07%	51.22%

Other Demographics	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
Private/Homeschool	113	0.41%	0.59%
Free/Reduced Lunch	8,264	29.66%	43.27%
Special Education	317	1.14%	8.78%
504	822	2.95%	4.10%
At Risk	644	2.31%	5.16%
English Learners	309	1.11%	3.36%
Gifted	3,459	12.42%	7.19%
Neglected/Delinquent	13	0.05%	0.38%
Homeless	282	1.01%	2.01%



Revised 7.31.2017

IDAHO STATE DEPARTMENT OF EDUCATION

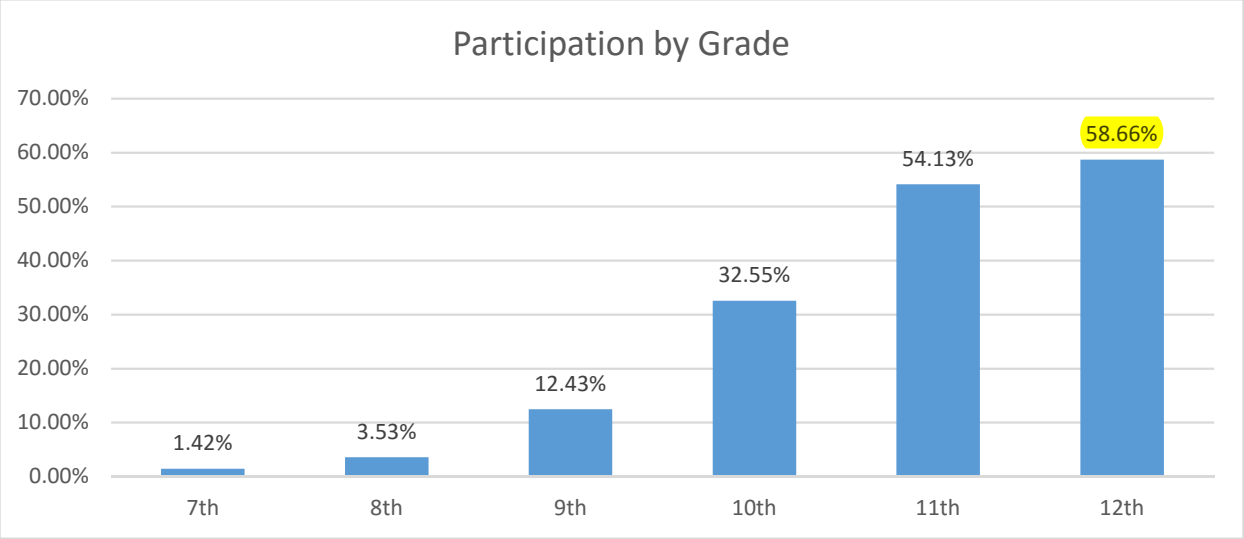
Advanced Opportunities Demographic Breakdown FY 18

Total Students *32,124*

Race	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
American Indian	212	0.66%	1.12%
Asian	663	2.06%	1.43%
Black or African American	268	0.83%	1.20%
Hispanic	4,581	14.26%	17.53%
Native Hawaiian or Pacific Islander	98	0.31%	0.33%
White	25,579	79.63%	75.93%
Multiple	723	2.25%	2.46%

Gender	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
Female	18,477	57.52%	48.83%
Male	13,647	42.48%	51.17%

Other Demographics	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
Private/Homeschool	211	0.66%	0.57%
Free/Reduced Lunch	8,911	27.74%	32.09%
Special Education	574	1.79%	9.44%
504	1,162	3.62%	4.39%
At Risk	766	2.38%	4.65%
English Learners	414	1.29%	2.95%
Gifted	3,857	12.01%	7.26%
Neglected/Delinquent	20	0.06%	0.28%
Homeless	368	1.15%	1.83%



Advanced Opportunities Participation FY 18

ID	LEA Name	AO Payment FY 17	AO Participation	Total Students 7-12	Percent	Participation Rank	Expenditure per Participating Student	Expenditure Rank
785	MERIDIAN MEDICAL ARTS CHARTER	$ 134,380.00	144	193	75%	1	$ 933.19	1
480	NORTH IDAHO STEM CHARTER ACADEMY DISTRICT	$ 32,195.00	75	115	65%	2	$ 429.27	63
463	VISION CHARTER SCHOOL	$ 138,200.00	152	291	52%	3	$ 909.21	2
455	COMPASS CHARTER SCHOOL	$ 134,590.00	170	360	47%	4	$ 791.71	4
451	VICTORY CHARTER SCHOOL	$ 47,385.00	85	194	44%	5	$ 557.47	20
464	WHITE PINE CHARTER SCHOOL	$ 4,050.00	22	51	43%	6	$ 184.09	131
292	SOUTH LEMHI DISTRICT	$ 2,865.00	12	28	43%	7	$ 238.75	120
458	LIBERTY CHARTER	$ 55,380.00	87	204	43%	8	$ 636.55	10
136	MELBA JOINT DISTRICT	$ 87,479.00	176	416	42%	9	$ 497.04	36
372	NEW PLYMOUTH DISTRICT	$ 129,580.00	189	467	40%	10	$ 685.61	6
287	TROY SCHOOL DISTRICT	$ 31,455.00	55	137	40%	11	$ 571.91	16
134	MIDDLETON DISTRICT	$ 351,022.00	749	1,964	38%	12	$ 468.65	49
242	COTTONWOOD JOINT DISTRICT	$ 46,939.50	71	188	38%	13	$ 661.12	7
813	MOSCOW CHARTER SCHOOL	$ 750.00	9	25	36%	14	$ 83.33	144
493	NORTH STAR CHARTER DISTRICT	$ 55,651.00	116	325	36%	15	$ 479.75	42
202	WEST SIDE JOINT DISTRICT	$ 50,966.00	101	284	36%	16	$ 504.61	33
282	GENESEE JOINT DISTRICT	$ 30,610.00	56	158	35%	17	$ 546.61	24
139	VALLIVUE SCHOOL DISTRICT	$ 621,281.20	1,356	3,837	35%	18	$ 458.17	52
72	BASIN SCHOOL DISTRICT	$ 14,500.00	66	187	35%	19	$ 219.70	123
559	THOMAS JEFFERSON CHARTER DISTRICT	$ 33,182.00	59	168	35%	20	$ 562.41	18
768	MERIDIAN TECHNICAL CHARTER DISTRICT	$ 33,863.00	70	201	35%	21	$ 483.76	39
371	PAYETTE JOINT DISTRICT	$ 84,469.00	229	667	34%	22	$ 368.86	85
421	MCCALL-DONNELLY JT. SCHOOL DISTRICT	$ 66,605.00	184	537	34%	23	$ 361.98	88
486	UPPER CARMEN PUBLIC CHARTER DISTRICT	$ 2,987.00	13	38	34%	24	$ 229.77	121
243	SALMON RIVER JOINT SCHOOL DIST	$ 8,479.00	18	54	33%	25	$ 471.06	46
461	TAYLORS CROSSING CHARTER SCHOOL	$ 24,660.00	56	169	33%	26	$ 440.36	60
61	BLAINE COUNTY DISTRICT	$ 181,801.00	533	1,623	33%	27	$ 341.09	98
490	IDAHO DISTANCE EDUCATION ACADEMY DISTRICT	$ 59,810.00	96	294	33%	28	$ 623.02	12
161	CLARK COUNTY DISTRICT	$ 6,850.00	22	69	32%	29	$ 311.36	105
137	PARMA DISTRICT	$ 68,705.00	156	500	31%	30	$ 440.42	59
233	HAGERMAN JOINT DISTRICT	$ 16,060.00	45	149	30%	31	$ 356.89	91
150	SODA SPRINGS JOINT DISTRICT	$ 59,990.00	118	393	30%	32	$ 508.39	31
182	MACKAY JOINT DISTRICT	$ 8,515.00	27	92	29%	33	$ 315.37	104
491	COEUR D'ALENE CHARTER ACADEMY DISTRICT	$ 103,934.00	161	557	29%	34	$ 645.55	9
417	CASTLEFORD DISTRICT	$ 14,565.00	41	142	29%	35	$ 355.24	92
322	SUGAR-SALEM JOINT DISTRICT	$ 104,953.00	236	832	28%	36	$ 444.72	56
135	NOTUS DISTRICT	$ 20,205.00	59	210	28%	37	$ 342.46	97
148	GRACE JOINT DISTRICT	$ 24,060.00	64	231	28%	38	$ 375.94	83
93	BONNEVILLE JOINT DISTRICT	$ 724,542.00	1,545	5,597	28%	39	$ 468.96	48
370	HOMEDALE JOINT DISTRICT	$ 45,145.00	151	549	28%	40	$ 298.97	115
132	CALDWELL DISTRICT	$ 264,522.00	754	2,764	27%	41	$ 350.82	95
1	BOISE INDEPENDENT DISTRICT	$ 1,083,328.50	3,339	12,310	27%	42	$ 324.45	103
59	FIRTH DISTRICT	$ 44,389.00	100	372	27%	43	$ 443.89	58
418	MURTAUGH JOINT DISTRICT	$ 20,234.00	38	142	27%	44	$ 532.47	28
33	BEAR LAKE COUNTY DISTRICT	$ 55,640.00	133	497	27%	45	$ 418.35	65
291	SALMON DISTRICT	$ 33,199.00	108	404	27%	46	$ 307.40	110
433	MIDVALE DISTRICT	$ 5,675.00	16	60	27%	47	$ 354.69	93
555	CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)	$ 3,580.00	32	120	27%	48	$ 111.88	140
2	JOINT SCHOOL DISTRICT NO. 2	$ 2,657,144.50	4,788	18,057	27%	49	$ 554.96	21
482	AMERICAN HERITAGE CHARTER DISTRICT	$ 3,585.00	28	107	26%	50	$ 128.04	138
411	TWIN FALLS DISTRICT	$ 478,493.00	1,056	4,040	26%	51	$ 453.12	55
171	OROFINO JOINT DISTRICT	$ 83,565.00	146	564	26%	52	$ 572.36	15
365	BRUNEAU-GRAND VIEW JOINT DIST	$ 6,640.00	36	140	26%	53	$ 184.44	130
414	KIMBERLY DISTRICT	$ 115,553.00	211	832	25%	54	$ 547.64	23
252	RIRIE JOINT DISTRICT	$ 29,150.00	95	376	25%	55	$ 306.84	111
13	COUNCIL DISTRICT	$ 3,880.00	28	111	25%	56	$ 138.57	136
415	HANSEN DISTRICT	$ 16,135.00	34	135	25%	57	$ 474.56	45
131	NAMPA SCHOOL DISTRICT	$ 754,508.00	1,623	6,594	25%	58	$ 464.88	50
71	GARDEN VALLEY DISTRICT	$ 14,700.00	29	118	25%	59	$ 506.90	32
221	EMMETT INDEPENDENT DIST	$ 126,591.00	285	1,162	25%	60	$ 444.18	57
432	CAMBRIDGE JOINT DISTRICT	$ 2,985.00	13	55	24%	61	$ 229.62	122
285	POTLATCH DISTRICT	$ 16,525.00	47	199	24%	62	$ 351.60	94
25	POCATELLO DISTRICT	$ 638,448.00	1,392	5,914	24%	63	$ 458.66	51
363	MARSING JOINT DISTRICT	$ 56,790.00	90	383	23%	64	$ 631.00	11
431	WEISER DISTRICT	$ 62,735.00	174	760	23%	65	$ 360.55	89
413	FILER DISTRICT	$ 70,528.00	179	785	23%	66	$ 394.01	74
373	FRUITLAND DISTRICT	$ 72,401.00	191	838	23%	67	$ 379.06	79
133	WILDER DISTRICT	$ 25,790.00	48	211	23%	68	$ 537.29	27
382	ROCKLAND DISTRICT	$ 3,365.00	22	97	23%	69	$ 152.95	134
321	MADISON DISTRICT	$ 207,224.00	544	2,441	22%	70	$ 380.93	76
341	LAPWAI DISTRICT	$ 15,335.00	42	193	22%	71	$ 365.12	87
281	MOSCOW DISTRICT	$ 95,783.00	240	1,116	22%	72	$ 399.10	73
101	BOUNDARY COUNTY DISTRICT	$ 56,653.00	149	695	21%	73	$ 380.22	77

DEPARTMENT OF EDUCATION
OCTOBER 17, 2018

ID	LEA Name	AO Payment FY 17	AO Participation	Total Students 7-12	Percent	Participation Rank	Expenditure per Participating Student	Expenditure Rank
487	FORREST M. BIRD CHARTER DISTRICT	$ 27,670.00	64	300	21%	74	$ 432.34	62
340	LEWISTON INDEPENDENT DISTRICT	$ 190,952.00	478	2,250	21%	75	$ 399.48	72
84	LAKE PEND OREILLE DISTRICT	$ 109,796.00	362	1,723	21%	76	$ 303.30	114
462	XAVIER CHARTER SCHOOL	$ 9,993.00	62	297	21%	77	$ 161.18	133
485	IDAHO STEM ACADEMY DBA BINGHAM ACADEMY CHARTER DI	$ 7,745.00	25	120	21%	78	$ 309.80	106
271	COEUR D'ALENE DISTRICT	$ 471,034.00	1,004	4,823	21%	79	$ 469.16	47
3	KUNA JOINT DISTRICT	$ 276,626.80	527	2,535	21%	80	$ 524.91	29
283	KENDRICK JOINT DISTRICT	$ 7,360.00	18	89	20%	81	$ 408.89	67
314	DIETRICH DISTRICT	$ 8,730.00	18	93	19%	82	$ 485.00	38
351	ONEIDA COUNTY DISTRICT	$ 36,080.00	83	429	19%	83	$ 434.70	61
251	JEFFERSON COUNTY JT DISTRICT	$ 230,029.00	477	2,477	19%	84	$ 482.24	40
83	WEST BONNER COUNTY DISTRICT	$ 35,055.00	93	485	19%	85	$ 376.94	81
452	IDAHO VIRTUAL ACADEMY	$ 93,665.00	221	1,155	19%	86	$ 423.82	64
58	ABERDEEN DISTRICT	$ 23,055.00	62	325	19%	87	$ 371.85	84
231	GOODING JOINT DISTRICT	$ 45,749.00	117	614	19%	88	$ 391.02	75
272	LAKELAND DISTRICT	$ 235,125.00	412	2,179	19%	89	$ 570.69	17
304	KAMIAH JOINT DISTRICT	$ 7,695.00	38	202	19%	90	$ 202.50	125
273	POST FALLS DISTRICT	$ 268,258.00	491	2,621	19%	91	$ 546.35	25
261	JEROME JOINT DISTRICT	$ 146,845.00	324	1,742	19%	92	$ 453.23	54
795	IDAHO ARTS CHARTER SCHOOL	$ 19,462.00	63	339	19%	93	$ 308.92	108
60	SHELLEY JOINT DISTRICT	$ 68,489.00	190	1,040	18%	94	$ 360.47	90
181	CHALLIS JOINT DISTRICT	$ 15,430.00	31	172	18%	95	$ 497.74	35
393	WALLACE DISTRICT	$ 13,045.00	40	231	17%	96	$ 326.13	101
312	SHOSHONE JOINT DISTRICT	$ 15,450.00	41	240	17%	97	$ 376.83	82
475	SAGE INTERNATIONAL SCHOOL OF BOISE	$ 30,415.00	76	452	17%	98	$ 400.20	70
193	MOUNTAIN HOME DISTRICT	$ 86,720.00	280	1,671	17%	99	$ 309.71	107
331	MINIDOKA COUNTY JOINT DISTRICT	$ 194,935.00	325	1,986	16%	100	$ 599.80	13
316	RICHFIELD DISTRICT	$ 5,700.00	12	75	16%	101	$ 475.00	44
288	WHITEPINE JT SCHOOL DISTRICT	$ 9,165.00	18	113	16%	102	$ 509.17	30
21	MARSH VALLEY JOINT DISTRICT	$ 38,375.00	95	597	16%	103	$ 403.95	68
91	IDAHO FALLS DISTRICT	$ 228,503.00	752	4,766	16%	104	$ 303.86	113
73	HORSESHOE BEND SCHOOL DISTRICT	$ 4,940.00	17	110	15%	105	$ 290.59	118
465	NORTH VALLEY ACADEMY	$ 5,099.00	15	98	15%	106	$ 339.93	99
401	TETON COUNTY DISTRICT	$ 58,222.00	120	788	15%	107	$ 485.18	37
151	CASSIA COUNTY JOINT DISTRICT	$ 178,662.00	376	2,482	15%	108	$ 475.16	43
253	WEST JEFFERSON DISTRICT	$ 29,630.00	45	305	15%	109	$ 658.44	8
305	HIGHLAND JOINT DISTRICT	$ 5,974.00	12	82	15%	110	$ 497.83	34
41	ST MARIES JOINT DISTRICT	$ 39,070.00	66	453	15%	111	$ 591.97	14
201	PRESTON JOINT DISTRICT	$ 83,992.00	184	1,316	14%	112	$ 456.48	53
55	BLACKFOOT DISTRICT	$ 107,645.00	260	1,863	14%	113	$ 414.02	66
232	WENDELL DISTRICT	$ 9,625.00	65	468	14%	114	$ 148.08	135
381	AMERICAN FALLS JOINT DISTRICT	$ 42,868.00	89	656	14%	115	$ 481.66	41
302	NEZPERCE JOINT DISTRICT	$ 1,535.00	8	60	13%	116	$ 191.88	128
412	BUHL JOINT DISTRICT	$ 29,573.00	74	566	13%	117	$ 399.64	71
192	GLENNS FERRY JOINT DISTRICT	$ 9,455.00	25	196	13%	118	$ 378.20	80
149	NORTH GEM DISTRICT	$ 5,530.00	10	79	13%	119	$ 553.00	22
274	KOOTENAI DISTRICT	$ 5,056.00	9	72	13%	120	$ 561.78	19
494	THE POCATELLO COMMUNITY CHARTER SCHOOL, INC.	$ 900.00	9	73	12%	121	$ 100.00	142
244	MOUNTAIN VIEW SCHOOL DISTRICT	$ 28,935.00	72	592	12%	122	$ 401.88	69
422	CASCADE DISTRICT	$ 3,975.00	13	109	12%	123	$ 305.77	112
477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	$ 825.00	8	71	11%	124	$ 103.13	141
391	KELLOGG JOINT DISTRICT	$ 19,425.00	53	502	11%	125	$ 366.51	86
11	MEADOWS VALLEY DISTRICT	$ 1,489.00	8	81	10%	126	$ 186.13	129
215	FREMONT COUNTY JOINT DISTRICT	$ 36,449.00	96	980	10%	127	$ 379.68	78
52	SNAKE RIVER DISTRICT	$ 23,515.00	80	830	10%	128	$ 293.94	117
111	BUTTE COUNTY JOINT DISTRICT	$ 8,060.00	15	169	9%	129	$ 537.33	26
262	VALLEY DISTRICT	$ 7,720.00	23	265	9%	130	$ 335.65	100
489	IDAHO COLLEGE & CAREER READINESS ACADEMY	$ 2,600.00	8	95	8%	131	$ 325.00	102
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	$ 825.00	7	94	7%	132	$ 117.86	139
492	ANSER CHARTER SCHOOL	$ 600.00	7	100	7%	133	$ 85.71	143
470	Kootenai Bridge Academy	$ 11,895.00	16	235	7%	134	$ 743.44	5
469	IDAHO CONNECTS ONLINE CHARTER DISTRICT	$ 2,535.00	13	192	7%	135	$ 195.00	126
457	INSPIRE VIRTUAL CHARTER	$ 12,510.00	42	666	6%	136	$ 297.86	116
44	PLUMMER-WORLEY JOINT DISTRICT	$ 7,720.00	9	150	6%	137	$ 857.78	3
342	CULDESAC JOINT DISTRICT	$ 430.00	2	46	4%	138	$ 215.00	124
121	CAMAS COUNTY DISTRICT	$ 260.00	2	55	4%	139	$ 130.00	137
476	Another Choice Virtual Charter District	$ 4,180.00	12	413	3%	140	$ 348.33	96
472	PALOUSE PRAIRIE CHARTER	$ 75.00	1	37	3%	141	$ 75.00	145
481	Heritage Community Charter District	$ 345.00	2	100	2%	142	$ 172.50	132
466	iSUCCEED VIRTUAL HIGH SCHOOL	$ 2,770.00	9	526	2%	143	$ 307.78	109
234	BLISS JOINT DISTRICT	$ 195.00	1	62	2%	144	$ 195.00	127
456	FALCON RIDGE CHARTER SCHOOL	$ 75.00	1	66	2%	145	$ 75.00	146
453	RICHARD MCKENNA CHARTER HIGH SCHOOL	$ 845.00	3	365	1%	146	$ 281.67	119

Charter School*

Advanced Opportunities Expenditure FY 18

ID	LEA Name	AO Payment FY 17	AO Participation	Total Students 7-12	Percent	Participation Rank	Expenditure per Participating Student	Expenditure Rank
785	MERIDIAN MEDICAL ARTS CHARTER	$ 134,380.00	144	193	75%	1	$ 933.19	1
463	VISION CHARTER SCHOOL	$ 138,200.00	152	291	52%	3	$ 909.21	2
44	PLUMMER-WORLEY JOINT DISTRICT	$ 7,720.00	9	150	6%	137	$ 857.78	3
455	COMPASS CHARTER SCHOOL	$ 134,590.00	170	360	47%	4	$ 791.71	4
470	Kootenai Bridge Academy	$ 11,895.00	16	235	7%	134	$ 743.44	5
372	NEW PLYMOUTH DISTRICT	$ 129,580.00	189	467	40%	10	$ 685.61	6
242	COTTONWOOD JOINT DISTRICT	$ 46,939.50	71	188	38%	13	$ 661.12	7
253	WEST JEFFERSON DISTRICT	$ 29,630.00	45	305	15%	109	$ 658.44	8
491	COEUR D'ALENE CHARTER ACADEMY DISTRICT	$ 103,934.00	161	557	29%	34	$ 645.55	9
458	LIBERTY CHARTER	$ 55,380.00	87	204	43%	8	$ 636.55	10
363	MARSING JOINT DISTRICT	$ 56,790.00	90	383	23%	64	$ 631.00	11
490	IDAHO DISTANCE EDUCATION ACADEMY DISTRICT	$ 59,810.00	96	294	33%	28	$ 623.02	12
331	MINIDOKA COUNTY JOINT DISTRICT	$ 194,935.00	325	1,986	16%	100	$ 599.80	13
41	ST MARIES JOINT DISTRICT	$ 39,070.00	66	453	15%	111	$ 591.97	14
171	OROFINO JOINT DISTRICT	$ 83,565.00	146	564	26%	52	$ 572.36	15
287	TROY SCHOOL DISTRICT	$ 31,455.00	55	137	40%	11	$ 571.91	16
272	LAKELAND DISTRICT	$ 235,125.00	412	2,179	19%	89	$ 570.69	17
559	THOMAS JEFFERSON CHARTER DISTRICT	$ 33,182.00	59	168	35%	20	$ 562.41	18
274	KOOTENAI DISTRICT	$ 5,056.00	9	72	13%	120	$ 561.78	19
451	VICTORY CHARTER SCHOOL	$ 47,385.00	85	194	44%	5	$ 557.47	20
2	JOINT SCHOOL DISTRICT NO. 2	$ 2,657,144.50	4,788	18,057	27%	49	$ 554.96	21
149	NORTH GEM DISTRICT	$ 5,530.00	10	79	13%	119	$ 553.00	22
414	KIMBERLY DISTRICT	$ 115,553.00	211	832	25%	54	$ 547.64	23
282	GENESEE JOINT DISTRICT	$ 30,610.00	56	158	35%	17	$ 546.61	24
273	POST FALLS DISTRICT	$ 268,258.00	491	2,621	19%	91	$ 546.35	25
111	BUTTE COUNTY JOINT DISTRICT	$ 8,060.00	15	169	9%	129	$ 537.33	26
133	WILDER DISTRICT	$ 25,790.00	48	211	23%	68	$ 537.29	27
418	MURTAUGH JOINT DISTRICT	$ 20,234.00	38	142	27%	44	$ 532.47	28
3	KUNA JOINT DISTRICT	$ 276,626.80	527	2,535	21%	80	$ 524.91	29
288	WHITEPINE JT SCHOOL DISTRICT	$ 9,165.00	18	113	16%	102	$ 509.17	30
150	SODA SPRINGS JOINT DISTRICT	$ 59,990.00	118	393	30%	32	$ 508.39	31
71	GARDEN VALLEY DISTRICT	$ 14,700.00	29	118	25%	59	$ 506.90	32
202	WEST SIDE JOINT DISTRICT	$ 50,966.00	101	284	36%	16	$ 504.61	33
305	HIGHLAND JOINT DISTRICT	$ 5,974.00	12	82	15%	110	$ 497.83	34
181	CHALLIS JOINT DISTRICT	$ 15,430.00	31	172	18%	95	$ 497.74	35
136	MELBA JOINT DISTRICT	$ 87,479.00	176	416	42%	9	$ 497.04	36
401	TETON COUNTY DISTRICT	$ 58,222.00	120	788	15%	107	$ 485.18	37
314	DIETRICH DISTRICT	$ 8,730.00	18	93	19%	82	$ 485.00	38
768	MERIDIAN TECHNICAL CHARTER DISTRICT	$ 33,863.00	70	201	35%	21	$ 483.76	39
251	JEFFERSON COUNTY JT DISTRICT	$ 230,029.00	477	2,477	19%	84	$ 482.24	40
381	AMERICAN FALLS JOINT DISTRICT	$ 42,868.00	89	656	14%	115	$ 481.66	41
493	NORTH STAR CHARTER DISTRICT	$ 55,651.00	116	325	36%	15	$ 479.75	42
151	CASSIA COUNTY JOINT DISTRICT	$ 178,662.00	376	2,482	15%	108	$ 475.16	43
316	RICHFIELD DISTRICT	$ 5,700.00	12	75	16%	101	$ 475.00	44
415	HANSEN DISTRICT	$ 16,135.00	34	135	25%	57	$ 474.56	45
243	SALMON RIVER JOINT SCHOOL DIST	$ 8,479.00	18	54	33%	25	$ 471.06	46
271	COEUR D'ALENE DISTRICT	$ 471,034.00	1,004	4,823	21%	79	$ 469.16	47
93	BONNEVILLE JOINT DISTRICT	$ 724,542.00	1,545	5,597	28%	39	$ 468.96	48
134	MIDDLETON DISTRICT	$ 351,022.00	749	1,964	38%	12	$ 468.65	49
131	NAMPA SCHOOL DISTRICT	$ 754,508.00	1,623	6,594	25%	58	$ 464.88	50
25	POCATELLO DISTRICT	$ 638,448.00	1,392	5,914	24%	63	$ 458.66	51
139	VALLIVUE SCHOOL DISTRICT	$ 621,281.20	1,356	3,837	35%	18	$ 458.17	52
201	PRESTON JOINT DISTRICT	$ 83,992.00	184	1,316	14%	112	$ 456.48	53
261	JEROME JOINT DISTRICT	$ 146,845.00	324	1,742	19%	92	$ 453.23	54
411	TWIN FALLS DISTRICT	$ 478,493.00	1,056	4,040	26%	51	$ 453.12	55
322	SUGAR-SALEM JOINT DISTRICT	$ 104,953.00	236	832	28%	36	$ 444.72	56
221	EMMETT INDEPENDENT DIST	$ 126,591.00	285	1,162	25%	60	$ 444.18	57
59	FIRTH DISTRICT	$ 44,389.00	100	372	27%	43	$ 443.89	58
137	PARMA DISTRICT	$ 68,705.00	156	500	31%	30	$ 440.42	59
461	TAYLORS CROSSING CHARTER SCHOOL	$ 24,660.00	56	169	33%	26	$ 440.36	60
351	ONEIDA COUNTY DISTRICT	$ 36,080.00	83	429	19%	83	$ 434.70	61
487	FORREST M. BIRD CHARTER DISTRICT	$ 27,670.00	64	300	21%	74	$ 432.34	62
480	NORTH IDAHO STEM CHARTER ACADEMY DISTRICT	$ 32,195.00	75	115	65%	2	$ 429.27	63
452	IDAHO VIRTUAL ACADEMY	$ 93,665.00	221	1,155	19%	86	$ 423.82	64
33	BEAR LAKE COUNTY DISTRICT	$ 55,640.00	133	497	27%	45	$ 418.35	65
55	BLACKFOOT DISTRICT	$ 107,645.00	260	1,863	14%	113	$ 414.02	66
283	KENDRICK JOINT DISTRICT	$ 7,360.00	18	89	20%	81	$ 408.89	67
21	MARSH VALLEY JOINT DISTRICT	$ 38,375.00	95	597	16%	103	$ 403.95	68
244	MOUNTAIN VIEW SCHOOL DISTRICT	$ 28,935.00	72	592	12%	122	$ 401.88	69
475	SAGE INTERNATIONAL SCHOOL OF BOISE	$ 30,415.00	76	452	17%	98	$ 400.20	70
412	BUHL JOINT DISTRICT	$ 29,573.00	74	566	13%	117	$ 399.64	71
340	LEWISTON INDEPENDENT DISTRICT	$ 190,952.00	478	2,250	21%	75	$ 399.48	72
281	MOSCOW DISTRICT	$ 95,783.00	240	1,116	22%	72	$ 399.10	73

DEPARTMENT OF EDUCATION
OCTOBER 17, 2018

ID	LEA Name	AO Payment FY 17	AO Participation	Total Students 7-12	Percent	Participation Rank	Expenditure per Participating Student	Expenditure Rank
413	FILER DISTRICT	$ 70,528.00	179	785	23%	66	$ 394.01	74
231	GOODING JOINT DISTRICT	$ 45,749.00	117	614	19%	88	$ 391.02	75
321	MADISON DISTRICT	$ 207,224.00	544	2,441	22%	70	$ 380.93	76
101	BOUNDARY COUNTY DISTRICT	$ 56,653.00	149	695	21%	73	$ 380.22	77
215	FREMONT COUNTY JOINT DISTRICT	$ 36,449.00	96	980	10%	127	$ 379.68	78
373	FRUITLAND DISTRICT	$ 72,401.00	191	838	23%	67	$ 379.06	79
192	GLENNS FERRY JOINT DISTRICT	$ 9,455.00	25	196	13%	118	$ 378.20	80
83	WEST BONNER COUNTY DISTRICT	$ 35,055.00	93	485	19%	85	$ 376.94	81
312	SHOSHONE JOINT DISTRICT	$ 15,450.00	41	240	17%	97	$ 376.83	82
148	GRACE JOINT DISTRICT	$ 24,060.00	64	231	28%	38	$ 375.94	83
58	ABERDEEN DISTRICT	$ 23,055.00	62	325	19%	87	$ 371.85	84
371	PAYETTE JOINT DISTRICT	$ 84,469.00	229	667	34%	22	$ 368.86	85
391	KELLOGG JOINT DISTRICT	$ 19,425.00	53	502	11%	125	$ 366.51	86
341	LAPWAI DISTRICT	$ 15,335.00	42	193	22%	71	$ 365.12	87
421	MCCALL-DONNELLY JT. SCHOOL DISTRICT	$ 66,605.00	184	537	34%	23	$ 361.98	88
431	WEISER DISTRICT	$ 62,735.00	174	760	23%	65	$ 360.55	89
60	SHELLEY JOINT DISTRICT	$ 68,489.00	190	1,040	18%	94	$ 360.47	90
233	HAGERMAN JOINT DISTRICT	$ 16,060.00	45	149	30%	31	$ 356.89	91
417	CASTLEFORD DISTRICT	$ 14,565.00	41	142	29%	35	$ 355.24	92
433	MIDVALE DISTRICT	$ 5,675.00	16	60	27%	47	$ 354.69	93
285	POTLATCH DISTRICT	$ 16,525.00	47	199	24%	62	$ 351.60	94
132	CALDWELL DISTRICT	$ 264,522.00	754	2,764	27%	41	$ 350.82	95
476	Another Choice Virtual Charter District	$ 4,180.00	12	413	3%	140	$ 348.33	96
135	NOTUS DISTRICT	$ 20,205.00	59	210	28%	37	$ 342.46	97
61	BLAINE COUNTY DISTRICT	$ 181,801.00	533	1,623	33%	27	$ 341.09	98
465	NORTH VALLEY ACADEMY	$ 5,099.00	15	98	15%	106	$ 339.93	99
262	VALLEY DISTRICT	$ 7,720.00	23	265	9%	130	$ 335.65	100
393	WALLACE DISTRICT	$ 13,045.00	40	231	17%	96	$ 326.13	101
489	IDAHO COLLEGE & CAREER READINESS ACADEMY	$ 2,600.00	8	95	8%	131	$ 325.00	102
1	BOISE INDEPENDENT DISTRICT	$ 1,083,328.50	3,339	12,310	27%	42	$ 324.45	103
182	MACKAY JOINT DISTRICT	$ 8,515.00	27	92	29%	33	$ 315.37	104
161	CLARK COUNTY DISTRICT	$ 6,850.00	22	69	32%	29	$ 311.36	105
485	IDAHO STEM ACADEMY DBA BINGHAM ACADEMY CHARTER DI	$ 7,745.00	25	120	21%	78	$ 309.80	106
193	MOUNTAIN HOME DISTRICT	$ 86,720.00	280	1,671	17%	99	$ 309.71	107
795	IDAHO ARTS CHARTER SCHOOL	$ 19,462.00	63	339	19%	93	$ 308.92	108
466	iSUCCEED VIRTUAL HIGH SCHOOL	$ 2,770.00	9	526	2%	143	$ 307.78	109
291	SALMON DISTRICT	$ 33,199.00	108	404	27%	46	$ 307.40	110
252	RIRIE JOINT DISTRICT	$ 29,150.00	95	376	25%	55	$ 306.84	111
422	CASCADE DISTRICT	$ 3,975.00	13	109	12%	123	$ 305.77	112
91	IDAHO FALLS DISTRICT	$ 228,503.00	752	4,766	16%	104	$ 303.86	113
84	LAKE PEND OREILLE DISTRICT	$ 109,796.00	362	1,723	21%	76	$ 303.30	114
370	HOMEDALE JOINT DISTRICT	$ 45,145.00	151	549	28%	40	$ 298.97	115
457	INSPIRE VIRTUAL CHARTER	$ 12,510.00	42	666	6%	136	$ 297.86	116
52	SNAKE RIVER DISTRICT	$ 23,515.00	80	830	10%	128	$ 293.94	117
73	HORSESHOE BEND SCHOOL DISTRICT	$ 4,940.00	17	110	15%	105	$ 290.59	118
453	RICHARD MCKENNA CHARTER HIGH SCHOOL	$ 845.00	3	365	1%	146	$ 281.67	119
292	SOUTH LEMHI DISTRICT	$ 2,865.00	12	28	43%	7	$ 238.75	120
486	UPPER CARMEN PUBLIC CHARTER DISTRICT	$ 2,987.00	13	38	34%	24	$ 229.77	121
432	CAMBRIDGE JOINT DISTRICT	$ 2,985.00	13	55	24%	61	$ 229.62	122
72	BASIN SCHOOL DISTRICT	$ 14,500.00	66	187	35%	19	$ 219.70	123
342	CULDESAC JOINT DISTRICT	$ 430.00	2	46	4%	138	$ 215.00	124
304	KAMIAH JOINT DISTRICT	$ 7,695.00	38	202	19%	90	$ 202.50	125
469	IDAHO CONNECTS ONLINE CHARTER DISTRICT	$ 2,535.00	13	192	7%	135	$ 195.00	126
234	BLISS JOINT DISTRICT	$ 195.00	1	62	2%	144	$ 195.00	127
302	NEZPERCE JOINT DISTRICT	$ 1,535.00	8	60	13%	116	$ 191.88	128
11	MEADOWS VALLEY DISTRICT	$ 1,489.00	8	81	10%	126	$ 186.13	129
365	BRUNEAU-GRAND VIEW JOINT DIST	$ 6,640.00	36	140	26%	53	$ 184.44	130
464	WHITE PINE CHARTER SCHOOL	$ 4,050.00	22	51	43%	6	$ 184.09	131
481	Heritage Community Charter District	$ 345.00	2	100	2%	142	$ 172.50	132
462	XAVIER CHARTER SCHOOL	$ 9,993.00	62	297	21%	77	$ 161.18	133
382	ROCKLAND DISTRICT	$ 3,365.00	22	97	23%	69	$ 152.95	134
232	WENDELL DISTRICT	$ 9,625.00	65	468	14%	114	$ 148.08	135
13	COUNCIL DISTRICT	$ 3,880.00	28	111	25%	56	$ 138.57	136
121	CAMAS COUNTY DISTRICT	$ 260.00	2	55	4%	139	$ 130.00	137
482	AMERICAN HERITAGE CHARTER DISTRICT	$ 3,585.00	28	107	26%	50	$ 128.04	138
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	$ 825.00	7	94	7%	132	$ 117.86	139
555	CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)	$ 3,580.00	32	120	27%	48	$ 111.88	140
477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	$ 825.00	8	71	11%	124	$ 103.13	141
494	THE POCATELLO COMMUNITY CHARTER SCHOOL, INC.	$ 900.00	9	73	12%	121	$ 100.00	142
492	ANSER CHARTER SCHOOL	$ 600.00	7	100	7%	133	$ 85.71	143
813	MOSCOW CHARTER SCHOOL	$ 750.00	9	25	36%	14	$ 83.33	144
472	PALOUSE PRAIRIE CHARTER	$ 75.00	1	37	3%	141	$ 75.00	145
456	FALCON RIDGE CHARTER SCHOOL	$ 75.00	1	66	2%	145	$ 75.00	146

Charter School*

General Education Matriculation (GEM)

GEM courses are recognized between Idaho public postsecondary insitutions as general education courses that are easily transferable and meet general education requirements across a variety of disciplines. Students taking GEM courses in high school are less likely to face transferability challenges when they transfer to an Idaho public institution. GEM courses are identified in 6 categories.

GEM Breakdown: FY 18

Credit Type	Number of Credits	Percent
GEM	**129,227**	**70%**
Humanistic and Artistic Ways of Knowing	31,304	17%
Mathematical Ways of Knowing	21,146	11%
Oral Communication	8,883	5%
Scientific Ways of Knowing	24,522	13%
Social and Behavioral Ways of Knowing	25,210	14%
Written Communication	14,297	8%
Institution Specific	3,865	2%
Non-GEM	**36,151**	**20%**
Non-Public Institution	**19,416**	**11%**
Total:	184,794	100%

GEM Breakdown by Institution

Boise State University	Number of Credits	Headcount
Humanistic and Artistic Ways of Knowing	5,116	1,386
Mathematical Ways of Knowing	2,094	600
Oral Communication	-	-
Scientific Ways of Knowing	3,129	830
Social and Behavioral Ways of Knowing	3,789	1,263
Written Communication	1,458	486
Institution Specific	-	-
Non-Gem	6,821	2,872
Total for Institution:	22,407	7,437

College of Eastern Idaho	Number of Credits	Headcount
Humanistic and Artistic Ways of Knowing	3	1
Mathematical Ways of Knowing	4	1
Oral Communication	6	2
Scientific Ways of Knowing	11	5
Social and Behavioral Ways of Knowing	15	5
Written Communication	3	1
Institution Specific	-	-
Non-Gem	20	5
Total for Institution:	62	20

College of Southern Idaho	Number of Credits	Headcount
Humanistic and Artistic Ways of Knowing	1,379	372
Mathematical Ways of Knowing	3,602	458
Oral Communication	1,686	931
Scientific Ways of Knowing	4,286	562
Social and Behavioral Ways of Knowing	7,944	1,071
Written Communication	2,511	2,648
Institution Specific	1,351	837
Non-Gem	8,613	3,428
Total for Institution:	31,372	10,307

College of Western	Number of Credits	Headcount
Humanistic and Artistic Ways of Knowing	16,701	5,177
Mathematical Ways of Knowing	10,789	2,939
Oral Communication	4,793	1,598
Scientific Ways of Knowing	11,207	2,818
Social and Behavioral Ways of Knowing	5,321	1,773
Written Communication	4,119	1,373
Institution Specific	-	-
Non-Gem	4,166	2,354
Total for Institution:	57,096	18,032

Idaho State University	Number of Credits	Headcount
Humanistic and Artistic Ways of Knowing	4,159	1,241
Mathematical Ways of Knowing	1,322	374
Oral Communication	453	151
Scientific Ways of Knowing	2,456	628
Social and Behavioral Ways of Knowing	3,299	1,099
Written Communication	1,878	626
Institution Specific	2,175	717
Non-Gem	5,419	1,736
Total for Institution:	21,161	6,572

Lewis-Clark State College	Number of Credits	Headcount
Humanistic and Artistic Ways of Knowing	180	60
Mathematical Ways of Knowing	1,158	271
Oral Communication	231	77
Scientific Ways of Knowing	895	230
Social and Behavioral Ways of Knowing	1,038	346
Written Communication	879	293
Institution Specific	339	85
Non-Gem	569	294
Total for Institution:	5,289	1,656

North Idaho College	Number of Credits	Headcount
Humanistic and Artistic Ways of Knowing	1,543	461
Mathematical Ways of Knowing	941	270
Oral Communication	1,588	530
Scientific Ways of Knowing	1,480	366
Social and Behavioral Ways of Knowing	2,814	938
Written Communication	1,568	523
Institution Specific	-	-
Non-Gem	5,994	2,956
Total for Institution:	15,928	6,044

University of Idaho	Number of Credits	Headcount
Humanistic and Artistic Ways of Knowing	2,223	741
Mathematical Ways of Knowing	1,236	382
Oral Communication	126	63
Scientific Ways of Knowing	1,058	305
Social and Behavioral Ways of Knowing	990	330
Written Communication	1,881	627
Institution Specific	-	-
Non-Gem	4,549	1,358
Total for Institution:	12,063	3,806

Dual Credit Breakdown FY18

Dual Credit Course type	Credits	Headcount
Math	28,318	8,393
English	23,418	7,814
History	17,192	5,730
Spanish	16,447	4,117
Biology	12,822	3,726
Communication	10,316	3,564
Political Science	10,214	3,435
Chemistry	6,924	1,870
Anatomy	4,411	1,103
Psychology	4,254	1,418
Health	4,095	1,416
Economics	4,074	1,358
Foundations	3,008	1,091
Physical Education	2,669	2,272
Allied Health	2,630	1,256
French	2,506	603
Medical Terminology	2,327	1,036
Personal Finance	2,022	674
Physics	1,960	500
Sign Language	1,928	471
Computer Applications	1,810	1,703
Sociology	1,605	535
Geology	1,516	392
Emergency Medical Technician	1,504	301
Sports Medicine	1,458	601
Environmental Science	1,308	404
Agriculture	1,245	420
Art	1,189	421
German	1,118	277
Engineering	1,054	440
Computer Science	1,000	312
Business	954	315
Health Occupations	800	154
Humanities	555	185
Medical Coding	488	231
Welding	480	136
Accounting	460	154
Music	405	160
Philosophy	387	129
Theater	372	141
Animal Science	328	96
Anthropology	267	89
Medical Terminlogy	262	110
Criminal Justice	240	80
Arabic	188	47
Education	187	65
Chinese	172	43

Dual Credit Course type	Credits	Headcount
Hospitality	165	55
Drafting	161	66
Carpentry	156	52
Interdisciplinary Studies	141	47
Geography	135	42
Architecture	120	40
Japanese	108	27
Latin	84	21
Entrepreneurship	81	28
Photography	78	34
Natural Sciences	75	25
Child Development	72	24
Auto Body	71	27
Leadership	62	53
Native American Studies	57	31
Forensic Science	52	13
Human Development	46	16
Machinery	38	13
Wildlife	38	18
Aero Space	37	18
Business Occupations	27	9
Spanish Health Professions	21	7
Dance	19	13
Medial Literacy	18	6
Science Foundations	15	6
Military Science	10	7
Hebrew	8	2
Zoology	8	2
Law	4	3
Total:	**184,794**	**60,493**

Non-Gem Dual Credit Breakdown: FY 18

Dual Credit Course type	Credits	Headcount
Spanish	8,256	2,075
Math	7,334	2,679
Biology	4,381	1,606
Health	3,032	1,058
Foundations	2,702	989
Allied Health	2,618	1,252
Medical Terminology	2,327	1,036
Physical Education	2,303	2,146
French	2,034	485
Computer Applications	1,810	1,703
Emergency Medical Technician	1,504	301
Sports Medicine	1,458	601
Communication	1,367	559
English	1,333	452
Psychology	1,200	400
Personal Finance	1,152	384
Engineering	1,009	425
Business	954	315
Agriculture	885	330
Computer Science	808	250
Health Occupations	797	153
Political Science	755	282
Chemistry	531	258
Medical Coding	488	231
Welding	464	128
Accounting	460	154
Economics	432	144
Art	394	156
Animal Science	328	96
Medical Terminlogy	262	110
Hospitality	165	55
Drafting	161	66
Carpentry	156	52
Interdisciplinary Studies	138	46
Education	136	48
Architecture	120	40
Music	102	59
Geology	90	30
Theater	90	47
Physics	82	31
Entrepreneurship	81	28
Photography	78	34
Humanities	72	24
Auto Body	71	27
German	68	17
Leadership	56	51
History	54	18

Dual Credit Course type	Credits	Headcount
Criminal Justice	51	17
Human Development	46	16
Machinery	38	13
Wildlife	38	18
Aero Space	37	18
Sociology	36	12
Japanese	32	8
Native American Studies	28	23
Business Occupations	27	9
Spanish Health Professions	21	7
Anthropology	18	6
Child Development	18	6
Medial Literacy	18	6
Dance	13	11
Science Foundations	12	5
Military Science	10	7
Hebrew	8	2
Zoology	8	2
Law	4	3
Environmental Science	3	1
Philosophy	3	1
Total:	**55,567**	**21,622**

Grade by Grade Comparison FY18

Grade	Students	Total Students	Participation Percentage	Overload	Dual Credit	Exams	Amount Expended	Usage Per Participating Student
7	341	24,015	1.42%	474	4	-	$ 39,365.00	$ 115.44
8	826	23,377	3.53%	1,189	31	-	$ 99,497.00	$ 120.46
9	2,921	23,498	12.43%	2,015	5,426	212	$ 603,351.00	$ 206.56
10	7,366	22,629	32.55%	2,074	28,564	1,925	$ 2,238,666.00	$ 303.92
11	11,810	21,818	54.13%	2,401	77,495	6,234	$ 5,826,237.50	$ 493.33
12	12,063	20,565	58.66%	2,460	73,274	7,847	$ 5,736,332.00	$ 475.53
Totals	35,327	135,902	25.99%	10,613	184,794	16,218	$ 14,543,448.50	$ 1,715.23

Student Usage
FY17 & FY18 Combined

Amount Expended	of Students
$4,125	61
> $3,500	87
> $3,000	119
> $2,500	303
> $2,000	807
> $1,500	1,822
> $1,000	4,544
> $500	11,033
> $ 0	27,378
Total:	46,154

SUBJECT

Pending Rule Docket Number 08-0203-1801, Special Education Manual

REFERENCE

November 2016	Board approved pending rule docket number 08-0203-1604.
November 2017	Board approved pending rule docket number 08-0203-1704.
June 2018	Board approved proposed rule docket number 08-0203-1801.

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

On June 20, 2018, proposed rule docket number 08-0203-1801, amending the Idaho Special Education Manual (Manual), a document incorporated by reference, was approved by the State Board of Education. A Notice of Rulemaking – Proposed Rule was published in the August 1, 2018, Administrative Bulletin. Pursuant to Section 67-5222(1), Idaho Code, a public comment period on the proposed rule was held from August 1 – August 22, 2018. Eight (8) comments were received during the public comment period, resulting in the following substantive amendments to the Manual (Attachment 2):

- Glossary, page xxxvii – Added additional clarification to the significant cognitive impairment definition: "Students with significant cognitive impairments have a disability or multiple disabilities that significantly impact their adaptive skills and intellectual functioning. These students have adaptive skills well below average in two or more skill areas and intellectual functioning well below average (typically associated with an IQ below 55)."
- Chapter 5, Section 2, Subsection G.3, page 99 – Eliminated conflicting language.
- Chapter 10, Section 3, Subsection C, pages 162-163 – Eliminated reference to Title I and the Elementary and Secondary Education Act (ESEA) on page 162. Removed parenthetical reference to 32 credits from an accredited university or college for paraprofessionals on page 163.

IMPACT

The amendments bring the Manual into alignment with IDAPA, Idaho Code, IDEA, ESSA, and recent court decisions and will provide clear and consistent guidance for school personnel.

ATTACHMENTS

Attachment 1 – Pending Rule, Docket No. 08-0203-1801
Attachment 2 – Idaho Special Education Manual

STAFF COMMENTS AND RECOMMENDATIONS

Formal negotiated rulemaking requires a notice of intent to promulgate rules. Negotiated rulemaking provides the opportunity for the public to participate in the drafting of proposed rules prior to the rule coming forward to the Board for consideration. Proposed rules approved by the Board are published in the Administrative Bulletin followed by a 21-day public comment period. At the close of the 21-day comment period rules are returned to the Board for consideration as a pending rule. Pending rules approved by the Board are submitted to the Legislature for consideration during the upcoming legislative session. The Legislature may accept or reject all or a portion of the rules presented for consideration. Those rules that are not rejected become effective at the end of the legislative session in which they are submitted.

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 pending rule docket number 08-0203-1801 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 – RULES GOVERNING THOROUGHNESS

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-29-10)

a. Arts and Humanities Categories: (3-24-17)

i. Dance, as revised and adopted on August 11, 2016; (3-24-17)

ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-24-17)

iii. Media Arts, as adopted on August 11, 2016. (3-24-17)

iv. Music, as revised and adopted on August 11, 2016; (3-24-17)

v. Theater, as revised and adopted on August 11, 2016; (3-24-17)

vi. Visual Arts, as revised and adopted on August 11, 2016; (3-24-17)

vii. World languages, as revised and adopted on August 11, 2016. (3-24-17)

b. Computer Science, adopted on November 28, 2016. (3-24-17)

c. Driver Education, as revised and adopted on August 10, 2017. (3-28-18)

d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)

e. Health, as revised and adopted on August 11, 2016. (3-24-17)

f. Information and Communication Technology, as revised and adopted on August 10, 2017. (3-28-18)

g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)

h. Mathematics, as revised and adopted on August 11, 2016. (3-24-17)

i. Physical Education, as revised and adopted on August 11, 2016. (3-24-17)

j. Science, as revised and adopted on August 10, 2017. (3-28-18)

k. Social Studies, as revised and adopted on November 28, 2016. (3-24-17)

l. College and Career Readiness Competencies adopted on June 15, 2017. (3-28-18)

m. Career Technical Education Categories: (3-29-17)

i. Agricultural and Natural Resources, as revised and adopted on August 31, 2017. (3-28-18)

ii. Business and Marketing Education, as revised and adopted on August 31, 2017. (3-28-18)

iii. Engineering and Technology Education, as revised and adopted on August 31, 2017. (3-28-18)

iv. Health Sciences, as adopted on August 31, 2017. (3-28-18)

v. Family and Consumer Sciences, as revised and adopted on August 31, 2017. (3-28-18)

vi. Skilled and Technical Sciences, as revised and adopted on August 31, 2017. (3-28-18)

vii. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

04. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-28-18)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-29-17)

06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at https://.boardofed.idaho.gov. (3-28-18)

07. The Idaho Content Standards Core Content Connectors. The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at https://boardofed.idaho.gov. (3-28-18)

a. English Language Arts, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

b. Mathematics, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

08. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-28-18)

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of

Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (4-2-08)

10. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (4-2-08)

11. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on ~~August 10, 2017~~ ~~June 20~~October 17, 2018. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. ~~(3-28-18)~~( )

DEPARTMENT OF SPECIAL EDUCATION

Special Education Manual ~~2017~~2018

Approved by the State Board of Education

~~August 10, 2017~~~~June 20~~October 17, 2018

IDAPA 08.02.03.004

IDAHO STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
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CREATED ~~08/10/2017~~~~06/20~~10/17/18

Nondiscrimination Clause

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities, or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to the State Superintendent of Public Instruction, P.O. Box 83720, Boise, ID 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

Idaho Special Education Manual

The policies and procedures contained in this Idaho Special Education Manual have been developed by the State Department of Education (SDE) and offered to local education agencies (LEA) for adoption. This Manual has been approved by the State Board of Education, meets the IDEA eligibility requirement of 20 U.S.C. Section 1412, and is consistent with state and federal laws, rules, regulations, and legal requirements.

In the case of any conflict between Idaho Administrative Code (IDAPA) and the Individuals with Disabilities Education Act (IDEA), the IDEA shall supersede the IDAPA, and IDAPA shall supersede this Manual.

This document was developed and printed by the Idaho State Department of Education using grant funds from the Individuals with Disabilities Education Act, PR/Award #H027A080088A.

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ACKNOWLEDGMENTS

~~On August 14, 2006, the Individuals with Disabilities Improvement Act (IDEA) was signed into law. Revisions to the IDEA regulations were issued in 2007, 2008, 2013 and 2014. The Idaho State Department of Education (SDE) published a first edition of this Manual in 2007, later revised in 2009. The original Manual Task Force members' efforts are recognized here for their work in creating the framework for this Manual.~~

~~2006 Task Force members included:~~

~~Larry Streeter, Chairman, SDE; Ellie Atkinson, Boise School District #1; Beverly Benge, SDE; Mary Bostick, SDE; Alyssa Carter, Director of Special Education Services, Kuna School District #3; Robin Carter, SDE; Liz Compton, SDE; JoAnn Curtis, Post Falls School District #273; Beth Eloe-Reep, SDE; Paul Epperson, Dispute Resolution Contractor; Dina Flores-Brewer, Special Education Advisory Panel and Staff Attorney Co-Ad, Inc.; Vickie Green, SDE; Mark Gunning, Idaho Parents Unlimited; Russ Hammond, SDE; Gina Hemenway, Boise School District #1; Richard Henderson, SDE; Mont Hibbard, Mont Hibbard Consulting; Frank Howe, SDE; Jacque Hyatt, SDE; Mark Kuskie, SDE; Deborah Lund, Jefferson School District #251; Rene Rohrer, SDE; Annette Schwab, SDE; Debbie Smith, SDE; Lynda Steenrod, Pocatello/Chubbuck School District #25; Jean Taylor, SDE; Tom Trotter, Coeur d'Alene School District #271; and Marybeth Wells, SDE.~~

~~The 2006 Task Force members offered their appreciation to:~~

~~Art Cernosia, Attorney at Law/Educational Consultant; Tamara White, Editor; Annette Schwab, SDE; Valerie Schorzman, State Department of Education; William "Bill" Elvey, SDE; Lester Wyer, SDE; Bonnie Steiner Leavitt, SDE; Misty Knuchell, SDE; and Cheryl Kary, SDE.~~

~~2016 Idaho Special Education Manual~~

~~For this 2016 Idaho Special Education Manual, the following individuals have been instrumental in creating these updates. Manual reviewers served with distinction and volunteered their time to discuss and debate issues and make thoughtful recommendations and decisions to develop this update to the Manual. Thank you to:~~

~~Jarl Allen School Psychologist, Cassia County~~

~~Clara Allred Special Education Director, Twin Falls~~

~~Michelle Clement-Taylor School Choice and Innovation Coordinator, SDE~~

~~JoAnn Curtis Special Education Director, Post Falls~~

~~Shannon Dunstan Early Childhood and Medicaid Coordinator, SDE~~

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~~Jennifer Zielinski Program Coordinator, Idaho Parents Unlimited (IPUL)~~

~~To those parents, advocates, teachers, parent attorneys, special education directors, service providers, Special Education Advisory Panel (SEAP) members, and others in the state who provided insights, questions, and suggestions throughout the review process, we thank you.~~

~~Special appreciation and acknowledgements to:~~

~~Art Cernosia Legal and Educational Consultant~~

~~Melanie Reese Committee Chair and Editor~~

~~Lily Robb Program Specialist, SDE~~

The update and revision of this Manual over the years has involved a number of people. Special thanks are extended to the Special Education Advisory Panel, the Director's Advisory Council, Idaho Parents Unlimited, the now more than 170 Special Education Directors, and other stakeholder groups who have contributed to this important work.

ACRONYMS AND ABBREVIATIONS

Section 504	Section 504 of the Rehabilitation Act of 1973
~~ABS~~	~~American Association on Mental Retardation Adaptive Behavior Scale~~
AA	Alternate Assessment
ADA	Americans with Disabilities Act
A.D.A.	Average Daily Attendance
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
~~ADR~~	~~Alternative Dispute Resolution~~
~~APR~~	~~Annual Performance Report~~
~~ASD~~	~~Autism Spectrum Disorder~~
~~ASHA~~	~~American Speech/Language Hearing Association~~
AT	Assistive Technology
~~ATRC~~	~~Assistive Technology Resource Center~~
~~AU~~	~~Autism~~
~~AYP~~	~~Adequate Yearly Progress~~
BIP	Behavioral Intervention Plan
~~CADRE~~	~~[National] Center on Dispute Resolution in Special Education~~
CALP	Cognitive Academic Language Proficiency
CAP	Corrective Action Plan
~~CBM~~	~~Curriculum-Based Measurement~~
~~CDC~~	~~Child Development Center~~
~~CEC~~	~~Council for Exceptional Children~~
CEIS	Comprehensive Early Intervening Services

C.F.R.	Code of Federal Regulations
~~CI~~	~~Cognitive Impairment (see Intellectual Disability)~~
CIP	Continuous Improvement Plan
~~CLD~~	~~Culturally or Linguistically Diverse~~
~~DB~~	~~Deaf-Blindness~~
DD	Developmental Delay
~~DDA~~	~~Developmental Disabilities Agency~~
DHW	Department of Health and Welfare
DJC	Department of Juvenile Corrections
~~DMA~~	~~Direct Math Assessment~~
~~DOC~~	~~Department of Correction~~
~~DP~~	~~Due Process~~
DR	Dispute Resolution
~~DRI~~	~~Disability Rights Idaho~~
~~DSM~~	~~Diagnostic Services Manual~~
~~DWA~~	~~Direct Writing Assessment~~
~~ECR~~	~~Early Complaint Resolution~~
EBD	Emotional Behavioral Disorder
ECSE	Early Childhood Special Education
~~ED~~	~~Emotional Disturbance~~
~~ENT~~	~~Ear, Nose and Throat~~
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
~~ESL~~	~~English as a Second Language~~

ESY	Extended School Year
~~FAE~~	~~Fetal Alcohol Effect~~
FAPE	Free and Appropriate Public Education
~~FAS~~	~~Fetal Alcohol Syndrome~~
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act
GED	General Education Development
~~GEPA~~	~~General Education Provisions Act~~
~~GPA~~	~~Grade Point Average~~
~~GRPA~~	~~Government Performance Review Act~~
~~G/T~~	~~Gifted/Talented~~
~~HH~~	~~Hard of Hearing~~
~~IAA~~	~~Idaho Alternate Assessment~~
IAES	Interim Alternative Educational Setting
~~IASA~~	~~Improving America's School Act~~
~~IATP~~	~~Idaho Assistive Technology Project~~
~~IBEDS~~	~~Idaho Board of Education Data System~~
IBI	Intensive Behavioral Interventions
~~IC~~	~~Idaho Code~~
IDAPA	Idaho Administrative Procedures Act
IDEA	Individuals with Disabilities Education Act
IDELR	Individuals with Disabilities Education Law Report
~~IDVR~~	~~Idaho Division of Vocational Rehabilitation~~
IEE	Independent Educational Evaluation

~~IELG~~	~~Idaho Early Learning Guidelines (eGuidelines)~~
IEP	Individual Education Program
IFSP	Individual Family Services Plan
~~IN~~	~~Individual (Medicaid Service Code)~~
IPUL	Idaho Parents Unlimited, Inc.
IQ	Intelligence Quotient
~~IRI~~	~~Idaho Reading Indicator~~
ISAT	Idaho Standards Achievement Test
~~ISBOE~~	~~Idaho State Board of Education~~
~~ISDB~~	~~Idaho School for the Deaf and Blind~~
~~ISEAP~~	~~Idaho Special Education Advisory Panel~~
~~ITC~~	~~Idaho Training Clearinghouse~~
ITP	Infant/Toddler Program
JDC	Juvenile Detention Center
LEA	Local Education Agency
LEP	Limited English Proficiency
LI	Language Impairment
LD	Learning Disability
~~LG~~	~~Large Group, three (3) or more (Medicaid Service Code)~~
~~LOA~~	~~Letter of Authorization (ends June 30, 2006)~~
LRE	Least Restrictive Environment
~~MD~~	~~Multiple Disabilities~~
~~MDT~~	~~Multidisciplinary Team~~
MTSS	Multi-Tiered System of Support

~~NAEP National Assessment of Educational Progress~~

~~O&M Orientation and Mobility~~

OCR Office of Civil Rights

OHI Other Health Impaired

OI Orthopedic Impairment

~~OMB Federal Office of Management and Budget~~

~~OSEP Office of Special Education Programs~~

~~OSERS Office of Special Education and Rehabilitation Services~~

OT Occupational Therapy

PBIS Positive Behavioral Interventions and Supports

PBS Positive Behavioral Supports

~~PERC Parent Education Resource Center~~

~~PGI Performance Goals and Indicators~~

PII Personally Identifiable Information

~~PIR Plan for Improving Results~~

PLAAFP Present Levels of Academic Achievement and Functional Performance (Also known as PLOP for Present Levels of Performance)

PLOP Present Levels of Performance (Also known as PLAAFP for Present Levels of Academic Achievement and Functional Performance)

PT Physical Therapy

PTI Parent Training and Information Center

~~PWN Prior Written Notice~~

RTI Response to Intervention

~~SBI Serious Bodily Injury~~

~~SBE State Board of Education~~

~~SBR~~	~~Scientifically-Based Research~~
SCI	Significant Cognitive Impairment
SD	Standard Deviation
SDE	State Department of Education
SEA	State Education Agency
SEAP	Special Education Advisory Panel
~~SG~~	~~Small Group, 2 (Medicaid Service Code)~~
SI	Speech Impairment
~~SIG~~	~~State Improvement Grant~~
SLD	Specific Learning Disability
~~SLP~~	~~Speech-Language Pathologist~~
~~SOP~~	~~Summary of Performance (secondary)~~
SP	Services Plan
~~SPP~~	~~State Performance Plan~~
SS	Standard Score
TBI	Traumatic Brain Injury
VI	Visual Impairment
WIOA	Workforce Innovation and Opportunity Act

GLOSSARY

Academic achievement. A student's level of performance in basic school subjects, measured either formally or informally.

Accommodation. Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results and do not fundamentally alter the requirements (or course expectations).

Adaptation. Changes to curriculum, instruction, or assessments that fundamentally alter the requirements, but that enable a student with a~~n impairment~~ disability that significantly impacts performance an opportunity to participate. Adaptations include strategies such as reading the reading portion of a test, using spelling/grammar check for language arts assessments, and substituting out-of-level testing. Adaptations fundamentally alter requirements and invalidate assessment results and provide non-comparable results.

Adaptive behavior. Behavior that displays an age-appropriate level of self-sufficiency and social responsibility which includes the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, direction, functional academic skills, work, leisure, health, or safety.

Adverse Impact (adverse effect). A determination made by the evaluation team that the student's progress is impeded by the disability to the extent that their educational performance is significantly and consistently below the level of similar age peers, preventing the student from benefitting from general education. The phrases "adverse impact" and "adverse effect" are used interchangeably in this Manual and have the same meaning. See also "educational performance."

Adult student. A student with a disability, age eighteen (18) or older, to whom rights have transferred under the IDEA and Idaho Code, and who has not been deemed legally incompetent by a court or deemed ineligible to give informed consent by the IEP team.

Age-appropriate activities. Activities that typically-developing children of the same age would be performing or would have achieved.

Age of majority. The age at which, by law, a child assumes the responsibilities of an adult. In Idaho, the age of majority is eighteen (18).

Aggregated data. Information that is considered as a whole. In this Manual, the term refers to collective data on all students, including students with disabilities.

Alternate assessment. ~~A specific assessment, developed by the state in lieu of statewide assessments or by the district in lieu of districtwide assessments, designed to measure functional skills within the same domains required by the regular statewide or district wide assessments. It is designed for students who are unable to demonstrate progress in the typical manner and who meet the state-established criteria.~~ An academic assessment based on alternate academic achievement standards that have been reduced in depth and complexity from the Idaho Content Standards. The alternate assessment (AA) is intended only for those students with the most significant cognitive impairments, representing about 1% of the total student population.

~~**Alternative authorization/teacher to new certification**. One of the State Board of Education's alternative routes to teacher certification as outlined in the Idaho Certification Manual distributed by the Idaho State Department of Education.~~

~~**Alternative or supplementary curriculum**. Curriculum not based on or drawn directly from the general education curriculum.~~

Alternative school. A public school placement option that may be utilized for students who are not succeeding in the traditional school environment but may benefit through the use of modified curriculum or flexible programming.

Articulation. The ability to speak distinctly and connectedly.

Articulation disorder. Incorrect productions of speech sounds, including omissions, distortions, substitutions and/or additions that may interfere with intelligibility.

American with Disabilities Act (ADA) of 1990. A federal law prohibiting discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

Assessment. The formal or informal process of systematically observing, gathering, and recording credible information to help answer evaluation questions and make decisions. It is an integral component of the evaluation process. A test is one method of obtaining ~~credible new~~valid and reliable information within the assessment process. Assessment data may also include observations~~;~~, interviews~~;~~, medical reports~~;~~, data regarding the effects of general education accommodations, ~~and~~ adaptations, and interventions~~;~~, and other formal or informal data.

Assistive technology device. Any item, piece of equipment, or product system whether acquired commercially, off a shelf, modified, or customized that is used to increase,

maintain, or improve the functional capabilities of a student with a disability. Excludes surgically implanted medical devices.

Assistive technology service. Any service that directly assists a student with a disability with the assessment, selection, acquisition, or use of an assistive technology device. The term includes the evaluation of the need of the student; purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing devices; coordinating and using other therapies, interventions, or services with existing education and rehabilitation plans and programs; training or technical assistance for a student and/or family; and training or technical assistance for professionals, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the student.

Attention deficit disorder (ADD). A biologically based mental disorder that has these typical characteristics: short attention span; distractive behavior; difficulty following directions and staying on task; and an inability to focus behavior. The disorder compromises many skills needed for academic success, including starting, following through with, and completing tasks; moving from task to task; and following directions.

Attention deficit hyperactivity disorder (ADHD). A biologically based mental disorder in which a person has inappropriate degrees of inattention, impulsiveness and hyperactivity.

Audiologist. A licensed health care professional who diagnoses and supports management of hearing loss, counseling to auditory needs across environments, and fitting of hearing technology.

Autism. A disability category in which a developmental disability, generally evident before age three (3), significantly affects verbal or nonverbal communication skills and social interactions and adversely affects educational performance. Other characteristics often associated with autism ~~are~~ include ~~engagement~~ engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Basic reading skills. For the purpose of specific learning disability eligibility, includes sight word recognition, phonics, and word analysis. Essential skills include identification of individual sounds and the ability to manipulate them, identification of printed letters and sounds associated with letters, and decoding of written language.

Behavioral intervention plan (BIP). A plan comprising practical and specific strategies designed to increase or reduce a definable behavior. These strategies address preventative techniques, teaching replacement behaviors, how to respond or resolve behaviors, and crisis management, if necessary.

Benchmark. A major milestone which describes the progress the student is expected to make toward annual goals within a specified period of time. Similar to an objective.

Braille. A tactile system of reading and writing, used by students who are blind or visually impaired, with an official code composed of Braille characters or cells that consist of various patterns of raised dots ~~that~~ corresponding to alphabetic letters, punctuation marks and other symbols.

Business day. A workday (Monday through Friday) except for federal and state holidays, unless specifically included.

Calendar day. Used interchangeably with day unless otherwise indicated as a business day or a school day.

Case manager. A member of the evaluation and/or IEP team (usually the special education teacher) who is designated to perform administrative functions for the team, including: (1) setting up meetings; (2) ensuring appropriate forms are completed; (3) ensuring timelines are met; and (4) includes the responsibility of coordinating and overseeing the implementation of the IEP.

Change of placement. A change in educational placement relates to whether the student is moved from one type of educational program -- i.e., regular class -- to another type -- i.e., home instruction. Or it may also occur when there is a significant change in the student's educational program even if the student remains in the same setting.

Change of placement for disciplinary reasons. A removal from the current educational placement for more than ten (10) consecutive school days or a series of removals that constitute a pattern when they total more than ten (10) school days in a school year. Factors such as the length of the removal, the proximity of the removals to one another, the total amount of time the student is removed are indicators of a pattern, and whether the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals.

Charter school within a district. A publicly funded, nonprofit, nonsectarian public school that is created by a formal agreement (charter) between ~~a group of individuals~~ the charter board of directors and the board of trustees of the local school district and operates independently within the district. It is governed by the conditions of its approved charter, performance certificate, and federal and state laws. It is the responsibility of the local district to ensure that students attending such charter schools receive appropriate services as required by IDEA~~,~~and Section 504 ~~and~~of the ADA.

Charter school LEA. A publicly funded, nonprofit, nonsectarian public school that operates as its own local education agency (LEA) or district. Charter LEAs ~~do not have an agreement with the local school district within whose boundaries they operate. Charter LEAs must be authorized by the Idaho Public Charter School Commission and are required to~~

~~provide services in accordance with IDEA, Section 504 and the ADA~~ may be authorized by the local school district or the Idaho Public Charter School Commission. Charter LEAs are required to provide services in accordance with IDEA and, Section 504 of the ADA.

Child. An individual who has not attained age eighteen (18).

Child count. For purposes of the annual report required under IDEA, the State must count and report the number of children with disabilities receiving special education and related services on any date between October 1 and December 1 of each year.

Child find. A process to locate, identify, and evaluate individuals ages three (3) to twenty-one (21) who are suspected of having a disability and in need of special education.

Civil action. A judicial action that any party who is aggrieved by the final decision of a due process hearing officer may bring in either a federal district court or a state court of competent jurisdiction (as designated by Idaho law).

Cognitive academic language proficiency (CALP). ~~A test to determine a student's appropriate language dominance/usage.~~ CALP refers to language used during formal academic instruction and learning. CALP skills include listening, speaking, reading, and writing about subject area content material, and are essential to school success. It may take five to seven years for an English language learner to develop CALP.

Compensatory education. Educational services or remedies which are above and beyond those normally due a student under ~~his or her~~ the ~~s~~State's education law. The principle is acknowledged by most courts that have considered the issue to be an appropriate equitable remedy when a student has been denied free appropriate public education. Services that would put the student in the same position had they not been denied a FAPE.

Complaint. (State complaint) A formal, written, and signed statement submitted to the Idaho State Department of Education by an individual or organization that contains one or more allegations and the facts on which the statement is based that a district or agency has violated a requirement of IDEA within the last year (365 days).

Coordinated early intervening services (CEIS). Services for students (K-12) who need additional academic and behavioral support to succeed in a general education environment. These students have not been identified has having a disability under the IDEA.

Consensus. Following the opportunity for each member to provide input and gain clarification, the resulting outcome where each member agrees to support the decision of the group. Consensus is both the general agreement to support the decision, and the process of reaching such agreement to support the decision.

Consent. Voluntary, written approval of a proposed activity, as indicated by a parent/adult student signature. The parent/adult student must be fully informed of all relevant information in his or her native language or other mode of communication and must understand all information relevant to the activity to make a rational decision.

Conservator. A person appointed by the court to handle financial decisions for a person who is incapacitated or debilitated. In Idaho the conservator has all of the powers conferred in Idaho Statute 15-5-424 and any additional powers conferred by law on trustees in this state. In addition, a conservator of the estate of an unmarried minor under the age of eighteen (18) years, as to whom no one has parental rights, has the duties and powers of a guardian of a minor described in section 15-5-209 of this code until the minor attains the age of eighteen (18) or marries, but the parental rights so conferred on a conservator do not preclude appointment of a guardian as provided by part 2 of this chapter, Idaho Statute 15-5-424.

Controlled substance. Any drug so designated by law whose availability is restricted; i.e., so designated by federal Controlled Substances Acts. Included in such classifications are narcotics, stimulants, depressants, hallucinogens, and marijuana. (See Schedule I, II, III, IV or V in section (c) of the Controlled Substances Act (21 U.S.C. 812(c))

Core academic subjects. These include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography under the ESEA.

Core Content Connectors. Alternate academic achievement standards in English/Language Art and Mathematics aligned with the Idaho Content Standards, which have been reduced in depth and complexity. The Idaho alternate assessment in English/Language Arts and Mathematics are based on these standards.

Corrective action plan (CAP). A plan that orders a district as a result of an IDEA complaint to take corrective actions to resolve legal deficiency as found by the SDE.

Critical life skill. Skills that lead to independent functioning. Development of these skills can lead to reduced dependency on future caretakers and enhance students' integration with ~~nondisabled~~ individuals without disabilities. Skills may include such things as toileting, feeding, mobility, communication, dressing, self-help, and social/emotional functioning.

Dangerous weapon. A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

Data-based decision making. The collecting of information that can be charted or graphed to document performance over time followed by an analysis of the information to determine needed changes in instruction, policies, programs, or procedures.

Day. Refers to a calendar day unless otherwise indicated as a business or school day.

Deaf-blindness. An IDEA disability category in which a student demonstrates hearing and visual impairments, and where the combination of these two disabilities causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students with deafness or blindness.

Deaf or Hard of Hearing. A child with a hearing loss, whether permanent or fluctuating, that impairs the access, comprehension, and/or use of linguistic information through hearing, with or without amplification, and that adversely affects a child's educational performance.

Detained youth. Anyone aged three (3) through twenty-one (21) who is being held for a crime regardless of whether or not that person has appeared before the court.

Developmental achievement. Gains a student makes which follow the pedagogic theory that all children learn in the same basic way and in the same sequence, although at different rates.

Developmental delay. An IDEA disability category used only for students ages three (3) through nine (9) for whom a significant delay exists in one or more of the following skill areas: receptive/expressive language; cognitive abilities; gross/fine motor functioning; social/emotional development; or self-help/adaptive functioning. The use of this category is optional for districts.

Disaggregated data. Information that is reported and/or considered separately on the basis of a particular characteristic. In this Manual, the term refers to data on special education students as a group that ~~is reported~~are reported and/or considered separately from the same data on all students in a school, district, or state.

Discipline. Actions taken in response to a student's violation of the student conduct code.

Disclosure. The access to or the release, transfer, or other communication of education records~~,~~ or personally identifiable information contained in these records by oral, written, electronic, or other means.

Disproportionality. A disparity or inequality. In this Manual, the term refers to a statistical range of data where students of a specific race or ethnicity are identified in either greater or fewer numbers than expected when compared to the representation of that race or ethnicity within the general school population. The areas addressed in the IDEA

are: (1) identification as a student with a disability; (2) identification of a student with a specific category of disability; and (3) placement in a particular educational setting and (4) the incidence, duration of any type of disciplinary actions, including suspensions and expulsions.

District. A local educational agency (LEA)~~,~~ inclusive of the following terms: a local district, a state authorized charter school, a state operated program, and a traditional school. See also "LEA."

Dropout. A student who has voluntarily left an education system before completion of requirements and is not known to be enrolled in any other educational program.

Dual enrollment. A child of school-age who is enrolled in a nonpublic school (including a homeschool) or a public charter school and enrolled in a public school to participate in public school programs and activities, Idaho Statue 33-203. See also "nonpublic school" and "nonpublic student."

Due process hearing. An administrative hearing conducted by an SDE-appointed hearing officer to resolve disputes on any matter related to identification, evaluation, educational placement, or the provision of a free appropriate public education under the IDEA.

Educational performance. A student's educational performance in achievement, developmental, and-/or functional skills.

Education record. A student's record containing personally identifiable information maintained by an educational agency or institution, or by a party acting for the agency or institution, which may include, but is not limited to print, handwriting, computer media, video or audio tape, film, microfilm, and microfiche, but is not within the exceptions set out in the Family Educational Rights and Privacy Act (FERPA). The documents in the education record used to determine current eligibility and monitor current progress are considered part of the education record and are maintained. Items in the educational record that are no longer used, or have been summarized, may be removed from the educational record after written parental notification.

Educational services agency, other public institution or agencies. (1) An educational service agency, as defined in 34 CFR §300.12; and (2) Any other public institution or agency having administrative control and direction of a public elementary school or secondary school, including a public nonprofit charter school that is established as an LEA under ~~s~~State law.

Elementary school. The term "elementary school" means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under ~~s~~State law, 34 CFR §300.13. An elementary school includes a grade configuration of grades one (1) through eight (8) inclusive, or any combination thereof, Section 33-116, Idaho Code.

Eligibility/evaluation team. A group of people, including the parent/adult student, charged with the responsibility to make decisions regarding evaluation, assessments, and eligibility. This team includes the same membership as the IEP team (although not necessarily the same individuals) and other qualified professionals, as appropriate.

Emotional ~~disturbance~~behavioral disorder. An IDEA disability category in which a student has a condition exhibiting one or more of five behavioral or emotional characteristics over a long period of time, and to a marked degree, that adversely affects educational performance. The term *does not* include students who are socially maladjusted unless it is determined they have an emotional ~~disturbance~~behavioral disorder. The term emotional ~~disturbance~~ behavioral disorder *does* include students who are diagnosed with schizophrenia.

Essential Components of Reading Instruction. The term means explicit and systematic instruction in (1) phonemic awareness, (2) phonics, (3) vocabulary development, (4) reading fluency, including oral reading skills, and (5) reading comprehension strategies.

Evaluation. A term that means using all required procedures to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

Expedited due process hearing. An administrative hearing conducted by an SDE-appointed hearing officer to resolve disputes concerning discipline for which shortened timelines are in effect in accordance with the IDEA.

Expulsion. Removal of a student from school for an extended period of time. For general education students, services usually cease during an expulsion.

Extended school year (ESY). A program to provide special education and related services to an eligible student with a disability beyond the conventional number of instructional days in a school year and at no cost to the parents. An ESY program must be based on an IEP team decision and meet Idaho standards.

Extracurricular activities. Programs sponsored by a district that are not part of the required curriculum but are offered to further the interests and abilities of students.

FAPE. (See "Free appropriate public education.")

FERPA. (See "Family Educational Rights and Privacy Act.")

Facilitation. A voluntary process during which a neutral and impartial individual, contracted by the SDE, is appointed to conduct an IEP team or other special education related meeting.

Family Educational Rights and Privacy Act (FERPA). A federal law protecting the privacy of students and parents by mandating that personally identifiable information about a

student contained in education records must be kept confidential unless otherwise provided by law. FERPA also contains provisions for access to records by parents, students, staff, and others.

Fluency disorder. Stoppages in the flow of speech that are abnormally frequent and/or abnormally long. These interludes take the form of repetitions of sounds, syllables, or single syllable words; prolongations of sounds; or blockages of airflow and/or voicing in speech.

Free Appropriate Public Education (FAPE). A basic IDEA requirement which states that special education and related services are provided at public expense (free); in conformity with an appropriately developed IEP (appropriate); under public supervision and direction (public); and include preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the State Department of Education (education).

Functional achievement and performance. Gains made by a student which include programming in community living, reading, communication, self-care, social skills, domestic maintenance, recreation, employment or vocational skills. Also called independent living skills.

Functional behavioral assessment (FBA). A systematic process for defining problem behavior and gathering medical, environmental, social, and instructional information that can be used to hypothesize about the function of student behavior.

General education curriculum. The curriculum that is designed for all students, usually consisting of a common core of subjects and curriculum areas adopted by a district that are aligned to the Idaho Achievement Standards or district standards. The general education curriculum is defined by either the Idaho Achievement Standards or the district content standards if they are as rigorous.

General education interventions. Educational interventions designed to address the students using the core and supplemental interventions. Such interventions may include whole-school approaches, scientifically based programs, and positive behavior supports, including accommodations and instructional interventions conducted in the general education environment. These interventions may also include professional development for teachers and other staff to enable such personnel to deliver scientifically based literacy instruction and/or instruction on the use of adaptive and instructional software.

Goal. A measurable statement of desired progress. In an IEP, annual goals must include academic and functional goals designed to meet a child's needs that result from his or her disability, enable the child to be involved in and make progress in the general curriculum, and meet the child's other educational needs that result from the child's disability.

Graduation. The point in time when a student meets the district and State requirements for receipt of an ~~regular~~Idaho high school diploma.

Guardianship. A judicial determination under which a competent adult has the legal right and duty to deal with problems, make decisions, and give consent for an adult with a disability (at least eighteen (18) years of age) who cannot act on his or her own behalf. The court will specify the nature and scope of the guardian's authority.

Health services. See "School health services."

High school. Idaho Statute 33-119 defines secondary school as grades seven (7) through twelve (12) inclusive of any combination thereof. See "secondary school."

Homebound student. A student whose IEP team determines the child's home is the least restrictive environment.

Homeless children and youth. Children and youth who lack a fixed, regular, and adequate nighttime residence as defined in the McKinney-Vento Homeless Assistance Act.

Homeschool. An education program delivered by parents who have decided to provide instruction in the home and not in a public or private school. A homeschool is a nonpublic school, but is not considered a private school. A virtual public school is not a homeschool.

Homeschooled students. A homeschooled student is one whose parents have decided to provide an educational program in the home with instruction provided by the parents. A homeschool student is considered a nonpublic school student, but is not considered a private school student. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

Honig Injunction. A court order to remove a special education student from school or current educational placement due to factors of dangerousness. Districts are required to continue with the provision of FAPE.

Idaho ~~core~~content ~~-~~standards. Educational standards in math and English language arts detailing what K-12 students should know at the end of each grade and establishing consistent standards across the states, as well as ensuring that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or enter the workforce.

Illegal use of drugs. The unlawful use, possession or distribution of substances identified under the Controlled Substances Act, but does not include the use of a drug taken under supervision by a licensed health care professional.

Independent educational evaluation (IEE). One or more assessment(s) conducted by a qualified examiner(s) who is not employed by or contracted by the public agency or district responsible for the education of the student in question.

Individualized education program (IEP). A written document (developed collaboratively by an IEP team made up of parents and school personnel) which outlines the special education program for a student with a disability. This document is developed, reviewed and revised at an IEP team meeting at least annually.

Individualized education program (IEP) team. A team established by the IDEA and comprised but not limited to the student's general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and other knowledgeable persons. The team is responsible for developing an IEP, determining placement, and reviewing and revising the student's IEP and placement at least annually.

Individualized family service plan (IFSP). A written individualized plan for an infant or toddler (birth to three (3) years of age) with a disability that is developed by a multidisciplinary team, including the parents, under Part C of the IDEA.

Individuals with Disabilities Education Act (IDEA). A federal law ensuring services to children with disabilities. The IDEA governs how states and public agencies provide early intervention, special education and related services to individuals with disabilities. Infants and toddlers with disabilities (birth to two) and their families receive services under IDEA Part C. Children and youth (ages three (3) to twenty-one (21) receive special education and related services under IDEA Part B.

Initial provision of service. The first time that a child with a disability is provided special education and related services. This is also referred to as the "initial placement" and means the first time a parent is offered special education and related services for their child after an initial evaluation and eligibility determination.

In-lieu of transportation. Alternate method of transporting students to and from school.

Instructional intervention. An action or strategy based on an individual student's problem that is designed to remedy, improve, or eliminate the identified problem.

Intellectual disability. An IDEA disability category in which significant sub-average general intellectual functioning exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period and adversely affect the student's educational performance. The terms "mental retardation" and "cognitive impairment" were previously used to refer to this condition.

Interagency agreement. A written document that defines the coordination between the state and/or public/private agencies and/or districts with respect to the responsibilities of

each party for providing and funding special education programs and special education and related services.

Interim alternative educational setting (IAES). The educational setting in which a district may place a student with a disability, for not more than forty-five (45) school days, if the student while at school, on school premises or at a school function carries a weapon or possesses a weapon; knowingly possesses, uses, sells or solicits the sale of illegal drugs or controlled substances; or has inflicted serious bodily injury upon another person. An IAES may also be ordered by a due process hearing officer based upon evidence that maintaining the current placement is substantially likely to result in injury to the student or others.

I**nterim IEP**. A short-term IEP with all the components of a standard IEP developed by the IEP team. It may be used for students transferring from other districts pending the development of the standard IEP or other purposes as needed.

Interpreting services. The process of providing accessible communication between and among persons who are deaf, hard of hearing, or deaf-blind, and those who are hearing. The process includes, but is not limited to, communication between American Sign Language or other form of manual communication and English. The process may also involve various other modalities that involve visual, gestural and tactile methods including oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell.

~~**Intervention plan (I Plan).** An individual intervention plan designed by a general education team to improve a student's academic performance or behavior through general education interventions. This plan must be documented, and include the development, implementation and monitoring of the plan.~~

Itinerant specialist. A teacher who normally travels and provides services to students in different schools or in the home or consults with teachers and administrators.

Joint custody. A court order awarding custody of a minor child to both parents and providing that physical and/or legal custody shall be shared by the parents.

Joint legal custody. A court order providing that the parents of a child are required to share the decision-making rights, responsibilities, and authority relating to the health, education, and general welfare of the child.

Joint physical custody. A court order awarding each parent significant periods of time in which a child resides with or is under the care and supervision of each parent. The actual amount of time is determined by the court.

Language impairment. An IDEA disability category in which a delay or disorder exists in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems and which adversely affects the student's educational performance. A language impairment may involve any one or a combination of the following: the form of language (morphological and syntactic systems); the content of language (semantic systems); and/or the function of language in communication (pragmatic systems).

Learning disability. See "specific learning disability."

Least restrictive environment (LRE). The IDEA requirement that students with disabilities, including those in public or private institutions or other care facilities, be educated with students who are nondisabled to the maximum extent appropriate.

Limited English proficient (LEP). An individual aged three (3) to twenty-one (21), who is enrolled or preparing to enroll in elementary or secondary school, he or she was not born in the United States or his or her native language is a language other than English; he or she is a Native American or Alaska Native, or a native resident of the outlying areas; he or she comes from an environment where a language other than English has had a significant impact on the individuals level of English language proficiency; or the individual is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. The LEP individual's difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the him or her the ability to meet the State's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Listening comprehension. For the purpose of specific learning disability eligibility, refers to the understanding of the implications and explicit meanings of words and sentences of spoken language. This includes following directions, comprehending questions, and listening and comprehending in order to learn (e.g., auditory attention, auditory memory, and auditory perception). Listening comprehension also includes the ability to make connections to previous learning.

Local district. See "district" and "local educational agency (LEA)."

Local educational agency (LEA). A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools. See "district."

Manifestation determination. A determination by the parent and relevant members of the IEP team of whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the LEA's failure to implement the IEP.

Mathematics calculation. For the purpose of specific learning disability eligibility, this refers to the knowledge and retrieval of mathematical facts and the application of procedural knowledge in computation.

Mathematics problem solving. For the purpose of specific learning disability eligibility, refers to the ability to apply mathematical concepts and understandings to real-world situations, often through word problems. It is the functional combination of computation knowledge and application knowledge, and involves the use of mathematical computation skills and fluency, language, reasoning, reading, and visual-spatial skills in solving problems. Essentially, it is applying mathematical knowledge at the conceptual level.

McKinney-Vento Homeless Assistance Act. This law is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this law, state educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Mediation. A voluntary, confidential, and structured process during which an SDE-contracted individual is appointed to serve as an impartial and neutral third party to help~~s~~ parents and district or agency personnel resolve an IDEA-related conflict. Mediation usually results in a written, legally-binding agreement that is mutually acceptable to both parties and enforceable in court.

Medicaid services (school-based). Those services, assessment, and plan development for students receiving Medicaid which school districts may bill for reimbursement with the consent of the parent.

Medical services. Medical services mean services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.

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

Migrant student. A student who has not graduated from high school or completed a high school equivalency certificate and resides within a family that is composed of migrant fisher or agricultural workers. The student has moved within the preceding thirty-six (36) months in order for the family to obtain or seek this type of temporary or seasonal employment that is a principal means of livelihood.

Monitoring. An activity conducted by the State Department of Education to review a school district's compliance with federal laws, regulations, and state rules.

Multiple disabilities. An IDEA disability category in which two or more impairments co-exist (excluding deaf-blindness), whose combination causes such severe educational needs that the student cannot be accommodated in special education services designed solely for one of the impairments.

Multi-tiered system of support (MTSS). A systemic educational practice of matching educational instruction and interventions to the needs of students. MTSS is a data-driven model involving frequent monitoring of student progress to determining if interventions are needed to improve individual student outcomes using evidenced-based practices.

Native language. The language or mode of communication normally used by an individual or, in the case of a student, the language normally used by the student's parents. In all direct contact with a student, the native language would be the language or mode of communication normally used by the student in the home or learning environment.

New teacher. A teacher who has less than one (1) year of teaching experience.

Nonpublic school. An educational institution or program providing instruction outside a public school, including but not limited to a private school or homeschool.

Nonpublic student. Any student who receives educational instruction outside of a public school, including but not limited to a private school or homeschool student.

Nonprofit. The term 'nonprofit,' as applied to a school, agency, organization, or institution, means a school, agency, organization, or institution owned and operated by one (1) or more nonprofit corporations or associations no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual.

Nursing services. See "School health services."

Objectives. Measurable, intermediate steps that describe the progress the student is expected to make toward an annual goal in a specified amount of time; similar to a benchmark.

Occupational therapist. A professional licensed through the Bureau of Occupational Licenses who, in a school setting, is responsible for assessing fine motor skills, including student's use of hands and fingers and developing and implementing plans for improving related motor skills. The occupational therapist focuses on daily living skills such as eating, dressing, schoolwork, play, and leisure.

Office of special education programs (OSEP). The branch of the Office of Special Education and Rehabilitative Services (OSERS) within the U.S. Department of Education which is

responsible for administering programs relating to the free appropriate public education to all eligible beneficiaries under the IDEA.

Oral expression. For the purpose of specific learning disability eligibility, the ability to convey wants, needs, thoughts, and ideas in a meaningful way using appropriate syntactic, pragmatic, semantic, and phonological language structures. It relates to a student's ability to express ideas, explain thinking, retell stories, categorize, and compare and contrast concepts or ideas, make references, and problem solve verbally.

Orientation and mobility (O&M) services. Services provided by qualified personnel to blind and visually impaired students by qualified personnel to enable these students to attain systematic orientation to and safe movement within the home, school, and community, including teaching (1) spatial and environmental concepts and use of information received by the senses to establish, maintain, or regain orientation and line of travel; (2) use of the long white cane, or a service animal, as appropriate to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision; (3) understanding and use of remaining vision and distance low vision aids; and (4) other concepts, techniques, and tools.

Orthopedic impairment. An IDEA disability category that includes severe orthopedic impairments that adversely affects a student's educational performance and are caused by congenital anomaly (e.g., clubfoot, absence of an appendage, etc.); disease (e.g., poliomyelitis, bone tuberculosis, etc.); or from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contracture).

Other health impairment (OHI). An IDEA disability category in which a student exhibits limited strength, vitality or alertness, including heightened alertness to environmental stimuli that results in limited alertness with the respect to the educational environment that is due to chronic or acute health problems (such as asthma, ADD or ADHD, cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome and stroke) to such a degree that it adversely affects the student's educational performance.

Paraprofessional. A noncertified, non-licensed individual who is employed by a district and who is appropriately qualified, trained and supervised in accordance with state standards to assist in the provision of special education and related services.

Parent. As defined by IDEA, a parent is: (1) a biological or adoptive parent of a child; (2) a foster parent who has lived with the child for six (6) or more months; (3) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State); (4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or (5) A surrogate parent who has been appointed by

the school district. If the child is a ward of the state, the judge overseeing the child's case may appoint the surrogate. The surrogate may not be an employee of the state or local education agency or any other agency that is involved in the education or care of the child, has no personal or professional interest which conflicts with the interest of the child, has knowledge and skills that ensure adequate representation of the child.

Part B. Part of the IDEA that relates to the assistance to states for the education of students with disabilities who are ages three (3) through the semester in which a student turns twenty-one (21). Part B is administered by the State Department of Education and carried out by school districts and other public agencies.

Part C. Part of the IDEA that relates to the assistance to states for the education of children with disabilities and the early intervention programs for infants and toddlers, ages birth through two (2), with disabilities. In Idaho, Part C is administered by the Department of Health and Welfare.

Peer-reviewed research. A higher level of non-biased research, which has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

Personally identifiable information (PII). Includes but not limited to, student's name, name of parent or other family member, address of student or family, social security number, student number, list of personal characteristics, or other information that would make it possible to identify the student with reasonable certainty.

Phonology. The process used in our language that has common elements (sound patterns) which affect different sounds.

Phonology disorders. Phonology disorders are errors involving phonemes, sound patterns and the rules governing their combinations.

Physical therapist. A professional licensed through the Bureau of Occupational Licenses who, in the school setting, assesses students' needs and provides interventions related to gross motor skills. In working with students with disabilities, the physical therapist provides treatment to increase muscle strength, mobility, endurance, physical movement and range of motion; improve posture, gait and body awareness; and monitor function, fit and proper use of mobility aids and devices.

Plan for improving results (PIR). A plan developed collaboratively between the SDE and a district to address needs identified as a result of the district's self-evaluation and/or an SDE monitoring visit.

Positive behavioral intervention and supports (PBIS). Positive reinforcement, rewards or consequences provided to a child for specific instances of behavior that impedes

learning or the learning of others (or refraining from behavior) as appropriate for the purpose of allowing the student to meet his or her behavioral goals/benchmarks.

Power of attorney. The designation, in writing, by a competent person of another to act in place of or on behalf of another person.

Present level of performance (PLOP) or Present levels of academic achievement and functional performance (PLAAFP). Used interchangeably, ~~this is~~these are ~~a~~ a statement of the student's current level of achievement or development in an area of need and how the student's disability affects his or her involvement and progress in the general education curriculum offered to students without disabilities. For preschool students, as appropriate, how the disability affects the child's participation in appropriate activities.

Private school. A nonpublic school that is not funded by or under federal or state control or supervision. A homeschool is not a private school.

Private school student. Any student who receives educational instruction in a school not funded by or under federal or state control or supervision is considered a nonpublic private school student. A homeschool student is not a private school student.

Problem-solving team. A general education team established at the local level, whose name may vary, with the purpose to problem solve regarding the educational needs of any student. Procedures, meeting schedules, and team membership are established locally. The team is likely to include general educators and administrators and could include counselors, specialists, and special education personnel. Parent participation is valuable, but not required.

Procedural safeguards. The requirements of Part B of the IDEA that are designed to allow a parent/adult student to participate meaningfully in decisions concerning an appropriate educational program for a student with a disability and, if necessary, dispute such decisions. Also referred to as special education rights.

Professional development. High-quality comprehensive programs that are essential to ensure that persons responsible for the education or transition of students with disabilities possess the skills necessary to address the educational and related needs of these students. These should be scientifically-based and reflect successful practices including strategies for recruiting, hiring, preparing and retaining personnel.

Public expense. When a district or public agency either pays for the full cost of an evaluation or special education services or ensures that it is otherwise provided at no cost to the parent; for example, through joint agreements with other state agencies.

Reading components. The term "reading" means a complex system of deriving meaning from print that requires all of the following skills, which are the essential components of reading instruction: (1) Phonemic awareness: The skills and knowledge to understand

how phonemes, or speech sounds, are connected to print; (2) Phonics: The ability to decode unfamiliar words; (3) Reading fluency: The ability to read fluently; (4) Vocabulary development: Sufficient background information and vocabulary to foster reading comprehension; and (5) Reading comprehension: The development of appropriate active strategies to construct meaning from print.

Reading comprehension. For the purpose of specific learning disability eligibility, refers to the ability to understand and make meaning of written text and includes a multifaceted set of skills. Reading comprehension is influenced by oral language development including new vocabulary acquisition, listening comprehension, working memory, application of comprehension-monitoring strategies, and understanding of text structure including titles, paragraphing, illustrations, and other details. Reading comprehension is significantly affected by basic reading skills.

Reading fluency. For the purpose of specific learning disability eligibility, refer to the ability to read words and text accurately, using age-appropriate chunking strategies and a repertoire of sight words, and with appropriate rate, phrasing, and expression (prosody). Reading fluency facilitates reading comprehension.

Reasonable measures. A combination of recorded written and/or oral documentation to meet notification requirements of the district to parents/adult students.

Reasonable time. A period of ten (10) calendar days unless there are exceptional circumstances that warrant a shortened period of time such as an emergency or disciplinary meeting.

Reevaluation. A periodic evaluation conducted at least every three years, or more frequently if conditions warrant, or if the student's parent or teacher requests an evaluation of a student already identified as eligible for services under the IDEA. Reevaluations may occur not more than once a year, unless the parent and the district agree otherwise or may be waived by the parent and LEA.

Related services. Refers to transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education and includes the following: speech therapy, language therapy, audiology services, psychological services, physical therapy, occupational therapy, recreation, therapeutic recreation, early identification and assessment of disabilities in children, counseling services, rehabilitation counseling, orientation and mobility services, interpreting services, medical services for diagnostic or evaluation purposes, school health/nursing services (excluding surgically implanted medical devices), social work services in schools, and parent counseling and training.

Response to intervention (RTI). A formal process for evaluating student response to scientifically research-based interventions, consisting of the core components of: (1) problem identification, (2) problem analysis, (3) applying research-based interventions, and (4) progress monitoring/decisions rules. As used in the IDEA, RTI is only mentioned

as an alternative to the severe discrepancy criteria in determining whether a student has a Specific Learning Disability.

Resolution session. A meeting involving the parents, relevant members of the IEP team, and a representative of the district who has decision-making authority, required prior to a due process hearing if the parent has requested the due process hearing.

School-age. Includes all persons between the ages of five (5) (i.e., turns five (5) on or before September 1) and twenty-one (21) years who reside in Idaho. For students with disabilities who qualify for special education and related services under the IDEA, school-age begins at age three (3) and continues through the semester of school in which the student attains the age of twenty-one (21).

School day. Any day, including a partial day, when all students are in attendance at school for instructional purposes.

School health services. School health services and school nurse services means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

School psychologist. A professional who holds an Idaho Pupil Personnel Services Certificate with an endorsement in Psychology and is charged with the responsibility to conduct assessments and determine a student's cognitive, academic, social, emotional, and/or behavioral functioning. This professional also provides direct services to students, consults with district staff, and may be a member of the evaluation and/or IEP team.

Scientifically-based research (SBR). Scientifically based research (as defined in the ESEA) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and includes research that (1) employs systematic, empirical methods that draw on observation or experiment; (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; (4) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; (5) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and (6) has been accepted by a peer-reviewed journal

or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Screening. An informal, although organized process, of identifying students who are not meeting or who may not be meeting Idaho Content Standards ~~or Idaho Core Standards~~.

Secondary school. The term "secondary school" means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under ~~s~~State law, except that it does not include any education beyond grade. The term secondary school is not defined in Idaho Code. See "high school."

Section 504 of the Rehabilitation Act of 1973. A federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ."

Secular. An adjective used to describe a private, non-religious educational entity.

Serious bodily injury (SBI). Bodily injury which involves (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) protracted loss or impairment of the function of bodily member, organ, or mental faculty.

Services plan (SP). Services plan means a written statement that describes the special education and related services the LEA will provide to a parentally-placed child with a disability enrolled in a private school who has been designated to receive services, including the location of the services and any transportation necessary.

Setting. The location where special education services occur.

Significant cognitive impairment. A designation given to a small number of students with disabilities for the purposes of their participation in AAs. Having a significant cognitive impairment is not solely determined by an IQ test score, nor based on a specific disability category, but rather a complete understanding of the complex needs of a student. Students with significant cognitive impairments have a disability or multiple disabilities that significantly impact their adaptive skills and intellectual functioning. These students have adaptive skills well below average in two or more skill areas and intellectual functioning well below average (typically associated with an IQ below 55).

Social worker. A professional who holds an Idaho Pupil Personnel Services Certificate with an endorsement in Social Work and helps students and teachers address social and emotional issues. This professional may be a member of the evaluation and/or IEP team.

Socially maladjusted. A child who has a persistent pattern of violating societal norms with truancy, substance abuse, a perpetual struggle with authority, is easily frustrated, impulsive, and manipulative.

Special education. Specially designed instruction or speech/language therapy at no cost to the parent to meet the unique needs of a student with a disability including instruction in the classroom, the home, hospitals, institutions, and other settings; instruction in physical education; speech therapy and language therapy; transition services; travel training; assistive technology services; and vocational education.

Special educational placement. Refers to the provision of special education services along the continuum of placements under the least restrictive environment requirements, rather than a specific place or location, such as a specific classroom or school. The balance of setting and services to meet an individual student's needs.

Specially designed instruction. Adapting the content, methodology, or delivery of instruction to address the unique needs of an eligible student that result from the student's disability and to ensure access to the general education curriculum so that the student can meet the education standards of that district that apply to all students.

Specific learning disability (SLD). A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional ~~disturbance~~behavioral disorder, or of environmental, cultural, or economic disadvantage.

Speech impairment. A speech-language disorder, such as speech fluency, impaired articulation/phonology, a language impairment, or a voice impairment that adversely affects a student's educational performance.

Speech-language pathologist. A professional holding an Idaho Pupil Personnel Services Certificate who can assess and treat persons with speech, language, voice, and fluency disorders. This professional coordinates with and may be a member of the evaluation and IEP teams.

Student (school-age). For resident children with disabilities who qualify for special education and related services under the IDEA and subsequent amendments thereto, and applicable state and federal regulations, "school-age" shall begin at the attainment of age three (3) and shall continue through the semester of school in which the student attains the age of twenty-one (21) years.

Stay put. A requirement that a district or agency maintain a student with a disability in his or her present educational placement while a due process hearing or subsequent judicial proceeding is pending unless the parties agree otherwise.

Substantial evidence. A legal term that means "beyond a preponderance of the evidence" or "beyond more likely than not."

Summary of performance (SOP). A document given to secondary students when a student exits special education as a result of earning a diploma or aging out. This document describes the academic achievement and functional performance along with recommendations to assist the student in meeting post-secondary goals.

Supplementary aids and services. Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Surrogate parent. An individual assigned and trained by a district or an agency to assume the rights and responsibilities of a parent under the IDEA when no parent can be identified or located for a particular student or when the child is a ward of the state.

Suspension. A temporary stop, delay, interruption, or cessation of educational service due to a violation of the student conduct code. This may include in-school suspension.

Traditional public school. "Traditional public school" means any school existing or to be built that is operated and controlled by a school district in this state as per Idaho Statute, Chapter 33-5202A(7).

Transition age student. A student whose upcoming IEP will be in effect when the student is sixteen (16) to twenty-one (21) years of age.

Transition services. A coordinated set of activities for a student with a disability designed within a results oriented process focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to post-school activities. Services are based on individual student needs addressing instruction, related services, community experiences, employment, post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Traumatic brain injury (TBI). An IDEA disability category that refers to an injury to the brain caused by an external physical force and resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory perception and motor abilities,

psychosocial behavior, physical functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.

Travel training. Instruction to students with significant cognitive ~~disabilities~~impairments ~~-~~and any other students with disabilities who require instruction to enable them to develop an awareness of the environment in which they live and to learn the skills necessary to move effectively and safely from place to place within the home, school, and community.

Twice exceptional. Twice exceptional students are identified as gifted/ ~~and~~ talented in one or more areas of exceptionality (specific academics, general intellectual ability, creativity, leadership, visual or performing arts) and also identified with a disability defined by State eligibility criteria (SLD, ED, Autism, Orthopedic Impairments, ~~or ADHD~~etc.) that qualifies the student for an IEP ~~or a 504 plan~~.

Unilateral placement. A decision by a parent, at his or her own discretion, to remove his or her child with a disability from a public school and enroll the student in a private facility because the parent believes that the district did not provide FAPE in a timely manner.

Universal design. A concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and service that are made usable with assistive technologies.

Visual impairment including blindness. An IDEA disability category characterized by an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes partial sight, which refers to the ability to use vision as one channel of learning if educational materials are adapted, and blindness.

Voice disorder. (See "speech impairment") Refers to the absence or abnormal production of voice quality, pitch, intensity, or resonance. Voice disorders may be the result of a functional or an organic condition.

Voluntary enrollment in a private placement. Enrollment by a parent of a student with a disability in a private facility or homeschool for religious, philosophical, curricular, or other personal reasons.

Ward of the state. A child who, as determined by the State where the child resides, is a foster child (unless the foster parent meets the definition of a "parent" in Section 34 CFR §300.30), a ward of the State, or in the custody of a public child welfare agency.

Weapon. (See "dangerous weapon")

Written expression. For the purpose of specific learning disability eligibility, the processes related to the transcription of ideas and thoughts into a written product, such as handwriting and spelling. It also involves generative processes such as the communication of ideas, thoughts, and feelings. Required skills include using oral language, thought, grammar, text fluency, sentence construction, and planning to produce a written product.

Written notice. A written statement provided by the district to a parent/adult student within a reasonable amount of time before proposing or refusing to initiate or change to the identification, evaluation, educational placement, or the provision of FAPE.

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LEGAL CITATIONS

Introduction

The legal citations and topical reference for this Manual follow the chapter outlines and present references to federal and state statutes, regulations and rules for the enforcement of IDEA. The citations listed are the primary references for each chapter and section, not an all-inclusive reference list.

The entire IDEA and regulations are posted on the U.S. Department of Education website at https://sites.ed.gov/idea/?src=policy-page~~under the title of "Building the Legacy: IDEA 2004" at http://idea.ed.gov/explore/home. This site provides a topical search~~.

Idaho statutes and rules can be found at https://adminrules.idaho.gov/rules/current/index.html~~http://legislature.idaho.gov/statutesrules.htm~~.

Some of the policies/procedures stated in this Manual are based upon case law and letters of clarification from the U.S. Office of Special Education Programs (OSEP).

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Chapter 1: Legal Citations

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Child Find	300.111	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.d
2.	Procedural Safeguards	300.121 300.504	IDAPA 08.02.03.109.05
3.	Student Eligibility under the IDEA	300.8 300.122	Idaho Code § 33-2001(3) Idaho Code § 33-2001(5) IDAPA 08.02.03.109.03
4.	Free Appropriate Public Education (FAPE)	300.17 300.101-300.102 300.148	Idaho Code § 33-201 Idaho Code § 33-2002 Idaho Code § 33-2010 Idaho Code § 20-504(a)(3) IDAPA 08.02.03.109.02.a
5.	District Programs and Services	300.107-300.110 300.117	Idaho Code § 33-2002
6.	Individualized Education Program (IEP)	300.22 300.320-300.328	IDAPA 08.02.03.109.04
7.	Least Restrictive Environment (LRE)	300.114-300.120	IDAPA 08.02.03.109.04.c
8.	Summary of Activities that May Lead to Special Education Services	300.102(a) 300.112 300.116 300.300-300.307 300.309-300.311 300.320-300.324 300.503-300.504 300.622	IDAPA 08.02.03.109.02.h Idaho Code § 33-2002 IDAPA 08.02.03.109.03 IDAPA 08.02.03.109.04

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Chapter 2 Free Appropriate Public Education (FAPE)

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Definition of Free Appropriate Public Education (FAPE)	300.17	
2.	Provision of FAPE	300.101-300.111 300.132 300.209	Idaho Code § 33-201 Idaho Code § 33-2002 Idaho Code § 33-2009 Idaho Code § 33-2010 Idaho Code § 20-504a IDAPA 08.02.03.109.02.c
3.	FAPE Considerations	300.101-300.111	IDAPA 08.02.03.109.02 a IDAPA 08.02.03.109.02 c

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Chapter 3 Child Find

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Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	District Responsibility	300.111 300.131	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.c IDAPA 08.02.03.109.02.d IDAPA 08.02.03.109.02.h
2.	Locating Students	300.111 300.124 300.154	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.c IDAPA 08.02.03.109.02.d IDAPA 08.02.03.109.02.h
3.	Identification	300.302 300.226	IDAPA 08.02.03.109.02.h
4.	Referral to Consider a Special Education Evaluation	300.174 300.301 300.302 300.305 300.306 300.308 300.309 300.504	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.h

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Chapter 4 Eligibility

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Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Evaluation Team	300.306(a)(1) 300.304(c)(1)(iv)	IDAPA 08.02.03.109.03
2.	Purpose of an Evaluation	300.15	IDAPA 08.02.03.109.03
3.	Written Notice and Consent for Assessment	300.9 300.300 300.503	IDAPA 08.02.03.109.02.a
4.	Information from Other Agencies or Districts	300.622	IDAPA 08.02.03.109.02.a
5.	Evaluation and Eligibility Determination Procedures	300.8 300.39 300.300-300.301 300.304-300.311	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.03
6.	Reevaluation and Continuing Eligibility	300.300 300.303 300.305-300.306 300.308	IDAPA 08.02.03.109.02.a
7.	State Eligibility Criteria	300.8 300.307	IDAPA 08.02.03.109.03

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Chapter 5 Individualized Education Programs

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	IEP Initiation	300.320-300.328 300.22 300.39 300.501 300.306(c)(2)	IDAPA 08.02.03.109.04
2.	IEP Development	300.320-300.325 300.34 300.154(d)(e) 300.42 300.5-300.6 300.105(b) 300.44 300.113 300.106 300.114-300.116 300.327 300.536 300.43 300.300(b) 300.300(e)(2) 300.305(e) 300.323(d)	IDAPA 08.02.03.109.04 Idaho Code § 33-1304 IDAPA 08.02.03.109.05 Idaho Code § 33-2002(4)
3.	IEP Reviews	300.324	
4.	IEPs for Transfer Students	300.323(e)-(g)	IDAPA 08.02.03.109.04 (e) IDAPA 08.02.03.109.04 (f)
5.	IEPs for Children from the Infant/Toddler Program	300.323(b)	
6.	Students with Disabilities in Adult Prisons	300.102(a)(2)(i)(A)(B) 300.324(d)	20 U.S. Code § 1412

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Chapter 6 Least Restrictive Environment

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Least Restrictive Environment Considerations	300.114-300.120	IDAPA 08.02.03.109.04.a IDAPA 08.02.03.109.04.c
2.	District Responsibility for Continuum of Settings and Services	300.115-300.116	IDAPA 08.02.03.109.04.a IDAPA 08.02.03.109.04.c
3.	Federal Reporting of LRE	300.600-604	IDAPA 08.02.03.109.04.g

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Chapter 7 Discontinuation of Services, Graduation, and Grading

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Discontinuation of Services	300.305 300.306 300.102 (a)(3) 300.503	Idaho Code § 33-201 Idaho Code § 33-209 IDAPA08.02.03.109.07
2.	Graduation	300.102. (a)(3) (i-iii) 300.320 (b)(2)	IDAPA 08.02.03.109.07
3.	Transcripts and Diplomas		*Letter to Runkel,* 25 IDELR 387 (OCR 1996) 20 U.S. Code § 1412
4.	Grades, Class Ranking, and Honor Roll		*Letter to Runkel,* 25 IDELR 387 (OCR 1996)

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Chapter 8 Charter Schools

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Definition and Parent/Student Rights	300.7 300.209(a)	Idaho Code § 33-5205 Idaho Code § 33-5206
2.	Responsibility for Services	300.2 300.209(b-c)	Idaho Code § 33-5205 IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.c
3.	Essential Components of a Special Education Program	300.209	Idaho Code § 33-5205 IDAPA 08.02.03.109.02.c
4.	Charter Schools and Dual Enrollment		Idaho Code § 33-203 Idaho Code § 33-2002
5.	Funding	300.704(b)(4)(ix) 300.705 300.209	Idaho Code § 33-5208 Idaho Code § 33-1002B Idaho Code § 33-2004 Idaho Code § 33-2005 Idaho Code § 33-5208 (9)

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Chapter 9 Private School Students

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Definitions Private School Placements	300.13 300.36 300.130 300.145-300.148	IDAPA 08.02.03.109.02.d
2.	Students Voluntarily Enrolled by Parents	300.133 300.134 300.135 (a-b) 300.137 (b)(2) 300.136 (a)(1-2) 300.136 (b)(1-3) 300.111 (1)(i-ii) 300.131 (a-f) 300.137 (a) 300.138 (a)(1-2) 300.138 (c)(2) 300.132 (a-b) 300.138 (2) (b) 300.132 (b) 300.138 (b) (2) 300.320 300.323 (b) 300.139 (b) (1-2) 300.140 (a-c) 300.133 300.144	IDAPA 08.02.03.109.02.d
3.	Students Placed by the District	300.145-300.146 300.320-300.325	IDAPA 08.02.03.109.02.d
4.	Dual Enrollment by Parents	300.137(a)	Idaho Code § 33.203 IDAPA 08.02.03.109.02.d
5.	Students Unilaterally Placed by their Parents when FAPE is Issued	300.148 300.101	IDAPA 08.02.03.109.02.d
6.	Out of State Students Residing in Residential Facilities	300.131	IDAPA 08.02.03.109.02.d

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Chapter 10 Improving Results

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Monitoring Priorities and Indicators	300.600-604	IDAPA 08.02.03.109.02
2.	Early Intervening Services	300.226 300.205 (d) 300.208 (a) (2) 300.711	IDAPA 08.02.03.109.02
3.	Personnel	300.156 300.704 (b) (4) (vii)	IDAPA 08.02.03.109.02 IDAPA 16.03.09

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Chapter 11 Procedural Safeguards

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Procedural Safeguards Notice	300.504	IDAPA 08.02.03.109.05
2.	Domestic Considerations	300.30 300.519 300.320 300.520 300.030	Idaho Code § 32-717A Idaho Code § 32-717B *Letter to Cox* 54 IDLER 60 (110 LRP 10357)
3.	Informed Consent	300.9 300.300	
4.	Written Notice	300.508(e) 300.503 300.300	IDAPA 08.02.03.109.05a
5.	Confidentiality and Access to Records	300.611 300.622 300.614 300.613 300.616 300.623-300.625 300.618-300.621	IDAPA 08.02.03.109.05k Idaho Code § 32-717A
6.	Independent Educational Evaluations	300.502	IDAPA 08.02.03.109.05j

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Chapter 12 Discipline

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	General Discipline Provisions	300.530(b) 300.534	Idaho Code § 33-205
2.	Actions Involving a Change of Placement	300.530-300.532 300.536	
3.	FAPE Considerations	300.530-531	Idaho Code § 33-1501
4.	Procedures for a Manifestation Determination	300.503(c-f)	Idaho Code § 33-205
5.	Other Considerations	300.532(a) 300.532(c) 300.533 300.534	IDAPA 08.02.03.109.5.c IDAPA 08.02.03.109.5.f Idaho Code § 33-209

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Chapter 13 Dispute Resolution

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Facilitation		
2.	Informal Conflict Resolution	300.506	IDAPA 08.02.03.109.05.b
3.	Mediation	300.506 300.151-300.152	IDAPA 08.02.03.109.05.b
4.	State Complaints	300.151-300.153 300.507-300.508 300.510-515 300.518	IDAPA 08.02.03.109.05
5.	Due Process Hearings	300.507-300.518	IDAPA 08.02.03.109.01.d IDAPA 08.02.03.109.05.c,e,f
6.	Expedited Due Process Hearings	300.516 300.532	IDAPA 08.02.03.109.05.g
7.	Appeals and Civil Action	300.517	
8.	Attorney Fees	300.517	

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CHAPTER 1: OVERVIEW

Three (3) federal laws have been passed to ensure educational opportunities for individuals with disabilities:

- the Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973 (Section 504)
- the Americans with Disabilities Act of 1990 (ADA)

The last reauthorization of the IDEA was in 2004 and aligned the law with the Elementary and Secondary Education Act of 2001. In 2015, the Every Student Succeeds Act (ESSA) was passed. Revisions to the IDEA regulations were issued in 2007, 2008, 2013, and 2014 with additional regulatory changes to the IDEA currently pending. The IDEA preserves the basic structure and civil rights of previous reauthorizations and emphasizes both *access* to education and *improved results* for students with disabilities based on data and public accountability.

This Manual provides information regarding district responsibilities under the IDEA and relevant Idaho legal requirements.

Section 1. Child Find

The district is responsible for establishing and implementing an ongoing Child Find system. Child Find activities are conducted to create public awareness of special education programs; to advise the public of the rights of students; and, to alert community residents of the need for identifying and serving students with disabilities from the age of three (3) through the semester in which they turn twenty-one (21).

The district is also responsible for coordinating with the Department of Health and Welfare regarding the Child Find system for children ages birth through two (2) years. The Child Find system includes children with disabilities who are homeless, as defined by the McKinney-Vento Homeless Act (see Glossary), wards of the state, or attending private schools, regardless of the severity of the disability.

See Chapter 3 for more information on Child Find.

Section 2. Procedural Safeguards

A parent/adult student has specific procedural safeguards assured by the IDEA and state law. The district provides a document titled *Procedural Safeguards Notice* to parents/adult students that contain a full explanation of special education rights.

See Chapter 11 for more information on procedural safeguards.

Section 3. Student Eligibility under the IDEA

To be eligible for services under the IDEA, a student must have a disability that:

1. meets the Idaho state disability criteria as established in this manual;
2. adversely affects educational performance; and
3. results in the need for specially designed instruction and related services.

The process used to make this determination is called "eligibility evaluation." During an eligibility evaluation, an evaluation team (which includes educators and the parent/adult student) reviews information from ~~the evaluation completed (~~multiple sources including, but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum~~)~~ in making the eligibility determination.

See Chapter 4 for more information on eligibility and evaluation.

Section 4. Free Appropriate Public Education (FAPE)

The district (LEA) is required to ensure that a free appropriate public education (FAPE) is available to students who reside in the district and are eligible for special education. FAPE is individually determined for each student that qualifies for special education. FAPE *must* include special education in the least restrictive environment (LRE) and *may* include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. A definition of each of these terms can be found in the glossary.

See Chapter 2 for more information on FAPE.

Section 5. District Programs and Services

The district shall ensure that the same array of academic, nonacademic, and extracurricular activities and services is available to students with disabilities as is available to students without disabilities.

A. Educational Programs and Services

The district shall take steps to ensure that students with disabilities have the variety of educational programs and services that are available to all other students served by the district. These may include art, music, industrial arts, consumer and homemaking education, vocational

education, and other programs in which students without disabilities participate.

B. Physical Education

Physical education services, specially designed if necessary, shall be made available to every student with a disability receiving FAPE, unless the ~~public agency~~district enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

C. Nonacademic and Extracurricular Services and Activities

The district shall take steps, including the provision of supplementary aids and services determined appropriate and necessary by the student's Individualized Education Program (IEP) team, to provide nonacademic and extracurricular services and activities in a manner that affords students with disabilities ~~an~~ equal opportunity to participate in those services and activities. This includes counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance to persons with disabilities, and employment of students, including both employment by the district and assistance in making outside employment available.

Section 6. Individualized Education Program (IEP)

The IEP is a document that outlines how a particular student with a disability will receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). It is a working document that can be amended as the student's needs change. The IEP is created collaboratively by IEP team members, including parents, the student, if appropriate, the student's teachers, and other district personnel.

See Chapter 5 for more information on IEP development.

Section 7. Least Restrictive Environment (LRE)

The IDEA states that, to the maximum extent appropriate, students with disabilities are to be educated with students who are not disabled. The IEP team determines what constitutes LRE for the individual student. This includes considering that a continuum of alternative placements is available to meet the needs of children with disabilities and for special education and related services.

See Chapter 6 for more information on LRE.

Section 8. Summary of Activities That May Lead to Special Education Services

This section describes the steps that may lead to special education services. The activities that are within each step are often sequential, but could occur simultaneously. The process might occur in a different sequence for emergency or interim placements. A flowchart of these steps is provided at the end of this chapter.

A. General Education Interventions (carried out by the problem-solving team)

A general education problem-solving team addresses student learning needs and ensures that referrals to consider special education are appropriate. The general education problem-solving process may include comprehensive early intervening services based on whole-school approaches such as: a three-tiered model using scientifically based reading (and other content area) programs, positive behavior supports, and a response-to-intervention system.

Accommodations and instructional and/or behavioral interventions shall be attempted during the problem-solving process. These accommodations and interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and shall be clearly documented.

If the student shows adequate progress with general education interventions and accommodations, a referral to consider a special education evaluation may be unnecessary. However, if general education interventions and accommodations need to be provided on an ongoing basis or if the student shows limited or no progress *and* the student's performance is significantly discrepant from peers, a referral to consider a special education evaluation may be warranted. Also, a parent of a student may initiate a referral for special education at any time and a district may not deny that referral simply because the student had not gone through the general education intervention process.

See Chapter 4 for more information on problem-solving activities and the three tiered model.

B. Referral to Consider a Special Education Evaluation

Following the problem-solving team's review of the student's response to general education interventions, if the team suspects that the student has a disability and may be in need of special education, the problem-solving team shall initiate a referral to consider a special education evaluation. The purpose of this referral is to bring a student to the attention of an evaluation team so that it can determine whether to conduct a special education evaluation.

A referral for a special education evaluation marks the point at which procedural safeguards are provided to the parent. The parent/adult student shall be involved in decisions once a written referral has been made to the evaluation team to consider a special education evaluation.

The evaluation team shall review existing data, which may include progress monitoring data from the student's IEP, assessments and information provided by the parent/adult student, and

document the review process, to determine the need for further assessment. The evaluation team will procure the necessary written consents for additional assessments.

See Chapter 3 for more information on the referral process to consider a special education evaluation and who can make a referral.

C. Written Notice and Written Consent (completed by an evaluation team)

Before administering assessments as part of the special education evaluation, written notice shall be provided to the parent/adult student along with the procedural safeguards and written consent shall be requested from the parent/adult student. The district may use a single form that meets the requirements of written notice and consent for assessment. In addition, if the evaluation team needs information for an evaluation from a non-educational agency or an individual, such as a doctor, written consent for the release of information shall be obtained from the parent/adult student.

See Chapter 4 and Chapter 11 for more information.

D. Evaluation and Eligibility Determination (completed by evaluation team)

After receiving consent, the evaluation team shall schedule assessments and ensure they are conducted. The evaluation must be sufficiently comprehensive to identify all of the child's special education and related-services needs. Next, the evaluation team reviews the assessment data, the response to general education targeted interventions, and parent/adult student input and recommendations to determine whether the student is eligible for special education services. Then the evaluation team compiles an *Eligibility Report* using data collected from individual assessments and provides the parent/adult student with a copy of the report. The eligibility report shall address, to the extent required, the general education classroom, targeted interventions previously employed and the student's response to those interventions.

For children transferring from the Infant Toddler Program (ITP), eligibility shall be determined and an IEP developed or IFSP adopted by the child's third (3rd) birthday. See Chapter 5 for guidance on expectations. If a child turns three (3) during the summer, and the child does not require Extended School Year (ESY) services, special education and related services may begin in the new school year.

For children ages three (3) through twenty-one (21), the time between receiving consent for initial assessment and determining eligibility cannot exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days (IDAPA 08.02.03.109.03), ~~(~~with the exception of ITP referrals which must be completed by the child's third (3rd) birthday~~)~~. The parent and district may agree, in writing, to extend the sixty (60) day period. See Chapter 4 for guidance on timeline exceptions.

If the student is not eligible, the district shall provide written notice to the parent/adult student that the evaluation data does not indicate eligibility under the IDEA even though the parent is a

member of the team that determines eligibility. The district shall maintain documentation in permanent records.

If the parent/adult student disagrees with the district's evaluation and/or the eligibility determination, he or she has the right to request SDE mediation, file a due process hearing challenging the decision, or seek an independent educational evaluation (IEE). See Chapter 11 for more information.

E. IEP Development and Implementation (completed by IEP team)

The following activities are included in the development and implementation of the IEP:

1. Conduct an IEP team meeting to develop and implement an IEP within thirty (30) calendar days of a determination that the student is eligible for special education and related services. For eligible students, the IEP can be developed at the same meeting at which eligibility is determined if all required IEP team members are present and agree to proceed.

2. After determining goals and services, determine the placement in the LRE in which the IEP can be implemented. For those goals that are aligned to the alternate academic achievement standards, objectives and benchmarks~~/objectives~~ shall be written.

3. Obtain documentation indicating participation in the IEP team meeting.

4. Obtain consent from the parent/adult student for initial provision of special education services.

5. Provide copies of the IEP to the parent/adult student and other participants, as appropriate.

6. Provide written notice to the parent/adult student before implementing the IEP if the provision of FAPE or the educational placement is proposed to change or if the team refused to make a change based on the parent's request.

7. Make arrangements for IEP services by informing staff of their specific responsibilities under the IEP.

8. Implement the IEP as soon as possible, but no later than within thirty (30) days of eligibility. (See Chapter 4 for guidance on timeline exceptions.)

9. Provide the parent/adult student with periodic reports of the student's progress towards IEP goals (such as quarterly or other periodic reports, concurrent with the issuance of report cards).

See Chapter 5 for more information on IEP development.

F. Review and Revision of IEP and Placement Decision (completed by IEP team)

1. Send the parent/adult student a *Procedural Safeguards Notice* with an invitation to attend an IEP team meeting (required at least once annually).

2. Convene an IEP team meeting under these circumstances:

   a. when changes in the IEP are requested or if the student is not making progress. In addition, the IDEA allows changes to the IEP without an IEP team meeting between the annual review dates if the district and parent agree; and

   b. at least annually to develop a new IEP

3. Provide a copy of the revised IEP to the parent and the adult student when an IEP is amended or rewritten. In addition, written notice is required if the district is proposing to change or refusing to change the educational placement or the provision of FAPE.

4. Under Idaho regulations, the parent/adult student has the right to file a written objection to an IEP program change or placement change. If, within ten (10) calendar days of receiving written notice from the district, the parent/adult student files a written objection, the district shall not implement the change(s) to which the parent/adult student objects. See Chapter 11 for more information.

See Chapter 5 for more information on IEP reviews.

G. Reevaluation (completed by evaluation team)

Reevaluations are conducted by the evaluation team. A reevaluation shall be completed as follows: (a) at least every three years, (b) when requested by the student's teacher or the parent/adult student, and (c) whenever conditions warrant. Approximately one month before conducting the reevaluation, the district shall inform the parent/adult student that a reevaluation is due. The parent/adult student and district may agree in writing that a three-year reevaluation is not necessary. In addition, a reevaluation need not be conducted more than once per year unless the district and the parents agree.

The evaluation team shall include the following activities in the reevaluation process:

1. Invite the parent/adult student to participate in the review of existing data and to determine what additional data, if any, is needed as part of the reevaluation. Unless the parent/adult student requests that the evaluation team members meet as a group in a formal meeting, data can be gathered from individual team members at various times using a variety of methods.

2. Obtain written consent from the parent/adult student if additional assessments shall

be conducted. After gaining consent, ensure the completion of assessments and eligibility reports. The IDEA does not require consent for a reevaluation if the district has made documented attempts to get consent and the parent has not responded.

3. If the evaluation team determines that additional assessments are not needed, provide written notice to the parent/adult student of this decision and of the parent's/adult student's right to request assessments.

4. Prepare an *Eligibility Report* that details the eligibility requirements for the student, even when no new assessments are conducted. The report shall address each required eligibility component.

5. Provide the parent/adult student with a copy of the *Eligibility Report*.

Determine whether revisions to the IEP are necessary and implement an IEP, if the student continues to be eligible. If the student is not eligible, follow procedures to discontinue services.

See Chapter 4 for more information on reevaluation.

H. Discontinuation of Services

Provide prior written notice to the parent/adult student informing them of the discontinuation of services when:

1. The evaluation team determines the student no longer meets eligibility requirements for special education services; or

2. The student meets the district and State requirements that apply to all students for receipt of a regular high school diploma; or

3. The student completes the semester in which he or she reaches the age of twenty-one (21) years.

4. Parent/adult student revokes consent for special education services.

When a student exits from special education as a result of graduating or aging out, the district shall provide the student with a summary of his or her academic achievement and functional performance, along with recommendations on how to assist the student in meeting postsecondary goals.

See Chapter 7 for more information on the discontinuation of services.

Chart

General Education Interventions (completed by problem-solving team)

- Team considers components of the three tiered model of Response to Intervention.
- Problem solve, plan and implement interventions and accommodations; document results.

Special Education Activities

A. Child Find Activities

B. **Referral to Consider a Special Education Evaluation** (completed by problem-solving team and evaluation team) or the parent/adult student

- Problem-solving team submits a formal referral to consider special education evaluation.
- Provide the parent/adult student with a *Procedural Safeguards Notice*. (required)
- Seek parent/adult student input and afford opportunity for a meeting.
- Evaluation team decides whether to conduct further assessments.

C. **Written Notice and Consent** (completed by the evaluation team)

- Provide written notice to the parent/adult student.
- Seek consent from the parent/adult student for assessments.
- Receive written consent for assessment from the parent/adult student.

D. Evaluation and Eligibility Determination (completed by evaluation team)

- Schedule and conduct assessments.
- Review assessment information with parent/adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a parent/adult student option.)
- Provide the parent/adult student with a copy of the *Eligibility Report*.

~~E. IEP Development and Implementation (completed by IEP team)~~

- ~~Invite the parent/adult student to the IEP team meeting.~~
- ~~Provide a *Procedural Safeguards Notice* to the parent/adult student. (at least once annually)~~
- ~~Develop IEP and determine placement in LRE.~~
- ~~Provide a copy of the IEP with written notice to the parent/adult student.~~
- ~~Receive consent for initial provision of special education services from the parent/adult student.~~
- ~~Implement IEP.~~

~~F. Review/Revision of IEP and Placement Decision (completed by IEP team)~~

- ~~Provide a *Procedural Safeguards Notice* to the parent/adult student if applicable.~~
- ~~Invite the parent/adult student to the IEP team meeting.~~
- ~~Review the IEP, and determine placement annually.~~
- ~~Provide a copy of IEP with written notice to the parent/adult student.~~

~~G. **Reevaluation** (completed by evaluation team)~~

- ~~Inform the parent/adult student that reevaluation is due.~~
- ~~Provide a *Procedural Safeguards Notice* to the parent/adult student if applicable.~~
- ~~Seek parent/adult student input on reevaluation and afford opportunity to request a meeting.~~
- ~~Receive consent from the parent/adult student for assessments if planning to assess~~ ~~**OR**~~
- ~~Provide the parent/adult student with written notice that no further assessments shall be conducted if the evaluation team determines that existing information is adequate. Inform parent/adult student of his or her right to request additional assessments.~~
- ~~Schedule and conduct assessments.~~
- ~~Review assessment information with parent/adult student. Determine eligibility and~~

~~complete the *Eligibility Report*. (Meeting with the entire team is a parent/adult student option.)~~

- ~~Provide the parent/adult student with a copy of the *Eligibility Report*.~~

~~Go to steps in Box F or Box H.~~

~~H. Discontinuation of Services~~

- ~~Provide written notice to the parent/adult student before discontinuing special education services.~~

~~Upon graduation provide a summary of performance to the parent/adult student.~~

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CHAPTER 2: FREE APPROPRIATE PUBLIC EDUCATION

The district (local education agency is required to ensure that a free appropriate public education (FAPE) is available to residents, homeless individuals and individuals from migrant families ages three (3) to twenty-one (21) in the district and who are eligible for special education. FAPE is individually determined for each student with a disability. FAPE *must* include special education in the least restrictive environment (LRE) and *may* include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. A definition of each of these terms can be found in the glossary.

Section 1. Definition of a Free Appropriate Public Education (FAPE)

The definition of FAPE under the IDEA means special education and related services that:

1. are provided at public expense (free);
2. are provided in conformity with an appropriately developed individualized education program, or IEP (appropriate);
3. are provided under public supervision and direction (public); and
4. include an appropriate preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the State Department of Education (education).

Section 2. Provision of FAPE

A. District Obligation

The district is required to ensure that FAPE is available to students in the district who are eligible for special education. This includes students who reside in group, personal care, or foster homes, as well as institutions, if their legal guardian is a resident of Idaho, even though the guardian may reside in another Idaho school district. It also includes students who are migratory or homeless as defined by the McKinney-Vento Homeless Act (see Glossary). If a student from another state is placed in Idaho by an out-of-state agency, parent, or district, the placing district, parent, or agency is responsible for the educational costs. If a student is placed in a district by an Idaho agency, the student is entitled to FAPE and the responsible agency is determined ~~upon~~ by Idaho Code regarding the specific situation.

The district is obligated to make FAPE available to each eligible student in the district as follows:

1. The district shall provide FAPE to an individual who is at least three (3) years old and

who qualifies for special education services unless the parent/adult student has refused special education services. Students aged three (3) to five (5) must have their special education services identified on an IEP since Idaho does not have state-funded preschool programs.

2. The district shall offer FAPE to parentally placed private school students in accordance to statutory and regulatory language, which states that parentally placed private school students with disabilities do not have an individual right to some or all of the special education and related services that the student would receive if enrolled in a public school.

3. A free appropriate public education shall be available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course, and is advancing from grade to grade.

Note: Participation in Comprehensive Early Intervening Services neither limits nor creates a right to FAPE.

B. Limit to District Obligation

1. A student with a disability who has been placed in a private school or facility by the parent does not have an individual right to receive all or part of the special education and related services that the child would receive if enrolled in a public school. However the district would have Child Find responsibilities. See Chapter 9 for more information.

2. Students who are homeschooled are considered nonpublic students for the purpose of dual enrollment, however a student being homeschooled is not considered a private school student. Students who are dually enrolled in a school district's general education program may be considered for a Section 504 plan if needed to provide supports and/or accommodations for those general education courses ~~for~~ in which they are enrolled. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

Homeschool students who are dually enrolled are considered to be nonpublic school students. The district shall allow homeschool students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and

2. receive accommodations in the general education courses for which they are enrolled on a Section 504 plan, if needed.

Homeschool students may not dually enroll solely for special education and/or related services. The dual enrollment statute does not establish an entitlement to FAPE for a student with a

disability. This means that there is no individual right to receive some or all special education services that the student would receive if enrolled in public school.

C. When District Obligation to Provide FAPE Ends

The District's obligation to provide FAPE to a student ends:

1. at the completion of the semester in which the student turns twenty-one (21) years old;

2. when the student meets the district requirements and the Idaho Content Standards that apply to all students for receipt of a ~~regular~~ high school diploma; a ~~regular~~ high school diploma does not include an alternative degree that is not fully aligned with the Idaho Content Standards ~~or Idaho Core Standards~~, such as a ~~certificate or a~~ general educational development credential (GED);

3. when the student no longer meets the eligibility criteria for special education services, as determined by the team after a reevaluation; or

4. when a parent/adult student has revoked consent for the continued provision of special education services.

D. Temporary Suspension of FAPE

The district is not required to provide FAPE to an eligible student during the suspension of ten (10) cumulative school days or less during a school year (unless the district provides services to students who are not disabled who are also suspended); however, FAPE must be provided following this ten (10) day exception.

Section 3. FAPE Considerations

A. Case Law Interpretations of FAPE

~~The courts have further defined the term~~The definition of FAPE has been further developed as a result of ~~lawsuits~~ litigation between parents and districts.

In 1982, the United States Supreme Court ~~ruled~~ in ~~the case of~~ Board of Education of the Hendrick Hudson Central School District, et al. v. Rowley, et al. ~~This landmark case set a standard for FAPE that is commonly referred to as the *Rowley Standard*. The *Rowley* decision defines~~ defined FAPE as ~~including these two components~~:

1. an IEP developed in adequate compliance with the IDEA procedures; and

2. an IEP reasonably calculated to enable the student to receive educational benefit (the Rowley Standard).

~~The *Rowley* decision also states that, if a student is being educated in the general education classroom, the IEP should be reasonably calculated to enable the student to achieve passing marks and advance from grade to grade, although passing grades are not determinative that FAPE has been provided.~~

In March 2017, the Court in Endrew F. v. Douglas County School District applies the Rowley Standard, indicating that a school must offer an IEP that is specially designed and reasonably calculated to enable a child to "make progress appropriate in light of the child's circumstances", emphasizing the unique needs of the child. The educational program offered "must be appropriately ambitious in light" of [Endrew F's] unique circumstances just as advancement from grade to grade is appropriately ambitious for most students in a regular classroom. They may differ [comparing Amy Rowley to Endrew F] but every child should have a chance to meet challenging objectives.

The Court expresses its confidence that school authorities will "be able to offer a cogent and responsive explanation for their decision", demonstrating that the IEP is reasonable calculated to enable the student to make progress in light of the student's individual circumstances.

B. Applicability to Charter and Alternative Schools

Federal law requires the district to provide students with disabilities educational choices comparable to those choices offered to students without disabilities. These choices include the opportunity to attend a public charter school or alternative public school. Students enrolled in public charter and alternative schools are entitled to FAPE and retain all the rights and protections that are available under the IDEA.

C. Applicability to Detained Youth

Students with disabilities or suspected disabilities who are detained in city or county jails, juvenile detention centers, juvenile correctional facilities, or in Idaho prisons are entitled to FAPE.

1. Services to Youth Detained in City or County Jails

The district in which the facility is located has the responsibility for Child Find and the provision of FAPE to eligible youth.

2. Services to Youth Detained in Juvenile Detention Centers (JDC)

The district in which the facility is located has the responsibility for the provision of FAPE to eligible youth. Typically, detention in a JDC is short term, and the student most likely returns to his or her home district. If a district has a student who is detained in a JDC not located within the district boundaries, the district may find it beneficial to coordinate school assignments through the JDC's education staff while the student is in the facility.

3. Services to Youth Placed in the Custody of the Department of Juvenile Corrections (DJC)

When a student is placed in the custody of the Department of Juvenile Corrections, the responsibility for the provision of FAPE resides with the Department of Juvenile Corrections.

4. Services to Youth in the Custody of the Department of Correction (DOC)

When a student is placed in the custody of the Department of Correction, the responsibility for the provision of FAPE resides with the Department of Correction through an agreement between the SDE and the Department of Correction.

D. Using Public and Private Insurance Funds to Provide FAPE

If a student is covered by a parent's private or public insurance or benefits, the district may access this insurance only if the parent provides informed consent. The consent requirements are different for accessing a parent's private insurance as opposed to public insurance (such as Medicaid).

If a district ~~proposing~~ proposes to access a parent's public insurance to cover any of the costs associated with the provision of special education and/or related services, the district must do the following:

1. Provide written notification regarding use of public benefits or insurance to the child's parents before accessing the child's or the parent's public benefits or insurance for the first time and prior to obtaining the one-time parental consent and annually thereafter. The written notification must explain all of the protections available to parents to ensure that parents are fully informed of their rights before a public agency can access their or their child's public benefits or insurance to pay for services under the IDEA. The notice must include a statement that the refusal to provide consent or the withdrawal of consent will not relieve the district's responsibility to ensure that all the required IEP services are provided at no cost to the parent. The notice must be written in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so.

2. Obtain a one-time written consent from the parent after providing the written notification regarding use of public benefits or insurance before accessing the child's or the parent's public benefits or insurance for the first time. This consent must specify (a) the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided to a particular child); (b) the purpose of the disclosure (*e.g.*, billing for services); and (c) the agency to which the disclosure may be made (*e.g.*, Medicaid). The consent also must specify that the parent understands and agrees that the public agency may access the child's or parent's public benefits or insurance to pay for services. Such consent may be withdrawn at any time by the parent.

3. If the child on an IEP moves into a new district, the new district responsible for providing a FAPE must provide the parents with written ~~notice~~ notification regarding use of public benefits or insurance and must obtain consent before accessing the child's or parent's public insurance.

If a district is proposing to access a parent's private insurance to cover any of the costs associated with the provision of special education and/or related services, the district must get parental consent each time the district proposes to access private insurance.

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CHAPTER 3: CHILD FIND

The Child Find system involves three basic ~~steps~~ components leading to the determination of whether or not a student has a disability and requires special education. The ~~steps~~ components are location, identification, and evaluation. This chapter describes location and identification activities. The evaluation process is covered in Chapter 4.

Section 1. District Responsibility

The district is responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students suspected of having disabilities, ages three (3) through the semester during which they turn twenty-one (21), who may need special education, regardless of the severity of the disabilities. The district is also responsible for coordinating with the Department of Health and Welfare (DHW) regarding the Child Find system for children ages birth through two (2) years. The district may appoint an individual to coordinate the development, revision, implementation, and documentation of the Child Find system.

The Child Find system shall include all students within the district's geographic boundaries including students who are:

1. enrolled in the district, however this would not include a student who is placed in that public school by another district;
2. enrolled in charter and alternative schools;
3. enrolled in homeschool;
4. enrolled in parentally placed private elementary and secondary schools (including religious schools) located in the district; including out-of-state parentally-placed private school children with disabilities;
5. not enrolled in elementary or secondary school, including resident children ages three (3) through five (5);
6. advancing from grade to grade;
7. highly mobile students (such as migrant and homeless as defined by the McKinney Vento Homeless Act [see Glossary]); and
8. wards of the state.

Section 2. Locating Students

Locating students who may have disabilities involves coordinating with other agencies and promoting public awareness.

A. Coordination

For infants and toddlers, birth through two (2) years of age, Child Find is provided by the Idaho Infant/ Toddler Program (ITP). Although lead responsibility for the ITP has been designated to the DHW, interagency agreements provide for collaboration and coordination. The district shall use local interagency agreements for efficient use of resources and ease of service accessibility for students and families.

B. Public Awareness

The district shall take and document the necessary steps to ensure that district staff and the general public are informed of the following:

1. the availability of special education services;
2. a student's right to a free appropriate public education (FAPE);
3. confidentiality protections; and
4. the referral process.

This information may be provided through a variety of methods such as distributing brochures or flyers, including information in school or district publications, disseminating articles and announcements to newspapers, arranging for radio and television messages and appearances, speaking at faculty meetings or district in-services, and making presentations.

Section 3. Identification

The identification component of Child Find includes screening, early intervening through a problem-solving process, and referral to consider a special education evaluation. The procedural rights under the IDEA are afforded when the student is referred for a special education evaluation by the parent/adult student or the district.

A. Screening

Screening is an informal, although organized process, of identifying students who are not meeting or who may not be meeting Idaho Content Standards~~, Idaho Core Standards,~~ or Idaho Early Learning Guidelines (eGuidelines). A variety of methods may be used to screen students, including performance on statewide assessments, curriculum-based measures, daily work in the

classroom, teacher observations, hearing and vision screeners, developmental milestones, and/or kindergarten readiness measures.

Screening for instructional purposes is not an evaluation. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

Although screening is an important part of the Child Find system, screening cannot be used to delay processing a referral to consider a special education evaluation where immediate action is warranted.

B. General Education Intervention (Comprehensive Early Intervening Services)

Under the Local Education Agency (LEA) funding option, early intervening services are services for K-12 students who need additional academic and behavioral support to succeed in the *general education environment*. When a school's screening process reveals that a student or groups of students are at risk of not meeting the Idaho Content Standards ~~or Idaho Core Standards~~, the general education problem-solving team shall consider the students' need for "supported" instructional and/or behavioral interventions in order to help the students succeed. These interventions are referred to as early intervening services or general education interventions, accommodations, and strategies. It is important to remember that students who receive early intervening services are not currently identified as needing special education or related services and do not have a right to a free appropriate public education. Therefore, the IDEA procedural safeguards are not applicable at this time.

Districts shall implement comprehensive coordinated services and activities that involve providing educational and behavioral evaluations, services, and supports. These services may also include professional development for teachers and other staff to enable them to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and where appropriate, instruction on the use of adaptive and instructional software. Comprehensive Early Intervening Services (CEIS) should be based on whole-school approaches such as; the three-tiered model, scientifically based curriculum and instruction, positive behavior supports, and a response to intervention system.

If a district chooses to use up to 15% of IDEA Part B funds for CEIS for students in K-12 who are not currently identified as needing special education, but who need additional support in the general education environment, additional requirements may apply that will affect maintenance of effort. In addition, if IDEA Part B funds are used, the district must annually report to the SDE:

1. The number of children receiving CEIS; and

2. The number of children who received CEIS and subsequently received special education services during the preceding two year period.

If a district is found to have a significant disproportionate representation in special education, there are additional requirements for use of funds in CEIS. Please see Chapter 10 for more information on CEIS.

C. General Education Problem Solving

1. Establishing a Problem-Solving Team

The district shall establish a problem-solving team and a process to plan accommodations and interventions in general education and to ensure that referrals to consider a special education evaluation are appropriate. Team membership is established by the school or the district and would likely involve general educators and administrators, and could include counselors, specialists, and special education personnel. While parent/adult student involvement is valuable and encouraged, the district is not required to include the parent/adult student on the team.

When problem solving involves a child three to five (3-5) years of age, the team should seek input from family members, child care programs, private preschools, or Head Start Programs, as appropriate. An early childhood problem-solving process needs to consider early childhood environments and the preschool student's need for supported instructional interventions in order for the student to participate in appropriate activities. IDEA Part B funds cannot be used to provide CEIS to preschoolers.

2. Referrals to the Problem-Solving Team

Referrals to the problem-solving team may come from a variety of sources including parents, students, other family members, public or private school personnel, agencies, screening programs, or as a result of annual public notice.

Referrals may be made for a variety of reasons dealing with academic and behavioral concerns and may involve, but are not limited to, teaching strategies, material accommodations, social skills training, cooperative learning concepts, classroom organization, and scheduling.

3. Interventions

    a. Interventions in general education or an early childhood environment shall be attempted before a student is referred to an evaluation team, unless the student's performance indicates an evaluation is warranted or a parent makes a request for a referral for a special education evaluation.

    b. Interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and should be clearly documented.

    c. Documentation of the success or failure of accommodations and interventions shall be reviewed and discussed by the problem-solving team.

4. Problem-Solving Team Decisions Following General Education Intervention

Based on a review of data and information presented by the referring party and others, the team has several decision options. In the case of a preschool student, data and information shall be gathered and reviewed from such settings as child care programs, private preschools, Head Start Programs, or the home. Following an intervention, the problem-solving team shall review progress monitoring data from the intervention and other relevant information to determine what action is warranted. The team considers a variety of options, including whether to:

a. continue the general education intervention because the student is making adequate progress but needs more time to reach goals;

b. continue the intervention in a modified form;

c. explore services or programs outside of special education (such as Title I of the Elementary and Secondary Education Act, including English language programs; Section 504 accommodations; counseling); or

d. make a referral to consider a special education evaluation.

Although problem-solving activities are an important part of the system, they cannot be used to delay processing a referral for consideration of a special education evaluation where immediate action is warranted. Either a parent or a public agency may initiate a request for an initial evaluation. If a parent initiates a referral for a special education evaluation, the evaluation cannot be delayed or denied due to the child not completing the general education intervention process.

Section 4. Referral to Consider a Special Education Evaluation

A. Evaluation Team

The evaluation team is the group of people established by the IDEA that has the responsibility for making decisions regarding evaluation, assessments, and eligibility. The composition of the evaluation team will vary depending on the nature of the student's suspected disability and other relevant factors. The evaluation team shall include the same membership (although not necessarily the same individuals) as the IEP team and other professionals as needed to ensure that appropriate, informed decisions are made.

Unlike an IEP team, an evaluation team has the flexibility of conducting business with or without a meeting. The case manager can gather input from evaluation team members in a variety of ways. The parent/adult student shall be included in the evaluation team and shall be given the opportunity to indicate whether he or she wishes the team to hold a meeting with all members attending.

B. Referrals to Consider Special Education

The procedure for handling referrals to consider a special education evaluation for students suspected of having a disability includes the following:

1. Unless immediate action is warranted and documented, a referral to consider a special education evaluation is sent to the evaluation team *after* the problem-solving team has determined:

    a. the student's response to research-based interventions in general education (or age-appropriate activities for preschool) has not resulted in adequate progress; and

    b. language and cultural issues are not the main source of the student's academic or behavioral discrepancy from peers.

2. A Referral to Consider a Special Education Evaluation/Reevaluation form shall be completed.

3. Procedural safeguards are activated when a referral is made to consider a special education evaluation. If the referral came from someone other than the parent/adult student (see Glossary) the parent/adult student shall be notified. In either case, the parent/adult student shall be provided with a copy of the *Procedural Safeguards Notice*. At the same time, the parent/adult student shall be afforded an opportunity to provide input regarding the need for and scope of the initial evaluation, including the opportunity to hold a meeting if desired.

4. The evaluation team (including the parent/adult student) reviews all available records, including family and health history, past school experiences, the results of general education interventions, and previous assessments and evaluations. The evaluation team shall decide what additional assessments, if any, are needed. This review and determination process can take place at a face-to-face meeting of the evaluation team or through an alternate format, unless the parent/adult student desires that a meeting be held.

    a. If the evaluation team determines that an evaluation is warranted, written notice shall be provided to the parent/adult student describing the proposed evaluation and written consent shall be obtained from the parent/adult student.

    b. If the evaluation team determines that an evaluation is not warranted at this time, the team should seek other avenues for services to meet the student's needs. The person initiating the referral, if other than the parent/adult student, may be informed as to why the evaluation is not being conducted. Written notice of the district's refusal to evaluate a student for special education services shall be provided to the parent/adult student when he or she makes a referral

for a special education evaluation and the district determines that the evaluation is not warranted.

Note: Districts are prohibited from requiring that a student obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school, receiving an evaluation, or receiving services under the IDEA.

See Chapter 4 for more information on evaluation and eligibility.

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CHAPTER 4: EVALUATION AND ELIGIBILITY

Chapter 3 discusses Child Find procedures used to locate and identify students with suspected disabilities. This chapter contains the requirements for the special education evaluation and eligibility process, from referral to consider special education through to the determination of eligibility. The Idaho State Department of Education has provided State Eligibility Criteria for special education services for eligibility consistent with the IDEA for districts to use while determining eligibility.

Section 1. Evaluation Team

The evaluation team is a group of people outlined by IDEA with the responsibility to make decisions regarding evaluation, assessments, and eligibility. This team includes the same membership as the individualized education program (IEP) team (although not necessarily the same individuals) and other qualified professionals as needed to ensure that appropriate and informed decisions are made. The specific composition of the evaluation team reviewing existing data will vary depending upon the nature of the student's suspected disability and other relevant factors. The parent/adult student is a member of the evaluation team and shall be provided an opportunity to provide input and participate in making team decisions. The evaluation team may conduct its review without a meeting unless the parent/adult student requests that a meeting be held.

Additional Membership Requirements**:**

The determination of whether a student suspected of having a *specific learning disability* shall be made by the student's parents and a team of qualified professionals, which shall include:

1. The student's regular teacher; or if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; and

2. A school psychologist is a required member of the team. When considering oral expression and listening comprehension, a speech language pathologist is a required member who may collaborate with or replace the school psychologist as the professional required to conduct and interpret evaluative examinations

Section 2. Purpose of an Evaluation

The purpose of the evaluation process is to determine the eligibility of a student for special education services. This pertains to both initial determination and three year review of eligibility, or re-evaluation. It is also a process for gathering important information about a student's strengths and service needs. An evaluation process shall include a variety of assessment tools and strategies to gather relevant functional, developmental, and academic

information about the student, including information provided by the parent.

A. Definitions

Although the terms "evaluation" and "assessment" are often interchanged, there are significant differences between the meanings of the two terms. In an effort to clarify, the terms are defined as follows:

1. Evaluation refers to procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. The screening of a student by a teacher or specialist to determine appropriate *instructional* strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

2. Assessment is integral to the evaluation process and includes the formal and informal processes of systematically observing, gathering, and recording credible information to help answer evaluation questions and make decisions. A test is one method of obtaining credible information within the assessment process. Tests may be standardized or non-standardized, criterion-referenced (e.g. curriculum-based measures) or norm-referenced, and usually elicit responses from students to situations, questions, or problems to be solved. Assessment data may also include observations, interviews, medical reports, data regarding the effects of general education accommodations and interventions, and other formal or informal data.

B. Evaluation Components

The district shall conduct a full and individual initial evaluation before the provision of special education and related services are provided to a student suspected of having a disability. A parent or a public agency may initiate a request for an initial evaluation to determine eligibility.

To be eligible for services under the IDEA, a student must have a disability that:

1. meets the Idaho state disability criteria;

2. adversely affects educational performance; and

3. results in the need for specially designed instruction and related services.

In addition, the information from the evaluation can be used to consider the following:

1. the nature and extent of special education and related services needed by the student in order to participate and progress in the general education curriculum or curriculum aligned to the Idaho Content Standards~~, Idaho Core Standards~~, or the Idaho Early Learning Guidelines (eGuidelines); and

2. the least restrictive environment (LRE) for the student.

The above information also pertains to evaluations for determining Part B eligibility for children transitioning from the Infant/Toddler Program (ITP).

Section 3. Written Notice and Consent for Assessment

Written notice shall be provided and informed consent shall be obtained before assessments are administered to a student as part of an evaluation.

A. Written Notice Requirements

Written notice shall be provided to the parent/adult student within a reasonable time before the district proposes to initiate the evaluation or re-evaluation of a student. Written notice shall be in words understandable to the general public. It shall be provided in the native language or other mode of communication normally used by a parent/adult student unless it is clearly not feasible to do so.

If the native language or other mode of communication is not a written language, the district shall take steps to ensure the following:

1. the notice is translated orally or by other means in the native language or other mode of communication;

2. the parent/adult student understands the content of the notice; and

3. there is written evidence that the above two requirements have been met.

The written notice shall include the following:

1. a description of the evaluation or reevaluation proposed or refused by the district;

2. an explanation of why the district proposes to evaluate or reevaluate the student;

3. a description of any other options the district considered and the reasons why those options were rejected;

4. a description of each assessment procedure, test, record, or report that the district used as a basis for the proposed or refused evaluation or reevaluation;

5. a description of any other factors relevant to the evaluation or reevaluation;

6. a statement that the parent/adult student has special education rights and how to obtain a copy of the *Procedural Safeguards Notice* (Note: If this is the initial evaluation, the parents should get a copy of the procedural safeguards with the initial notice of the special education evaluation); and

7. sources for parents to contact in obtaining assistance in understanding the *Procedural Safeguards Notice.*

Written notice shall be provided to the parent/adult student within a reasonable time in the following instances:

1. to conduct any additional assessments and review initial information as part of the initial evaluation or reevaluation;

2. to explain refusal to initiate assessment; and

3. when the evaluation team determines that additional assessments are not required

See Chapter 11 for more information on written notice.

B. Consent Requirements

1. Definition of Consent: Consent means that the parent/adult student:

    a. has been fully informed in his or her native language or other mode of communication of all information relevant to the assessment for which consent is sought;

    b. understands and agrees in writing (as indicated by signature) to the activities described; and

    c. understands that granting of consent is voluntary and may be revoked in writing at any time *before* the assessment is completed. However, once the assessment has been completed, revocation of consent cannot be used to have the assessment disregarded.

2. Consent for initial evaluation

    a. Informed written consent shall be obtained from the parent/adult student before the district conducts assessments as a part of an initial evaluation of the student to determine if he or she qualifies as a child with a disability;

    b. Parental consent for initial evaluation should not be construed as consent for initial provision of special education and related services;

    c. The school district shall make reasonable documented efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child has a disability and to identify the educational needs of the child. If a parent refuses consent, the district does not violate its obligation to provide FAPE if it declines to pursue the evaluation. If the parent does not provide consent, the district may offer an SDE facilitated meeting, mediation, or request

a due process hearing to challenge the decision.

d. If the child is a ward of the State and is not residing with the child's parent, the district is not required to obtain informed consent from the parent for an initial evaluation to determine eligibility if:

1) despite reasonable efforts to do so, the district cannot locate the parent;

2) the rights of the parents of the child have been terminated in accordance with Idaho law; or

3) the rights of the parent to make educational decisions have been subrogated by a judge in accordance with Idaho law and consent for initial evaluation has been given by an individual appointed by the judge to represent the child.

e. If a district is using any data gathered during general education interventions for a student suspected of being a student with a disability, and that data may be used for a later eligibility determination, the district shall promptly request consent to evaluate the student.

C. Consent for Reevaluation

1. Written consent shall be sought for reevaluation that requires new assessments. Reevaluation consisting solely of review of existing data does not require written consent.

2. Informed parental consent for a reevaluation need not be obtained if the public agency can demonstrate through documentation that it made reasonable efforts to obtain consent and the child's parent has failed to respond.

D. When Consent Is Not Required

Parental consent is *not* required for:

1. the review of existing data as part of an evaluation or reevaluation;

2. the administration of a test or other assessment that is administered to all students, unless consent is required of parents of all students;

3. teacher or related service provider observations, ongoing classroom evaluations, or criterion-referenced tests that are used to determine the student's progress toward achieving goals on the IEP; and

4. screening by a teacher or specialist to determine appropriate instructional strategies for

curriculum implementation, which may include group or individual curriculum-based or norm-referenced measures.

E. Refusing Consent or Failure to Respond to a Request for Consent

1. The parent/adult student can refuse consent for assessment(s).

2. For an initial evaluation, if consent is refused or the parent/adult student fails to respond, the student cannot be assessed. However, the district may request SDE facilitation, mediation, or a due process hearing. If the mediation results in consent to assess, or if a hearing officer's decision indicates that assessment is appropriate and there is no appeal, then the student may be assessed. However, the district does not violate its obligations to provide FAPE if it declines to pursue the evaluation. Consent for the initial evaluation shall not be construed as consent for the initial provision of special education services should the student be deemed eligible.

3. If a parent of a child who is homeschooled or placed in a private school by the parents at their own expense does not provide consent for initial evaluation or reevaluation, or the parent fails to respond to a request to provide consent, the district may not use SDE mediation or due process procedures in order to gain consent and the district is not required to consider the child eligible for services.

Note: A district shall not use a parent's refusal for consent to one service or activity to deny the parent or student any other service, benefit, or activity.

See Chapter 11 for more information on consent and reasonable efforts.

F. Timeline

The time between receiving written consent for initial assessment and eligibility determination cannot exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days. The time between eligibility determination and the development of the IEP cannot exceed thirty (30) calendar days. The implementation of the IEP shall not exceed thirty (30) calendar days from the eligibility determination, unless all parties agree to an extension. For children transferring from ITP, eligibility shall be determined and an IEP developed by the child's third birthday. If a child turns three during the summer, and the child does not require Extended School Year (ESY) services, special education and related services may begin in the new school year.

In unusual circumstances, all parties may agree in writing to an extension of the sixty (60) day period for the purpose of initial assessment. These circumstances may include the following:

1. The child enrolls in a school in another school district after the sixty (60) day timeline began and prior to the determination by the child's eligibility in the previous school district. If the new school district is making sufficient progress in determining eligibility,

the parent and district may agree to a different timeline.

2. The parent repeatedly fails or refuses to produce the student for an evaluation after the district has made reasonable efforts to schedule an evaluation.

Section 4. Information from Other Agencies or Districts

Consent for release of information shall be received before the district seeks to obtain information about the student from other agencies, unless otherwise authorized by law. Upon receipt of consent, the case manager will send letters requesting information to individuals or agencies that have relevant information about the student. A copy of the signed consent form for release of information shall be included with the letters and a copy shall be retained in the student's confidential file. Sources of this additional information may include records from health and social service agencies, private preschool programs, legal service agencies, and non-school professionals such as physicians, social workers, and psychologists.

Federal laws and regulations do not require consent for the district to:

1. request information from other districts that the student has attended; or

2. send information to other districts in which the student intends to enroll.

For children transferring from the ITP, eligibility shall be determined and the IEP developed by the date that the child turns three (3) years of age. See Chapter 5 for additional information on collaboration with the ITP throughout the transition process.

Section 5. Evaluation and Eligibility Determination Procedures

A. Areas to Assess

The student shall be assessed in all areas related to the suspected disability, which includes areas such as functional, developmental, and academic skills needed to participate and progress in the general education curriculum. If needed, qualified personnel shall conduct an individual assessment of assistive technology needs, including a functional evaluation in the individual's customary environment. The evaluation of each student with a suspected disability shall be full and individualized and sufficiently comprehensive to identify all of the student's suspected special education and related service needs whether or not commonly linked to the disability category in which the student may be classified. For youth with IEPs, no later than age sixteen (16), appropriate transition assessments shall be conducted. Beginning with the IEP to be in effect when a student is sixteen (16) years old (or younger if determined appropriate by the IEP team), appropriate transition assessments shall be conducted.

Evaluation teams shall be especially mindful of cultural and linguistic differences during the

evaluation and eligibility process. Caution is advised in the selection of informal or formal assessments that are nonbiased, administration of assessments, interpretation, and application of outcomes in order to appropriately identify culturally or linguistically diverse students for special education services.

B. Determination of Needed Initial or Reevaluation Data

As part of an initial evaluation or reevaluation, the evaluation team shall review existing evaluation data regarding the student including:

1. assessments and information provided by the parent/adult student concerning the student;

2. current classroom-based assessments and observations, and/or data regarding the student's response to scientific research-based interventions;

3. observations by teachers and related service providers; and

4. results from statewide and district wide testing.

Based on that review, and input from the parent/adult student, the evaluation team will decide on a case-by-case basis what additional data, if any, are needed to determine:

1. whether the student meets eligibility criteria for special education;

2. the student's present levels of academic and functional performance, including academic achievement and related developmental needs of the student;

3. whether the student needs specially designed instruction; or

4. whether any additions to the special education and related services are needed to enable the student to:

    a. meet the measurable annual goals set out in the student's IEP; and

    b. be involved in and progress in the general education curriculum (for preschool students, to participate in appropriate activities).

If the evaluation team determines additional assessments are not required for the purpose of determining whether the student meets eligibility criteria during an initial evaluation or a reevaluation, the district shall provide written notice to the parent/adult student of the decision and the reasons for that decision. The parent/adult student shall also be informed of his or her right to request assessments to determine eligibility and to determine the child's educational needs. The district will provide written notice if a parental request for additional assessment is denied.

C. Assessment Procedures and Instruments

The district shall ensure the evaluation or reevaluation meets the following requirements:

1. The child shall be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, motor abilities, and transition needs.

2. Assessments and other materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis.

3. Assessments and other materials shall be provided and administered in the student's native language, and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless it is not feasible to provide or administer. Attempts to provide a qualified examiner in the student's native language or mode of communication shall be documented.

In all direct contact with a student, the language normally used by the student in the home or learning environment shall be used. For an individual with blindness or deaf or hard of hearing, or for an individual with no written language, the mode of communication is that which is normally used by the individual (e.g., sign language, Braille, or oral communication).

4. Materials used to assess a student with limited English proficiency shall be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than solely measuring the student's English language skills.

5. A variety of assessment tools and strategies shall be used to gather relevant academic, developmental and functional information about the student, including information provided by the parent/adult student and information related to enabling the student to be involved in and progress in the general education curriculum (or, for a preschooler, to participate in appropriate activities).

6. Assessments are used for the purposes for which the assessments or measures are valid and reliable.

7. Assessments shall be administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.

8. Assessments and other evaluation materials shall include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient or standard score.

9. Assessments shall be selected and administered to ensure that if a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately

reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those are the factors that the test purports to measure).

10. No single measure or assessment may be used as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for the student.

11. The district shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

12. The district shall provide and use assessment tools and strategies that produce relevant information that directly assists persons in determining the educational needs of the student.

13. All services and assessments shall be provided at no expense to the parent/adult student.

14. Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with the child's prior and subsequent schools to ensure prompt completion of the full evaluation.

15. The evaluation shall be full and individualized and sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category.

D. Eligibility Determination

1. Upon completion of the student's initial evaluation or reevaluation, the evaluation team will consider the findings and determine whether the student meets or continues to meet eligibility criteria found in Section 7 of this chapter. The evaluation team will draw upon information from a variety of sources, such as norm-referenced, standardized tests, parent/adult student input, teacher input, physical condition, social or cultural background, adaptive behavior, and functional assessments to interpret evaluation data and determine eligibility.

2. Special Rule for Eligibility Determination

A student cannot be identified as a student with a disability if the primary reason for such a decision is:

a. lack of appropriate instruction in reading, including the essential components of reading instruction as defined by the Elementary and Secondary Education Act—phonemic awareness, phonics, vocabulary development, reading fluency,

including oral reading skills and reading comprehension strategies;

b. lack of appropriate instruction in math; or

c. Limited English Proficiency.

3. Related Services

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. An IEP team may determine that a student found eligible for special education has a need for a related service. However, if a student with a disability needs only a related service and not special education, then the student is not eligible for the related service, unless it is considered to be special education under State standards, as in the case of speech therapy and language therapy.

E. The Eligibility Report

The evaluation team shall prepare an Eligibility Report and provide a copy of the report to the parent/adult student.

The Eligibility Report shall include:

1. names and positions of all evaluation team members;

2. information regarding the student's need for specially designed instruction (special education and related services);

3. confirmation and supporting data that the disability is not primarily due to lack of appropriate instruction in reading, including the essential components of reading — phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills and reading comprehension strategies or math;

4. information about how the student's disability adversely affects his or her educational performance;

5. all data on the student as required in the State Eligibility Criteria for the area of suspected disability;

6. confirmation and supporting data that the student's learning difficulties are not primarily due to Limited English Proficiency;

7. the date of the eligibility determination;

8. the name and position of all those administering assessments; and

9. in the case of Specific Learning Disability eligibility determination, certification in writing that the report reflects each member's conclusions (agreement), and in the case of team member disagreement with the conclusions, a written statement shall be attached to the eligibility report presenting the dissenting team member's conclusions.

Section 6. Reevaluation and Continuing Eligibility

A. Reevaluation Requirements

The district shall ensure that an individual reevaluation of each student with a disability is conducted in accordance with all the required evaluation procedures outlined in this chapter.

A reevaluation:

1. shall occur at least once every three (3) years unless the parent/adult student and the district agree in writing that a three (3) year reevaluation is not necessary. However, an updated Eligibility Report, documenting all eligibility criteria, shall be completed by the reevaluation due date to establish and document continuing eligibility;

2. a reevaluation is not required more than once per year unless the parent/adult student and the district agree otherwise. If the parent makes a request within the year and the district does not agree, the district shall send written notice of refusal.

The district shall ensure a reevaluation is conducted more frequently than every three (3) years if:

1. it is determined that the education or related service needs, including academic achievement and functional performance, of the student warrants a reevaluation; or

2. if the parent/adult student or the student's teacher requests a reevaluation.

B. Reevaluation Prior to Discontinuation

1. The district shall evaluate a student with a disability before the team determines that the student is no longer eligible for special education.

2. Reevaluation is not required in the following two circumstances:

    a. before the termination of a child's eligibility due to graduation, if the student meets comparable academic requirements that are equally as rigorous as those required of nondisabled students and receives a regular diploma;

    b. the student has reached the end of the semester in which he or she turns twenty-one (21) years of age.

Note: Although a reevaluation is not required in these two cases, the district shall provide the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her post school goals.

C. Informing the Parent/Adult Student

Approximately one month before the reevaluation is due, contact shall be made with the parent/adult student informing him or her that:

1. the reevaluation will be scheduled within the month, unless the district and parent/adult student agree it is unnecessary; and

2. input will be sought from the parent/adult student.

Note: The IDEA allows the process of reviewing existing data and determining what, if any, additional, assessments are required without a meeting.

D. Nature and Extent of Reevaluation

Before any reassessment of the student, the evaluation team will determine the nature and extent of the student's needs by reviewing existing data. See Section 5 of this chapter for more information regarding the determination of needed data.

1. No Additional Information Needed

    a. If the evaluation team decides that no additional assessments are needed to determine whether the student continues to be eligible for special education services, the district shall provide written notice to the parent/adult student of his or her right to request further assessment.

    b. If the parent/adult student requests an additional assessment to determine whether the student continues meet criteria for special education services under the IDEA, then the district shall conduct the assessment.

    c. If the parent/adult student requests an additional assessment for reasons other than eligibility, such as admission to college, then the district shall consider the request and provide written notice of its decision.

2. Additional Assessments Needed

Based on recommendations from the evaluation team, the district will seek consent to administer the needed assessments and provide the parent/adult student with written notice regarding proposed assessments. If the parent/adult student fails to respond after the district has taken reasonable measures to obtain consent for assessments as part of a reevaluation, the district may proceed with the assessments. The district shall maintain documentation of its

measures to seek consent. See section 3B of this chapter for a definition of reasonable measures.

If the parent/adult student denies consent to reassess, the student cannot be assessed. However, the district may request SDE mediation or a due process hearing. If the mediation results in consent to assess, or if a hearing officer's decision indicates the assessment is appropriate and there is no appeal, then the student may be assessed. All reevaluation procedures shall be provided at no cost to the parent/adult student.

E. Eligibility Report for Reevaluations

The evaluation team will consider evaluation findings and determine whether the student continues to meet criteria for special education services.

The evaluation team is required to prepare an Eligibility Report detailing how review of existing data demonstrates that the student continues to meet eligibility requirements even if no new assessments were conducted. The report shall address each required eligibility component and include results of previous assessments if they are being used to determine eligibility. Refer to Section 5 of this chapter for eligibility requirements.

Section 7. State Eligibility Criteria

The district will use the eligibility criteria and assessment procedures set forth by the SDE for placement in special education. This section contains a definition and the eligibility criteria for each specific disability that shall be used to determine whether an individual qualifies as a student with a disability in need of special education.

All disabilities except Specific Learning Disability (SLD) and Developmental Delay (DD) are applicable for students three (3) through twenty-one (21) years of age. For Specific Learning Disability, students must be legal kindergarten age through twenty-one (21) years. Only students ages three (3) through nine (9) can be identified in the Developmental Delay (DD) category. Use of the DD category is optional for the district. If the district elects to use the DD category, it applies only to students from age three (3) up until their tenth (10th) birthday, in addition to the criteria outlined in this chapter.

A. Three-Prong Test of Eligibility

To demonstrate eligibility for special education services all three of the following criteria shall be met and documented. This is often called the three-prong test for eligibility.

The Eligibility Report shall document each of the following three criteria:

1. the student has a disability according to the established Idaho criteria;

2. the student's condition adversely affects educational performance; and

3. the student needs specially designed instruction.

Meets State Eligibility Requirements: The state eligibility requirements for specific disabilities are listed in this chapter.

Adverse Impact: A determination made by the evaluation team that the student's progress is impeded by the disability to the extent that the student's educational performance measures significantly and consistently below the level of similar age peers preventing the student from benefiting from general education. Educational performance refers the student's performance in academic achievement, developmental and or functional skills. The phrases "adverse impact" and "adverse effect" are used interchangeably in this Manual and have the same meaning.

Needs Specially Designed Instruction: Special education is specially designed instruction, provided at no cost to the parents, to meet the unique needs of a student with a disability. Specially designed instruction means adapted, as appropriate to meet the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the child to the general curriculum so that he or she can meet Idaho Content Standards ~~or Idaho Core Standards~~ that apply to all students.

B. Disability Categories

1. Autism Spectrum Disorder

Definition: An Autism Spectrum Disorder is a developmental disability, generally evident in the early developmental period, significantly affecting verbal or nonverbal communication and social interaction, and adversely affecting educational performance.

a. Persistent deficits in social communication and social interaction across multiple contexts, currently or by history:

b. Symptoms must be present in the early developmental period, but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life.

c. Other characteristics often associated with autism include, but are not limited to, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and hyper- or hypo-reactivity to sensory input.

d. Characteristics vary from mild to severe as well as in the number of symptoms present and are not primarily the result of intellectual disability, developmental delay, or an emotional ~~disturbance~~behavioral disorder.

State Eligibility Criteria for Autism: An evaluation team will determine that a student is eligible for special education services as a student with autism when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;

b. The student has a developmental disability, generally evident in the early developmental period that significantly affects social communication and social interaction;

c. The student must meet the disability definition (above) of an autism spectrum disorder as determined by an evaluation team to include a school psychologist and a speech-language pathologist (a team must consider a private evaluation or diagnosis provided by a parent from a psychiatrist, a physician or a licensed psychologist as meeting the definition of autism spectrum disorder);

d. The student's condition adversely affects educational performance;

e. The student needs specially designed instruction

2. Intellectual Disability

Definition: Intellectual Disability is defined as significantly sub-average intellectual functioning that exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period, and adversely affect the student's educational performance.

State Eligibility Criteria for Intellectual Disability: An evaluation team will determine that a student is eligible for special education services as a student with an intellectual disability when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has a full-scale intelligence standard score (IQ) at or below 70, plus or minus the standard error of measurement (at the 95 percent confidence level) of the test being used, based on an assessment by a licensed psychologist or certified school psychologist using an individually administered intelligence test.

c. The student exhibits concurrent deficits in adaptive functioning unexpected for his or her age in at least two of the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, or safety.

d. The student's condition adversely affects educational performance.

e. The student needs specially designed instruction.

Caution is advised when assessing students with cultural and language issues to prevent inappropriate identification of these students as having an intellectual disability. When determining eligibility, tests measuring intellectual ability shall be used with care; that is, only those tests designed and normed for the population being tested may be used. Tests measuring intellectual ability that are translated into another language by the examiner or an interpreter yield invalid test results and shall not be used.

3. Deaf-Blindness

Definition: A student with deaf-blindness demonstrates both hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be appropriately educated with special education services designed solely for students with deafness or blindness.

State Eligibility Criteria for Deaf-Blindness: An evaluation team will determine that a student is eligible for special education services as a student with deaf-blindness when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students with deafness or blindness.

c. The student is diagnosed by an optometrist or ophthalmologist for vision loss and by an otologist, audiologist, or physician for hearing loss to make a final diagnosis as deaf-blindness.

d. The student's condition adversely affects educational performance.

e. The student needs specially designed instruction.

4. Deaf or Hard of Hearing

Definition: Deaf or Hard of Hearing means a child with a hearing loss, whether permanent or fluctuating, that impairs the access, comprehension, and/or use of linguistic information through hearing, with or without amplification, and that adversely affects a child's educational performance.

State Eligibility Criteria for Deaf or Hard of Hearing: An evaluation team will determine that a student is eligible for special education services as a student who is deaf or hard of hearing

when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits a hearing loss that hinders his or her ability to access, comprehend, and/or use linguistic information through hearing, with or without amplification.

c. The student has been diagnosed by an audiologist as having a hearing loss..

d. The student's condition adversely affects educational performance.

e. The student needs specially designed instruction.

5. Developmental Delay

Definition: The term developmental delay may be used only for students' ages three (3) until their tenth (10th) birthday who are experiencing developmental delays as measured by appropriate diagnostic instruments and procedures in one or more of the following areas:

a. cognitive development – includes skills involving perceptual discrimination, memory, reasoning, pre-academic/academic skills, and conceptual development;

b. physical development – includes skills involving coordination of both the large and small muscles of the body (i.e., gross, fine, and perceptual motor skills);

c. communication development – includes skills involving expressive and receptive communication abilities, ~~both~~ verbal and nonverbal;

d. social or emotional development – includes skills involving meaningful social interactions with adults and other children ~~including self-expression and coping skills~~as well as those involved in emotional/behavioral regulation; or

e. adaptive development – includes skills involved in independent functioning in major life activities, as well as self-help/daily living skills (e.g., eating, dressing, ~~and~~ ,toileting, etc.) ~~as well as skills involving attention and personal responsibility~~.

The category of developmental delay should not be used when the student clearly meets the eligibility criteria for another specific disability category.

A student cannot qualify for special education services under developmental delay beyond his or her tenth (10th) birthday unless he or she has been determined to be eligible as having a disability other than developmental delay.

State Eligibility Criteria for Developmental Delay: An evaluation team may determine that a student is eligible for special education services as a student with a developmental delay when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student is at least three (3) years of age but less than ten (10) years of age.

c. The student has developmental and/or learning problems that are not primarily the result of limited English proficiency, cultural difference, environmental disadvantage, or economic disadvantage.

d. The student meets either of the following two criteria, in one or more of the broad developmental areas listed below.

1) Criteria:

i. The student functions at least 2.0 standard deviations below the mean in one broad developmental area (30 percent delay in age equivalency, or functions at or below the 3rd percentile).

ii. The student functions at least 1.5 standard deviations below the mean in two or more broad developmental areas (25 percent delay in age equivalency, or functions at or below the 7th percentile).

2) Broad Developmental Areas:

i. Cognitive skills (e.g., perceptual discrimination, memory, reasoning, pre-academic/academic, and conceptual development);

ii. Physical skills (i.e., fine, gross, and perceptual motor skills);

iii. Communication skills (~~i.e., including verbal and nonverbal, and receptive and expressive~~includes skills involving expressive and receptive communication abilities, both verbal and nonverbal);

iv. Social or emotional skills; or

v. Adaptive skills, including daily living/self-help skills.

e. The student's condition adversely affects educational performance.

f. The student needs specially designed instruction.

6. Emotional ~~Disturbance~~Behavioral Disorder

Definition: A student with an emotional ~~disturbance~~behavioral disorder exhibits one or more of the following characteristics over a long period of time, and to a marked degree, that adversely affects his or her educational performance:

a. an inability to learn that is not primarily the result of intellectual disability; hearing, vision, or motor impairment, or other health impairment;

b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

c. inappropriate types of behavior or feelings under normal circumstances;

d. a general pervasive mood of unhappiness or depression;

e. a tendency to develop physical symptoms or fears associated with personal or school problems; or

f. Schizophrenia.

The term *does not* include students who are socially maladjusted unless it is determined they have an emotional ~~disturbance~~behavioral disorder.

State Eligibility Criteria for Emotional ~~Disturbance~~Behavioral Disorder: An evaluation team will determine that a student is eligible for special education services as a student with emotional ~~disturbance~~behavioral disorder when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has been documented exhibiting characteristics consistent with the criteria (a-f in this section) by one or more of the following: school psychologist, licensed psychologist, psychiatrist, physician, or certified social worker.

c. The student has been observed exhibiting one or more of the six (6) behavioral or emotional characteristics listed in the definition of emotional –behavioral disability.

d. The characteristic(s) has been observed:

1) for a long period of time (at least 6 months); and

2) by more than one knowledgeable observer; and

3) in more than one setting; and

4) at a level of frequency, duration, and/or intensity that is significantly different from other students' behavior in the same or similar circumstances.

e. The student's condition adversely affects educational performance in the area of academics, peer and teacher interaction, participation in class activities, and/or classroom conduct.

f. The student needs specially designed instruction.

7. Other Health Impairment (OHI)

Definition: A student classified as having Other Health Impairment exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems. These health problems may include, but are not limited to, asthma, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome, and stroke to such a degree that it adversely affects the student's educational performance.

A student with ADD/ADHD may also be eligible under another category (generally specific learning disability or emotional ~~disturbance~~behavioral disorder) if he or she meets the criteria for that other category and needs special education and related services. All students with a diagnosis of ADD/ADHD are not necessarily eligible to receive special education under the IDEA, just as all students who have one of the other conditions listed under other health impairment are not necessarily eligible, unless it is determined to adversely affect educational performance and require specially designed instruction.

State Eligibility Criteria for Other Health Impairment: An evaluation team will determine that a student is eligible for special education services as a student with an Other Health Impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems.

c. The student has been diagnosed by a physician with a condition consistent with an Other Health Impairment described above. In the case of ADD/ADHD, an educational determination may be provided by a school psychologist. Diagnosis from a licensed psychologist or other diagnostician must be considered by the evaluation team.

d. The student's condition adversely affects educational performance.

e. The student needs specially designed instruction.

8. Specific Learning Disability

Definition: Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional ~~disturbance~~behavioral disorder, or of environmental, cultural, or economic disadvantage.

Only a school age child may be identified as a student with a specific learning disability.

State Eligibility Criteria for Specific Learning Disability: In determining whether a child has an SLD, the child must meet at a minimum, the following criteria:

a. The student does not make sufficient progress in response to effective, evidence-based instruction and intervention for the child's age or to meet state-approved grade-level standards when provided with learning experiences and instruction appropriate for the child's age or State approved grade level standards in one or more of the following areas:

   1) Oral expression;

   2) Listening comprehension;

   3) Written expression;

   4) Basic reading skills;

   5) Reading comprehension;

   6) Reading fluency

   7) Mathematics calculation; or

   8) Mathematics problem solving.

AND

b. The student demonstrates low achievement in the area(s) of suspected disability listed above as evidenced by a norm-referenced, standardized achievement

assessment. For culturally and linguistically diverse students, the preponderance of evidence must indicate low achievement.

AND

c. The student demonstrates a pattern of strengths and weaknesses in psychological processing skills that impact learning.

AND

d. The student's lack of achievement is ***not*** primarily the result of:

1) A visual, hearing, or motor impairment;

2) Intellectual disability

3) Emotional ~~disturbance~~behavioral disorder

4) Environmental, cultural or economic disadvantage

5) Limited English Proficiency

6) A lack of appropriate instruction in reading, including the essential components of reading;

7) A lack of appropriate instruction in math.

AND

e. The disability adversely impacts the student's educational performance and the student requires specially designed instruction.

Evaluation Procedures:

In order to demonstrate the initial eligibility criteria under this category, the following procedures must be followed.

1) The evaluation for determining SLD eligibility and requirements for parent notification and involvement shall be conducted in accordance with the procedures detailed in Chapter 4, Section 3, of this Manual.

2) The evaluation must address the eligibility criteria as listed in the *SLD Eligibility Criteria* (see above). To meet these criteria, the following information is required:

i. Evidence of insufficient progress in response to effective, evidence-based instruction and intervention indicates the student's performance level and rate of improvement are significantly below

that of grade-level peers. This is documented/demonstrated with the following data:

a) Data that helps establish that the core curriculum is effective for most students. The most recent whole grade performance data to verify appropriate instruction in the area(s) of concern may include results from the standards-based assessment system. If the referred student belongs to a population of students whose performance is regularly disaggregated, whole grade data for the disaggregated group should also be reviewed and considered.

b) Information documenting that prior to, or as part of, the referral process, the student was provided appropriate instruction in general education settings. Appropriate instruction includes consideration of both child specific information and whole grade performance data. Child specific data regarding appropriate instruction may include: (1) verification that core (universal) instruction was provided regularly; (2) data indicating that the student attended school regularly to receive instruction; (3) verification that core instruction was delivered according to its design and methodology by qualified personnel; and (4) verification that differentiated instruction in the core curriculum was provided.

c) Data-based documentation of student progress during instruction and intervention using standardized, norm-referenced progress monitoring measures in the area of disability.

d) A record of an observation of the student's academic performance and behavior in the child's learning environment (including the general classroom setting) has been conducted by an evaluation team member other than the student's general education teacher. The purpose of the observation is to document how the areas of concern impact the student's performance in the classroom. The observation should also document the name and title of the observer and the site, date, and duration of the observation. The team must decide to:

1. Use information from an observation in routine classroom instruction and monitoring of the child's performance that was conducted before the child was referred for an evaluation; or

2. Have at least one member of the team conduct an observation of the child's academic performance in the educational environment after the child has been referred for an evaluation, and parental

consent has been obtained.

AND

ii. Evidence of low achievement in one or more of the suspected area(s). These include:

a) Oral expression;

b) Listening comprehension;

c) Written expression;

d) Basic reading skills;

e) Reading comprehension;

f) Reading fluency

g) Mathematics calculation; or

h) Mathematics problem solving

This evidence must indicate performance that is significantly below the mean on a cluster, composite, or two (2) or more subtest scores of a norm-referenced, standardized, achievement assessment in the specific academic area(s) of suspected disability. There are cases when the use of norm-referenced assessment is not appropriate, for example, students who are culturally and linguistically diverse. Refer to guidance documents regarding procedures on evaluating students who are culturally and linguistically diverse and the use of preponderance of evidence.

AND

iii. Evidence of a pattern of strengths and weaknesses in psychological processing skills that impact learning.

An assessment of psychological processing skills is linked to the failure to achieve adequately in the academic area(s) of suspected disability and must rely on standardized assessments. These assessments must be conducted by a professional who is qualified to administer and interpret the assessment results. The student's performance on a psychological processing assessment demonstrates a pattern of strengths and weaknesses that help explain why and how the student's learning difficulties occur. Such tests may include measures of memory, phonological skills, processing speed as well as other measures which explicitly test psychological processing.

AND

iv. The following criteria must be considered when evaluating the

student's low achievement. The team must determine that the student's learning difficulty is ***not*** primarily the result of:

a) a visual, hearing, or motor impairment

b) an intellectual disability

c) an emotional ~~disturbance~~behavioral disorder

d) environmental or economic disadvantage

e) cultural factors

f) Limited English Proficiency (LEP)

9. Multiple Disabilities

Definition: Multiple disabilities are two or more co-existing severe impairments, one of which usually includes an intellectual disability, such as intellectual disability/blindness, intellectual disability/orthopedic, etc. Students with multiple disabilities exhibit impairments that are likely to be life long, significantly interfere with independent functioning, and may necessitate environmental accommodations or adaptations to enable the student to participate in school and society. The term does not include deaf-blindness.

State Eligibility Criteria for Multiple Disabilities: An evaluation team will determine that a student is eligible for special education services as a student with multiple disabilities when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student meets eligibility criteria for severe concomitant impairments, the combination of which causes such significant educational problems that the student cannot be accommodated by special education services designed solely for one of the disabilities.

c. The student meets State Eligibility Criteria as outlined for each disability category.

d. The student's condition adversely affects educational performance.

e. The student needs specially designed instruction.

10. Orthopedic Impairment

Definition: Orthopedic impairment means a severe physical limitation that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (clubfoot, or absence of an appendage), an impairment caused by disease

(poliomyelitis, bone tuberculosis, etc.), or an impairment from other causes (cerebral palsy, amputations, and fractures or burns that cause contracture).

State Eligibility Criteria for Orthopedic Impairment: An evaluation team will determine that a student is eligible for special education services as a student with an orthopedic impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits a severe orthopedic impairment. The term includes congenital anomalies, impairments caused by disease, and impairments from other causes that are so severe as to require special education services.

c. The student has documentation of the condition by a physician or other qualified professional.

d. The student's condition adversely affects educational performance.

e. The student needs specially designed instruction.

11. Speech or Language Impairment: Language

Definition: A language impairment exists when there is a disorder or delay in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems. The impairment may involve any one or a combination of the following:

a. the form of language (morphological and syntactic systems);

b. the content of language (semantic systems); and/or

c. the function of language in communication (pragmatic systems).

A language disorder does not exist when language differences are due to non-standard English or regional dialect or when the evaluator cannot rule out environmental, cultural, or economic disadvantage as primary factors causing the impairment. The evaluation team is encouraged to ask if a hearing screening has been completed. Also note, a student can be considered as having a Language Impairment if the criteria for Deaf or Hard of Hearing have not been met.

State Eligibility Criteria for Language Impairment: An evaluation team will determine that a student is eligible for special education and related services as a student who has a language impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. At least two procedures, at least one of which yields a standard score, are used to assess receptive language and/or expressive language.

c. The student has attained scores on a standardized measure that are 1.5 standard deviations or more below the mean, or at or below the 7th percentile, in either receptive or expressive language.

d. The student's disability adversely affects educational performance.

e. The student needs specially designed instruction. (Speech/language therapy can be specially designed instruction or a related service.)

Caution is advised when evaluating a student whose native language is other than English. The acquisition of the English language is not to be mistaken as a language impairment.

12. Speech or Language Impairment: Speech

The term speech impairment includes articulation/phonology disorders, voice disorders, or fluency disorders that adversely impact a child's educational performance. The following eligibility criteria and minimum assessment procedures have been established for all three types of speech impairments.

a. Articulation/Phonology Disorder

Definition: Articulation is the ability to speak distinctly and connectedly. Articulation disorders are incorrect productions of speech sounds including omissions, distortions, substitutions, and/or additions that may interfere with intelligibility. Phonology is the process used in our language that has common elements (sound patterns) that affect different sounds. Phonology disorders are errors involving phonemes, sound patterns, and the rules governing their combinations.

1) An articulation/phonology disorder exists when:

   i. the disorder is exhibited by omissions, distortions, substitutions, or additions;

   ii. the articulation interferes with communication and calls attention to itself; and

   iii. the disorder adversely affects educational or developmental performance.

2) An articulation/phonology disorder does not exist when:

   i. errors are temporary in nature or are due to temporary conditions such as dental changes;

ii. differences are due to culture, bilingualism or dialect, or from being non-English speaking; or

iii. there are delays in developing the ability to articulate only the most difficult blends of sound or consonants within the broad range for the student's age.

State Eligibility Criteria for Articulation/Phonology Disorder: An evaluation team will determine that a student is eligible for special education and related services as a student who has an articulation/phonology disorder (speech impairment) when all of the following criteria are met:

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

2) At least two procedures are used to assess the student, one of which yields a standard score.

3) The student must have a score that is at least 1.5 standard deviations below the mean, or at or below the 7th percentile, on a standardized articulation/phonological assessment, or the speech impairment is judged as moderate on the standardized measure for students ages three (3) through twenty-one (21) years.

4) The student's disability adversely affects educational performance.

5) The student needs specially designed instruction. (Speech/language therapy can be specially designed instruction or a related service.)

b. Fluency Disorder

Definition: A fluency disorder consists of stoppages in the flow of speech that is abnormally frequent and/or abnormally long. The stoppages usually take the form of repetitions of sounds, syllables, or single syllable words; prolongations of sounds; or blockages of airflow and/or voicing in speech.

6) A fluency disorder exists when an abnormal rate of speaking, speech, interruptions, repetitions, prolongations, blockages of airflow and/or voicing interferes with effective communication.

7) A fluency disorder does not exist when developmental dysfluencies are part of normal speech development and do not interfere with educational or developmental performance.

State Eligibility Criteria for Fluency Disorder: An evaluation team will determine that an individual is eligible for special education and related services as a student who has a fluency

disorder (speech impairment) when all of the following criteria are met:

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

2) The student has a fluency rating of moderate or severe on the Fluency Communication Rating Scale for student's age three (3) through twenty-one (21) years. See the documents section of this chapter for the Fluency Communication Rating Scale.

8) The student's disability adversely affects educational performance.

9) The student needs specially designed instruction. (Speech/language therapy can be a primary or a related service.)

c. Voice Disorder

Definition: Voice disorders are the absence or abnormal production of voice quality, pitch, intensity, or resonance. Voice disorders may be the result of a functional or an organic condition.

A student who has a suspected laryngeal-based voice disorder and has not been evaluated by an ear, nose, and throat (ENT) physician (otorhinolaryngologist/otolaryngologist) may not receive voice therapy services from a speech-language pathologist.

10) A voice disorder exists when the vocal characteristics of quality, pitch, intensity, or resonance:

    i. interfere with communication;

    ii. draw unfavorable attention to the speaker;

    iii. adversely affect the speaker or listener; or

    iv. are inappropriate to the age and gender of the speaker.

11) A voice disorder exists when the vocal characteristics of quality, pitch, intensity, or resonance:

    i. are the result of temporary physical factors such as allergies, colds, or abnormal tonsils or adenoids;

    ii. are the result of regional dialectic or cultural differences or economic disadvantage; or

    iii. do not interfere with educational or developmental performance.

State Eligibility Criteria for Voice Disorder: An evaluation team will determine that a student is eligible for special education and related services as a student who has a voice disorder (speech impairment) when all of the following criteria are met:

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

2) The student has a voice production rating of moderate or severe on the Voice Rating Scale for students aged three (3) through twenty-one (21) years. See the documents section of this chapter for the Voice Rating Scale.

3) An ear, nose, and throat (ENT) physician's (otorhinolaryngologist) statement documents that voice therapy is not contraindicated.

4) The student's disability adversely affects educational performance.

5) The student needs specially designed instruction. (Speech/language therapy can be a primary or a related service.)

See the documents section of this chapter for information on documenting adverse effects on educational performance for students with speech/language disorders.

NOTE: A student may receive speech or language services if he or she is eligible for special education under another disability category and needs speech or language services as a related service in order to benefit from special education without meeting the eligibility criteria for speech and language impairment.

13. Traumatic Brain Injury (TBI)

Definition: Traumatic brain injury refers to an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.

State Eligibility Criteria for Traumatic Brain Injury: An evaluation team will determine that a student is eligible for special education services as a student who has a traumatic brain injury when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has an acquired injury to the brain caused by an external physical

force resulting in a total or partial functional disability or psychosocial impairment, or both.

c. The student has documentation of a traumatic brain injury.

d. The student's condition adversely affects educational performance.

e. The student needs specially designed instruction.

14. Visual Impairment Including Blindness

Definition: Visual impairment refers to an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness. Partial sight refers to the ability to use vision as one channel of learning if educational materials are adapted. Blindness refers to the prohibition of vision as a channel of learning, regardless of the adaptation of materials.

State Eligibility Criteria for Visual Impairment: An evaluation team will determine that a student is eligible for special education services as a student with blindness or a visual impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has documentation of blindness or a visual impairment, ~~not primarily perceptual in nature, resulting in measured acuity of 20/70 or poorer in the better eye with correction, or a visual field restriction of 20 degrees~~ as determined by ~~an optometrist or ophthalmologist.~~a qualified professional, including one or more of the following:

   i. Blindness – visual acuity of 20/200 or less in the better eye with the best possible correction at distance and/or near, or visual field restriction of 20 degrees or less in the better eye;
   ii. Visual Impairment – visual acuity better than 20/200 but worse than 20/70 in the better eye with the best possible correction at distance and/or near, or visual field restriction of 70 degree or less but better than 20 degrees in the better eye;
   iii. Eye condition – including oculomotor apraxia, cortical visual impairment, convergence insufficiency, or other condition;
   iv. Progressive loss of vision which may affect a student's educational performance in the future;
   ~~i.~~v. Functional vision loss where acuity or visual field alone may not meet the criteria above.

c. The student's ~~physical~~ eye condition, even with correction, adversely affects educational performance.

d. The student needs specially designed instruction.

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Fluency Communication Rating Scale

Student: School: Date:

	Nondisabling Condition	Mild	Moderate	Severe
Frequency	Frequency of dysfluent behavior is within normal limits for student's age, gender, and speaking situation and/or less than 1 stuttered word per minute.	Transitory dysfluencies are observed in specific speaking situation(s) and/or 1-2 stuttered words per minute.	Frequent dysfluent behaviors are observed in specific speaking situations(s) and/or 4-10 stuttered words per minute.	Habitual dysfluent behaviors are observed in a majority of speaking situations and/or more than 10 stuttered words per minute.
Descriptive Assessment	Speech flow and time patterning are within normal limits. Developmental dysfluencies may be present.	Rate of speech interferes with intelligibility. Sound, syllable, and/or word repetitions or prolongations are present with no other secondary symptoms. Fluent speech periods predominate.	Rate of speech interferes with intelligibility. Sound, syllable, and/or prolongations are present. Secondary symptoms including blocking, avoidance, and physical concomitants may be observed.	Rate of speech interferes with intelligibility, sound, syllable, and/or word repetitions and/or prolongations are present. Secondary symptoms predominate. Avoidance and frustration behaviors are observed.
Comments:				

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~~Voice Rating Scale~~

~~Student: School: Date:~~

	~~Nondisabling Condition~~	~~Mild Descriptive~~	~~Moderate Descriptive~~	~~Severe~~ ~~Wilson Voice~~ ~~Profile Scale~~
~~Pitch~~	~~Pitch is within normal limits.~~	~~There is a noticeable difference in pitch that may be intermittent.~~	~~There is a persistent, noticeable inappropriate raising or lowering of pitch for age and gender, or evidence of dysphonia.~~	~~+3 Pitch~~ ~~-3 Pitch~~ ~~-2 Pitch~~ ~~+2 Pitch~~
~~Intensity~~	~~Intensity is within normal limits.~~	~~There is a noticeable difference in intensity that may be intermittent.~~	~~There is a persistent, noticeable inappropriate increase or decrease in the intensity of speech, or the presence of aphonia.~~	~~-3 Intensity~~ ~~+2 Intensity~~ ~~-2 Intensity~~
~~Quality~~	~~Quality is within normal limits.~~	~~There is a noticeable difference in quality that may be intermittent.~~	~~There is a persistent, noticeable breathiness, glottal fry, harshness, hoarseness, tenseness, strident, or other abnormal vocal quality.~~	~~-2 Laryngeal~~ ~~+3 Laryngeal~~ ~~+2 Laryngeal~~ ~~-3 Laryngeal~~
~~Resonance~~	~~Nasality is within normal limits.~~	~~There is a noticeable difference in nasality that may be intermittent.~~	~~There is a persistent noticeable cul-de-sac, hyper- or hypo-nasality, or mixed nasality.~~	~~-2 Resonance~~ ~~+3 Resonance~~ ~~+4 Resonanc~~
~~Description of Current~~	~~No consistent laryngeal~~	~~Laryngeal pathology may~~	~~Probable presence of laryngeal pathology.~~	~~Physical factors may~~

~~Physical Condition~~	~~pathology; physical factors influencing quality, resonance, or pitch, if present at all, are temporary and may include allergies, colds, or abnormal tonsils and adenoids.~~	~~be present. Physical factors indicated in moderate and/or severe levels may be present.~~	~~Physical factors may include nodules, polyps, ulcers, edema, partial paralysis of vocal folds, palatal insufficiency, enlarged/insufficient tonsils and/or adenoids, neuromotor involvement, or hearing loss.~~	~~include:~~ ~~-unilateral or bilateral paralysis of vocal folds~~ ~~-larynx-gectomy~~ ~~-psycho-somatic disorders~~ ~~-neuromotor involvement of larynx muscles, i.e., cerebral palsy~~
~~Comments:~~				

~~Documentation of Adverse Effects on Educational Performance for Students with Speech/Language Disorders (SLD)~~

~~Documentation of adverse effects on educational performance can be gathered from a thorough assessment of communication skills. The assessment shall include student, parent, and teacher input.~~

~~Information shall be recorded by the speech-language pathologist (SLP) on the *Eligibility Report* form.~~

~~An assessment of a student's ability to communicate, rather than isolated skill assessment, will provide information on how the impairment affects the student overall. The following errors and problems should be considered when determining how the student's ability to communicate may adversely affect educational performance:~~

1. ~~Sound errors, voice quality, or fluency disorders inhibit the student from reading orally in class, speaking in front of the class, or being understood by teachers, peers, or family members.~~

2. ~~Sound errors, voice quality, or fluency disorders embarrass the student. Peer relationships suffer as a result, or peers may make fun of the student.~~

3. ~~Sound errors cause the student to make phonetic errors in spelling or have difficulty in phonics.~~

4. ~~Grammatical errors create problems with a student's orientation in time.~~

5. ~~Morphological errors inhibit the student from using or making complete sentences.~~

6. ~~Semantic problems slow the student's ability to follow directions, give directions, make wants and needs known, make oneself understood, relate information to others, or fully participate in daily living.~~

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CHAPTER 5: INDIVIDUALIZED EDUCATION PROGRAMS

If a student is eligible for special education services, they have met the requirements of eligibility under the IDEA. Eligibility requires a student to meet the following three prongs: 1) the student has a disability that meets the criteria; 2) the disability adversely affects the student's educational performance; and 3) the student requires specially designed instruction.

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability including instruction conducted in the classroom, the home, hospitals, institutions, and other settings. The definition of special education also includes the following: instruction in physical education, speech/language pathology, travel training, and vocational education.

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to ~~(1)~~ address the unique needs of the student that result from his or her disability and ~~(2)~~ to ensure access to the general curriculum so that the student can meet the Idaho Content Standards ~~and Idaho Core Standards~~ that apply to all students.

The Individualized Education Program (IEP) is a written document ~~that is~~ developed for each eligible student with a disability and documents the specially designed instruction and related services. The IEP is the product of team collaboration among a parent/adult student, district personnel, and other IEP team members who, through full and equal participation, identify the unique needs of a student with a disability and plan the special education services to meet those needs.

In developing each student's IEP, the IEP team shall consider:

1) the strengths of the student;

2) the concerns of the parents for enhancing the education of their child;

3) the results of the initial or most recent evaluation of the student;

~~3)~~4) the unique circumstances of the student; and

~~4)~~5) the academic achievement, developmental, and functional needs of the student.

Section 1. IEP Initiation

A. Purpose of Meeting

The primary purpose of an IEP team meeting is to design an appropriately ambitious IEP that ~~shall meet~~ meets the unique needs of a student with a disability. The IEP team determines the

special education and related services reasonably calculated to enable the student to receive educational benefits in the least restrictive environment. The parent/adult student shall be invited to the meeting and participate meaningfully. (Note: transition age students ~~shall~~ must be invited to the IEP team meeting). The IEP team members should come prepared to discuss specific information about the student's ~~individual needs~~unique circumstances and the type of services to be provided to address ~~those needs~~the student's unique circumstances.

The meeting format should invite open discussion that allows participants to identify and consider ~~all~~ the ~~relevant needs~~unique circumstances of the student related to his or her disability and what is necessary to provide access to, participate in, and make progress in the general education curriculum. Placement decisions shall be considered *after* the special education services are determined and shall not be the determining factor in developing the IEP content.

Informal or unscheduled conversations involving district personnel on various issues (e.g., teaching methodology, lesson plans, or coordination of service provisions) are not considered a meeting as long as no decisions are made regarding issues addressed on the student's IEP. A meeting does not include preparatory activities in which district personnel engage to develop a proposal or a response to a parent/adult student proposal that will be discussed at a later meeting.

B. Team Decision Making

The IEP team meeting serves as a communication vehicle between IEP team members enabling them~~, as equal participants,~~ to make joint, informed decisions regarding the student's special education services as equal participants. All members of the IEP team are expected to work toward consensus regarding IEP decisions to ensure ~~that~~ the student receives a free appropriate public education (FAPE). Consensus means consent of all IEP team members to support the decision of the team, which requires that all members of the team have ~~had~~ an opportunity for meaningful participation.

If there is ~~a~~ lack of consensus between the parent/adult student, district personnel, and other IEP team members regarding an IEP decision, then school personnel on the IEP team should seek consensus within the school team and ~~make the decision providing~~ provide written notice to the parent/adult student. If there is ~~a~~ lack of consensus among school personnel, then the district representative on the IEP team shall make the decision and provide written notice to the parent/adult student. The parent/adult student should be made aware of the procedures in Section 2J of this chapter, "Parent/Adult Student Objection to the IEP" and their procedural safeguards, including due process rights.

C. When IEP Team Meetings Are Held

An IEP team meeting shall be held for one or more of the following reasons:

1. to develop an IEP within thirty (30) calendar days of determination that the student

~~needs~~is eligible for special education and related services;

2. to review the IEP periodically, but no longer than one year (365 days) from the date of development of the current IEP, with the IEP in effect at the beginning of each school year;

3. when another agency fails to deliver transition or other services outlined in the IEP;

4. to consider revisions to the IEP if there is any lack of expected progress toward annual goals and/or in the general education curriculum, where appropriate;

5. at ~~a~~ the reasonable request (as determined by the district) of any member of the IEP team (Note: Written notice shall be provided the parent/adult student who requests an IEP team meeting when a district refuses to hold one);

6. to review behavioral intervention strategies and/or develop a behavioral plan as part of the IEP;

7. to address the IDEA discipline requirements (see Chapter 12); and/or

8. to review the results of any reevaluation or independent educational evaluation (IEE).

NOTE: Under the IDEA, an IEP team meeting may not be required to amend the IEP (see IEP Amendments).

D. IEP Team Members and Roles

The IEP team is a group of individuals responsible for developing, reviewing, or revising an IEP for a student with a disability.

Role	Description
Parent of the student or Adult Student if rights have transferred	The term "parent" refers to a biological or adoptive parent, foster parent, a judicially decreed guardian (does not include State agency personnel if the student is a ward of the state), a person acting in place of a parent, or a surrogate parent who has been appointed by the district. The term "acting in place of a biological or adoptive parent" includes persons such as a grandparent, stepparent, or other relative with whom the student lives, as well as persons who are legally responsible for a student's welfare. A foster parent may act as a parent if the natural parent's authority to make educational decisions on behalf of his or her child has been terminated by law. A foster parent shall be an individual who is willing to make educational decisions required of a parent, and has no interest that would conflict with the interests of the student. If more than the biological or adoptive parents meet the definition of

Role	Description
	parent, the biological or adoptive parents serve as the parents in the IEP process, unless a judicial decree or order identifies a specific person or persons to make educational decisions for the student. An "adult student" is a student with a disability who is eighteen (18) years of age or older to whom special education rights have transferred under the IDEA and Idaho Code. (See Chapter 11, Section 2C, for more information.) In this case, the parent may attend the IEP team meeting as an individual who has knowledge or special expertise regarding the student, at the invitation of the adult student or the district.
District Representative	The district representative or designee shall be qualified to provide or supervise the provision of special education to meet the unique needs of students with disabilities. The representative shall be knowledgeable about the general education curriculum and about the availability of resources in the district. They shall have the authority to allocate resources and to ensure that the IEP will be implemented. Examples of the district representative include the building principal, the special education director, the district superintendent, ~~and~~ or others who meet the criteria described above. The district representative may be another member of the IEP team if all the criteria above are met.
Special Education Teacher/Provider—not less than one	This individual generally will be the student's special education teacher or service provider who is responsible for implementing the student's IEP. For example, in the case of a student receiving primary services from a speech-language pathologist, ~~but not a special education teacher,~~ it is more appropriate for the speech-language pathologist to fill this role on the IEP team.
General Education Teacher—not less than one	A general education teacher of the student is required to participate in developing the IEP if a student is, or may be, participating in the general education environment. Regardless, a representative that is knowledgeable of the general education curriculum at the student's grade level shall be present. For preschool-age students, the general education teacher may be the kindergarten teacher or an appropriate designee. Designees at the preschool level may include a care provider, Head Start teacher, or community preschool teacher, if that person meets

Role	Description
	State and/or national licensing standards.
Individual who can interpret evaluation results and implications	This person may be someone who participated in the evaluation of the student. He or she shall be able to explain the results, the instructional implications, and the recommendations of the evaluation.
Student	Whenever appropriate, the IEP team includes the student with a disability. A student shall be invited by the district to attend any IEP team meeting at which post-secondary goals and transition services needed to assist the student in reaching those goals will be discussed. If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered.
Representative of a Private School (if applicable)	If a student is enrolled in or referred to a private school, the district shall ensure that a representative of the private school is invited to the IEP team meeting. If a representative cannot attend, the district shall use other methods to ensure participation by the private school, including individual or conference telephone calls.
Representative of Transition Agency(s) (Parent/Adult student consent shall be obtained prior to inviting the Transition Agency Representative to participate in the IEP team meeting).	If transition services are being discussed, a representative of any participating agency ~~that is~~ likely to be responsible for providing or paying for transition services shall be invited (with the prior consent of a parent/adult student). If a representative does not attend, steps should be taken to obtain participation from the agency in transition planning.
Part C Coordinator or Representative	A Part C coordinator or other representative may be invited by the district to participate in the team IEP meeting for a preschooler transitioning to Part B services. Parents shall be informed of their right to request an invitation ~~of~~ for an Infant Toddler Program representative(s) to the initial IEP team meeting.
Other	At the discretion of the parent/adult student or the district, other individuals who have knowledge or special expertise regarding the student, including related service personnel, may be included as IEP team members. The determination of having knowledge and special expertise regarding the student shall be made by the parent/adult student or district person who invited the individual

Role	Description
	to be a member of the IEP team.

NOTE: The general education teacher, special education teacher, district representative, or individual who can interpret implications of evaluation results may be excused from an IEP team meeting, in whole or in part, if the parent/adult student and district agree in writing. If the meeting deals with the excused member's areas of the curriculum and/or services, he or she shall provide written input to the IEP team prior to the meeting. Written input shall include substantive data (e.g., ~~based on~~interpreting assessment findings, providing meaningful guidance to the team, regarding the purpose of the meeting, reflecting on general education curriculum). If a district representative is excused, a staff member in attendance shall have the authority to bind the district to the decisions of the team.

E. The General Educator's Role in IEP Development

If a student is or may be participating in the general education curriculum or environment, not less than one of the student's general education teachers shall participate in developing the IEP, to the extent appropriate ~~in developing the IEP~~. The general education teacher's role in the development, review, and revision of the IEP includes:

1. discussion of the student's involvement and progress in the general education curriculum, if known;

2. ~~determination~~ discussion of appropriate positive behavioral interventions and other strategies for the student; and

3. ~~determination~~ discussion of supplementary aids and services, program accommodations/adaptations, ~~and~~ to be provided by supports for school personnel in the general education classroom.

F. Invitation to IEP Team Meetings

To the extent possible, the district should encourage the consolidation of all ~~IEP~~ team meetings, including meetings that may involve eligibility, reevaluation and IEP development.

The district shall meet the ~~following~~ requirements outlined below.

1. Schedule the meeting at a place and time mutually agreed upon by the parent/adult student and the district.

2. Invite the parent/adult student~~,~~ and ~~if applicable~~ the secondary transition age student, if applicable, to the meeting early enough to ensure that he or she can attend. The district shall keep a record of this invitation. The invitation shall include the following:

a. the purpose(s), time, and location of the meeting;

b. who will attend the meeting, by role;

c. information regarding the parent's/adult student's right to bring other people to the meeting and invite a Part C representative, if appropriate; and

d. notification that post-secondary goals and transition services will be discussed, as applicable.

The invitation should clarify the parent's/adult student's (or secondary transition age student's) role on the team and request that he or she come prepared to discuss the unique needs and characteristics of the student, the types of services needed, and the goals that would indicate the success of the services.

3. Invite the student, if appropriate or required, to attend and participate in his or her IEP team meeting. If the student is a minor, the parent shall make the decision regarding the student's attendance. If a purpose of the meeting is to consider ~~transition, and~~transition but the student does not attend, the district shall take other steps to ensure that the student's preferences and interests are considered.

4. The invitation may be ~~either~~ written or oral. In either case, the district shall document that all the required components noted in item 2 above were included in the invitation. In addition, the parent/adult student shall be given a physical copy of the *Procedural Safeguards Notice* ~~once~~ at least annually, preferably at the annual review, unless the parent requests additional copies.

5. When one ~~of the~~ purpose~~s~~ of the IEP team meeting is to consider transition services, the invitation shall:

   a. indicate this purpose;

   b. invite the student; and

   c. identify any other agency that will be invited~~, with parent's/adult student's consent,~~ to send a representative, with parent's/adult student's consent.

6. The district shall take appropriate action to ensure that a parent/adult student understands the proceedings at an IEP team meeting, including arranging for an interpreter for a parent/adult student who has hearing loss or whose native language is other than English.

7. The IEP team may meet without the parent/adult student if he or she cannot attend the meeting or cannot be convinced to attend the meeting. However, the district shall document its attempts to arrange a mutually agreed upon time and place for the meeting. Documentation could include records of telephone calls or conversations,

copies of correspondence sent to the parent/adult student and any responses received, and/or detailed records of any visits made to the parent's/adult student's residence. If a meeting is held without the parent/adult student, the district shall offer and document alternative methods, such as conference calls, to gain his or her participation in the development of the IEP.

Alternatives to physical meetings such as video and telephone conferencing, may take the place of physical IEP team meetings if the parent/adult student and district agree.

Section 2. IEP Development

~~Nothing requires~~The IDEA clearly defines the required components of an IEP and the Idaho IEP form is designed to include only those IDEA required components. Therefore, no additional information ~~be included~~may be required in a student's IEP beyond what is explicitly required by IDEA, ~~or~~ nor ~~requires the IEP team to include~~can information be required under one component of a student's IEP that is already contained under another component of the student's IEP.

NOTE: IEP team meeting minutes are not part of the official IEP document.

A. General Demographic Components for All IEPs

All IEPs shall include the date of the IEP team meeting and the following general demographic components: the student's name as it appears in school records, native language, birth date, and identification number (for State reporting or Medicaid purposes only), names of parents, address, phone number, school, and grade.

B. Documentation of Participants

The district shall ensure the attendance and participation of the IEP team members at the IEP team meeting. Documentation of attendance can be accomplished by listing team member roles on the IEP and checking their attendance status. Prior to the beginning of the meeting, an excusal form identifying any required district members not present at the IEP team meeting, with the parent/adult student's signature of approval, shall be attached ~~identifying any required district members not present at the IEP team meeting~~.

The attendance list is not a reflection of agreement or disagreement with the IEP; it is only an indication of attendance. As with any team member, the parent's/adult student's inclusion on the list does not indicate agreement or disagreement with the IEP contents. If the parent/adult student disagrees with all or part of the IEP, the district should remind the parent/adult student that he or she may file a written objection. Any participant at the IEP team meeting may file a minority report if he or she disagrees with a program decision. A minority report shall not prevent the implementation of an IEP team decision.

NOTE: See Section 2J of this chapter for additional information on parent/adult student

objections.

C. Present Levels of Academic Achievement and Functional Performance, Goals, Objectives and Benchmarks~~/Objectives~~

The IEP identifies present levels of academic achievement and functional performance (PLAAFP) and measurable goals that enable the IEP team to track the effectiveness of services and to report progress toward goals.

1. Statements of ~~present levels of academic achievement and functional performance~~PLAAFP in an area of need include:

    a. How a school-age student's disability affects his or her involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities).

    b. For preschool students, ~~present levels of academic achievement and functional performance~~PLAAFP should describe how the disability affects the student's participation in age-appropriate activities.

2. Although the content of present levels of academic and functional performance statements are different for each student, individual present level of academic and functional performance statements will meet the following requirements:

    a. ~~the~~ The statement shall be written in objective, measurable terms ~~and~~ using easy-to-understand non-technical language;

    b. ~~the~~ The other components of the IEP, including special education services, annual goals, and, ~~if applicable,~~objectives and benchmarks~~/objectives~~ for students who participate in ~~Alternate Assessments~~alternate assessments (AA) ~~based on Alternate Achievement Standards~~, shall show a direct relationship ~~with~~ to the content of present levels of academic and functional performance;

    c. ~~the~~ The statement shall provide baseline data for goal development;

    d. ~~the~~ The statement shall reference ~~general education~~ Idaho Content Standards, ~~or Idaho Core Standards or~~ Idaho ~~Employability Skills for Career Ready Practice~~Workplace Skills Career Readiness Standards, Idaho Extended Content Standards Core Content Connectors, or Idaho Early Learning Guidelines (eGuidelines), as applicable;

    e. ~~a~~ The statement ~~of~~ shall include the student's strengths and needs; and

    f. The statement shall include parental concerns for enhancing the student's education; and

~~f.~~g. ~~a~~ The statement shall address how a student's disability affects his or her involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities).

3. Annual IEP goals shall be appropriately challenging and reflect the needs described in the present levels of academic and functional performance statements. Measurable academic achievement, developmental, and functional annual goals are designed to meet the student's unique needs that result from the student's disability, to enable the student to be involved in and make progress in the general education curriculum, and to meet each of the student's other educational needs that result from the student's disability.

    a. A goal is a written, measurable statement, developed from the baseline data, describing what a student is reasonably expected to accomplish within the time period covered by the IEP, generally one year.

    b. Goals are written to enable the student to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability.

    c. A goal shall be appropriately challenging given the circumstances of the student and include the behavior, the performance criteria, and the evaluation procedure.

4. ~~For~~ Objectives and benchmarks are required for students taking AAs.~~Alternate Assessments based on Alternate Achievement Standards a description of benchmarks or short-term objectives. The district has the discretion which benchmarks/objectives as described in this paragraph for all students eligible for IEP services to use.~~ Objectives and benchmarks shall align with the PLAAFP and the annual goal, as a progression toward meeting the annual goal.

D. Progress Toward Goals

The IEP shall include a statement describing:

1. How the student's progress toward IEP goals will be measured and the progress monitoring schedule;

2. How and when the parent/adult student will be informed of the student's progress toward the annual goals, including the extent to which progress is sufficient to enable the student to achieve the goals by the end of the IEP time period.

~~Periodic~~ At minimum, periodic written progress statements related to progress toward annual goals will be reported~~, at minimum,~~ concurrent with the issuance of report cards.

E. Statements of Special Education and Related Services

Each student's IEP shall describe the specific special education and related services~~, based on peer-reviewed research to the extent practicable, which~~that will be provided to or on behalf of the student, based on peer-reviewed research to the extent practicable. Special education includes specially designed instruction to meet the unique needs of the student.

The term "related services" refers to transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education as described in the IEP. These services include, but are not limited to:

- Audiology
- early identification and assessment of student's disabilities
- interpreter services
- ~~speech therapy~~
- language therapy
- medical services for diagnostic or evaluative purposes
- occupational therapy
- orientation and mobility services
- parent counseling and training. Parent counseling and training includes helping a parent understand child development and the special needs of his or her child and acquire skills to support the implementation of his or her child's IEP.
- physical therapy
- psychological services
- ~~physical therapy~~
- ~~occupational therapy~~
- ~~therapeutic recreation~~
- ~~early identification and assessment of students' disabilities~~
- rehabilitation counseling services
- ~~orientation and mobility services~~

- ~~medical services for diagnostic or evaluative purposes~~
- school nurse services
- social work services in school
- speech therapy
- supports for school staff
- therapeutic recreation
- ~~parent counseling and training. Parent counseling and training includes helping a parent (a) understand child development and the special needs of his or her child and (b) acquire skills to support the implementation of his or her child's IEP.~~
- ~~interpreter services~~

~~NOTE: The Idaho Educational Interpreter Act (Title 33, Chapter 13) was implemented on July 1, 2009, this statute establishes standards for all educational interpreters in Idaho. The complete statute can be found at: *http://www3.state.id.us/idstat/TOC/33013KTOC.html*~~

The above list of related services is not exhaustive and may include other developmental, corrective, or supportive services, transition services or assistive technology. Although services may be of benefit to a student with a disability, all of the services listed above may not be required for each individual student. Related services are the responsibility of the district only if the IEP team determines they are required to assist the student to benefit from special education. Further, the student is not entitled to related services if ~~(a)~~ he or she is not eligible for special education or ~~(b)~~ the parent/adult student does not consent to initial provision of special education services.

EXCEPTION: "Related Services" does not include a medical device that is surgically implanted or the replacement of such device, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device. The district is responsible to appropriately monitor and check devices to make sure the devices are functioning properly. This responsibility applies to devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school.

THIRD PARTY PAYERS: Consent from the parents/adult student is required when the district bills Medicaid or the parent's insurance for services provided. See Chapter 11 for details.

F. Supplementary Aids, Services, and Other IEP Considerations

Supplementary aids and services may include general education curriculum accommodations

and/or adaptations, support for school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, and travel training services deemed appropriate by the IEP team and shall be provided whether or not the district currently has these services in place.

The description of services in the IEP shall:

1. Identify the program accommodations and supplementary aids to be provided to the student in the areas of need.

2. List the specific services that will meet the unique needs of the student, allowing him or her to advance appropriately toward attaining the annual goals, and:

    a. be involved in and make progress in the general education curriculum;

    b. participate in extracurricular and other nonacademic activities; and

    c. be educated and participate with other students with disabilities and with students without disabilities to the maximum extent appropriate.

NOTE: The public agency shall ensure that each student with a disability has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings.

3. State the projected starting date and expected duration of the services, ~~and~~ accommodations~~/~~, and/or adaptations.

4. List the anticipated time ~~per session~~ and frequency of sessions per week or month. The amount of service may not be stated as a range**.**

5. State the location where services and accommodations/adaptations will be provided (such as a general education classroom, resource room, etc.) Note: Location does not mean specific site.

Based on the unique needs of each student, the IEP team ~~should~~ shall consider any ~~of the following~~ services listed below that may be appropriate for the student and ~~should~~ shall document such services on the IEP accordingly.~~:~~

1. Supplementary Aids and Services

"Supplementary aids and services" ~~means~~ are aids, services, and other supports that are provided in general education classes ~~or~~, other education-related settings and ~~in~~ extracurricular and nonacademic settings to enable students with disabilities to be educated with students without disabilities to the maximum extent appropriate in accordance with LRE requirements.

The determination of which supplementary aids and services are appropriate for a particular

student shall be made on an individual basis. Supplementary aids and services may include the following: assistance of an itinerant special education teacher, related service provider, or paraprofessional; support or training for the general educator; use of resource services; provision of note takers; supports for extracurricular or other nonacademic activities; and supports for participation ~~in statewide or district~~state- or district-wide ~~achievement testing~~assessments.

2. Accommodations and Adaptations

NOTE: "Modifications" include accommodations and adaptations. Idaho uses the terms accommodations and adaptations to describe two separate instructional and assessment practices.

Accommodations and adaptations include any changes that allow students with disabilities the same opportunity as students without disabilities to participate in and benefit from the educational program, activities, and services of the district.

Accommodations are intended to make educational opportunities more accessible. This may involve the setting, communication modality, equipment, and/or supplemental aids and services. Examples include Braille editions, large print, pencil grips, ~~tape recorders~~audio recording, note takers, and computers with spell check.

Accommodations are changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology, as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results and do not fundamentally alter the requirements or course expectations.

Adaptations are changes in educational expectations for the student with a disability compared to peers without disabilities. These adaptations include actual changes in the general education curriculum and instruction or the use of an alternative or supplemental curriculum. Adaptations include strategies such as reading aloud the reading portion of a test, using spell/grammar check for language arts assessments, and substituting out-of-level testing. Adaptations fundamentally alter requirements and may invalidate assessment results ~~and~~ or provide non-comparable results. Examples include fewer concepts to be mastered, different test questions, and material at a different reading level.

Whenever the IEP team determines that accommodations and/or adaptations are needed to ensure academic progress, these shall be indicated in the IEP. Any accommodations and/or adaptations required in physical education, vocational education, and ~~statewide or district wide~~state- or district-wide assessments shall be ~~included~~ documented in the IEP.

3. Assistive Technology Devices and/or Services

The district shall ensure that assistive technology devices and/or services are made available to a student, if required, as special education, related services, or supplementary aids and services. The following points are definitions and clarifications of terms:

a. "Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a device that is surgically implanted or the replacement of such device.

The district shall permit the student to use school-purchased assistive technology devices at home and in other settings if the IEP team determines that the student needs access to these devices in non-school settings to receive FAPE. An example of this would be to complete homework. The district may hold a parent/adult student liable for the replacement or repair of an assistive technology device that is purchased or otherwise procured by the district if it is lost, stolen, or damaged because of negligence or misuse at home or in another setting outside of school ~~time~~.

Assistive technology devices should be designed using "universal design" principles. The term "universal design" means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities. This includes products and services that are directly accessible (without requiring assistive technologies) and products and services that are ~~interoperable~~ compatible with assistive technologies.

b. "Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes the following:

1) an evaluation of the student's assistive technology needs, including a functional assessment in the student's customary environment;

2) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices;

3) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

4) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

5) training or technical assistance for a student with a disability or, if appropriate, that student's family; and

6) training or technical assistance for professionals, including individuals providing education or rehabilitation services, employers, or other individuals who provide services or are otherwise substantially involved in the major life functions of a student with a disability.

c. The district shall ensure that the hearing technology worn by students who are deaf or hard-of-hearing ~~students~~ in school are functioning properly.

d. The district is responsible ~~to~~ for appropriately monitoring and checking surgically implanted devices to make sure the devices are functioning properly, if the team has determined that those services are necessary. This responsibility applies to devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is at school or being transported to and from school ~~or is at school~~.

4. Extended School Year Services

The district shall provide extended school year (ESY) services for students with disabilities who qualify for such services. The ESY programs for eligible students shall meet the requirements of FAPE. The student's educational program is based on individual needs and is not determined by what programs are readily available within the district. The student cannot be required to fail~~,~~ or to go for an entire school year without ESY services, simply to prove a need. The IEP team shall consider the following in the development and provision of an ESY program:

a. The term "extended school year services" means special education and/or related services that are provided beyond the regular school year:

1) to a student with a disability;

2) in accordance with the student's IEP; and

3) at no cost to the parent/adult student.

The goal of ESY services is to assist students with disabilities with the emergence and maintenance of specific IEP goals addressed during the school year preceding the ESY. These may include goals related to independence, behavior, socialization, communication, and academics. The ESY services for special education students provide a different focus from general summer school programs.

b. The ESY services shall be considered in light of the totality of the circumstances, including the following:

1) Emerging skill: Few, if any, gains are made during the regular school year. A skill is in the process of emerging, and the IEP team believes that with ESY services the student would make reasonable gains; or

2) Regression-r~~R~~ecoupment: The student ~~would regress to such an extent~~ in the absence of an educational program will experience significant regression ~~-~~and the amount of time required to relearn a skill or behavior becomes so significant that the student would be unable to benefit from his or her special education; or

3) Self-~~Sufficiency~~sufficiency: An interruption in services would threaten the acquisition of critical life skills that aid in the student's ability to function as independently as possible, thereby continuing the student's reliance on caretakers, including institutionalized care. Critical life skills relate to those skills that lead to independent functioning. Development of these skills can lead to reduced future dependency on ~~future~~ caretakers and enhance the student's integration with individuals without disabilities. Skills may include ~~such things as~~ toileting, feeding, mobility, communication, dressing, self-help, and social/emotional functioning.

c. Decisions concerning ESY services shall be based on ~~collected~~ student performance data and written documentation. Types of data and information may include, but are not limited to, ~~the following:~~those listed below.

1) Criterion-referenced test data: Consider daily/weekly probes or pre-test/post-test data.

2) Norm-referenced test data: Consider pre-test/post-test data.

3) Anecdotal records: Consider information collected throughout the school year.

4) Physical, mental, or emotional health factors: Consider the educational, medical, and psychological records of the student as well as the prognosis or judgments of educators, medical personnel, parents, and others ~~that~~ who work with the student. Consider degenerative types of difficulties that may become intensified during breaks in educational programming.

5) History: Consider evidence of past regression or past ESY services. The IEP team should not automatically assume that a student who has received ESY services in the past will be eligible for ESY services in the future, but it is a factor to consider.

6) Data on observed performance: Consider data maintained on the student concerning performance observed in the classroom, during community-based activities, and as part of IEP progress monitoring.

7) Teacher interviews and recommendations: Consider progress reports by teachers, therapists, and others who have direct contact with the student before and after breaks in educational programming.

8) Parent/Adult student input: Consider parent observations of the student, as well as parent/adult student requests for ESY services.

d. The ESY services shall be clearly ~~delineated~~ described in an IEP. The district can meet this requirement by amending the current IEP using an amendment form or by developing a complete ESY IEP. See Section 1C of this chapter for more information.

e. The district may not limit ESY services to particular categories of disability or unilaterally limit the amount or duration of these services.

5. Transportation

Transportation is a related service intended for a student whose disability requires ~~if~~ special arrangements ~~resulting from the student's disability are required to assist a student with a disability~~for him or her to benefit from special education. The student's individual needs concerning his or her education are the main considerations in determining services—this includes transportation services.

The IEP team shall consider how the student's disability affects his or her need for transportation, including determining whether the student's disability prevents the student from using the same transportation provided to students without disabilities, or from getting to school in the same manner as students without disabilities. This includes transporting a preschool-age student to the site at which the district provides special education and related services to the student, if that site is different from the site at which the student receives other preschool or day-care services.

When the IEP team determines that special transportation is required and documents it on the IEP, all procedural safeguards under the IDEA shall be afforded to the student in matters concerning transportation.

Transportation needs may include, but are not limited to, the following:

a. travel to and from school and between schools to access special education;

b. travel in and around school buildings;

c. specialized equipment including lifts and ramps, if required to provide special transportation; or

d. other services that support the student's use of transportation, such as:

1) special assistance (e.g., an aide on the bus and/or assistance getting on and off the bus);

2) safety restraints, wheelchair restraints, and/or child safety seats;

3) accommodations (e.g., preferential seating, a positive behavioral support plan for the student on the bus, and/or altering the bus route);

4) training for the bus driver regarding the student's disability or special health-related needs; or

5) attending non-academic and extracurricular activities, if required by the IEP.

6. Special Considerations

As appropriate, the IEP team shall also consider and include the issues listed below in the IEP ~~the following:~~.

a. If the student's behavior impedes his or her learning or that of others, the IEP team shall consider the use of positive behavioral interventions, supports and other strategies to address that behavior.

b. If the student has limited English proficiency, the IEP team shall consider the language needs of the student. ~~Cognitive~~ A student's cognitive academic language proficiency (CALP) shall be determined ~~by administering appropriate language dominance tests~~using the State adopted English language proficiency assessment.

c. If the student is blind or visually impaired, the IEP team shall provide for instruction in Braille and the use of Braille unless the IEP team determines that Braille is not appropriate for the student. This determination can only be made after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille).

d. The IEP team shall consider the communication needs of the student. In the case of the student who is deaf or hard of hearing, the IEP team shall consider the language needs of the student, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, the student's academic level, and his or her full range of needs including opportunities for direct instruction in the student's language and communication mode.

G. Statewide and Districtwide Achievement Testing

Section 1111(b)(2) of the Every Student Succeeds Act (ESSA) requires includes requirements that all students participate in statewide assessments.

Students with disabilities ~~are to be included~~shall participate in all ~~statewide~~ state- and district-wide assessments. Participation rates and performance data, both aggregate and disaggregate, for students with disabilities are reported to the public annually.

The IEP team shall determine how the student will participate in ~~statewide~~ state- and district-wide ~~assessments—without~~assessments: without accommodations, with supports and accommodations, ~~with adaptations,~~ or by means of the ~~alternate assessment~~AA. The IEP team determines ~~what~~ the supports and accommodations ~~and/or adaptations to~~a student will use based on those that are used regularly by the student during instruction or classroom testing and on what is ~~listed~~ documented in the accommodations section of the IEP.

~~The IEP team shall determine whether the student meets the state criteria for the alternate assessment. It should be noted that some students might participate in parts of the regular assessment and parts of the alternate assessment. For example, a student may participate with accommodations in the *regular* reading portion of the statewide assessment and may participate in the math portion of the statewide assessment using the alternate assessment.~~

The following guidelines shall be used to determine how the student will participate in ~~statewide~~ state- and district-wide assessments:

1. ~~Regular~~ General Assessment without Accommodations

The IEP team determines and documents in the IEP that a student with a disability can adequately demonstrate his or her knowledge, abilities, or skills on ~~statewide~~ state- and district-wide assessments without accommodations.

2. ~~Regular~~ General Assessment with Supports and Accommodations

Appropriate supports and accommodations for students with disabilities shall be based on the individual needs of each student. ~~Accommodation~~ Supports and accommodations decisions are made by the IEP team and shall be recorded in the IEP. Accommodations should facilitate an accurate demonstration of academic achievement, developmental, and functional performance on ~~State~~ state- and district-wide assessments. They should not provide the student with an unfair advantage or change the underlying skills that are being measured by the test. ~~Accommodations~~ Supports and accommodations shall be the same or nearly the same as those used by the student in completing classroom assignments and assessment activities. The supports and accommodations shall be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery of academic content. Accommodations *do not* invalidate test results.

Students taking state- and district-wide assessments with supports and/or accommodations shall be given opportunities to practice and become familiar with said supports and/or accommodations in the relevant test delivery system before they begin testing.

~~3. Regular Assessments with Adaptations~~

~~A student may be unable to demonstrate what he or she knows or is able to do without using an adaptation. However, an adaptation inherently circumvents the underlying skills that the test is measuring; therefore, an adaptation *always* invalidates the assessment result. If an adaptation is included in the IEP for statewide and/or district wide assessments, it shall be one that the student uses in completing classroom assignments and assessment activities on a regular basis. Further, the use of an adaptation in statewide and district wide assessments shall be clearly coded on the student's score sheet.~~

~~The IEP team has the authority to make the decision that a student needs an adaptation in order to participate in statewide and district wide assessments, even though the adaptation *will* cause the student to score as "not proficient" and to be counted as NOT participating in the assessment under AYP determinations. All IEP team members, including the parent/adult student, shall understand (a) the possible consequences that could result from this decision and (b) its effect on diploma options and post school activities involving education, career opportunities, military service, and community participation.~~

~~4.~~3. ~~Alternative~~ Alternate Assessments based on Alternate Academic Achievement Standards (AAs)

~~The student cannot participate in some or all of the general assessments, the IEP shall contain a statement that includes the reason the student cannot participate in the general assessment and the alternate assessments—language arts, reading, math or science—in which the student will participate.~~AAs are a statewide testing option intended only for those students with the most significant cognitive impairments, in lieu of the general education assessment, with or without supports and accommodations. Participation in AAs reflects the pervasive nature of a significant cognitive impairment and requires that a student meet all participation eligibility criteria. Students with the most significant cognitive impairments represent about 1% of the total student population.

The IEP team shall consider a student's ~~eligibility to~~ participation in AAs on an annual basis using the participation criteria listed below. The IEP team shall document the student's testing status in the appropriate sections of the IEP.

a. ~~Students Eligible to Take Alternative Assessments based on Alternate Achievement Standards~~ A student must meet **all four** of the following participation criteria to qualify for the AA.

~~The IEP team shall find that the student meets all of the criteria listed below to determine that he or she is eligible to participate in the alternate assessment:~~

1) The ~~student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;~~student has a significant cognitive impairment.

2) The ~~student's course of study is primarily functional skill and living skill oriented (typically not measured by State or district assessments); and~~student is receiving academic instruction that is aligned with the Idaho Extended Content Standards.

   a) The student's instruction and IEP goals/objectives/benchmarks address knowledge and skills that are appropriate and challenging for the student.

3) The ~~student is unable to acquire, maintain, or generalize skills in multiple settings and to demonstrate performance of these skills without intensive and frequent individualized instruction~~student's course of study is primarily adaptive skills oriented typically not measured by state or district assessments.

   a) Adaptive skills are essential to living independently and functioning safely in daily life, and include, but are not limited to motor skills, socialization, communication, personal care, self-direction, functional academics, and personal health and safety.

4) The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

   a) The student consistently requires individualized instruction in core academic and adaptive skills at a substantially lower level relative to other peers with disabilities.

   b) It is extremely difficult for the student to acquire, maintain, generalize, and apply academic and adaptive skills in multiple settings, across all content areas, even with high-quality extensive/intensive pervasive, frequent, and individualized instruction.

   ~~a)~~c) The student requires pervasive supports, substantially adapted materials, and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

~~b. Students Not Eligible to Take Alternative Assessments based on Alternate Achievement Standards~~

~~c.~~b. ~~Students are *not* to be included in Alternative Assessments based on Alternate Achievement Standards for any of the following reasons:~~ Students shall not qualify to participate in Alternate Assessments based on Alternate Achievement Standards solely based on any of the following reasons:

1) ~~The only determining factor is that the student has an IEP;~~Having a disability

2) ~~The student is academically behind because of excessive absences or lack of instruction; or~~Poor attendance or extended absences

3) ~~The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.~~Native language/social, cultural or economic differences

4) Expected poor performance or past basic/below basic performance on the regular education assessment

5) Academic and other services student receives

6) Educational environment or instructional setting

7) Percent of time receiving special education services

8) English Language Learner (ELL) status

9) Low reading level/achievement level

10) Anticipated disruptive behavior

11) Impact of student scores on the accountability system

12) Administrative decision

13) Anticipated emotional distress

~~1)~~14) Need for accommodations (e.g., assistive technology/AAC) to participate in the assessment

H. LRE Explanation and Placement Decisions

The IEP shall explain the extent, if any, to which the student will *not* participate in the general education classroom, the general education curriculum, and/or extracurricular or other nonacademic activities.

In recommending the appropriate placement in the least restrictive environment (LRE) for the student with a disability, the IEP team shall consider the student's ~~needs~~ unique circumstances and the continuum of services available to meet those ~~needs~~unique circumstances. The parent/adult student shall be involved in the placement decision. Removal from the general education environment occurs only when the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. A student with a disability is not to be removed from age-appropriate general education classrooms solely because of needed accommodations and adaptations in the general education curriculum. In addition, a student with a disability shall be educated with students without disabilities in the general education classroom to the maximum extent appropriate.

NOTE: The district's reassignment of students (with or without disabilities) to another classroom or building in the district is *not* a change of placement for a student with a disability, as long as the IEP goals remain unchanged and the degree of interaction with peers without disabilities remains the same. Examples include, but are not limited to, dividing a class because of overcrowding; moving an entire grade level to a different building; ~~and~~ or going to a different school as a result of moving from one grade level to another grade level.

See Chapter 6 for more information on placement in the LRE

I. Consent for Initial Provision of Special Education and Related Services

The district shall make reasonable efforts to obtain informed consent from the parent/adult student before the initial provision of special education and related services ~~to~~ for the student.

If the parent/adult student communicates in writing that~~,~~ he or she refuses special education and related services following the evaluation and eligibility determination ~~of eligibility~~, the district shall not provide special education and related services to the student. If the parent/adult student fails to respond to a district's documented efforts to gain consent for initial provision of special education and related services, the district shall not provide special education and related services to the student. In both cases:

1. The district shall not be in violation of the requirement to provide FAPE to the student or the requirement to provide special education and related services;

2. The district shall not be required to convene an IEP team meeting or develop an IEP for the student; and

3. The district shall not use mediation and/or due process in order to obtain consent or a ruling allowing initial placement.

If the parent/adult student wishes to move forward with the provision of services stated on the IEP and placement in special education, consent for initial placement in special education shall be obtained after the development of an IEP. Consent means that the parent/adult student

understands and agrees in writing to the carrying out of the activity for which consent is sought.

J. Parent/Adult Student Objection to the IEP

If the parent/adult student disagrees with an IEP team's proposed IEP for the student, the parent or adult student may file a written objection to all or parts of the proposed IEP. If the parent/adult student files a written objection that is emailed, postmarked or hand delivered within ten (10) days of the date he or she receives written notice from the district of the proposed IEP, the changes to which the parent/adult student objects cannot be implemented for fifteen (15) calendar days, or as extended through mutual agreement by the district and the parent or adult student, while parties work to resolve the dispute. If the changes have already been implemented, implementation of those changes shall cease. The district and parent/adult student may use methods such as additional IEP team meetings, IEP facilitation, or SDE mediation to resolve the disagreement. If these attempts to resolve the dispute fail or are refused, the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing is filed to obtain a hearing officer's decision regarding the proposed IEP, unless it is an initial IEP. The written objection cannot be used to prevent the district from placing a student in an interim alternative educational setting (IAES) in accordance with the IDEA procedures for discipline of a student, or to challenge an eligibility/identification determination.

If the parent/adult student files a written objection to an IEP change or placement change proposed by the district any time *after* ten (10) calendar days of receiving written notice, the student shall remain in the placement described in the disputed IEP, and that IEP is implemented as written until the disagreement is resolved unless the parent/adult student and the district agree otherwise.

See Chapter 11 for information about the prior written notice requirements regarding the provision of FAPE and educational placement.

See Chapter 13 for more information about the various forms of dispute resolution including facilitation and mediation.

K. Additional Transition Components for Secondary-Level IEPs

Secondary transition services are defined as a coordinated set of activities for a student with a disability that are designed within a results-oriented process focused on improving the academic and functional achievement of the student to facilitate movement from school to post school activities including postsecondary education, vocational education, integrated employment (including supported employment), continuing in adult education, adult services, independent living, or community participation. The activities include instruction, community experiences, development of employment and other post school adult-living objectives and, if appropriate, acquisition of daily living skills and a functional vocational evaluation. These activities are based on the individual student's needs, taking into account the student's strengths, preferences and interests. The following are required components for all secondary students receiving special education services.

1. Beginning with the IEP to be in effect when a student is sixteen (16) years old (or younger if determined appropriate by the IEP team), the IEP shall include:

    a. present levels of academic and/or functional performance ~~based on an age appropriate transition evaluation~~ and a functional vocational evaluation where appropriate;

    b. appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;

    c. transition services, including ~~courses~~ a course of study, that will reasonably enable the student in reaching postsecondary goals identified on the IEP which may include postsecondary education and training, employment and career counseling, community participation, independent living or adult services;

    d. evidence that the student was invited to the IEP team meeting where transition services are to be discussed; if the student does not attend the IEP team meeting, the IEP team must take other steps to ensure the student's preferences and interests are considered;

    e. ~~if appropriate,~~ evidence that a representatives of any participating agency was invited to the IEP team meeting with a prior consent of the parent or student who has reached age of majority; and

    f. the graduation requirements for the student receiving special education services. Refer to Chapter 7 for more detailed information on documentation of high school graduation in the IEP.

The postsecondary goals and transition services shall be updated on the IEP annually.

2. Not later than the student's seventeenth (17th) birthday, the IEP shall include a statement that the student and parent has been informed whether or not special education rights will transfer to the student on his or her eighteenth (18th) birthday. Special education rights will transfer from the parent to the student when the student turns eighteen (18) years old unless the IEP team determines that:

    a. the student is unable to provide informed consent with respect to his or her special education program; or

    b. the parent has obtained legal guardianship.

(For more information on the transfer of rights, see Chapter 11)

3. When a student exits from special education as a result of ~~earning a regular diploma~~ complying with the Idaho Content Standards and such applicable district graduation

requirements or aging out, the district shall provide the student with a summary of his or her academic achievement and performance along with recommendations concerning how to assist the student in meeting postsecondary goals.

L. Following the Meeting

Following the IEP team meeting, a copy of the IEP and written notice of proposed or refused actions shall be given to the parent/adult student. IEPs and written notice should also be given to the parent/adult student whenever a change is made to the IEP or upon request.

Each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing any portion of the IEP shall have access to the IEP and be informed of his or her specific responsibilities. This includes being informed of any specific accommodations, adaptations, or supports that shall be provided to the student to ensure that the IEP is implemented appropriately.

Section 3. IEP Reviews

A. Annual Reviews

Each student's IEP shall be reviewed at least annually by the IEP team, once every year (365 days). Meetings may be held any time throughout the school year, as long as the IEP is reviewed annually and is in effect at the beginning of each school year. Either at or after the annual review, written notice that the new IEP changes will be implemented shall be provided to the parent/adult student.

The IEP review includes the following purposes:

1. to determine whether the student's annual goals have been achieved;
2. to revise the IEP if there is any lack of expected progress toward annual goals and in the general education curriculum, where appropriate;
3. to determine whether any additional assessments are necessary and to address the results of those conducted;
4. to address information about the student provided to, or by, the parent/adult student;
5. to address the student's anticipated needs;
6. to monitor the continuing eligibility of the student based on an evaluation or review of a variety of data, which may include formal or informal assessment, progress toward IEP goals and when applicable objectives and benchmarks~~/objectives~~;

7. to write a new IEP; and

8. to consider a reevaluation to determine if a student is no longer eligible and special education services should be discontinued.

B. IEP Amendments

In making changes to a student's IEP after the annual IEP team meeting for a school year, the parent/adult student and the district may agree in writing not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend the student's current IEP. The parent/adult student will be provided with a revised copy of the IEP with the amendments incorporated. The annual review date remains the date of the original IEP.

If the parent/adult student believes that the student is not progressing satisfactorily or that there is a problem with the current IEP, he or she may request an IEP team meeting. The district shall grant any reasonable request for such a meeting. If the district refuses to convene an IEP team meeting requested by the parent/adult student, the district shall provide written notice to the parent/adult student, including an explanation of why the district has determined the meeting is unnecessary.

If any other member of the IEP team feels that the student's placement or IEP services are not appropriate, that team member may request an IEP team meeting.

Each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing any portion of the amended IEP shall have access to the amendment and be informed of his or her specific responsibilities.

Section 4. IEPs for Transfer Students

Idaho Administrative Procedures Act [IDAPA 08.02.03.109.04(f)] requires the new (receiving) district to request a copy of the eligibility documentation and most current IEP within two (2) school days. Within five (5) school days of receiving this information, the new district determines if a new assessment is required. In the meantime, if the parent agrees, an interim IEP may be developed and implemented, or the existing IEP implemented. If there is no agreement, the student is placed in general education. Within fourteen (14) calendar days the receiving district will request the full educational record of the transferring student from the former school.

A. Transfer from an Idaho School District

When a student with a disability transfers school districts with a current IEP in Idaho, the district shall provide the student with FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the parent/adult student, until such

time as the district adopts the previously held IEP or develops, adopts, and implements a new IEP. The receiving district shall request, as soon as possible, but no more than two (2) school days, the eligibility documents and the most current IEP from the sending district. Once the district has formally received a request for a student's record from another Idaho district, the district shall forward copies or the original documents as soon as possible, but no more than five (5) school days, of the request. Within fourteen (14) calendar days the receiving district will request the full educational record of the transferring student from the former school. If originals are sent, the sending district shall maintain a copy for audit purposes.

Note: The current IEP shall be implemented if a new IEP cannot be developed within five (5) school days of the student's enrollment or if a reevaluation will be taking place.

B. Transfer from an Out-of-State District

When a student with a disability transfers from out of state to an Idaho school district with a current IEP in that other state, the district shall provide the student with FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the parent/adult student, until such time as the district conducts an evaluation, if determined necessary, and develops, adopts, and implements a new IEP.

C. Transfer to an Out-of-State District

Within ten (10) school days of receiving a request from an out of state school district for copies of eligibility documentation and a transferring student's IEP, a district shall send the requested information to the receiving district.

Section 5. IEPs for Children from the Infant/Toddler Program

A. Interagency Agreement and Protocols

The school district, as the local lead agency for Part B, shall initiate the development of a signed interagency protocol with the regional Infant/Toddler Program (ITP) of the Department of Health and Welfare (DHW), the lead agency under Part C of the IDEA. The protocol shall be in accordance with the current state Interagency Agreement for Early Childhood Special Education Services and Early Intervention for Children Ages Two through Five.

The protocol will outline the obligations of each agency to ensure:

1. a smooth and effective transition of children served under Part C to early childhood special education services (ECSE) under Part B;

2. by the child's third birthday, eligibility for Part B services has been determined and an IEP or Individual Family Service Plan (IFSP) has been developed and implemented; and

3. each district and agency shall participate in transition planning conferences.

NOTE: A child, who turns three (3) after May 1, has been determined eligible for Part B services, and parental consent has been obtained for initial placement for Part B services, can be served as outlined in the IFSP by the ITP until school starts in the fall. This is the case unless specified differently in the local interagency protocol.

B. Part C to Part B Transition Planning

In the case of a child who may be eligible for ECSE services, the district shall participate in a transition planning conference with the family arranged by the ITP. The conference will be conducted at least ninety (90) calendar days (and up to nine (9) months at the discretion of all parties) before the child's third (3rd) birthday to discuss eligibility requirements under Part B of the IDEA, needs and concerns of the child and family, and any services the child may receive.

The ITP has the responsibility to:

1. notify the school district and SDE of potentially eligible children;

2. invite and coordinate a transition planning meeting to review the process to determine eligibility and assess service options available;

3. establish a plan for facilitating the transition of the toddler with a disability to early childhood special education services;

4. provide the district with ~~a copy of the Child Outcome Summary Form (COSF) completed at exit~~current IFSP, all addendums/outcomes to the most recent IFSP, other progress reports, evaluations and assessments if within the last six months; and

5. upon invitation, attend the initial IEP team meeting.

The school district has the responsibility to:

1. make contact with the family and provide notice of procedural safeguards and written information about the Part B and early childhood special education services (this information may be provide in person, at a transition conference, or by mail);

2. attend and participate in the transition planning meeting;

3. determine eligibility and develop an IEP or IFSP prior to child's third birthday;

~~4. consider the Part C COSF exit outcome data to help determine Part B early childhood entry outcome data;~~

~~5.~~4. invite ITP representatives, at the request of the parent, to the initial IEP team meeting; and

~~6.~~5. obtain consent for initial provision of special education and related services under Part B.

C. IEP or IFSP Required

1. By the child's third (3rd) birthday, the district shall have an IEP or IFSP in place for each student three (3) through five (5) years old who is eligible for ECSE services.

2. In developing the IEP, the IEP team shall consider the content of the IFSP including:

    a. the least restrictive environment statement; and

    b. the educational component that promotes school readiness, pre-literacy, language and numeracy skills.

3. The IFSP may serve as the IEP of the child, if:

    a. agreed by the district and the child's parents;

    b. a detailed explanation of the differences between the IFSP and the IEP is provided to the parents~~)~~;

    c. parental written informed consent is obtained; and

    d. developed according to the IEP procedures outlined in Section 2 of this chapter. If the district elects to use an IFSP, the district is required to implement only the educational components of the IFSP.

D. Consent and Notice Requirements

1. Notice Announcing Initial IEP Team Meeting: The district shall inform the parents of their rights to request the participation of ITP representatives at the initial IEP team meeting for children previously served by Part C.

2. Release of Information: The district shall obtain written parental consent for the release of information to obtain pertinent student records from non-educational agencies such as ITP, developmental disabilities agencies, medical providers, day-care centers, and Head Start.

3. Assessments: At the transition planning conference, if further assessments are necessary to determine eligibility, the student's present levels of academic and functional performance, and goals or services on the IEP, informed consent to evaluate is required. (Parental consent for assessment under Part B is required even though the parent may have given consent earlier under Part C). Otherwise, only written notice to inform the parent of the district's decision to use the current evaluation data, and not to conduct any further assessments, shall be provided to the parent. The parent shall also

be informed of his or her right to request additional assessments.

4. Consent for Initial Provision of Special Education and Related Services: Parental consent for the initial provision of special education and related services and written notice for the implementation of the IEP or IFSP under Part B is required. Eligibility, initial provision of services, and LRE placement shall be documented for Part B services.

Section 6. Students with Disabilities in Adult Prisons

The following requirements apply for students with disabilities ages eighteen (18) to the semester when they turn twenty-one (21) who are convicted as adults under Idaho law and incarcerated in adult prisons:

1. A student identified as a student with a disability, who is eligible for special education, and who is convicted as an adult and incarcerated in an adult prison, is not subject to child find, but if already identified is entitled to FAPE until age twenty-one (21).

2. The student will not participate in statewide assessments.

3. Transition planning and services do not apply if the student will remain in prison beyond the semester of his or her twenty-first (21st) birthday.

The IEP team may revise the student's IEP and placement, regardless of the LRE requirements, if the state has demonstrated a bona fide security or other compelling penological interest that cannot be otherwise accommodated.

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CHAPTER 6: LEAST RESTRICTIVE ENVIRONMENT

The IDEA states that, to the maximum extent appropriate, all students with disabilities, three (3) to twenty-one (21) years of age, are to be educated with age appropriate peers who are nondisabled. This is known as the least restrictive environment (LRE). The LRE is the appropriate balance of settings and services to meet the student's individual needs. The district shall have an array of services and a continuum of educational setting options available to meet the individual LRE needs of each student.

An appropriate LRE is one that enables the student to make reasonable gains toward goals identified in an individualized education program (IEP) while being educated with peers who are nondisabled to the maximum extent appropriate as determined by the IEP team on a case by case basis. The student's IEP shall indicate the LRE for the student and explain to what extent, if any, the student will or will not participate in the general education classroom environment, the general education curriculum, and extracurricular or other nonacademic activities. This provision includes students with disabilities placed in public or private institutions or other care facilities.

Special classes, separate schooling, and other removals of a student with a disability from the general education environment may occur only when the nature or severity of the disability is such that education in the general education class, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

Section 1. Least Restrictive Environment Considerations

A. When to Make and Review Placement Decisions

1. Placement decisions for a student with a disability are made following the determination of the individual needs, goals, and required services.

2. Placement decisions are revisited at least annually by the IEP team, which includes the parent/adult student and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options available.

3. Placement decisions are reconsidered, as appropriate, when an IEP team is convened to review a student's academic, functional, or developmental progress.

B. Considerations in Placement Decisions

LRE decisions are made, at least annually, individually for each student. The IEP team shall consider the following when determining the LRE in which the IEP can be implemented:

1. IEP Goals and Services: The student's goals and services are developed prior to the

determination of the services and settings. The services and settings needed by each student with a disability must be based on the student's unique needs that result from his or her disability, not on the student's category of disability.

2. Age Appropriate Peers: Students with disabilities shall be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.

3. School of Attendance: A student with a disability shall be educated in the school he or she should attend if not disabled unless the IEP requires some other arrangement. In such case, the child's placement shall be based on the child's IEP and as close to possible to the child's home.

4. Harmful Effects: Consideration shall be given to any potential harmful effect on the student or on the quality of services the student needs.

5. Accommodations and/or Adaptations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum.

6. Participation in Nonacademic and Extracurricular Services and Activities:

    a. A student with a disability shall be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to community agencies, career development, and assistance in making outside employment available.

    b. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

C. Documentation of Placement Decisions

If the student will not participate *entirely* in the general education classroom, curriculum, and/or nonacademic and extracurricular activities, the IEP shall include a written explanation justifying the IEP team's decisions including the consideration of supplementary aids and services. The district shall provide the parent/adult student with prior written notice whenever the IEP team proposes to change or refuses to change the educational placement of the student.

Section 2. District Responsibility for Continuum of Settings and Services

The continuum of settings includes instruction in general classes, special classes, special schools, home instruction and instruction in hospitals and institutions. In addition, the continuum makes provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with the general classroom. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs. Regardless of placement, the student shall be given appropriate access to the general education curriculum, as determined by the IEP team. The district shall be able to justify the available continuum of services and placement decisions for individual students.

All LRE considerations also apply to preschool students' ages three (3) to five (5) years with disabilities who are entitled to receive a free appropriate public education (FAPE). Settings for implementing IEPs for students of legal kindergarten-age are the same as for all other school-age students. Settings for implementing IEPs for preschool-age students may include public or private early childhood programs. Public schools that do not operate early childhood programs for preschool students without disabilities are not required to initiate such programs solely to satisfy LRE requirements. IEP teams in public schools that do not have an inclusive public preschool that can provide all the appropriate services and supports to meet the individual needs of preschool students with disabilities, shall explore alternative methods to ensure LRE requirements are met for preschool students ages three (3) to five (5) years, which may include:

1. providing opportunities for participation (even part-time) of preschool students with disabilities in public or private regular early childhood programs operated for preschool students without disabilities by other agencies, such as Head Start;

2. placing preschool students with disabilities in the following:

    a. private early childhood programs for preschool students *without* disabilities; or,

    b. private early childhood programs or other community-based early childhood settings that integrate students *with and without* disabilities; and,

3. locating classes for preschool students with disabilities in elementary schools.

See Chapter 11 for information regarding prior written notice requirements that apply to proposed or refused changes in educational placement.

Section 3. Federal Reporting of LRE

The IEP includes a section for reporting the educational environments required for the Federal Child Count (annual report of children served collected on any date between October 1 and

December 1 of each year). This section is for reporting the amount of time the student spends in the general education environment, with or without special education and related services. After determining the LRE and the educational environments in which the student will receive their general education instruction and special education services, the IEP team will document the educational environment for federal reporting.

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CHAPTER 7: DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING

Section 1. Discontinuation of Services

A. Students Who Are No Longer Entitled to Services

The district will follow appropriate procedures to discontinue special education services to students who are no longer entitled to those services.

1. Student No Longer Meets Eligibility Criteria

If it is suspected that a student no longer meets the eligibility criteria for the IDEA, the evaluation team will conduct a reevaluation and arrange to have additional assessments conducted if necessary. If the student is no longer eligible under the Idaho eligibility standards, the district will provide the parent/adult student with written notice of this decision prior to discontinuing special education services.

2. Student Completes Requirements for a ~~Regular~~ High School Diploma

The district's obligation to provide special education services ends when the student meets the district and State requirements that apply to all students for receipt of a ~~regular~~ high school diploma without adaptations. Although this is considered a change of placement, a reevaluation is not required. Prior to graduation and the discontinuation of special education services the district shall:

a. provide the parent/adult student with written notice of the district's obligation to provide special education services ends when the student ~~obtains a regular high school diploma~~has met the Idaho High School Graduation and such applicable district requirements; and

b. provide the parent/adult student with a written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting his or her postsecondary goals. This summary is known as the Summary of Performance (SOP).

3. Student Reaches Maximum Age

For students who have not yet met ~~their~~ the Idaho High School graduation and such district's ~~high school~~ graduation requirements, the district's obligation to provide special education services ends at the completion of the semester in which the student turns twenty-one (21) years of age. This is considered a change of placement that does not require a reevaluation. If a student is turning twenty-one (21), the district shall:

a. provide the parent/adult student with written notice the district's obligation to provide special education services ends at the completion of the semester in which the student turns twenty-one (21) years of age; and,

b. provide the parent/adult student written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting his or her postsecondary goals. This summary is known as the Summary of Performance (SOP).

B. Change in District Obligation to Provide Services

Under certain circumstances, a student may continue to be eligible for special education services, but the district's obligation to provide services changes.

1. Transfer to Another District

When a student is no longer a legal resident of the district, the district will forward the student's special education records electronically or by mail within five (5) calendar days of the request from the new district. The records shall include, at least, the student's most recent individualized education program (IEP) and eligibility documentation. The sending district will retain copies or originals of the most recent five (5) years of programmatic and fiscal records, including IEPs and eligibility documentation. During an audit~~, Child Count verification,~~ or monitoring~~,~~ this documentation may be needed to demonstrate that the student was eligible for special education and received special education services from the district. Note: Districts are required to maintain Medicaid-related records for six (6) years. See Chapter 11 for more information.

2. Enrollment in Private School or Receives Homeschooling

When a parent/adult student withdraws a student from public school and enrolls him or her in a private school or provides homeschooling, the district's responsibilities vary depending on the circumstances. See Chapters 2 and 9 for more information.

3. Dropouts

When a student drops out of school, written notice will be sent to the parent/adult student and a copy of the notice will be placed in the student's special education confidential file. If the student reenrolls and is still eligible for special education, the previous IEP can be implemented if it is current and appropriate. A new IEP shall be developed if needed.

C. Parent/Adult Student Revokes Consent for Special Education Services

When a parent/adult student revokes consent for special education services in writing, prior written notice shall be provided specifying when the special education and related services will cease. Note: A parent/adult student has the right to revoke consent for IEP services in their

entirety, not service by service. The written notice shall include a statement indicating the district stands ready, willing, and able to provide FAPE should the student remain eligible for special education services.

Section 2. Graduation

Graduation means meeting district and State requirements for receipt of a ~~regular~~ high school diploma. If a student is not granted a ~~regular~~ high school diploma or if the high school diploma is granted based on completion of adapted graduation requirements, the student is entitled to receive a free appropriate public education (FAPE) through the semester in which he or she turns twenty-one (21) years of age or determined no longer eligible as a result of a reevaluation. A General Education Development (GED) certificate does not meet the Idaho Content Standards and district requirements that are comparable to a ~~regular~~ high school diploma. The IEP team considering a student with a disability's graduation from high school ~~making these decisions~~ shall include a district representative knowledgeable about ~~State~~ Idaho Content Standards and ~~local~~ such applicable district graduation requirements.

A. Individualized Education Program (IEP) Team Requirements Regarding Graduation

1. Determine whether the student will meet all state and local requirements to be eligible to graduate from high school and anticipated graduation date.

2. Develop the course of study in collaboration with the Parent Approved Student Learning Plan required for every student prior to the end of eighth (8th) grade. The Student Learning Plan will be reviewed annually and may be revised at any time.

3. Beginning no later than the end of the student's ninth (9th) grade, review annually the student's course of study, identify and make changes to the course of study needed for the student to meet graduation requirements.

4. Document any accommodations and adaptations made to the district's and State's regular graduation requirements on the student's behalf.

    a. Graduation Requirements with Accommodations

Accommodations to graduation requirements are determined by the IEP team and are deemed necessary for the student to complete graduation requirements. Further:

1) Accommodations to graduation requirements must specifically address completion of the student's secondary program.

2) Accommodations will maintain the same level of rigor to the district and State graduation requirements. For example, a teacher may

use different instructional strategies or alternate methods for assessing the student's acquisition of skills that are equally rigorous.

3) Accommodations made to any district or State graduation requirement shall be stated in the student's IEP.

b. Graduation Requirements with Adaptations

Long-term consequences for the student shall be considered when adaptations are made to graduation requirements. Further:

1) Adaptations to graduation requirements shall specifically address completion of the student's secondary program.

2) Adaptations may alter the level of rigor required in the district or State graduation requirements. Examples of adaptations include changes made to course content, objectives, or grading standard that alter the level of rigor but will not include exempting or excluding the student from an opportunity to pursue or meet the Idaho Content Standards.

~~3) Adaptations of any district or State graduation requirement shall be stated on the student's IEP. The team shall discuss with the parents the effect of adaptations on regular education diploma and FAPE.~~

~~5. Demonstration of Proficiency of State Content Standards State Board of Education rule (IDAPA 08.02.03.105.06) requires that each student achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math reading and language usage in order to graduate. Each student's IEP will include a statement of how the student will demonstrate proficiency on the Grade 10 Idaho Standards Achievement Test as a condition of graduation. If the method to demonstrate proficiency is different than meeting proficient or advanced scores on the high school ISAT or the ISAT-Alt, a student with an IEP may meet this requirement by:~~

~~a. achieving the proficient or advanced score on the Idaho Standard Achievement Test (ISAT) or, for eligible students, on the Idaho Standard Achievement Test – Alternate (ISAT-Alt); or~~

~~b. demonstrating proficiency on the content standards through some other locally established plan; or~~

c. ~~having an IEP that outlines alternate requirements for graduation or documents assessment adaptations (adaptations that will invalidate the assessment score).~~

B. Graduation Ceremonies

A special education student who completes his or her secondary program through meeting

graduation requirements or criteria established on his or her IEP will be afforded the same opportunity to participate in graduation ceremonies, senior class trips, etc., as students without disabilities. ~~It should be noted the p~~Participation in a graduation ceremony does not~~, in and of itself, equate to the receipt of a regular~~ mean that the student will receive a high school diploma or indicate the completion of a secondary program.

Section 3. Transcripts and Diplomas

A. Transcript

The transcript serves as a record of individual accomplishments, achievements, and courses completed. Transcripts shall adhere to the following conditions:

1. Accommodations that allow the student to complete and demonstrate that he or she has met graduation requirements will not be noted on the transcript.

2. Adapted course work may be noted on the transcript if the parent/adult student is informed in advance and the designation is not discriminatory or identify the student as having a disability or receiving special education.

3. Course designations, titles, or symbols that are used solely to identify adapted course work that is taken by students with disabilities will not be used.

B. Diploma

1. For students who are eligible for special education services, the district will use ~~a regular~~the high school diploma at the completion of their secondary program through meeting graduation requirements or criteria established on his or her IEP; this includes students who meet the graduation requirements with accommodations and/or adaptations.

2. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities in the same graduating class.

Section 4. Grades, Class Ranking, and Honor Roll

Grades earned by students with disabilities will not be categorically disregarded or excluded from district wide grade point average (GPA) standing. The district may establish objective criteria for class rankings, honors, etc., that weight courses according to degree of difficulty or exclude non-core courses so long as such practices are nondiscriminatory.

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CHAPTER 8: CHARTER SCHOOLS

Federal law requires that students with disabilities be offered educational choices comparable to those offered to students without disabilities. One of these choices is the opportunity to attend a public charter school. Each public charter school, whether a charter school within a district or a charter school LEA (Local Education Agency), shares in the obligation to accept and appropriately serve students with disabilities under the IDEA in the same manner as any other public school.

The LEA charter school board of directors/trustees is required to adopt and ensure that the LEA implements this Manual.

Section 1. Definition and Parent/Student Rights

A. Definition of Charter Schools

In Idaho, a charter school is a public school authorized by Section 33-5205, Idaho Code. A charter school operates as a nonprofit, publicly funded, nonsectarian school in one of three ways:

1. as a school within a district, if authorized by the local board of trustees of a school district (LEA);

2. as a school authorized by the district, but operating as a separate LEA; or

3. as its own LEA, if authorized by the Idaho Public Charter School Commission or a college or university.

A charter school is bound by the conditions of its charter, all applicable state and federal law.

B. The Rights of Charter School Students and Their Parents

A charter school student is a public school student. Students with disabilities who attend charter schools and their parents have all of the same rights granted to students who attend other public schools. These rights are provided under the IDEA: the Elementary and Secondary Education Act (ESEA); the Every Student Succeeds Act (ESSA); Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA); and the Family Education Rights and Privacy Act (FERPA). Idaho law specifically states that charter schools cannot discriminate against any student on any basis prohibited by federal or state constitutions or any federal, state or local law.

1. Charter schools must have open enrollment that includes:

    a. giving all students an equal opportunity to attend

b. being open and accessible to all students, including students with disabilities; and

c. admitting students on the basis of a lottery if more students apply for admission than can be accommodated

2. A charter school shall not adopt an admission standard, policy or procedure that would have the effect of prohibiting or discouraging a student with a disability from enrolling or attending, or have the effect of prohibiting or discouraging a parent of a student with a disability from enrolling his or her child in the charter school by:

   a. establishing an examination or other academic criteria for admission;

   b. requiring any activity in which the school is unwilling to accommodate or adapt their curriculum or academic standards to meet the needs of the student with a disability; and

   c. requiring any activity in which the school suggests implicitly or explicitly that another school district would be a better placement or more capable of providing special education services or delivering education instruction (commonly referred to as "counseling out").

3. A charter school must provide every student with a disability a Free and Appropriate Public Education (FAPE), which shall include appropriate special education services starting the first day of school or upon the first day the student enrolls and begins attending school.

Under Idaho state law, the charter of an authorized charter school outlines specific mission statements, policies and procedures, and the manner by which special education services will be provided.

Section 2. Responsibility for Services

A. Charter School Authorized by the District and Not an LEA (See definition in Section 1.A.1)

The district is ultimately responsible to ensure that the requirements of the IDEA are met with respect to students attending charter schools authorized by the district. A charter school's compliance with the IDEA, Part B, is required regardless of whether the charter school receives any Part B funds.

1. To ensure that a charter school authorized by the district meets the IDEA requirements, the district shall ensure services to students with disabilities attending the charter schools are provided in the same manner as the district serves students with disabilities

in its' other schools, including providing supplementary and related services onsite at the charter school to the same extent to which the district has a policy or practice of providing such services on the site to its' other public schools.

2. The district shall have information on file with the State Department of Education (SDE) that demonstrates students with disabilities who attend charter schools authorized by the district will receive special education and related services from either the district or the charter school (or a combination of both).

3. The district will ensure that its charter schools participate in all monitoring activities conducted by the SDE.

4. The district shall provide Part B funds and comparable services to the charter school within the district on the same basis as it provides such funds to other public schools within the district.

B. Charter School Operating as an LEA (See definition in Section 1.A.2)

Charter schools authorized by the Idaho Public Charter School Commission ~~or a college or university~~ are automatically LEAs. ~~A district authorized school may with the approval of the district become an LEA.~~ A charter school LEA, whether virtual or brick-and-mortar or combination thereof, has an obligation to accept and appropriately serve students with disabilities and is solely responsible to ensure that the requirements of the IDEA are met with respect to students enrolled. Compliance with the IDEA, Part B, is required regardless of whether the public charter school receives any Part B funds. A charter school LEA shall:

1. participate in all monitoring activities conducted by the SDE; and,

2. in its first year of operation, participate in an onsite technical assistance visit by an SDE special education team to ensure that the essential components of a special education program are in place.

~~Section 3. Essential Components of a Special Education Program~~

~~The Idaho charter school law requires each petition for a charter to describe the manner by which special education and related services will be provided to eligible students with disabilities.~~

~~Prior to approving a petition for a charter school, the authorizing entity shall ensure the petition includes:~~

~~1. provisions for nondiscriminatory enrollment procedures to be publically displayed on the charter school's website and in the charter school's enrollment application form;~~

~~2. adequate plans, policies, procedures, contractual or other arrangements, and budget to ensure that students with disabilities attending the charter school will receive special education and related services that meet all the requirements of the IDEA. The petition should describe how the charter school will:~~

~~a. have special education and related services as identified in student IEPs, in place by the first day of the school year;~~

~~b. conduct Child Find activities and evaluations;~~

~~c. develop, review, and revise IEPs in accordance with state and federal law;~~

~~d. employ and use qualified special education personnel;~~

~~e. meet LRE requirements;~~

~~f. implement the IDEA discipline procedures; and~~

~~g. protect student and parent rights.~~

~~3. provisions to employ special education and related services professionals who are appropriately licensed and/or certificated for the duties they are assigned;~~

~~4. a provision for professional development plan for the training needs of special education personnel as well as general education teachers in order to meet the needs of students with disabilities who are enrolled in the charter school;~~

~~5. a plan that ensures access to charter school programs, as required by the ADA. This plan may include the actual location of the school, classrooms, and settings within the classrooms to permit access by students with disabilities;~~

~~6. a transportation plan for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service, even if the charter school does not provide transportation to other students; and~~

~~7.~~1. ~~provisions for notifying the authorizing entity in the event that a formal complaint or due process hearing request is filed by or on behalf of a charter school student.~~

Section ~~4~~3. Charter Schools and Dual Enrollment

Under Section 33-204, Idaho Code, parents of public charter school students "shall be allowed to enroll the student in a public school for dual enrollment purposes." Special education services (specially designed instruction and services calculated to meet the unique needs of a student with a disability) shall be the obligation of the public charter school. The district shall

allow public charter school students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and

2. receive accommodations in the general education courses for which they are enrolled on a 504 plan, if needed.

Public charter school students may not dually enroll solely for special education. The Board of Directors/Trustees of the public charter school and the traditional school district shall adopt procedures governing dual enrollment.

For detailed requirements and responsibilities governing dual enrollment of charter school students, see Section 33-203, Idaho Code.

Section ~~5~~4. Funding

A. State Funds

The SDE will make apportionment payments (from state general funds) to each charter school based on attendance figures. The SDE will pay state funds directly to charter schools using the funding formula described in state law. A charter school may also be eligible for the following funds:

1. state funds for special education students who live in licensed group, foster, or personal care services homes under the provision of Section 33-1002B, Idaho Code;

2. district-to-agency contract funds under a provision of Section 33-2004, Idaho Code;

3. funds to serve high numbers of students with emotional ~~disturbance~~behavioral disorder under Section 33-2005, Idaho Code; and

4. state enhancement funding sources.

B. Federal Funds

The SDE disburses federal flow-through funds to all authorized local education agencies (LEAs).

1. Charter School as Part of a District (not an independent LEA)

The district provides funds under Part B to those charter schools that are part of the district on the same basis as the district provides funds and comparable services to the other public schools. This includes proportional distribution based on relative enrollment of students with disabilities. This distribution is made at the same time as the district distributes funds to their

other public schools and must be consistent with Idaho's charter school law. The individual school's approved charter will identify whether the district will provide funding or services of comparable value.

a. The amount of funds or comparable services will generally be equal to the per student amount the district is allocated from the SDE in the current year multiplied by the charter school's Child Count from the previous school year.

b. Under certain circumstances the district shall allocate Part B funds to an eligible charter school based on the number of special students enrolled and served in the current school year.

1) The district will allocate funds to a charter school within five (5) months of opening or significantly expanding its enrollment if the charter school notifies the district at least 120 calendar days before it opens or significantly expands its enrollment due to a significant event that is unlikely to occur on a regular basis (such as the addition of one or more grades or educational programs in major curriculum areas), and it takes place before the first Friday in February ~~1~~.

2) When these conditions are met, the district will allocate funds to the charter school as follows:

i. If the opening or expansion occurs prior to the first Friday in November ~~1~~, the charter school will be allocated funds in the current school year based on the current school year's Child Count.

ii. If the opening or expansion occurs after the first Friday in November ~~1~~ but before the first Friday in February ~~1~~, the charter school will be allocated a pro-rata share of funds in the current school year based on the number of enrolled special education students with active IEPs 30 days after the opening or expansion. The pro-rata share will be the number of days the charter school will be open or expanded, divided by the number of days in the school year, multiplied by the number of special education students.

3) If the opening or expansion occurs on or after the first Friday in February ~~1~~, the charter school will be allocated funds in the following school year based on the following school year's Child Count.

c. For school districts that have authorized a virtual charter school and the charter school's students are enrolled in the district but live outside district boundaries and receive education outside the district, the SDE will determine the district's

Part B funding in the following way:

1) The calculation of the district's allocation will be made exclusive of the charter school's enrollment and special education enrollment (student count).

2) After calculating the allocations for all districts using the federal funding formula and the distribution formula for any supplemental award, the SDE will determine the statewide average per-student allocation.

3) The SDE will add to the district's base allocation an amount equal to the statewide average per-student allocation times the number of students with disabilities enrolled in and determined to be eligible for and receiving special education services.

2. Charter School Operating as an LEA

Public charter schools that are LEA's are responsible for adopting and implementing approved policies and procedures for special education and providing an assurance that funds will be used in accordance with Part B allowable uses.

a. In the second and subsequent years of operation, Charter School LEAs will be allocated Part B funds in the same manner as all school districts – in accordance with the federally prescribed funding formula for the distribution of flow through funds.

b. The policy for providing federal special education funds to new charter LEAs in the first year of operation, as required by federal regulation, includes the following steps:

1) The LEA submits its Child Count as required by IDEA.

2) A SDE Special Education Monitoring Team visits the new LEA to review the files of the students reported on the Child Count.

3) The monitoring team determines the number of students meeting all eligibility requirements and receiving appropriate special education and related services.

4) Based upon the number of students determined to be eligible, amounts of first- year Part B funds for allocation to the charter LEA are calculated as follows:

i. The statewide average per-student amount of Part B funding in the current year is determined.

ii. That amount is multiplied by the number of students who meet all eligibility requirements and are receiving appropriate special education services to determine the total allocation.

5) The charter LEA then shall complete the Part B application documents. These include:

i. Assurances and Policies and Procedures Adoption

ii. Maintenance of Effort Assurance

iii. ~~Title~~ IDEA Part B Budget Form

6) Once the application is submitted and approved, the charter LEA may begin drawing down these funds for the approved special education purposes.

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CHAPTER 9: PRIVATE SCHOOL STUDENTS

Note: For the purposes of this Manual, the term "private school student" is the same as a "nonpublic school student." A homeschool student is not considered a private school student. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

The IDEA and ~~Idaho Administrative Code~~IDAPA includes the following:

- statutory and regulatory language, which states that students who are voluntarily enrolled in private schools are not entitled to all of the same services, including the right to a free appropriate public education (FAPE), as public school students;
- district responsibilities for special education students under Idaho's dual enrollment law; and
- the legal requirements that come into play when a parent unilaterally enrolls his or her child in a private school and asks the district for reimbursement of these costs.

Section 1. Definitions of Private School Placements

In order to describe the district's responsibilities for serving private school students, it is helpful to distinguish three separate ways that students are placed in private schools. These are defined by who enrolls or places the student in a private school and why.

A. Definition of Voluntary Enrollment by a Parent

A parent may choose to enroll his or her child in a private school for a variety of personal reasons, such as to obtain a religious education, to attend a school with a particular philosophy or curriculum, or because the parent is dissatisfied with the services offered or provided by the district. This is considered a voluntary enrollment. See Section 2 and Section 4 of this chapter for district responsibilities. Note: The IDEA distinguishes between for profit and nonprofit private schools. If a student is placed in a for profit private school by their parents the service plan provisions do not apply.

B. Definition of District Placement

At times, the district may place a student in a private school or facility to fulfill its obligation to provide FAPE. These placements are always made by an individualized education program (IEP) team in accordance with the requirements of Section 3 of this chapter.

C. Definition of Unilateral Placement by Parents when FAPE is an Issue

A parent may enroll a student in a private school or provide services from a private provider at parental expense. The parent may initiate a due process hearing to seek reimbursement for the costs associated with the placement from the district. All students who are placed by a parent when FAPE is an issue are also voluntarily enrolled in a private school. Specific information regarding a parent's request for reimbursement of costs of student enrollment in a private school in this situation is included in Section 5 of this chapter.

Section 2. Students Voluntarily Enrolled by Parents

A. District Consultation with Private School Representatives (may be done in coordination with Title 1 requirements for consultation)

To ensure timely and meaningful consultation a district will consult with private nonprofit elementary and secondary school representatives and representatives of parents of parentally placed private school students with disabilities during the design and development of special education and related services for the students. The consultation process shall include:

1. Child Find: The Child Find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process.

2. Proportionate Share of Funds: The determination of the proportionate amount of federal special education funds available to serve parentally placed private school children with disabilities under this subparagraph, including the determination of how the amount was calculated. Refer to Section 2G of this chapter for information regarding the calculation of the proportionate share of funds.

3. Determination of Special Education and Related Services: Given the amount of funds to be dedicated by the district, the discussion will include the consideration of how, where, and by whom special education and related services will be provided for parentally placed private school students with disabilities, including:

    a. types of services, including direct services and alternate service delivery mechanisms;

    b. how such services will be apportioned if funds are insufficient to serve all students;

    c. how and when these decisions will be made; and

    d. how the provided services will be evaluated.

4. Ongoing Communication: Clarify how the private school and district will operate throughout the school year to ensure that parentally placed private school students with disabilities identified through the Child Find process can meaningfully participate in special education and related services. Annual consultation is not required to make these decisions. The district determines the period between consultations based on changing circumstances within the district, such as significant changes in the total amount of funds to be expended and/or the number and location of private school students with disabilities.

5. Written Affirmation: When timely and meaningful consultation has occurred:

    a. the district will obtain a written affirmation signed by the representatives of participating private schools;

    b. if the representatives do not provide the affirmation within a reasonable period of time the district will forward the documentation of the consultation process to the State Department of Education (SDE).

6. District Decisions: Following consultation with the private school representatives, the district will make final decisions concerning items a-d addressed above in number 3.

7. Written Explanation by the District Regarding Services: If the district disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract.

B. Compliance with Consultation Process

1. General Compliance: A private school official has the right to submit a complaint to the SDE that the district:

    a. did not engage in consultation that was meaningful and timely; or

    b. did not give due consideration to the views of the private school official.

2. Procedure for Complaint

    a. If the private school official wishes to submit a complaint, the official will provide the basis of the complaint to the SDE consistent with the procedures provided in Chapter 13.

    b. ~~The~~ In response the district will forward the appropriate documentation to the SDE.

c. The SDE will render a written decision determining whether the district complied with the consultation process requirements and provide the decision to the district and private school official.

d. If the private school official is dissatisfied with the decision of the SDE, the official may submit a complaint to the Secretary of the US Department of Education by providing the basis of the complaint against the district to the Secretary, and the SDE will forward the appropriate documentation to the Secretary.

C. Child Find Requirements

The district shall have an ongoing Child Find system to locate, identify, and evaluate all students with disabilities ages three (3) through twenty-one (21) who are educated within the district's geographic boundaries. This includes students who have been placed by a parent in a private nonprofit elementary or secondary school (including a religious school) located in the district regardless of the student's state or local residency. Note: Parents can also ask the district of residence (assuming it is different than the district where the private school is located) to evaluate their student. Both districts would have Child Find responsibilities and cannot share information between the districts without written parental consent. The district of residence would have Child Find responsibilities for students placed in for-profit schools and for children aged three (3) to five (5).

The Child Find process will be designed to encompass the following:

1. The Child Find process will ensure the equitable participation of parentally placed private and homeschool students with disabilities.

2. Child Find activities for private school students will be similar to Child Find activities for public school students, which include the evaluation process within comparable timelines.

3. The district will consult with private school representatives and representatives of parents who place their children in private schools regarding the Child Find procedures.

Note: The cost of Child Find is not counted toward the pro-rated proportionate share that the district must spend on services.

D. Annual Count of Eligible Students

The district shall conduct an annual count of eligible students and report to the State Department of Education the number of private school children evaluated, the number found eligible and the number who are provided with special education services. Students aged three (3) to five (5) must have their special education services identified on an IEP ~~since Idaho does not have state-funded preschool programs.~~ or a Service Plan. This count will be used to

determine the amount of funds the district shall expend providing special education and related services to private school students in the next school year (see Section 2E). The district will consult with representatives of private school students to determine how to conduct the count.

E. Provision of Services

Provision of services applies to all eligible students who attend non-profit private elementary and secondary schools within the district's geographical boundaries regardless of where they reside. Parentally placed private school students with disabilities do not have an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school. Services offered to parentally placed private school students are determined through the district and private school consultation process.

1. District Responsibilities

    a. Private school students with disabilities may receive a different amount of services than public students with disabilities; they are not entitled to every service or the amount of service that they would receive if enrolled in public school. This means that it is possible for a private school student to receive only a related service or piece of equipment.

    b. Special education and related services provided to parentally placed private school students with disabilities, including materials and equipment, will be secular, neutral and non-ideological.

    c. The district is required to offer FAPE to private school students who reside in their district, including when the student attends a private school outside of the district boundaries. Unless the parent makes clear their intention to keep their child in the private school, the district of residence must develop an IEP.

    d. Services may be provided at a public school building or another agreed upon site (including parochial schools to the extent consistent with the law) determined by the district in consultation with appropriate representatives of private school students.

    e. Services provided to private school students with disabilities must be provided by personnel meeting the same standards as personnel providing services in the public schools.

2. Eligibility for Services

If an evaluation team determines that a student needs special education and related services:

    a. The district of residence shall offer to make FAPE available upon enrollment in a district public school. The district of residence must develop an IEP for the

student who is parentally placed in private school unless the parent makes clear an intent not to consider public school enrollment. The district has no obligation to implement that IEP unless the student enrolls in the public school.

b. If the parent chooses not to enroll the student in the district of residence and designated funds are available in the district in which the private school is located, a meeting will be held to develop a Services Plan (SP). The meeting will include a representative of the private school to develop a SP. The SP is developed by the same members that would constitute the IEP team.

c. Any services the district provides to a private school student shall be in accordance with an SP.

3. Service Plan (SP) Development

The SP shall describe the specific special education and related services that will be provided to the student in light of the determinations that have been made by the district. To the extent appropriate, the district shall initiate and conduct meetings to develop, review, and revise SPs in accordance with the following requirements:

a. Given the services that the district has elected to provide to private school students, the SP must meet the requirements of the IEP to the extent appropriate (see Chapter 5). The SP excludes sections pertaining to:

1) extended school year (ESY) services;

2) participation in statewide and district wide assessments;

3) placement determination (least restrictive environment);

4) Child Count federal report settings; and

5) elements that, although typical for an IEP, would be inappropriate given the services the district has elected to provide.

b. An SP shall be in effect at the beginning of each school year and accessible to each person responsible for its implementation.

c. Meetings shall be held to review and revise SPs at least annually to address any lack of student progress toward goals and in the general education curriculum.

d. The SP team members include the same members as an IEP team. The district will ensure that a representative of the private school attends these meetings or participates by some other means.

e. A parent shall be invited to SP meetings at a mutually agreed upon date and

time. The invitation must indicate the purpose, time, and location of the meeting. The parent shall be informed that he or she may bring other persons knowledgeable about the student to the meeting. A copy of the SP will be given to the parent.

f. The team developing the SP will consider the student's strengths and results of the most recent evaluations. The private school general education teacher should participate in the development, review, and revision of the SP.

g. If necessary for a private school student to benefit from or participate in the services the district has elected to provide, the district shall provide transportation from the student's school or home to the site where services will be provided. The district shall take the student back to either the private school or the home, depending on the timing of the services. In this sense, transportation is not a related service but a means of making the services offered accessible. Transportation costs may be included in the district's expenditure requirement. The district is not required to transport the student from home to the private school.

F. Dispute Resolution

Due process hearings are available to parents of private school students only on the issue of Child Find and evaluation. Parents may challenge decisions regarding the provision of services by filing a state complaint with the SDE. (See Chapter 13 for more information on dispute resolution options.)

G. Determining the Proportionate Funding for Private School Students

IDEA requires school districts to dedicate at least a proportionate share of funds received under Part B to provide services for parentally placed students with disabilities who attend private schools within the boundaries of the district, regardless of their place of residence. To determine this proportionate amount, the district shall first determine the number of these private school students through the Child Find activities developed in the consultation process with private school representatives.

The number of parentally placed private school students is divided by the total (public and private) number of students with disabilities in the district to arrive at the percentage of private school students with disabilities. This percentage is then applied to the total funding received by the district under Part B grants Section 611 (ages three (3) to twenty-one (21) and Section 619 (ages three (3) to five (5) to determine the district's obligation.

Example for the XYZ School District:

a. The number of parentally placed private school children within the district on December 1, 2017: **10**

b. The number of public school children with disabilities on December 1, 2017: **90**

c. Percentage of private school children with disabilities: A divided by A+B = **10%**

d. Total Part B funds allocated for school year 2017-2018: **$150,000**

e. Amount the district shall spend on providing special education and related services to parentally placed private school students in 2017-2018: C x D = **$15,000**

1. State and local funds may supplement but may not supplant the proportionate amount of federal funds required to be expended for parentally placed private school children with disabilities.

2. The costs of private school consultations and of carrying out Child Find activities may not be paid from the proportionate share of funds.

3. The cost of any special education or related service, such as direct service, consultation, equipment, materials, or transportation may be used to determine that the district has satisfied its expenditure requirement for private school students with disabilities.

4. If all proportionate funds set aside for private school students in a given fiscal year are not expended in that year they shall be carried forward into the next year for the purpose of providing equitable services.

H. Expenditure Guidelines

1. The district may place equipment and supplies that are purchased with Part B funds in a private school for a period of time needed for a program for eligible students with disabilities; however, the district shall:

    a. retain title and exercise continuing administrative control over all equipment and supplies;

    b. ensure that all equipment and supplies are used only for Part B purposes;

    c. ensure that all equipment and supplies can be removed without remodeling the private school; and

    d. remove equipment and supplies if necessary to prevent unauthorized use.

2. The district may use Part B funds to pay an employee of a private school to provide services to students with disabilities when the employee performs the services:

    a. outside of his or her regular hours of duty; and

    b. under public supervision and control.

3. Part B funds shall not be used to:

    a. finance the existing level of instruction in the private school or otherwise benefit the private school;

    b. meet the needs of the private school; or

    c. meet the general needs of students enrolled in the private school.

4. Part B funds shall not be used for repairs, remodeling, or construction of private school facilities.

5. If it is possible for classes to include students enrolled in both public and private schools, then the classes must not be organized separately on the basis of school enrollment or religion.

6. The district shall not appropriate any funds to private schools controlled by any church, sectarian, or religious denomination.

Section 3. Students Placed by the District

When the district places a student with a disability in a private school or facility, as a means of providing special education services through the IEP team process, the district shall ensure the following:

1. All special education procedures and timelines are followed.

2. Special education and related services are provided in accordance with an IEP.

3. A representative of the private school or facility attends or participates in the meeting to develop the IEP. If the representative cannot attend other measures such as conference telephone calls will be used to ensure participation.

4. The responsibility for reviewing and revising IEPs remain with the district.

5. Services are provided at no cost to the parent, including reimbursement to the parent for transportation and other costs associated with participation at an IEP team meeting conducted in a geographical area outside the jurisdiction of the district.

6. The placement in the private school or facility is the least restrictive environment for that student.

7. The student is provided an education that meets state and district standards.

8. The student is afforded the same rights as students with disabilities who attend public

schools.

9. The parent is afforded the same rights as parents of students attending public schools.

In accordance with federal and state law, the SDE shall approve special education programs in private schools and facilities. The district shall ensure a program is approved prior to placing a student in that school or facility.

At the discretion of the district, once a student with a disability enters a private school or facility, meetings to review and revise the IEP may be initiated and conducted by the private school or facility. If the private school conducts a meeting, the district shall ensure that the parent and a district representative are involved in and agree to any proposed changes in the IEP before the changes are implemented.

Section 4. Dual Enrollment of Private School Students by Parents

According to Idaho Code, parents of private school students "shall be allowed to enroll the student in a public school for dual enrollment purposes." Private school students who are dually enrolled are considered to be nonpublic school students. The district shall allow private school students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and

2. receive accommodations in the general education courses for which they are enrolled on a Section 504 plan, if needed.

Private school students may not dually enroll solely for special education and/or related services. The dual enrollment statute does not establish an entitlement to FAPE for a student with a disability. This means that there is no individual right to receive some or all special education services that the student would receive if enrolled in public school.

The reporting of attendance for private school students in the district is allowed under dual enrollment. If a student attends at least 2.5 hours per week without rounding hours, he or she shall be included in the weekly aggregate attendance. The average daily attendance (A.D.A.) is computed as .5 if the aggregate weekly hours are 2.5 or greater but less than 4.0 hours. When there are 4.0 hours or greater, divide by 4 to get the A.D.A.

Dually enrolled private school students could also be eligible to receive services that have been agreed upon through the district and private school consultation process. These services would be delivered through a SP.

Section 5. Unilateral Placement of Student by Parents when FAPE is an Issue

A. General Provisions for Reimbursement to the Parent

1. The district is required to make FAPE available to all eligible students with disabilities. If parents do not access FAPE, then the district is required to make provisions for private school students to receive Part B services consistent with Section 2E of this chapter.

2. The district is not required to pay for costs of tuition, special education, or related services and associated costs at a private school or facility for a student who was unilaterally placed there by a parent if the district made FAPE available to the student in a timely manner. If a parent disagrees with the availability of FAPE and there is a question about financial responsibility, the parent may request a due process hearing.

3. If the parent of a student with a disability enrolls the student in a private elementary or secondary school, without the consent of the district, a court or hearing officer may order the district to reimburse the parent for the costs of unilaterally placing the student in a private school if the court or a hearing officer determines that:

    a. the district had not made FAPE available to the eligible student in a timely manner prior to the time the parent enrolled the student in the private school; and

    b. the parent's placement is appropriate.

4. A hearing officer may find a student's placement in a private school or facility by a parent appropriate even if the private school or facility does not meet state standards. A private school will be deemed appropriate if the parent demonstrates that the private placement provides educational instruction specially designed to meet the unique needs of the child with a disability, supported by such services as are necessary to permit the child to benefit from that instruction.

B. Denial or Reduction of Reimbursement to the Parent

A court or hearing officer may reduce or deny reimbursement to a parent for the cost of a unilateral placement in a private school or facility under the following circumstances:

1. The parent did not inform the district that he or she rejected the placement proposed by the district to provide FAPE and did not state his or her concerns and intent to enroll the student in a private school. This notification by the parent shall be provided to:

    a. the IEP team at the most recent IEP team meeting prior to removing the student from the public school; or

    b. the district, in writing, at least ten (10) business days (including any holidays that

occur on a business day) prior to removing the student from public school.

2. Prior to removal of the student from the public school, the district informed the parent of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parent did not make the student available for the evaluation.

3. A judicial decision finds unreasonableness with respect to the actions taken by the parent.

Reimbursement shall not be reduced or denied under any of the following circumstances:

1. The district did not notify the parent of his or her obligation to provide the notice set forth in number 3 above or the district prevented the parent from providing that notice.

2. The parent had not received written notice.

3. The district's proposed placement would likely result in physical harm to the student.

Reimbursement may not be reduced or denied at the discretion of a court or hearing officer for failure to provide this notice if:

1. The parents are not literate or cannot write in English, or

2. The district's proposed placement would likely result in serious emotional harm to the student.

Section 6. Out of State Students Residing in Residential Facilities

For school-age special education students from outside the state of Idaho who, due to the nature and severity of their disabilities, are residing in licensed public or private residential facilities within the state of Idaho, the school district in which the residential facility is located will provide education services to such students if requested by the licensed public or private residential facility and an agreement is entered into with the residential facility. The district will be given the opportunity to provide input on any federally required education programs or plans for such students.

A. Contract for Education Services

The contract with a residential facility will include the following provisions:

1. The education services to be provided by the district.

2. The amount to be paid by the licensed public or private residential facility.

The amount paid will be equal to the district's full cost of providing the education services delineated by the contract as determined by the district. Such students will be excluded from all average daily attendance and other reports provided to the state that would result in the distribution of state funding to the district.

In the event a residential facility fails to sign a contract with the district agreeing to pay the full cost for providing education services, the school district in which the residential facility is located will not be responsible for providing education services to the out-of-state students residing in the residential facility.

B Determining Residency

In determining whether a student is from outside the state of Idaho, the school district in which the residential facility is located will determine the primary residency of the student's parent or guardian. Proof of Idaho residency will be established by showing an Idaho motor vehicle driver's license, payment of Idaho state income taxes, or other documentation evidencing residency within the state of Idaho.

~~DocumentsAffirmation of Consultation with Private School Officials and Representatives of Parents~~

~~P.L. 108-448 Individuals with Disabilities Education Improvement Act (IDEA) requires that timely and meaningful consultation occur between the district and private school representatives.~~

~~The following topics are to be discussed during the consultation:~~

~~The Child Find process and how parentally placed private school students suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;~~

~~The determination of the proportionate amount of Federal funds available to serve such students, including the determination of how the amount was calculated;~~

~~The consultation process among the district, private school officials, and representatives of such students, including how such process will operate throughout the school year to ensure that such students identified through the Child Find process can meaningfully participate in special education and related services;~~

~~How, where, and by whom special education and related services will be provided for such students, including a discussion of types of services, including direct services and alternate service delivery mechanism, how such services will be apportioned if funds are insufficient to serve all [such students], and how and when these decisions will be made; and~~

~~If the district and a private school official disagree on the provision of services or types of services, the district will provide a written explanation of its decision to the private school official~~

~~The district shall obtain a written affirmation signed by the representatives of participating private schools. If such representatives do not provide such affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the State Department of Education (SDE).~~

~~A private school official shall have the right to submit a complaint to the SDE that the district did not engage in consultation that was meaningful and timely or did not give due consideration to the views of the private school official. The district shall forward the appropriate documentation to the SDE. If the private school official is dissatisfied with the decision of the SDE, such official may submit a complaint to the Secretary of Education by providing the basis for the noncompliance.~~

~~Provision of equitable services shall be provided by employees of the district or through contract by the district with an individual, association, agency, organization, or other entity. Special education and related services provided to such students, including materials and equipment, shall be secular, neutral, and non-ideological.~~

~~The control of funds used to provide special education and related services, and title to materials, equipment, and property purchased with [Federal special education] funds shall be in the district for the uses and purposes provided, and the district shall administer the funds and property.~~

~~District Official~~ ~~Date~~ ~~Private School Official~~ ~~Date~~

~~District Name & Number~~ ~~Private School Name~~

~~We agree that the district provided timely and meaningful consultation regarding the bulleted items above.~~

CHAPTER 10: IMPROVING RESULTS - TABLE OF CONTENTS

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CHAPTER 10: IMPROVING RESULTS

This chapter reflects the changes in the IDEA that focus on improving educational outcomes, analyzing and reporting data to the public, and ensuring that personnel who work with students with disabilities are prepared to meet their unique needs.

Section 1. Monitoring Priorities and Indicators

~~IDEA requires increased accountability for programs serving students with disabilities. Monitoring priorities include both performance and compliance goals. Accountability areas established by IDEA include a free appropriate public education (FAPE) in the least restrictive environment (LRE), Effective General Supervision, and Disproportionality. Each priority area encompasses specific performance indicators. These indicators include both performance and compliance components. Data on those indicators shall be collected, submitted to the State Department of Education (SDE), and publicly reported annually. That data shall be used to evaluate the effectiveness of programs and identify strategies to improve student outcomes.~~

The Idaho State Department of Education (SDE) is responsible for the design and implementation of a system of general supervision that monitors the fulfillment of the Individuals with Disabilities Education Act (IDEA) of 2007. The activities under the Idaho Special Education Results Driven Accountability (RDA) Monitoring System monitor local education agencies (LEAs) for results and compliance. Based on stakeholder input, the monitoring system includes a focus on providing supports to LEAs to meet the requirements of IDEA.

The Guiding Principles of the Results Driven Accountability Monitoring System are:

A. Improving educational results and functional outcomes for all students with disabilities, and ensuring that Idaho meets the program required by IDEA, with a particular emphasis on those requirements that are most closely related to improving education results for students with disabilities.

B. The RDA Monitoring System provides the framework for the SDE to partner with (LEAs to be mutually responsible for student outcomes and is designed to guide and support districts in their pursuit of preparing students with disabilities to persevere in life and be ready for college and careers. To meet the general supervision requirements, the SDE will conduct an annual review of each LEA's performance on a pre-identified set of results and compliance indicators and special conditions areas. Data from the annual review will be compiled into the RDA Determination Report.

The district is required to submit timely and accurate data from which the district's performance will be calculated based on the indicators in the Idaho's State Performance Plan,

posted online annually on the SDE website.

A. SDE Responsibility

As part of the SDE general supervision responsibilities, the SDE is required to collect, review, and analyze data on an annual basis to determine if the state and districts are making ~~adequate~~ progress toward the required performance goals. This accountability process includes:

1. measuring performance on goals both for the state and the districts;
2. monitoring based on district ~~performance~~ result and compliance data with the IDEA, and progress made toward meeting state goals;
3. identifying districts in one of the following RDA Determination categories: Meets Requirements, Needs Assistance, Needs Intervention, Needs Substantial Intervention;
4. Indentifing districts in of the following Differentiated Levels of Support catergories: Support and Guiding, Assisting and Mentoring, Directing;
5. providing professional development and technical assistance statewide and targeted technical assistance to districts demonstrating the highest needs;
6. reporting to the public on the state and districts' performance on state goals; and
7. developing and submitting an Annual Performance Report/State Performance Plan, as needed, to address state performance on required goals.

B. District Responsibility

Progress on the state's performance goals is directly linked to the districts' efforts and progress in these same areas. On an annual basis and as part of the SDE's general supervision and accountability, the district shall:

1. ensure the data it collects and reports to the SDE regarding special education students and personnel is accurate;
2. use data-based decision-making procedures to review and analyze data to determine if the district is making adequate progress toward performance goals; and
3. adjust strategies, as needed, to meet goals and improve student outcomes.

Section 2. Comprehensive Early Intervening Services (CEIS)

Under the IDEA, the district may use up to 15% of its IDEA Part B allocation in any fiscal year to

provide comprehensive early intervening services (CEIS) for students in kindergarten through grade twelve (12), (with a particular emphasis on students in kindergarten through grade three (3) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

These funds may be used for activities that include:

1. Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software

2. Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

Should a district be found in having significant disproportionality as provided under Part B, the district shall use 15% of its IDEA Part B allocations to provide comprehensive coordinated early intervening services.

A Budget Requirements

If the district chooses to use IDEA Part B funds in any fiscal year to provide CEIS, the district will budget the amount used to provide these services, up to a maximum of 15% of the total allocation, in the Part B budget that is submitted annually to the SDE as part of the Part B and Preschool Application.

B Reporting Requirements

When the district uses IDEA Part B funds to provide CEIS, an annual report shall be submitted to the SDE on:

1. The number of children who received CEIS; and

2. The number of children who received CEIS and subsequently receive special education and related services during the preceding two (2) year period.

C Relationship between FAPE and CEIS

CEIS provided by the district shall not be construed to either limit or create a right to FAPE under the IDEA or to delay appropriate evaluation of a student suspected of having a disability.

Section 3. Personnel

The district shall ensure that personnel working with students with disabilities meet the qualifications established by the SDE and have the content knowledge and skills to meet the needs of these students.

A. Appropriate Certification or Licensure

Public school personnel shall meet the appropriate certification or licensure requirements for position assignments. Complete certification standards for personnel providing special education or related services may be found in the handbook titled Idaho Standards for the Initial Certification of Professional School Personnel. This handbook is available from the SDE ~~Division of Certification~~Certification and Professional Standards Department.

The lists that follow are examples only. They do not include every possible position or licensing situation. For more information call the SDE ~~Division of Certification~~Certification and Professional Standards Department at (208) 332-6800.

1. The following special education and related services positions require individuals who are employed by the district to be certificated and to meet any additional licensure requirements:
    a. audiologist;
    b. consulting teacher;
    c. counselor;
    d. director of special education;
    e. early childhood special education teacher;
    f. school psychologist;
    g. special education teacher;
    h. speech-language pathologist; and
    i. supervisor/coordinator of special education.
2. Some special education service providers need both licensure in their area of expertise and certification from the SDE.
    a. School nurses are certificated by the SDE and licensed by the State Board of Nursing.

b. School social workers are certificated by the SDE and licensed by the Bureau of Occupational Licenses.

3. Some special education service providers must meet the licensure or certification requirements in their respective professions, but certification from the SDE is not required.

   a. Occupational therapists and physical therapists are licensed by the ~~State Board of Medicine~~Idaho Bureau of Occupational Licenses.

   b. Vocational education teachers are certificated by the Idaho Division of ~~Professional-Technical~~Career and Technical Education.

   c. Vocational rehabilitation counselors must meet national standards for Certified Rehabilitation Counseling (CRC) to be employed by the Idaho Division of Vocational Rehabilitation.

4. ~~Individuals who used a consultant specialist provision or a letter of authorization in the past are no longer able to use these emergency certificates as an alternative for individuals to become certificated teachers in Idaho~~An emergency provisional certificate cannot be used as an alternative for individuals to become certificated teachers in Idaho. The district shall use the alternative authorization options to request alternative endorsement/certification when a professional position cannot be filled with someone who holds the appropriate endorsement/certification.

B. Shortage of Personnel

If there is a shortage of qualified personnel, the district shall take measurable steps to recruit and hire qualified personnel to provide special education and related services to students with disabilities. However, when a professional position cannot be filled with an individual who has the appropriate certification, vacant positions may be filled with personnel on the following approved alternate pathways to teaching:

1. Teacher to New Certification: An individual holds a Bachelor's degree and a valid teaching certificate without full endorsement in area of need. The candidate works towards completing a preparation program for special education certification and is employed by the district.

2. Content Specialist: An individual who is uniquely qualified in an area and holds a Bachelor's degree. The candidate works towards completing a preparation program while employed by the district. The preparation program must include mentoring, one classroom observation per month until certified, and prior to entering the classroom; the candidate completes an accelerated study in education pedagogy.

3. Non-Traditional Route to Certification: An individual may acquire interim certification

through a non-traditional alternative route to teacher certification that is approved by the State Board of Education. During the interim certification, teaching shall be done in conjunction with a two year mentoring program approved by the State Board of Education.

Further information and all requirements for each alternative route to certification are available in Idaho Administrative Code (IDAPA 08.02.02).

Nothing in the IDEA creates a right of action ~~for due process~~ on behalf of a student or class of students for failure to employ qualified staff.

C. Paraprofessionals, Assistants, and Aides

The district may employ paraprofessionals, assistants, and aides who are appropriately trained and supervised to assist in the provision of special education and related services to students with disabilities if they meet standards established by the SDE (find the "Standards for Paraprofessionals Supporting Students with Special Needs" on the SDE website).

Appropriate duties to be performed by paraprofessionals are:

1. provide one-on-one services for students as specified in the students' IEP;
2. assist with classroom management and organizing materials;
3. provide assistance in a computer lab or media center;
4. conduct parental involvement activities;
5. act as a translator;
6. assist in provision of services only under the direct supervision of a certified teacher or related service provider, specifically:
    a. a teacher/related service provider plans instruction and evaluates student achievement; and
    b. the paraprofessional works in conjunction with the teacher or related service provider as determined by the student's IEP.

A special education paraprofessional ~~working in a Title I school-wide program~~ shall be qualified ~~as demonstrated by the competencies listed in the ESEA~~ as follows.

1. All ~~Title I~~ paraprofessionals must have a secondary school diploma or its recognized equivalent.
2. Additionally, except as noted below, paraprofessionals ~~hired after January 8, 2002, and~~

~~working in a program supported with Title I, Part A funds~~ must have:

a. Completed two years of study at an institution of higher education ~~(In Idaho, this is thirty-two (32) credits from an accredited university or college)~~; **or**

b. Obtained an associate's (or higher) degree; **or**

c. Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (in Idaho this is the ETS Parapro Praxis with a minimum score of 460).

The district may encourage qualified paraprofessionals employed in their classrooms to become certified teachers.

D. Educational Interpreters

The district may only employ an individual as an educational interpreter if they have met the state qualifications identified in Section 33-1304, Idaho Code. Educational interpreters employed by the district shall complete a minimum of eighty (80) hours of training in the areas of interpreting or translating every five (5) years.

E. Supervision of Staff

A teacher and/or a related service provider with appropriate certification or licensure who has been informed of his or her specific responsibilities related to a student's IEP has the primary responsibility to ensure the appropriate implementation of the IEP. The district has policies and procedures for the supervision and evaluation of all certificated/licensed or contracted employees.

The certificated/licensed teacher and/or related service provider will generally be responsible for the supervision of all paraprofessionals, assistants, and aides who provide direct services to students with disabilities. All paraprofessionals, assistants, and aides must have a supervision plan developed by a certificated or licensed professional.

F. Professional Development Plan

The district will take measures to ensure that all personnel necessary to provide special education and related services according to the IDEA are appropriately and adequately prepared. Personnel may use a variety of opportunities for technical assistance and training activities to further develop professional knowledge and skills in order to meet the needs of students with disabilities.

To the extent the district determines it is appropriate, paraprofessional personnel may use the

technical assistance and training activities offered by the district or SDE to improve practice for paraprofessional supports for special needs.

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CHAPTER 11: PROCEDURAL SAFEGUARDS

This chapter reflects changes in procedural safeguards as a result of the IDEA.

Section 1. Procedural Safeguards Notice

A parent/adult student has specific procedural safeguards given to him or her by the IDEA and state law. Each district has a document titled *Procedural Safeguards Notice* that is provided to parents/adult students which contains a full explanation of the special education rights. The *Procedural Safeguards Notice* shall include a full explanation of the procedural safeguards, written in the native language of the parents (unless it clearly is not feasible to do so) and written in an easily understandable manner.

A Procedural Safeguards Notice Contents

The following table lists various topics contained in the *Procedural Safeguards Notice* and identifies what chapter in this Manual provides more information about each topic.

Topic	Chapter
1. parental consent	11
2. written notice	11
3. access to educational records	11
4. independent educational evaluation (IEE)	11
5. the opportunity to present and resolve complaints, including: a. the time period in which to make a complaint b. the opportunity for the district to resolve the complaint c. the availability of SDE mediation d. the differences between a due process hearing complaint and state complaint	13
6. the student's placement during pendency of due process proceedings	13
7. procedures for students who are subject to placement in an interim alternative educational setting (IAES)	12

8. requirements for unilateral placement by parents of students in private schools at public expense	9
9. due process hearings, including requirements for disclosure of evaluation results and recommendations	13
10. civil actions, including the time period in which to file such actions	13
11. attorney fees	13

B When the Procedural Safeguards Notice Is Provided

The district will provide a *Procedural Safeguards Notice* that includes a full explanation of the special education rights afforded the parent/adult student only once per year, except that a copy will be given to the parent/adult student:

1. upon an initial referral or parent/adult student request for evaluation;
2. upon the first occurrence of a filing of a due process hearing or a state complaint;
3. when a decision is made to take a disciplinary action that constitutes a change of placement; and
4. upon request by the parent.

A *Procedural Safeguards Notice* suitable for copying can be found in the document section of this chapter.

Section 2. Domestic Considerations

A. Parent

1. Definition

The term “parent” means:

a. a biological, adoptive, or foster parent of a child;

b. a guardian (but not the state if the child is a ward of the state);

c. an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives;

d. an individual who is legally responsible for the child’s welfare;

e. an adult student; or

f. a surrogate parent who has been appointed by the district.

2. Determining Who Has Parental Rights

In determining who has parental rights, individuals should be considered in the following order of priority:

a. a biological parent; unless a Court orders a specific person to act as the parent or to make educational decisions on behalf of the child;

b. a person who has legal documentation (guardianship, power of attorney, custody agreement) of being responsible for the student's welfare;

c. a grandparent, stepparent, other relative, or foster parent with whom the student lives and who is acting as a parent; or

d. a surrogate parent appointed by the district to represent the student's interests in educational decisions.

B. Surrogate Parent

1. Definition

A "surrogate parent" is an individual assigned by the district to assume the rights and responsibilities of a parent under the IDEA in any of the following circumstances:

a. No parent can be identified or located for a particular student.

b. The student is a ward of the state.

c. The student is an unaccompanied homeless youth.

The surrogate parent has the same rights as a biological parent throughout the special educational decision-making process.

2. Referral for a Surrogate Parent

Any person who is aware that a student may need a surrogate parent may make a referral for a determination to the district's special education director or an appropriate district administrator. The district will appoint a surrogate in any of the following circumstances:

a. A parent cannot be identified.

b. A parent cannot be found after reasonable efforts to locate the parent.

c. The student is a ward of the state. If a state judge has appointed a surrogate to oversee the care of a student who is a ward of the state, the judge-appointed surrogate may make decisions regarding the student's education, including special education, provided he or she meets the criteria for a district-appointed surrogate

d. The student is a homeless youth who is unaccompanied.

The district will make a good faith effort and maintain records of attempts to locate a parent. The district cannot appoint a surrogate parent when the biological parent is available but chooses not to participate. When a surrogate parent is needed for a student, the district will appoint a surrogate who meets the conditions set forth in item 3, below. The district will make reasonable efforts to assign a surrogate within thirty (30) calendar days after it determines that the student needs a surrogate.

3. Criteria for Serving as a Surrogate Parent

A surrogate parent may represent the student in all matters relating to identification, evaluation, placement, and the provision of FAPE. The surrogate parent shall:

a. Have knowledge and skills that ensure effective representation.

b. Have no personal or professional interest that conflicts with the interest of the student.

c. Meet the following conditions:

1) is not an employee of the SDE, the district, or any other agency that is involved in the education or care of the student; and

2) is not an employee of a nonpublic agency that provides educational care for the student.

Note: A person who otherwise qualifies to be a surrogate parent is not an employee of the district or agency solely because he or she is paid to serve as a surrogate parent.

In the case of a student who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate can be appointed that meets all the requirements.

C. Adult Students and the Transfer of Rights

An "adult student" is a student who is at least eighteen (18) years of age to whom special education rights have transferred under the IDEA and Idaho Code.

1. Discussion of the Transfer of Rights: Not later than the student's seventeenth (17th) birthday, the IEP team shall discuss the transfer of special education rights to the student. Special education rights will transfer from the parent to the adult student when the student turns eighteen (18) years of age unless:

    a. the IEP team determines that the student does not have the ability to make informed decisions with respect to his or her educational program; or

    b. a parent has obtained legal guardianship from a Court including the scope of educational matters.

2. Basis for Denial of Transfer: During the IEP team meeting to discuss the transfer of rights, the IEP team will use the following as the basis for any denial of the transfer:

    a. Evaluation data, test results, written reports, teacher observation, education records, and parent input, including whether the parent intends to seek guardianship.

    b. Answers to the following questions:

        1) Is the student capable of understanding his or her rights?

        2) Is the student capable of exercising his or her rights?

        3) Is the student capable of understanding the consequences and impact of his or her decisions?

3. Following a Determination Concerning the Transfer of Rights: When the student's special education rights transfer at age eighteen (18), the parent and student will be informed that rights have transferred. The IEP shall contain a statement referring to the transfer (or not) of rights:

    a. If the team determines that there is no relevant information about the student to prohibit the transfer of rights at age eighteen (18), the student's IEP shall contain a statement that the student has been informed that special education rights will transfer to him or her. The parent retains the right to receive notices required by the IDEA.

    b. If the IEP team determines that the student lacks the ability to provide informed consent with respect to his or her educational program, a statement will be included in the IEP indicating that the parent, or other individual if the parent is not available, will retain all special education rights after the student reaches age eighteen (18).

    c. If rights have transferred, the district shall continue to provide notices to the parent, but nothing under the IDEA requires parent participation in the process.

4. Revoking a Transfer of Rights: There is nothing in federal or state law that prohibits the IEP team from changing its decision later, based on new information and input. Under state law, a parent can provide legal documentation of a student's incompetence *after* the student reaches age eighteen (18).

D. Emancipated or Married Minors

Idaho law does not provide for the emancipation of minors. However, minors who have been emancipated by a court of law in another state are considered an adult in Idaho. Emancipated minors should be able to provide the legal court document awarding them the power and capacity of an adult. A student under age eighteen (18) who claims to be an emancipated minor, but is unable to provide documentation should be assigned a surrogate parent by the district if a parent cannot be located.

Students under the age of eighteen (18) who are married to an adult, eighteen (18) years or older, are not emancipated minors in Idaho and do not have the power and capacity of an adult student. Instead, the spouse acts as the guardian of the student regarding legal rights and responsibilities.

E. Ward of the State

The term "ward of the state" means a child who, as determined by the state where the child resides, is a foster child, or a ward of the state *or* is in the custody of a public child welfare agency. The term does not include a foster child who has a foster parent who meets the definition of a parent in Section 2A.

F. Child Custody

1. Definitions of Custody

The following definitions of custody are used by Idaho courts in divorce proceedings:

a. **Joint custody** means an order awarding custody of a minor child to both parents and providing that physical custody shall be shared by the parents in such a way as to assure the child frequent or continuing contact with both parents. A court may award either joint physical custody or joint legal custody, or both. If the court has declined an order awarding joint custody, the court order shall state in the decision the reason for denial of joint custody.

b. **Joint physical custody** means awarding each of the parents significant periods of time in which a child resides with or is under the care and supervision of each of the parents. The actual amount of time with each parent is determined by the court. Generally, one of the parents is awarded primary physical custody.

c. **Joint legal custody** means that the parents or parties are required to share the

decision-making rights, responsibilities, and authority relating to the health, education, and general welfare of a child. In Idaho, parents have joint legal custody unless the rights of one or both parents have been terminated.

2. Conflicts Between Parents Who Have Joint Custody

    a. **Custody questions**: When it is known that a custody question exists that involves the relevant legal status of one or both parents of a student, the district will ask the parent(s) to furnish a copy of the pertinent court order or decree, if one exists, to clarify the question at issue. School personnel will abide by the most recent court order or decree.

    b. When district personnel receive conflicting information about custody, they will (a) initially follow the instructions of the parent with whom the child currently resides and (b) request a certified court document to clarify the custody issue.

    c. **Conflicting instructions**: When parents who have joint legal custody give conflicting instructions, the district's obligation is to inform the parents that any action proposed or refused will be based on the needs of the student and in accordance with the IDEA requirements. Both the district and either parent have options under the IDEA to resolve disagreements, including SDE Dispute Resolution processes such as mediation and due process hearings.

    d. **Access to records**: A parent who does not have primary physical custody has the same right to access records and to participate in special education decision making as does the parent with primary physical custody, unless otherwise specifically stipulated by a court. Idaho Code states, "Notwithstanding any other provisions of law, access to records and information pertaining to a minor child including, but not limited to medical, dental, health, and school or educational records, shall not be denied to a parent because the parent is not the child's custodial parent." Another provision of the law allows the parent with primary physical custody to request in writing that a minor child's address be deleted from any record to prohibit the other parent from learning the child's address by having access to school records.

    e. **Parental disagreement of consent:** When parents, both with legal authority to make educational decisions for their child, disagree on the revocation of consent for special education and related services, one parent may revoke consent for his or her child's receipt of special education and related services at any time. The district must accept either parent's revocation of consent, and provide written notice to the parents. After revoking consent, a parent maintains the right to subsequently request an initial evaluation which must be treated as an initial evaluation and not a re-evaluation for special education. A parent who disagrees with another parent regarding revocation of special education services is not entitled to resolve the dispute through an IDEA due process hearing.

Section 3. Informed Consent

A. Definition

Consent is written approval given by a parent/adult student who has been fully informed of and understands all information relevant to the activity for which consent is sought. The request for consent describes the activity for which consent is sought and lists the records, if any, that will be released and to whom. All information shall be provided in the native language or mode of communication of the parent/adult student, unless not feasible. The parent/adult student shall be informed that the approval is voluntary and may be revoked at any time prior to the action. Consent is indicated by the parent's/adult student's signature.

B. Actions Requiring Consent

The following actions require the district to obtain written consent. Some of the actions that require written consent from the parent/adult student also require prior written notice from the district.

1. Informed written consent *and* written notice are required when:

    a. Conducting assessments as part of an initial evaluation to determine whether a student is eligible for special education.

    b. Conducting any assessment for reevaluation that involves more than a review of existing information. This includes any assessments that are conducted after a student has been determined eligible for special education. If a specific assessment was not listed on the *Consent for Assessment* form, then the district shall secure written consent again in order to conduct that particular assessment.

    c. Initially providing special education and related services to a student with a disability.

2. Informed written consent is required when:

    a. Using an individual family service plan (IFSP) instead of an IEP for students ages three (3) through five (5).

    b. Disclosing personally identifiable information to unauthorized persons, unless provided as an exception under the Family Educational Rights and Privacy Act (FERPA) regulations. The written consent shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party to whom the disclosure will be made.

    c. Accessing private insurance to pay for services listed in the IEP.

d. The district requests to bill Medicaid (with some exceptions). The parent/adult student shall be informed of the frequency, amount, and type of services that the district will be submitting to Medicaid for reimbursement as identified on the student's IEP.

e. Inviting outside agency representatives providing transition services to an IEP team meeting.

f. Sharing of information between the district of location and the district of residence with a parentally placed elementary or secondary student.

g. The excusal of an IEP team member from an IEP team meeting when the meeting involves a modification or discussion of the member's area of the curriculum or related services.

C. When Consent Is Not Required

The district is not required to obtain informed consent when:

1. a review of existing data is part of an evaluation or a reevaluation;

2. tests are administered to both general and special education students in a grade or class and consent is not required for all students;

3. teacher or related-service-provider observations, ongoing classroom evaluation, or criterion-referenced tests are used as assessments in determining the student's progress toward goals, objectives and benchmarks~~/objectives~~ on the IEP;

4. screening to determine appropriate instruction strategies for curriculum implementation;

5. a disclosure of personally identifiable information to persons authorized to have access under FERPA or the Idaho Student Data Privacy Act, Section 33-133, Idaho Code; **or**

6. an IEP team reviews and revises a student's IEP. However, the parent/adult student may file a written objection if he or she disagrees with all or part of the changes to the IEP.

D. Refusal to Give Consent

A parent/adult student may refuse to give written consent for an assessment, initial services or the release of information that the district believes is necessary to ensure FAPE during the reevaluation process.

If the parent does not provide consent for the reevaluation assessment, the district may choose not to pursue requesting SDE mediation and/or a due process hearing if the district determines through a review of existing data, that the information does not continue to support the

determination of eligibility for special education services. In this case the district shall provide the parent with written notice of the proposed action to discontinue the provision of FAPE to the student based on a review of existing data.

The district may also choose to pursue the reevaluation through SDE mediation and/or by requesting a due process hearing. If the hearing officer determines that the action is necessary, and the parent/adult student does not appeal the decision, the district may proceed with the proposed action. The district shall provide the parent with written notice of the proposed actions.

The district shall secure written consent for the initial provision of special education and related services. There is no mechanism available to overturn a parent's/adult student's decision *not* to provide written consent for initial evaluation or initial provision of services. In the case of an initial evaluation or initial provision of services, if a parent/adult student fails to respond to reasonable measures to gain consent or does not consent, the district cannot be charged with failing to provide FAPE to the student and is not required to convene an IEP team meeting or develop an IEP for special education or related services.

E. Failure to Respond to a Request for Consent Regarding Reevaluation Assessment

When a parent/adult student fails to respond to reasonable measures taken by the district to obtain written consent to determine continued eligibility, the district may proceed with the evaluation. The district shall have a record of its attempts to gain consent by documenting telephone calls made or attempted, correspondence sent, or visits made to the home or place of employment. Failure to respond is not the same as refusing consent for reevaluation.

F. Revoking Consent for Evaluation

Consent previously given for an evaluation or an individual assessment, the initial provision of special education and related services, and the disclosure of information may be revoked only before the action occurs. If consent is revoked for evaluation, the district may continue to pursue the action by requesting a due process hearing. If the hearing officer determines that the action for which consent is sought is necessary, and the decision is not appealed, the district may proceed with the action without the written consent of the parent/adult student. Consent must be revoked in writing.

Section 4. Written Notice

A. Definition

Written notice is the act of informing a parent/adult student in writing within a reasonable amount of time, before the district proposes to initiate or change, or refuses to initiate or

change, the student's special education identification, the evaluation, educational placement, or provision of FAPE.

B. Criteria for Written Notice

1. Written notice must be provided in a reasonable amount of time before implementing the proposed action.

2. Written notice shall be in language understandable to the general public. It must be provided in the native language or other mode of communication normally used by the parent/adult student unless it is clearly not feasible to do so. If the native language or other mode of communication is not a written language, the district shall take steps to ensure the following:

    a. The notice is translated orally or by other means in the native language or other mode of communication.

    b. The parent/adult student understands the content of the notice.

    c. There is written evidence that the notice requirements of this section have been met, such as a written record in the student's special education file documenting what was discussed.

When a parent/adult student disagrees with the district's written notice of a proposed or refused action, he or she can attempt to remedy the dispute using SDE processes, such as IEP facilitation, mediation, formal complaint procedures, or due process hearing procedures afforded by the IDEA. In addition, the parent/adult student may have the right to prevent the district from taking action by filing a written objection with the district.

C. Written Notice Is Required

1. The district shall provide written notice before proposing to initiate or change the following:

    a. identification of the student;

    b. any assessments for initial evaluation or reevaluation;

    c. educational placement; or

    d. the provision of FAPE.

2. After the district's decision to refuse a parent's/adult student's request to initiate or change the identification, assessment, placement, or provision of FAPE.

3. If the district refuses to convene an IEP team meeting at the request of a parent/adult

student.

~~3.~~4. If the district makes a change in the IEP after an IEP team meeting to correct a typographical error which results in a change in the services provided a student.

~~4.~~5. When the evaluation team determines that additional assessments are not required during a reevaluation to determine whether the student continues to meet eligibility criteria, the district shall provide written notice to the parent/adult student of the decision and the reasons for that decision. The parent/adult student must also be informed of his or her right to request assessments when necessary to determine continued eligibility.

~~5.~~6. If a parent files a due process hearing request, the district is required to give written notice specific to the issues raised in the due process hearing request within ten (10) days.

~~6.~~7. If the district has determined that the student is being removed for disciplinary purposes which constitutes a change of placement.

~~7.~~8. If the parent/adult student revokes consent for the continued provision of special education.

D. Written Notice is Not Required

The district is not required to provide written notice in the following situations:

1. when reviewing existing data as part of an evaluation or a reevaluation (however, the parent/adult student shall be afforded the opportunity to participate in the review of existing data);

2. when tests are administered to both general and special education students in a grade or class;

3. when teacher or related service provider observations, ongoing classroom evaluation, or criterion-referenced tests are used as assessments in determining the student's progress toward goals, objectives and benchmarks~~/objectives~~ on the IEP; or

4. if outside observation is in relation to teacher's general practices.

E. Content of Written Notice

The content of written notice is intended to provide the parent/adult student with enough information so that he or she is able to fully understand the district's proposed action or refused action and to make informed decisions, if necessary.

The written notice shall include the following:

1. a description of the action proposed or refused by the district;

2. an explanation of why the district proposes or refuses to take the action;

3. a description of any other options the IEP team considered and the reasons why those options were rejected;

4. a description of each procedure, assessment, record, or report that the district used as a basis for the proposed or refused action;

5. a description of any other factors relevant to the proposed or refused action;

6. a statement that the parent/adult student has special education rights and a description of how to obtain a copy of the *Procedural Safeguards Notice*; and

7. sources to contact in obtaining assistance in understanding the *Procedural Safeguards Notice*.

F. Objection to District Proposal

If a parent/adult student disagrees with an IEP program change or placement change that is proposed by the IEP team, he or she may file a written objection to all or part of the proposed change. The district will respond as follows:

1. If the objection is postmarked or hand delivered within ten (10) calendar days of the date the parent/adult student received the written notice, the changes to which the parent/adult student objects cannot be implemented for fifteen (15) calendar days or as extended through mutual agreement by the district and parent/adult student while the parties work to resolve the dispute.

2. If a proposed change is being implemented during the ten (10) day period and an objection is received, the implementation of that change shall cease.

3. If an objection is made after ten (10) calendar days, the district may continue to implement the change, but the parent/adult student retains the right to exercise other procedures under the IDEA.

The parties may resolve a disagreement using methods such as holding additional IEP team meetings~~,~~ or utilizing SDE Dispute Resolution processes, such as facilitation or mediation. If these attempts fail ~~, the district may request a due process hearing regarding the proposed change.~~or are refused, the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing request is filed to obtain a hearing officer's decision regarding the proposed IEP, unless it is an initial IEP A parent's/adult student's written objection to an IEP or placement change cannot be used to prevent the district from unilaterally placing the student in an IAES in accordance with the IDEA procedures for discipline of a student or to challenge an eligibility/identification determination.

Section 5. Confidentiality and Access to Records

The district shall collect, use, and maintain information about a student to make appropriate decisions concerning special education and the provision of FAPE. A student's special education case manager, usually the special education teacher, should organize all relevant records specific to district guidelines and the IDEA requirements.

The IDEA and FERPA contain provisions to protect the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records.

A. Definition

A "record" is defined as personally identifiable information directly related to the student and maintained by the district or a party acting for the district. A student record can be written or electronic.

1. The term "record" may include, but is not limited to, the following:

    a. identifying data (name, address, parents, siblings, Social Security number, list of personal characteristics making identification reasonably certain by a person in the school community);

    b. academic work completed (courses taken, transcript);

    c. level of achievement (grades, portfolios, performance assessments, scores on standardized achievement tests, etc.);

    d. attendance data;

    e. scores and protocols of standardized intelligence, aptitude, and psychological tests;

    f. records of teachers, counselors, medical personnel, and psychologists working directly with a student if disclosed to others;

    g. interest inventory results;

    h. observations and verified reports of serious or recurring behavior patterns;

    i. videotapes or audiotapes;

    j. health data including medical assessments;

    k. family background information;

l. transportation records;

m. student records maintained by agencies and individuals contracting with the district; and

n. email, text messages, or other written notes sent regarding the student or the student's family.

2. The term "record" does not include:

a. records of instructional, supervisory, ancillary, and administrative personnel that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;

b. records created by law enforcement units of schools and maintained separately for non-educational purposes; and

c. employment records about a student who is employed by a school or district. (Note: Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted);

d. records on a student who is eighteen (18) years of age or older, or is attending an institution of postsecondary education, that are:

1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;

2) made, maintained, or used only in connection with treatment of the student;

3) disclosed only to individuals providing the treatment (Note: "Treatment" does not include remediation educational activities or activities that a part of the program of instruction); and

e. grades on peer-graded papers before they are collected and recorded by a teacher.

B. Protection of Records

The district shall prevent unauthorized disclosure of personally identifiable information pertaining to students with disabilities. "Disclosure" is the release, transfer, or other communication of education records or of personally identifiable information contained in those records to any party, by any means, including oral, written, or electronic. Districts must

have a policy to protect personally identifiable information from security risk resulting from unsecured data transmittal or storage.

To ensure protection of records, the district shall do the following:

1. Obtain written and dated consent from the parent/adult student before disclosing personally identifiable information:

    a. to unauthorized individuals; or

    b. for any purpose except as authorized by law.

2. Designate and train a records manager to assure security of confidential records for students with disabilities.

3. Maintain a log of requests for access to education records if the request is not from a:

    a. a parent/adult student;

    b. a school employee with a legitimate educational interest;

    c. a party seeking designated directory information; or

    d. a party receiving the records as directed by a federal jury or other subpoena ordering no one to disclose the existence of the request to access records.

This log includes the name, agency affiliation, date, and purpose for accessing the records. A log documenting denials for records and partially fulfilled requests should also be maintained.

4. Maintain, for public inspection, a current listing of names and positions of employees who have access to personally identifiable information.

5. Establish procedures to ensure the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

6. Ensure that, if any education record includes information on more than one student, a parent/adult student will only be allowed to inspect, review, or be informed about the record of the student at issue.

7. Ensure that each person collecting or using personally identifiable information receives training or instruction regarding the policies and procedures governing confidentiality. All staff members, even those who do not have access to special education records, should be informed about what is considered appropriate and inappropriate access to and use of information within the records. The district may maintain a record of the training provided—including the name of the person or persons providing the training, dates of the training, those attending, and the subjects covered—for the purpose of

documenting that new staff members have been trained as soon as possible after they have been hired.

C. Access to Records

The district shall:

1. Annually notify the parents of all students, including students with disabilities currently in attendance, of their rights under FERPA. The notice shall include all of the following:

    a. procedures for exercising the right to inspect and review education records;

    b. procedures for requesting amendment of records; and

    c. a specification of criteria for determining who constitutes a school official or employee in the district and what constitutes a legitimate educational interest.

2. Permit a parent/adult student, or his or her representative, to inspect and review any record relating to educational matters that is collected, maintained, or used by the district. The district will presume that a custodial or non-custodial parent has the authority to inspect and review a record relating to his or her child unless there are legal documents limiting access to those records under state law. A minor student's address will be deleted from any record if requested in writing by a custodial parent to prohibit a non-custodial parent from learning the address simply by having access to the school records.

The district will make records available to a parent/adult student for review:

    a. without delay but no later than forty-five (45) days after the request;

    b. before any meeting regarding an IEP;

    c. before a resolution session; and

    d. not less than five (5) business days before any due process hearing.

The district should note that test protocols may be part of a student's educational record. Test publishers require districts to maintain the integrity and validity of tests. Parents or others authorized by the parent/adult student interested in a student's test results are allowed to view the student's responses to test items, but only if the information is shared in the presence of a person qualified to explain the results and meaning of the various items and data contained in the protocol.

3. Upon request, provide a parent/adult student with a list of the types of education records the school collects, maintains, or uses and where they are kept.

4. Respond to any reasonable request made by a parent/adult student for an explanation and interpretation of a record.

5. Provide a copy of education records if a parent/adult student would otherwise be unable to effectively exercise his or her right to inspect and review those records. An education record may include copyrighted test protocols which include personally identifiable information. A fee may be charged for the copies, but not to search for or retrieve information. The district shall publish a schedule of fees it intends to charge.

6. Always provide a parent/adult student a copy of the IEP and any documentation of identification and eligibility.

D. Disclosures Not Requiring Consent

Consent is generally required to disclose personally identifiable information to others. However, consent is not required when:

1. A school official or employee has a legitimate educational interest to access the records.

2. A representative of the Federal Comptroller General, the United States Department of Education, or the State Department of Education (SDE) accesses records necessary for an audit or evaluation of a federal program or for enforcement or compliance with federal regulations.

3. A student transfers to another school or school system in which the student intends to enroll unless a district has adopted a procedure requiring consent. However, the parent/adult student should be notified of the request for records at the last known address of the parent/adult student unless he or she initiated the request.

4. The health and safety of the student or other individuals is in jeopardy because of an emergency.

5. The disclosure concerns the juvenile justice system's ability to effectively serve the student or the ability to respond to court orders or subpoenas, as specified in state law. The district will make a reasonable effort to notify the parent of the court order in advance of compliance, unless the subpoena specifically states that it is not to be disclosed.

6. An organization conducts studies on behalf of education agencies or institutions under specified FERPA criteria.

7. The disclosure is in connection with an application for financial aid and is necessary to determine eligibility for the aid, the amount of the aid, conditions for the aid, or to enforce the terms and conditions of the aid ("financial aid" means a payment of funds to an individual that is conditioned on the individual's attendance at an education agency

or institution).

8. The district has designated information as "directory information" under the conditions in FERPA.

E. Destruction of Records

The district will maintain education records, including eligibility documentation and IEPs, for at least five (5) years after disenrollment from the district to demonstrate fiscal accountability and program compliance with the IDEA requirements. The district shall inform a parent/adult student when personally identifiable information collected, maintained, or used is to be destroyed because the information is no longer needed to provide educational services to the student.

Electronic copies will be treated as the original so long as those copies adequately capture any handwritten notes and signatures. Test Protocols and other assessment information shall be maintained during the period in which the report which utilizes such information is in effect.

Note: Medicaid-related records, specifically expenditure documentation, cost allocation process, all student records related to the Medicaid billing and service delivery (e.g., data sheets, IEPs, health care plans, physician recommendations for assessments and IEP services, evaluation recommendations, documented supervision of paraprofessionals), and revenue documentation, must be kept for a period of six (6) years.

The parent/adult student must be informed of the personally identifiable information that the district intends to destroy and that the information will be destroyed no earlier than forty-five (45) calendar days from the date of the notice. The parent/adult student must also be informed of the procedure to follow if he or she wishes to formally object to the destruction of the information and wants the records sent to him or her.

Written and electronic records of individual students are confidential. The district will ensure the complete destruction of the records which may include but is not limited to: shredding, permanently deleting, or burning, under supervision of the staff member responsible for the records if not released to the parent/adult student. The records manager should maintain a log that documents the date of destruction or release of records.

A permanent record of the student's name, address, phone number, grades, classes attended, immunization records, test scores, attendance record, grade level, and year completed may be maintained by the district without a time limitation. Any other personally identifiable information shall be destroyed at the request of the parent/adult former student. When informing the parent/adult student of his or her rights, the district should remind the parent/adult student that the records might be needed for Social Security benefits or other purposes in the future.

F. Request for Amendment of Records

A parent/adult student may request that the district amend the student's records if he or she believes that information collected, maintained, or used in the education record is inaccurate, misleading, or in violation of the privacy or other rights of the student. The district will use the following procedure:

1. The district, within a reasonable period of time—not to exceed forty-five (45) days of receipt of the request—must decide whether to amend the record. If the district refuses to amend the record, the parent/adult student must be informed of the refusal and be advised of the right to and procedure for requesting a district hearing under the district's FERPA policy. A district hearing is an informal hearing that does not have all the requirements of a due process hearing.

2. If a district hearing is requested and the district decides that the information is inaccurate, misleading, or in violation of the student's rights, the district shall amend the record and inform the parent/adult student in writing.

3. If a district hearing is requested and the district decides the information is accurate and does not violate the student's rights, the district shall inform the parent/adult student that he or she may place a statement in the record. This statement may comment on the information in the record or set forth the parent's/adult student's reasons for disagreeing with the district. Any statement placed with a record must accompany the record for as long as the district maintains the record. If the district discloses the record to any person, the district shall also disclose the statement.

G. District Hearings on Procedures for Records

Each district is required to have a FERPA policy which includes the rights to request a hearing challenging the accuracy of records.

H. Students' Rights

When special education rights transfer to a student under the IDEA and Idaho Code, the FERPA rights regarding education records also transfer to the student. The district shall inform the parent/adult student that both the IDEA and FERPA rights regarding education records transfer although FERPA gives the parent of a student who is claimed to be a dependent for IRS purposes the right to request access without the consent of the student.

Section 6. Independent Educational Evaluations

A. Definition

An independent educational evaluation (IEE) means one or more individual assessments, each

completed by a qualified examiner who is not employed by the district responsible for the education of the student in question.

B. Right to an IEE

1. A parent/adult student has the right to obtain an IEE at public expense if he or she disagrees with an evaluation obtained or conducted by the district. The parent/adult student is entitled to only one IEE at public expense for each district evaluation.

2. The parent/adult student has the right to an IEE at his or her own expense at any time, and the IEP team shall consider the results.

3. The parent/adult student is not automatically entitled to have additional assessments beyond those determined necessary by the district for an evaluation. However, if parent/adult student is interested in additional or different assessments and the district refuses to provide them and provides written notice of refusal. The parent/adult student may request a due process hearing.

4. A district may initiate a due process hearing, without undue delay, to determine if the evaluation it conducted is appropriate. If the final decision of a hearing officer, or a court of law's decision on an appeal, is that the evaluation conducted by the district was appropriate, the parent and/or adult student still has the right to an IEE but at his or her own expense.

5. A hearing officer may order an IEE at public expense if he or she determines that the evaluation conducted by the district was not appropriate.

C. Procedures for Requesting an IEE

If a parent/adult student requests an IEE at public expense, the district may ask why he or she disagrees with the evaluation obtained by the district, but the district cannot require an explanation. The district shall give the parent/adult student the criteria under which an IEE can be obtained. The district's IEE criteria shall include the following information:

1. the location for the evaluation;

2. the required qualifications of the examiner;

3. the eligibility requirements for the specific disability categories; and

4. reasonable cost containment criteria applicable to personnel for specified assessments to eliminate unreasonably excessive fees.

Except for the criteria listed above, the district may not impose other conditions or timelines if doing so would be inconsistent with the parent's/adult student's right to an IEE. Upon request, a list of qualified examiners who can conduct an IEE will be provided.

A parent/adult student may request an opportunity to demonstrate that unique circumstances justify an IEE that does not fall within the district's cost criteria. If an IEE that falls outside the district's cost criteria is justified, that IEE will be publicly funded.

D. District Responsibilities Following IEE Requests

1. If a parent/adult student requests an IEE at public expense, the district shall do one of the following without unnecessary delay:

    a. Provide the district's IEE criteria and information about where an IEE may be obtained.

    b. Request a due process hearing to show that the district's evaluation is appropriate. If the final hearing decision is that the district's evaluation is appropriate, the parent/adult student may pursue an IEE, but at his or her own expense.

2. If a parent/adult student asks the district to pay for an IEE that has already been obtained, the district shall pay for the IEE if it meets the criteria for publicly funded IEEs. If the district believes that its evaluation was appropriate, but agrees to pay for the IEE, the district should state this in writing within the same document in which it agrees to pay. The district can also request SDE mediation.

E. Consideration of the IEE Results

If a parent/adult student obtains an IEE and makes that evaluation available to the district, the results must be considered by the district in any decision made with respect to the provision of FAPE. The results may also be presented as evidence at a hearing regarding the student. This is true regardless of whether the IEE is at the expense of the parent/adult student or district.

The results of an IEE cannot be the sole determining factor for eligibility. The evaluation team has the responsibility to use existing evaluation data in addition to the IEE to determine whether a student has or continues to have a disability under the IDEA.

Part B Procedural Safeguards Notice

Revised: June 2016

Dear Parent,

This document provides you with the required notice of the procedural safeguards available under the Individuals with Disabilities Education Act (IDEA) and U.S. Department of Education regulations. The IDEA, the Federal law concerning the education of students with disabilities, requires schools to provide the parent(s) of a child with a disability a notice containing a full explanation of the procedural safeguards available. A copy of this notice must be given only one time per school year, except that a copy must also be given:

(1) Upon initial referral or your request for evaluation;
(2) Upon receipt of your first State complaint and upon receipt of your first due process complaint in a school year;
(3) When a decision is made to take a disciplinary action against your child that constitutes a change of placement; and
(4) Upon your request.

Please contact the school district for more information on these rights.

For further explanation you may also contact:
Idaho Special Education Dispute Resolution, State Dept. of Education
P.O. Box 83720
Boise, ID 83720-0027
Phone: (208) 332-6914 Toll-free: (800) 432-4601 V/TT: (800) 377-3529
Fax: (208) 334-2228
Web: www.sde.idaho.gov

For further assistance in matters relating to dispute resolution, you may contact:

DisAbility Rights Idaho
Boise Office
4477 Emerald Street,
Suite B-100
Boise, ID 83706-2066
Phone: (208) 336-5353
Toll-free: (800) 632-5125
Fax: (208) 336-5396
Web: disabilityrightsidaho.org

DisAbility Rights Idaho
Pocatello Office
1246 Yellowstone Ave
Suite A-3
Pocatello, ID 83201-4374
Phone: (208) 232-0922
Toll-free: (866) 309-1589
Fax: (208) 232-0938
Web: disabilityrightsidaho.org

Idaho Parents Unlimited, Inc. (IPUL)
4619 Emerald, Ste. E
Boise, ID 83702
Phone: (208) 342-5884
Toll-free: (800) 242-IPUL (4785)
V/TT: (208) 342-5884
Fax: (208) 342-1408
Web: ipulidaho.org

Idaho Legal Aid Services
1447 Tyrell Lane
Boise, ID 83706
Phone: (208) 336-8980
Fax: (208) 342-2561
Web idaholegalaid.org

Idaho State Bar Association
P.O. Box 895
Boise, ID 83701
Phone (208) 334-4500
Fax: (208) 334-4515
Web: isb.idaho.gov

Wrightslaw Idaho Yellow Pages for Kids
Web:
yellowpagesforkids.com/help/id.htm

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GENERAL INFORMATION

PRIOR WRITTEN NOTICE

34 CFR §300.503

Notice

Your school district must give you written notice (provide you certain information in writing), within a reasonable amount of time before it:

1. Proposes to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child; **or**

2. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to your child.

Content of notice

The written notice must:

1. Describe the action that your school district proposes or refuses to take;

2. Explain why your school district is proposing or refusing to take the action;

3. Describe each evaluation procedure, assessment, record, or report your school district used in deciding to propose or refuse the action;

4. Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA;

5. Tell you how you can obtain a description of the procedural safeguards if the action that your school district is proposing or refusing is not an initial referral for evaluation;

6. Include resources for you to contact for help in understanding Part B of IDEA;

7. Describe any other options that your child's individualized education program (IEP) Team considered and the reasons why those options were rejected; **and**

8. Provide a description of other reasons why your school district proposed or refused the action.

Notice in understandable language

The notice must be:

1. Written in language understandable to the general public; **and**

2. Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.

If your native language or other mode of communication is not a written language, your school district must ensure that:

1. The notice is translated for you orally or by other means in your native language or other mode of communication;

2. You understand the content of the notice; **and**

3. There is written evidence that the requirements in paragraphs 1 and 2 have been met.

NATIVE LANGUAGE

34 CFR §300.29

Native language, when used regarding an individual who has limited English proficiency, means the following:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
2. In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

ELECTRONIC MAIL

34 CFR §300.505

If your school district offers parents the choice of receiving documents by e-mail, you may choose to receive the following by e-mail:

1. Prior written notice;
2. Procedural safeguards notice; **and**
3. Notices related to a due process complaint.

PARENTAL CONSENT - DEFINITION

34 CFR §300.9

Consent

Consent means:

1. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which you are giving consent.
2. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
3. You understand that the consent is voluntary on your part and that you may withdraw your consent at any time.

If you wish to revoke (cancel) your consent after your child has begun receiving special education and related services, you must do so in writing. Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent but before you withdrew it. In addition, the school district is not required to amend (change) your child's education records to remove any references that your child received special education and related services after your withdrawal of consent.

PARENTAL CONSENT

34 CFR §300.300

Consent for initial evaluation

Your school district cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and obtaining your consent as described under the headings ***Prior Written Notice*** and ***Parental Consent.***

Your school district must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability.

Your consent for initial evaluation does not mean that you have also given your consent for the school district to start providing special education and related services to your child.

Your school district may not use your refusal to consent to one service or activity related to the initial evaluation as a basis for denying you or your child any other service, benefit, or activity, unless another Part B requirement requires the school district to do so.

If your child is enrolled in public school or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, your school district may, but is not required to,

seek to conduct an initial evaluation of your child by using the IDEA's mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. Your school district will not violate its obligations to locate, identify and evaluate your child if it does not pursue an evaluation of your child in these circumstances.

Special rules for initial evaluation of wards of the State

If a child is a ward of the State and is not living with his or her parent —

The school district does not need consent from the parent for an initial evaluation to determine if the child is a child with a disability if:

1. Despite reasonable efforts to do so, the school district cannot find the child's parent;
2. The rights of the parents have been terminated in accordance with State law; **or**
3. A judge has assigned the right to make educational decisions to an individual other than the parent and that individual has provided consent for an initial evaluation.

Ward of the State, as used in IDEA, means a child who, as determined by the State where the child lives, is:

1. A foster child;
2. Considered a ward of the State under State law; **or**
3. In the custody of a public child welfare agency.

There is one exception that you should know about. *Ward of the State* does not include a foster child who has a foster parent who meets the definition of a *parent* as used in IDEA.

Parental consent for services

Your school district must obtain your informed consent before providing special education and related services to your child for the first time.

The school district must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent or later revoke (cancel) your consent in writing, your school district may not use the procedural safeguards (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services (recommended by your child's IEP ~~Team~~team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent or later revoke (cancel) your consent in writing and the school district does not provide your child with the special education and related services for which it sought your consent, your school district:

1. Is not in violation of the requirement to make a free appropriate public education (FAPE) available to your child for its failure to provide those services to your child; **and**
2. Is not required to have an individualized education program (IEP) meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

If you revoke (cancel) your consent in writing at any point after your child is first provided special education and related services, then the school district may not continue to provide such services, but must provide you with prior written notice, as described under the heading ***Prior Written Notice***, before discontinuing those services.

Parent's Right to Object

Once you consent to the initial start of services, the school district is not required to obtain your consent to make changes to the IEP. However, if you do not want the school district to implement the changes to the IEP, you must submit your objections in writing. Your written objections must either be postmarked or hand-delivered to the school district within 10 days of receiving the written notice of the changes.

IDAPA 8.02.03.109.05a

Parental consent for reevaluations

Your school district must obtain your informed consent before it reevaluates your child, unless your school district can demonstrate that:

1. It took reasonable steps to obtain your consent for your child's reevaluation; **and**
2. You did not respond.

If you refuse to consent to your child's reevaluation, the school district may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your school district does not violate its obligations under Part B of IDEA if it declines to pursue the reevaluation in this manner.

Documentation of reasonable efforts to obtain parental consent

Your school must maintain documentation of reasonable efforts to obtain your consent for initial evaluations, to provide special education and related services for the first time, for a reevaluation, and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the school district's attempts in these areas, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; **and**

3. Detailed records of visits made to your home or place of employment and the results of those visits.

Other consent requirements

Your consent is not required before your school district may:

1. Review existing data as part of your child's evaluation or a reevaluation; **or**
2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from parents of all children.

The school district must develop and implement procedures to ensure that your refusal to consent to any of these other services and activities does not result in a failure to provide your child with a free appropriate public education (FAPE). Also, your school district may not use your refusal to consent to one of these services or activities as a basis for denying any other service, benefit, or activity, unless another Part B requirement requires the school district to do so.

If you have enrolled your child in a private school at your own expense or if you are home schooling your child, and you do not provide your consent for your child's initial evaluation or your child's reevaluation, or you fail to respond to a request to provide your consent, the school district may not use its dispute resolution procedures (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) and is not required to consider your child as eligible to receive equitable services (services made available to some parentally-placed private school children with disabilities).

INDEPENDENT EDUCATIONAL EVALUATIONS

34 CFR §300.502

General

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by your school district.

If you request an independent educational evaluation, the school district must provide you with information about where you may obtain an independent educational evaluation and about the school district's criteria that apply to independent educational evaluations.

Definitions

Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child.

Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you,

consistent with the provisions of Part B of IDEA, which allow each State to use whatever State, local, Federal, and private sources of support are available in the State to meet the requirements of Part B of the Act.

Right to evaluation at public expense

You have the right to an independent educational evaluation of your child at public expense if you disagree with an evaluation of your child obtained by your school district, subject to the following conditions:

1. If you request an independent educational evaluation of your child at public expense, your school district must, without unnecessary delay, either: (a) File a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) Provide an independent educational evaluation at public expense, unless the school district demonstrates in a hearing that the evaluation of your child that you obtained did not meet the school district's criteria.
2. If your school district requests a hearing and the final decision is that your school district's evaluation of your child is appropriate, you still have the right to an independent educational evaluation, but not at public expense.
3. If you request an independent educational evaluation of your child, the school district may ask why you object to the evaluation of your child obtained by your school district. However, your school district may not require an explanation and may not unreasonably delay either providing the independent educational evaluation of your child at public expense or filing a due process complaint to request a due process hearing to defend the school district's evaluation of your child.

You are entitled to only one independent educational evaluation of your child at public expense each time your school district conducts an evaluation of your child with which you disagree.

Parent-initiated evaluations

If you obtain an independent educational evaluation of your child at public expense or you share with the school district an evaluation of your child that you obtained at private expense:

1. Your school district must consider the results of the evaluation of your child, if it meets the school district's criteria for independent educational evaluations, in any decision made with respect to the provision of a free appropriate public education (FAPE) to your child; **and**
2. You or your school district may present the evaluation as evidence at a due process hearing regarding your child.

Requests for evaluations by hearing officers

If a hearing officer requests an independent educational evaluation of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

School district criteria

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an independent educational evaluation).

Except for the criteria described above, a school district may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

CONFIDENTIALITY OF INFORMATION

34 CFR §300.611

As used under the heading Confidentiality of Information:

Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Education records means the type of records covered under the definition of ‘‘education records’’ in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

Participating agency means any school district, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of IDEA.

PERSONALLY IDENTIFIABLE

34 CFR §300.32

Personally identifiable means information that includes:

(a) Your child's name, your name as the parent, or the name of another family member;

(b) Your child's address;

(c) A personal identifier, such as your child’s social security number or student number; **or**

(d) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

NOTICE TO PARENTS

34 CFR §300.612

The State Educational Agency must give notice that is adequate to fully inform parents about confidentiality of personally identifiable information, including:

1. A description of the extent to which the notice is given in the native languages of

the various population groups in the State;

2. A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the State intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
3. A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; **and**
4. A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations in 34 CFR Part 99.

Before any major activity to identify, locate, or evaluate children in need of special education and related services (also known as "child find"), the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the State of these activities.

ACCESS RIGHTS

34 CFR §300.613

The participating agency must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by your school district under Part B of IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an individualized education program (IEP), or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

Your right to inspect and review education records includes:

1. Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
2. Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
3. Your right to have your representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

RECORD OF ACCESS

34 CFR §300.614

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

RECORDS ON MORE THAN ONE CHILD

34 CFR §300.615

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

LIST OF TYPES AND LOCATIONS OF INFORMATION

34 CFR §300.616

On request, each participating agency must provide you with a list of the types and locations of education records collected, maintained, or used by the agency.

FEES

34 CFR §300.617

Each participating agency may charge a fee for copies of records that are made for you under Part B of IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records.

A participating agency may not charge a fee to search for or to retrieve information under Part B of IDEA.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

34 CFR §300.618

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the participating agency that maintains the information to change the information.

The participating agency must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.

If the participating agency refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of your right to a hearing as described under the heading ***Opportunity For a Hearing***.

OPPORTUNITY FOR A HEARING

34 CFR §300.619

The participating agency must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

HEARING PROCEDURES

34 CFR §300.621

A hearing to challenge information in education records must be conducted according to the procedures for such hearings under the Family Educational Rights and Privacy Act (FERPA).

RESULT OF HEARING

34 CFR §300.620

If, as a result of the hearing, the participating agency decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of your child, it must change the information accordingly and inform you in writing.

If, as a result of the hearing, the participating agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. Be maintained by the participating agency as part of the records of your child as long as the record or contested portion is maintained by the participating agency; **and**
2. If the participating agency discloses the records of your child or the challenged information to any party, the explanation must also be disclosed to that party.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

34 CFR §300.622

Unless the information is contained in education records, and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act (FERPA), your consent must be obtained before personally identifiable information

is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to go to, a private school that is not located in the same school district you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

SAFEGUARDS

34 CFR §300.623

Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of IDEA and the Family Educational Rights and Privacy Act (FERPA).

Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

34 CFR §300.624

Your school district must inform you when personally identifiable information collected, maintained, or used under Part B of IDEA is no longer needed to provide educational services to your child.

The information must be destroyed at your request. However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

STATE COMPLAINT PROCEDURES

DIFFERENCES BETWEEN THE PROCEDURES FOR DUE PROCESS COMPLAINTS AND HEARINGS AND FOR STATE COMPLAINTS

The regulations for Part B of IDEA set forth separate procedures for State complaints and for due process complaints and hearings. As explained below, any individual or organization may file a State complaint alleging a violation of any Part B requirement by a school district, the State Educational Agency, or any other public agency. Only you or a school district may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education (FAPE) to the child. While staff of the State Educational Agency generally must resolve a State complaint within a 60-calendar-day timeline, unless the timeline is properly extended, an impartial hearing officer must hear a due process complaint (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45-calendar-days after the end of the resolution period, as described in this document under the heading Resolution Process, unless the hearing officer grants a specific extension of the timeline at your request or the school district's request. The State complaint and due process complaint, resolution and hearing procedures are described more fully below. The State Educational Agency must develop model forms to help you file a due process complaint and help you or other parties to file a State complaint as described under the heading ***Model Forms***.

ADOPTION OF STATE COMPLAINT PROCEDURES

34 CFR §300.151

General

Each State Educational Agency must have written procedures for:

1. Resolving any complaint, including a complaint filed by an organization or individual from another State;
2. The filing of a complaint with the State Educational Agency;
3. Widely disseminating the State complaint procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities.

Remedies for denial of appropriate services

In resolving a State complaint in which the State Educational Agency has found a failure to provide appropriate services, the State Educational Agency must address:

The failure to provide appropriate services, including corrective action appropriate to address the needs of the child (such as compensatory services or monetary reimbursement); **and**

Appropriate future provision of services for all children with disabilities.

MINIMUM STATE COMPLAINT PROCEDURES

34 CFR §300.152

Time limit; minimum procedures

Each State Educational Agency must include in its State complaint procedures a time limit of 60 calendar days after a complaint is filed to:

1. Carry out an independent on-site investigation, if the State Educational Agency determines that an investigation is necessary;
2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;

   Provide the school district or other public agency with the opportunity to respond to the complaint, including, at a minimum: (a) at the option of the agency, a proposal to resolve the complaint; **and** (b) an opportunity for a parent who has filed a complaint and the agency to agree voluntarily to engage in mediation;
4. Review all relevant information and make an independent determination as to whether the school district or other public agency is violating a requirement of Part B of IDEA; **and**
5. Issue a written decision to the complainant that addresses each allegation in the complaint and contains: (a) findings of fact and conclusions; **and** (b) the reasons for the State Educational Agency's final decision.

Time extension; final decision; implementation

The State Educational Agency's procedures described above also must:

1. Permit an extension of the 60 calendar-day time limit only if: (a) exceptional circumstances exist with respect to a particular State complaint; **or** (b) you and the school district or other public agency involved voluntarily agree to extend the time to resolve the matter through mediation or alternative means of dispute resolution, if available in the State.
2. Include procedures for effective implementation of the State Educational Agency's final decision, if needed, including: (a) technical assistance activities; (b) negotiations; **and** (c) corrective actions to achieve compliance.

State complaints and due process hearings

If a written State complaint is received that is also the subject of a due process hearing as described under the heading ***Filing a Due Process Complaint***, or the State

complaint contains multiple issues of which one or more are part of such a hearing, the State must set aside any part of the State complaint that is being addressed in the due process hearing until the hearing is over. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and procedures described above.

If an issue raised in a State complaint has previously been decided in a due process hearing involving the same parties (for example, you and the school district), then the due process hearing decision is binding on that issue and the State Educational Agency must inform the complainant that the decision is binding.

A complaint alleging a school district's or other public agency's failure to implement a due process hearing decision must be resolved by the State Educational Agency.

FILING A STATE COMPLAINT

34 CFR §300.153

An organization or individual may file a signed written State complaint under the procedures described above.

The State complaint must include:

A statement that a school district or other public agency has violated a requirement of Part B of IDEA or its implementing regulations in 34 CFR Part 300;

The facts on which the statement is based;

The signature and contact information for the party filing the complaint; and

If alleging violations regarding a specific child:

(a) The name of the child and address of the residence of the child;

(b) The name of the school the child is attending;

(c) In the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending;

(d) A description of the nature of the problem of the child, including facts relating to the problem; **and**

(e) A proposed resolution of the problem to the extent known and available to the party filing the complaint at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received as described under the heading ***Adoption of State Complaint Procedures.***

The party filing the State complaint must forward a copy of the complaint to the school district or other public agency serving the child at the same time the party files the complaint with the State Educational Agency.

DUE PROCESS COMPLAINT PROCEDURES

FILING A DUE PROCESS COMPLAINT

34 CFR §300.507

General

You or the school district may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child.

The due process complaint must allege a violation that happened not more than two years before you or the school district knew or should have known about the alleged action that forms the basis of the due process complaint.

The above timeline does not apply to you if you could not file a due process complaint within the timeline because:

1. The school district specifically misrepresented that it had resolved the issues identified in the complaint; **or**
2. The school district withheld information from you that it was required to provide you under Part B of IDEA.

Information for parents

The school district must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, **or** if you or the school district file a due process complaint.

DUE PROCESS COMPLAINT

34 CFR §300.508

General

In order to request a hearing, you or the school district (or your attorney or the school district's attorney) must submit a due process complaint to the other party. That complaint must contain all of the content listed below and must be kept confidential.

Whoever files the complaint must also provide the State Educational Agency with a copy of the complaint.

Content of the complaint

The due process complaint must include:

1. The name of the child;

2. The address of the child's residence;
3. The name of the child's school;
4. If the child is a homeless child or youth, the child's contact information and the name of the child's school;
5. A description of the nature of the problem of the child relating to the proposed or refused action, including facts relating to the problem; **and**
6. A proposed resolution of the problem to the extent known and available to the complaining party (you or the school district) at the time.

Notice required before a hearing on a due process complaint

You or the school district may not have a due process hearing until you or the school district (or your attorney or the school district's attorney) files a due process complaint that includes the information listed above.

Sufficiency of complaint

In order for a due process complaint to go forward, it must be considered sufficient. The due process complaint will be considered sufficient (to have met the content requirements above) unless the party receiving the due process complaint (you or the school district) notifies the hearing officer and the other party in writing, within 15 calendar days of receiving the complaint, that the receiving party believes that the due process complaint does not meet the requirements listed above.

Within five calendar days of receiving the notification that the receiving party (you or the school district) considers a due process complaint insufficient, the hearing officer must decide if the due process complaint meets the requirements listed above, and notify you and the school district in writing immediately.

Complaint amendment

You or the school district may make changes to the complaint only if:

1. The other party approves of the changes in writing and is given the chance to resolve the due process complaint through a resolution meeting, described under the heading ***Resolution Process***; **or**
2. By no later than five days before the due process hearing begins, the hearing officer grants permission for the changes.

If the complaining party (you or the school district) makes changes to the due process complaint, the timelines for the resolution meeting (within 15 calendar days of receiving the complaint) and the time period for resolution (within 30 calendar days of receiving the complaint) start again on the date the amended complaint is filed.

Local educational agency (LEA) or school district response to a due process complaint

If the school district has not sent a prior written notice to you, as described under the heading ***Prior Written Notice***, regarding the subject matter contained in your due

process complaint, the school district must, within 10 calendar days of receiving the due process complaint, send to you a response that includes:

1. An explanation of why the school district proposed or refused to take the action raised in the due process complaint;
2. A description of other options that your child's individualized education program (IEP) Team considered and the reasons why those options were rejected;
3. A description of each evaluation procedure, assessment, record, or report the school district used as the basis for the proposed or refused action; **and**
4. A description of the other factors that are relevant to the school district's proposed or refused action.

Providing the information in items 1-4 above does not prevent the school district from asserting that your due process complaint was insufficient.

Other party response to a due process complaint

Except as stated under the sub-heading immediately above, ***Local educational agency (LEA) or school district response to a due process complaint***, the party receiving a due process complaint must, within 10 calendar days of receiving the complaint, send the other party a response that specifically addresses the issues in the complaint.

MODEL FORMS

34 CFR §300.509

The State Educational Agency must develop model forms to help you to file a due process complaint and to help you and other parties to file a State complaint. However, your State or the school district may not require the use of these model forms. In fact, you can use the model form or another appropriate form, so long as it contains the required information for filing a due process complaint or a State complaint.

MEDIATION

34 CFR §300.506

General

The school district must develop procedures that make mediation available to allow you and the school district to resolve disagreements involving any matter under Part B of IDEA, including matters arising prior to the filing of a due process complaint. Thus, mediation is available to resolve disputes under Part B of IDEA, whether or not you have filed a due process complaint to request a due process hearing as described under the heading ***Filing a Due Process Complaint***.

Requirements

The procedures must ensure that the mediation process:

1. Is voluntary on your part and the school district's part;
2. Is not used to deny or delay your right to a due process hearing, or to deny any other rights provided under Part B of IDEA; **and**
3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

The school district may develop procedures that offer parents and schools that choose not to use the mediation process, an opportunity to meet, at a time and location convenient to you, with a disinterested party:

1. Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center or community parent resource center in the State; **and**
2. Who would explain the benefits of, and encourage the use of, the mediation process to you.

The State must keep a list of people who are qualified mediators and know the laws and regulations relating to the provision of special education and related services. The State Educational Agency must select mediators on a random, rotational, or other impartial basis.

The State is responsible for the costs of the mediation process, including the costs of meetings.

Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the school district.

If you and the school district resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and:

1. States that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding (court case); **and**
2. Is signed by both you and a representative of the school district who has the authority to bind the school district.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States.

Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any Federal court or State court of a State receiving assistance under Part B of IDEA.

Impartiality of mediator

The mediator:

1. May not be an employee of the State Educational Agency or the school district that is involved in the education or care of your child; **and**

2. Must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a school district or State agency solely because he or she is paid by the agency or school district to serve as a mediator.

RESOLUTION PROCESS

34 CFR §300.510

Resolution meeting

Within 15 calendar days of receiving notice of your due process complaint, and before the due process hearing begins, the school district must convene a meeting with you and the relevant member or members of the individualized education program (IEP) Team who have specific knowledge of the facts identified in your due process complaint. The meeting:

1. Must include a representative of the school district who has decision-making authority on behalf of the school district; **and**
2. May not include an attorney of the school district unless you are accompanied by an attorney.

You and the school district determine the relevant members of the IEP Team to attend the meeting.

The purpose of the meeting is for you to discuss your due process complaint, and the facts that form the basis of the complaint, so that the school district has the opportunity to resolve the dispute.

The resolution meeting is not necessary if:

1. You and the school district agree in writing to waive the meeting; or
2. You and the school district agree to use the mediation process, as described under the heading *Mediation*.

Resolution period

If the school district has not resolved the due process complaint to your satisfaction within 30 calendar days of the receipt of the due process complaint (during the time period for the resolution process), the due process hearing may occur.

The 45-calendar-day timeline for issuing a final due process hearing decision, as described under the heading, ***Hearing Decisions***, begins at the expiration of the 30-calendar-day resolution period, with certain exceptions for adjustments made to the 30-calendar-day resolution period, as described below.

Except where you and the school district have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting

is held.

If after making reasonable efforts and documenting such efforts, the school district is not able to obtain your participation in the resolution meeting, the school district may, at the end of the 30-calendar-day resolution period, request that a hearing officer dismiss your due process complaint. Documentation of such efforts must include a record of the school district's attempts to arrange a mutually agreed upon time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; and
3. Detailed records of visits made to your home or place of employment and the results of those visits.

If the school district fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process complaint **or** fails to participate in the resolution meeting, you may ask a hearing officer to begin the 45-calendar-day due process hearing timeline.

Adjustments to the 30-calendar-day resolution period

If you and the school district agree in writing to waive the resolution meeting, then the 45-calendar-day timeline for the due process hearing starts the next day.

After the start of mediation or the resolution meeting and before the end of the 30-calendar-day resolution period, if you and the school district agree in writing that no agreement is possible, then the 45-calendar-day timeline for the due process hearing starts the next day.

If you and the school district agree to use the mediation process but have not yet reached agreement, at the end of the 30-calendar-day resolution period the mediation process may be continued until an agreement is reached if both parties agree to the continuation in writing. However, if either you or the school district withdraws from the mediation process during this continuation period, then the 45-calendar-day timeline for the due process hearing starts the next day.

Written settlement agreement

If a resolution to the dispute is reached at the resolution meeting, you and the school district must enter into a legally binding agreement that is:

1. Signed by you and a representative of the school district who has the authority to bind the school district; and
2. Enforceable in any State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States or by the State Educational Agency, if your State has another mechanism or procedures that permit parties to seek enforcement of resolution agreements.

Agreement review period

If you and the school district enter into an agreement as a result of a resolution meeting,

either party (you or the school district) may void the agreement within 3 business days of the time that both you and the school district signed the agreement.

HEARINGS ON DUE PROCESS COMPLAINTS

IMPARTIAL DUE PROCESS HEARING

34 CFR §300.511

General

Whenever a due process complaint is filed, you or the school district involved in the dispute must have an opportunity for an impartial due process hearing, as described in the ***Due Process Complaint*** and ***Resolution Process*** sections.

Impartial hearing officer

At a minimum, a hearing officer:

1. Must not be an employee of the State Educational Agency or the school district that is involved in the education or care of the child. However, a person is not an employee of the agency solely because he or she is paid by the agency to serve as a hearing officer;
2. Must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
3. Must be knowledgeable and understand the provisions of IDEA, Federal and State regulations pertaining to IDEA, and legal interpretations of IDEA by Federal and State courts; **and**
4. Must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

Each school district must keep a list of those persons who serve as hearing officers that includes a statement of the qualifications of each hearing officer.

Subject matter of due process hearing

The party (you or the school district) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process complaint, unless the other party agrees.

Timeline for requesting a hearing

You or the school district must request an impartial hearing on a due process complaint within two years of the date you or the school district knew or should have known about the issue addressed in the complaint.

Exceptions to the timeline

The above timeline does not apply to you if you could not file a due process complaint

because:

1. The school district specifically misrepresented that it had resolved the problem or issue that you are raising in your complaint; **or**
2. The school district withheld information from you that it was required to provide to you under Part B of IDEA.

HEARING RIGHTS

34 CFR §300.512

General

You have the right to represent yourself at a due process hearing (including a hearing relating to disciplinary procedures) or an appeal with a hearing to receive additional evidence, as described under the subheading, ***Appeal of decisions; impartial review***. In addition, any party to a hearing has the right to:

1. Be accompanied and advised by an attorney and/or persons with special knowledge or training regarding the problems of children with disabilities;
2. Be represented at the hearing by an attorney;
3. Present evidence and confront, cross-examine, and require the attendance of witnesses;
4. Prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least five business days before the hearing;
5. Obtain a written, or, at your option, electronic, word-for-word record of the hearing; **and**
6. Obtain written, or, at your option, electronic findings of fact and decisions.

Additional disclosure of information

At least five business days prior to a due process hearing, you and the school district must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that you or the school district intend to use at the hearing.

A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Parental rights at hearings

You must be given the right to:

1. Have your child present at the hearing;
2. Open the hearing to the public; **and**
3. Have the record of the hearing, the findings of fact and decisions provided to you

at no cost.

HEARING DECISIONS

34 CFR §300.513

Decision of the hearing officer

A hearing officer's decision on whether your child received a free appropriate public education (FAPE) must be based on evidence and arguments that directly relate to FAPE.

In matters alleging a procedural violation (such as "an incomplete IEP Team"), a hearing officer may find that your child did not receive FAPE only if the procedural violations:

1. Interfered with your child's right to a free appropriate public education (FAPE);
2. Significantly interfered with your opportunity to participate in the decision-making process regarding the provision of a free appropriate public education (FAPE) to your child; **or**
3. Caused your child to be deprived of an educational benefit.

None of the provisions described above can be interpreted to prevent a hearing officer from ordering a school district to comply with the requirements in the procedural safeguards section of the Federal regulations under Part B of IDEA (34 CFR §§300.500 through 300.536).

Separate request for a due process hearing

Nothing in the procedural safeguards section of the Federal regulations under Part B of IDEA (34 CFR §§300.500 through 300.536) can be interpreted to prevent you from filing a separate due process complaint on an issue separate from a due process complaint already filed.

Findings and decision provided to the advisory panel and general public

The State Educational Agency or the school district, (whichever was responsible for your hearing) after deleting any personally identifiable information, must:

1. Provide the findings and decisions in the due process hearing or appeal to the State special education advisory panel; **and**
2. Make those findings and decisions available to the public.

APPEALS

FINALITY OF DECISION; APPEAL; IMPARTIAL REVIEW

34 CFR §300.514

Finality of hearing decision

A decision made in a due process hearing (including a hearing relating to disciplinary procedures) is final, except that any party involved in the hearing (you or the school district) may appeal the decision by bringing a civil action, as described under the heading ***Civil Actions, Including the Time Period in Which to File Those Actions***.

TIMELINES AND CONVENIENCE OF HEARINGS AND REVIEWS

34 CFR §300.515

The State Educational Agency must ensure that not later than 45 calendar days after the expiration of the 30-calendar-day period for resolution meetings **or**, as described under the sub-heading ***Adjustments to the 30-calendar-day resolution period,*** not later than 45 calendar days after the expiration of the adjusted time period:

1. A final decision is reached in the hearing; **and**
2. A copy of the decision is mailed to each of the parties.

A hearing officer may grant specific extensions of time beyond the 45-calendar-day time period described above at the request of either party (you or the school district).

Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.

CIVIL ACTIONS, INCLUDING THE TIME PERIOD IN WHICH TO FILE THOSE ACTIONS

34 CFR §300.516

General

Any party (you or the school district) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in a State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States without regard to the amount in dispute.

Time limitation

The party (you or the school district) bringing the action shall have 42 calendar days from the date of the decision of the hearing officer to file a civil action.

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Additional procedures

In any civil action, the court:

1. Receives the records of the administrative proceedings;
2. Hears additional evidence at your request or at the school district's request; **and**
3. Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.

Under appropriate circumstances, judicial relief may include reimbursement of private school tuition and compensatory education services.

Jurisdiction of district courts

The district courts of the United States have authority to rule on actions brought under Part B of IDEA without regard to the amount in dispute.

Rule of construction

Nothing in Part B of IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under Part B of IDEA, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of IDEA. This means that you may have remedies available under other laws that overlap with those available under IDEA, but in general, to obtain relief under those other laws, you must first use the available administrative remedies under IDEA (i.e., the due process complaint; resolution process, including the resolution meeting; and impartial due process hearing procedures) before going directly into court.

THE CHILD'S PLACEMENT WHILE THE DUE PROCESS COMPLAINT AND HEARING ARE PENDING

34 CFR §300.518

Except as provided below under the heading ***PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES,*** once a due process complaint is sent to the other party, during the resolution process time period, and while waiting for the decision of any impartial due process hearing or court proceeding, unless you and the State or school district agree otherwise, your child must remain in his or her current educational placement.

If the due process complaint involves an application for initial admission to public school, your child, with your consent, must be placed in the regular public school program until the completion of all such proceedings.

If the due process complaint involves an application for initial services under Part B of IDEA for a child who is transitioning from being served under Part C of IDEA to Part B of IDEA and who is no longer eligible for Part C services because the child has turned three, the school district is not required to provide the Part C services that the child has

been receiving. If the child is found eligible under Part B of IDEA and you consent for your child to receive special education and related services for the first time, then, pending the outcome of the proceedings, the school district must provide those special education and related services that are not in dispute (those which you and the school district both agree upon).

If a hearing officer in a due process hearing conducted by the State Educational Agency agrees with you that a change of placement is appropriate, that placement must be treated as your child's current educational placement where your child will remain while waiting for the decision of any impartial due process hearing or court proceeding.

ATTORNEYS' FEES

34 CFR §300.517

General

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you, if you prevail (win).

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or school district, to be paid by your attorney, if the attorney: (a) filed a complaint or court case that the court finds is frivolous, unreasonable, or without foundation; **or** (b) continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; **or**

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or school district, to be paid by you or your attorney, if your request for a due process hearing or later court case was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to unnecessarily increase the cost of the action or proceeding (hearing).

Award of fees

A court awards reasonable attorneys' fees as follows:

1. Fees must be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.
2. Attorneys' fees may not be awarded and related costs may not be reimbursed in any action or proceeding under Part B of IDEA for services performed after a written offer of settlement is made to you if:
    a. The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of a due process hearing or State-level review, at any time more than 10 calendar days before the proceeding begins;

b. The offer is not accepted within 10 calendar days; **and**

c. The court or administrative hearing officer finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.

Despite these restrictions, an award of attorneys' fees and related costs may be made to you if you prevail and you were substantially justified in rejecting the settlement offer.

1. Fees may not be awarded relating to any meeting of the individualized education program (IEP) Team unless the meeting is held as a result of an administrative proceeding or court action.

Fees also may not be awarded for a mediation as described under the heading ***Mediation***.

A resolution meeting, as described under the heading ***Resolution Process***, is not considered a meeting convened as a result of an administrative hearing or court action, and also is not considered an administrative hearing or court action for purposes of these attorneys' fees provisions.

The court reduces, as appropriate, the amount of the attorneys' fees awarded under Part B of IDEA, if the court finds that:

1. You, or your attorney, during the course of the action or proceeding, unreasonably delayed the final resolution of the dispute;
2. The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably similar skill, reputation, and experience;
3. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; **or**
4. The attorney representing you did not provide to the school district the appropriate information in the due process request notice as described under the heading ***Due Process Complaint***.

However, the court may not reduce fees if the court finds that the State or school district unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of Part B of IDEA.

PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES

AUTHORITY OF SCHOOL PERSONNEL

34 CFR §300.530

Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change of placement, made in accordance with the

following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 school days** in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 school days** in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see the heading ***Change of Placement Because of Disciplinary Removals*** for the definition).

Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, the school district must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading ***Services***.

Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see the subheading ***Manifestation determination***) and the disciplinary change of placement would exceed **10 school days** in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under ***Services***. The child's IEP Team determines the interim alternative educational setting for such services.

Services

The school district does not provide services to a child with a disability or a child without a disability who has been removed from his or her current placement for **10 school days or less** in that school year.

A child with a disability who is removed from the child's current placement for **more than 10 school days** and the behavior is not a manifestation of the child's disability (see subheading, ***Manifestation determination***) or who is removed under special circumstances (see the subheading, ***Special circumstances***) must:

1. Continue to receive educational services (have available a free appropriate public education), so as to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational setting), and to progress toward meeting the goals set out in the child's IEP; **and**
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **10 school days** in that same school year, and **if** the current removal is for **10 school days** in a row or less **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see the heading, ***Change of Placement Because of Disciplinary Removals***), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational setting), and to progress toward meeting the goals set out in the child's IEP.

Manifestation determination

Within **10 school days** of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for **10 school days** in a row or less and not a change of placement), the school district, you, and other relevant members of the IEP Team (as determined by you and the school district) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by you to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
2. If the conduct in question was the direct result of the school district's failure to implement the child's IEP.

If the school district, you, and other relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If the school district, you, and other relevant members of the child's IEP Team determine that the conduct in question was the direct result of the school district's failure to implement the IEP, the school district must take immediate action to remedy those deficiencies.

Determination that behavior was a manifestation of the child's disability

If the school district, you, and other relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

1. Conduct a functional behavioral assessment, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**
2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading ***Special circumstances***, the school district must return your child to the placement from which your child was removed, unless you and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

Special circumstances

Whether or not the behavior was a manifestation of your child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for not more than 45 school days, if your child:

1. Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district;
2. Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance, (see the definition below), while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district; **or**
3. Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district.

Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury has the meaning given the term ''serious bodily injury'' under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

Weapon has the meaning given the term ''dangerous weapon'' under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

Notification

On the date it makes the decision to make a removal that is a change of placement of your child because of a violation of a code of student conduct, the school district must notify you of that decision, and provide you with a procedural safeguards notice.

CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS

34 CFR §300.536

A removal of your child with a disability from your child's current educational placement is a **change of placement** if:

1. The removal is for more than 10 school days in a row; **or**
2. Your child has been subjected to a series of removals that constitute a pattern because:
   a. The series of removals total more than 10 school days in a school year;
   b. Your child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
   c. Of such additional factors as the length of each removal, the total amount of time your child has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district and, if challenged, is subject to review through due process and judicial proceedings.

DETERMINATION OF SETTING

34 CFR §300.531

The individualized education program (IEP) Team determines the interim alternative educational setting for removals that are **changes of placement**, and removals under the subheadings ***Additional authority*** and ***Special circumstances***.

APPEAL

34 CFR §300.532

General

You may file a due process complaint (see the heading ***Due Process Complaint Procedures***) to request a due process hearing if you disagree with:

1. Any decision regarding placement made under these discipline provisions; **or**
2. The manifestation determination described above.

The school district may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

Authority of hearing officer

A hearing officer that meets the requirements described under the subheading ***Impartial hearing officer*** must conduct the due process hearing and make a decision. The hearing officer may:

1. Return your child with a disability to the placement from which your child was

removed if the hearing officer determines that the removal was a violation of the requirements described under the heading ***Authority of School Personnel***, or that your child's behavior was a manifestation of your child's disability; **or**

2. Order a change of placement of your child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

These hearing procedures may be repeated, if the school district believes that returning your child to the original placement is substantially likely to result in injury to your child or to others.

Whenever you or a school district files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings ***Due Process Complaint Procedures, Hearings on Due Process Complaints***, except as follows:

1. The State Educational Agency or school district must arrange for an expedited due process hearing, which must occur within **20** school days of the date the hearing is requested and must result in a determination within **10** school days after the hearing.
2. Unless you and the school district agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within **seven** calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **15** calendar days of receipt of the due process complaint.
3. A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

You or the school district may appeal the decision in an expedited due process hearing in the same way as for decisions in other due process hearings (see the heading ***Appeal***).

PLACEMENT DURING APPEALS

34 CFR §300.533

When, as described above, you or the school district file a due process complaint related to disciplinary matters, your child must (unless you and the State Educational Agency or school district agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading ***Authority of School Personnel***, whichever occurs first.

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

34 CFR §300.534

General

If your child has not been determined eligible for special education and related services and violates a code of student conduct, but the school district had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that your child was a child with a disability, then your child may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters

A school district will be deemed to have knowledge that your child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. You expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or to your child's teacher that your child is in need of special education and related services;
2. You requested an evaluation related to eligibility for special education and related services under Part B of IDEA; **or**
3. Your child's teacher or other school district personnel expressed specific concerns about a pattern of behavior demonstrated by your child directly to the school district's director of special education or to other supervisory personnel of the school district.

Exception

A school district would not be deemed to have such knowledge if:

1. You have not allowed an evaluation of your child or have refused special education services; **or**
2. Your child has been evaluated and determined to not be a child with a disability under Part B of IDEA.

Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against your child, a school district does not have knowledge that your child is a child with a disability, as described above under the sub-headings ***Basis of knowledge for disciplinary matters*** and ***Exception***, your child may be subjected to the disciplinary measures that are applied to children without disabilities who engage in comparable behaviors.

However, if a request is made for an evaluation of your child during the time period in which your child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, your child remains in the educational placement

determined by school authorities, which can include suspension or expulsion without educational services.

If your child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the school district, and information provided by you, the school district must provide special education and related services in accordance with Part B of IDEA, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

34 CFR §300.535

Part B of IDEA does not:

1. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; **or**
2. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Transmittal of records

If a school district reports a crime committed by a child with a disability, the school district:

1. Must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; **and**
2. May transmit copies of the child's special education and disciplinary records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF CHILDREN IN PRIVATE SCHOOLS AT PUBLIC EXPENSE

GENERAL

34 CFR §300.148

Part B of IDEA does not require a school district to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the school district made a free appropriate public education (FAPE) available to your child and you choose to place the child in a private school or facility. However, the school district where the private school is located must include

your child in the population whose needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school under 34 CFR §§300.131 through 300.144.

Reimbursement for private school placement

If your child previously received special education and related services under the authority of a school district, and you choose to enroll your child in a private preschool, elementary school, or secondary school without the consent of or referral by the school district, a court or a hearing officer may require the agency to reimburse you for the cost of that enrollment if the court or hearing officer finds that the agency had not made a free appropriate public education (FAPE) available to your child in a timely manner prior to that enrollment and that the private placement is appropriate. A hearing officer or court may find your placement to be appropriate, even if the placement does not meet the State standards that apply to education provided by the State Educational Agency and school districts.

Limitation on reimbursement

The cost of reimbursement described in the paragraph above may be reduced or denied:

1. If: (a) At the most recent individualized education program (IEP) meeting that you attended prior to your removal of your child from the public school, you did not inform the IEP Team that you were rejecting the placement proposed by the school district to provide FAPE to your child, including stating your concerns and your intent to enroll your child in a private school at public expense; or (b) At least 10 business days (including any holidays that occur on a business day) prior to your removal of your child from the public school, you did not give written notice to the school district of that information;
2. If, prior to your removal of your child from the public school, the school district provided prior written notice to you of its intent to evaluate your child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but you did not make the child available for the evaluation; **or**
3. Upon a court's finding that your actions were unreasonable.

However, the cost of reimbursement:

1. Must not be reduced or denied for failure to provide the notice if: (a) The school prevented you from providing the notice; (b) You had not received notice of your responsibility to provide the notice described above; or (c) Compliance with the requirements above would likely result in physical harm to your child; **and**
2. May, in the discretion of the court or a hearing officer, not be reduced or denied for your failure to provide the required notice if: (a) You are not literate or cannot write in English; or (b) Compliance with the above requirement would likely result in serious emotional harm to your child.

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CHAPTER 12: DISCIPLINE

Schools are encouraged to address student misconduct through appropriate school-wide discipline policies, instructional services, and/or related services. If a student with a disability has behavior problems that interfere with his or her learning or the learning of others, an individualized education program (IEP) team shall consider the use of strategies, including positive behavioral supports (PBS) and interventions, to address the behavior. If the IEP team determines that such services are needed, they must be included in the IEP and must be implemented.

Students with disabilities who are subject to disciplinary actions by a district are entitled to all of the due process rights afforded students without disabilities under Section 33-205, Idaho Code and state and local policies. In addition to these rights, the IDEA provides special education rights and additional discipline procedures to a student with a disability whom the district is removing from his or her current educational placement. These procedures come into play when the district is unable to work out an appropriate placement for the student with the parent/adult student. Further, these procedures do not prevent district personnel from maintaining a safe environment conducive to learning that is critical for all students.

Even though Idaho Code allows district personnel to "temporarily suspend" students for up to twenty (20) school days, all students with disabilities who have been suspended or expelled for more than ten (10) consecutive or cumulative school days in a school year retain the right to a free appropriate public education. (FAPE).

Section 1. General Discipline Provisions

The general requirements pertaining to the discipline procedures of special education students are as follows:

1. District personnel may remove a student from his or her current placement to an appropriate Interim Alternative Education Setting (IAES) or another setting for not more than ten (10) consecutive days to the extent those alternatives are applied to students without disabilities.

2. District personnel may suspend any student, including a special education student, for up to ten (10) cumulative school days in a school year if he or she violates the code of student conduct, and services may cease during this period. In accordance with Idaho Code (unless services are provided to students who are nondisabled who are also suspended):

    a. A school principal has the authority to order a temporary disciplinary suspension for up to five (5) school days.

b. The superintendent can extend the disciplinary suspension for an additional ten (10) school days.

c. Provided, that on a finding by the Board of Trustees that the student's immediate return to school would be detrimental to other students' health, welfare or safety, the Board of Trustees may extend the temporary suspension for an additional five (5) school days.

d. Prior to suspending any student, the superintendent or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to the school by the superintendent or principal who suspended him or her upon such reasonable conditions as said superintendent or principal may prescribe.

3. A series of suspensions exceeding ten (10) days in a school year shall not constitute a pattern of removals resulting in a change of placement, without following the procedures discussed in this chapter.

4. Students who have not been determined eligible for special education may be entitled to an evaluation and other IDEA rights—including the right to FAPE during periods of disciplinary suspension that extend beyond ten (10) cumulative school days in a school year if:

   a. The district had basis of knowledge that the student met the IDEA eligibility prior to the behavior that precipitated the disciplinary suspension; and

   b. The parent/adult student asserts the right to FAPE.

Section 2. Actions Involving a Change of Placement for Disciplinary Reasons

A change of placement is a removal from the student's current educational placement for more than ten (10) consecutive school days or a series of removals that constitute a pattern when they total more than ten (10) cumulative school days in a school year. Factors such as the student's behavior is substantially similar to behavior in previous incidents that resulted in series of removals, the length of the removal, the proximity of the removals to one another, and the total amount of time the student is removed are indicators of a pattern. Whether a pattern of removals constitutes a change of placement will be determined on a case-by-case basis by the district; the district's determination is subject to review through an expedited due process hearing and judicial proceedings. The district may consider any unique circumstances in determining whether to pursue a disciplinary change of placement.

The parent shall be provided with written notice on the date on which the decision is made to remove the student if it constitutes a change of placement. A copy of the IDEA's procedural

safeguards shall be provided with the notice.

Even if the disciplinary action is to suspend or expel a student, FAPE [educational services] cannot cease for more than ten (10) cumulative school days in a school year.

A manifestation determination is required if the district is considering removing a student with a disability from his or her educational placement for disciplinary reasons which constitute a change of placement or placing a student in an IAES. A manifestation determination is defined as a review of the relationship between the student's disability and the behavior subject to disciplinary action. See Section 4 of this chapter for more information.

A. District Actions Resulting in a Change of Placement

District administrators change a student's placement by

1. Unilaterally removing a special education student from his or her current placement for:

    a. more than ten (10) consecutive school days in a school year; or

    b. subjecting a special education student to a series of removals that constitute a pattern:

        1) because the series of removals total more than ten (10) school days in a school year;

        2) because the student's behavior is substantially similar to behavior in previous incidents that resulted in the series of removals; and

        3) because of such additional factors as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

2. District personnel may remove a student to an IAES for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:

    a. carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a State Education Agency (SEA) or a Local Education Agency (LEA); or

    b. knowingly possesses or uses illegal drugs *or* sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or

    c. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

B. Hearing Officer Actions Resulting in a Change of Placement

Through an expedited due process hearing, district administrators may ask a hearing officer to place a student with a disability in an appropriate IAES.

1. In requesting a hearing officer to place a student in an IAES, the district must:

    a. demonstrate by substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or others; and

    b. indicate whether the request is for an *initial* period of not more than forty-five (45) school days or an *additional* period of not more than forty-five (45) school days.

2. In determining whether to grant a district's request to place a student in an IAES, the hearing officer must determine that the IAES proposed by ~~district personnel in consultation with the student's special education teacher or~~ the IEP team is appropriate.

C. Court Actions Resulting in a Change of Placement

District administrators may seek a court order (called a "Honig Injunction") to remove a special education student from school or the current placement at any time. Educational services [FAPE] shall not cease during an injunction.

Section 3. FAPE Considerations

Services shall not cease and the district shall always provide FAPE to the student with a disability:

1. after a student with a disability is removed for ten (10) school days in the same school year and subsequent days of removal; and

2. there is a disciplinary change of placement.

A. District Actions When There is Not a Change in Placement

1. Notify the parent/adult student of the disciplinary action to be taken on the date of the decision.

2. School personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum although in another setting and to progress towards meeting IEP goals.

3. Conduct as appropriate a functional behavioral assessment (FBA) and provide behavioral intervention services and accommodations or adaptations designed to address the behavior violation so that it does not recur.

B. District Actions When There is a Change of Placement

Whenever disciplinary action results in a change in placement, the district must:

1. notify the parent/adult student of the disciplinary action to be taken on the date of the decision and provide a copy of the *Procedural Safeguards Notice*;

2. hold an IEP team meeting to determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum although in another setting and to progress towards meeting IEP goals; and

3. conduct a manifestation determination immediately, if possible, but not later than ten (10) school days after the date on which the decision to take the disciplinary action is made.

C. FAPE Requirements in an IAES

If the student's placement will change to an IAES, the IEP team shall select an IAES that enables the student to:

1. continue to participate in the general education curriculum;

2. progress toward meeting the goals set out in his or her IEP; and

3. receive, as appropriate, an FBA and behavioral intervention services to address the behavior violation so that it does not recur.

D. Transportation

If the IEP team determines that special transportation is required as a related service it must be included in the IEP, all procedural safeguards under the IDEA shall be afforded to the student in matters concerning transportation. Whether a suspension from the bus counts as a suspension from school depends on whether bus transportation is identified on the IEP:

1. If bus transportation is on the IEP, a suspension from the bus would be treated as a suspension from school (unless the district provides transportation services in some other way, such as "transportation in lieu of") because transportation is necessary for the student to obtain access to the location where all other services will be delivered.

2. If bus transportation is not on the IEP, a suspension from the bus would not be counted as suspension from school. In these cases, the student and the parent would have the same obligation to get to and from school as a student without a disability who had

been suspended from the bus.

If the student's behavior on the bus results in a suspension from the bus, the IEP team shall consider whether the behavior should be addressed in a Behavioral Intervention Plan (BIP).

Section 4. Procedures for a Manifestation Determination

A manifestation determination by the parent/adult student and relevant IEP team members (as determined by the district and parents/adult students) involves a review of the relationship between the student's disability and the behavior subject to disciplinary action.

A. Actions Involving a Manifestation Determination

When a disciplinary action results in a change of placement or placement in an IAES, the district will take the following actions:

1. The parent/adult student will be notified of the disciplinary action and provided with a copy of the *Procedural Safeguards Notice* not later than the date on which the decision to take disciplinary action is made.

2. A meeting will be held ~~immediately, if possible, but~~ no later than ten (10) school days after the date on which the decision to take disciplinary action is made. This meeting will include the district, the parent/adult student, and other relevant members of the IEP team (as determined by the parent and the district). The purpose of the meeting is to review all relevant information in the student's file including:

    a. the student's IEP;

    b. any teacher observations; and

    c. any relevant information provided by the parent/adult student.

3. Based on a review of the information, the district, parent, and relevant members IEP team as determined by the parent and the district, will determine if the conduct in question was:

    a. caused by or had a direct and substantial relationship to the student's disability; or

    b. the direct result of the district's failure to implement the IEP (if so, the deficiencies must be immediately remedied).

If the district, parent, and relevant members IEP team find that either a or b above is true, the student's behavior will be determined to be a manifestation of his or her disability.

B. When Behavior Is a Manifestation of the Disability

If a student's behavior is determined to be a manifestation of his or her disability, ~~the IEP team, (relevant members determined by the parent and the district)~~relevant members of the IEP team, as determined by the parent and district, will:

1. conduct an FBA and implement a BIP for the student if the district had not conducted such an assessment prior to the behavior that resulted in a change in placement;

2. review the BIP if one had previously been developed and modify it as necessary to address the behavior;

3. return the student to the placement from which he or she was removed, unless the parent and district agree in writing to a change of placement as part of the modification of the BIP.

If there were grounds to place a student in an IAES, the student may remain in the IAES even if there was a manifestation.

C. When Behavior Is Not a Manifestation of the Disability

If the IEP team, (relevant members determined by the parent and the district), determines that the student's behavior was not a manifestation of his or her disability, the same disciplinary procedures applicable to students without disabilities, including long-term suspension or expulsion, may be applied to the student with a disability. The district will forward special education and disciplinary records for consideration to the board of trustees, which makes the final decision regarding the disciplinary action.

Even if the disciplinary action is to suspend or expel, the following provisions shall be met:

1. Educational services cannot cease for more than ten (10) school days in a school year. Educational services shall be provided to the extent necessary to allow the student with a disability to continue to participate in the general education curriculum and the opportunity to advance toward achieving the goals set out in his or her IEP.

2. An IEP team shall convene to develop an IEP that specifies what special education and related services will be provided during the period of suspension or expulsion.

Section 5. Other Considerations

A. Request for an Expedited Hearing

An expedited hearing is a hearing that occurs within twenty (20) school days of the request with a decision rendered within ten (10) school days of the hearing.

1. The parent/adult student may request an expedited due process hearing if he or she:

    a. disagrees with the determination that the behavior was not a manifestation of the student's disability;

    b. disagrees with any decision of the IEP team regarding a change of placement during a disciplinary proceeding; or

    c. disagrees with the decision regarding the student's placement in an IAES.

2. The district may request an expedited hearing if it believes that maintaining the current placement is substantially likely to result in injury to the student or to others.

3. When an appeal of a disciplinary action is requested (by the parent/adult student to challenge the action or by the district to seek removal to an interim setting~~)~~, the student remains in the IAES pending the decision of the hearing officer or the expiration of the disciplinary placement term, whichever occurs first unless the parent/adult student and district agree otherwise.

4. Resolution meeting requirements apply but are shortened to fifteen (15) and seven (7) days. No challenge for sufficiency of request is available.

5. A decision of a hearing officer in an expedited hearing may be appealed to federal or state district court.

See Chapter 13, Sections 4 and 5, for an explanation of regular and expedited due process hearing rights and procedures.

B. Protections for Students Not Yet Eligible for Special Education

A student who has not been determined eligible for special education and who has violated any rule or code of conduct of the district may assert the protections of the IDEA *if* the district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action.

1. Basis of knowledge

With limited exceptions, which are described in item 2 below, the district will be deemed to have knowledge that an individual is a student with a disability if before the behavior that precipitated the disciplinary action occurred one or more of the following is true:

    a. The parent/adult student has expressed concern to supervisory or administrative district personnel or a teacher of the child that the student is in need of special education and related services. ~~The concern must be expressed in writing unless the parent/adult student is unable to write or has a disability that prevents a written statement.~~

b. The parent/adult student has requested that the student be evaluated for special education.

c. The student's teacher or other district personnel have expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education or to other district supervisory personnel in accordance with the district's established Child Find system or special education referral system.

2. No basis of knowledge

The district will be deemed not to have knowledge that an individual is a student with a disability if one or more of the following is true:

a. An evaluation was conducted and a determination was made that the student did not have a disability.

b. The parent/adult student did not give written consent for an evaluation.

c. The parent/adult student refused special education services.

If the district did not have a basis of knowledge that a student was a student with a disability prior to taking disciplinary measures, the student is subjected to the same disciplinary measures applied to all other students who engage in comparable behaviors.

C. Parent/Adult Student Request for Evaluation of a Disciplined Student

If a request for an evaluation of a student who is not currently eligible for special education is made during the period in which the student is subject to disciplinary measures, the evaluation will be conducted in an expedited manner. Pending the results of the evaluation, the student will remain in the educational placement determined by district officials, which can include suspension or expulsion without educational services.

1. If the student is subsequently determined eligible for special education, the district will:

a. Convene an IEP team meeting to develop an IEP.

b. Conduct a manifestation determination.

1) If the behavior is caused by or had a substantial relationship to the student's disability, the disciplinary action must be set aside, and the student must be provided appropriate educational services in the least restrictive environment (LRE).

2) If the behavior is not caused by nor had a substantial relationship to the student's disability, the student is subject to the disciplinary

placement that had been determined, but he or she is still entitled to receive FAPE, which is determined by the IEP team. Educational services cannot cease for more than ten (10) school days in a school year. Educational services shall be provided to the extent necessary to allow the student with a disability access to the general education curriculum and the opportunity to advance toward achieving the goals set out in his or her IEP.

2. If the evaluation team determines that the student is not eligible for special education, he or she will be subject to the same disciplinary actions as all other students.

D. Referrals to and Action by Law Enforcement and Judicial Authorities

1. The district may report a crime committed by a student with a disability to appropriate authorities. The IDEA does not prevent state law enforcement or judicial authorities from exercising their responsibilities, with regard to the application of federal and state law, for crimes committed by a student with a disability.

2. If a student brings a firearm to school, law enforcement shall be contacted pursuant to the Gun-Free Schools Act.

3. If the district reports a crime, it will ensure that copies of the special education and disciplinary records of the student are given to the appropriate law enforcement authorities for their consideration, to the extent the release of records is permitted by the Family Educational Rights and Privacy Act (FERPA). Generally, the release of records requires consent, but exceptions are listed in Chapter 11, Section 5.

E. Transfer of Discipline Records

Section 33-209, Idaho Code, requires that whenever a student transfers to a new school and a school record contains information concerning violent or disruptive behavior or disciplinary action involving the student, this information will be included in the transfer of records to the new school. The transmission of the student's record shall include both the student's current IEP, including the FBA, BIP, and any current or previous disciplinary action taken. This information will be contained in a sealed envelope marked to indicate the confidential nature of the contents and addressed to the principal or other administrative officer of the school.

When the district initiates disciplinary proceedings applicable to all students, the special education and disciplinary records of students with disabilities shall be given to authorized district personnel for their consideration in making the final determination regarding the disciplinary action.

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CHAPTER 13 DISPUTE RESOLUTION

On occasion, conflicts arise between school districts and families. Several mechanisms are available through the State Department of Education (SDE) to assist in resolving a dispute. The processes are facilitation, informal conflict resolution, mediation, state complaints, due process hearings, and expedited due process hearings. This chapter contains information on each of these processes. The information contained within this chapter is not intended to limit in any manner the procedural due process/dispute resolution rights provided by federal or state law.

Contact Information

In addition to providing general information and support concerning IDEA related issues, the SDE accepts requests for facilitation, informal conflict resolution, and mediation by telephone and e-mail. State complaints and due process hearings are accepted via fax, mail, personal delivery, or may be scanned and attached to an email. All state complaints and due process hearing requests must include a signature of the filing party.

Requests for dispute resolution should be directed to the Dispute Resolution Coordinator (DRC) at:

Special Education Dispute Resolution
Idaho State Dept. of Education
P.O. Box 83720
Boise, ID 83720-0027

(208) 332-6914
(800) 432-4601
TT: (800) 377-3529
Fax: (208) 334-2228
For further assistance in matters relating to dispute resolution, you may contact:

DisAbility Rights Idaho

Boise Office:
4477 Emerald St., Ste B-100
Boise, ID 83706-2066
(208) 336-5353
(208) 336-5396 (fax)
(800) 632-5125 (toll-free)

Web:disabilityrightsidaho.org

DisAbility Rights Idaho

Pocatello Office:
1246 Yellowstone Avenue, Suite A-3
Pocatello, ID 83201-4374
(208) 232-0922
(208) 232-0938 (fax)

(866) 309-1589 (toll-free)

Idaho Parents Unlimited (IPUL)

4619 Emerald, Ste. E
Boise, ID 83702

(208) 342-5884
(208) 342-1408 (fax)
(800) 242-IPUL (4785) (toll-free)

V/TT: 208-342-5884

Web: ipulidaho.org

Section 1. Facilitation

A. Definition of Facilitation

Facilitation is a voluntary process during which dispute resolution contracted individual or individuals facilitate an IEP ~~team T~~team meeting or other IDEA-related meeting. The role of the facilitator is to help ~~team~~ the IEP ~~T~~team members, including the parents/adult student and the student (when appropriate), communicate more effectively and efficiently. Facilitation supports early dispute resolution by providing assistance to the ~~team~~ IEP ~~T~~team before a conflict develops into a formal dispute. A facilitator is trained to help IEP teams collaboratively plan for the IEP ~~T~~team meeting, focus on key issues and move toward productive outcomes. Because the facilitator is not a member of the IEP team, he or she can act as a neutral and impartial third-party providing balance, offer an outsider's perspective on the process, and help parties to be heard and understood by the rest of the IEP team. Note: A facilitator will not be responsible for creating or documenting ~~agreements~~decisions made by the IEP team or in any other IDEA related meeting.

Facilitation is offered at no charge to the district or the parent/adult student.

B. Facilitation Requests

A request for facilitation may be made by either a parent/adult student or a designated district representative, such as the director of special education. Facilitation may be requested for any IDEA-related meeting including: eligibility meetings; annual or amended IEP team meetings; due process hearing meetings such as resolution sessions or settlement meetings; as well as manifestation determination meetings.

Requests for facilitation should be made at least two weeks in advance to the meeting. Upon the request for facilitation, the Dispute Resolution Coordinator (DRC) will immediately contact the other party for approval. As facilitation is voluntary, both parties must agree to facilitation for the process to go forward. The DRC will contact both the parent/adult student and the district representative, notifying each who the facilitator will be. The facilitator will contact the parties to conduct pre-facilitation interviews to help build an agenda for the facilitation. Generally meetings are scheduled by the district who is responsible for sending out the *Invitation to Meeting*.

C. Facilitator Role

The role of the facilitator is to lead the IEP team meeting and guide parties through the process. The facilitator may work with parties to establish the agenda and identify issues important for parties to cover in the meeting. Facilitators may ask pertinent questions of parties providing occasional clarification or perspective, and work to ensure that participants are able to participate in a productive and balanced meeting. Facilitators are not to make decisions for teams, serve as definitive experts on IDEA processes or matters of law, record minutes for

meetings, or finalize documents, although they may facilitate the crafting of language parties will include in a student's IEP.

Facilitators shall not be called to testify in due process hearings or civil proceedings regarding facilitated meetings they have conducted as dispute resolution contractors.

D. Dispute Resolution Facilitators

Facilitators are trained in effective conflict resolution processes, communication, negotiation, problem-solving, and in laws and regulations relating to the provision of special education and related services. While a facilitator in this context will not offer advice on a particular course of action, he or she is required to help parties explore the soundness of any assumptions or agreements. The DRC may appoint one or two individuals to serve as facilitator(s) of a meeting.

1. In all cases a facilitator shall not:

    a. be an employee of the district involved in the dispute;

    b. have children enrolled in the district involved in the dispute;

    c. have a personal or professional interest that may affect the ability to remain impartial or neutral; or

    d. be used if either party rejects the facilitator(s) based on a perceived inability to be neutral or impartial.

E. Facilitation Timelines

The DRC will appoint a facilitator within five (5) business days of an acceptance of a request. Every effort will be made to complete the process within twenty-one (21) calendar days.

Section 2. Informal Conflict Resolution

A. Definition of Informal Conflict Resolution

Informal conflict resolution is offered in an effort to improve relationships between parties and foster healthy communication. This informal conflict resolution may include topics outside of those set forth as appropriate for IDEA mediation, extending beyond the identification, evaluation, educational placement or the provision of FAPE. As with mediation, the process of informal conflict resolution is confidential and voluntary, and the third-party is a trained neutral and impartial third-party. Informal conflict resolution may be appropriate when parties face difficulties communicating productively or need to reach understanding on differing perspectives. Any agreements reached between parties are self-enforced.

B. Informal Conflict Resolution Requests

A request for informal conflict resolution may be made in person, writing or via telephone by either a parent/adult student or a district representative. The DRC will screen requests to determine the appropriateness of the process for each individual case. Informal conflict resolution can be scheduled prior to, or concurrent with, a request for a due process hearing or investigation of a state complaint involving an individual student, however cannot be used to delay the state complaint process or a due process hearing timelines.

Upon request for informal conflict resolution, the DRC or the assigned facilitator will contact all parties to schedule the meeting. Because informal conflict resolution is voluntary, both parties must verbally state their agreement to participate for the process to go forward. Informal conflict resolution can be conducted by dispute resolution contractors or dispute resolution staff as assigned by the DRC. Informal conflict resolution is offered at no charge to the district or to the parent/adult student.

C. Informal Conflict Resolution Procedures

1. No video or audio recording of the meeting proceedings will be made.

2. Because informal conflict resolution is a non-adversarial process that offers the parties the opportunity to communicate directly with each other, legal representation during the meeting is discouraged, and a school district may not have legal representation present if a parent/adult student does not.

3. The DR office will not retain any documentation or informal agreements created by the parties. No other records of the content of the meeting will be kept by the SDE.

4. Either party has the option to end the informal conflict resolution meeting at any time.

D. Informal Conflict Resolution Timelines

The DRC will appoint a facilitator within five (5) business days of an acceptance of a request. The meeting will be held in a location convenient to the parties involved, and every effort will be made to complete the process within twenty-one (21) calendar days.

E. Confidentiality

Discussions that occur during the informal conflict resolution process are confidential and cannot be used as evidence in any subsequent due process hearing or civil proceeding in any state or federal court. Facilitators shall not be called to testify in due process hearings or civil proceedings regarding facilitated meetings they have conducted as dispute resolution contractors.

The facilitator may require a confidentiality agreement be signed by participants.

F. Nature of Agreements

An agreement reached by the parties through informal conflict resolution, whether memorialized in writing or agreed to verbally, are self-enforced and not enforceable by the SDE.

Section 3. Mediation

A. Definition of Mediation

Mediation is a confidential and voluntary process where a trained neutral and impartial third-party provides a structure for parents/adult students and district personnel to identify areas of agreement and work to resolve points of disagreement concerning the identification, evaluation, educational placement, or provision of FAPE. Mediation aims to build positive working relationships, encourage mutual understanding, and help the parties focus on their common interest—the student.

~~While d~~Discussions in mediation are not discoverable in pending or subsequent due process hearing or ~~court process, and~~civil proceeding. ~~parties~~ Parties are provided an Acknowledgment and Notification of Confidentiality. ~~(see the *Notification of Confidentiality* form in the Documents section of this chapter), w~~Written agreements produced in mediation are legally-binding and enforceable in state or federal court. With the agreement of all parties in the mediation, an IEP may be amended as part of a written agreement.

Mediation may be appropriate when parties are in disagreement and seem unable to move forward without outside assistance, or they, after making a good-faith effort, face an impasse in an attempt to resolve the disagreement. Mediation can be scheduled prior to, or concurrent with, a request for a due process hearing or investigation of a state complaint.

B. Mediation Requests

1. A request for mediation may be made in person, writing or via telephone by either a parent/adult student or a district representative at any point ~~in~~when a ~~dispute~~disagreement occurs about the circumstances of the education of a student by the district. The DRC will screen all mediation requests to determine the appropriateness of the mediation process for each individual case.

2. Mediation is automatically offered when a state complaint involving an individual student or a request for a due process hearing has been filed. Mediation cannot be used to delay the state complaint process or a due process hearing timelines unless the parent/adult child and the district agree in writing to extend the 60 day timeline. The complaint timeline cannot be extended beyond 90 days.

3. Upon request for mediation, the Dispute Resolution office will contact all parties to schedule the mediation. Because mediation is voluntary, both parties must verbally

agree to mediate for the process to go forward. Mediators are selected by the DRC from a list of trained professionals.

~~1.~~4. Mediation is provided at no charge to the district or to the parent/adult student.

C. Mediation Procedures

1. The mediation will be conducted in compliance with the IDEA.
2. No video or audio recording of the mediation proceedings will be made.
3. Each party is limited to no more than three participants who have the authority to make final resolution decisions. The mediator may increase this number at his or her discretion and with agreement of all parties.
4. The district shall have at least one representative present who has the authority to commit resources.
5. Because mediation is a non-adversarial process that offers the parties the opportunity to communicate directly with each other, legal representation during a mediation session is discouraged. A district may not have legal representation present if a parent/adult student does not.
6. The Dispute Resolution office will retain copies of the signed agreement, if an agreement is reached. No other records of the mediation will be kept by the SDE.
7. The mediator will provide signed copies of the agreement, if an agreement is reached, to each party and the Dispute Resolution office. ~~(See the Mediation Agreement form in the Documents section of this chapter).~~
8. The mediator, afforded mediator privilege under Idaho law, will be excluded from participation in subsequent actions specific to the case mediated including complaint investigations, due process hearings, and legal proceedings. The mediator may mediate again for the parties if assigned and parties approve or if the mediated agreement calls for the mediator's potential future participation with the parties.
9. A due process hearing requested prior to mediation may be canceled by the requesting party as a result of the mediation agreement. The requesting party will immediately provide the hearing officer with documentation of the voluntary withdrawal of the due process hearing request. The mediator will immediately inform the Dispute Resolution office of the decision to withdraw the due process hearing request.
10. If for any reason the mediation does not end in a written agreement, the mediator will provide each party and the Dispute Resolution Coordinator with a statement certifying that mediation occurred but no agreement was reached.

11. Either party has the option to end the mediation at any time.

D. Dispute Resolution Mediators

Dispute resolution mediators are trained in effective conflict resolution processes, communication, negotiation, problem-solving skills, and in laws and regulations relating to the provision of special education and related services. While a mediator will not offer advice on a particular course of action, a mediator is required to help parties explore the soundness of any agreement. Mediators are assigned on a rotational basis with consideration for geographical location.

1. In all cases a mediator shall not:

    a. be an employee of the SDE or district involved in the dispute;

    b. have children enrolled in the district involved in the dispute;

    c. have a personal or professional interest that may affect the ability to remain impartial or neutral; or

    d. be used if either party rejects the mediator based on a perceived inability to be neutral or impartial.

2. Additionally, if the parties have agreed to mediation following a due process hearing request, co-mediators may not be used.

E. Mediator Role

The mediator has the responsibility to contact the parties to explain the mediation process, identify issues, and help the parties establish a date, time, and place to hold the mediation. The mediator also: establishes the ground rules for all parties to follow; guides the process; encourages open and honest communication; ensures that each party is heard; phrases information and summarizes issues; and facilitates the writing of the agreement.

F. Mediation Timelines

The DRC will appoint a mediator within three (3) business days of all parties agreeing to mediate. The mediation will be held in a location convenient to the parties involved, and every effort will be made to complete the process within twenty-one (21) calendar days.

G. Confidentiality

Discussions that occur during the mediation process cannot be used as evidence in any subsequent due process hearing or civil proceeding. Parties in the mediation process will be provided a copy of the *Notification and Acknowledgment of Confidentiality* form. (See the *Notification of Confidentiality* in the Documents section of this chapter).

H. Mediation Agreement

An agreement reached by the parties through mediation shall be set forth in writing and is enforceable in state and federal courts.

An effective mediation agreement should identify:

- **What action(s) will be taken and when the action(s) will begin.**
- **When the action(s) will be completed.**
- **Who is responsible for taking the action(s)**
- **Who is responsible for making sure the action(s) is taken.**
- **The time period of the agreement.**
- **A process for review when the actions are completed.**
- **A plan for making changes to the agreement, if needed.**
- **What to do if a participant thinks the terms of the agreement are not being completed.**
- **Statement of confidentiality.**
- **The date of the agreement and the signatures of the participants.**

Section 4. State Complaints

A. Definition of State Complaint

State complaints can be filed by any individual or organization alleging any violation of the IDEA, including an alleged failure to comply with a previous due process hearing decision. State complaint procedures are outlined in IDEA regulations requiring, in part, a complaint must allege a violation that occurred no more than one year (365 days) prior to the date the complaint has been received. (See IDEA regulations 34 CFR§300.150 through 300.153).

The filing party must provide a written complaint that includes the name and contact information of the complainant, the name, address, and attending school of child (if applicable), description and facts of the alleged problem to the extent known and available to the complainant at the time, and a proposed resolution.

The party filing the complaint must forward a copy of the complaint to the district at the same time the party files the complaint with the Dispute Resolution office.

IDEA allows sixty (60) days to resolve the complaint with mediation, investigation and final report, or a pre-investigation corrective action plan (CAP).

~~The DRC determines whether the complainant's submission meets the IDEA requirements for a complaint. If the complaint is ruled insufficient, the complainant will be notified in writing. The DRC will determine if an onsite investigation is necessary and will assign a complaint~~

~~investigator to engage in neutral fact-finding if the complaint is accepted. If investigated, a written decision will be provided to the complainant and the district addressing each allegation, findings of fact, conclusions, and any corrective actions ordered.~~

B. Filing a State Complaint

The state complaint will be accepted if received by mail, fax, hand delivery, or scanned and attached to an email with the complainant's signature included. Reasonable accommodations will be provided to individuals who need assistance in filing complaints. A state complaint filed by a parent/adult student or public agency must be signed and must include all of the information indicated on the *Form for Filing a State Complaint* ~~(located in the Document section of this chapter)~~. The DRC will develop allegations of violation of IDEA for investigation from the submitted complaint.

C. Methods of Resolving State Complaints

1. Mediation will be offered ~~in a case~~by the DRC to the complainant and the district when the complaint involves ~~regarding~~ an individual student. ~~If mediation is not accepted by the parties or fails to resolve the allegation(s) that gave rise to the complaint, then resolution of a state complaint may be achieved through one or more of the following processes:~~

2. The complainant and the district may resolve all, part or none of the allegations in mediation.

   If an agreement is reached, the complainant must notify the DRC in writing of the parties agreement. When the DRC receives this notification, any resolved allegations will be dismissed from the state complaint. If all of the state complaint allegations are not resolved, the SDE will investigate the remaining allegations.

~~1.~~3. If mediation is not accepted by the parties or fails to resolve the allegation(s) that gave rise to the complaint, then resolution of a state complaint may be achieved through one or more of the following processes:

   a. **Verification of resolution**: Upon receipt of the allegations determined by the complaint investigator and the DRC, the district may submit information to document that one or more of the allegations of the complaint have been resolved. The Dispute Resolution office may also receive similar information from other sources.

   b. **Corrective action plan (CAP)**: The district may propose a CAP to address the allegations in the complaint. The DRC may accept, reject, or negotiate the proposed CAP, or require other corrective actions or timelines to ensure the district will achieve compliance for each allegation stated in the complaint. If this process is not successful, an investigation will be conducted on unresolved allegations.

c. **Investigation:** The SDE will appoint a complaint investigator to the case who will conduct a fact finding investigation which may include interviews and reviews of files, correspondence, and other information. An onsite investigation may occur as part of the investigation. The complaint investigator will submit his or her findings of fact, conclusions, and, in coordination with the SDE, identify appropriate corrective actions, if required.

D. State Complaint Procedures

Upon receipt of a written state administration complaint, the DRC will ensure the following procedures are followed:

1. Verify proper filing procedures were followed and determine if the complaint meets established criteria, including sufficient allegations of violation of IDEA (as developed by the DRC from the submitted complaint) and facts within five (5) business days.

~~1.~~2. The complainant will be notified if a submission is insufficient to process as a complaint. The complainant will be given the opportunity to submit additional information about the allegations, whereas upon receipt of the additional information, the sixty (60) day timeline for completion will start.

~~2.~~3. The district (specifically the superintendent, the special education director, and the school board chair) will be notified by the DRC that the complaint has been received and what, if any, allegations have been accepted for investigation within ten (10) business days of receiving the complaint. The school district is given an opportunity to respond to the complaint and may initiate within fourteen (14) days of receipt of the complaint a corrective action proposal (CAP) to resolve all or some of the allegations in the complaint, subject to DRC approval. At the complaint investigator's discretion, the timeline for a CAP may be extended, or the complaint investigation may progress until a CAP has been accepted by the Dispute Resolution office. The complaint investigator is responsible for managing the timelines of the investigation and may submit a final report at any point within the 60-day timeline.

~~3.~~4. Mediation can be requested by either party at any time and must be offered for complaints regarding an individual student. While parties are generally encouraged to resolve complaints collaboratively, choosing not to participate in mediation will not be considered relevant in an investigation. If parties opt for mediation, it will not delay the timelines required for resolving a complaint unless all parties agree.

~~4.~~5. Provide the parent/adult student a copy of the Procedural Safeguards Notice.

~~5.~~6. Complainants will be given an opportunity to provide additional information about the allegations, either orally or in writing.

~~6.~~7. All or any part of the written complaint will be set aside by the hearing officer, if

the allegation is being addressed in a pending due process hearing or a hearing decision which has already been rendered. Any issue not a part of a due process action will be resolved following the state complaint procedures and timelines.

~~7.~~8. The Dispute Resolution office will investigate a complaint alleging that a final hearing officer decision is not being implemented by a public agency.

~~8.~~9. A final report of the investigation will be issued to the district superintendent, board chairperson, special education director, and complainant, that shall include but is not limited to the findings of fact, conclusions, and corrective action(s) for each allegation within sixty (60) calendar days of receipt of a sufficient complaint (see D.1). This time period may be extended, but only under exceptional circumstances, which shall be documented by the DRC, or if the complainant and public agency agree to extend the time to engage in mediation or other alternative dispute resolution procedures.

~~9.~~10. If a violation of the IDEA is verified by the complaint investigator, the report shall include corrective actions addressing, as appropriate:

a. how to remedy any denial of FAPE, which may include the award of compensatory services, monetary reimbursement or other corrective action as appropriate to the needs of the student;

b. the future provision of services to be considered by an IEP team for the student with a disability, when appropriate; and

c. the provisions of technical assistance, documentation of compliance, or written assurances, if needed.

~~10.~~11. The SDE will ensure the district takes corrective action if it is determined that the district was out of compliance through technical assistance activities, negotiations, and/or corrective actions no later than one year after the identification of non-compliance. A complaint investigation final report cannot amend a student's IEP.

~~11.~~12. The Dispute Resolution office ensures noncompliance has been corrected and verifies through review of documentation or interviews, or both, the corrective actions were implemented no later than one year (365 days) after the determination of noncompliance. If necessary, the SDE must use appropriate enforcement mechanisms such as the provision of technical assistance, conditions on funding, a corrective action, an improvement plan, and/or withholding funds, in whole or in part.

Section 5. Due Process Hearings

A. Definition

A due process hearing request involves an allegation or a series of allegations by either a parent/adult student or the district on issues relating to the identification, evaluation, educational placement, and the provision of FAPE.

The due process hearing is ~~overseen~~ presided over by a hearing officer appointed by the DRC. At the due process hearing, the parent/adult student and the district may present~~s~~ evidence, cross examines witnesses, and present~~s~~ the case to ~~an impartial~~the hearing officer. The hearing officer renders a written decision on the merits of the issues relating to the due process hearing.

The due process hearing request must allege a violation occurred not more than two (2) years before the date the parent/adult student or public agency knew or should have known about the alleged action that forms the basis of the due process hearing request, subject to the exceptions described later in this section.

Mediation is ~~offered~~ available in an effort to resolve issues and parties may request mediation at any time. If mediation is rejected by either party, the due process hearing timelines will remain in effect.

B. Due Process Hearings and Expedited Due Process Hearings

Idaho's due process system has two settings for due process hearings: a regular due process hearing and an expedited due process hearing.

1. A regular due process hearing is an administrative hearing to resolve disputes on any matter related to the identification, evaluation, educational placement, and the provision of FAPE.

2. An expedited due process hearing is ~~an administrative hearing~~only available to resolve disputes concerning discipline and/or placement related to discipline.

C. Filing a Due Process Hearing

Due process hearing requests must include a complete and signed copy of the *Due Process Hearing Request Form* ~~(located in the Documents section at the end of this chapter)~~ or a signed document providing all of the general information, issue(s), and resolution(s) information required in the *Due Process Hearing Request Form*. Reasonable accommodations will be provided to individuals who need assistance in filing a written request.

A parent/adult student or public agency (or their attorney authorized to practice law in the state of Idaho) filing a due process hearing request must provide the due process hearing

complaint to the other party and to the Dispute Resolution office. The request shall be mailed, faxed, hand delivered, or scanned and attached to an email with a signature of the filing party. All applicable timelines will start when the request has been received by the non-requesting party and the SDE.

1. Due Process Hearing Request from Parent/Adult Student: A due process hearing may be requested on behalf of a student by a parent, adult student, or by an attorney, properly licensed in Idaho, representing the student.

    a. A due process hearing shall be initiated within two (2) years of the date the parent/adult student knew or should have known of the issues giving rise to the allegation(s). The two-year timeline will not apply if the parent/adult student was prevented from requesting a hearing due to specific misrepresentations or the withholding of information by the public agency required to be provided by the IDEA.

    b. A due process hearing can be initiated regarding issues pertaining to identification, evaluation, educational placement, or the provision of FAPE if the district proposes to initiate or change any of these matters, or if the district refuses the parent's/adult student's request to initiate or change any of these matters.

    ~~b.~~c. If a parent/adult student disagrees with an IEP or placement change by the district and have filed a written objection to all or parts of the proposed IEP or change in placement in writing within ten (10) calendar days of receiving written notice of the proposed change, the district may not implement the amended IEP for 15 days, unless a request for a due process hearing is filed by the parent/student during which time the student shall remain in the current placement unless otherwise agreed by the district and parent/student. The written objection cannot be used to delay the district from placing a student in an Interim Alternative Educational Setting (IAES) or the implementation of an initial IEP.

2. Due Process Hearing Request by a District: If the district initiates a hearing request, the district must inform the parent/adult student and the SDE. A district may initiate a due process hearing within two years of the dispute in an attempt to accomplish one or more of the following:

    a. override a parent's/adult student's refusal of consent for an initial evaluation or re-evaluation, or release of information;

    b. override a parent's/adult student's written objection to an IEP program change, an educational placement change, or disciplinary actions when there is an imminent threat to safety;

c. the placement of a student in an Interim Alternate Education Setting (IAES) when there is substantial evidence that maintaining the current educational placement is likely to result in injury to the student or others;

d. a determination whether an evaluation conducted by the district was appropriate or whether an evaluation obtained by a parent/adult student meets the criteria for a publicly funded Independent Educational Evaluation (IEE);

~~e. resolution if a parent/adult student disagrees with an IEP or placement change by the district, where the parent/adult student filed a written objection to the IEP or to all or parts of the proposed change in writing within ten (10) calendar days of receiving written notice of the proposed change, thereby stopping the implementation of the proposed change. If resolution through additional IEP meetings or mediation fails to resolve the disagreement, the district may request a due process hearing to obtain a hearing officer's decision regarding the proposed change. (Note: the written objection cannot be used to prevent the public agency from placing a student in an Interim Alternative Educational Setting (IAES) in accordance with the IDEA); or~~

~~f.~~e. a determination if a proposed IEP is appropriate even if the parent/adult student has not filed a formal objection, for example following a state complaint investigation.

D. Hearing Officer Appointment

1. The hearing officer shall be appointed within ten (10) calendar days of the SDE receiving the due process hearing request or within five (5) business days of an expedited hearing. Hearing officers are selected from a list of specially trained and impartial professionals. A list of qualifications for each hearing officer is kept by the DRC.

2. The hearing officer must not be a member of the district school board, an employee of the school district, or an employee of the SDE.

3. The hearing officer must not have a personal or professional interest that conflicts with the objectivity required of a hearing officer.

4. The hearing officer must be specially trained in conducting due process hearings, possess knowledge and understanding of the provisions of Idaho law, the IDEA, and judicial interpretations, and ability to conduct hearing and render and write decisions with appropriate, standard legal practice.

5. The district will pay for all actual expenses incurred by the hearing officer and for the cost of a verbatim transcript of the hearing, if requested by the parent. The hearing officer will be compensated at rates set by the SDE.

E. Due Process Hearing Policies

After a due process request is filed by the parent/adult student or the district, the following procedures will be followed.

1. The Dispute Resolution office offers mediation as a voluntary option to both parties. Parties may request mediation at any time. Choosing mediation shall not alter or delay the timeline of the due process hearing.

2. The receiving party may challenge the sufficiency of the due process hearing request within fifteen (15) days of the receipt of the hearing request by filing a written sufficiency objection with the hearing officer. Challenges to the sufficiency of the due process hearing complaint must be in writing and provided to all parties. The hearing officer shall render a decision regarding the sufficiency of the allegation(s) within five (5) calendar days and immediately notify the parties of the decision in writing.

    a. If the complaint is found not to be sufficient, the party may amend its due process complaint if the other party consents in writing to the amendment and has the opportunity to resolve the complaint through a resolution meeting, or the hearing officer grants permission to amend no later than five (5) days before the due process hearing begins.

    b. Timelines for amended due process hearings begin again on the filing date of the amended request.

3. If the district has not previously sent written notice (as outlined in IDEA) regarding the subject matter in the parent's/adult student's complaint, the district must, within ten (10) calendar days of receiving the request, send the response to the parent/adult student a letter explaining the reasons behind their actions, options considered, evaluations conducted, and other factors relevant to the district's response, in accordance with IDEA prior written notice requirements.

4. The district shall inform a parent/adult student of any free or low-cost legal or other relevant services available to him or her and provide a copy of the Procedural Safeguards if a due process hearing is requested or if the parent/adult student requests such information.

5. Within fifteen (15) days of receiving the parent's/adult student's due process hearing request, the district convenes a pre-hearing resolution session, unless both parties agree in writing to waive the resolution meeting, both parties agree to go to mediation, or the district initiates the hearing.

    a. A resolution meeting includes parent/adult student, a representative of the district who has decision-making authority, and relevant members of the IEP team who have specific knowledge of the facts identified in the request for a due

process hearing as determined by the parties.

b. The district's attorney shall not attend the resolution session unless the parent/adult student will be accompanied by an attorney.

c. The DRC will provide a contractor specially trained in facilitating a resolution session or a contracted mediator, if requested. Either process requires approval by both parties.

d. The purpose of the meeting is for the parent/adult student to discuss the due process hearing request, and the facts that form the basis of the request, so that the district has the opportunity to resolve the dispute.

    1) If a resolution is reached regarding the issues raised in the request for a due process hearing, the district representative and the parent/adult student will sign a settlement agreement, a legally binding document enforceable in state and federal court. The parties will immediately forward to the hearing officer signed documentation of the voluntary withdrawal of the due process hearing complaint by the requesting party.

    2) Either party may void this agreement within three (3) business days of signing the agreement.

e. A due process hearing will be scheduled if no resolution is reached within thirty (30) calendar days of receiving the request for a due process hearing.

f. If the district is unable to obtain the participation of the parent/adult student after reasonable efforts have been made and documented, at the conclusion of the thirty (30) calendar day resolution period the district may request that the hearing officer dismiss the parent's/adult student's due process hearing request.

g. A parent/adult student may request an immediate due process hearing from the hearing officer if the district has not scheduled or participated in a resolution session within fifteen (15) days of the request.

h. The district must report to the DRC and to the hearing officer when the resolution meeting is to be held, or provide documentation indicating it was waived by both parties, or provided documentation of attempts to reach the other party, within fifteen (15) days of SDE receiving the due process hearing request.

6. The forty-five (45) day timeline for the due process hearing request starts the day after one of the following events:

    a. both parties agree in writing to waive the resolution meeting;

b. after either the mediation or resolution meeting starts but before the end of the thirty (30) day period, the parties agree in writing that no agreement is possible;

c. both parties agree in writing to continue the mediation at the end of the thirty (30) day resolution period, but later, the parent/adult student or public agency withdraws from the mediation process; or

d. the district files a hearing request.

All of the above events must be documented, with dates of determination, and provided to the DRC and the assigned hearing officer immediately.

F. The Due Process Hearing

1. Hearing Preparation

   a. A parent/adult student will be allowed to inspect and review reports, files, and records pertaining to the student prior to a resolution session or due process hearing. A district may charge a fee for copies of records if the fee does not effectively prevent a parent/adult student from exercising his or her right to inspect and review those records. The district may not charge a fee to search for or retrieve records.

   b. Not less than five (5) business days prior to a due process hearing, each party will disclose to all other parties: evaluations completed by that date; recommendations based on those evaluations intended to be used at the hearings; copies of exhibits to be introduced; and a list of witnesses each party intends to call at the hearing.

   c. The hearing officer will provide notification as to the time and place of the due process hearing to the parent/adult student, district officials, and the SDE. The hearing shall be conducted at a time and place reasonably convenient to the parent/adult student.

   d. Parties shall cooperate with the hearing officer in any business or communication and the planning for a location, date and time for the hearing.

2. The Due Process Hearing

   a. The hearing officer will preside over and conduct the proceedings in a fair and impartial manner, permitting all parties an opportunity to present their information and opinions. Due process hearings shall be conducted pursuant to the *Idaho Rules of Administrative Procedure of the Attorney General* (IDAPA), IDEA requirements, and this Manual. In case of any conflict between IDAPA and the IDEA, the IDEA shall supersede. IDAPA rules shall supersede this Manual.

b. A parent/adult student and district personnel may be accompanied and advised by legal counsel properly licensed in Idaho.

c. A parent/adult student has the right to open the hearing to the public and to have the student who is the subject of the hearing present.

d. Each party has the right to present evidence, to compel the attendance of witnesses and the production of documents, and to confront and cross examine witnesses.

e. New issues (issues not in the original due process request) may not be raised at the hearing unless agreed to by the other party.

f. Any party may prohibit the introduction of any evidence at the hearing that was disclosed less than five (5) business days before the hearing.

g. During the hearing the district will provide reasonable accommodations as required by federal regulations. Disputes will be referred to the DRC for resolution.

h. An audio recording of the hearing will be made. The parent/adult student may formally request a written verbatim transcript. The parent/adult student may choose an electronic verbatim record instead. If transcribed, the district will pay the transcription costs, and a copy of the transcript will remain with the SDE.

3. Decision of the Hearing Officer

a. The decision of the hearing officer will be based solely on presentations made at the due process hearing.

b. The decision made by the hearing officer will be made on substantive grounds based on a determination of whether a student received FAPE.

1) In matters alleging a procedural violation, a hearing officer may find that a student did not receive FAPE only if there is evidence that the procedural inadequacies:

i. impeded the student's right to FAPE;

ii. significantly impeded a parent's/adult student's opportunity to participate in the decision-making process; or

iii. caused a deprivation of educational benefit.

2) If a hearing officer finds that there is a procedural deficiency that did not deny FAPE, he or she may order the district to comply with the

procedural requirements.

c. The hearing officer's decision will include findings of fact and conclusions of law. In addition, the decision shall include an order of relief, if appropriate.

d. The hearing officer's written decision shall be mailed within forty-five (45) calendar days from the date both parties agreed in writing to waive the resolution meeting, or both parties agreed to go to mediation, or the date the district initiated the hearing. The hearing officer may grant an extension of the forty-five (45) day period upon the request of a party. The hearing officer shall issue a written decision in response to each request.

e. The findings of fact and decision shall be sent to the parent/adult student at no cost. Copies will also be mailed to the district superintendent, the DRC, and representatives of the district.

f. A hearing officer's decision will be enforceable in state and federal court. It will be implemented not later than fourteen (14) calendar days from the date of issuance unless:

1) the decision specifies a different implementation date; or

2) either party appeals the decision by initiating civil action in state or federal district court within applicable appeal periods.

g. Nothing in this section can be interpreted to prevent a parent/adult student from filing a separate due process hearing request on an issue separate from the request already filed. The SDE may consolidate multiple hearing requests involving the same IEP.

h. Stay Put

1) During the pendency of any due process hearing, the student shall remain, or "stay put," in his or her current educational placement unless the district and parent/adult student agree otherwise.

2) The stay put placement continues during any subsequent appeals unless a hearing officer agrees with a parent/adult student that a change of placement is appropriate, in which case, the placement identified in the hearing officer's decision becomes the stay-put placement.

3) If the dispute involves an application for initial admission to public school in Idaho, the student, with the written consent of his or her parent, shall be placed in the public school program until the proceedings are completed.

4) "Stay put" does not apply when a student is transitioning from Part C (the Infant/Toddler Program) to Part B services in Idaho. Following the development of an IEP or an individual family service plan (IFSP), if an educational placement dispute arises involving a student transitioning from Part C to Part B, the student cannot "stay put" in Part C.

i. With written consent of the parent, the student shall be placed in the public school until completion of all the hearing proceedings.

ii. If the parent does not give written consent, the student will not receive services until completion of the hearing proceedings.

iii. If the student is eligible for special education and related services, and the parent consents, then the district shall provide those special education and related services which are not in dispute.

Section 6. Expedited Due Process Hearings

A. Definition

An expedited due process hearing is defined as an administrative hearing to resolve disputes concerning discipline occurring within twenty (20) school days of the request, with a decision rendered within ten (10) school days of the hearing.

B. Filing an Expedited Hearing Request

Parties filing expedited due process hearing requests must include a complete and signed copy of the *Expedited Due Process Hearing Request Form* ~~(located in Documents section of this chapter)~~ or a signed document providing, in the same order, all of the general information, issue(s), and resolution(s) information required in the *Expedited Due Process Hearing Request Form*. Reasonable accommodations will be provided to individuals who need assistance in filing a written request.

1. A district may request an expedited hearing if the district believes maintaining the current placement or returning the student to the prior placement is substantially likely to result in injury to the student or others.

2. A parent/adult student may request an expedited hearing if:

   a. he or she disagrees with a determination that the student's behavior was not a manifestation of the disability; or

   b. he or she disagrees with the district's discipline decision, which resulted in a change of placement.

A parent/adult student or district filing an expedited due process hearing request must provide, in a confidential manner, the due process complaint and request for hearing to the other party. The request shall be mailed, faxed, or hand delivered (electronic copies are not accepted). The party filing an expedited due process hearing must be able to show proof of receipt of the expedited due process hearing request by the other party. Additionally, when the request is provided to the non-requesting party, the party filing the request shall simultaneously send a written copy to the DRC by mail, fax, hand delivery, or scanned and attached to an email with a signature of the filing party. All applicable timelines for expedited due process hearing will start when the request has been received by the non-requesting party.

C. The Expedited Hearing Process and Decision

An expedited hearing will be conducted in a fair and impartial manner. Guidelines and proceedings will be the same as those in a regular due process hearing, except for the following changes:

1. The DRC will appoint a hearing officer within five (5) business days of a request.

2. A resolution session shall occur within seven (7) days of receiving a due process hearing request unless the parties agree in writing to waive the resolution session or go to mediation.

3. A due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) days of the receipt of the expedited due process hearing request.

4. There is no process for challenging the sufficiency of the due process hearing request in an expedited case.

5. Any party may prohibit the introduction of any evidence at the hearing that was not disclosed at least five (5) business days before the hearing.

6. The hearing shall occur within twenty (20) school days of the request, with a decision rendered within ten (10) school days of the hearing and no extensions may be granted by the hearing officer.

7. A written decision will be mailed to both parties by the Dispute Resolution office.

8. A party may appeal the decision in an expedited due process hearing in the same way as allowed for decisions in other original due process hearings.

D. Placement During an Expedited Hearing

When a hearing has been requested by either the parent/adult student or the district regarding placement decisions, the student shall “stay put” during the pendency of the hearing. In relation to disciplinary proceedings, stay put means:

1. the student will remain in the IAES until the timeline for the disciplinary action expires or the hearing officer renders a decision, whichever occurs first; and/or

2. upon expiration of the IAES placement, the student will be placed in the setting he or she was in prior to the IAES. However, if district personnel maintain that it is dangerous for the student to return to that placement, the district may request an expedited hearing to continue the IAES for up to an additional forty-five (45) school days. This procedure may be repeated as necessary.

If the hearing officer findings are in favor of the parent/adult student, the change of placement cannot occur. The IEP team will need to determine the extent of services appropriate to meet the student's individual needs, as well as address the student's behavior. If the hearing officer finds for the district, the district may use the same disciplinary procedures, including expulsion, available for any other student, except that FAPE must be provided according to the requirements in Chapter 12, Section 3.

If an educational placement dispute arises involving a child transitioning from Part C to Part B, the child cannot remain in Part C services when he or she is over the age of three (3). If the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services, then the school district shall provide those special education and related services that are not in dispute between the parent and district until completion of all the hearing proceedings. If the parent does not give written consent for the special education or related services, the student will not receive services until completion of the hearing proceedings.

Section 7. Appeals and Civil Action

An ~~appeal to~~action for state court review shall be filed within twenty-eight (28) days from the date of issuance of the hearing officer's decision; any ~~appeal to~~action in federal district court shall be filed within forty-two (42) calendar days from the date of issuance of the hearing officer's decision.

A party must exhaust administrative remedies before initiating a civil action under IDEA unless otherwise determined by the court. However, nothing in the IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, or other federal laws protecting the rights of children with disabilities.

Section 8. Attorney Fees

~~A district court will have jurisdiction in the awarding, determination, or prohibition of attorney fees. The court may:~~

~~award reasonable attorney fees as part of the costs to the prevailing party; and~~

~~determine the amount of attorney fees, using prevailing rates in the community in which the action occurred, for the kind and quality of services provided. No bonus or multiplier may be used in calculating the amount of fees awarded.~~

~~Funds under Part B of the IDEA cannot be used by the district to pay any attorney fees or costs of a party related to an action or proceeding, such as deposition, expert witnesses, settlements, and other related costs. However, Part B funds may be used to pay hearing officer fees or the costs of a meeting room to conduct the hearing.~~

~~A. Prohibition of Attorney Fees~~

~~Attorney fees may not be awarded:~~

~~for legal representation at an IEP meeting, including a resolution session, unless such a meeting is convened as a result of a due process hearing or a judicial action; or~~

~~for mediation that is conducted prior to a request for a due process hearing.~~

~~Attorney fees may not be awarded and related costs may not be reimbursed in any action or proceeding for services performed subsequent to the time of a written offer of settlement to a parent/adult student if:~~

~~the district makes an offer at least ten (10) calendar days before a due process hearing or a civil proceeding begins;~~

~~the offer is not accepted by the parent/adult student within ten (10) calendar days after it is made; and~~

~~a court or due process hearing officer finds that the relief obtained by the parent/adult student is not more favorable to the parent/adult student than the offer of settlement.~~

~~B. Exception to the Prohibition of Attorney Fees~~

~~An award of attorney fees and related costs may be made to a parent/adult student who is a prevailing party and who was substantially justified in rejecting the district's settlement offer.~~

~~C. Reduction in the Amount of Attorney Fees~~

~~A court may reduce an award for attorney fees under any of the following circumstances:~~

~~during the course of the action or proceeding, the parent/adult student or his or her attorney unreasonably extended the final resolution;~~

~~the amount of the award unreasonably exceeds the prevailing rate in the community for similar~~

~~services by attorneys of reasonably comparable skills, reputation, and experience;~~

~~the time spent and legal services rendered were excessive considering the nature of the action;~~

~~the attorney representing the parent/adult student did not provide the information required in a due process hearing request; and/or~~

~~a party represented him or herself, or his or her child.~~

~~D. Exception to the Reduction of Attorney Fees~~

~~The amount of attorney fees will not be reduced if the court finds that the district or SDE unreasonably extended the final resolution of the action or proceeding.~~

~~E. Special Provisions Regarding Attorney Fees~~

~~A district or SDE that prevails may seek attorney fees from a court against the parent's/adult student's attorney if the action is deemed frivolous, unreasonable, without foundation or prolongs the litigation.~~

~~A district or SDE that prevails may seek attorney fees from a court against the parent's/adult student's attorney or the parent/adult student if the hearing request was presented for improper purposes such as to harass the district, cause unnecessary delay or needlessly increase the cost of litigation.~~

An IDEA hearing officer appointed by the DRC does not have the authority to consider or award attorney fees. Only a state or federal district court will have has jurisdiction in to consider an award the awarding, determination, or prohibition of attorney fees in and IDEA matter.

~~Documents~~

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~~Mediation Agreement~~

~~Student's Name _____ Date of Birth _____Sex _____~~

~~Parent's Name _____~~

~~Address _____~~

~~Street City Zip~~

~~Phone (Home) _____(Work) _____ (Cell) _____~~

~~School District or Agency _____~~

~~Address: _____~~

~~Street City Zip~~

~~Mediator _____ Date(s) of Mediation(s) _____~~

~~Is this Mediation related to a filed complaint? Yes No Complaint # _____~~

~~Participants (List name and title or relationship to student)~~

_____
_____
_____
_____
_____
_____

_____
_____
_____
_____

TERMS OF AGREEMENT

(USE ADDITIONAL PAGES AS NEEDED)

If applicable, we agree that this Mediation Agreement will serve to amend the existing Individualized Education Program. Yes _____ _____ _____ No _____ _____

Initials *Initials*

We, the undersigned, understand that this mediation is legally binding and enforceable in court. We enter into this agreement willingly and informed of our rights and responsibilities with regards to entering this agreement.

Parent/Adult Student Signature(s) Local District or Agency Signature(s)

Date: Date:

Notification of Mediation Confidentiality

Mediation is a voluntary, no cost, confidential service provided by the State Department of Education (SDE). Maintaining confidentiality is critical to the integrity of the process. Confidentiality encourages free, open communication toward a collaborative settlement.

IDEA requires that all discussions that occur during a mediation will remain confidential and will not be used as evidence in any subsequent due process hearing or civil proceeding *[34 CFR 300.506 (b)(8)]*. All parties in the mediation will receive a copy of this Notification of Confidentiality.

1. The mediator or any prior approved SDE observer cannot be called as a witness or be deposed in any subsequent due process hearing or civil proceeding;

2. In order to maintain the confidentiality of the process, the mediator will collect personal notes of the participants to be destroyed at the conclusion of the mediation session;

3. No recording of the mediation session will be made;

4. The only record retained of the mediation will be the written mediation agreement if one results and this notification of confidentiality. If parties come to an agreement, a copy of the written agreement will be given to both parties and filed with the SDE by the mediator. If for any reason the mediation fails to produce a written agreement, the mediator will inform the SDE that no agreement was reached. However, the mediator will not make any other report to the SDE;

5. The mediator is responsible for collecting and retaining the acknowledgment of mediation and the signed written agreement if one results.

6. The confidentiality of the mediation continues even if an agreement is not reached.

NOTIFICATION GIVEN TO:

MEDIATOR: _____ **DATE:** _____

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Form for Filing a State Complaint

Please submit any request for a state complaint to the Dispute Resolution Coordinator, State Department of Education, P.O. Box 83720, Boise, ID 83720-0027. The alleged violations may not be older than one year (365 days) from the date the complaint is received by the SDE. (You may use this form or submit a letter that includes the information below.)

A. General Information: (type or print)

Date: _____ Name of Individual Filing the Complaint: _____

Address: _____

City: _____ Zip: _____ Email: _____

Telephone: (Hm) _____ (Wk) _____ (Cell) _____

Relationship to Student: _____

Name of District /Agency Complaint Is Against: _____

Student Information: **District Information:**

Student Name: _____ District Contact: _____

Address: _____ Address: _____

City: _____ Zip: _____ City: _____ Zip: _____

Telephone: _____ Telephone: _____

School Student Attends: _____

Student's Date of Birth: _____

(If complaint involves more than one student, please complete the student and district information for each student.)

In the case of a homeless child or youth, provide available contact information:

_____

B. Description of Problem: Provide a description of the specific issues related to the alleged violation(s) of Part B the Individuals with Disabilities Education Act (IDEA). Include statements of fact relating to the alleged violation(s). (Attach additional pages if needed.)

C. Resolution: Please provide your suggestions for solving the problem. (Attach additional pages if needed.)

Signature of Complainant **Title or Relationship to Student** **Date**

Due Process Hearing Request Form

Please submit any request for a due process hearing to your district superintendent and to the Dispute Resolution Coordinator, State Department of Education, P.O. Box 83720, Boise, ID 83720-0027. (You may use this form or submit a letter that includes the information below.)

A. General Information: (type or print)

Date of Written Request: _____ Date Received (completed by SDE): _____

Name of Individual Requesting Hearing: _____

Address: _____

City: _____ Zip: _____ Day Phone: _____

Parent/Guardian of Student: _____

Address: _____

City: _____ Zip: _____ Email: _____

Telephone: (Hm) _____ (Wk) _____ (Cell) _____

Name of District/Agency Hearing Request Is Against: _____

Student Information: **District Information:**

Student Name: _____ District Contact: _____

Address: _____ Address: _____

City: _____ Zip: _____ City: _____ Zip: _____

Telephone: _____ Telephone: _____

School Student Attends: _____

Student's Date of Birth: _____

(Complete if the information is available):

Student's Attorney: _____

(Complete if the information is available):

District's Attorney: _____

B. Issue(s): Describe your specific problem that relates to any matter of identification, evaluation, educational placement, or provision of a free appropriate public education. Summarize the facts and information as a basis for each allegation. (Attach additional pages if needed.)

C. Resolution: Please provide your suggestions for solving the problem. (Attach additional pages if needed.)

Signature of Individual Requesting Hearing Title or Relationship to Student Date

Expedited Due Process Hearing Request Form

Please submit any request for an expedited due process hearing to your district superintendent and to the Dispute Resolution Coordinator, State Department of Education, P.O. Box 83720, Boise, ID 83720-0027. (You may use this form or submit a letter that includes the information below.)

A. General Information: (type or print)

Date of Written Request:_____ Date Received (completed by SDE):_____

Name of Individual Requesting Hearing: _____

Address: _____

City:_____ Zip:_____ Email: _____

Telephone: (Hm)_____ (Wk)_____ (Cell)_____

Parent/Guardian of Student:_____

Address: _____ City: _____

Zip:_____ Telephone: (Hm)_____ (Wk) _____ (Cell)_____

Name of District/Agency Hearing Request Is Against: _____

Student Information: **District Information:**

Student Name:_____ District Contact:_____

Address:_____ Address:_____

City:_____ Zip:_____ City:_____ Zip:_____

Date of Birth:_____ Telephone:_____

School Student Attends: _____

Student's Grade:_____

(Complete if the information is available)

Student's Attorney: _____

(Complete if the information is available)

District's Attorney: _____

B. Issue(s): Describe your specific problem that relates to any matter of identification, evaluation, educational placement, or provision of a free appropriate public education. Summarize the facts and information as a basis for each allegation. (Attach additional pages if needed.)

C. Resolution: Please provide your suggestions for solving the problem. (Attach additional pages if needed.)

Signature of Individual Requesting Hearing Title or Relationship to Student Date

SUBJECT

Pending Rule Docket Number 08-0203-1805, Annual Measurable Achievement Objectives (AMAO)

REFERENCE

November 2016	Board approved pending rule docket number 08-0203-1608.
June 2018	Board approved proposed rule, Removal of AMAOs from IDAPA 08.02.03, Rules Governing Thoroughness.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-105 and 11-1617, Idaho Code
IDAPA 08.02.03, Rules Governing Thoroughness

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective A: Higher Level of Educational Attainment

BACKGROUND/DISCUSSION

On June 20, 2018, the State Board of Education approved a proposed rule removing obsolete references to Annual Measurable Achievement Objectives from IDAPA 08.02.03, Rules Governing Thoroughness. A Notice of Rulemaking – Proposed Rule was published in the August 1, 2018, Administrative Bulletin. Docket number 08-0203-1805 was assigned to the proposed rule.

Pursuant to section 67-5222(1), Idaho Code, a public comment period on the proposed rule was held from August 1 – August 22, 2018. No comments were received during the public comment period. There are no changes to the pending rule, and it is being presented as approved by the Board on June 20.

IMPACT

This rulemaking action brings IDAPA into compliance with ESSA. Additionally, Title III funded local education agencies will benefit from not having two accountability structures.

ATTACHMENTS

Attachment 1 – Pending Rule, Docket Number 08-0203-1805

STAFF COMMENTS AND RECOMMENDATIONS

Formal negotiated rulemaking requires a notice of intent to promulgate rules. Negotiated rulemaking provides the opportunity for the public to participate in the drafting of proposed rules prior to the rule coming forward to the Board for consideration. Proposed rules approved by the Board are published in the Administrative Bulletin followed by a 21-day public comment period. At the close of the 21-day comment period rules are returned to the Board for consideration as

a pending rule. Pending rules approved by the Board are submitted to the Legislature for consideration during the upcoming legislative session. The Legislature may accept or reject all or a portion of the rules presented for consideration. Those rules that are not rejected become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION

I move to approve pending rule docket number 08-0203-1805, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 – RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.
All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (4-5-00)

001. TITLE AND SCOPE.

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

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

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

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

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)

01. **The Idaho Content Standards**. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-29-10)

a. Arts and Humanities Categories: (3-24-17)

i. Dance, as revised and adopted on August 11, 2016; (3-24-17)

ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-24-17)

iii. Media Arts, as adopted on August 11, 2016. (3-24-17)

iv. Music, as revised and adopted on August 11, 2016; (3-24-17)

v. Theater, as revised and adopted on August 11, 2016; (3-24-17)

vi. Visual Arts, as revised and adopted on August 11, 2016; (3-24-17)

vii. World languages, as revised and adopted on August 11, 2016. (3-24-17)

b. Computer Science, adopted on November 28, 2016. (3-24-17)

c. Driver Education, as revised and adopted on August 10, 2017. (3-28-18)

d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)

e. Health, as revised and adopted on August 11, 2016. (3-24-17)

f. Information and Communication Technology, as revised and adopted on August 10, 2017. (3-28-18)

g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)

h. Mathematics, as revised and adopted on August 11, 2016. (3-24-17)

i. Physical Education, as revised and adopted on August 11, 2016. (3-24-17)

j. Science, as revised and adopted on August 10, 2017. (3-28-18)

k. Social Studies, as revised and adopted on November 28, 2016. (3-24-17)

l. College and Career Readiness Competencies adopted on June 15, 2017. (3-28-18)

m. Career Technical Education Categories: (3-29-17)

i. Agricultural and Natural Resources, as revised and adopted on August 31, 2017. (3-28-18)

ii. Business and Marketing Education, as revised and adopted on August 31, 2017. (3-28-18)

iii. Engineering and Technology Education, as revised and adopted on August 31, 2017. (3-28-18)

iv. Health Sciences, as adopted on August 31, 2017. (3-28-18)

v. Family and Consumer Sciences, as revised and adopted on August 31, 2017. (3-28-18)

vi. Skilled and Technical Sciences, as revised and adopted on August 31, 2017. (3-28-18)

vii. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

~~**03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures**. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov.(4-7-11)~~

~~04~~03. **The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards**. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-28-18)

~~05~~04. **The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors**. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-29-17)

~~06~~05. **The Idaho Extended Content Standards**. The Idaho Extended Content Standards as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at https://.boardofed.idaho.gov. (3-28-18)

~~07~~06. **The Idaho Content Standards Core Content Connectors**. The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at https://boardofed.idaho.gov. (3-28-18)

a. English Language Arts, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

b. Mathematics, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

~~08~~07. **The Idaho Alternate Assessment Achievement Standards**. Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-28-18)

~~09~~08. **The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing**. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (4-2-08)

~~10~~09. **The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired**. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (4-2-08)

~~11~~10. **The Idaho Special Education Manual**. The Idaho Special Education Manual as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-28-18)

BREAK IN CONTINUITY OF SECTIONS

112. ACCOUNTABILITY

School district, charter school district and public charter school accountability will be based on multiple measures aimed at providing meaningful data showing progress toward interim and long-term goals set by the State Board of Education for student achievement and school improvement. The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education. (3-29-17)

01. School Category. (3-29-17)

a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f. (3-29-17)

b. High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f. (3-29-17)

c. Alternative High Schools. (3-29-17)

02. Academic Measures by School Category. (3-29-17)

a. K-8: (3-29-17)

i. Idaho Standards Achievement Tests (ISAT) Proficiency. (3-29-17)

ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education. (3-29-17)

iii. ISAT proficiency gap closure. (3-29-17)

iv. Idaho statewide reading assessment proficiency. (3-29-17)

v. English Learners achieving English language proficiency. (3-29-17)

vi. English Learners achieving English language growth toward proficiency. (3-29-17)

b. High School: (3-29-17)

i. ISAT proficiency. (3-29-17)

ii. ISAT proficiency gap closure. (3-29-17)

iii. English Learners achieving English language proficiency. (3-29-17)

iv. English Learners achieving English language growth toward proficiency. (3-29-17)

v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (3-29-17)

vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (3-29-17)

c. Alternative High School: (3-29-17)

i. ISAT proficiency. (3-29-17)

ii. English learners achieving English language proficiency. (3-29-17)

iii. English learners achieving English language growth towards proficiency. (3-29-17)

iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (3-29-17)

v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (3-29-17)

03. School Quality Measures by School Category. (3-29-17)

a. K-8: (3-29-17)

i. Students in grade 8 enrolled in pre-algebra or higher. (3-29-17)

ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year). (3-29-17)

iii. Communication with parents on student achievement (effective starting in the 2018-2019 school

year). (3-29-17)

b. High School: (3-29-17)

i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs. (3-29-17)

ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year). (3-29-17)

iii. Students in grade 9 enrolled in algebra I or higher. (3-29-17)

iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (3-29-17)

c. Alternative High School: (3-29-17)

i. Credit recovery and accumulation. (3-29-17)

ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs. (3-29-17)

iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year). (3-29-17)

iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (3-29-17)

04. Reporting. Methodologies for reporting measures and determining performance will be set by the State Board of Education. (3-29-17)

05. Annual Measurable Progress Definitions. For purposes of calculating and reporting progress, the following definitions shall be applied. (3-29-17)

a. ISAT Student Achievement Levels. There are four (4) levels of student achievement for the ISAT: Below Basic, Basic, Proficient, and Advanced. Definitions for these levels of student achievement are adopted by reference in ~~Subsection~~ Section 004~~.05~~ of these rules. (~~4-2-08~~)

b. Idaho's English Language Assessment Proficiency Levels. There are six (6) levels of language proficiency for students testing on the Idaho English Language Assessment: Level 1, Level 2, Level 3, Level 4, Level 5, and Level 6. Definitions for these levels of language proficiency are adopted by reference in ~~Subsections~~ Section 004~~.02 and 004.04.~~ of these rules. (~~3-29-17~~)

c. Annual Measurable Progress. (3-29-17)

i. ISAT Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT. (3-29-17)

ii. The State Department of Education will make determinations for schools and districts each year. Results will be given to the districts at least one (1) month prior to the first day of school. (3-29-17)

iii. The State Board of Education will set long-term goals and measurements of interim progress targets toward those goals. The baseline for determining measurable student progress will be set by the State Board of Education and shall identify the amount of growth (percentage of students reaching proficiency) required for each

intermediate period. (3-29-17)

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

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency. A student is continuously enrolled if the student has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. (3-29-17)

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the school district has achieved AYP. (4-2-08)

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the state has achieved progress in any statewide assessment used for determining proficiency. (3-29-17)

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

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved measurable progress in ISAT proficiency. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (3-29-17)

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

(2) Students who are absent for the entire state-approved testing window because of medical reasons or are homebound are exempt from taking the ISAT if such circumstances prohibit them from participating. Students who drop out, withdraw, or are expelled prior to the beginning of the final makeup portion of the test window are considered exited from the school. (4-7-11)

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

f. Schools. As used in this section, schools refers to any school within a school district or charter school district and public charter schools. (3-29-17)

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

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

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

iv. An alternative high school is any school that contains grade twelve (12) and meets the requirements of Section 110 of these rules. (3-29-17)

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

vi. A "new school" for purposes of accountability is a wholly new entity receiving annual measurable progress determinations for the first time, or a school with a significant student population change as a result of schools being combined or geographic boundaries changing, or a result of successful school restructuring sanctioned by the Office of the State Board of Education. (3-29-17)

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

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

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

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

iv. Limited English Proficient - individuals who do not score proficient on the state-approved language proficiency test and meet one (1) of the following criteria: (4-11-15)

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

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

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

h. Graduation Rate. The graduation rate will be based on the rate of the cohort of students entering grade nine (9) during the same academic year and attending or exiting the school within a four (4) year or five (5) year period as applicable to the measure being determined. In determining the graduation cohort the school year shall include the students who complete graduation requirements prior to the start of the school district or charter schools next fall term. School districts may only report students as having graduated if the student has met, at a minimum, the state graduation requirements, pursuant to Section 105, and will not be returning to the school in following years to complete required academic course work. The State Board of Education will establish a target for graduation. All high schools must meet the target or make sufficient progress toward the target each year, as determined by the State Board of Education. The graduation rate will be disaggregated by the subgroups listed in Subsection 112.05.g. (3-29-17)

i. Additional Academic Indicator. The State Board of Education will establish a target for all additional academic and school quality measures. All schools must maintain or make progress toward the additional academic and school quality measure target each year. The additional academic and school quality measure targets will be disaggregated by the subpopulations listed in Subsection 112.05.g. (3-29-17)

~~**06. Annual Measurable Achievement Objectives (AMAOs).** Local school districts are responsible for ensuring district progress of Limited English Proficient (LEP) students in their acquisition of English. Progress and proficiency are measured by Idaho's English language assessment and determined based on three (3) AMAOs: (3-29-17)~~

~~**a.** Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency; (4-2-08)~~

~~**b.** Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year; and (4-2-08)~~

~~**c.** Each school district must make Adequate Yearly Progress for LEP students on the spring ISAT. (4-2-08)~~

TAB	DESCRIPTION	ACTION
1	BAHR - SECTION I – IDAHO STATE UNIVERSITY – CHIEF EXECUTIVE OFFICER CONTRACT AMENDMENT	Motion to Approve
2	BAHR - SECTION I – UNIVERSITY of IDAHO – RETIREE DEATH BENEFIT TRUST PROPOSAL	Motion to Approve
3	BAHR - SECTION II – BOISE STATE UNIVERSITY – LEASE RENEWAL – BROADWAY OFFICE BUILDING	Motion to Approve
4	BAHR – SECTION II – UNIVERSITY OF IDAHO – UI EXPERIMENTAL FOREST IN VALLEY COUNTY	Motion to Approve
5	IRSA – HIGHER EDUCATION RESEARCH COUNCIL APPOINTMENTS	Motion to Approve
6	IRSA – IDAHO EPSCoR APPOINTMENTS	Motion to Approve
7	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS REPORT	Motion to Approve
8	PPGA – UNIVERSITY OF IDAHO – FACILITIES NAMING – ARBORETUM, ASIAN GROVE	Motion to Approve
9	PPGA – BOISE STATE UNIVERSITY – FACILITIES NAMING – FOOTBALL PLAZA	Motion to Approve
10	PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE – COMMITTEE APPOINTMENTS	Motion to Approve
11	SDE – 2017-2018 ACCREDITATION REPORT	Motion to Approve

TAB	DESCRIPTION	ACTION
12	**SDE – CURRICULAR MATERIAL**	Motion to Approve
13	**SDE – EMERGENCY PROVISIONAL EDUCATOR CERTIFICATION**	Motion to Approve

SUBJECT

Chief Executive Officer Contract Amendment

REFERENCE

April 2018	Idaho State Board of Education (Board) selected Kevin Satterlee as the chief executive officer of Idaho State University.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

This agenda item is a non-strategic Board governance agenda item.

BACKGROUND/DISCUSSION

The Board selected Kevin Satterlee as the President of Idaho State University (ISU) in April 2018. President Satterlee's employment agreement did not include a country club membership at that time. President Satterlee has requested that the Board provide a country club membership as has been the historic practice.

IMPACT

Approval of the proposed employment agreement will allow President Satterlee to host and conduct institution business at the country club, as has been provided to previous presidents.

ATTACHMENTS

Attachment 1 – First Amendment to the Employment Agreement

STAFF COMMENTS AND RECOMMENDATIONS

The cost of the country club membership will be paid with ISU foundation funds contributed to the ISU public relations fund, which is used for presidential activities in support of the institution.

BOARD ACTION

I move to approve the amended employment agreement for Kevin Satterlee as President of Idaho State University as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

First Amendment to the Employment Agreement
for
President Idaho State University

This First Amendment to the Employment Agreement for President Idaho State University ("First Amendment") is made between the Idaho State Board of Education ("Board") and Kevin Satterlee ("President") and is effective October 18, 2018.

1. All terms of the Employment Agreement executed by the Board and the President, with the effective date of May 4, 2018 remain unchanged with the exception of Paragraph 9 which is hereby deleted and replaced with the following:

9. Official Entertainment

a. The Institution shall reimburse the President for official university-related entertainment expenses.

b. The Institution shall provide the President with membership in one (1) country club in Eastern Idaho.

c. All reimbursements and expenditures under this section 9 shall be funded by the Institution's General Public Relations/Promotion – President's Office account (LGEN03).

IN WITNESS WHEREOF, Dr. Linda Clark, President of the Board, and Kevin Satterlee, President of Idaho State University, have executed this First Amendment.

Dr. Linda Clark, President Idaho State Board of Education	Kevin Satterlee, President Idaho State University
Date	Date

UNIVERSITY OF IDAHO

SUBJECT
Retiree Death Benefits Trust Proposal

REFERENCE
April, 2008 — Idaho State Board of Education (Board) received update on University of Idaho (UI) retirement plan changes and concerns expressed by beneficiaries.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section II.J.

ALIGNMENT WITH STRATEGIC PLAN
GOAL 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM – Ensure educational resources are coordinated throughout the state and used effectively:

Establishment of the trust will create a more efficient use of institutional resources by reducing the cost of providing a promised benefit to certain retirees.

BACKGROUND/DISCUSSION
In the 1980's and 90's, the UI offered retirement benefits to its faculty and staff which included University paid health benefits and life insurance for qualified retirees. UI has phased these benefits out and no longer offers them to current hires. The process for phasing out these benefits included establishing tiers of retirees based on their age and years of service to the institution as of the commencement of the phase out. Tier One retirees are those who had the most amount of service to UI as of the phase out, and for whom the health benefits and life insurance benefit continue. This is a closed set of individuals, most of whom are retired, but a few remain employed.

In 2008, a suit was filed against the UI by a group of Tier One retirees challenging certain changes in the retirement benefits, including the life insurance benefit. Following judgment for the UI in that case by the District Court, the matter was appealed to the Idaho Supreme Court as Case No. 37521-2010. The disputes described in these cases were fully compromised and settled in their entirety by a settlement agreement. The settlement describes a fixed and unchanging class of current and former employees of UI, and requires that the UI, upon the death of a member of the class, to provide a sum certain ($10,000 each) to the deceased member's designated beneficiary. UI has been meeting this obligation through individual life insurance policies on each qualifying member.

In order to more efficiently provide the promised benefit at a significantly lower cost, UI has determined to establish a trust into which it will make contributions to

fund its obligation to pay the benefit. It is UI's intention that the trust created for this purpose be treated as a "fund" with respect to UI's obligation to pay the Benefit under Governmental Accounting Standards Board Statement 45 (now addressed under GASB Standards 74 & 75). As such, the death benefit paid to each qualifying member's estate will be treated, for tax purposes, in the same fashion as a life insurance benefit.

UI seeks approval from the Idaho State Board of Education to enter into the Trust agreement in substantial conformance to Attachment 1.

IMPACT

As the Tier One group (which is comprised of 691 individuals) continues to age, the annual premium for life insurance continues to increase. This is a truism, and a simple fact of life insurance, since the annual insurance premium is calculated based on actuarial calculations of the probability of having to pay the insurance benefit. Each annual premium pays for that year's probability, and the calculation is repeated each year. Since the benefit is promised to every member of the group upon death, the actuarial computation of the probability of payment will continue to increase towards 100% resulting in ever increasing policy premiums that will greatly exceed the ultimate total amount of benefits paid. This is simply how life insurance works.

UI is working with its actuaries to calculate the amount of payments to be made each year into the trust. These calculations will assist UI in setting aside sufficient funds to meet the death benefit obligations as they become due. While these calculations are themselves only estimates, through use of the trust, UI will now be assured that its maximum expenditure for each eligible retiree will never exceed the amount of the death benefit itself.

ATTACHMENTS

Attachment 1 – Proposed Trust Agreement

STAFF COMMENTS AND RECOMMENDATIONS

Approval of this item will ensure that the UI will continue to meet the obligation for the sum certain death benefit. Instead of individual life insurance plans for the aging population, UI would create a trust wherein the funds for the benefit would be deposited and paid out when required. This is expected to be a more cost effective way to meet the institution obligations.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to enter into the proposed trust agreement in substantial conformance to the terms set out in Attachment 1 to the materials provided to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Trust Agreement

This trust agreement ("Agreement") is entered into on the Effective Date set forth herein by and among the Board of Regents of the University of Idaho ("University"), and the Board of Trustees of the University of Idaho Death Benefit Trust ("Trustees").

RECITALS

The University was a party to a lawsuit brought in Latah County, Idaho District Court Case No. CV-2008-00663. Following judgment in that case by the District Court, the matter was appealed to the Idaho Supreme Court as Case No. 37521-2010. The disputes described in these cases were fully compromised and settled in their entirety by a settlement agreement executed and effective on [INSERT DATE] ("Settlement"), a copy of which is attached hereto for reference only, and is expressly not incorporated herein.

The Settlement describes a fixed and unchanging class of current and former employees of the University, and requires that the University, upon the death of a member of the class, pay a sum certain to the deceased member's designated beneficiary.

The University's obligation to pay the Benefit is an essential and integral part of the University's activities as a governmental entity as such activities are set forth in Title 33, Idaho Code, and other applicable law.

In order to minimize administrative burden to the University, and maximize the proper security, management, and disposition of those assets, the University has determined to establish a trust into which it will from time to time make contributions to fund its obligation to pay the Benefit. It is the University's intention that the trust created by this Agreement be treated as a "fund" with respect to the University's obligation to pay the Benefit under Governmental Accounting Standards Board Statement 45 (now addressed under GASB Standards 74 & 75).

The University has requested the Trustees hold all contributions, together with earnings and income thereon, in trust under this Agreement, and the Trustee is willing and able to accept these responsibilities.

NOW, THEREFORE, in consideration of the premises, the parties hereto agree as follows:

I. DEFINITIONS. When used in this Agreement, the following capitalized words and phrases shall be defined as follows.

A. "Agreement" means this Trust Agreement, and any subsequent, valid modifications or amendments thereto.

B. "Beneficiary" means any individual designated by a Participant, and entitled, pursuant to the Plan, to payment by the Trust of any part or all of the Benefit.

C. "Benefit" means the University's obligation to a Beneficiary pursuant to the terms of Section 5 of the Settlement.

D. "Board of Trustees", "Trustees", or "Board" means all the Trustees of the Trust.

E. "Class" means the fixed and unchanging group of individuals referred to in Section 5 of the Settlement.

F. "Contribution" means cash or other property acceptable to the Trustees paid to the Trust by the University.

G. "Irrevocable" means that the University does not retain a power to alter, amend, revoke or terminate any transfer in the Trust.

H. "Participant" means an individual who is a member of the Class.

I. "Plan Document" means the University of Idaho Death Benefit Plan document, summary plan description, schedule(s) of benefits, and/or any other documents, brochures, pamphlets, working rules, policies, or any and all other documents governing and/or produced in furtherance of the Plan.

J. "Plan Expenses" means the operating expenditures of the Plan, the costs of administering claims for the Plan, any and all taxes the Trust is, or may be, obligated to pay, expenses for personnel, supplies, rental of space, legal, accounting, and benefits consultation, and the cost of anything else the Board reasonably believes to be necessary or desirable for the creation, operation, management, maintenance, marketing, and stewardship of the Plan, consistent with the Purpose.

K. "Plan Year" means, for any year in which the Plan is in effect, the twelve-month period beginning on the effective date of the Plan.

L. "Term" means the term of this Agreement, which begins on the Effective Date, and shall end upon termination of this Agreement as set forth in Section VII herein.

M. "Third Party Administrator" or "TPA" means the entity designated by the Trustees to administer the Plan.

N. "Trustee" means an individual, duly appointed pursuant to the terms of this Agreement, as a trustee for the Trust.

O. "University of Idaho Death Benefit Plan" or "Plan" means the arrangement established by the University to implement the satisfaction of its obligation under the Settlement to pay the Benefit, and governed by the Plan Document.

P. "University of Idaho Death Benefit Trust" or "Trust" means the irrevocable trust fund of the University established by this Agreement.

II. Purpose. The purpose of this Agreement is to create a fund to receive, manage, and distribute Contributions in a manner that is stable, financially sound, and calculated to accomplish the University's essential and integral government function of satisfying its obligation to pay the Benefit pursuant to the terms of the Settlement ("Purpose").

III. Trust.

A. Trust Fund Established. There is hereby established the University of Idaho Death Benefit Trust, which shall in all respects be governed by the laws of the State of Idaho, and maintained and administered in such a manner as to accomplish the Purpose.

B. Powers of Trust. Subject to the obligations set forth herein and imposed by applicable law, the Trust, acting by and through its Trustees, shall have all the powers and authority granted by the laws of the State of Idaho, including without limitation those powers and authority set forth in Section 68-106, Idaho Code.

C. Obligations of Trust. The Trust, acting by and through its Trustees, shall:

1. except as otherwise permitted by Section VII.C.1. herein, hold all assets and income of the Trust exclusively to satisfy the Purpose;

2. receive, take, and hold in the name of the Trust any and all Contributions;

3. consistent with the funding policy and method determined by the University, invest, manage, and control the Trust assets;

4. pay the Benefit;

5. maintain records of receipts, investments, income, and disbursements of Trust assets, and furnish the University with written reports as set forth in Section III.F. herein, and as otherwise reasonably requested by the University;

6. comply with all written requests, directions, orders, requisitions, and/or instructions of the University, including its authorized agents acting within the scope of their authority, except to the extent such requests, directions, orders, requisitions, and/or instructions conflict with the fiduciary duties of the Trustees; and

7. satisfy all other obligations imposed by this Agreement, by the laws of the State of Idaho, and other applicable law.

D. Irrevocability. Except to the extent provided in Section VII.C.1. below, the University does not retain a power to alter, amend, revoke or terminate any transfer of assets into the Trust, and the Trust shall be otherwise irrevocable and only subject to termination under the terms of this Agreement.

E. Tax Exemption. The Trust is, and is intended to be, tax exempt under Internal Revenue Code Section 115 as an entity whose income is derived from the exercise of an essential governmental function.

F. Annual Report of Trustees.

1. Within forty-five (45) days of the end of a Plan Year, the Trustees, or their authorized agent, shall furnish to the University a written statement of account with respect to such year setting forth:

   a. the net income, or loss, of the Trust;
   b. the gains, or losses, realized by the Trust upon sales or other disposition of the assets;
   c. the increase, or decrease, in the value of the Trust;
   d. all further information as the Trustees deem appropriate; and
   e. all other information regarding the Trust requested by the University.

2. The University shall promptly acknowledge receipt thereof in writing, and advise the Trustees of its approval or disapproval thereof. Failure of the University to disapprove any such statement of account within thirty (30) days of its receipt thereof shall be deemed an approval thereof. The approval by the University of any statement of account shall be binding on the University and the Trust as to all matters contained in the statement.

IV. Trust Funds.

A. Nature of Funds Held in Trust.

1. Funds in the Trust are fiduciary funds, and, subject to the terms of this Agreement, the Trustee is the legal owner of the Trust assets, and is entitled to exercise all incidents of ownership in the Trust assets.

2. Except as otherwise provided herein, Trust assets are neither liable for any obligation of the University, nor subject to garnishment or levy for the obligation of the University.

3. No part of the net earnings of the Trust may inure to the benefit of any individual other than through the payment of the Benefit.

B. Maintenance and Distribution of Funds Held in Trust.

1. All Contributions received by the Trustees, together with the income therefrom, shall be held, managed, and administered by the Trustees pursuant to the terms of this Agreement without distinction between principal and income and without liability for the payment of interest thereon.

2. Any corpus or portions of the Trust not expended may be deposited by the Trustees in the name of the Trust in such depository or depositories or investments as the Trustees shall from time to time select, as authorized in writing by the University, and any such deposit or deposits should carry or bear interest, and the Trustees are empowered to receive, for the benefit of the Trust, such interest as might accrue on the above deposits.

3. If not so deposited, any accumulated funds not currently required for reserve or distribution by the Trust shall be invested by the Trustees.

4. Revolving bank accounts may be established to facilitate payment of the Benefit, provided such accounts are established as irrevocable Trust funds. Except as otherwise permitted or required herein, all money acquired by or belonging to the Trust shall be kept in such irrevocable Trust accounts.

5. No assets held by the Trust shall be liable in any way for any debt or obligation of the University, a Participant, or a Beneficiary. To the extent permitted by law, all Trust assets shall be exempt from attachment, garnishment, levy or execution, bankruptcy proceedings, or other legal process at any time.

6. No Employee or Beneficiary shall have any right or claim to benefits under the Plan except as specified in the Plan Document. Any dispute as to eligibility, type, amount, time or duration of benefits provided by the Trust as self-funded shall be decided by the Trustees, subject to the Employee's right to appeal or review as provided in the Plan Document or applicable law.

7. Books and records of the Trust shall be open for inspection at all reasonable times. All records are public information and will be made available upon request properly and legally made.

C. Contributions. The University shall make Contributions to the Trust in U.S. dollars on a schedule determined by the University in its sole discretion, provided that

Contributions shall be paid to the Trust in an amount and at a frequency that is adequate to satisfy the University's obligation to pay the Benefit, and provide for Plan Expenses.

D. Third-Party Administrator. The Board may appoint a Third-Party Administrator for the Trust.

1. All checks, drafts, vouchers, or other withdrawals from the Trust or depositories or investments by the TPA shall first be authorized by the Trustees and then signed by appropriate signators as determined by the Trust, except that checks for claims payment under the Plan pursuant to the Plan Document, or checks for Board authorized expenses may be signed by a representative of the Board authorized to do so for the purpose of administering the Trust.

2. In the event there shall be any disagreement between the Trustees and the TPA over exercise of powers granted herein, the Trustees shall prevail, and the TPA shall have no liability to any person with respect to such act or omission in the event it shall give notice in writing of its dissent from such act to each Trustee and the University.

3. The TPA shall be a fiduciary agent of the Board and the Trust.

V. Meetings of the Board. The Board shall meet at least once each calendar year. A simple majority of the Board shall constitute a quorum for the transaction of business. Each Trustee is entitled to cast one (1) vote on each action item at any duly constituted meeting of the Board at which the Trustee is present; a Trustee must be present at a Board meeting to vote. All meetings of the Board shall be subject to the Idaho open meetings act (Idaho code section §74-201 *et seq.*). The Board shall adopt rules and regulations for conducting the Annual Meeting, Trust business, and other Board meetings in conformity with the law.

VI. Board of Trustees. There shall be at least three (3), and no more than eleven (11), Trustees serving at any given time.

A. Appointment, Succession, Resignation, and Removal of Trustees.

1. Each Trustee shall be appointed by the University. A Trustee shall serve until the earliest of the following events:

a. removal of the Trustee by the University upon thirty (30) days written notice for any reason in its sole discretion;
b. removal of the Trustee by the University at any time without notice upon the University's good faith belief the Trustee has engaged, or intends to engage, in gross negligence, breach of fiduciary duty, or intentional misconduct;

c. death or incapacity of the Trustee; or
d. resignation of the Trustee as set forth in Section VI.A.4.

2. The University shall have no obligation to appoint more than three (3) Trustees. In the event a Trustee position becomes vacant for any reason, the University shall be under no obligation to fill the vacancy except to the extent the vacancy leaves fewer than three (3) Trustees, in which event the University shall fill the vacancy as soon as reasonably practicable.

3. No Trustee shall have authority to appoint a designee or other agent to serve or act as Trustee in the Trustee's stead.

4. Unless a different time period or terms are agreed to by the Trustee and the University, a Trustee may resign at any time by delivering to the University a written notice of resignation at least thirty (30) days prior the effective date of the resignation.

B. Officers of the Board. The officers of the Board shall be Trustees, and consist of the chair, vice-chair and secretary. Officers shall be elected annually by the Board.

1. The chair shall be responsible for developing meeting agendas and conducting meetings.

2. The vice-chair shall fulfill the chair's duties in the chair's absence.

3. The secretary shall cause minutes of all meetings to be kept and shall, upon request, cause a copy of the minutes to be forwarded to any Participant. The secretary shall fulfill the duties of the chair and vice-chair in their absence.

C. Compensation and Expenses.

1. To the extent it does not conflict with the fiduciary duties of the Trustee, and at the sole discretion of the University, each Trustee may be paid reasonable compensation for the performance of the Trustee's services pursuant to this Agreement.

2. Reasonable expenses incurred by a Trustee in the execution of the Trustee's services may be reimbursed from Trust assets as permitted by the Trustees pursuant to a policy the Trustees shall adopt for such purpose, unless such payment conflicts with applicable law.

3. A Trustee is not an employee of the University, and nothing in this Agreement shall, nor is intended to, create an employment relationship between the University and any Trustee. However, the foregoing notwithstanding, an employee of the University may serve as Trustee to the

extent such employment does not interfere with the performance of the Trustee's duties to the Trust.

VII. TERMINATION OF AGREEMENT AND DISSOLUTION OF TRUST.

A. The term of this Agreement is intended to be as long as necessary to accomplish the Purpose, and may only be terminated as set forth herein, or as permitted by Idaho Code.

B. Notwithstanding Section VII.A. herein, the Board and University may agree at any time to terminate this Agreement, and its activities carried on pursuant thereto, provided such election to terminate shall minimize administrative burden to the University, and maximize the proper security, management, and disposition of assets used to pay the Benefit.

C. Upon satisfaction (from any source including without limitation as a result of the enactment of state of federal law) or extinguishment of the University's entire obligation under the Settlement to pay the Benefit, and the payment of all Plan Expenses, the University may unilaterally terminate this Agreement.

1. In the event of termination of this Agreement pursuant to Section VII.C. herein, all assets of said Plan and Trust shall be liquidated by the Trustees, such liquidation shall be conducted by the Board under a plan of liquidation in writing delivered to the University at least ninety (90) days prior to such liquidation, and all proceeds generated by the liquidation shall revert to the University.

VIII. Liability of Board.

A. The Trustees owe a duty to the Participants and Beneficiaries of the Trust to comply with prudent investors rule set forth in Title 68, Chapter 5 of Idaho Code.

B. Trustees shall invest and manage trust assets as a prudent investor would and Trustees must make reasonable efforts to verify facts relevant to the investment and management of trust assets.

C. Provided Trustees comply with their fiduciary duties, they shall not be liable for any mistake of judgment or other action made, taken or omitted by them in good faith; nor for any action taken or omitted by an agent, employee or independent contractor selected with reasonable care.

D. No Trustee shall be liable for any action taken or omitted by any other Trustee. The assets of the Trust shall be used to defend and indemnify any Trustee, officer, or employee of the Trust for actions by such person in good faith within the scope of his or her authority for the Trust as public officials in the State of Idaho.

IX. MISCELLANEOUS PROVISIONS.

A. Anti-alienation. No interest in the Trust, and no right to a distribution or payment under the Trust, shall be subject to assignment or alienation of any kind, whether by the voluntary or involuntary act of any interested person under the Trust, except as expressly required by applicable law. The foregoing notwithstanding, in the event a Participant becomes employed by another governmental that assumes all or part of the University's obligation to provide the Benefit, nothing herein shall be deemed to prohibit assets of the Trust attributable to the University's obligation to pay the Benefit on behalf of such Participant from being transferred to a substantially similar trust, maintained by such new employer, that is exempt from federal income tax under Internal Revenue Code Section 115.

B. Severability. In the event that any portion of this Agreement is hereafter found or declared to be void or otherwise rendered inoperative in any way, the remainder of this Agreement shall continue in full force and effect separate and apart from the portions so invalidated.

C. Amendment. The University shall have sole authority to amend this Agreement, provided that any amendment that would diminish the Trust's ability to accomplish the Purpose, shall be void.

ACCEPTANCE

IN WITNESS WHEREOF, the undersigned Trustees hereby accept the foregoing Trust Agreement, agree to be bound by the same, and have affixed their signatures as of the date indicated below.

Effective Date: _____, 201_

TRUSTEES

By: _____

Title: _____

By: _____

Title: _____

By: _____

Title: _____

BOISE STATE UNIVERSITY

SUBJECT

Lease Renewal at 960 S. Broadway Avenue

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2.e.

ALIGNMENT WITH STRATEGIC PLAN

The lease renewal agenda item is a non-strategic Board governance agenda item.

BACKGROUND/DISCUSSION

Boise State University (BSU) seeks permission to renew its lease of 11,862 sq. ft. of office space in the building located at 960 S. Broadway Avenue in Boise. Board Policy V.I. requires that the institution receive Board approval for contracts with a value greater than $1,000,000. The original lease amount was a total value of $935,982.30. The revised contract is valued at $1,138,258 and requires Board approval.

BSU has been given approval from the Department of Administration. This building is adjacent to the campus and houses several interrelated BSU administrative functions. The building allows easy access to campus while freeing space on campus for academic needs.

The University Financial Services were relocated to the Broadway Avenue building in 2013. These departments include the Controller, Finance and Leasing, Purchasing, and the Office of Continuous Improvement. Prior to that, the departments were housed in three buildings. The Broadway building allows the related departments to be co-located and increase operational efficiencies. No campus space is currently projected to be available for the departments during the term of the proposed lease.

The term of the lease is five (5) years. The lease will contain an annual funding appropriation clause.

IMPACT

First year cost will be $201,159.75 and the total five year cost, with rent escalations, will be $1,138,258. The average cost per square foot over the life of the lease is $19.20. The lessor is providing a tenant improvement allowance of $5,000.00 and one month rent abatement of $18,287.50.

ATTACHMENTS

Attachment 1 – Proposed Contract

Attachment 2 – Original Contract

STAFF COMMENTS AND RECOMMENDATIONS

The escalation in rent represents an increase of three percent (3%) from year one to year two. The percentage increase remains the same for the years of the lease agreement, except that the escalation is two percent (2%) from year four to year five.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to renew the lease for space in the building located at 960 S. Broadway Avenue in Boise for a cost not to exceed $1,138,258 for a term of five (5) years beginning November 1, 2018 as described in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LEASE AMENDMENT No. 1

THIS LEASE AMENDMENT ("Lease Amendment"), made and entered into this ____ day of_____, 2018, by and between the Pitch Fork Management Group, c/o Thornton Oliver Keller, 250 South 5th Street, 2nd Floor, Boise, Idaho 83702 ("Lessor") and the STATE OF IDAHO, by and through the Boise State University, 1910 University Drive, Mail Stop 1247, Boise, Idaho 83725 ("Lessee"), is an amendment of the Lease Agreement for Space between the Lessor and the Lessee entered into on August 1, 2013, for space located at 960 Broadway Avenue, Suites 300, 302, and 308, Boise, Idaho 83706.

WITNESSETH

WHEREAS, the parties desire to amend the Lease Agreement for Space;

WHEREAS, the LESSEE is legally authorized to enter in this amendment by power granted by Title 67, Chapter 57 of Idaho Code, with the approval of the Department of Administration; and

NOW, THEREFORE, in consideration of the mutual covenants of the parties, the Lease Agreement for Space is hereby amended as follows:

1. SECTION 2. TERM. The first two sentences of Section 2 are hereby deleted and replaced with the following; the remainder of Section 2 remains in full force and effect:

> The term of this Lease Agreement shall begin on November 1, 2018 and end at midnight on October 31, 2023. The Lessee may, at the expiration of the term of this Lease Amendment and without the necessity of renewing said Lease Amendment, continue in its occupancy of the Premises on a month to month basis upon the terms and conditions set forth in this Lease Amendment for a period not to exceed one (1) year. The Lessor may terminate the Lessee's month to month occupancy upon ninety (90) days' prior written notice to the Lessee.

2. SECTION 3. PAYMENT. The following is hereby added after the last sentence of Section 3:

> Effective November 1, 2018, the lease payment shall be payable in monthly installments of $18,287.25 each. The lease payment shall be computed at a rate of $18.50 per square foot, per year. The total square footage of the Premises is 11,862, subject to measurement using BOMA standard. The total yearly lease payment is $201,159.75. Upon election by the Lessee to pay in advance: ☒N/A, ☐ quarterly, ☐ semi-annually, or ☐ annually, the Lessor shall allow Lessee a discount of Zero Percent (0%). The lease payments shall be paid pursuant to the Lessor's timely submission of invoices for payment.

3. SECTION 7. SPECIAL PROVISIONS. Section 7.B is hereby deleted and replaced with the following:

B. Increases in the Lease Payment. The lease payment shall increase according to the following schedule:

Period			Rent/Month	Rent/Year	Rent/Sq. Ft.
11/01/2019	to	10/31/2020	$ 18,781.50	$ 225,378.00	$ 19.00
11/01/2020	to	10/31/2021	$ 19,275.75	$ 231,309.00	$ 19.50
11/01/2021	to	10/31/2022	$ 19,770.00	$ 237,240.00	$ 20.00
11/01/2022	to	10/31/2023	$ 20,264.25	$ 243,171.00	$ 20.50

4. SECTION 7. SPECIAL PROVISIONS. Section 7.C is hereby deleted and replaced with the following:

C. Free Rent. The Parties agree that no rent shall be charged for the month of November 2018.

5. SECTION 7. SPECIAL PROVISIONS. The following is hereby added after the last sentence of Section 7:

H. Tenant Improvements. Lessor shall provide Lessee with a Tenant Improvement Allowance of $5,000 for use throughout the Premises to modify the Premises. Lessee shall be responsible for the cost of moving all furniture, fixtures, and equipment necessary to accommodate Lessee's required Premises improvements, which costs are not covered by the Tenant Improvement Allowance. In the event Lessee opts not to use the Tenant Improvement Allowance within the strict Twelve (12) month time period from the effective date of this Lease Amendment, the Tenant Improvement Allowance shall be null and void and Lessor shall not be required to reimburse Lessee for any Tenant Improvement expenses. In order to receive the Tenant Improvement Allowance, Lessee must provide documentation of contractor payment which includes a cancelled check and lien release from the contractor.

3. NO ADDITIONAL PROVISIONS. The parties agree that all provisions of the original Lease Agreement for Space, dated original lease date, and all previous agreements, unless specifically hereby amended, shall remain in force during the period covered by the Lease Amendment. No other understanding, whether oral or written, whether made prior to or contemporaneously with this Lease Amendment, shall be deemed to enlarge, limit or otherwise affect the operation of the Lease Agreement for Space or this Lease Amendment.

IN WITNESS WHEREOF, the Parties have executed this Lease Amendment as set forth above.

LESSOR: Pitch Fork Management Group

_____ By: _____
Date Executed Signature

_____
Printed Name

STATE OF _____)
) ss.
COUNTY OF _____)

On this _____ day of _____, 2018, before me, the undersigned, a Notary Public in and for said State, personally appeared _____, known or identified to me to be the person whose name is subscribed to the foregoing instrument on behalf of Pitch Fork Management Group as Lessor, and acknowledged to me that he/she executed the same on behalf of the Lessor.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
NOTARY PUBLIC _____
Residing at: _____
Commission expires _____

LESSEE: Boise State University

_____ By: _____
Date Executed Signature

_____
Printed Name

STATE OF _____)
) ss.
COUNTY OF _____)

On this _____ day of _____, 2018, before me, the undersigned, a Notary Public in and for said State, personally appeared _____, known or identified to me to be the person whose name is subscribed to the foregoing instrument on behalf of Boise State University, and acknowledged to me that he/she executed the same on behalf of the Lessee.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
NOTARY PUBLIC _____
Residing at: _____
Commission expires _____

APPROVED BY:

Linda S. Miller
Statewide Leasing Manager
Division of Public Works, Department of Administration

Date

State of Idaho
Department of Administration
Division of Public Works
502 N. 4th Street
PO Box 83720
Boise, ID 83720-0072
PHONE: 208-332-1900
FAX: 208-334-4031

Routing Slip

Date:	May 25, 2018
Re:	Boise State University 960 Broadway Avenue, Suites 300, 302, and 308, Boise, Idaho 83706

TO:	Pitch Fork Management Group c/o Thornton Oliver Keller 250 S. 5th Street, 2nd Floor Boise, Idaho 83702
FROM:	Linda S. Miller, State Leasing Manager 208-332-1929
CC:	Boise State University Jeff Banka 1910 University Drive Mail Stop 1247 Boise, Idaho 83725

Step 1 LESSOR ACTION
☒ Please have all copies of the Lease Amendment signed and notarized.
☐ Please attach ☐ floor plan ☐ tenant improvement specifications to Lease as Exhibit A
☒ Send this Routing slip and ALL 3 copies to Jeff Banka, BSU. A mailing label has been provided for your convenience.

Step 2 AGENCY ACTION
☒ Please have the Lease Amendment signed and notarized.
☒ Return ALL copies to Division of Public Works, Attn: State Leasing Manager, PO Box 83720, Boise, ID 83720-0072
☐ If you are relocating, please provide your current Lessor with ample notice!

Step 3 DPW ACTION
☐ Return one copy to Lessor with Lease Information Sheet
☐ Return one copy to Agency
☐ Follow up on Lease Information Sheet

After execution of the Lease Amendment by all parties, the Lessor, Lessee & Division of Public Works should each have an executed copy of the Lease Amendment.

LEASE CHECKLIST

☐ NEW LEASE ☒ LEASE RENEWAL ☐ LEASE MODIFICATION ☐ DEAD LEASE

LEASE LIST INFORMATION:
REPLACES LEASE @
AGENCY: **Boise State University, 1910 University Drive, Mail Stop 1247, Boise, Idaho 83725**
TYPE OF SPACE: ☐ **A**GENCY ☐ **D**EPT OF LANDS ☐ **R**ESID ☐ **S**TATE OWNED ☐ **W**AREHSE ☐ **L**IQUOR ☐ **M**ISC ☐ **T**EMP
ADDRESS: **960 Broadway Avenue, Suites 300, 302, and 308, Boise, Idaho 83706**
LESSOR: **Pitch Fork Management Group** ADDRESS: **c/o TOK 250 S 5th St, 2nd Floor, Boise, Idaho 83702**
PHONE: **(208) 378-4600**
ORIGINAL LSE DATE: **August 1, 2013** ENDING LSE DATE: **October 31, 2023**
AMEND DATE: ESCALATION DATE: **8/19, 8/20, 8/21, 8/22** ESCALATION $: **$19, $19.50, $20, $20.50**
SQ. FT.: **11,862** BASE RENT/YR: $**201,159.75** $/SQ FT: $**18.50**
EXCLUSIONS: ☐ A, ☐BASE YR, ☐ E, ☐ J, ☐ TI, ☐ U
COMMENTS: <8/19 $19, 8/20 $19.50, 8/21 $20, 8/22 $20.50
CONTACT PERSON: Jeff Banka

PERMANENT BLDG FUND LEASE LETTER:
$ (1ST YR), $ COST PER SQ FT (EFFECTIVE), $ COST IF FULL SERVICE $, COST PER YR, ESCALATIONS:
TYPE OF SPACE: ☐**A**GENCY ☐**D**EPT OF LANDS ☐**R**ESID ☐**S**TATE OWNED ☐ **W**AREHSE ☐**L**IQUOR ☐**M**ISC ☐**T**EMP
TYPE OF LEASE: ☐ FULL SERVICE; EXCLUDES: ☐ ELEC, ☐UTILITIES, ☐JANITORIAL, ☐NNN
COST RATIO , LENGTH OF LEASE
PREV RATE: $ INCR FROM FORMER LSE:
OTHER COMMENTS FOR PBF LEASE LETTER:
TOTAL CONTRACT VALUE: $ **Date of PBFAC Lease Letter**

MISCELLANEOUS LEASE INFORMATION:
LEASE/PURCHASE ANALYSIS : _____ NNN, _____ COST RATIO, _____
BREAKEVEN YR
FACILITY QUESTIONNAIRE REC'D? _____, 5 YR FACILITY PLAN: _____
RENT DISCOUNT: _____, FTE: _____, SQ FT/FTE: _____

INCREASES IN BASE RENT:		ADD'L RENT FOR OPERATING EXPENSES:
YEAR	$ OR %	OPERATING EXPENSES
		BASE YR:
		CAPS:
		TAXES:
		INSUR:

_____ _____ CAM:

_____

_____ _____ CAM:

_____

AMORTIZED TENANT FINISH: _____

OPTIONS TO RENEW: _____

_____

OTHER OPTIONS (CANCEL, PURCHASE, EXPAND, ETC.): _____

_____

SPECIAL COMMENTS/ISSUES: _____

LEASE AGREEMENT FOR SPACE

THIS LEASE AGREEMENT FOR SPACE ("Lease Agreement") is entered effective upon the date of the last required signature (the "Effective Date"), by and between Pitch Fork Management Group, C/O Thornton Oliver Keller, 250 S. 5th Street, 2nd Floor, Boise, Idaho 83702, Tax ID # 74-3060682 (the "Lessor"), and the STATE OF IDAHO, by and through Boise State University, 1910 University Drive, Mail Stop 1247, Boise, Idaho 83725 (the "Lessee"), for the leasing of that real property described below and referred to as the "Premises." The Lessor and the Lessee may be referred to collectively as the "Parties." The Parties specifically agree and acknowledge that the approval signature of the Leasing Manager, Division of Public Works, Department of Administration, is a required signature.

WITNESSETH

WHEREFORE, in consideration of the mutual covenants, agreements, and conditions contained in this Lease Agreement, the Parties agree as follows.

1. LEASE OF PREMISES. The Lessor does hereby demise and lease to the Lessee the Premises situated in the City of Boise, County of Ada, State of Idaho, known and described as follows: 960 Broadway Avenue, Suites 300 and 302, Boise, Idaho 83706. Effective October 1, 2013, the Premises shall consist of suites 300, 302 and 308. The lease of the Premises includes the right, together with other tenants of the Building and their employees and business invitees, to use the common public areas of the Building for their intended use and subject to the other provisions of this Lease Agreement but includes no other rights not specifically set forth herein.

2. TERM. The term of this Lease Agreement is sixty (60) months. As time is of the essence, the term of this Lease Agreement shall begin on August 1, 2013 and shall end at midnight on July 31, 2018. The Parties agree that this Lease Agreement is subject to the termination, expiration and renewal rights set forth in this Lease Agreement. The Lessee may, at the expiration of the term of this Lease Agreement and without the necessity of renewing said Lease Agreement, continue in its occupancy of the Premises on a month to month basis upon the terms and conditions set forth in this Lease Agreement for a period not to exceed one (1) year. The Lessor may terminate the Lessee's month to month occupancy upon ninety (90) days' prior written notice to the Lessee.

3. PAYMENT. The Lessee shall pay to Lessor a fixed payment for the term of this Lease Agreement as noted in section 7.B of this Lease Agreement. The total square footage of the Premises is 8,842, and shall increase to 11,862 square feet on October 1, 2013. All square footages are subject to measurement using BOMA standard.
The lease payments shall be paid pursuant to the Lessor's timely submission of invoices for payment. Upon receipt, Lessee shall forward Lessor's invoice to the State Controller for payment. Lessor specifically acknowledges that State vouchers are processed by the State Controller, not Lessee. Therefore, any payment that is made no later than sixty (60) days after it is actually due shall not be considered an event of default. Lessee shall use its best efforts to expedite payment. It is expressly covenanted and agreed that any prepayment of rent made by the Lessee under the terms of this Lease Agreement shall be considered as an advance payment of rent only and no part thereof shall be considered as a security or cash deposit.

4. ACCEPTANCE OF PREMISES. Lessor shall deliver the Premises to Lessee in accordance with floor plans and specifications attached to this Lease Agreement as Exhibit A, and incorporated herein by reference. Prior to or at occupancy, Lessee shall provide Lessor with a written statement acknowledging inspection and acceptance of the Premises. Lessee's obligations under this Lease Agreement shall not commence until Lessee's acceptance of the Premises. Lessee's inspection and

acceptance of the Premises are based upon what may be reasonably observed by one untrained or unfamiliar with building inspections. At Lessee's discretion, Lessee may have particular conditions or parts of the Premises inspected by one trained or familiar with building inspections. In no event shall Lessee's inspection, or inspection by any agent of Lessee, be deemed a waiver of any defects in the Premises.

5. NO WASTE; REPAIRS. Lessee will not commit waste on the Premises, nor will it disfigure or deface any part of the building, grounds, or any other part of the Premises, including fixtures. Lessee further covenants that upon return, the Premises will be in the same condition as originally received, reasonable wear and tear excepted. Repairs, except those actually necessitated by Lessee's waste, disfigurement or defacement, and except for repairs required by the removal of Trade Fixtures as provided for in Paragraph 13 of this Lease Agreement, shall be made solely at the Lessor's expense. Any repairs shall be done in a workmanlike manner and must comply with all applicable codes, ordinances, rules and regulations.

6. SERVICES AND PARKING. The Lessor covenants that it will provide, perform, and pay for the services, maintenance and parking as follows:

A. Utilities:
   1) Domestic water and sewer;
   2) Electricity;
   3) Natural gas; and
   4) Irrigation.

B. Facility Repair and Maintenance:
   1) General building structure and related equipment (interior and exterior);
   2) Heating system and related equipment;
   3) Cooling and air handling system and related equipment;
   4) Electrical system and related equipment;
   5) Sewer and plumbing systems and related equipment;
   6) Exterior lighting, including landscaped areas, parking area and walkway;
   7) Cleaning ground and parking area of debris: ☒ weekly, ☐ monthly, or ☐ other;
   8) A low environmental impact janitorial service for the common areas of the building: ☒ daily (excluding weekends and holidays) or ☐ other;
   9) Trash removal from property: ☒ weekly or ☐ other;
   10) Furnishing of all washroom materials, including paper products, soap, cleaning supplies and equipment;
   11) Light bulb and fluorescent tube replacement;
   12) Outside ground maintenance shall be provided on an "as needed" basis. Snow removal shall include removal of snow from parking lots and walkways. Removal shall be performed weekdays prior to 8:00 a.m. and on an "as needed" basis throughout the day. Priority shall first be given to keeping handicapped spaces clear and to ingress, egress, and fire lanes, secondly to customer and employee parking areas, and lastly to overflow parking areas. An area shall be designated for snow storage. Areas subject to ice accumulation shall be treated with de-icing agents as necessary;
   13) Directory sign with Lessee name;
   14) Door sign with Lessee name; and
   15) Lawn and shrubbery care weekly during season.

C. Custodial Services:
   1) A low environmental impact janitorial service for the Premises: ☒ daily (excluding weekends and holidays) or ☐ other;
   2) Trash removal from Premises: ☒ daily (excluding weekends and holidays), ☐ weekly, or ☐ other;

3) Window cleaning: ☐ quarterly, ☐ semi-annually, ☒ annually or ☐ other;
4) Carpet spot cleaning: ☐ semi-annually, ☒ annually, or ☐ as needed; and
5) Shampoo carpet: ☒ every other year.

D. Parking. A total of forty-seven (47) lighted and paved automotive parking spaces (including none of which will be secured) will be maintained with adequate ingress and egress available. Handicapped spaces will be provided equal to the requirements of the Americans With Disabilities Act (ADA).

7. SPECIAL PROVISIONS.

A. Taxes. Lessor shall pay and discharge all taxes and assessments whatsoever charged against the Premises whether charged by federal, state, county, city or other public authority.

B. Increases in the Lease Payment. The lease payment shall increase according to the following schedule:

Period			Sq. Ft.	Rent/Sq. Ft.	Rent/Yr.	Rent/Mo.
08/01/2013	to	09/30/2013	8,842	$14.00	$159,021.34	$10,315.67
10/01/2013	to	07/31/2014	11,862	$14.00		$13,839.00
08/01/2014	to	07/31/2015	11,862	$14.50	$171,999.00	$14,333.25
08/01/2015	to	07/31/2016	11,862	$16.00	$189,792.00	$15,816.00
08/01/2016	to	07/31/2017	11,862	$17.00	$201,654.00	$16,804.50
08/01/2017	to	07/31/2018	11,862	$18.00	$213,516.00	$17,793.00

C. Free Rent. The Parties agree that no rent shall be charged for the months of August, September and October 2013.

D. Remodel of the Premises. Lessor shall, on Lessee's behalf, remodel the Premises by re-painting, re-carpeting, and providing modifications to the interior to meet its needs as detailed on Exhibit A. Lessor agrees to provide a Tenant Improvement Allowance of up to $23,724 to complete this remodel. In the event estimates for the cost of the remodel are over and above $23,724.00, Lessor agrees to immediately notify the Lessee. The Lessee shall have the option of either reducing the scope of the remodel or to pay Lessor for the costs over the Tenant Improvement Allowance. Upon completion of construction and acceptance of the Premises, Lessee shall reimburse the Lessor ninety-five percent (95%) of any approved costs over the Tenant Improvement Allowance. The balance shall be paid thirty (30) days following completion of construction.

Lessor hereby agrees to commence the remodel upon receipt of an executed lease agreement and to substantially complete the remodel on or before August 1, 2013.

The Lessor agrees to maintain any and all insurance coverages applicable to this remodel, including worker's compensation and liability insurance. The Lessor further agrees to indemnify, defend and save harmless the Lessee from and against any and all claims, damages, costs, legal fees, expenses, actions and suits whatsoever, including injury or death of others or any employee of the Lessor, subcontractors, agents or employees, caused directly or indirectly by the carrying out of the remodel, or caused by any matter or thing done, permitted or omitted to be done by the Lessor, his agents, subcontractors or employees and occasioned by the negligence of the Lessor, his agents, subcontractors or employees.

All construction shall be done in a workmanlike manner and must comply with all applicable codes, ordinances, rules and regulations. Lessor shall obtain any and all permits and inspections applicable to this construction which must comply with all applicable codes, ordinances, rules and regulations.

Lessee's inspection and acceptance of the construction are based upon what may be reasonably observed by one untrained or unfamiliar with building inspections. At Lessee's discretion, Lessee may have particular conditions or parts of the construction inspected by one trained or familiar with building

inspections. In no event shall Lessee's inspection, or inspection by any agent of Lessee, be deemed a waiver of any defects in the remodel of the Premises.

E. Moving Allowance. Lessor shall provide Lessee with a $10,000 allowance to cover its moving costs. Lessee may elect to apply this moving allowance to increase the Tenant Improvement Allowance. If not used to increase the Tenant Improvement Allowance, Lessee shall submit an invoice to Lessor for reimbursement of moving expenses.

F. Real Estate Taxes. Whereas Title 63, Chapter 6, provides an exemption from taxation for that portion of a building used primarily for nonprofit school purposes or charter school purposes, the parties agree to mutually complete an application for property tax exemption and furnish it to the Ada County Commissioners Office on or before the fourth Monday in April of each calendar year occurring throughout Lessee's occupancy of the Premises. In the event the Ada County Commissioners approve the property tax exemption, the parties agree that the benefit shall inure to the Lessor as an offset to Lessee's reduced rental rate.

G. Other Special Provisions. No other special provisions exist.

8. FAILURE TO REPAIR, MAINTAIN OR SERVICE. In the event that the Lessor shall fail or refuse to make such repairs, perform such maintenance, provide such services, or to take any other action required of the Lessor pursuant to this Lease Agreement, Lessee shall give Lessor reasonable notice and time to cure and, failing such cure, Lessee may, at its option, make such repairs, perform such maintenance, provide such services, or take any such action, and deduct such sums expended doing so from the lease payments due to the Lessor. In the event that such failure or refusal prevents Lessee from occupying any or all of the Premises, Lessee may deduct a pro rata sum from its lease payments equal to the greater of the monthly cost per square foot of those Premises not acceptable for occupancy or the actual cost incurred by the Lessee to secure and occupy alternate premises. Lessee's decision to exercise this remedy shall not be deemed to limit its exercise of any other remedy available under this Lease Agreement, at law or in equity.

9. INDEMNIFICATION. Lessor hereby agrees to defend, indemnify and save Lessee harmless from and against any and all liability, loss, damage, cost, and expense, including court costs and attorneys' fees of whatever nature or type, whether or not litigation is commenced, that the Lessee may incur, by reason of any act or omission of the Lessor, its employees or agents or any breach or default of the Lessor in the performance of its obligations under this Lease Agreement. Subject to limits of liability specified in Idaho Code § § 6-901 through 6-929, known as the Idaho Tort Claims Act, Lessee shall indemnify and hold Lessor, harmless from and/or against any claims, damages, and liabilities (including reasonable attorney's fees ordered by a court of competent jurisdiction) that may be suffered or incurred and that arise as a direct result of and which are caused by negligent actions by the Lessee's possession, operations or performance under this Lease. Nothing contained herein shall be deemed a waiver of Lessee's sovereign immunity, which is hereby expressly retained.

10. USE OF PREMISES. Lessee shall use the Premises for the following purposes: to conduct the administrative business of Boise State University. Lessee shall not have classrooms in the Premises. Lessor warrants that, upon delivery, the Premises will be in good, clean condition and will comply with all laws, regulations or ordinances of any applicable municipal, county, state, federal or other public authority respecting such use as specified above, including but not limited to health, safety and building codes specified in Paragraph 28 of this Lease Agreement. Lack of compliance shall be an event of default and shall be grounds for termination of this Lease Agreement.

11. FIRE OR DAMAGE.

A. Damage or Destruction Renders Premises Unfit for Occupancy. If, during the term of this Lease Agreement, the Premises, or any portion thereof, shall be destroyed or damaged by fire, water, wind or any other cause not the fault of Lessee so as to render the Premises unfit for occupancy by Lessee, this Lease Agreement shall be automatically terminated and at an end. Lessee shall immediately surrender the Premises to Lessor and shall pay rent only to the time of such surrender. If comparable and acceptable office space can be provided by the Lessor within thirty (30) days of the date of destruction or damage, the Lessee may elect, at its sole option, to relocate to such substitute office space and all relocation costs shall be at the sole expense of the Lessor. Rents will be continued upon occupancy at the lesser of: (i) the current lease rate; or (ii) the market rate for the substitute space. Such relocation shall be for the remainder of this Lease Agreement or any extension.

B. Some Portion Fit for Occupancy.

1) Notwithstanding any other provision of this Lease Agreement, if less than fifty percent (50%) of the Premises are destroyed or damaged, and if that portion of the Premises may be restored within ninety (90) days to as good a condition as originally received, the Lessee may elect to continue this Lease Agreement and Lessor shall have the option to restore the Premises. Lessee shall give written notice of its intention to continue this Lease Agreement within thirty (30) days after such damage or destruction occurs. If Lessor does not elect to restore the Premises, the Lessor shall provide the Lessee with written notice of that fact and this Lease Agreement shall automatically terminate effective as of the date of destruction or damage.

2) If the Lessor elects to restore or rebuild pursuant to the option provided in paragraph 11.B.1), the rents otherwise due Lessor by Lessee shall be abated equal to the monthly cost per square foot of the unoccupied Premises for that period of time during which restoration or rebuilding of the Premises occurs. If the Lessee is unable to occupy all or part of the Premises during the restoration, then, at the option of the Lessee, the Lessee may be relocated to comparable and acceptable office space and all relocation costs shall be at the sole expense of the Lessor. If such restoration or rebuilding exceeds ninety (90) days beyond the date of the destruction or damage to the Premises, Lessee may terminate this Lease Agreement without liability of any kind save payment for actual occupancy of the Premises prior to termination.

C. Prepaid Rent. In the event that this Lease Agreement is terminated as the result of damage or destruction to the Premises during any period of its term for which the Lessee has prepaid rent, the Lessor shall, within ten (10) days from the date of notification of termination by the Lessee, refund the full amount of any prepaid rent not then applied to a period of the Lessee's actual occupancy of the Premises. In the event that the Lessor does not timely remit the full amount of any prepaid rent to the Lessee, the Lessee shall be entitled to collect the full amount of its prepaid rent from insurance proceeds in the manner set forth in this Lease Agreement.

12. ALTERATIONS. Except as otherwise agreed, subsequent to the Effective Date and during the term of this Lease Agreement and any extension, neither Lessor nor Lessee shall make any alterations, additions or improvements to the Premises without the prior written consent of the other. Any and all alterations and improvements made by Lessee shall be made at Lessee's sole expense and, subject to the exception for Trade Fixtures provided below, shall, upon termination of this Lease Agreement, and without disturbance or injury, become the property of the Lessor, and shall remain in and be surrendered with the Premises. Any such alterations, whether performed by Lessor or Lessee, must be made in a workmanlike manner and must comply with all applicable codes, ordinances, rules and regulations. Notwithstanding any other provision of this Lease Agreement, Trade Fixtures, as defined in this Lease Agreement, installed by Lessee shall, at the option of the Lessee, not become the property of the Lessor and, upon the termination of this Lease Agreement, the Lessee may remove such Trade Fixtures and return the Premises in as close to original condition as possible, reasonable wear and tear excepted. For

purposes of this Lease Agreement, a Trade Fixture is defined as personal property used by the Lessee in the conduct of its business and includes items such as, but not limited to, shelves and reception counters.

13. DEFAULT. In the event that either party shall default in the performance of any material term, covenant, or condition of this Lease Agreement, the party not in default may at its option terminate this Lease Agreement. The party alleging default must provide written notice of said default, specifying the alleged default, and the receiving party shall have fifteen (15) business days to cure or shall immediately provide written documentation that it is proceeding to cure the default in an expedited manner (e.g., working overtime, express delivery, etc.). Should Lessee be in default by surrendering occupancy of the Premises in some manner violative of the terms of the Lease Agreement, Lessor may reenter the Premises without affecting its right of recovery of accrued rent therefore; provided, however, the Lessor shall exercise due diligence to mitigate any and all future losses of rent or damages that may result due to the failure of the Lessee to occupy the Premises.

14. SUFFICIENT APPROPRIATION BY LEGISLATURE REQUIRED. It is understood and agreed that the Lessee is a governmental entity, and this Lease Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho beyond the term of any particular appropriation of funds by the State legislature as may exist from time to time. The Lessee reserves the right to terminate this Lease Agreement in whole or in part if, in its judgment, the legislature of the State of Idaho fails, neglects or refuses to appropriate sufficient funds as may be required for Lessee to continue such lease payments, or requires any return or "give-back" of funds required for the Lessee to continue payments, or if the Executive Branch mandates any cuts or holdbacks in spending. All affected future rights and liabilities of the Parties shall thereupon cease within thirty (30) days after the notice to the Lessor. It is understood and agreed that the lease payments provided for in this Lease Agreement shall be paid from State legislative appropriations.

15. RIGHT TO TERMINATE LEASE AGREEMENT AT DIRECTION OF IDAHO DEPARTMENT OF ADMINISTRATION. The parties to this Lease Agreement recognize and agree that Lessee, as an agency of the State of Idaho, is subject to the direction of the Idaho Department of Administration pursuant to Title 67, Chapter 57, Idaho Code, and, specifically, the right of that Department to direct and require Lessee to remove its operations from the Premises and relocate to other facilities owned or leased by the State of Idaho. Accordingly, it is agreed that, upon the occurrence of such event, Lessee may terminate this Lease Agreement at any time after a one (1) year period from the date of the commencement of the Lease Agreement as determined under Paragraph 2, provided that Lessor is notified in writing one hundred eighty (180) days prior to the date such termination is to be effective. Such action on the part of the Lessee will relieve the Lessee and the State of Idaho of liability for any rental payments for periods after the specified date of termination or the actual date of surrender of the Premises, if later.

16. OFFICIALS, AGENTS AND EMPLOYEES OF LESSEE NOT PERSONALLY LIABLE. It is agreed by and between the Parties that in no event shall any official, officer, employee or agent of the State of Idaho be in any way liable or responsible for any covenant or agreement contained in this Lease Agreement, express or implied, nor for any statement, representation or warranty made in or in any way connected with this Lease Agreement or the Premises. In particular, and without limitation of the foregoing, no full-time or part-time agent or employee of the State of Idaho shall have any personal liability or responsibility under this Lease Agreement, and the sole responsibility and liability for the performance of this Lease Agreement and all of the provisions and covenants contained in this Lease Agreement shall rest in and be vested with the State of Idaho.

17. RELATION OF PARTIES. The Parties agree and acknowledge that neither shall be considered the employer, agent, representative, or contractor of the other by reason of this Lease Agreement.

18. NOTICES. Any notice required to be served in accordance with the terms of this Lease Agreement shall be sent by registered or certified mail. Any notice required to be sent by the Lessee shall be sent to the Lessor's last known address at 250 South 5th St., 2nd Floor, Boise, Idaho 83702 and any notice required to be sent by the Lessor shall be sent to the address of the Premises and to the Lessee's address in Boise, i.e., 1910 University Dr., Mail Stop 1247, Boise, Idaho 83725. A copy of any such notice shall also be sent to the Department of Administration, Division of Public Works, Attn: State Leasing Manager, Post Office Box 83720, Boise, ID 83720-0072. In the event of a change of address by either Lessor or Lessee, the Parties agree to notify each other in writing within ten (10) days of the date of any such change.

19. INSURANCE. The Lessor shall maintain an insurance policy (or policies) for the purpose of insuring any property and liability risks regarding the Premises. Any such policy obtained by the Lessor shall be at its sole and absolute expense, and Lessee shall have no obligation to obtain or pay for such insurance. In the event that the Lessee shall prepay rent in the manner set forth in this Lease Agreement, the insurance policy (or policies) obtained and maintained by the Lessor shall identify the Lessee as a named insured under the terms of the policy. Any such insurance policy shall further state that the Lessee shall be entitled to receive insurance proceeds in the full amount of any prepaid rent prior to any distribution of insurance proceeds to the Lessor or any other third party not having an insurable interest in the Premises. The Lessor shall provide the Lessee with a copy of its insurance policy on or before the term this Lease Agreement commences. The Lessee acknowledges that its personal property is subject to coverage in accordance with state law.

20. ASSIGNMENTS. Lessor shall not assign this Lease Agreement without the written consent of the Lessee. If approved, the assignment is not effective unless it is also approved by the State Board of Examiners in accordance with Idaho Code § 67-1027. An assignment shall not in any way act as a release of any claim by Lessee as against the original Lessor nor shall it act as a waiver of any default under this Lease Agreement existing at the time of such sale or conveyance and assignment to the extent that any such default continues and remains uncured after such sale and assignment. The provisions of the Lease Agreement will continue in full force and effect upon such assignment by Lessee.

21. NON-WAIVER. The failure of the Lessor or Lessee to insist upon strict performance of any of the covenants and agreements of this Lease Agreement or to exercise any option contained in this Lease Agreement shall not be construed as a waiver or relinquishment of any such covenant or agreement, but the same shall be and will remain in full force and effect unless such waiver is evidenced by the prior written consent of authorized representatives of the Lessor and Lessee.

22. MODIFICATION. This Lease Agreement may be modified in any particular only by the prior written consent of authorized representatives of the Lessor and Lessee. **Anything else contained herein notwithstanding, modifications to this Lease Agreement shall be of no force and effect until approved in writing by the Department of Administration, Division of Public Works.**

23. RENEWAL. This Lease Agreement may be renewed by the written consent of the Lessor and Lessee provided such consent is rendered sixty (60) days in advance of the expiration of the term of this Lease Agreement. Notice of Lessor's offer to renew shall be given by the Lessor one hundred twenty (120) days prior to the expiration of this Lease Agreement, including any extension. Lessee will have ten (10) business days to respond to Lessor's offer. If agreement is not reached by sixty (60) days prior to the expiration of the Lease Agreement, Lessor may lease the Premises to another party, but not on more favorable terms than offered to Lessee, without first giving Lessee ten (10) business days to accept or reject those new terms.

24. ASBESTOS AND HEALTH HAZARDS. Lessor agrees to comply promptly with all requirements of any legally constituted public authority made necessary by any unknown or existing health hazard including, but not limited to, such hazards which may exist due to the use or suspected use of asbestos or asbestos products in the Premises. The Lessor warrants that it has inspected the Premises for health hazards, specifically for the presence of asbestos, and the inspection has not detected asbestos, or if Lessor's inspection has revealed asbestos, then Lessor warrants that it has been removed or been encapsulated in accordance with current law and regulations. In the event that asbestos or another health hazard is discovered on the Premises, the Lessor agrees to protect the Lessee and its employees and to take immediate corrective action to cure the problem. It is agreed that, in the event the Lessee is unable to continue occupancy of the Premises due to the presence of asbestos or any other health hazard, or because of any governmental, legislative, judicial or administrative act, rule, decision or regulation, the Lease Agreement may be terminated by the Lessee upon ten (10) days' written notice to the Lessor. Any asbestos abatement costs, and any other repair or renovation costs associated with asbestos or other health hazard, as well as moving costs and consequential damages, will be at the sole expense of the Lessor.

25. NON-DISCRIMINATION. The Lessor hereby agrees to provide all services funded through or affected by this Lease Agreement without discrimination on the basis of race, color, national origin, religion, sex, age, physical/mental impairment, and to comply with all relevant sections of: Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; and The Age Discrimination Act of 1975; and to comply with pertinent amendments to these acts made during the term of this Lease Agreement. The Lessor further agrees to comply with all pertinent parts of federal rules and regulations implementing these acts. The Lessor hereby agrees to provide equal employment opportunity and take affirmative action in employment on the basis of race, color, national origin, religion, sex, age, physical/mental impairment, and covered veteran status to the extent required by: Executive Order 11246; Section 503 of the Rehabilitation Act of 1973, as amended; and Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974; and to comply with all amendments to these acts and pertinent federal rules and regulation regarding these acts during the term of the Lease Agreement.

26. HANDICAP ACCESSIBILITY. Space leased by the State of Idaho will meet or exceed standards for handicap accessibility as set out in the American National Standards Institute (ANSI A117-1); Americans With Disabilities Act, Americans with Disabilities Accessibility Guidelines (ADAAG) and applicable regulations; the International Building Code; all state-adopted codes and standards; and such federal regulations as may be applicable to the occupying agency.

27. CONSTRUCTION OR RENOVATION OF BUILDINGS. All buildings owned or maintained by any State government agency or entity, or which are constructed or renovated specifically for use or occupancy by any such agency or entity shall conform to all existing state codes, including but not restricted to, the Idaho General Safety and Health Standards, the International Building Code, the International Mechanical Code and the International Fire Code. If any conflict arises between applicable codes, the more stringent code shall take precedence. Prior to construction or remodeling of such buildings, where appropriate, construction plans shall be reviewed and approved by the Division of Building Safety, the State Fire Marshal's Office and the Permanent Building Fund Advisory Council.

28. LONG TERM ENERGY COSTS. Long-term energy costs, including seasonal and peaking demands upon the suppliers of energy, are to be a major consideration in the construction of all State buildings and the execution of lease agreements. Special attention shall include energy conservation considerations including: (i) Chapter 13 of the International Building Code, 2000 Edition; (ii) use of alternative energy sources; (iii) energy management systems and controls to include effective means to monitor and maintain systems at optimal operations; and (iv) "state-of-the-art" systems and equipment to conserve energy economically.

29. **NON-SMOKING BUILDINGS.** All State-owned or State-leased buildings, facilities or area occupied by State employees shall be designated as "non-smoking" except for custodial care and full-time residential facilities. The policy governing custodial care and full-time residential facilities may be determined by the directors of such facilities.

30. UTILITY INFORMATION. State agencies are required to develop an inventory of greenhouse gas emissions and to implement strategies to reduce greenhouse gases. The Lessor agrees to provide Lessee with ongoing permission to access the utility information of the building to determine the amount of electricity and heating fuel consumed within the Premises. If Lessee is not able to access this information directly from the utility companies, Lessor agrees to furnish said information to Lessee on a calendar year basis.

31. INDOOR AIR QUALITY. Lessor agrees to develop and maintain an indoor air quality management program and to maintain it in conjunction with all construction projects in the Building as well as on all ongoing maintenance and repairs of the Building and the Premises. Said program shall optimize and document the use of air quality compliant materials inside the Building to reduce the emissions from materials used in the Building. Ongoing indoor air quality requires the use of low or no VOC paints, solvents, adhesives, furniture and fabrics. VOC and chemical component limits shall not exceed Green Seal's Standard GS-11 requirements. Paints used on site shall be low VOC and are to be brush-applied only, spray painting is not allowed on the interior of the Building. Carpet must meet the requirements of the CRI Green Label Plus Carpet Testing Program. Carpet cushion must meet the requirements of the CRI Green Label Testing Program. Composite panels and agrifiber products must not contain added urea-formaldehyde resins. Laminate adhesives used to fabricate on-site and shop applied assemblies containing these laminate adhesives must contain no urea-formaldehyde.

32. MATERIAL REPRESENTATIONS. The Parties agree and acknowledge that the representations and acknowledgments made in this Lease Agreement are material and the Parties have relied upon them in entering this Lease Agreement.

33. SEVERABILITY. If any term or provision of this Lease Agreement is held by the courts to be illegal or in conflict with any existing law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the Parties shall be continued and enforced as if the invalid term or provision were not contained in this Lease Agreement.

34. LESSOR'S RIGHT TO LEASE. The Lessor warrants that it is lawfully possessed of the Premises and has good, right and lawful authority to enter into this Lease Agreement and that the Lessor shall put the Lessee into actual possession of the Premises at the commencement of the term of this Lease Agreement and shall ensure to the Lessee the sole, peaceable, and uninterrupted use and occupancy of the Premises during the full term of this Lease Agreement and any extension.

35. MORTGAGES BY LESSOR. Lessee recognizes that Lessor may encumber the Premises by a mortgage(s) or other instrument securing Lessor's obligations to a lender. In such event, the following provisions apply as to the holder of any such mortgage or security instrument and to any person or entity acquiring an interest in the Premises through such mortgage or security interest:

A. In the event of a foreclosure or acquisition by the holder of such mortgage or security instrument (or by a third party at a foreclosure sale), this Lease Agreement shall continue in full force and effect and the holder or other acquiring party shall be entitled to the benefits of the Lessee's performance under this Lease Agreement and shall have such remedies as are available to the Lessor under this Lease Agreement with respect to any default by the Lessee then existing or thereafter occurring.

B. Upon written notification to Lessee of a completed foreclosure or other acquisition by the holder or third party purchaser at a foreclosure sale, Lessee will attorn to the acquiring party and shall thereafter perform.

C. In the event of a foreclosure or acquisition by the holder of such mortgage or other security instrument (or by a third party purchaser at a foreclosure sale), claims by Lessee against the Lessor arising prior to acquisition by the holder or third party purchaser shall not apply to such holder or third party purchaser; provided, however, that this shall not act as a waiver of any rights of Lessee by reason of default under this Lease Agreement existing at the time of such foreclosure sale or other acquisition or thereafter arising, to the extent that such default is not cured under the provisions of this Lease Agreement.

36. ESTOPPEL CERTIFICATE. Lessee agrees, upon reasonable written request, and from time to time, to provide to Lessor an Estoppel Certificate in the form attached hereto as Exhibit B.

37. COMPLETE STATEMENT OF TERMS. No other understanding, whether oral or written, whether made prior to or contemporaneously with this Lease Agreement, shall be deemed to enlarge, limit or otherwise affect the operation of this Lease Agreement.

IN WITNESS WHEREOF, the Parties have executed this Lease Agreement as set forth above.

LESSOR: Pitch Fork Management Group

Julio Bilbao
6-3-13

STATE OF Idaho)
)ss.
COUNTY OF Ada)

On this 3rd day of June, 2013, before me, the undersigned, a Notary Public in and for said State, personally appeared Julio Bilbao, known or identified to me to be the person whose name is subscribed to the foregoing instrument on behalf of Pitch Fork Management Group, as Lessor, and acknowledged to me that he/she executed the same on behalf of the Lessor.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

ANNE L. BEST NOTARY PUBLIC STATE OF IDAHO

Anne L Best
Notary Public

Commission expires on 8-5-2017 Residing at Boise

LESSEE: Boise State University

STATE OF IDAHO)
)ss.
COUNTY OF ADA)

On this 10th day of JUNE, 2013, before me, the undersigned, a Notary Public in and for said State, personally appeared STACY PEARSON, known or identified to me to be the person whose name is subscribed to the foregoing instrument on behalf of Boise State University, as Lessee, and acknowledged to me that he/she executed the same on behalf of the Lessee.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

YOLANDA L. MICHAELS NOTARY PUBLIC STATE OF IDAHO

YOLANDA MICHAELS
Notary Public

Commission expires on JUNE 9, 2017 Residing at BOISE, ID

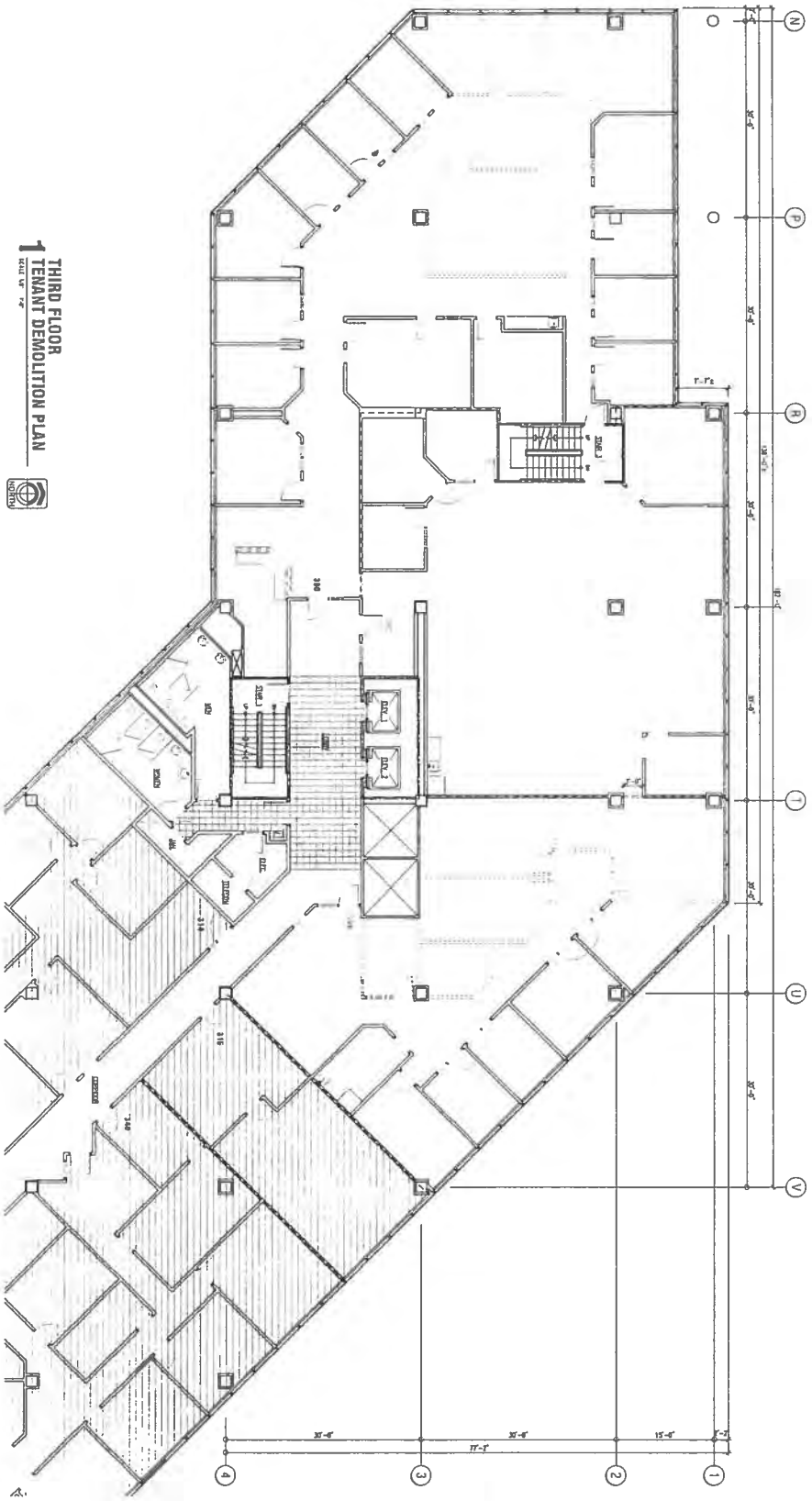
APPROVED BY:

Linda S. Miller, State Leasing Manager
Division of Public Works, Department of Administration

June 12, 2013
Date

EXHIBIT A TO THE LEASE AGREEMENT
THE PREMISES

960 Broadway Avenue, Suites 300 and 302, Boise, Idaho
(Effective October 1, 2013, the Premises shall consist of suites 300, 302 and 308)



1 THIRD FLOOR TENANT DEMOLITION PLAN

LEGEND

EXISTING CONCRETE MASONRY STRUCTURAL

EXISTING CONSTRUCTION TO REMAIN

EXISTING CONSTRUCTION TO BE REMOVED

NEW FULL-HEIGHT PARTITION WALL

EXISTING 2-HR RATED SHAFT ENCLOSURE
FIRE BARRIER CONSTRUCTION

EXISTING TENANT DEMISING WALLS

PREVIOUS TENANT DEMISING WALLS

NO WORK THIS AREA

PRELIMINARY

PROJECT
BOISE STATE UNIVERSITY

UNIVERSITY PLAZA
960 BROADWAY AVE.
SUITE 300
BOISE, IDAHO 83706

SEAL

DATE
APRIL 11 2012
17-557.SD2.0
IAN'T RHEES

REVISIONS

SHEET
SD2.1
DEMOLITION PLAN

TSH ARCHITECTS OFFICE

EXHIBIT B TO THE LEASE AGREEMENT
ESTOPPEL CERTIFICATE

This Estoppel Certificate is made by _____, (hereinafter "Lessee") the lessee of those certain premises located at _____, [, Idaho], and described as _____, and leased by Lessee from _____ (hereinafter "Lessor").

NOW THEREFORE, Lessee certifies and represents to Lessor and its successors, mortgagees and assigns and their attorneys, representatives, with respect to the above described lease as follows:

1. The true, correct and complete copy of the lease, including all amendments or addendum thereto (hereinafter collectively referred to as the "Lease") is attached hereto.

2. The Lease contains the entire agreement between Lessor and Lessee, and to the best of Lessee's knowledge, as of the date hereof, Lessor is not in default in the performance of the terms and provisions of the Lease.

3. The Lease is for approximately _____ square feet. The Lease began on _____ and will end on _____.

4. Lessee has paid all rents due under the Lease for the period through and including _____, and Lessee has paid no other rent or compensation in lieu of rent in advance beyond such date. As of the date hereof, rent due from Lessee to Lessor is in the amount of $ _____ per month plus such additional rent as called for in the Lease.

DATE: _____

LESSEE

_____

SAMPLE

UNIVERSITY OF IDAHO

SUBJECT

Easement request on University of Idaho (UI) Experimental Forest in Valley County.

REFERENCE

2005 Board of Regents (Board) acquired property in Valley County.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(2).

ALIGNMENT WITH STRATEGIC PLAN

Granting this access easement to an adjoining property owner (the family of the donors of the subject property to the Board) does not directly correspond with strategies established by the Board's strategic plan, but does accomplish a practical land management action for UI's Experimental Forest and is not inconsistent with the strategic plan.

BACKGROUND/DISCUSSION

In 2005 the Regents acquired by Gift Deed from Herold and Donna Nokes over 1600 acres to be managed by UI for forest research and education. The Nokes family retained some adjoining land. To provide convenient access to the retained family property, the Nokes Family Limited Partnership has requested the Regents grant an access easement across the Boards' "Forest Parcel". The UI College of Natural Resources has no objection to the easement from the perspective of their eventual forest management responsibilities, and granting such an easement continues the practical cooperation between UI's Experimental Forest and the family of the donors that made this forest laboratory available to the University of Idaho' forestry programs.

IMPACT

The proposed easement will have no financial or land management impacts on UI and continues the existing forest property management cooperation between the family and UI.

ATTACHMENTS

Attachment 1 – Draft Easement
Attachment 2 -- Vicinity Map

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to establish an easement on the UI Experimental Forest in Valley County as provided in Attachment 1, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents for conveying the subject property rights.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

RECORDATION REQUESTED BY AND
WHEN RECORDED MAIL TO:
Sandra L. Clapp
Sandra L. Clapp & Associates, P.A.
PO Box 2660
Eagle, Idaho 83616

SPACE ABOVE THIS LINE IS FOR RECORDER'S USE ONLY

DECLARATION AND GRANT OF EASEMENT

(Perpetual Ingress and Egress Only)

This Declaration and Grant of Easement ("Declaration") is made by DONNA NOKES, STATE OF IDAHO DEPARTMENT OF LANDS and BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO (collectively referred to as the "Grantor") in favor of NOKES FAMILY LIMITED PARTNERSHIP, an Idaho limited partnership (referred to as the "Grantee").

WHEREAS, DONNA NOKES is the remaining life tenant in the real property commonly identified as the "Forest Parcel" located in Valley County, Idaho, which property is more fully described on **Exhibit A** attached hereto and made a part hereof (referred to herein as the "Forest Parcel");

WHEREAS, the STATE OF IDAHO DEPARTMENT OF LANDS is the Grantee under that certain Deed of Conservation Easement recorded in Valley County, Idaho, on July 20, 2005, affecting the Forest Parcel;

WHEREAS, the BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO is the Grantee under that certain Correction Gift Deed recorded in Valley County, Idaho, on January 17, 2006, transferring the Forest Parcel subject to the life estate;

WHEREAS, the NOKES FAMILY LIMITED PARTNERSHIP is the owner of approximately 61 acres located in Valley County as more particularly described on **Exhibit B** attached hereto (the "Nokes Parcel") which is adjacent to the Forest Parcel;

WHEREAS, an easement over the Forest Parcel to the Nokes Parcel has been approved by the parties;

WHEREAS, attached hereto and marked as **Exhibit C** is a legal description for a 70 foot wide ingress-egress easement across the Forest Parcel in favor of the Nokes Parcel (referred to herein as the "Easement Area");

WHEREAS, Grantor desires to grant to Grantee an easement for ingress and egress across the Forest Parcel using the Easement Area in favor of the Nokes Parcel; and

WHEREAS, Grantor and Grantee desire to formalize the grant, terms, conditions and restrictions arising from or relating to the easement to be granted pursuant to this Declaration.

NOW THEREFORE, in consideration of the mutual promises of the parties hereto and other valuable consideration, receipt of which is hereby acknowledged, the parties hereby agree as follows:

1. Easement. Grantor hereby grants an easement for ingress and egress across and along the Forest Parcel for reasonable access to the Nokes Parcel using the designated Easement Area identified on Exhibit C. After this grant, the Forest Parcel shall be subject to the Easement Area described on Exhibit C. The Grantor further executes this Declaration with the intent and understanding that Grantee and its heirs, successors, and assigns shall not allow access over, through or across the Easement Area with any vehicle, machinery, equipment or other motorized transportation that will cause harm or damage to the Forest Parcel or the Easement Area that is

more than ordinary wear and tear. Grantor shall have the right to utilize the Easement Area in any manner that will not interfere with the easement granted herein.

The parties hereto agree that they shall each use the rights granted by this Declaration with due regard for the rights of any successor in interest and their use of such easement, and shall not use the Easement Area in any way that will impair the rights of any other person entitled to use it, and shall not obstruct passage thereon.

2. Indemnification. Grantee hereby agrees to indemnify and hold the Grantor harmless from and against any and all losses, claims, damages, liabilities and obligations of any kind and description, including any reasonable attorney's fees incurred by Grantee, arising out of any matter relating to the Easement Area including, without limitation, any access, use or passage on the Forest Parcel by Grantee or Grantee's agents or invitees.

3. Perpetual. All provisions of this Declaration, including the benefits and burdens, will run with the land.

4. No Gift to General Public. Nothing in this Declaration shall, or shall be deemed to, constitute a gift or dedication of any portion of Forest Parcel for the general public or for any public purpose whatsoever, it being the intention that this Declaration will be strictly limited to and for the purposes expressed herein.

5. Construction. The rule of strict construction does not apply to this Declaration of Easement. This Declaration shall be given a reasonable construction so that the intentions of the Grantor and the Grantee hereunder to confer a useable right of enjoyment for access across the Forest Parcel as provided herein, are carried out.

6. Entire Agreement. This Declaration shall constitute the entire agreement with respect to the subject matter hereof and any prior understanding or representation of any kind preceding the date of this Declaration shall not be binding except to the extent incorporated in this Declaration.

7. Modification of Agreement. Any modification of this Declaration shall be binding only if evidenced in writing signed by Grantor and Grantee, or their respective heirs, successors and assigns.

8. Governing Law. It is agreed that this Declaration shall be governed by, construed, and enforced in accordance with the laws of the State of Idaho.

9. Counterparts. This Declaration may be executed in two or more counterparts, each of which shall be deemed an original document but all of which together shall be one and the same instrument.

IN WITNESS WHEREOF, the undersigned have caused this Declaration and Grant of Easement to be executed the day and year set forth below.

Dated this ___ day of _____, 2018.

GRANTOR:

_____
DONNA NOKES

STATE OF IDAHO DEPARTMENT OF LANDS

By:_____
Its:_____

UNIVERSITY OF IDAHO

By:_____
Its:_____

Dated this ___ day of _____, 2018.

GRANTEE:

NOKES FAMILY LIMITED PARTNERSHIP

By: Nokes Investments, Inc., its General Partner

By:_____
Donna J. Nokes
Its: President

STATE OF IDAHO)
) ss.
County of Valley)

On this ___ day of _____, 2018, before me, a notary public, personally appeared DONNA NOKES, known or proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument, and acknowledged to me that she executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
Notary Public for Idaho
Commission Expires:_____

STATE OF IDAHO)
) ss.
County of _____)

I, _____, a notary public, do hereby certify that on this ___ day of _____, 2018, personally appeared before me _____, who, being by me first duly sworn, declared that he/she is the _____ of the STATE OF IDAHO DEPARTMENT OF LANDS, that he/she signed the foregoing document as _____ of the STATE OF IDAHO DEPARTMENT OF LANDS, and that the statements therein contained are true.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
Notary Public for Idaho
Commission Expires:_____

STATE OF IDAHO)
) ss.
County of _____)

I, _____, a notary public, do hereby certify that on this ___ day of _____, 2018, personally appeared before me _____, who, being by me first duly sworn, declared that he/she is the _____ of the UNIVERSITY OF IDAHO, that he/she signed the foregoing document as _____ of the UNIVERSITY OF IDAHO, and that the statements therein contained are true.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
Notary Public for Idaho
Commission Expires:_____

STATE OF IDAHO)
) ss.
County of Valley)

On this ___ day of _____, 2018, before me, _____, a notary public in and for said State, personally appeared DONNA J. NOKES, known or proved to me on the basis of satisfactory evidence to be the President of NOKES INVESTMENTS, INC., the General Partner of NOKES FAMILY LIMITED PARTNERSHIP, an Idaho limited partnership, and the General Partner who subscribed said partnership name to the within instrument, and acknowledged to me that she executed the within instrument on behalf of said corporation, and that such corporation executed the same in said partnership name.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
Notary Public for Idaho
Commission Expires:_____

EXHIBIT A
Legal Description of Forest Parcel

THOMAS W. KERR
PLS 998

KERR SURVEYING
PO Box 853 404 E. Park
McCall, ID 83638
208-634-2686 / Fax 208-634-4042

ROD M. SKIFTUN
PLS 9585

November 23, 2005

FOREST PARCEL
SECS. 2, 10, 11, 12, 13, 14, AND 15
T. 18 N., R. 3 E., B.M., VALLEY COUNTY, IDAHO
1,650.00 Acres

A parcel of land situate in Sections 2, 10, 11, 12, 13, 14, and 15, T. 18 N., R. 3 E., B.M., Valley County, Idaho, being the following portions of those Sections:

SECTION 2: All of the SE¼ of the SW¼, the SW¼ of the SE¼, and Government Lot 6.
That portion of the SW¼ of the NE¼ lying south and west of the right-of-way of Lick Creek Road.
That portion of the N½ of the SW¼ lying south and east of the right-of-way of Lick Creek Road.
That portion of the NW¼ of the SE¼ lying south of the right-of-way of Lick Creek Road.

SECTION 10: All of the SE¼ of the SE ¼.

SECTION 11: All of the W½ and Government Lot 1.
That portion of Government Lot 2 lying north of the Nokes Family Site Parcel (Remainder 4).

SECTION 12: Those portions of the SW¼ of the NE¼, the SE¼ and Government Lots 3 and 4 lying south of the Lake Irrigation District Easement Deed, Instrument No. 10979.

SECTION 13: All of the E½ of the NW¼, the NW¼ of the NE¼, and Government Lot 1.
That portion of the SW¼ of the NW¼ lying north of Canal Right-of-Way Easement Deed, Instrument No. 10978.
That portion of the N½ of the SW¼ lying north of Canal Right-of-Way Easement Deed, Instrument No. 10978 and Nokes Main Ranch Parcel (Remander 1A).

SECTION 14: All of the SW¼, the S½ of the NE¼, the S½ of the NW¼, the NW¼ of the NW¼.
Those portions of the NE¼ of the NW¼, the NW¼ of the NE¼, and Government Lot 1 excluding the Nokes Little Lake Parcel (Remainder 4).

SECTION 15: All of the E½ of the NE¼.
That portion of the E½ of the SE¼ lying east of West Place Subdivision.

more particularly described as follows:

Forest Parcel, Cont'd.

Commencing at an aluminum cap marking the Quarter Corner common to Sections 14 and 23, T. 18 N., R. 3 E., B.M., Valley County, Idaho, the **REAL POINT OF BEGINNING:**

Thence, N. 89°32'22" W., 2,628.18 feet to a brass cap marking the Section Corner common to Sections 14, 15, 22, and 23, as shown on that particular Record of Survey recorded in Book 4 on Page 157 of Records of Survey, as Instrument No. 196643, in the Office of the Recorder of Valley County, Idaho,

Thence, N. 89°48'40" W., 1,332.94 feet to a 5/8" rebar marking the East 1/16 corner common to said Sections 15 and 22,

Thence, N. 00°11'00" E., 292.89 feet along the westerly boundary of the SE¼ of the SE¼ of said Section 15, to a 5/8" rebar on the westerly boundary of Lot 5, Whispering Woods Subdivision, as shown on the official plat thereof recorded in Book 8 on Page 61 of Plats, in the Office of the Recorder of Valley County, Idaho,

Thence, N. 00°32'52" E., 40.43 feet to a 5/8" rebar marking the northeast corner of said Lot 5, and the southeast corner of Lot 2, Block 4 of West Place Subdivision, as shown on the Recorder's Plat thereof, recorded in Book 4 on Page 27 of Plats in the Office of the Recorder of Valley County, Idaho,

Thence, continuing N. 00°32'52" E., 325.89 feet along the easterly boundary of said Lot 2, to a ½" rebar, as shown on that particular Record of Survey recorded in Book 6 on Page 721 of Records of Survey as Instrument No. 248509 in the Office of the Recorder of Valley County, Idaho,

Thence, N. 00° 22'43" E., 3.98 feet to the east corner common to Lots 2 and 3, Block 4, of said Recorder's Plat,

Thence, continuing N. 00°22'43" E., 166.79 feet to a ½" rebar marking the east corner common to Lots 3 and 4, Block 4 of said Recorder's Plat,

Thence, N. 00°40'07" E., 325.51 feet to a 5/8" rebar marking the northeast corner of said Lot 4,

Thence, N. 89°56'00" W., 5.67 feet along the northerly boundary of said Lot 4 to the westerly boundary of said SE¼ of the SE¼ to a 5/8" rebar,

Thence, N. 00°11'00" E., 1,487.69 feet to a 5/8" rebar marking the CE 1/16 corner of said Section 15,

Thence, N. 00°07'41" E. 2,646.23 feet to a 5/8" rebar marking the East 1/16 corner common to Sections 10 and 15, T. 18 N., R. 3 E., B.M., Valley County, Idaho,

Thence, N. 00°07'41" E., 1,320.55 feet to a 5/8" rebar on the southerly boundary of Aspen Ridge Subdivision, Phase II, recorded in Book 9 on Page 60 of Plats, as Instrument No. 289335, in the Office of the Recorder of Valley County, Idaho, marking the SE 1/16 corner of said Section 10,

Thence, S. 89°48'24" E., 1,318.75 feet along the southerly boundary of said subdivision to a 5/8" rebar marking the South 1/16 corner common to said Sections 10 and 11, also being the southeast corner of Lot 17 of said subdivision,

Thence, N. 00°04'30" E., 1,321.21 feet along the easterly boundary of said subdivision to an aluminum cap marking the Quarter Corner common to said Sections 10 and 11,

Thence, N. 00°03'17" E., 2,642.48 feet along the easterly boundary of said subdivision and the easterly boundary of Aspen Ridge Subdivision, Phase I, as shown on the official plat thereof recorded in Book 9 on Page 45 of Plats, as Instrument No. 279772 in the Office of the Recorder of Valley County, Idaho, to an aluminum cap marking the Section Corner common to Section 2, 3, 10, and 11, T. 18 N., R. 3 E., B.M., Valley County, Idaho,

Thence, N. 89°20'47" E., 1,320.73 feet to a 5/8" rebar marking the West 1/16 common to said Sections 2 and 11,

Forest Parcel, Cont'd.

Thence, N. 00°22'57" E., 1,316.37 feet to a 5/8" rebar marking the Southwest 1/16 of said Section 2,
Thence, S. 89°24'16" W., 1,317.52 feet to a ½" rebar marking the South 1/16 corner of said Sections 2 and 3, as shown on that particular Record of Survey recorded in Book 8 on Page 4 of Records of Survey, as Instrument No. 278934, in the Office of the Recorder of Valley County, Idaho,
Thence, N. 00°31'46" E., 22.83 feet along the line common to said Sections 2 and 3, to 5/8" rebar on the southerly right-of-way of Lick Creek Road,
Thence, N. 75°35'03" E., 40.76 feet along said southerly right-of-way to a 5/8" rebar,
Thence, 734.04 feet along said southerly right-of-way on a curve to the left, whose radius is 1,670.00 feet, delta angle is 25°11'02", and whose long chord bears N. 62°59'31" E., 728.14 feet to a 5/8" rebar,
Thence, N. 50°24'00" E., 863.34 feet along said southerly right-of-way to a 5/8" rebar,
Thence, 356.12 feet along said southerly right-of-way on a curve to the left, whose radius is 870.00 feet, delta angle is 23°27'10", and whose long chord bears N. 38°40'25" E., 353.64 feet to a 5/8" rebar,
Thence, N. 26°56'50" E., 160.47 feet along said southerly right-of-way to a 5/8" rebar on the northerly boundary of said N½ of the SW¼,
Thence, N. 89°27'26" E., 993.00 feet to a brass cap marking the Center Quarter Corner of said Section 2,
Thence, N. 00°46'17" E., 1,089.82 feet along the north-south center section line of said Section 2 to a 5/8" rebar on the southerly right-of-way of Lick Creek Road,
Thence, S. 86°39'20" E., 17.38 feet along said southerly right-of-way to a 5/8" rebar,
Thence, 216.66 feet along said southerly right-of-way on a curve to the right, whose radius is 237.84 feet, delta angle is 52°11'37", and whose long chord bears S. 60°33'31" E., 209.25 feet, to a 5/8" rebar,
Thence, S. 34°28'15" E., 405.89 feet along said southerly right-of-way to a 5/8" rebar,
Thence, S. 33°55'36" E., 152.34 feet along said southerly right-of-way to a 5/8" rebar,
Thence, 259.82 feet along said southerly right-of-way curve to the right, whose radius is 1,397.40 feet, delta angle is 10°39'12", and whose long chord bears S. 28°36'00" E., 259.45 feet to a 5/8" rebar,
Thence, S. 23°16'24" E., 190.32 feet along said southerly right-of-way to a 5/8" rebar,
Thence, 388.62 feet along said southerly right-of-way on a curve to the left, whose radius is 335.00 feet, delta angle is 66°28'00", and whose long chord bears S. 56°30'24" E., 367.19 feet to a 5/8" rebar,
Thence, S. 89°44'24" E., 279.09 feet along said southerly right-of-way to a 5/8" rebar on the westerly boundary of Government Lot 5 of said Section 2,
Thence, S. 00°27'00" E., 1,229.60 feet along said westerly boundary to an aluminum cap marking the Southeast 1/16 corner of said Section 2,
Thence, continuing N. 89°50'05" E., 729.00 along the line common to Government Lots 5 and 6, to a 5/8" rebar on the westerly boundary of the Irrigation Easement Deed, recorded in Book 14 on Page 69 of Deeds, as Instrument No. 10979 in the Office of the Recorder of Valley County, Idaho,
Thence, N. 89°50'05" E., 396.14 feet to said original G.L.O. meander line of Little Payette Lake,
Thence, S. 35°55'12" W., 396.13 feet along said meander line,
Thence, S. 27°25'14" W., 792.00 feet along said meander line,
Thence, S. 43°55'14" W., 409.20 feet along said meander line to an aluminum cap marking the witness-

Forest Parcel, Cont'd.

meander corner common to Sections 2 and 11, T. 18 N., R. 3 E., B.M., Valley County, Idaho, as shown on the original Government Land Office meander line of Little Payette Lake, as surveyed in August of 1894 as shown on the Official Plat of Township 18 North, Range 3 East, Boise Meridian on file in the Office of the Bureau of Land Management in Boise, Idaho,

Thence, S. 29°07'35" W., 599.44 feet along said meander line of Little Payette Lake,

Thence, S. 07°20'53" W., 333.61 feet along said meander line,

Thence, S. 19°43'02" W., 522.58 feet along said meander line to the line common to Government Lots 1 and 2, Section 11, T. 18 N., R. 3 E., B.M., Valley County, Idaho,

Thence, continuing S. 19°43'02" W., 544.09 feet along said meander line,

Thence, S. 31°36'15" W., 732.43 feet along said meander line,

Thence, N. 89°51'26" W., 178.41 feet to the westerly boundary of said Irrigation Easement Deed, Instrument No. 10979,

Thence, continuing N. 89°51'26" W., 318.89 feet to a 5/8" rebar on the westerly boundary of said Government Lot 2,

Thence, S. 00°04'01" E., 201.52 feet to an aluminum cap marking the Center ¼ of said Section 11,

Thence, S. 00°04'01" E., 1,329.62 feet to the west corner common to Government Lots 3 and 4, of said Section 11,

Thence, continuing S. 00°04'01" E., 1,329.61 feet to an aluminum cap marking the Quarter Corner common to Sections 11 and 14, T. 18 N., R. 3 E., B.M., Valley County, Idaho,

Thence, N. 89°29'40" W., 500.00 feet along the line common to said Sections 11 and 14,

Thence, S. 00°17'33" W., 660.80 feet to a 5/8" rebar,

Thence, S. 89°29'40" E., 500.00 feet to 5/8" rebar marking the C-N-N 1/64 corner of said Section 14,

Thence, S. 89°30'33" E., 2,650.37 feet to the line common to Sections 13 and 14, T. 18 N., R. 3 E., B.M., Valley County, Idaho, (from which a 5/8" rebar marking the witness corner to this property corner bears S. 00°35'26" W., 5.00 feet),

Thence, N. 00°35'26" E., 16.83 feet along said common line to said Irrigation Easement Deed, Instrument No. 10979,

Thence, continuing N. 00°35'26" E., 135.00 feet to an aluminum cap on said original Government Land Office meander line of Little Payette Lake, marking the witness-meander corner common to said Sections 13 and 14,

Thence, S. 87°27'01" E., 607.28 feet along said meander line,

Thence, N. 50°51'20" E., 158.78 feet along said meander line,

Thence, N. 15°55'46" W., 139.05 feet along said meander line,

Thence, N. 10°56'46" W., 311.24 feet along said meander line to an aluminum cap marking the witness-meander corner common to Government Lot 1 of said Section 13 and Government Lot 4 of Section 12, T. 18 N., R. 3 E., B.M., Valley County, Idaho,

Thence, S. 89°40'50" E., 216.00 feet along said common line to the southerly boundary of said Irrigation Easement Deed, Instrument No. 10979, (from which a 5/8" rebar marking the witness corner to this property corner bears S. 89°10'50" E., 52.82 feet)

Thence, N. 00°55'13" E., 114.79 feet along said southerly Irrigation Easement Deed boundary, also being the northerly boundary of Warranty Deeds, Instrument No. 196929 and 196930; described in said Warranty Deeds as that part of the SW¼ of the NE¼, the SE¼, and Government Lots 3 and 4, of said Section 12, lying and being south of Lake Fork Reservoir;

Thence, N. 18°16'34" E., 383.09 feet along said southerly Irrigation Easement boundary,

Thence, N. 47°19'48" E., 423.97 feet along said southerly boundary,

Forest Parcel, Cont'd.

Thence, N. 63°36'24" E., 742.91 feet along said southerly boundary,
Thence, N. 46°23'10" E., 767.62 feet along said southerly boundary,
Thence, N. 28°30'44" E., 1,346.07 feet along said southerly boundary,
Thence, N. 65°33'24" E., 219.88 feet along said southerly boundary,
Thence, S. 25°13'23" E., 219.12 feet along said southerly boundary,
Thence, S. 39°29'05" E., 1,516.09 feet along said southerly boundary,
Thence, S. 06°44'30" E., 465.70 feet along said southerly boundary,
Thence, S. 37°08'04" E., 565.12 feet along said southerly boundary,
Thence, S. 63°22'02" E., 507.18 feet along said southerly boundary to the line common to Section 12, T. 18 N., R. 3 E., and Section 7, T. 18 N., R. 4 E., B.M., Valley County, Idaho,
Thence, S. 00°16'25" W., 39.00 feet along said common line to a 5/8" rebar marking the witness corner to this property corner,
Thence, continuing S. 00°16'25" W., 361.14 feet along said common line to an aluminum cap marking the Section Corner common to said Sections 12 and 13,
Thence, S. 89°59'44" W., 1,339.98 feet to an aluminum cap marking the East 1/16 corner common to said Sections 12 and 13,
Thence, S. 00°11'27" E., 1,321.56 feet to an aluminum cap marking the NE 1/16 corner of said Section 13,
Thence, N. 89°56'09" W., 1,332.36 feet to an aluminum cap marking the CN 1/16 corner of said Section 13,
Thence, S. 00°31'18" E., 1,320.01 feet to an aluminum cap marking the Center 1/4 corner of said Section 13,
Thence, continuing S. 00°31'18" E., 530.76 feet along the north-south center section line of said Section 13 to a 5/8" rebar,
Thence, N. 89°51'58" W., 1,394.20 feet to a 5/8" rebar on the northerly boundary of Irrigation Canal Easement Right-of-Way Deed, recorded in Book 14 on Page 69 of Deeds as Instrument No. 10978, lying 25 feet north of the centerline of the existing canal,
Thence, S. 82°31'42" W., 117.23 feet along said northerly boundary on a line lying 25 feet north and west of and parallel to the centerline of said canal,
Thence, 154.20 feet along said parallel line on a curve to the right, whose radius is 125.00 feet, delta angle is 70°40'48", and whose long chord bears N. 62°07'54" W., 144.61 feet,
Thence, N. 26°47'29" W., 556.74 feet along said parallel line,
Thence, 93.10 feet along said parallel line on a curve to the left, whose radius is 100.00 feet, delta angle is 53°20'34", and whose long chord bears N. 53°27'46" W., 89.77 feet,
Thence, N. 80°08'03" W., 64.02 feet along said parallel line,
Thence, 446.78 feet along said parallel line on a curve to the left, whose radius is 625.00 feet, delta angle is 40°57'29", and whose long chord bears S. 79°23'12" W., 437.33 feet to the east-west center section line of said Section 13, from which an aluminum cap marking the Quarter Corner common said Sections 13 and 14 bears N. 89°51'58" W., 167.53 feet,
Thence, 226.98 feet along said parallel line on a curve to the left, whose radius is 625.00 feet, delta angle is 20°48'30", and whose long chord bears S. 48°30'12" W., 225.74 feet to the line common to said Sections 13 and 14, from which an aluminum cap marking the Quarter Corner common said Sections 13 and 14 bears N. 00°35'26" E., 149.97 feet,
Thence, continuing 34.93 feet along said parallel line on a curve to the left, whose radius is 625.00 feet, delta angle is 03°12'08", and whose long chord bears S. 36°29'53" W., 34.93 feet,

Forest Parcel, Cont'd.

Thence, S. 34°53'49" W., 296.61 feet along said parallel line,
Thence, 155.76 feet along said parallel line on a curve to the right, whose radius is 475.00 feet, delta angle is 18°47'16", and whose long chord bears S. 44°17'27" W., 155.06 feet,
Thence, S. 53°41'05" W., 502.48 feet along said parallel line,
Thence, 95.16 feet along said parallel line on a curve to the right, whose radius is 175.00 feet, delta angle is 31°09'24", and whose long chord bears S. 69°15'47" W., 93.99 feet,
Thence, S. 84°50'29" W., 191.44 feet along said parallel line,
Thence, 160.40 feet along said parallel line on a curve to the right, whose radius is 175.00 feet, delta angle is 52°31'01", and whose long chord bears N. 68°54'00" W., 154.85 feet,
Thence, N. 42°38'30" W., 538.86 feet along said parallel line,
Thence, 224.77 feet along said parallel line on a curve to the left, whose radius is 125.00 feet, delta angle is 103°01'33", and whose long chord bears S. 85°50'44" W., 195.69 feet,
Thence, S. 34°19'57" W., 222.76 feet along said parallel line,
Thence, 168.09 feet along said parallel line on a curve to the left, whose radius is 225.00 feet, delta angle is 42°48'13", and whose long chord bears S. 12°55'51" W., 164.21 feet,
Thence, S. 08°28'16" E., 433.12 feet along said parallel line,
Thence, 104.98 feet along said parallel line on a curve to the right, whose radius is 175.00 feet, delta angle is 34°22'17", and whose long chord bears S. 08°42'52" W., 103.41 feet,
Thence, S. 25°54'00" W., 379.07 feet along said parallel line,
Thence, 60.86 feet along said parallel line on a curve to the left, whose radius 100.00 feet, delta angle is 34°52'11", and whose long chord bears S. 08°32'45" W., 59.92 feet,
Thence, 975.44 feet along said parallel line on a curve to the right, whose radius is 825.00 feet, delta angle is 67°44'37", and whose long chord bears S. 24°58'58" W., 919.61 feet,
Thence, 116.49 feet along said line north and west of and parallel to the centerline of the existing canal, along a curve to the left, whose radius is 425.00 feet, delta angle is 15°42'17", and whose long chord bears S. 51°00'08" W., 116.13 feet to a ½" rebar on the line common to said Sections 14 and 23,
Thence, N. 89°36'43" W., 197.71 feet along said common line to the Point of Beginning, containing 1,650.00 acres, more or less.

ALONG WITH:

A 20 foot wide Ingress-Egress and Utility Easement lying 10 feet on each side of the centerline of an existing road which lies between the northerly right-of-way of Elo Road and the southerly boundary of Whispering Woods Subdivision, more particularly described in **Ingress-Egress and Utility Easement A.**

A 20 foot wide Ingress-Egress and Utility Easement lying 10 feet on each side of the centerline of an existing road which lies between the easterly boundary of Whispering Woods Subdivision and the southerly boundary of the SE¼ of the SE¼ of Section 15, more particularly described in **Ingress-Egress and Utility Easement B.**

An existing 12 foot wide Ingress-Egress and Fence Repair Easement lying 6 feet on each side of the centerline of an existing road as shown on the Plat of Whispering Woods Subdivision, recorded in Book 8 on Page 61 of Plats, as Instrument No. 209197, in the Office of the Recorder of Valley County, Idaho.

Forest Parcel, Cont'd.

A 50 foot wide Ingress-Egress and Utility easement lying east of and coincident with the centerline of the existing Lake Irrigation District Canal, described in Right-of-Way Easement Deed, Instrument No. 10978, recorded in Book 14 on Page 69 of Deeds, in the Office of the Recorder of Valley County, Idaho lying over the SW¼ of the NW¼, of said Section 23, more particularly described in **Ingress-Egress and Utility Easement F.**

A 25 foot wide Ingress-Egress and Utility Easement lying south and east of, and coincident with the entire southeasterly boundary of **Canal Parcel A,** being that portion of the existing Lake Irrigation District Canal (aka Clara Foltz Ditch), lying 25 feet on each side of the centerline of the existing canal described in Quitclaim Deed, Instrument No. 4057, recorded in Book 1 on Page 569 of Deeds, and in Quitclaim Deed, Instrument No. 9550, recorded in Book 12 on Page 493 of Deeds, in the Office of the Recorder of Valley County, Idaho lying over the NW¼ of the NW¼, the NE¼ of the NW¼, and the NW¼ of the NE¼ of said Section 23, more particularly described in **Ingress-Egress and Utility Easement G.**

An Ingress-Egress and Utility Easement over that portion of the existing Lake Irrigation District Canal, lying 25 feet on each side of the centerline of the existing canal described in Right-of-Way Easement Deed, Instrument No. 10978, recorded in Book 14 on Page 69 of Deeds, in the Office of the Recorder of Valley County, Idaho lying over the W½ of the W½ of said Section 13, and the SE¼ of said Section 14, more particularly described in **Ingress-Egress and Utility Easement H.**

SUBJECT TO:

A 50 foot wide Ingress-Egress and Utility Easement lying 25 feet on each side of the centerline of an existing road which lies between the southerly boundary of the SE¼ of the SE¼ of Section 15 and the southerly right-of-way of Lick Creek Road, more particularly described in **Ingress-Egress and Utility Easement C.**

A 50 foot wide Ingress-Egress and Utility Easement lying 25 feet on each side of the centerline of an existing road which lies between the road intersection within the SE¼ of the NE¼ of the NW¼ of Section 14 and the bridge across the Lake Irrigation District Canal lying in the NW¼ of the SW¼ of Section 13, more particularly described in **Ingress-Egress and Utility Easement D.**

A 50 foot wide Ingress-Egress and Utility Easement lying 25 feet on each side of the centerline of an existing road which lies between the road intersection 200 feet northeast of the bridge across the Lake Irrigation District Canal lying in the NW¼ of the SW¼ of Section 13 to the head gate for said canal on the right bank of Lake Fork Creek, more particularly described in **Ingress-Egress and Utility Easement E.**

Irrigation Easement Deed, Instrument No. 10979, portions of which are more particularly described in **Impoundment Easement I and Impoundment Easement III.**

Forest Parcel, Cont'd

A 30 foot wide Waterline Maintenance Access Easement as described in the **Addendum to Nokes Waterline and Maintenance Access Easement, (EXHIBIT A and B)**, amending that easement described in Instrument No. 207548, and a **Addendum to Nokes Water Tank Perpetual and Temporary Construction Easement, (EXHIBIT A and B)**, amending that easement described in Instrument No. 207547 as recorded in the Office of the Recorder of Valley County, Idaho, lying in SW¼ of the NW¼ and the NW¼ of the SW¼ of Section 11.

ALSO SUBJECT TO: All rights, rights-of-way, covenants and easements of record or use.

Bearings based on State Plane Grid Azimuth.

EXHIBIT B
Legal Description for Nokes Parcel (61 acres)

THOMAS W. KERR
PLS 998

KERR SURVEYING
PO Box 853 404 E. Park
McCall, ID 83638
208-634-2686 / Fax 208-634-4042

ROD M. SKIFTUN
PLS 9585

June 6, 2005

REMAINDER 1B
NOKES PROPERTY
WITHIN THE N½ OF THE NW¼
ANDTHE NW¼ OF THE NE¼ OF SEC. 23,
T. 18 N., R. 3 E., B.M., VALLEY COUNTY, IDAHO
61.369 Acres

A parcel of land situate in Section 23, T. 18 N., R. 3 E., B.M., Valley County, Idaho, being those portions of the N½ of the NW¼ and the NW¼ of the NE¼, of said Section 23, lying west of the Clara Foltz Ditch as described in Quitclaim Deed, Instrument No. 4057, recorded in Book 1 on Page 569 of Deeds, in the Office of the Recorder of Valley County, Idaho more particularly described as follows:

Commencing at an aluminum cap marking the Quarter Corner common to Sections 14 and 23, T. 18 N., R. 3 E., B.M., Valley County, Idaho, the **REAL POINT OF BEGINNING:**

Thence, S. 89°36'43" E., 197.71 feet along the line common to said Sections 14 and 23, to the westerly boundary of said Quitclaim Deed, Instrument No. 4057, which lies 25 feet west of and parallel to the centerline of the Clara Foltz Ditch,
Thence, 167.18 feet along said westerly boundary on a non-tangent curve to the left, whose radius is 425.00 feet, delta angle is 22°32'19", and whose long chord bears S. 31°52'51" W., 166.11 feet,
Thence, 207.82 feet along said westerly boundary on a reverse curve to the right, whose radius is 475.00 feet, delta angle is 25°04'04", and whose long chord bears S. 33°08'43" W., 206.17 feet to the westerly boundary of said NW¼ of the NE¼,
Thence, continuing along said westerly deed boundary 44.42 feet along a curve to the right, whose radius is 475.00 feet, delta angle is 05°21'29", and whose long chord bears S. 48°21'29" W., 44.40 feet,
Thence, 249.71 feet along said westerly boundary on a reverse curve to the left, whose radius is 625.00 feet, delta angle is 22°53'31", and whose long chord bears S. 39°35'28" W., 248.06 feet,
Thence, 125.25 feet along said westerly boundary on a reverse curve to the right, whose radius is 375.00 feet, delta angle is 19°08'12", and whose long chord bears S. 37°42'48" W., 124.67 feet,
Thence, S. 47°16'54" W., 325.39 feet along said westerly boundary,
Thence, 68.79 feet along said westerly boundary on a curve to the right, whose radius is 50.00 feet, delta angle is 78°49'39", and whose long chord bears S. 86°41'44" W., 63.49 feet,
Thence, N. 53°53'27" W., 240.08 feet along said westerly boundary,
Thence, 179.49 feet along said westerly boundary on a curve to the left, whose radius is 150.00 feet, delta angle is 68°33'33", and whose long chord bears N. 88°10'13" W., 168.97 feet,
Thence, S. 57°33'01" W., 473.40 feet along said westerly boundary,

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Nokes, Remainder 1B, cont'd.

Thence, 261.48 feet along said westerly boundary on a curve to the left, whose radius is 475.00 feet, delta angle is 31°32'25", and whose long chord bears S. 41°46'48" W., 258.19 feet,
Thence, S. 26°00'36" W., 168.44 feet along said westerly boundary to a ½" rebar on the southerly boundary of said N½ of the NW¼, as shown on that particular Record of Survey recorded in Book 6 on Page 655 of Records of Survey, as Instrument No. 241209, in the Office of the Recorder Of Valley County, Idaho,
Thence, N. 89°36'01" W., 1,066.01 feet along said southerly boundary to a 5/8" rebar marking the N1/16 corner common to Sections 22 and 23, T. 18 N., R. 3 E., B.M., Valley County, Idaho,
Thence, N. 00°48'55" E., 1,323.56 feet to the Section Corner common to Sections 14, 15, 22, and 23, T. 18 N., R. 3 E., B.M.,
Thence, S. 89°32'22" E., 2,628.19 feet along said line common to said Section 14 and 23, to the Point of Beginning, containing 61.369 acres.

ALONG WITH:

A 50 foot wide Ingress-Egress and Utility easement lying east of and coincident with the centerline of the existing Lake Irrigation District Canal, described in Right-of-Way Easement Deed, Instrument No. 10978, recorded in Book 14 on Page 69 of Deeds, in the Office of the Recorder of Valley County, Idaho lying over the SW¼ of the NW¼, of said Section 23, more particularly described in **Ingress-Egress and Utility Easement F.**

A 25 foot wide Ingress-Egress and Utility Easement lying south and east of, and coincident with the entire southeasterly boundary of **Canal Parcel A,** being that portion of the existing Lake Irrigation District Canal (aka Clara Foltz Ditch), lying 25 feet on each side of the centerline of the existing canal described in Quitclaim Deed, Instrument No. 4057, recorded in Book 1 on Page 569 of Deeds, and in Quitclaim Deed, Instrument No. 9550, recorded in Book 12 on Page 493 of Deeds, in the Office of the Recorder of Valley County, Idaho lying over the NW¼ of the NW¼, the NE¼ of the NW¼, and the NW¼ of the NE¼ of said Section 23, more particularly described in **Ingress-Egress and Utility Easement G.**

Bearings based on State Plane Grid Azimuth.

©2012 R. William Nelson Co. Inc

EXHIBIT C
Legal Description 70 Foot Wide Easement

ATTACHMENT 1

SKIFTUN LAND SURVEYING, INC.
LOTS -BOUNDARY – TOPOGRAPHY – ALTA
SUBDIVISIONS – CONSTRUCTION – FLOOD DATA
Working hard to protect your property investment!

January 13, 2014

UNIVERSITY OF IDAHO TO NOKES
70 FOOT WIDE INGRESS-EGRESS EASEMENT
ACROSS THE FOREST PARCEL
THROUGH THE SE1/4 OF SECTION 15 and the SW1/4 OF SECTION 14
T. 18 N., R. 3 E., B.M., VALLEY COUNTY, IDAHO

A 70.00 foot wide ingress-egress easement situate in the SW¼ of the SW¼ of Section 14, and the SE¼ of the SE¼ of Section 15, T. 18 N., R. 3 E., B.M., Valley County, Idaho, more particularly described as follows:

Commencing at a 5/8" rebar marking the East 1/16 Corner common to Sections 15 and 22, T. 18 N., R. 3 E., B.M., Valley County, Idaho, as shown on that particular Record of Survey recorded as Instrument No. 304981, in Book 9, on Page 34 of Records of Survey, in the Office of the Recorder of Valley County, Idaho; thence, S. 89°48'40" E., 22.27 feet along the line common to said Sections 15 and 22, to the centerline of an existing road, the **REAL POINT OF BEGINNING:**

Thence, N. 35°38'01" E., 64.08 feet along said centerline;
Thence, N. 46°26'04" E., 20.13 feet along said existing road centerline,
Thence, S. 77°09'59" E., 138.05 feet,
Thence, N. 77°04'43" E., 191.64 feet,
Thence, S. 89°09'08" E., 253.07 feet,
Thence, N. 66°31'25" E., 127.39 feet,
Thence, N. 85°55'11" E., 325.54 feet,
Thence, S. 64°51'04" E., 307.02 feet,
Thence, S. 0°27'38" W., 22.44 feet to the line common to Sections 14 and 23, T. 18 N., R. 3 E., B.M., Valley County, Idaho, the **Point of Ending,** containing 2.322 acres, more or less.
The sidelines of the above described easement shall extend or contract to conform to the property lines the centerline description begins and ends upon.

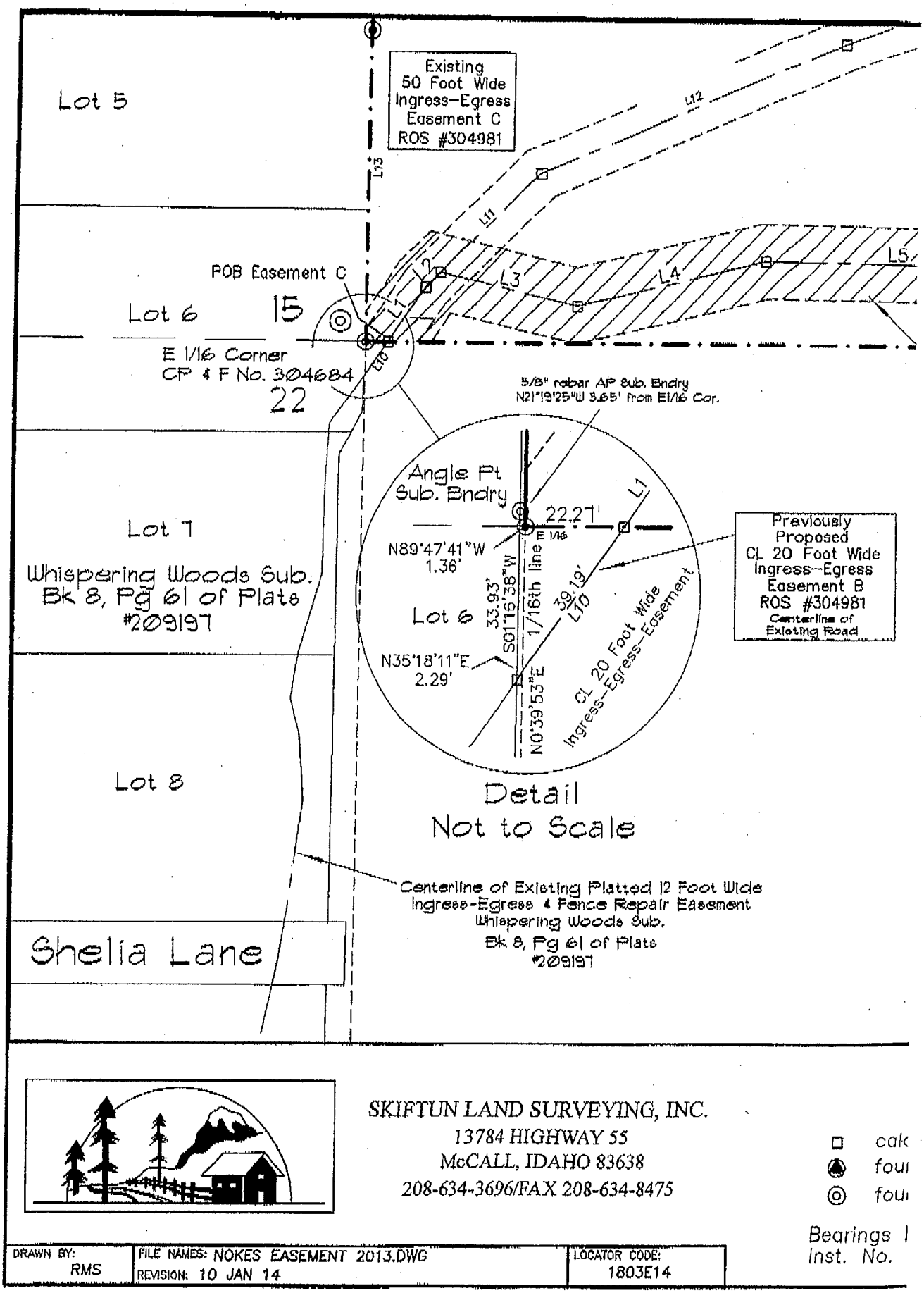
(An aluminum cap marking the Section Corner common to Sections 14, 15, 22, and 23, T. 18 N., R. 3 E., B.M., Valley County, Idaho, bears N. 89°32'22" W., 35.00 feet from the **Point of Ending**, as shown on that particular Record of Survey, recorded in Book 5 on Page 449 of Records of Survey, as Instrument No. 223138, in the Office of the Recorder of Valley County, Idaho).

Bearings based on GPS derived State Plane Grid Azimuth, Idaho West Zone.

Rod M. Skiftun – P.L.S. 9585
13784 Highway 55 McCall, ID 83638
208-634-3696/Fax 208-634-8475
E-mail: rskiftun@frontiernet.net



ATTACHMENT 1



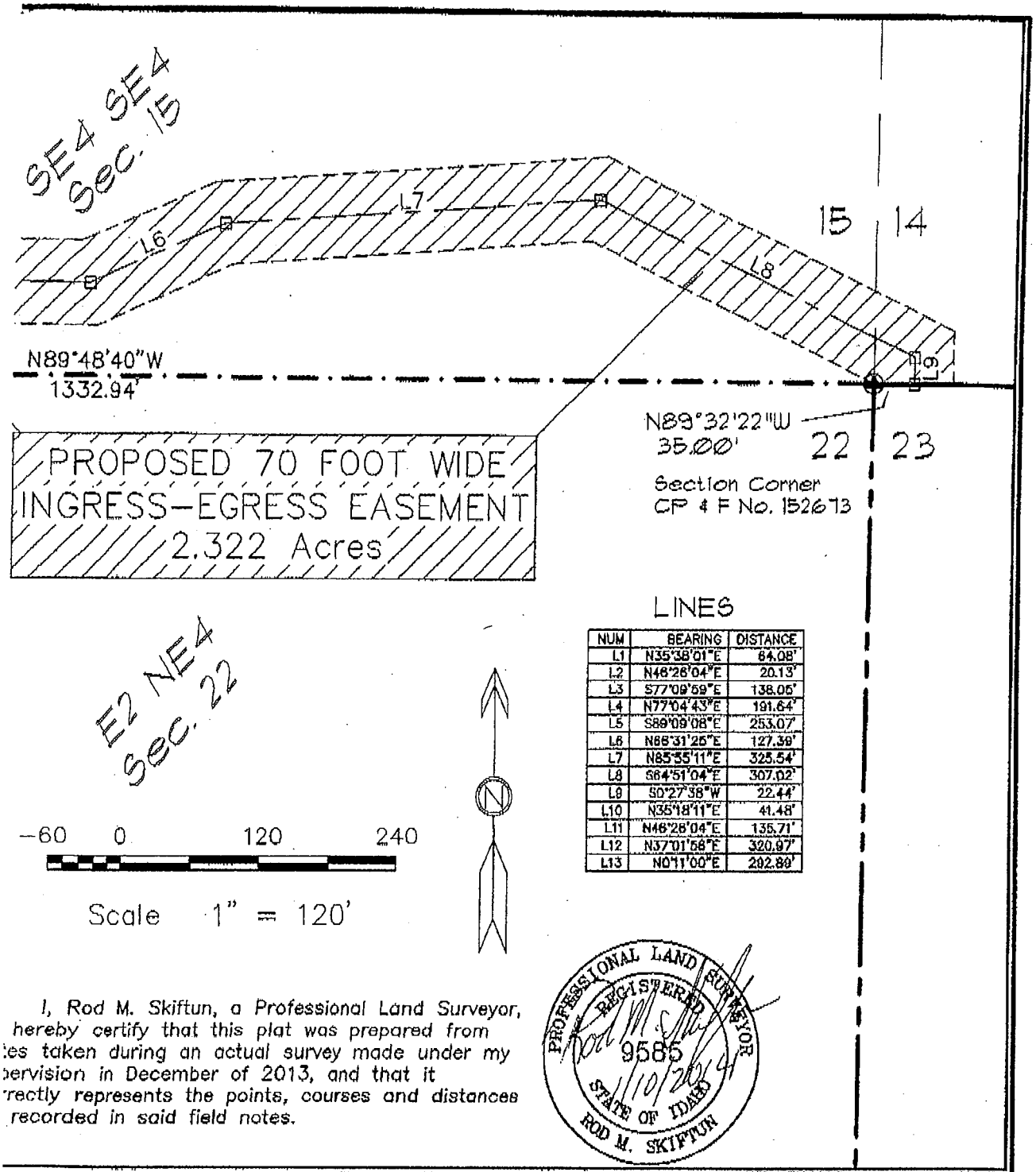
SKIFTUN LAND SURVEYING, INC.
13784 HIGHWAY 55
McCALL, IDAHO 83638
208-634-3696/FAX 208-634-8475

□ calc
▲ found
◎ found

Bearings I
Inst. No.

DRAWN BY:	FILE NAMES: NOKES EASEMENT 2013.DWG	LOCATOR CODE:
RMS	REVISION: 10 JAN 14	1803E14

ATTACHMENT 1



LINES

NUM	BEARING	DISTANCE
L1	N35°38'01"E	84.08'
L2	N46°28'04"E	20.13'
L3	S77°09'59"E	138.05'
L4	N77°04'43"E	191.64'
L5	S89°09'08"E	253.07'
L6	N88°31'25"E	127.38'
L7	N85°55'11"E	325.54'
L8	S64°51'04"E	307.02'
L9	S0°27'38"W	22.44'
L10	N35°18'11"E	41.48'
L11	N46°28'04"E	135.71'
L12	N37°01'58"E	320.97'
L13	N0°11'00"E	202.80'

I, Rod M. Skiftun, a Professional Land Surveyor, hereby certify that this plat was prepared from ies taken during an actual survey made under my pervision in December of 2013, and that it rrectly represents the points, courses and distances recorded in said field notes.

PROFESSIONAL LAND SURVEYOR REGISTERED 9585 STATE OF IDAHO ROD M. SKIFTUN 10/2014

EGEND

int, no monument set
rass cap
/8" rebar

d on Record of Survey,
47.

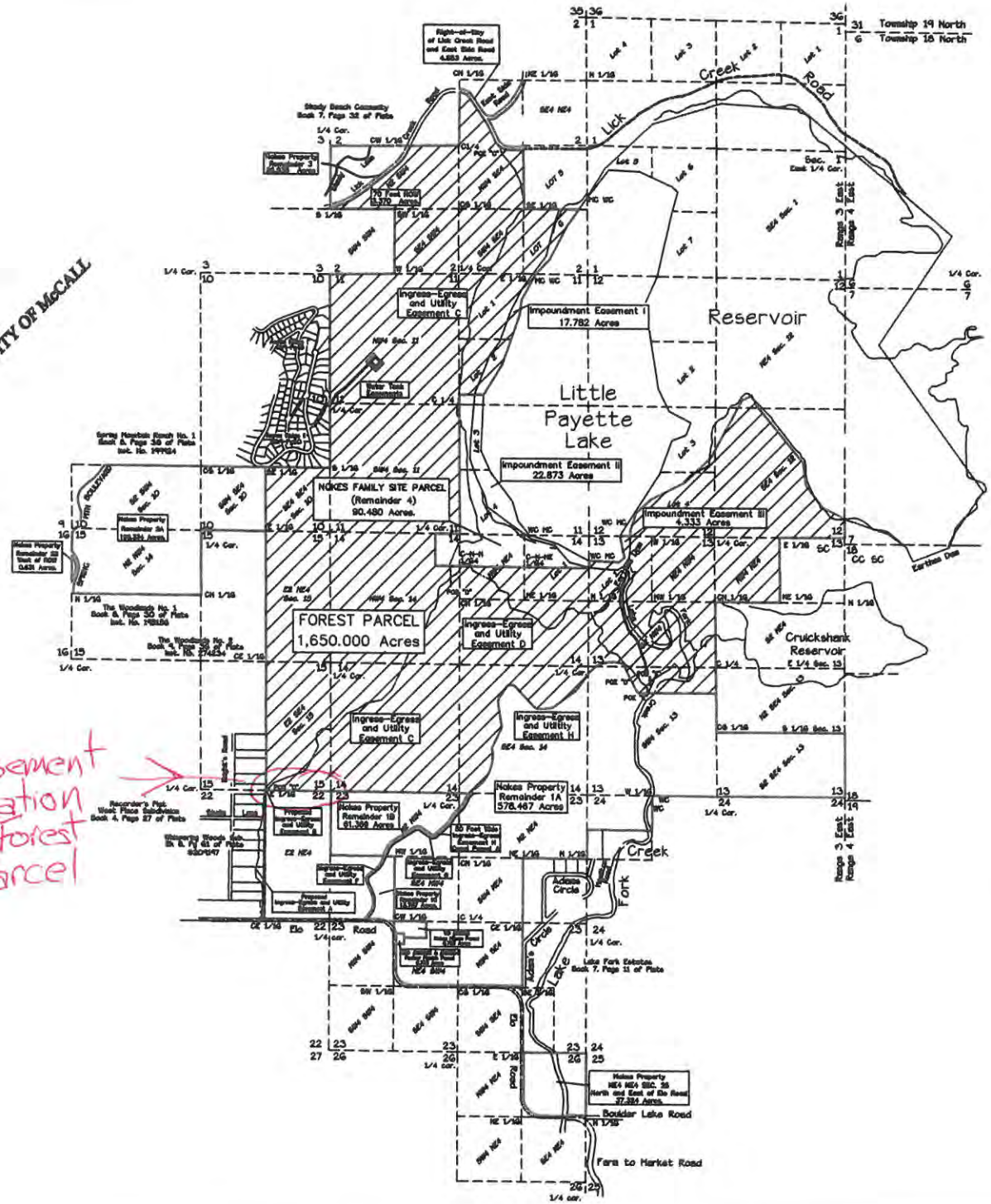
EASEMENT SKETCH

Valley County, State of Idaho

NOKES PROPERTIES
UNIVERSITY OF IDAHO

in Sections 14 and 15,
T. 18 N., R. 3 E., B.M.
Valley County, Idaho

1803E14



I, Rod M. Skiftun, a Professional Land Surveyor, do hereby certify that this plat was prepared from notes taken during an actual survey made under my supervision in June 2004–Dec. of 2005, and that it correctly represents the points, courses and distances as recorded in said field notes.

PROFESSIONAL LAND SURVEYOR REGISTERED 9585 STATE OF IDAHO ROD M. SKIFTUN

-750 0 1500 3000

Scale 1" = 1500'

COVER SHEET
9 SHEET RECORD OF SURVEY

SHEET 1 of 9

RECORD OF SURVEY
Valley County, State of Idaho

NOKES PROPERTIES
UNIVERSITY OF IDAHO
Situate in
Sections 2, 10, 11, 12, 13, 14, 15, 23, 24 and 26,
T. 18 N., R. 3 E., B.M.
Valley County, Idaho

DRAWN BY: RMS	FILE NAME: LOKEPINEBRANCH.FLX DRAWN: 7 JAN 05	LOCATION CODE: 1803E
KERR SURVEYING	404 E. PARK ST. McCALL, IDAHO 83638 208-634-2058	JAN 2006

SUBJECT

Higher Education Research Council (HERC) Committee Appointments

REFERENCE

August 2014	Board appointed Dr. Kelly Beierschmitt to the Higher Education Research Council as the INL representative, replacing Dr. Hill.
October 2014	Board appointed Ms. Robin Woods and re-appointed Dr. Haven Baker to the Higher Education Research Council for a three (3) year term.
August 2016	Board re-appointed Mr. Bill Canon to the Higher Education Research Council for a term expiring June 30, 2019.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

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

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

Currently, there is one vacancy on HERC and two members who need to be re-appointed. The INL position on HERC is empty due to Dr. Kelly Beierschmitt leaving the INL. Dr. Mark Peters has nominated Dr. Todd E. Combs to represent INL on HERC. Dr. Combs is the interim Deputy Lab Director and Chief Research Officer at the INL.

There are two members who need to be re-appointed. Dr. Haven Baker and Ms. Robin Woods both serve as industry partner representatives. Their new terms would end June 30, 2020.

Dr. Baker has served two terms previously. Dr. Baker has significant experience in the biotechnology industry and is currently working with a start-up company in that field. In the past, he has served as the Vice President of Plant Sciences and as the Director of New Market Initiatives at the JR Simplot Company. Dr. Baker has also managed a proteomics research lab at the Barnett Institute in Boston and has worked as an investment professional at Clarium Capital, a multibillion dollar global-macro hedge fund in New York. Dr. Baker has a BS from Yale, an MBA with distinction from Harvard Business School, and a PhD in chemistry from Northeastern University.

Ms. Woods is completing her first term. Ms. Woods is co-owner and president of Alturas Analytics, Inc., a pharmaceutical testing and research laboratory in Moscow, Idaho. Ms. Woods has more than 20 years of entrepreneurial experience, including experience in starting two environmental testing labs located in Washington and Idaho. Ms. Woods currently serves as the vice chair of the Economic Advisory Council and as the board secretary/treasurer of Gritman Medical Center. Ms. Woods holds a BS from Washington State University and lives in Moscow.

ATTACHMENTS

Attachment 1 – Current HERC Membership

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to appoint Dr. Todd E. Combs to the Higher Education Research Council as the INL representative effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to re-appoint Dr. Haven Baker and Ms. Robin Woods as non-institutional representatives, effective immediately and expiring June 30, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

HIGHER EDUCATION RESEARCH COUNCIL

Dr. Cornelis Van der Schyf (Chair)
Vice President for Research & Dean, Graduate School
Idaho State University

Dr. Harold Blackman
Interim Vice President of Research & Economic Development
Boise State University

Dr. Lori Stinson
Provost & Vice President of Academic Affairs
Lewis-Clark State College

Dr. Janet Nelson
Vice President of Research & Economic Development
University of Idaho

Vacant
Idaho National Laboratory

Dr. Haven Baker
Chief Business Officer
Pairwise Plants

Mr. Bill Canon
Director of Strategic Business Development
Valmark Interface Solutions

Ms. Robin Woods
President
Alturas Analytics, Inc.

Board Staff Support
Dr. Cathleen McHugh
Chief Research Officer
Cathleen.mchugh@osbe.idaho.gov
Phone: (208) 332-1572

SUBJECT

Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Committee Appointments

REFERENCE

October 2014	Board appointed Dr. Todd Allen as the INL Representative to the Idaho EPSCoR Committee (Replacing Dr. Hill)
February 2015	Board appointed Senator Tibbits to the Idaho EPSCoR Committee (Replacing Senator Goedde)
April 2015	Board appointed Dr. Cornelis J. Van der Schyf to the Idaho Experimental Program to Stimulate Competitive Research (replacing Dr. Howard Grimes)
October 2015	Board reappointed Representative Maxine Bell and Doyle Jacklin and appointed Gynii Gilliam and Senator Roy Lacey (replacing Doug Chadderdon and Senator Tippits, respectively)
June 2016	Board appointed Dr. Kelly Beierschmitt to the committee (replacing Todd Allen)
December 2016	Board reappointed Laird Noh, and appointed Dr. David Hill and Skip Oppenheimer to the committee.
April 2017	Board appointed Senator Nye to the committee, replacing Senator Lacey.
June 2017	Board reappointed David Tuthill and Leo Ray to the committee, both representing the private sector.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policies established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board for five (5) year terms. The membership of this committee is constituted

to provide for geographic, academic, business and state governmental representation as specified in Board Policy III.W. and includes the Vice Presidents of Research from the University of Idaho, Boise State University, and Idaho State University who serve as voting ex-officio members. Members are allowed to serve up to three (3) consecutive terms. Ex-officio members serve without terms.

The Idaho EPSCoR Committee is recommending the appointment of Dr. Todd Combs as the Idaho National Laboratory representation, replacing Kelly Beierschmitt and Dr. Harold Blackman, the Interim Vice President for Research at Boise State University, replacing Dr. Mark Rudin.

ATTACHMENTS

Attachment 1 – Current Committee Membership
Attachment 2 – Harold Blackman – Letter of Interest/Resume
Attachment 3 – Todd Combs – Letter of Interest/Resume

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to appoint Dr. Harold Blackman to the Experimental Program to Stimulate Competitive Research - Idaho Committee to serve in the position for the Vice President of Research for Boise State University, effective immediately.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to appoint Dr. Todd Combs to the Experimental Program to Stimulate Competitive Research - Idaho Committee to serve as the representative for the Idaho National Laboratory, effective immediately and expiring June 30, 2021.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Attachment 1

EPSCoR Committee Members

VOTING MEMBERS (16 members)

Member Name	Original Appt.	Re-appointment	Expires	Representing	Position	Board Meeting
Barneby, David G.	9/9/2008	1/1/2014	6/30/2019	Private Sector	(Retired)VP Nevada Power	12/19/2013 2/27/2014
Vacant	6/16/2016		6/30/2021	INL		6/16/2016
Bell, Maxine	12/13/2006	10/22/2015	6/30/2020	House of Rep	House of Rep.	4/22/2005 10/22/2015
Borud, Matt	4/17/2014		Ex-officio	Commerce	Idaho Department of Commerce	4/17/2014
Dave Tuthill	8/16/2012	6/15/2017	6/30/2022	Private Sector		6/15/2017 8/16/2012
Gilliam, Gynii	10/22/2015		6/30/2019	Private Sector		10/22/2015
Jacklin, Doyle	12/13/2006	2/18/2010 10/22/2015	6/30/2020	Private Sector		4/22/2005 2/18/2010 10/22/2015
Nelson, Janet	12/15/2016		Ex-officio	VPR	UI - VPR	12/15/2016
Noh, Laird	12/13/2006	7/1/2011 7/1/2016	6/30/2021	Private Sector	Vice-Chair	(6/27/2012) 12/9/2010 12/15/2016
Nye, Mark	4/20/2017		6/30/2020	Senate	State Senate	4/20/2017
Oppenheimer, Skip	12/15/2016		6/30/2021	Private Sector		12/15/2016
Ray, Leo	12/16/2006	7/1/2011 6/15/2017	6/30/2022	Private Sector	Fish Breeders	(6/27/2002) 12/9/2010 6/15/2017
Vacant	12/13/2006		Ex-officio	VPR	BSU - VPR	
Shreeve, Jean'ne	12/13/2006	2/21/2013	6/30/2019	Private Sector	UI - Professor	4/22/2005 2/21/2013
Stevens, Dennis	(1/23/01) 4/22/2005	4/22/2005 2/18/2010 10/22/2015	6/30/2020	Private Sector	Physician	4/22/2005 2/18/2010 10/22/2015
Van der Schyf, Cornelius "Neels"	4/16/2015		Ex-officio	VPR	ISU - VPR	4/16/2015

NON-VOTING MEMBERS (2 members)

Member Name	Original Appt.		Expires		Position	
TBD	----		Ex-officio		Representative from Governors Office	
David Hill	12/15/2016		Ex-officio		Idaho State Board Members	12/15/2016

BOISE STATE UNIVERSITY
VICE PRESIDENT FOR RESEARCH
AND ECONOMIC DEVELOPMENT

September 10, 2018

Dr. Laird Noh
Chair, Idaho EPSCoR Committee
875 Perimeter Drive, MS 3029
Moscow, ID 83844-3029

Dr. Noh:

Please accept this letter as confirmation of my interest in a membership appointment to the Idaho EPSCoR Committee.

As Interim VP for Research and Economic Development at Boise State and previously as Associate Vice President, I am very familiar with the EPSCoR structure, mission and objectives, and am the most logical choice to represent Boise State's interests on the committee.

My qualifications for the nomination are supported by my current position, as well as my previous employment with the Idaho National Lab, which included appointments as the Director of Research for the Materials and Fuels complex, Director of Laboratory Integration, and Deputy Associate Lab Director for Science and Technology. During that time I developed the Center for Advanced Energy Studies (CAES), a collaboration between the three Idaho Universities and INL intended to support research on technical and policy issues related to sustainable energy supply.

Thank you for consideration of this request. Please do not hesitate to contact me should you have questions or concerns.

Sincerely,

Harold S. Blackman

Harold Blackman
Interim Vice President for Research and Economic Development

C: Rick Schumaker

Harold S. Blackman
Boise State University, Division of Research and Economic Development
Business Phone: (208) 426-5746, Email: HaroldBlackman@boisestate.edu

Education
Ph.D. in Educational Psychology with specialization in Quantitative Methods, Arizona State University, received Fall 1980.
M.A. in Educational Psychology, Arizona State University received spring 1979.
B.A.E. in Secondary Education with a major in Biological Science, Arizona State University, received May 1975.

Experience
Boise State University, Division of Research, July 1, 2012 to Present. He is the Interim Vice President for Research and Economic Development, where he supports the development of new and ongoing research programs across the University. He has developed and implemented a strategic plan process to guide the development of new programs, and to create new opportunities for faculty, staff, and students to make significant contributions to research and development. Specific focus areas of research have been identified and are forming the basis of expansion of research at the University. He has also reorganized and revamped the technology transfer function at Boise State University including process improvements to ensure an industry friendly interface. He has also maintained his research interests in human reliability in high-risk environments.

Idaho National Laboratory, BEA (2-2005 7-2012, BBWI (10-99 to 2-2005) Lockheed Martin Idaho Technologies (10-94 to present) EG&G Idaho Inc. (1-82 to 10-94), Idaho Falls, Idaho. He was the Director of Research for the Materials and Fuels complex, at the Idaho National Laboratory, where approximately 900 staff perform state of the art nuclear research and development primarily in the area of post irradiation examination. He built and developed the Center for Advanced Energy Studies (CAES) collaboration among the University of Idaho, Boise State University, Idaho Sate University, and the Idaho National Engineering Laboratory. This is a collaborative center built around higher education and research and development to provide the nation and the world a sustainable energy supply through timely research on technical and policy issues facing a carbon-constrained world. This position required developing meaningful relationships among leadership, faculty and staff, and students across the four institutions. A collateral responsibility was also managing all University relationships and education programs for the laboratory including STEM education initiatives and internship programs. Prior to this he was the Director of Laboratory Integration where he led strategic planning for the laboratory as well as being responsible for building an integrated laboratory team to achieve the mission. He also maintains his own research in the areas of human reliability and human performance. Prior to this position he was the Deputy Associate Laboratory Director for Science and Technology where he co-managed approximately 450 scientists and engineers involved in research and development. In this position he is responsible for the technical and managerial leadership of the programs as well as the personnel. Prior to this he was the Associate Laboratory Director for Energy and Engineering Technology where he managed approximately 350 staff conducting research in energy, and environmental and cleanup applications. Prior to this he was the Director/Chief Engineer for the Applied Engineering and Development Laboratory where he managed approximately 1200 engineers and scientists involved in a variety of research and development activities. This position controlled the engineering and scientific processes used at the laboratory, and ensured that proper tools and people are available to perform the work of the laboratory (5-98 to 9-99). Prior to this position he was the manager of the Engineering Analysis Department. Primary duties include the management and execution of various research projects for the Department of Energy, the Nuclear Regulatory Commission, and the Department of Defense. He was responsible for scope, schedule, and cost of programs, as well as the day to management of the personnel in his organization. Functional

areas, in the Engineering Analysis Department, were human factors engineering, probabilistic risk assessment, statistics, computational mechanics, and logistics (10-94 to 5-98). He managed as many as 230 scientists and engineers with an annual budget of approximately 35 million dollars. Prior to the position of Department manager he served as the group manager of Risk Assessment and Applied Mathematics, the unit manager of Human Factors Research, and was an individual contributor in the discipline of human factors. (1-82 to 10-94). During his entire career he has actively maintained a research program in the area of human reliability. He has focused on the measurement of complex human performance as applied in high-risk environments especially nuclear reactors including the development of methods for the investigation and quantification of human error. He has broad experience in research and development in a variety of areas including control room design, human reliability analysis, training, human computer interface and human performance.

Idaho State University, Pocatello, Idaho. Assistant Professor of Educational Psychology. (8-81 to 1-82).

Sample Publications

1. Bruce Hallbert, David Gertman, Erasmia Lois, Julie Marble, Harold Blackman, James Byers, The Use of Empirical Data Sources in HRA, Reliability Engineering & System Safety, Vol 83, 139-143, 2004.
2. Harold S. Blackman, David I. Gertman, and Bruce P. Hallbert, The Need for Organizational Analysis, Cognition, Technology & Work, 2:206-208, 2001.
3. H. S. Blackman, B. P. Hallbert, J.C. Byers, S. G. Hill, and W. J. Reece, Approaches to the Evolving Human-Computer Interface: Application to Interactive Computerized Procedures in High-Risk Industries, Tools for Working with Guidelines, L. Vanderdonckt and C. Farenc, Eds., Springer –Verlag Heidelberg, 2000.
4. H. S. Blackman, N. O. Siu, and A. Mosleh, Human Reliability Models: Theoretical and Practical Challenges, University of Maryland Press, 1998.
5. W. J. Galyean, D. L. Kelly, J. A. Schroeder, L. J. Auflick, H. S. Blackman, D. I. Gertman, L. N. Haney, Intersystem LOCA Risk Assessment: Methodology and Results, Nuclear Engineering and Design, 152, 1994, 159-174.
6. D. I. Gertman and H. S. Blackman, Human Reliability and Safety Analysis Data Handbook, John Wiley & Sons, New York, NY, December, 1993.
7. Harold S. Blackman, Heidi A. Hahn, and William R. Nelson, Complex Human Performance Measurement in an Aviation Environment, Human Performance, Vol. 5, No. 4., 1992.
8. David I. Gertman, Harold S. Blackman, and Heidi A. Hahn, Intent: A Method for Estimating Human Error Probabilities for Decision Based Errors, Reliability Engineering and System Safety, 35, 1992, 127-137.
9. Harold S. Blackman, David I. Gertman, and Heidi A. Hahn, Modeling the Influence of Errors of Commission on Success Probability, Reliability Engineering and System Safety, 34, 1991, 169-179.
10. Heidi A. Hahn, Harold S. Blackman & David I. Gertman, Applying Sneak Analysis to the Identification of Human Errors of Commission, Reliability Engineering and System Safety, 33, 1991, 289-300.

Synergistic Activities

1. Editorial Board of Reliability Engineering and System Safety
2. Member of the Board & Secretary for the International Association for Probabilistic Safety Assessment and Management
3. Technical Program Chairman for 10th International Probabilistic Safety Assessment and Management Conference, June 2010
4. General Chairman for IEEE Sixth Conference on Human Factors in Nuclear Power, June 2007.
5. Fellow of the Human Factors and Ergonomics Society

Idaho National Laboratory INL

September 17, 2018

Dr. Laird Noh, Chair
Idaho EPSCoR Committee
872 Perimeter Drive, MS 3029
Moscow, ID 83844-3029

SUBJECT: Appointment to the Idaho Established Program to Stimulate Competitive Research (EPSCoR) Committee

Dear Dr. Noh:

It is my understanding that I am being nominated to serve as Idaho National Laboratory's representative on the Idaho EPSCoR Committee. I am pleased to submit this letter expressing my willingness to serve on the committee. My resume is attached for your reference. If I can answer any questions relating to my appointment, please contact me at your convenience. I look forward to working together with the staff and volunteers of the Idaho EPSCoR Committee to stimulate research.

Sincerely,

Todd E. Combs

Dr. Todd E. Combs, Interim Deputy Laboratory Director
Science & Technology and Chief Research Officer,
Associate Laboratory Director of Energy and Environment

MRR

Attachment

Idaho National Laboratory
2351 N. Boulevard
PO Box 1625-2211
Idaho Falls, ID 83415

(208) 526-5948

Todd.Combs@inl.gov



Todd E. Combs

Associate Laboratory Director, Energy and Environment S&T

Todd Combs is the associate laboratory director for Idaho National Laboratory's Energy and Environment Science & Technology Directorate, where he manages 250+ research staff focused on advanced transportation, clean energy integration, advanced manufacturing and environmental issues.

Before joining INL Dr. Combs served as the director of the Global Security Sciences (GSS) Division at Argonne National Laboratory where he lead a multidisciplinary research team of over 200 that found solutions to protect against, mitigate, respond to, and recover from a wide spectrum of national and global security threats. He also served nearly 14 months as Argonne's interim associate laboratory director for Energy and Global Security, where he led an applied R&D organization of over 800 people addressing domestic and global sustainable energy and security issues. In his role, he oversaw research and operational activities of the energy systems, nuclear engineering, and global security sciences division.

Todd began his DOE laboratory career in 2008 at Oak Ridge National Laboratory as an operations research scientist. He left for Argonne in 2012 while serving as group leader for Transportation Planning and Decision Science. His research has included energy systems modeling and analysis for DOE, most recently related to critical materials supply chains, as well as the application of modeling and simulation to national and homeland security issues for the departments of Defense and Homeland Security.

Todd earned his doctorate in operations research and master's degree in operations analysis from the Air Force Institute of Technology, and is a graduate of the U.S. Military Academy at West Point. A colonel in the U.S. Air Force Reserve, his military experience includes assignments at the Air Force Research Laboratory, the Air Force Office of Scientific Research, and the Air Force Studies and Analyses Agency. He is a member of the Institute for Operations Research and the Management Sciences (INFORMS) and the Military Operations Research Society (MORS).

Education

Ph.D.

Operations Research, Air Force Institute of Technology

Master's Degree

Operations Analysis, Air Force Institute of Technology

The Energy of Innovation

Idaho National Laboratory

SUBJECT

Institution President Approved Alcohol Permits

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Governance/Oversight required through Board policy to assure a safe environment for students conducive to the institution's mission of educating students.

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 Regular August 2018 Board meeting. Since that meeting, Board staff has received thirty (30) permits from Boise State University, twenty (20) permits from Idaho State University, thirteen (13) permits from the University of Idaho and five (5) permits from Lewis-Clark State College.

Attachment 1 lists the alcohol permits that have been approved by the President's since the last Board meeting.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

BOARD ACTION

I move to accept the report on institution president approved alcohol permits.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY May 2018 – December 2018

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Lee Pesky Learning Center Annual Fundraiser	Alumni and Friends Center		X	5/08/2019
Mark Rudin Reception	Alumni and Friends Center	X		8/02/2018
BUILD Forum Meeting w/ Sharon Washington	Student Union Building	X		8/07/2018
Alumni Quarterly Board of Directors Meeting	Alumni and Friends Center	X		8/15/2018
Parents of Boise State Students	Alumni and Friends Center	X		8/17/2018
Power Engineers Black Tie Dinner	College of Business and Economics		X	8/20/2018
Cradlepoint Sales Kick-Off	Stueckle Sky Center		X	8/28/2018
J. Cole concert	Taco Bell Arena		X	9/02/2018
EPSCoR Track 1 Reception	Student Union Building	X		9/11/2018
Develop Idaho	Stueckle Sky Center		X	9/12/2018
West Side Story	Morrison Center		X	9/15/2018
Boise Regional Realtors Annual Meeting	Student Union Building		X	9/19/2018
Dinner on the Blue	Stueckle Sky Center	X		9/19/2018
CEO Chamber Reception	Benjamin Victor Gallery	X		9/25/2018
Distinguished Lecture Series Reception	Morrison Center	X		9/25/2018
International Women's Forum	Benjamin Victor Gallery	X		9/26/2018
Women and Leadership Conference	Simplot Ballroom	X		9/26/2018
ACE Women's Network Conference	Alumni and Friends Center	X		9/27/2018
Boise Deal Forum	College of Business and Economics	X		9/28/2018
Bill Madinger Celebration of Life	Stueckle Sky Center		X	9/29/2018
Western States Fall Leadership Meeting	Stueckle Sky Center – Double R Ranch		X	10/02/2018

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
IT Symposium	Student Union Building		X	10/09/2018
The Cabin Gala	Morrison Center		X	10/09/2018
Wedding, Private Party	Stueckle Sky Center		X	10/13/2018
Ese-Eja Exhibit Opening	Yanke Research Center	X		10/18/2018
Create Common Good "UNGala"	Stueckle Sky Center		X	10/20/2018
Children's Home Society Pre-Party	Morrison Center		X	10/27/2018
The 50/25 Social Work Celebration	Alumni and Friends Center	X		11/05/2018
Twenty-One Pilots Concert	Taco Bell Arena		X	11/17/2018
Boise Valley Economic Partnership Annual Reception	Stueckle Sky Center		X	12/05/2018

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY July 2018 – October 2018

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Administration Dinner	President's House	X		8/09/2018
Celeste's Quince	Pond Student Union Building		X	8/11/2018
State Board of Education Dinner	President's House	X		8/15/2018
College of Science and Engineering New Dean Welcome	Pond Student Union Building – Quad Lounge	X		8/15/2018
College of Arts and Letter Welcoming Assembly	South Side of FA Building, under trees	X		8/15/2018
Beckley Family Scholarship Social	Beckley Nursing, Building 66 – Lobby	X		8/17/2018
City Club of Idaho Falls Evening Speaker	Bennion Student Union Building		X	8/22/2018
Idaho State Civic Symphony Sponsor Dinner	Stephens Performing Arts Center – Jensen Grand Theater	X		8/28/2018
JRM Foundation Fundraiser Gala	Stephens Performing Arts Center		X	9/08/2018
I Love ISU After Hours Celebration	Pond Student Union Building	X		9/13/2018
Quarterback Club Kickoff	Holt Arena – Bennion Room	X		9/19/2018
CHP Fall Event	ISU Alumni House	X		9/20/2018
Symphony Reception and Concert	Stephens Performing Arts Center – Rotunda		X	9/21/2018
College of Nursing Open House	Beckley Nursing, Building 66 – Lobby	X		9/24/2018
College of Business – Leadership Board Reception	BA Building – First Floor Lobby	X		9/26/2018
Quarterback Club Meeting	Holt Arena – Bennion Room	X		9/26/2018
Department of English and Philosophy	Pond Student Union Building – Little Wood and Wood River	X		9/27/2018
2018 President's Dinner	Pond Student Union Building	X		9/28/2018
2018 President's Dinner Reception	Pond Student Union Building - Theater Lobby	X		9/28/2018
College of Pharmacy Reunion	Quad	X		10/5/2018
Oscar and Katrina's Wedding	Stephens Performing Arts Center		X	10/13/2018

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO
September 2018 – November 2018

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Vandal Athletics Hall of Fame Ceremony	Bruce Pitmen Center	X		9/07/2018
Vandal Athletics Hall of Fame Private Reception	Bruce Pitman Center	X		9/07/2018
Dinner with Shandong Agricultural University	Integrated Research and Innovation Center Atrium	X		9/10/2018
Wedding	Plant Science Farm		X	9/15/2018
Harold Nelson Welcome Reception	Education Building	X		9/23/2018
President/Provost Dinner with Deans	Bruce Pitman Center	X		9/27/2018
College of Art and Architecture Career Networking Reception	College of Art and Architecture South	X		10/02/2018
Center for Health in the Human Ecosystem Annual Symposium	Integrated Research and Innovation Center Atrium	X		10/11/2018
The Open Hand Theatre Reception	Hays Hall – Alumni Lounge	X		10/12/2018
Pink Cocktail	Bruce Pitman Center		X	10/16/2018
University of Idaho Gala	Memorial Gym	X		10/18/2018
2018 Veterans Appreciation Dinner	Bruce Pitman Center	X		11/11/2018

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE September 2018 – October 2018

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Town and Gown Exhibit Opening	Center for Arts and History	X		9/06/2018
Keith Petersen Lecture for 125th Committee	Center for Arts and History		X	9/19-20/2018
Center Advisory Committee Meet and Greet	Center for Arts and History	X		9/26/2018
State Board of Education Dinner	Center for Arts and History	X		10/17/2018
Alumni Dinner	Center for Arts and History	X		10/18/2018

UNIVERSITY OF IDAHO

SUBJECT

Facilities Naming – UI Arboretum - Asian Grove

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.K1.b Naming/Memorializing Building and Facilities

ALIGNMENT WITH STRATEGIC PLAN

The proposed naming hereunder does not directly correspond with strategies established by the Board's strategic plan, but does accomplish a benefit for the University of Idaho in recognizing significant contributions of an honored retiree, and is not inconsistent with the strategic plan.

BACKGROUND/DISCUSSION

The University of Idaho Arboretum was the idea of a group of University professors in the 1970's who were concerned that there was not enough plant diversity in the campus landscape. Their solution was to start a new Arboretum. The University President at that time, Ernest Hartung enthusiastically supported the idea. The site that is now the Arboretum was essentially undeveloped (and treeless) University property at that time, other than the north end that was being used as the driving range for the golf course. The site was dedicated to Arboretum development and with help from the UI Foundation; enough funds were raised to develop a Master Plan for the Arboretum, which was approved in 1980. On Easter Sunday, 1982 the Moscow Rotary Club donated and planted the first trees in the Arboretum. One of the original policies of the development was that no University funds would be spent on the collections. All of the plantings and other assets in the Arboretum have been donated as gifts to the University and that continues to be the only way to add to the site.

From 1967-1987, Professor Emeritus Naskali taught botany and plant anatomy and advised students in the University of Idaho Department of Biological Sciences. In 1987, Dr. Richard Naskali was appointed Arboretum Director as the first paid Arboretum employee. Dr. Naskali served in that role until his retirement in 2003. He was instrumental in developing the backbone of the current collections of primarily ornamental species and cultivars arranged based on where they are originally native. In a typical year, there is something in flower from February and March (e.g., alder, willow, filbert, and poplar) through October. Autumnal coloration commences in September with the maples, and progresses into November with a brilliant final color show of the Eastern North American oaks.

Dr. Naskali continued his dedication to the UI Arboretum after his retirement. The University seeks approval to name one of the Arboretum collections (the

Asian Grove) the "Dr. Richard Naskali Asian Grove" to honor the dedication and commitment of the first director of this Arboretum.

IMPACT

Naming of the facility will recognize the contributions Dr. Naskali made to the University and the UI Arboretum. There is no financial impact from the requested naming.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.K. facilities may be named for a former employee of Idaho's public higher education system in consideration of the employee's service to education in the state of Idaho. Significant factors must include, but are not limited to:

1) Recommendation of the chief executive officer of the institution and the institution community; and
2) Contributions rendered to the academic area to which the building, facility, or administrative unit is primarily devoted.

University of Idaho's request, based on the information provided, meets the requirements for naming a facility after a former employee.

The Board Office received 12 comments, all supporting the entire arboretum be named after Dr. Richard Naskali. Two of these comments included references indicating that naming only a portion of the arboretum (the Asian Grove) was not adequate.

Dr. Naskali passed away on Thursday, September 13, 2018 at the Gritman Hospital in Moscow. He was 82 years old.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to designate the Asian Grove in the UI Arboretum as the "Dr. Richard Naskali Asian Grove."

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

SUBJECT
Facility Naming – Nile and Christy Latta Football Plaza

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

ALIGNMENT WITH STRATEGIC PLAN
Goal 2: EDUCATIONAL ATTAINMENT, Objective C: Access

BACKGROUND/DISCUSSION
Boise State University (BSU) would like to recognize donors Nile and Christy Latta for their gift to the Athletic Department by naming the plaza in front of the Bleymaier Football Complex in their honor. Nile and Christy Latta have been actively involved with Boise State University Athletics since 2012. Included in their giving has been a donation to the construction of the Bleymaier Football Center (2012), annual membership in the Bronco Football Coaches Club since 2014, and most recently a $50,000 gift to the Support a Student, Advance an Athlete Scholarship Initiative.

In May of 2017, Nile and Christy approached BSU with a $1,000,000 pledge to the Athletic Department. The gift impacts a number of areas within the Athletic Department, including scholarships, general operating costs, and the replacement of the blue turf in Albertsons Stadium.

For their continued support of all student-athletes within the Athletic Department, the University would like to honor the Latta's generous donation by naming the plaza in front of the Bleymaier Football Complex, the "Nile and Christy Latta Football Plaza." A rendering of the area to be named is attached.

IMPACT
Naming of the facility will recognize the generous gift of the Lattas and honor their continued support of Boise State Athletics.

ATTACHMENTS
Attachment 1 – Conceptual Rendering

STAFF COMMENTS AND RECOMMENDATIONS
Board Policy I.K.1.b, outlines the requirements by which a building, facility, or administrative unit may be named for someone other than a former employee of the system of higher education. These include consideration of the nature of the individuals gift and its significance to the institution; the eminence of the individual whose name is proposed; and the individual's relationship to the institution.

Based on the information provided by Boise State University the request complies with Board policy.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to name the plaza in front of the Bleymaier Football Complex the "Nile and Christy Latta Football Plaza."

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE BRONCOS



NILE AND CHRISTY LATTA FOOTBALL PLAZA NAMING

SUBJECT

Accountability Oversight Committee (Committee) Appointment

REFERENCE

April 2010	Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee.
June 2015	Board approved second reading to amend Board Policy I.Q.
April 2016	Board approved second reading of amendment to Board Policy I.Q. to revise the Accountability Oversight Committee membership by adding a fifth at-large member who has a background in special education.
June 2017	Board reappointment of John Goedde and Jackie Thomason to the committee.
June 2018	Board appointed Julian Duffey and reappointed Rob Sauer and Roger Stewart to the committee.
August 2018	Board appointed Jodie Mills to the committee and approved the first reading of amendments to Board Policy I.Q. adding two additional seats and identifying specific representation on the committee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective B: Higher Level of Educational Attainment

Goal 3: Data Informed Decision Making, Objective A: Data Access and Transparency

BACKGROUND/DISCUSSION

The Committee was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. It provides oversight of the K-12 statewide assessment system, ensures effectiveness of the statewide system, and recommends improvements or changes as needed to the Board.

The Committee consists of:

- The Superintendent of Public Instruction or designee,
- Two Board members, and
- Five at-large members appointed by the Board, one of whom must have a special education background.

At the Board's August 2018 Board meeting the Board approved the first reading of proposed amendments to the Accountability Oversight Committee. The proposed amendments would expand the committee by two positions and identify specific representation on the committee beyond the current at-large members and special education representative. The proposed amendments maintain two at-large membership positions. The second reading of the proposed amendments will be considered through a separate agenda item on the Planning, Policy and Governmental Affairs portion this meeting's agenda.

The Committee has put forward Anne Ritter for consideration as filling one of the two remaining at-large positions. Anne Ritter is a graduate of the University of Redlands (1973 BA in History), the University of Southern California (1974 MSEd in counseling) and Western State University College of Law (1982 JD). She has worked as a juvenile diversion counselor for the LA County Superintendent of Schools, a teacher at Tracy Education Center for the ABC Unified School District, a teacher for second-time drunk drivers in a court diversion program, a private attorney, numerous Bar Review courses, and as an adjunct professor of law for both Ventura and Santa Barbara Colleges of Law. Ms. Ritter was a member of the West Ada School Board of Trustees for 13 years, the president of the Idaho Schools Board Association in 2013, and a member of the National School Boards Board of Directors from 2013-2015. She has served on many Department of Education and Board of Education committees including the Governor's Task Force. She currently serves on the Meridian Medical Arts Charter High School Board of Directors. She has four children, all of whom are graduates of Eagle High School and has been a resident of Eagle, Idaho for 27 years.

IMPACT

Approval of Anne Ritter will fill the second at-large seat on the Committee. The other at-large seat is held by John Goedde, who was reappointed to the committee in 2017.

ATTACHMENTS

Attachment 1 – Current Accountability Oversight Committee Membership

STAFF COMMENTS AND RECOMMENDATIONS

In order to maintain the rolling committee member appointments to seats that become vacant prior to the end of the term appointments are made for the remainder of the term for the seat they are filling. Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. In making at-large appointments to the Committee, consideration should be given to the appointees' background, representative district / school size, and regional distribution. Staff recommends approval.

BOARD ACTION

I move to approve the appointment of Anne Ritter to the Accountability Oversight Committee effective immediately and ending on June 30, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

ACCOUNTABILITY OVERSIGHT COMMITTEE
AUGUST 2018

State Board of Education Member –
Ex-Officio

Debbie Critchfield

State Board of Education Member –
Ex-Officio

Linda Clark

Superintendent of Public Instruction or Designee –
Ex-Officio

Vacant
State Department of Education

District Assessment and Accountability
Representative
Term: August 16, 2018 - June 30, 2019

Jodi Mills
Chief Academic Officer
Caldwell School District

Member At Large
Term: July 1, 2017 - June 30, 2019

John Goedde
Former Idaho State Senator
Former School Board Trustee, Coeur d'Alene District #271

Student Achievement Assessments and Date
Representative
Term: July 1, 2018 - June 30, 2020

Roger Stewart
Professor, College of Education
Boise State University

School District Superintendent Representative
Term: July 1, 2018 - June 30, 2020

Rob Sauer
Superintendent
Homedale School District #370

Special Education Representative
Term: July 1, 2018 - June 30, 2020

Julian Duffey
Special Education Director
Bonneville Joint School District #93

Two New Positions with Approval of Second Reading of Board Policy I.Q. Accountability Oversight Committee

School Level Administrator Representative
Term: Vacant

Member At Large
Term: Vacant

Board Staff Support

Alison Henken
K-12 Accountability and Projects Program Manager
Office of the State Board of Education
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208-332-1579

DEPARTMENT OF EDUCATION

SUBJECT
2017-2018 Accreditation Report

REFERENCE

August 2011	Board accepted the 2010-2011 Accreditation Report.
August 2012	Board accepted the 2011-2012 Accreditation Report.
August 2015	Board accepted the 2014-2015 Accreditation Report.
October 2016	Board accepted the 2015-2016 Accreditation Report.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-119, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02.140 – Accreditation

ALIGNMENT WITH STRATEGIC PLAN
Goal 3: Data Informed Decision Making, Objective A: Data Access and Transparency

BACKGROUND/DISCUSSION
Pursuant to IDAPA 08.02.02.140, "All public secondary schools, serving any grade(s) 9-12, will be accredited pursuant to Section 33-119, Idaho Code. Accreditation is voluntary for elementary schools, grades K-8, and alternative schools …" Section 33-119, Idaho Code authorizes the Board to establish the accreditation standards. The Board, through administrative rule, requires schools to meet the accreditation standards of the Northwest Accreditation Commission (NWAC), a division of AdvancED.

The attached annual accreditation report is submitted to the State Board of Education in accordance with IDAPA 08.02.02.140.04. This report outlines the accreditation status of Idaho's schools that serve any grade(s) 9-12 as well as those elementary schools, schools serving grades K-8, private schools, and parochial schools that voluntarily seek accreditation.

ATTACHMENTS
Attachment 1 – 2017-2018 Accreditation Summary Report of Idaho Schools

STAFF COMMENTS AND RECOMMENDATIONS
Idaho Administrative Code, IDAPA 08.02.02.140.04 requires an annual accreditation report to be submitted to the Board identifying each accredited school and school district in the state and the status of their accreditation.

AdvancED accredits both individual schools as well as school systems (school district). Once a school becomes accredited, they may have one of two accreditation statuses. The accreditation status is based on the performance of

a school in areas related to the accreditation standards, policies, assurances, student performance results and stakeholder feedback. The two statuses are "accredited" or "accredited under review." The term "accredited under review" has replaced the term "accredited probation."

All schools that are accredited conduct a five year External Review during their final year of the accreditation cycle facilitated by AdvancED. In addition, all schools have a mid-term accreditation progress report that is done through AdvancED's online accreditation application. This report is done at the end of the second (2nd) year in the cycle for all schools with "accredited" status.

Those schools with "accredited under review" status have a more frequent reporting cycle. The "accredited under review" cycle can be every year, or more often dependent on the situation. All "accredited under review" schools conduct an onsite accreditation progress report review facilitated by AdvancED. The Accreditation Progress report specifically addresses the required actions given by the External Review Team at the five year onsite review. There are two circumstances under which a school may be placed in "accredited under review" status. The first is based on the school scoring in the bottom fifth percentile of AdvancED's Index of Education Quality. The second circumstance is based on the school not meeting AdvancED Standards, a complaint has been filed against the school, the school is in violation of AdvancED's Accreditation Policies and Procedures, or based on an on-site team review. The 2017-2018 Accrediation Summary Report indicates one public school, Xavier Charter School, is under review. Xavier Charter School is authorized by the Idaho Public Charter School Commission.

The attached report includes accredited schools, school districts, and educational programs serving students in elementary through high school.

BOARD ACTION

I move to accept the 2017-2018 Accreditation Summary Report of Idaho Schools as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Org Name	Head of Institution Full Name	District/Authorizer	Org Type	Org City	Accreditation Status	Accreditation Expiration Date	Date Initial Accreditation
A. B. McDonald Elementary	Kim Mikolajczyk	Moscow District	Elementary	Idaho Falls	Accredited	6/30/2020	7/1/2002
Aberdeen High School	Travis Pincock	Aberdeen District	High School	Aberdeen	Accredited	6/30/2022	7/1/1939
Albion Elementary School	Scott Muir	Cassia County District	Elementary	Albion	Accredited	6/30/2023	6/21/2018
Almo Elementary School	Eric Boden	Cassia County District	Elementary	Almo	Accredited	6/30/2023	6/21/2018
Alzar School	Sean Bierle	Private	Wilderness	Cascade	Accredited	6/30/2023	7/1/2009
American Falls High School	Travis Hansen	American Falls Joint District	High School	American Falls	Accredited	6/30/2020	7/1/1920
American Heritage Charter School	Tiffnee Hurst	ID Public Charter Commission	Unit School	Idaho Falls	Accredited	6/30/2020	6/25/2015
Another Choice Virtual Charter School	Laura Sandidge	ID Public Charter Commission	Digital Learning	Nampa	Accredited	6/30/2019	7/1/2010
ARTEC Regional Professional Technical Charter School	Andy Wiseman	Minidoka County District	Career Technical	Twin Falls	Accredited	6/30/2021	7/1/2007
Bear Lake High School	Luke M Kelsey	Bear Lake County District	High School	Montpelier	Accredited	6/30/2023	7/1/1930
Bennett Mountain High School	Stehvn Tesar	Mountain Home District	High School	Mountain Home	Accredited	6/30/2020	6/25/2015
Bingham Academy	Mark Fisk	ID Public Charter Commission	High School	Blackfoot	Accredited	6/30/2022	6/22/2016
Birch Elementary	Yvonne Ihli	Vallivue District	Elementary	Nampa	Accredited	6/30/2022	6/20/2017
Bishop Kelly High School	Michael Caldwell	Catholic Diocese of Boise	High School	Boise	Accredited	6/30/2023	7/1/1964
Black Canyon Alternative High School	Stephen Joyner	Emmett Independent District	High School	Emmett	Accredited	6/30/2020	7/1/2005
Blackfoot High School	Roger Thomas	Blackfoot District	High School	Blackfoot	Accredited	6/30/2020	7/1/1920
Bliss School	Kevin Lancaster	Bliss District	High School	Bliss	Accredited	6/30/2022	7/1/1976
Boise Girls Academy	Matthew Shaw	Private	High School	Boise	Accredited Under Review	6/30/2020	1/22/2015
Boise High School	Robert Thompson	Boise Independent District	High School	Boise	Accredited	6/30/2019	7/1/1918
Boise State University TRIO Upward Bound	Jaime Campbell	Boise State University	Supplementary	Boise	Accredited	6/30/2022	7/1/2010
Bonners Ferry High School	Kevin Dinning	Boundary County District	High School	Bonners Ferry	Accredited	6/30/2020	7/1/1920
Bonneville High School	Heath Jackson	Bonneville Joint District	High School	Idaho Falls	Accredited	6/30/2023	7/1/1934
Bonneville Online School	Corey Telford	Bonneville Joint District	Digital Learning	Idaho Falls	Accredited	6/30/2018	7/1/2009
Borah High School	Tim Standlee	Boise Independent District	High School	Boise	Accredited	6/30/2023	7/1/1958
Boulder Creek Academy	Tai Komanec	Private	High School	Bonners Ferry	Accredited	6/30/2019	7/1/2005
Buhl High School	Angie Oparnico	Buhl Joint District	High School	Buhl	Accredited	6/20/2021	7/1/1920
Burley High School	Levi Power	Cassia County District	High School	Burley	Accredited	6/30/2023	7/1/1926
Burley Junior High School	Steve Copmann	Cassia County District	Middle School	Burley	Accredited	6/30/2023	7/1/1979
Butte County High School	Robert Chambers	Butte County Joint District	High School	Arco	Accredited	6/30/2019	7/1/1951
Caldwell High School	Anita Wilson	Caldwell District	High School	Caldwell	Accredited	6/30/2019	7/1/1918
Calvary Chapel Christian School-Nampa	Jose Garzaro	Private	Unit School	Nampa	Accredited Under Review	6/30/2021	7/1/2007
Camas County High School	Nathan Whittle	Camas County District	High School	Fairfield	Accredited	6/30/2019	7/1/1954
Cambridge Junior/Senior High School	Ed Schumacher	Cambridge Joint District	High School	Cambridge	Accredited	6/30/2020	7/1/1960
Camelot Elementary School	Karla L Carper	Lewiston Independent District	Elementary	Lewiston	Accredited	6/30/2022	6/20/2017
Canyon Ridge High School	Kasey Teske	Twin Falls District	High School	Twin Falls	Accredited	6/30/2023	7/1/2009
Canyon Springs High School	Monica White	Caldwell District	High School	Caldwell	Accredited	6/20/2021	7/1/2007
Capital High School	Sandra Winters	Boise Independent District	High School	Boise	Accredited	6/30/2019	7/1/1965
Carey School	John Peck	Blaine County District	Unit School	Carey	Accredited	6/30/2019	7/1/1946
Cascade Jr./Sr. High School	Joni Stevenson	Cascade District	High School	Cascade	Accredited	6/30/2019	7/1/1938
Cassia County Day Treatment Center	Gaylen Smyer	Cassia County District	High School	Burley	Accredited	6/30/2023	6/21/2018
Cassia High School	Todd Shumway	Cassia County District	High School	Burley	Accredited	6/30/2023	7/1/2007
Cassia Regional Technical Center	Curtis Richins	Cassia County District	Career Technical	Burley	Accredited	6/30/2023	6/21/2018
Castleford Public Schools	Lyle Bayley	Castleford District	Unit School	Castleford	Accredited	6/30/2022	7/1/1951

Org Name	Head of Institution Full Name	District/Authorizer	Org Type	Org City	Accreditation Status	Accreditation Expiration Date	Date Initial Accreditation
Centennial Elementary School	Timothy Coles	Lewiston Independent District	Elementary	Lewiston	Accredited	6/30/2022	6/20/2017
Centennial High School	Mike Farris	West Ada District	High School	Boise	Accredited	6/30/2022	7/1/1987
Centennial Job Corps Civilian Conservation Center	Michelle Woods	U.S. Dept. of Ag./Forest Service	Career Technical	Nampa	Accredited	6/30/2019	7/1/1973
Central Academy High School	Donell McNeal	West Ada District	High School	Meridian	Accredited	6/30/2021	7/1/2007
Central Canyon Elementary	Scott Johnstone	Vallivue District	Elementary	Caldwell	Accredited	6/30/2022	6/20/2017
Central High School	Rodger Hampton	Madison District	High School	Rexburg	Accredited	6/30/2020	6/25/2015
Century High School	Sheryl Brockett	Pocatello/Chubbuck District	High School	Pocatello	Accredited	6/30/2019	7/1/1999
Challis Jr/Sr High School	Rustan Bradshaw	Challis District	High School	Challis	Accredited	6/30/2019	7/1/1934
Cherry Gulch	Lindsey Olsen	Private	High School	Emmett	Accredited	6/30/2023	7/1/2006
Clark County High School	Paula Gordon	Clark County District	High School	Dubois	Accredited	6/30/2019	7/1/1973
Clark Fork Junior Senior High School	Phil Kemink	Lake Pend Oreille District	High School	Clark Fork	Accredited	6/20/2021	7/1/1972
Clearwater Valley Jr/Sr High School	Adam Uptmor	Mountain View District	High School	Kooskia	Accredited	6/30/2020	7/1/2007
Coeur d'Alene Charter Academy	Daniel Nicklay	Coeur D Alene District	Unit School	Coeur D Alene	Accredited	6/30/2022	7/1/2007
Coeur d'Alene High School	Troy Schueller	Coeur D Alene District	High School	Coeur d'Alene	Accredited	6/30/2022	7/1/1921
Coeur d'Alene Tribal School	Tina Strong	Bureau of Indian Affairs	Elementary	Desmet	Accredited Under Review	6/30/2020	7/1/2010
Cole Valley Christian School	Brad Carr	Private	High School	Meridian	Accredited	6/20/2021	7/1/1995
Cole Valley Christian Schools (PK-Grade 6)	Brad Carr	Private	Elementary	Boise	Accredited	6/30/2021	7/1/1995
Columbia High School	Cory Woolstenhulme	Nampa District	High School	Nampa	Accredited	6/20/2021	7/1/2007
Community School	Matthew Barnes	Private	Unit School	Sun Valley	Accredited	6/30/2024	11/14/2017
Compass Academy	Matthew Bertasso	Idaho Falls District	High School	Idaho Falls	Accredited	6/30/2019	6/26/2014
Compass Public Charter School	Kelly Trudeau	ID Public Charter Commission	Unit School	Meridian	Accredited	6/30/2021	7/1/2007
CornerStone Christian Academy	John Young/ Kimberly N. Young, M.Ed.	Private	Elementary	Post Falls	Accredited Under Review	6/30/2021	7/1/2007
Cornerstone Christian School	Dean Edwards	Private	Elementary	Bonners Ferry	Accredited	6/30/2020	7/1/2002
COSSA Academy	Harold Nevill	Canyon Owyhee Sch. Serv. Ag.	Career Technical	Wilder	Accredited	6/30/2020	7/1/2001
Council Jr/Sr High School	Tim Jensen	Council District	High School	Council	Accredited	6/30/2019	7/1/1959
Culdesac School	Alan Felgenhauer	Culdesac Joint District	Unit School	Culdesac	Accredited	6/30/2023	7/1/1934
Deary School	Darrah Eggers	Whitepine District	Unit School	Deary	Accredited	6/30/2020	7/1/1989
Declo Elementary School	Kevin Lloyd	Cassia County District	Elementary	Declo	Accredited	6/30/2023	6/21/2018
Declo High School	Roland Bott	Cassia County District	High School	Declo	Accredited	6/30/2023	7/1/1954
Declo Junior High School	Scott Muir	Cassia County District	Middle School	Declo	Accredited	6/30/2023	6/21/2018
Desert Springs Elementary	Lisa Boyd	Vallivue District	Elementary	Nampa	Accredited	6/30/2022	6/20/2017
Dietrich School	Stefanie Shaw	Dietrich District	Unit School	Dietrich	Accredited	6/30/2019	7/1/1985
Dworshak Elementary	Irma Bushman	Cassia County District	Elementary	Burley	Accredited	6/30/2023	6/21/2018
Eagle Academy High School	James Buschine	West Ada District	High School	Eagle	Accredited	6/30/2022	7/1/2002
Eagle High School	Terry Beck	West Ada District	High School	Eagle	Accredited	6/30/2022	7/1/1995
East Canyon Elementary	Katrina McGee	Vallivue District	Elementary	Nampa	Accredited	6/30/2022	6/20/2017
East Junior High School	David Greene	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
Ekklesia Christian School	Mary Kent	Private	High School Adjudicated	Eagle	Accredited Accredited	6/30/2021	7/1/2007
Elk Mountain Academy	Kelly Evans	Private	Students	Clark Fork	Under Review	6/30/2020	7/1/1996
Emerson Alternative High School	Robin Busch	Idaho Falls District	High School	Idaho Falls	Accredited	6/30/2021	7/1/2005
Emmett High School	Wade Carter	Emmett Independent District	High School	Emmett	Accredited	6/30/2019	7/1/1921
Fairmont Junior High School	Quane Kenyon	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007

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Falcon Ridge Public Charter School	Mark Green	ID Public Charter Commission	Unit School	Kuna	Accredited Under Review	6/30/2023	7/1/2007
Filer High School	Roy Madsen	Filer District	High School	Filer	Accredited	6/30/2021	7/1/1927
Firth High School	Jeffrey Gee	Firth District	High School	Firth	Accredited	6/30/2022	7/1/1934
Forrest M. Bird Charter School	Mary Jensen	Lake Pend Oreille District	High School	Sandpoint	Accredited	6/30/2023	7/1/2008
Frank Church High School	Derek Gardner	Boise Independent District	High School	Boise	Accredited	6/30/2020	7/1/2008
Franklin County High School	Marc C. Gee	Preston District	High School	Preston	Accredited	6/30/2022	7/1/2008
Fruitland High School	Mike Fitch	Fruitland District	High School	Fruitland	Accredited	6/30/2019	7/1/1933
Garden Valley Public School	Greg Alexander	Garden Valley District	Unit School	Garden Valley	Accredited	6/30/2021	7/1/1976
Gem Prep - Nampa Inc.	Stacey Walker	Gem Innovation	Elementary	Nampa	Accredited	6/30/2020	6/21/2018
Gem Prep - Pocatello	Gearld Love	Gem Innovation	Elementary	Pocatello	Accredited	6/30/2020	6/21/2018
Genesee School	Wendy Moore	Genesee Joint District	Unit School	Genesee	Accredited	6/30/2019	7/1/1925
Genesis Preparatory Academy	Chris Finch	Private	Unit School	Post Falls	Accredited	6/30/2020	7/1/2007
Glenns Ferry High School	Cody Fisher	Glenns Ferry Joint District	Unit School	Glenns Ferry	Accredited	6/30/2021	7/1/1934
Gooding High School	Leigh Patterson	Gooding Joint District	High School	Gooding	Accredited	6/30/2020	7/1/1920
Grace Jr/Sr High School	Stephen Brady	Grace Joint District	High School	Grace	Accredited	6/30/2021	7/1/1933
Grace Lutheran School	Robert Raschke	Private	Unit School	Pocatello	Accredited	6/30/2020	10/29/2015
Grangeville High School	Randall Miskin	Mountain View District	High School	Grangeville	Accredited	6/30/2022	7/1/1990
Greenleaf Friends Academy	Rod Lowe	Private	Unit School	Greenleaf	Accredited Under Review	6/30/2021	7/1/1995
Hagerman School	Mark Kress	Hagerman Joint District	High School	Hagerman	Accredited	6/30/2019	7/1/1938
Hansen Junior/Senior High School	Kayla Kelly	Hansen District	High School	Hansen	Accredited	6/30/2021	7/1/2007
Heartland High School	Phil Schoensee	McCall-Donnelly District	High School	McCall	Accredited	6/30/2021	6/22/2016
Heritage Community Charter School	Javier Castaneda	ID Public Charter Commission	Unit School	Caldwell	Accredited	6/30/2019	6/26/2014
High Desert High School	Kelly Chapman	Shoshone Joint District	High School	Shoshone	Accredited	6/30/2023	6/18/2012
Highland School	Brad Baumberger	Highland Joint District	Unit School	Craigmont	Accredited	6/30/2020	7/1/1960
Highland Senior High School	Brad Wallace	Pocatello/Chubbuck District	High School	Pocatello	Accredited	6/30/2021	7/1/1963
Hillcrest High School	Doug McLaren	Bonneville Joint District	High School	Ammon	Accredited	6/30/2021	7/1/1993
Hillside Junior High School	Nate Dennis	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
Homedale High School	Matthew Holtry	Homedale Joint District	High School	Homedale	Accredited	6/30/2020	7/1/1941
Hope Christian Academy	Sandy Dario	Private	High School	Marsing	Accredited Under Review	6/30/2023	7/1/1992
Horseshoe Bend Middle/Sr High	Dennis Chesnut	Horseshoe Bend District	High School	Horseshoe Bend	Accredited	6/30/2020	7/1/2000
ICON (Idaho Connects Online School)	Vickie McCullough	ID Public Charter Commission	Digital Learning	Nampa	Accredited	6/30/2023	7/1/2009
Idaho Arts Charter School	Jackie Collins	Nampa District	High School	Nampa	Accredited	6/30/2021	7/1/2007
Idaho City Middle/High School		Basin School District	High School	Idaho City	Accredited	6/30/2019	7/1/2000
Idaho Connects Online (Alt)	Vickie McCullough	ID Public Charter Commission	Digital Learning	Boise	Accredited	6/30/2022	6/22/2016
Idaho Digital Learning Academy	Cheryl Charlton	IDLA - Idaho Legislature	Digital Learning	Boise	Accredited	6/30/2020	7/1/2002
Idaho Distance Education Academy		Whitepine District	Digital Learning	Deary	Accredited	6/30/2023	7/1/2007
Idaho Falls High School	Robert Devine	Idaho Falls School District	High School	Idaho Falls	Accredited	6/30/2020	7/1/1920
Idaho Fine Arts Academy	Christian Housel	West Ada District	High School	Eagle	Accredited	6/30/2019	7/1/2007
Idaho School for the Deaf and Blind	Brian Darcy	State Department of Education	Unit School	Gooding	Accredited	6/30/2023	7/1/1994
Idaho Science and Technology Charter School	Tami Dortch	ID Public Charter Commission	Middle School	Blackfoot	Accredited	6/30/2021	6/22/2016
Idaho Technical Career Academy	Monti Pittman	ID Public Charter Commission	Digital Learning	Meridian	Accredited	6/30/2021	1/28/2016
Idaho Virtual Academy	Kelly Edginton	K12, Inc.	Digital Learning	Meridian	Accredited	6/30/2019	7/1/2005
Idaho Vision High School	Jenny Whelan	K12, Inc.	Digital Learning	Meridian	Accredited	6/30/2020	6/25/2015

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Idaho Youth Challenge Academy	H.B. "Bicker" Therien	Orofino District	Tutoring	Orofino	Accredited	6/30/2020	6/25/2015
Independence High School	Mark Kartchner	Blackfoot District	High School	Blackfoot	Accredited	6/30/2020	7/1/2004
Initial Point High School	Lora Seabaugh	Kuna Joint District	High School	Kuna	Accredited	6/30/2023	7/1/2009
Innercept Academy		Private	High School	Coeur d'Alene	Accredited Under Review	6/30/2019	7/1/2006
INSPIRE, The Idaho Connections Academy	Karen Haines	Connections Education, LLC	Digital Learning	Boise	Accredited	6/30/2022	7/1/2006
iSucceed Virtual High School	Kathleen Allison	ID Public Charter Commission	Digital Learning	Boise	Accredited	6/30/2023	7/1/2008
J. Russell Elementary	Craig Allen	Moscow District	Elementary	Moscow	Accredited	6/30/2020	7/1/2002
Jefferson High School	Eric Jensen	Jefferson County District	High School	Menan	Accredited	6/30/2020	7/1/2003
Jenifer Junior High School	JoAnne Greear	Lewiston Independent District	Middle School	Lewiston	Accredited	6/30/2022	7/1/1989
Jerome High School	Nathan Tracy	Jerome Joint District	High School Adjudicated	Jerome	Accredited	6/30/2020	7/1/1924
Juniper Hills - Nampa	Kathleen Schatz	ID Dept of Juvenile Corrections	Students Adjudicated	Nampa	Accredited	6/30/2020	7/1/2006
Juniper Hills High School-St. Anthony	Rick Berrett	ID Dept of Juvenile Corrections	Students Adjudicated	St. Anthony	Accredited	6/30/2020	7/1/1984
Juniper Hills School - Lewiston	John Braker	ID Dept of Juvenile Corrections	Students	Lewiston	Accredited	6/30/2020	7/1/2007
Kamiah High School	Peggy Flerchinger	Kamiah Joint District	High School	Kamiah	Accredited	6/30/2021	7/1/1941
Kellogg High School	Curt-Randall Bayer	Kellogg Joint District	High School	Kellogg	Accredited	6/30/2020	7/1/1920
Kendrick Jr/Sr High School	Steve Kirkland	Kendrick Joint School District	High School	Kendrick	Accredited	6/30/2019	7/1/1997
Kimberly High School	Dominik Unger	Kimberly District	High School	Kimberly	Accredited	6/30/2021	7/1/1934
Kootenai Bridge Academy	Charles Kenna	ID Public Charter Commission	High School	Coeur D Alene	Accredited	6/30/2023	7/1/2009
Kootenai Jr Sr High School	Tim Schultz	Kootenai District	High School	Harrison	Accredited	6/30/2019	7/1/1985
Kuna High School	Brian Graves	Kuna Joint District	High School	Kuna	Accredited	6/30/2020	7/1/1934
Lake City High School	Deanne Clifford	Coeur D Alene District	High School	Coeur d'Alene	Accredited	6/30/2022	7/1/1994
Lake Pend Oreille High School	Geoff Penrose	Lake Pend Oreille District	High School	Sandpoint	Accredited	6/30/2020	6/18/2012
Lakeland High School	Trent Lee Derrick	Lakeland District	High School	Rathdrum	Accredited	6/30/2021	7/1/1939
Lakeside High School	Jennifer Hall	Plummer-worley Joint District	High School	Plummer	Accredited	6/30/2022	7/1/1928
Lakevue Elementary	Leeta Hobbs	Vallivue District	Elementary	Nampa	Accredited	6/30/2022	6/20/2017
Lapwai Middle/High School	David Aiken	Lapwai School District	High School	Lapwai	Accredited	6/30/2021	7/1/1934
Leadore School	Shane Matson	South Lemhi District	Unit School	Leadore	Accredited	6/30/2021	7/1/2007
Legacy Charter School	Seth Stallcop	ID Public Charter Commission	Elementary	Nampa	Accredited	6/30/2019	6/18/2012
Lena Whitmore Elementary	Kendra McMillan	Moscow District	Elementary	Moscow	Accredited	6/30/2020	7/1/2002
Les Bois Jr. High	Rich Clements	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
Lewiston High School	Kevin Driskill	Lewiston Independent District	High School	Lewiston	Accredited	6/30/2022	7/1/1920
Liberty Charter School	Rebecca Stallcop	ID Public Charter Commission	Unit School	Nampa	Accredited	6/30/2022	7/1/2002
Lighthouse Christian School	Kevin Newbry	Private	High School	Twin Falls	Accredited	6/30/2023	7/1/2006
Lincoln High School	Lance Miller	Bonneville Joint District	High School	Idaho Falls	Accredited	6/30/2021	7/1/2003
Mackay Junior Senior High School	Nicole Latsch	Mackay Joint District	High School	MacKay	Accredited	6/30/2020	7/1/2007
Madison High School	Mike Bennett	Madison District	High School	Rexburg	Accredited	6/30/2020	7/1/1934
Madison Junior High School	Rex Fullmer	Madison District	Middle School	Rexburg	Accredited	6/30/2022	7/1/2008
Magic Valley High School	Roger Keller	Twin Falls District	High School	Twin Falls	Accredited	6/30/2019	7/1/2003
Malad High School	Michael Corbett	Oneida County District	High School	Malad	Accredited	6/30/2019	7/1/1936
Marsh Valley High School	Michael Welch	Marsh Valley Joint District	High School	Arimo	Accredited	6/30/2020	7/1/1934
Marsing High School	Norm Stewart	Marsing Joint District	High School	Marsing	Accredited	6/30/2020	7/1/1970
McCall-Donnelly High School	Timothy Thomas	McCall-Donnelly District	High School	McCall	Accredited	6/30/2020	7/1/1946

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McGhee Elementary School	Mary Wells	Lewiston Independent District	Elementary	Lewiston	Accredited	6/30/2022	6/20/2017
McSorley Elementary School	Robert Hoffman	Lewiston Independent District	Elementary	Lewiston	Accredited	6/30/2022	6/20/2017
Meadows Valley School	Mike Howard	Meadows Valley District	Unit School	New Meadows	Accredited	6/30/2023	7/1/1973
Melba High School	Andrew Grover	Melba Joint District	High School	Melba	Accredited	6/30/2021	7/1/1941
Meridian Academy High School	Dustin Barrett	West Ada District	High School	Meridian	Accredited	6/30/2020	7/1/2003
Meridian Medical Arts Charter High School	Scott Hill	West Ada District	High School	Meridian	Accredited	6/30/2020	7/1/2005
Meridian Senior High School	Jill Lilienkamp	West Ada District	High School	Meridian	Accredited	6/30/2022	7/1/1934
Meridian Technical Charter High School	Randall Yadon	West Ada District	High School	Meridian	Accredited	6/30/2022	7/1/2000
Middleton Academy	Christine McMillen	Middleton District	High School	Middleton	Accredited	6/30/2019	6/18/2012
Middleton High School	Ben Merrill	Middleton District	High School	Middleton	Accredited	6/30/2020	7/1/1967
Middleton Middle School	Diana Wold	Middleton District	Middle School	Middleton	Accredited	6/30/2020	7/1/2007
Midvale School	James Warren	Midvale District	Unit School	Midvale	Accredited	6/30/2020	7/1/1945
Minico High School	Suzette Miller	Minidoka County District	High School	Rupert	Accredited	6/30/2019	7/1/1929
Montessori Academy	Kimberly Brooks	Private	Elementary	Eagle	Accredited	7/5/2024	1/28/2016
Moscow High School	Erik Perryman	Moscow District	High School	Moscow	Accredited	6/30/2020	7/1/1920
Moscow Middle School	Kevin Hill	Moscow District	Middle School	Moscow	Accredited	6/30/2020	7/1/1974
Mountain Home High School	Sam Gunderson	Mountain Home District	High School	Mountain Home	Accredited	6/30/2020	7/1/1923
Mountain View Alternative High School	Paul Uzzi	Lakeland District	High School	Rathdrum	Accredited	6/30/2021	7/1/2007
Mountain View Elementary	Dustin Heath	Cassia County District	Elementary	Burley	Accredited	6/30/2023	6/21/2018
Mountain View High School	Cliff Rice	West Ada District	High School	Meridian	Accredited	6/30/2023	7/1/2005
Mt. Harrison Junior/Senior High School		Minidoka County District	High School	Heyburn	Accredited	6/30/2022	7/1/2007
Mullan Jr/Sr High School	Don Kotschevar	Mullan District	Unit School	Mullan	Accredited	6/30/2023	7/1/1922
Murtaugh Schools	Adam Johnson	Murtaugh Joint District	High School	Murtaugh	Accredited	6/30/2020	7/1/1958
Nampa Christian Schools, Inc.	Greg Wiles	Private	Unit School	Nampa	Accredited	6/30/2023	7/1/1984
Nampa High School	Diana Molino	Nampa District	High School	Nampa	Accredited	6/30/2021	7/1/1920
New Horizon High School	Amy Marie Myers	Pocatello/Chubbuck District	High School	Pocatello	Accredited	6/30/2021	7/1/2007
New Plymouth High School	Carrie Aguas	New Plymouth District	High School	New Plymouth	Accredited	6/30/2019	7/1/1950
New Plymouth Middle School	Joseph Hally	New Plymouth District	Middle School	New Plymouth	Accredited	6/30/2019	7/1/1997
New Vision High School	Dawn Mackesy	Post Falls School District	High School	Post Falls	Accredited	6/30/2019	6/26/2014
Nezperce School	Shawn Tiegs	Nezperce Joint District	Unit School	Nez Perce	Accredited	6/30/2023	7/1/1938
North Fremont Jr. Sr. High School	Drex Hathaway	Fremont County District	High School	Ashton	Accredited	6/30/2022	7/1/1931
North Gem Senior High School	David Sotutu	North Gem District	High School	Bancroft	Accredited	6/30/2020	7/1/1942
North Idaho Christian School	Cal Booth	Private	Unit School	Hayden	Accredited	6/30/2020	6/25/2015
North Idaho Stem Charter Academy	Scott Thomson	ID Public Charter Commission	Unit School	Rathdrum	Accredited	6/30/2020	6/25/2015
North Junior High School	Jeff Roberts	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
North Star Charter School	Melissa Andersen	ID Public Charter Commission	Unit School	Eagle	Accredited	6/30/2020	7/1/2007
North Valley Academy	Sherri Johns	ID Public Charter Commission	Unit School	Gooding	Accredited	6/30/2022	7/1/2008
Northwest Academy	Julie Williams	Private	High School	Bonners Ferry	Accredited	6/30/2023	7/1/2005
Northwest Children's Home Education Center	Kimberly Bacon	ID Dept of Health & Welfare	Adjudicated Students	Lewiston	Accredited	6/30/2021	7/1/1981
Notus Jr/Sr High School	Craig Woods	Notus District	High School	Caldwell	Accredited	6/30/2023	7/1/2002
Novitas Academy	Susan Kologi	Private	High School	Emmett	Accredited Under Review	6/30/2021	6/22/2016
Oakley Elementary School	Brandi Bedke	Cassia County District	Elementary	Oakley	Accredited	6/30/2023	6/21/2018
Oakley Jr/Sr High School	David Wagner	Cassia County District	High School	Oakley	Accredited	6/30/2023	7/1/1948

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Oakwood Elementary	Kaylynn Hamblin	Preston District	Elementary	Preston	Accredited	6/30/2022	6/20/2017
Orchards Elementary School	Jennifer Gomez	Lewiston Independent District	Elementary	Lewiston	Accredited	6/30/2022	6/20/2017
Orofino High School	Dan Hull	Orofino District	High School	Orofino	Accredited	6/30/2019	7/1/1934
Paradise Creek Regional High School	William Marineau	Moscow District	High School	Moscow	Accredited	6/30/2020	7/1/2007
Parkcenter Montessori	Lila Afoa	Nobel Learning Communities, Inc.	Early Childhood	Boise	Accredited	7/5/2024	1/28/2016
Parma High School		Parma District	High School	Parma	Accredited	6/30/2021	7/1/1934
Payette High School	Jason Dransfield	Payette Joint District	High School	Payette	Accredited	6/30/2022	7/1/1921
Payette River Regional Technical Academy	Patrick B. Goff	Emmett Independent District	Career Technical	Emmett	Accredited	6/30/2019	7/1/2009
Pioneer Elementary School	Lance Harrison	Preston District	Elementary	Preston	Accredited	6/30/2022	6/20/2017
Pocatello High School	Lisa Delonas	Pocatello/Chubbuck District	High School	Pocatello	Accredited	6/30/2023	7/1/1918
Post Falls High School	Chris Sensel	Post Falls School District	High School	Post Falls	Accredited	6/30/2021	7/1/1934
Potlatch Jr/Sr High School	Cheryl Riedinger	Potlatch District	High School	Potlatch	Accredited	6/30/2022	7/1/1934
Prairie High School	Jon Rehder	Cottonwood Joint District	High School	Cottonwood	Accredited	6/30/2023	7/1/1934
Preschool Center	Melissa Bedke	Cassia County District	Elementary	Burley	Accredited	6/30/2023	6/21/2018
Preston High School	Jeff Lords	Preston District	High School	Preston	Accredited	6/30/2022	7/1/1935
Preston Junior High School	Curtis Jenson	Preston District	Middle School	Preston	Accredited	6/30/2022	6/20/2017
Priest River-Lamanna High School	Joseph A. Kren	West Bonner County District	High School	Priest River	Accredited	6/30/2022	7/1/1942
Project PATCH School	Colleen Donald	Private	High School	Garden Valley	Accredited	6/30/2019	7/1/2003
Raft River Elementary	Katerina Loock	Cassia County District	Elementary	Malta	Accredited	6/30/2023	6/21/2018
Raft River Jr/Sr High School	Eric Boden	Cassia County District	High School	Malta	Accredited	6/30/2023	7/1/1960
Rebound School of Opportunity	Michael Hanneman	West Ada District	High School	Meridian	Accredited	6/30/2021	6/22/2016
Renaissance High School	Shana Hawkins	West Ada District	High School	Meridian	Accredited	6/30/2023	7/1/2010
Richard McKenna Charter High School	Dennis Wilson	ID Public Charter Commission	Digital Learning	Mountain Home	Accredited	6/30/2023	7/1/2000
Richfield School	Kevin Case	Richfield District	Unit School	Richfield	Accredited	6/30/2020	7/1/1988
Ridgevue High School	Julie Yamamoto	Vallivue District	High School	Nampa	Accredited	6/30/2022	6/20/2017
Rigby High School	Bryan Lords	Jefferson County District	High School	Rigby	Accredited	6/30/2019	7/1/1937
Rimrock Junior/Senior High School	Dennis Wilson	Bruneau-Grand View District	High School	Bruneau	Accredited	6/30/2020	7/1/1980
Ririe Jr/Sr High School	Damien Smith	Ririe Joint District	High School	Ririe	Accredited	6/30/2021	7/1/1945
Riverglen Junior High	Deborah Watts	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
Riverstone International School	Bob Carignan	Private	Unit School	Boise	Accredited	6/30/2021	7/1/2001
Rivervue Middle School	Mary Ann Vande Brake	Vallivue District	Middle School Adjudicated	Caldwell	Accredited	6/30/2022	6/22/2013
Robert Janss School	Julie Oye-Johnson	ID Dept of Corrections	Students	Boise	Accredited	6/30/2022	7/1/1984
Rockland Public School	Chester Bradshaw	Rockland District	Unit School	Rockland	Accredited	6/30/2022	7/1/2007
Rocky Mountain High School	Michael D Hirano	West Ada District	High School	Meridian	Accredited	6/30/2022	7/1/2008
Rocky Mountain Middle School	Thomas Kennedy	Bonneville Joint District	Middle School	Idaho Falls	Accredited	6/30/2023	7/1/2003
Sacajawea Junior High School	Phil Uhlorn	Lewiston Independent District	Middle School	Lewiston	Accredited Accredited	6/30/2022	7/1/1989
Sage International School of Boise		ID Public Charter Commission	High School	Boise	Under Review	6/30/2023	6/22/2013
Sage Valley Middle School	Sean Smith	Vallivue District	Middle School	Caldwell	Accredited	6/30/2022	6/20/2017
Saint Joseph Seminary	Benedict Hughes	Private	High School	Rathdrum	Accredited	6/30/2018	7/1/2009
Salmon Jr.-Sr. High School	Doug Owen	Salmon District	High School	Salmon	Accredited	6/30/2022	7/1/1931
Salmon River High School	Jim Doramus	Salmon River District	High School	Riggins	Accredited	6/30/2021	7/1/2007
Sandcreek Middle School	Yvonne Thurber	Bonneville Joint District	Middle School	Ammon	Accredited	6/30/2019	7/1/2002
Sandpoint High School	Tom Albertson	Lake Pend Oreille District	High School	Sandpoint	Accredited	6/30/2019	9/1/1920
SEI Tec Southeastern Idaho	Rachel Madsen	Preston District	Career Technical	Malad City	Accredited		6/22/2016

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Sequel Three Springs	Vance Griffin	Private	Adjudicated Students	Mountain Home	Accredited Under Review	6/30/2022	7/1/2002
Shelley High School	Eric T Lords	Shelley Joint District	High School	Shelley	Accredited	6/30/2019	7/1/1935
Sheridan Academy	Greg Norton	Private	High School	Meridian	Accredited Under Review	6/30/2021	7/1/1997
Shoshone Bannock Schools	Jonathan Braack	Bureau of Indian Affairs	High School	Fort Hall	Accredited	6/30/2019	7/1/1984
Shoshone High School	Kelly Chapman	Shoshone Joint District	High School	Shoshone	Accredited	6/30/2023	7/1/1929
Silver Creek High School	Michael Glenn	Blaine County District	High School	Hailey	Accredited	6/30/2023	7/1/2010
Skyline High School	Aaron Jarnagin	Idaho Falls School District	High School	Idaho Falls	Accredited	6/30/2020	7/1/1966
Skyview High School	William Barber	Nampa District	High School	Nampa	Accredited	6/30/2021	7/1/1997
Skyway Elementary	Scott Johnstone	Vallivue District	Elementary	Caldwell	Accredited	6/30/2022	11/14/2017
Snake River High School	Ray Carter	Snake River District	High School	Blackfoot	Accredited	6/30/2020	7/1/1934
Soda Springs High School	Robert Daniel	Soda Springs District	High School	Soda Springs	Accredited	6/30/2023	7/1/1933
South Fremont High School	Larry Bennett	Fremont County District	High School	St. Anthony	Accredited	6/30/2022	7/1/1928
South Fremont Junior High	David Marotz	Fremont County District	Middle School	Saint Anthony	Accredited	6/30/2022	6/20/2017
South Junior High School	Jeff Hultberg	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
St. Maries High School	John Cordell	St Maries Joint District	High School	Saint Maries	Accredited	6/30/2019	7/1/1921
Sugar-Salem High School	Jared Jenks	Sugar-Salem District	High School	Sugar City	Accredited	6/30/2018	7/1/1936
Sugar-Salem Junior High School	Kevin Schultz	Sugar-Salem District	Middle School	Sugar City	Accredited	6/30/2023	6/26/2014
Summit Academy	James Hickel	Private	Unit School	Cottonwood	Accredited Under Review	6/30/2021	7/1/2007
Tammany Alternative Center	Greg Kramasz	Lewiston Independent District	High School	Lewiston	Accredited	6/30/2022	6/25/2015
Taylor's Crossing Public Charter School	Daniel Wendt	ID Public Charter Commission	Unit School	Idaho Falls	Accredited	6/30/2022	7/1/2007
Technical Careers High School	Lyndon McLean Oswald	Bonneville Joint District	Career Technical	Idaho Falls	Accredited	6/30/2019	6/26/2014
Teton High School	Samuel Zogg	Teton County District	High School	Driggs	Accredited	6/30/2019	7/1/1997
Teton Middle School	Brian Ashton	Teton County District	Middle School	Driggs	Accredited	6/30/2019	7/1/1997
The Learning Academy of Teton Valley, Inc.	Danielle Wilson	Private	Unit School	Driggs	Accredited	6/30/2021	7/1/2007
The North Fork School	Marie Furnary	Private	Supplementary	McCall	Accredited	6/30/2020	7/1/2001
The Patriot Center	Wayne Rush	Emmett District auth. (Private)	Adjudicated Students	Emmett	Accredited	6/30/2020	7/1/2005
Thomas Jefferson Charter School	Charles Ward	ID Public Charter Commission	Unit School	Caldwell	Accredited	6/30/2022	7/1/2007
Timberlake Senior High School		Lakeland District	High School	Spirit Lake	Accredited	6/30/2021	7/1/1998
Timberline High School	Ted Hettinga	Boise Independent District	High School	Boise	Accredited	6/30/2023	7/1/1998
Timberline School	Jason Hunter	Orofino District	Unit School	Weippe	Accredited	6/30/2019	7/1/1970
Troy Jr. Sr. High School	Brad Malm	Troy District	Unit School	Troy	Accredited	6/30/2020	7/1/1934
Twin Falls Christian Academy	Brent Walker	Private	High School	Twin Falls	Accredited	6/30/2021	6/22/2016
Twin Falls High School	Dan Vogt	Twin Falls District	High School	Twin Falls	Accredited	6/30/2021	7/1/1918
Union High School	Carleen Schnitker	Nampa District	High School	Nampa	Accredited	6/30/2022	7/1/2007
Upper Carmen Public Charter School	Sue Smith	ID Public Charter Commission	Unit School	Carmen	Accredited	6/30/2018	7/1/2010
Valley High School	Risa Moffitt	Valley District	High School	Hazelton	Accredited	6/30/2020	7/1/1928
Valley View Alternative High School	Jay Miller	Sugar-Salem District	High School	Sugar City	Accredited	6/30/2020	6/21/2018
Vallivue Academy	Mark Layne	Vallivue District	High School	Caldwell	Accredited	6/30/2022	7/1/2008
Vallivue High School		Vallivue District	High School	Caldwell	Accredited	6/30/2022	7/1/1963
Vallivue Middle School	Brian Lee	Vallivue District	Middle School	Caldwell	Accredited	6/30/2022	6/20/2017
Venture High School	Teresa Kaiser	Coeur D Alene District	High School	Coeur d'Alene	Accredited	6/30/2022	7/1/2007
Victory Charter School	Marianne Saunders	ID Public Charter Commission	Unit School	Nampa	Accredited	6/30/2022	7/1/2008

Org Name	Head of Institution Full Name	District/Authorizer	Org Type	Org City	Accreditation Status	Accreditation Expiration Date	Date Initial Accreditation
Vision Charter School	Wendy OldenKamp	ID Public Charter Commission	High School	Caldwell	Accredited	6/30/2023	7/1/2010
Wallace Jr./Sr. High School	Chris Lund	Wallace District	High School	Wallace	Accredited	6/30/2023	7/1/1920
Watersprings School	John Yadon	Private	High School	Idaho Falls	Accredited	6/30/2020	7/1/2010
Webster Elementary School	Alex Church	Lewiston Independent District	Elementary	Lewiston	Accredited	6/30/2022	6/20/2017
Weiser High School	David Davies	Weiser District	High School	Weiser	Accredited	6/30/2023	7/1/1920
Wendell High School	Justin Alsterlund	Wendell District	High School	Wendell	Accredited	6/30/2019	7/1/1934
West Canyon Elementary		Vallivue District	Elementary	Caldwell	Accredited	6/30/2022	6/20/2017
West Jefferson High School	David M McDonald	West Jefferson District	High School	Terreton	Accredited	6/30/2020	7/1/1967
West Junior High School	Janet Cherry	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
West Park Elementary School	William Marineau	Moscow District	Elementary	Moscow	Accredited	6/30/2020	7/1/2002
West Side High School	Tyler Telford	West Side Joint District	High School	Dayton	Accredited	6/30/2019	7/1/1968
White Pine Intermediate School	Matt Seely	Cassia County District	Elementary	Burley	Accredited	6/30/2023	6/21/2018
Whitman Elementary School	Timothy Sperber	Lewiston Independent District	Elementary	Lewiston	Accredited	6/30/2022	6/20/2017
Wilder High School	John Carlisle	Wilder District	High School	Wilder	Accredited	6/30/2019	7/1/1939
Wood River High School	John Pearce	Blaine County District	High School	Hailey	Accredited	6/30/2020	7/1/1941
Xavier Charter School	Gary Moon	ID Public Charter Commission	Unit School	Twin Falls	Accredited Under Review	6/30/2023	7/1/2008
District							
Lewiston Independent School District	Robert Donaldson	Lewiston Independent Dist #1	District	Lewiston	Accredited	6/1/2017	6/30/2022
Preston School District	Marc Gee	Preston School Dist. #201	District	Preston	Accredited	6/1/2017	6/30/2022
Vallivue School District	Patrick Charlton	Vallivue School Dist. #139	District	Caldwell	Accredited	6/1/2017	6/30/2022
Moscow School District	Greg Bailey	Moscow School Dist. #281	District	Moscow	Accredited	6/25/2015	6/30/2020
Cassia County School District	Gaylen Smyer	Cassia County District #151	District	Burley	Accredited	6/21/2018	6/30/2023

Accredited School by Category	Public/Charter	Private/Agency	Total
High School/ Career Techincal	165	19	184
Middle School	26	0	26
Elementary	30	4	34
Unit (k-12) School	16	10	26
Digital School	7	4	11
Supplementary School	1	1	2
Special Purpose (Adjudicated, Tutoring)	5	3	8
Early Childhood	0	1	1
District	5	0	5
Total	**255**	**42**	**297**

DEPARTMENT OF EDUCATION

SUBJECT

2018 Curricular Materials Review and Adoption

REFERENCE

June 2016	State Board of Education approved Mathematics Curricular Review
August 2017	The State Board of Education approved K-12 Arts & Humanities, K-12 Physical Education, K-12 Health and Wellness, K-12 Social Studies, 6-12 Math Open Educational Resource, and 9-12 Computer Applications Curricular Review.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.
Section 33-118, Idaho Code – Courses of study – Curricular materials
Section 33-118A, Idaho Code – Curricular materials – Adoption procedures
IDAPA 08.02.03.128 – Rules Governing Thoroughness

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective A: Higher Level of Educational Attainment

BACKGROUND/DISCUSSION

The curricular materials review and adoption process is based in Sections 33-118 and 33-118A, Idaho Code, and is further defined in IDAPA 08.02.03.128, Rules Governing Thoroughness. Curricular materials are defined as textbooks and instructional media including software, audio/visual material and internet based instructional material (Section 33-118A, Idaho Code). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies.

The adoption process provides for the continuous review and evaluation of new curricular materials. This process ensures that all Idaho school districts and charter schools have quality products available to purchase at a guaranteed low contract price. This process maintains local control in the choice of instructional materials by providing multiple lists of approved materials. While school districts and charters may choose materials from the list of vetted and approved materials, this is not a requirement.

In accordance with IDAPA 08.02.03.128, Idaho adopts materials in the areas of reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/ technical education, science, health, physical

education, handwriting, literature, driver education, and limited English proficiency. In addition, computer science and computer applications are adopted annually.

The Curricular Materials Selection Committee (Committee), the members of which are appointed by the State Board of Education (Board) for a five (5)-year term, has the responsibility of overseeing the adoption process for the state. The Executive Secretary of this Committee is an employee of the State Department of Education (Department) and a voting member of the committee.

The Committee shall consist of not less than ten (10) total members from the following stakeholder groups and must contain at least two (2) person who are not public educators or school trustees:

- certified Idaho classroom teachers
- Idaho public school administrators
- Idaho higher education officials
- parents
- trustees
- local board of education members
- members of the Division of Career Technical Education
- State Department of Education personnel

The Committee, assisted by specialists from throughout the state, meets for one week in June to review and correlate all materials to the Idaho Content Standards and specific course requirements. The Committee votes on the materials and those recommended are forwarded to the Board for official adoption for Idaho's schools. All meetings of the Committee are open to the public.

Following adoption by the Board, the Department executes contracts with the publishing companies, and the listing of newly adopted materials is published in the Department's Curricular Materials Adoption Guide. In accordance with IDAPA 08.02.03.128, a state curriculum depository is maintained at Caxton Printers, Ltd., in Caldwell, Idaho. Curriculum libraries are also maintained at seven (7) regional centers.

The 2018 curricular materials review included K-12 English Language Arts & Literacy, K-6 Handwriting, K-12 English Learner, K-12 Computer Applications, K-12 Computer Science, and 9-12 Mathematics Open Educational Resource. The review was held June 18-22, 2018, in Boise. One hundred thirty (130) content area specialists assisted the nine (9) Committee members in the evaluation of curricular materials and related instructional materials. Recommended curricular materials and related instructional materials are catalogued in Attachment 1.

IMPACT

The curricular review and adoption process helps to ensure that all Idaho school districts and charter schools, regardless of size, can purchase quality materials at

a guaranteed low price for the length of the adoption cycle. Additionally, this process maintains local control in the choice of instruction materials.

ATTACHMENTS

Attachment 1 – 2018 Curricular Materials Recommendations

STAFF COMMENTS AND RECOMMENDATIONS

The summary of the recommendations by publisher and content area are listed starting on page 8 of Attachment 1. The definition of the classifications for the recommendations may be found on page 12 of Attachment 1.

Staff recommends approval.

BOARD ACTION

I move to approve the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 English Language Arts and Literacy, K-6 Handwriting, K-12 English Learner, K-12 Computer Applications, K-12 Computer Science, and 9-12 Mathematics Open Educational Resource, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

2018
Curricular Materials
Recommendations

Curricular Materials
Adoption Process

Idaho State Department of Education

Sherri Ybarra, State Superintendent of Public Instruction

Approved by the State Board of Education October 18, 2018

Introduction

The State Curricular Materials Selection Committee is pleased to submit the following materials for your consideration for adoption in the state of Idaho. The 2018 Session called for reviewing curricular materials in the subject areas of K-12 English Language Arts and Literacy, K-6 Handwriting, K-12 English Learner, K-12 Computer Applications, K-12 Computer Science, and 9-12 Mathematics Open Educational Resource.

Several of these materials have accompanying electronic instructional media. Others are deliverable via CD-ROM or the Internet.

The Curricular Materials Selection Committee considers their work an important contribution to the educational process in Idaho. This Committee reflects the diversity of Idaho's population both geographically and philosophically. Occasionally the approval of a certain material is not a unanimous decision by the Committee.

IDAHO

STATE DEPARTMENT OF EDUCATION
CURRICULAR MATERIALS ADOPTION PROCEDURES

The Curricular Materials adoption process has its basis in Sections 33-118 and 33-118A, Idaho Code. It is further defined in IDAPA 08.02.03, subsection 128, Rules Governing Thoroughness.

The adoption process 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. It is recommended that districts choose materials from the list of vetted and approved materials. School districts are not required to choose materials from this list.

Idaho adopts materials in the areas of reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/ technical education, science, health, physical education, handwriting, literature, driver education, and limited English proficiency. In addition, computer science and computer applications are adopted annually.

Materials are adopted in Idaho on a six-year rotating schedule. The intent of the adoption process is to generally approve all materials meeting the established criteria and to reject those items that are considered unsuitable for use in their designated subject area.

There are advantages to adopting curricular materials at the state level:

- Contract prices are adhered to for six years, which saves money for the schools.
- Publishers are required to lower the price to Idaho if they lower it to any other state after the Idaho contract has been signed.
- Most textbook publishers maintain inventory at the state depository, Caxton Printers, Ltd. (Caxton), which reduces delivery time and shipping costs.
- Contracts help ensure adopted materials will be available for the life of the contract (6 years).
- Materials are screened for quality, organization, vocabulary and graphic presentation. Textbook publishers must submit a Manufacturing Standards and Specifications for Textbooks (MSST) standards compliance form for each title.

- Materials are screened for fair representation on such issues as environment and industry.
- Instructional materials are screened and thoroughly reviewed by subject area experts to ensure that essential elements are covered.
- Any materials reflecting adversely upon individuals or groups due to race, ethnicity, class, gender, or religion are not approved.
- Small school districts are guaranteed to get the same textbooks and complementary materials as larger school systems.

Curricular materials in Idaho are defined as textbooks and instructional media including software, audio/visual material and internet based instructional material (Section 33-118A, Idaho Code). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies. This is consistent with the belief that a variety of materials has value and usefulness to the schools.

The Curricular Materials Selection Committee, the members of which are appointed by the State Board of Education (SBOE) for a five (5)-year term, has the responsibility of overseeing the adoption process for the state. The Executive Secretary of this Committee is an employee of the State Department of Education (SDE) and is a voting member of the committee.

The Selection Committee shall consist of not less than ten (10) total members from the following stakeholder groups:

- certified Idaho classroom teachers
- Idaho public school administrators
- Idaho higher education officials
- parents
- trustees
- local board of education members
- members of the Division of Career Technical Education
- State Department of Education personnel

The Committee, assisted by specialists from throughout the state, meets for one week in June to review and correlate all materials to the Idaho Content Standards and specific course requirements. The Committee votes on the materials and those recommended are forwarded to the SBOE for official adoption for Idaho's schools. All meetings of the Committee are open to the public.

Following adoption by the SBOE, the Department executes contracts with the publishing companies, and the listing of newly adopted materials is published in the

State Department of Education Curricular Materials Adoption Guide found at: http://www.sde.idaho.gov/academic/curricular/.
In accordance with IDAPA 08.02.03.128.04, a state curriculum depository is maintained at Caxton Printers, Ltd., in Caldwell, Idaho. In addition, seven (7) regional centers maintain libraries of adopted materials available to the public:

Cruzen-Murray Library
College of Idaho

Albertson Library
Boise State University

David O. McKay Library
Brigham Young University-Idaho

Gary Strong Curriculum Center
University of Idaho

Instructional Materials Center
Idaho State University

Curriculum Library
Lewis Clark State College

John Riley Library
Northwest Nazarene University

Complete addresses for the regional centers can be found at http://www.sde.idaho.gov/academic/curricular/contact/Curricular-Materials-Regional-Centers.pdf.

The citizens of Idaho may request that the Committee reconsider any material under adoption. The *Textbook Adoption Process: Request for Reconsideration of Materials* form can be found at http://www.sde.idaho.gov/academic/curricular/files/adoption-process/Adoption-Process-Reconsideration-of-Materials-Form.pdf.

The Committee considers all requests and maintains the right to either recommend continued adoption or remove any materials from the adopted list.



IDAHO
Curricular Materials Selection Committee
Appointed by the State Board of Education

COMMITTEE MEMBER	CONTACT INFORMATION
Executive Secretary, Idaho State Department of Education **Elizabeth James** Coordinator, Curricular Materials and Online Course Review PO Box 83720 Boise, ID 83720-0027	Phone: 208-332-6967 E-mail: ejames@sde.idaho.gov
Idaho Career & Technical Education **Kristi Enger** Curriculum Consultant, Idaho Career & Technical Education PO Box 83720 Boise, ID 83720-0095	Phone: 208-334-3216 E-mail: kenger@cte.idaho.gov 5-Year Term Expires: May 31, 2019
Higher Education Official **Sarah Anderson** Boise State University 1910 W University Dr. Boise, ID 83725	Phone: E-mail: sarahanderson384@u.boisestate.edu 5-Year Term Expires: October 31, 2020
Higher Education Official **Lori Conlon Khan** Boise State University 1910 W University Dr. Boise, ID 83725	Phone: E-mail: lori.conlonkhan@boiseschools.org 5-Year Term Expires: October 31, 2020
Idaho Public School Administrator **VACANT**	
Certified Idaho Classroom Teacher **Heide Fry** Siena K8 Magnet School 2870 E. Rome Dr. Meridian, ID 83642	Phone: 208-350-4370 E-mail: fry.heide@westada.org 5-Year Term Expires: May 31, 2019
Local Board of Education Member **VACANT**	
Certified Idaho Classroom Teacher **Stacey Jensen** Edahow Elementary School 2020 Pocatello Creek Road Pocatello, ID 83201	Phone: 208-233-1844 E-mail: jensenst@d25.k12.id.us 5-Year Term Expires: June 30, 2021
Certified Idaho Classroom Teacher **Catherine Griffin** Heritage Community Charter Special Education Director 1803 E Ustick Rd. Caldwell, ID 83605	Phone: 208-453-8070 E-mail: cgriffin@heritagecommunitycharter.com 5-Year Term Expires: October 31, 2020
Parent **VACANT**	

Certified Idaho Classroom Teacher **Zoe Jorgensen** Idaho Falls School District Bush Elementary Magnet School 380 W Anderson St. Idaho Falls, ID 83402	Phone: 208-525-7602 E-mail: jorgzoe@d91.k12.id.us 5-Year Term Expires: October 31, 2020
Certified Idaho Classroom Teacher **Sharon Tennent** Boise Independent School District Math Coach 8169 W. Victory Rd. Boise, ID 83709	Phone: E-mail: sharon.tennent@boiseschools.org 5-Year Term Expires: October 31, 2020
Certified Idaho Classroom Teacher **Lisa Olsen** Rocky Mountain Middle School 3443 N. Ammon Rd. Idaho Falls, ID 83401	Phone: 208-525-4403 E-mail: olsenl@d93.k12.id.us 5-Year Term Expires: May 31, 2019
Certified Idaho Classroom Teacher **Rebecca Parrill** Lewiston Independent School District No. 1 3317 12th Street Lewiston, ID 83501	Phone: 208-748-3000 E-mail: rparrill@lewistonschools.net 5-Year Term Expires: May 31, 2019
Certified Idaho Classroom Teacher **Kristie Scott** West Jefferson High School 1260 E. 1500 N Terreton, ID 83450	Phone: 208-663-4391 E-mail: scottk@wjsd.org 5-Year Term Expires: May 31, 2019
Certified Idaho Classroom Teacher **Chris Wadley** Whitepine Joint School District Deary Jr/Sr High School 502 First Ave. , PO Box 9 Deary, ID 83823	Phone: 208-877-1151 E-mail: cwadley@sd288.k12.id.us 5-Year Term Expires: May 31, 2019
Certified Idaho Classroom Teacher **Melyssa Ferro** Caldwell School District Syringa Middle School 1100 Willow St. Caldwell, ID 83605	Phone: 208-455-3305 E-mail: Mferro@caldwellschools.org 5-Year Term Expires: October 31, 2020
Certified Idaho Classroom Teacher **Darlene Matson Dyer** PO Box 1981 Hailey, ID 83333	Phone: 208-788-4318 E-mail: ddyer331@gmail.com 5-Year Term Expires: June 30, 2021
Parent **Laree Jansen** 3669 North 3200 East Kimberly, ID 83341-5344	Phone: 208-733-1168 E-mail: lareej@cableone.net 5-Year Term Expires: June 30, 2021
State Department of Education Personnel **VACANT**	

2018 Curricular Materials and Online Resources Recommendations

Curricular Materials Recommendations - Annual Adoption

It was moved by Laree Jansen, seconded by Darlene Dyer, and carried to approve the 2018 Curriculum Review Recommendations list as proposed by the 2018 State Board Curricular Materials Selection Committee Members as stated in the Excel document titled "2018 Review Recommendations" lines 1-94 inclusive.

Adjournment

Motion for adjournment was made by Zoe Jorgensen, seconded by a Unanimous Vote, and carried to adjourn the meeting on August 31, 2018.

Respectfully submitted,

Elizabeth James
Executive Secretary

2018 Review Recommendations

1	Recommendation	Publisher	Title/Grade	Content Area
2	Not recommended	Lewis Publishing	Stick Boy and Stick Girl/ 1-3	ELA
3	Component	Achieve3000	SmartyAnts/K-1	ELA
4	Component	Achieve3000	KidBizPro/2-3	ELA
5	Not recommended	Achieve3000	KidBizPro/4-5	ELA
6	Component	Achieve3000	TeenBizPro/6-8	ELA
7	Component	Achieve3000	EmpowerBizPro/9-12	ELA
8	Comprehensive	Amplify	Core Knowledge Language Arts/K-4	ELA
9	Basic	Amplify	Core Knowledge Language Arts/5	ELA
10	Comprehensive	Amplify	Amplify ELA/6-8	ELA
11	Basic	BE Publishing	IT! Series/6-8	Comp Apps
12	Component	BE Publishing	IT! Series/9-12	Comp Apps
13	Component	BE Publishing	Learn-By-Doing: Google Apps/6-8	Comp Apps
14	Basic	BE Publishing	Learn-By-Doing: Google Apps/9-12	Comp Apps
15	Comprehensive	BFW	Foundations of Language and Literature/English I Grade 9	ELA
16	Comprehensive	BFW	Advanced Language and Literature/English II Grade 10	ELA
17	Comprehensive	BFW	Conversations in American Literature/Am Lit Grades 9-12	ELA

18	Comprehensive	Cengage	Shelly Cashman Series Microsoft Office 365 & Office 2016: introductory/9-12	Comp Apps
19	Basic	Cengage	Century 21 Computer Skills and Applications, Lessons 1-90/9-12	Comp Apps
20	Basic	Cengage	Century 21 Jr. Computer Applications with Keyboarding/6-8	Comp Apps
21	Comprehensive	Cengage	Invitation to Computer Science/ 9-12	Comp Science
22	Component	Cengage	Java Programming/9-12	Comp Science
23	Component	Cengage	Programming Logic and Design, Comprehensive/9-12	Comp Science
24	Component	Cengage	Impact Foundation/9-12	English Learner
25	Comprehensive	Cengage	Impact Levels 1-4/9-12	English Learner
26	Comprehensive	Cengage	Pathways: Reading, Writing, and Critical Thinking Levels Foundations- 4/9-12	English Learner
27	Component	Cengage	Pathways: Listening, Speaking, and Critical Thinking Levels Foundations-4/9-12	English Learner
28	Comprehensive	Cengage	National Geographic Reach Levels A-G/K-6	English Learner
29	Comprehensive	Cengage	Panorama: Science/K	ELA
30	Component	Cengage	Panorama: Science/1-3, 6	ELA
31	Basic	Cengage	Panorama: Science/4-5	ELA
32	Comprehensive	Cengage	Reach for Reading/K-6	ELA
33	Comprehensive	CompuScholar	Digital Savvy/6-8	Comp Apps
34	Comprehensive	CompuScholar	Web Design/9-12	Comp Science
35	Basic	CompuScholar	Windows Programming with C#/ 9-12	Comp Science
36	Basic	CompuScholar	Java Programming/9-12	Comp Science
37	Component	CompuScholar	Unity Game Programming/9-12	Comp Science
38	Basic	EMC	Mirrors & Windows Levels 1-3/6-8	ELA
39	Comprehensive	EMC	Mirrors & Windows Levels 4-5, Am. Tradition, British Tradition/9-12	ELA
40	Component	Empowering Writers	Editing, Revising & More/3-4	ELA
41	Component	Empowering Writers	A Sentence a Day/2	English Learner
42	Component	Empowering Writers	Expository & Opinion/2-8	ELA
43	Component	Empowering Writers	Comprehensive Argumentative Writing/8	ELA
44	Component	Empowering Writers	The Hub: Narrative Writing/2-8	ELA
45	Component	Empowering Writers	Getting Ready to Write Guide for Kindergarten	ELA
46	Component	Empowering Writers	Getting Ready to Write Guide for Grade 1	ELA
47	Component	Great Minds	Wit & Wisdom/K-6	ELA

48	Basic	Great Minds	Wit & Wisdom/7-8	ELA
49	Comprehensive	HMH	Journeys/K-3, 5	ELA
50	Basic	HMH	Journeys/4, 6	ELA
51	Comprehensive	HMH	HMH Collections/6-12	ELA
52	Intervention	HMH	Read 180 Stage A/4-6	ELA
53	Intervention	HMH	Read 180 Stage B/6-8	ELA
54	Intervention	HMH	Read 180 Stage C/9-12	ELA
55	Intervention	HMH	System 44 Next Generation Upper Elementary/3-6	ELA
56	Intervention	HMH	System 44 Next Generation Secondary Classroom/7-12	ELA
57	Intervention	HMH	iRead/K-2	ELA
58	Component	IXL Learning	IXL English Language Arts/K-12	ELA
59	Component	Learning Without Tears	Kick Start Kindergarten/K	Handwriting
60	Component	Learning Without Tears	Letters and Numbers For Me/K	Handwriting
61	Component	Learning Without Tears	My Printing Book/1	Handwriting
62	Component	Learning Without Tears	Printing Power/2	Handwriting
63	Component	Learning Without Tears	Cursive Handwriting/3	Handwriting
64	Component	Learning Without Tears	Cursive Success/4	Handwriting
65	Component	Learning Without Tears	Can-Do Cursive/5	Handwriting
66	Comprehensive	Learning.com	EasyTech with Inquiry/K-8	Comp Apps
67	Comprehensive	Learning.com	EasyTech with Inquiry/K-2	Comp Science
68	Comprehensive	Learning.com	EasyTech with EasyCode/3-5	Comp Science
69	Comprehensive	Learning.com	EasyTech with EasyCode Pillars/6-8	Comp Science
70	Component	Learning A-Z	Raz Plus/K-5	ELA
71	Comprehensive	McGraw-Hill	Reading Wonders/K-6	ELA
72	Comprehensive	McGraw-Hill	Reading Wonders English Learners/K-6	English Learner
73	Comprehensive	McGraw-Hill	Open Court/K-5	ELA
74	Comprehensive	McGraw-Hill	StudySync/6-12	ELA
75	Component	Narda Pitkethly	Nardagani Inventive Reading Program/K-5	ELA
76	Comprehensive	OpenUp Resources	Language Arts/K-5	ELA
77	Comprehensive	Pearson	Introduction to Computers and Information Technology/6-8	Comp Apps
78	Not recommended	Pearson	Learning Microsoft Office 2016 Level 1/6-8	Comp Apps
79	Comprehensive	Pearson	Learning Microsoft Office 2016 Level 1/9-12	Comp Apps

80	Component	Pearson	Computer Programming: Fundamental Concepts Using Java/9-12	Comp Science
81	Comprehensive	Pearson	myPerspectives English Language Arts/6-12	ELA
82	Comprehensive	Pearson	Pearson ReadyGEN/K-6	ELA
83	Component	Really Great Reading	Countdown/K	ELA
84	Component	Really Great Reading	Blast Foundations/K-4	ELA
85	Component	Really Great Reading	HD Word/1-12	ELA
86	Component	Really Great Reading	Phonics Boost/3-12	ELA
87	Component	Really Great Reading	Phonics Boost Plus/2-12	ELA
88	Component	Really Great Reading	Phonics Blitz/3-12	ELA
89	Component	Zaner-Bloser	Zaner-Bloser Handwriting/K-8	Handwriting
90	Component	Zaner-Bloser	Strategies for Writers/3-8	ELA
91	Component	Zaner-Bloser	Grammar, Usage and Mechanics/ 2-8	ELA
92	Not recommended	Curriki	CurrikiGeometry: A Project Based Learning Course/9-12	Math OER
93	Not recommended	Georgia DOE	OER GSE Algebra 1/9-12	Math OER
94	Component	Georgia DOE	OER GSE Geometry/9-12	Math OER

Classifications of Curricular Materials:

Comprehensive Program- A program which consistently meets the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or no need for instructional adaptations and/or supplemental materials. A comprehensive program provides effective content progressions within and between grade levels.

Basic Program- A program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards at a substantial level with some need for supplemental material. A basic program provides content progressions within and between grade levels, though they may be uneven.

Component Program- A program designed and intended to be used to supplement a comprehensive or basic program. A Component Program will support and/or enhance the focus, coherence, depth, and rigor of a comprehensive or basic program.

Intervention Program- A program designed and intended to target and support students' specific needs.



2018 Curricular Materials Selection Committee Recommendations

K-12 English Language Arts & Literacy

K-6 Handwriting

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Achieve3000, Inc.	**Smarty Ants**	**Achieve3000, Inc.**	**2000-2018**	**K**	**9781632560476**	**Component**
	Notes: **Strengths:** As a component program for foundational skills, Smarty Ants meets the requirements. Smarty Ants offers a strong, differentiated learning program that targets all students' needs. The light-weight reporting options provide teachers with valuable data and recommendations to supplement their instruction. **Weaknesses:** Weaknesses include a limited and unbalanced number of read aloud selections. The lack of materials makes it difficult to determine if selections exhibit exceptional craft, useful information, or worthiness of multiple reads. Difficult to determine if the overall grade level standards are met. There is a lack of detailed scope and sequence and of standards alignment to lessons.					
	Key Features: Achieve3000 is the leading literacy platform in today's blended learning programs, with cloud-based solutions that serve nearly three million students worldwide. Based on decades of scientific research, Achieve3000's patented and proven differentiated instruction for grades preK-12 and adult education reaches all students at their individual reading levels to accelerate learning, improve high-stakes test performance, and drive college and career success. The following research-based, research-proven solutions, providing the targeted instruction to support literacy, will be made available to Idaho teachers and students through Achieve3000's platform: • Smarty Ants®, a foundational literacy program, was created as a comprehensive program of systematic, explicit, and spiraled instruction that focuses on phonemic awareness, phonics, fluency, comprehension, and vocabulary—the five components of literacy that students need to read literary and informational texts. Smarty Ants ensures all students in become confident, capable readers ready to read—and succeed —across the entire curriculum, and prepares students to transition to later grades with a foundation of success.					
	Smarty Ants	Achieve3000, Inc.	2000-2018	K	9781632560483	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Achieve3000, Inc.	**Smarty Ants**	**Achieve3000, Inc.**	**2000-2018**	**1**	**9781632560476**	**Component**
	Notes: **Strengths**: As a component program for foundational skills, Smarty Ants meets the requirements. Smarty Ants offers a strong, differentiated learning program that targets all students' needs. The light-weight reporting options provide teachers with valuable data and recommendations to supplement their instruction. **Weaknesses**: Weaknesses include a limited and unbalanced number of read aloud selections. The lack of materials makes it difficult to determine if selections exhibit exceptional craft, useful information, or worthiness of multiple reads. Difficult to determine if the overall grade level standards are met. There is a lack of detailed scope and sequence and of standards alignment to lessons.					
	Key Features: Achieve3000 is the leading literacy platform in today's blended learning programs, with cloud-based solutions that serve nearly three million students worldwide. Based on decades of scientific research, Achieve3000's patented and proven differentiated instruction for grades preK-12 and adult education reaches all students at their individual reading levels to accelerate learning, improve high-stakes test performance, and drive college and career success. The following research-based, research-proven solutions, providing the targeted instruction to support literacy, will be made available to Idaho teachers and students through Achieve3000's platform: • Smarty Ants®, a foundational literacy program, was created as a comprehensive program of systematic, explicit, and spiraled instruction that focuses on phonemic awareness, phonics, fluency, comprehension, and vocabulary—the five components of literacy that students need to read literary and informational texts. Smarty Ants ensures all students in become confident, capable readers ready to read—and succeed —across the entire curriculum, and prepares students to transition to later grades with a foundation of success.					

	Smarty Ants	Achieve3000, Inc.	2000-2018	1	9781632560483	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Achieve3000, Inc.	**KidBizPro**	**Achieve3000, Inc.**	**2000-2018**	**2**	**9781632560513**	**Component**
	Notes: **Strengths:** Based the Nonfiction, it meets highly. Engaging content/ Easy to follow directions. The target skills are listed with lessons. The multi-5 step approach clearly helps with reading online, assessments, and practice for ISATs. Lots of Close reading involved. The skill to build from grade to grade is not built in due to the type of content being presented. KidBizPro doesn't meet the criteria for a comprehensive program, however, it would meet for a Component only program for 2nd grade. **Weaknesses:** KidBizPro doesn't meet the criteria for a comprehensive program because it doesn't meet the specific Idaho foundational skills or build as Units from year to year. However, it would meet for a Component only program for 2nd grade as it provides a variety of texts cross curricular with regular, repeated practice for reading and writing. **Other:** Because basic foundational skills are still necessary for 2nd grade, KidBizPro would be a valuable component for reading/writing practice.					
	Key Features: Achieve3000 is the leading literacy platform in today's blended learning programs, with cloud-based solutions that serve nearly three million students worldwide. Based on decades of scientific research, Achieve3000's patented and proven differentiated instruction for grades preK-12 and adult education reaches all students at their individual reading levels to accelerate learning, improve high-stakes test performance, and drive college and career success. The following research-based, research-proven solutions, providing the targeted instruction to support literacy, will be made available to Idaho teachers and students through Achieve3000's platform: • KidBizPro® (grades 2-5), TeenBizPro® (grades 6–8) and EmpowerPro™(grades 9–12)— work to improve reading and increase fluency, vocabulary, comprehension, critical-thinking abilities, and writing skills across the content areas through true differentiation (12 reading levels in English and 8 in Spanish), where all students in the same grade read about the same grade-appropriate, standards-specific topic. Pro is includes Idaho ELA/Literacy standards-aligned science lessons in Earth and Space, Life, and Physical Sciences and the Idaho ELA/Literacy standards-aligned social studies lessons in the areas of Early World Studies, Modern World Studies, World Geography, World History, U.S. History and Social Sciences I and II, and Government and Electives.					
	KidBizPro	Achieve3000, Inc.	2000-2018	2	9781632560520	
	KidBizPro	Achieve3000, Inc.	2000-2018	2	9781632560537	
	KidBizPro	Achieve3000, Inc.	2000-2018	2	9781632560544	
	KidBizPro	Achieve3000, Inc.	2000-2018	2	9781632560551	
	KidBizPro	Achieve3000, Inc.	2000-2018	2	9781632560568	
	KidBizPro	Achieve3000, Inc.	2000-2018	2	9781632560575	
	KidBizPro	Achieve3000, Inc.	2000-2018	2	9781632560582	
	KidBizPro	Achieve3000, Inc.	2000-2018	2	9781632560599	

	KidBizPro	Achieve3000, Inc.	2000-2018	2	9781632560605	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Achieve3000, Inc.	**KidBizPro**	**Achieve3000, Inc.**	**2000-2018**	**3**	**9781632560513**	**Component**
	Notes: **Strengths:** Lexile Levels assessed and used. Opportunities for students to type a written response using text evidence. Cross curricular information used to enrich understanding of the world around us. **Weaknesses:** Vocabulary is not assessed adequately. Only one word of 6 are assessed in each lesson. Students are able to bypass the short answer response for the lessons. In some cases students could use basic prior knowledge to answer questions without reading the text. ONLY nonfiction is used in this program which does not meet Idaho Core standards. **Other:** This program would be a good fit as a component program to support a Science or Social Studies curriculum as it does not address all of the ELA components necessary. Does not meet criteria for Idaho Content Standards for ELA.					
	Key Features: Achieve3000 is the leading literacy platform in today's blended learning programs, with cloud-based solutions that serve nearly three million students worldwide. Based on decades of scientific research, Achieve3000's patented and proven differentiated instruction for grades preK-12 and adult education reaches all students at their individual reading levels to accelerate learning, improve high-stakes test performance, and drive college and career success. The following research-based, research-proven solutions, providing the targeted instruction to support literacy, will be made available to Idaho teachers and students through Achieve3000's platform: • KidBizPro® (grades 2-5), TeenBizPro® (grades 6–8) and EmpowerPro™(grades 9–12)— work to improve reading and increase fluency, vocabulary, comprehension, critical-thinking abilities, and writing skills across the content areas through true differentiation (12 reading levels in English and 8 in Spanish), where all students in the same grade read about the same grade-appropriate, standards-specific topic. Pro is includes Idaho ELA/Literacy standards-aligned science lessons in Earth and Space, Life, and Physical Sciences and the Idaho ELA/Literacy standards-aligned social studies lessons in the areas of Early World Studies, Modern World Studies, World Geography, World History, U.S. History and Social Sciences I and II, and Government and Electives.					
	KidBizPro	Achieve3000, Inc.	2000-2018	3	9781632560520	
	KidBizPro	Achieve3000, Inc.	2000-2018	3	9781632560537	
	KidBizPro	Achieve3000, Inc.	2000-2018	3	9781632560544	
	KidBizPro	Achieve3000, Inc.	2000-2018	3	9781632560551	
	KidBizPro	Achieve3000, Inc.	2000-2018	3	9781632560568	
	KidBizPro	Achieve3000, Inc.	2000-2018	3	9781632560575	
	KidBizPro	Achieve3000, Inc.	2000-2018	3	9781632560582	
	KidBizPro	Achieve3000, Inc.	2000-2018	3	9781632560599	

	KidBizPro	Achieve3000, Inc.	2000-2018	3	9781632560605	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Achieve3000, Inc.	**TeenBizPro**	**Achieve3000, Inc.**	**2000-2018**	**6**	**9781632560513**	**Component**
	Notes: **Strengths:** The TeenBiz Pro provides grade level appropriate text to monitor and adapt through the 5-step routine to give students practice with high quality text and evidence based discussion to build knowledge and foundational skills. The adaptations include the use of a variety of Lexile levels, question types, topics, activities, and teacher resources to accommodate for all types of learners. It provides a wide range of topics and text in both English and Spanish with questions, vocabulary study, comprehension practice, writing, and research. Allowing all student to work on the same topic so that teachers can facilitate whole class discussions and debates regardless of the students' reading level. **Weaknesses:** There are very limited literary connections. Although the curriculum keys make connections across curriculum, it is limited in scope. It does not cover grammar or conventions and is very limited in scope of literature connections offered. It lacks depth and practice in literature and grammar. There are links but they are not thoroughly supported. There are no grammar or convention components. It only uses Lexile levels for reading passages and assessments. IT requires extensive professional development and teacher understanding for full implementation. Other: With the Spanish addition and ELL structures it supports struggling students and students lacking background knowledge. This program could also be used to supplement teaching reading and writing across the curriculum in science and history classrooms.					
	Key Features: Achieve3000 is the leading literacy platform in today's blended learning programs, with cloud-based solutions that serve nearly three million students worldwide. Based on decades of scientific research, Achieve3000's patented and proven differentiated instruction for grades preK-12 and adult education reaches all students at their individual reading levels to accelerate learning, improve high-stakes test performance, and drive college and career success. The following research-based, research-proven solutions, providing the targeted instruction to support literacy, will be made available to Idaho teachers and students through Achieve3000's platform: • TeenBizPro® (grades 6–8) and EmpowerPro™(grades 9–12)— work to improve reading and increase fluency, vocabulary, comprehension, critical-thinking abilities, and writing skills across the content areas through true differentiation (12 reading levels in English and 8 in Spanish), where all students in the same grade read about the same grade-appropriate, standards-specific topic. Pro is includes Idaho ELA/Literacy standards-aligned science lessons in Earth and Space, Life, and Physical Sciences and the Idaho ELA/Literacy standards-aligned social studies lessons in the areas of Early World Studies, Modern World Studies, World Geography, World History, U.S. History and Social Sciences I and II, and Government and Electives.					
	TeenBizPro	Achieve3000, Inc.	2000-2018	6	9781632560520	
	TeenBizPro	Achieve3000, Inc.	2000-2018	6	9781632560537	
	TeenBizPro	Achieve3000, Inc.	2000-2018	6	9781632560544	
	TeenBizPro	Achieve3000, Inc.	2000-2018	6	9781632560551	
	TeenBizPro	Achieve3000, Inc.	2000-2018	6	9781632560568	
	TeenBizPro	Achieve3000, Inc.	2000-2018	6	9781632560575	
	TeenBizPro	Achieve3000, Inc.	2000-2018	6	9781632560582	
	TeenBizPro	Achieve3000, Inc.	2000-2018	6	9781632560599	

	TeenBizPro	Achieve3000, Inc.	2000-2018	6	9781632560605	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Achieve3000, Inc.	**TeenBizPro**	**Achieve3000, Inc.**	**2000-2018**	**7**	**9781632560513**	**Component**
	Notes: **Strengths:** These materials could be a strong component to address student needs in the area of informational reading and writing, or to provide students with additional test preparation. It allows a high level of individualization, and students and parents also have access to their own reports and progress. It could also be used to support literacy goals in content areas such as science and social studies. It could be a useful resource to provide differentiation for a science or social studies classroom. **Weaknesses:** The program is narrowly focused on reading informational texts. The 5-Step Routine allows students to work with some independence, but it also means the program is quite repetitive. There are a limited number of off-line, whole class lesson plans to help students develop the skills they are practicing in the on-line portion of the materials. There are also few materials for remediation if students are not succeeding in the on-line program.					
	Key Features: Achieve3000 is the leading literacy platform in today's blended learning programs, with cloud-based solutions that serve nearly three million students worldwide. Based on decades of scientific research, Achieve3000's patented and proven differentiated instruction for grades preK-12 and adult education reaches all students at their individual reading levels to accelerate learning, improve high-stakes test performance, and drive college and career success. The following research-based, research-proven solutions, providing the targeted instruction to support literacy, will be made available to Idaho teachers and students through Achieve3000's platform: • TeenBizPro® (grades 6–8) and EmpowerPro™(grades 9–12)— work to improve reading and increase fluency, vocabulary, comprehension, critical-thinking abilities, and writing skills across the content areas through true differentiation (12 reading levels in English and 8 in Spanish), where all students in the same grade read about the same grade-appropriate, standards-specific topic. Pro is includes Idaho ELA/Literacy standards-aligned science lessons in Earth and Space, Life, and Physical Sciences and the Idaho ELA/Literacy standards-aligned social studies lessons in the areas of Early World Studies, Modern World Studies, World Geography, World History, U.S. History and Social Sciences I and II, and Government and Electives.					
	TeenBizPro	Achieve3000, Inc.	2000-2018	7	9781632560520	
	TeenBizPro	Achieve3000, Inc.	2000-2018	7	9781632560537	
	TeenBizPro	Achieve3000, Inc.	2000-2018	7	9781632560544	
	TeenBizPro	Achieve3000, Inc.	2000-2018	7	9781632560551	
	TeenBizPro	Achieve3000, Inc.	2000-2018	7	9781632560568	
	TeenBizPro	Achieve3000, Inc.	2000-2018	7	9781632560575	
	TeenBizPro	Achieve3000, Inc.	2000-2018	7	9781632560582	
	TeenBizPro	Achieve3000, Inc.	2000-2018	7	9781632560599	

	TeenBizPro	Achieve3000, Inc.	2000-2018	7	9781632560605	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Achieve3000, Inc.	**TeenBizPro**	**Achieve3000, Inc.**	**2000-2018**	**8**	**9781632560513**	**Component**
	Notes: **Strengths:** Achieve3000 TeenBiz Pro provided a differentiated approach to learning. Students are exposed to high interest non-fiction text throughout the year. **Weaknesses:** Many Idaho Content Standards are missing. (Reading for Literature, Speaking and Listening) Achieve3000 TeenBiz Pro is focused on Lexile growth; however, that is only one component to show learning within the Idaho Content Standards for English Language Arts. The website is not user friendly. **Other:** Achieve3000 TeenBiz Pro could function as a component program to a comprehensive curriculum. The area it would supplement would be specifically for informational text only.					
	Key Features: Achieve3000 is the leading literacy platform in today's blended learning programs, with cloud-based solutions that serve nearly three million students worldwide. Based on decades of scientific research, Achieve3000's patented and proven differentiated instruction for grades preK-12 and adult education reaches all students at their individual reading levels to accelerate learning, improve high-stakes test performance, and drive college and career success. The following research-based, research-proven solutions, providing the targeted instruction to support literacy, will be made available to Idaho teachers and students through Achieve3000's platform: • TeenBizPro® (grades 6–8) and EmpowerPro™(grades 9–12)— work to improve reading and increase fluency, vocabulary, comprehension, critical-thinking abilities, and writing skills across the content areas through true differentiation (12 reading levels in English and 8 in Spanish), where all students in the same grade read about the same grade-appropriate, standards-specific topic. Pro is includes Idaho ELA/Literacy standards-aligned science lessons in Earth and Space, Life, and Physical Sciences and the Idaho ELA/Literacy standards-aligned social studies lessons in the areas of Early World Studies, Modern World Studies, World Geography, World History, U.S. History and Social Sciences I and II, and Government and Electives.					
	TeenBizPro	Achieve3000, Inc.	2000-2018	8	9781632560520	
	TeenBizPro	Achieve3000, Inc.	2000-2018	8	9781632560537	
	TeenBizPro	Achieve3000, Inc.	2000-2018	8	9781632560544	
	TeenBizPro	Achieve3000, Inc.	2000-2018	8	9781632560551	
	TeenBizPro	Achieve3000, Inc.	2000-2018	8	9781632560568	
	TeenBizPro	Achieve3000, Inc.	2000-2018	8	9781632560575	
	TeenBizPro	Achieve3000, Inc.	2000-2018	8	9781632560582	
	TeenBizPro	Achieve3000, Inc.	2000-2018	8	9781632560599	
	TeenBizPro	Achieve3000, Inc.	2000-2018	8	9781632560605	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Achieve3000, Inc.	**EmpowerBizPro**	**Achieve3000, Inc.**	**2000-2018**	**9**	**9781632560513**	**Component**
	Notes: **Strengths:** Achieve3000 is a strong, focused program designed to increase reading comprehension and Lexile levels in students across content areas. **Weaknesses:** It is not a strong ELA component as it is limited to nonfiction. **Other:** Note: publisher should verify that rubrics match assignments - see timed-write lesson - Pollution. The lesson is a writing assignment with an oral reading rubric linked.					
	Key Features: Achieve3000 is the leading literacy platform in today's blended learning programs, with cloud-based solutions that serve nearly three million students worldwide. Based on decades of scientific research, Achieve3000's patented and proven differentiated instruction for grades preK-12 and adult education reaches all students at their individual reading levels to accelerate learning, improve high-stakes test performance, and drive college and career success. The following research-based, research-proven solutions, providing the targeted instruction to support literacy, will be made available to Idaho teachers and students through Achieve3000's platform: • TeenBizPro® (grades 6–8) and EmpowerPro™(grades 9–12)— work to improve reading and increase fluency, vocabulary, comprehension, critical-thinking abilities, and writing skills across the content areas through true differentiation (12 reading levels in English and 8 in Spanish), where all students in the same grade read about the same grade-appropriate, standards-specific topic. Pro is includes Idaho ELA/Literacy standards-aligned science lessons in Earth and Space, Life, and Physical Sciences and the Idaho ELA/Literacy standards-aligned social studies lessons in the areas of Early World Studies, Modern World Studies, World Geography, World History, U.S. History and Social Sciences I and II, and Government and Electives.					
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	9	9781632560520	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	9	9781632560537	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	9	9781632560544	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	9	9781632560551	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	9	9781632560568	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	9	9781632560575	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	9	9781632560582	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	9	9781632560599	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	9	9781632560605	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Achieve3000, Inc.	**EmpowerBizPro**	**Achieve3000, Inc.**	**2000-2018**	**10**	**9781632560513**	**Component**
	Notes: **Strengths:** By continually assessing student reading levels and adjusting the content they receive, Achieve3000 moves students to more and more complex text. The program pre- assess students to find their reading Lexile level, then the student works on their personal reading level. The program continues to assess their reading level on a monthly basis, then adjusts accordingly. Teachers can assign texts and adjust Lexile levels as well. Each assigned text has activities that work to improve students' abilities, and tools to assist. Achieve3000 addresses all dimensions of text complexity covered in Standards: Qualitative Dimension, & Quantitative Dimension. Opportunities for discussion and writing are embedded into the teaching materials that promote repeated reading of high-quality stories and writing opportunities. Lesson formative assessment are aligned to standards. The alignment allows teachers to identify students who have and have not mastered specific standards. The report "How are my students performing on standards?" drills down to the specific standard, classifies students based on their need for intervention, and recommends follow-lessons to support further instruction. These additional lessons can be assigned to any student once the standard has been re-taught in order to give the student additional practice in the areas they are struggling with the most. The texts in lessons are high quality informational and nonfiction with a Lexile range of 250-1450. High-quality sequences of text-dependent questions requiring close reading of text and supporting evidence for responses are provided in the Teacher Materials. As a culminating step, students are asked to synthesize the information they have learned in the content area lesson to respond to an argument, informative, or narrative writing prompt. **Weaknesses:** Weaknesses: * No literature included. * No evidence of texts that include similar characters, early American literature, or specific genres called for in the Standards: poetry, drama, prose, folktales, myths, and traditional literature. Specific titles of texts mentioned in the grade-specific standards (e.g., certain founding documents, Shakespeare, works from an American dramatist, folktales, myths, and traditional literature from a variety of cultures) are also not present. Note: - Supplemental Materials based in Informational Texts - AC1C metric does not apply to materials for grades 6-12. - Explicit instruction of the full range of grammar and conventions as they are applied in increasingly sophisticated context is not present. This program is teacher driven and offers opportunity for teacher to identify and teach specific grammar or convention skills. - No literary texts available, focus is on Informational Texts primarily in Science, History, and Health. Focus is not literary. - No embedded research projects in the online curriculum. Teacher materials provide research applications for teacher instruction. **Other:** This only an on-line supplemental program.					
	Key Features: Achieve3000 is the leading literacy platform in today's blended learning programs, with cloud-based solutions that serve nearly three million students worldwide. Based on decades of scientific research, Achieve3000's patented and proven differentiated instruction for grades preK-12 and adult education reaches all students at their individual reading levels to accelerate learning, improve high-stakes test performance, and drive college and career success. The following research-based, research-proven solutions, providing the targeted instruction to support literacy, will be made available to Idaho teachers and students through Achieve3000's platform: • TeenBizPro® (grades 6–8) and EmpowerPro™(grades 9–12)— work to improve reading and increase fluency, vocabulary, comprehension, critical-thinking abilities, and writing skills across the content areas through true differentiation (12 reading levels in English and 8 in Spanish), where all students in the same grade read about the same grade-appropriate, standards-specific topic. Pro is includes Idaho ELA/Literacy standards-aligned science lessons in Earth and Space, Life, and Physical Sciences and the Idaho ELA/Literacy standards-aligned social studies lessons in the areas of Early World Studies, Modern World Studies, World Geography, World History, U.S. History and Social Sciences I and II, and Government and Electives.					
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	10	9781632560520	

	EmpowerBizPro	Achieve3000, Inc.	2000-2018	10	9781632560537	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	10	9781632560544	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	10	9781632560551	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	10	9781632560568	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	10	9781632560575	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	10	9781632560582	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	10	9781632560599	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	10	9781632560605	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Achieve3000, Inc.	**EmpowerBizPro**	**Achieve3000, Inc.**	**2000-2018**	**11**	**9781632560513**	**Component**
	Notes: **Strengths:** Students work at their own pace and are able to self-select titles to maintain interest. A full Spanish version is available. Teachers can easily monitor progress. Students are asked to cite evidence in writing. Students interact with a variety of writing prompts. **Weaknesses:** There is no balance between literary and informational text (there is no literary texts). Speaking and listening is not fully evident.					
	Key Features: Achieve3000 is the leading literacy platform in today's blended learning programs, with cloud-based solutions that serve nearly three million students worldwide. Based on decades of scientific research, Achieve3000's patented and proven differentiated instruction for grades preK-12 and adult education reaches all students at their individual reading levels to accelerate learning, improve high-stakes test performance, and drive college and career success. The following research-based, research-proven solutions, providing the targeted instruction to support literacy, will be made available to Idaho teachers and students through Achieve3000's platform: • TeenBizPro® (grades 6–8) and EmpowerPro™(grades 9–12)— work to improve reading and increase fluency, vocabulary, comprehension, critical-thinking abilities, and writing skills across the content areas through true differentiation (12 reading levels in English and 8 in Spanish), where all students in the same grade read about the same grade-appropriate, standards-specific topic. Pro is includes Idaho ELA/Literacy standards-aligned science lessons in Earth and Space, Life, and Physical Sciences and the Idaho ELA/Literacy standards-aligned social studies lessons in the areas of Early World Studies, Modern World Studies, World Geography, World History, U.S. History and Social Sciences I and II, and Government and Electives.					
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	11	9781632560520	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	11	9781632560537	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	11	9781632560544	

	EmpowerBizPro	Achieve3000, Inc.	2000-2018	11	9781632560551	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	11	9781632560568	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	11	9781632560575	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	11	9781632560582	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	11	9781632560599	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	11	9781632560605	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Achieve3000, Inc.	**EmpowerBizPro**	**Achieve3000, Inc.**	**2000-2018**	**12**	**9781632560513**	**Component**
	Notes: **Strengths:** Strengths: academic vocabulary, Lexile flexibility, culminating activities included speaking and listening, and collaborative activities. **Weaknesses:** Weaknesses: all informational texts, lack of writing variety, lack of depth in questions, no explicit grammar or syntax assignments. **Other:** As a component text the weaknesses still outweigh the strengths. Engaging students in comprehension reading only does not promote higher level thinking or writing skills.					
	Key Features: Achieve3000 is the leading literacy platform in today's blended learning programs, with cloud-based solutions that serve nearly three million students worldwide. Based on decades of scientific research, Achieve3000's patented and proven differentiated instruction for grades preK-12 and adult education reaches all students at their individual reading levels to accelerate learning, improve high-stakes test performance, and drive college and career success. The following research-based, research-proven solutions, providing the targeted instruction to support literacy, will be made available to Idaho teachers and students through Achieve3000's platform: • TeenBizPro® (grades 6–8) and EmpowerPro™(grades 9–12)— work to improve reading and increase fluency, vocabulary, comprehension, critical-thinking abilities, and writing skills across the content areas through true differentiation (12 reading levels in English and 8 in Spanish), where all students in the same grade read about the same grade-appropriate, standards-specific topic. Pro is includes Idaho ELA/Literacy standards-aligned science lessons in Earth and Space, Life, and Physical Sciences and the Idaho ELA/Literacy standards-aligned social studies lessons in the areas of Early World Studies, Modern World Studies, World Geography, World History, U.S. History and Social Sciences I and II, and Government and Electives.					
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	12	9781632560520	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	12	9781632560537	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	12	9781632560544	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	12	9781632560551	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	12	9781632560568	

	EmpowerBizPro	Achieve3000, Inc.	2000-2018	12	9781632560575	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	12	9781632560582	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	12	9781632560599	
	EmpowerBizPro	Achieve3000, Inc.	2000-2018	12	9781632560605	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Amplify	**Core Knowledge Language Arts 2nd Edition (CKLA 2nd Edition) GK Complete Classroom Kit**	**Amplify/CKF**	**2017**	**K**	**9781683911098**	**Comprehensive**
	Notes: **Strengths:** The read-alouds used give students examples of how to interact with and use text that increases in complexity within and across grade levels. CKLA offers rich vocabulary lessons that help students increase their academic vocabulary. CKLA meets the needs of students of all ability levels through remediation and extension activities in each domain of study. Students are given multiple opportunities to make connections to real-life situations and make inferences. Materials are available in print and online. **Weaknesses:** There is a 60/40 balance between literary and informational text at the Kindergarten level.					
	Key Features: Amplify Core Knowledge Language Arts is a comprehensive K-5 English Language Arts program designed to teach students reading, writing, speaking, and listening, while also developing deep vocabulary and broad background knowledge. CKLA is fundamentally different from typical ELA programs, providing a balanced approach that combines rigorous skill-based and knowledge-based support and instruction to develop proficient readers, writers, and critical thinkers. Key features include: - Step-by-step foundational skills lessons following a systematic, research-based scope and sequence and employing gradual release of responsibility. - Meticulous approach to phonics and decoding that starts with the most common sound-spellings and ensures students master all 150 sound-spelling combinations. - Opportunities for practicing just-learned sound-spellings in a variety of contexts, including through uniquely engaging 100% decodable chapter-books that feature exciting stories and characters. - Vertically and horizontally aligned knowledge-based units to build deep and sustained background knowledge in history, science, literature, and the arts, with a focus on accumulating knowledge within a grade level and across grade levels. - Engaging complex read-alouds to build deep knowledge, develop vocabulary and comprehension, and provide daily opportunities for discussion, collaboration, and response-to-text activities. - Embedded differentiation strategies within all lesson segments to help students meet and exceed lesson objectives. - Point-of-use scaffolds for English Language Learners within all lesson segments. - Daily formative assessment opportunities tied to standards and lesson objectives. - Benchmark, Placement, and Unit- and Mid-Unit Assessments for monitoring progress, identifying risks and remediation activities, and determining student groups.					
	CKLA 2nd Edition GK Knowledge D1 Teacher Guide: Nursery Rhymes & Fables			K	9781681610030	
	CKLA 2nd Edition GK Knowledge D2 Teacher Guide: The Five Senses			K	9781681610047	
	CKLA 2nd Edition GK Knowledge D3 Teacher Guide: Stories			K	9781681610054	

	CKLA 2nd Edition GK Knowledge D4 Teacher Guide: Plants			K	9781681610061	
	CKLA 2nd Edition GK Knowledge D5 Teacher Guide: Farms			K	9781681610078	
	CKLA 2nd Edition GK Knowledge D6 Teacher Guide: Native Americans			K	9781681610085	
	CKLA 2nd Edition GK Knowledge D7 Teacher Guide: Kings And Queens			K	9781681610108	
	CKLA 2nd Edition GK Knowledge D8 Teacher Guide: Seasons And Weather			K	9781681610115	
	CKLA 2nd Edition GK Knowledge D9 Teacher Guide: Columbus And The Pilgrims			K	9781681610122	
	CKLA 2nd Edition GK Knowledge D10 Teacher Guide: Colonial Towns And Townspeople			K	9781681610139	
	CKLA 2nd Edition GK Knowledge D11 Teacher Guide: Taking Care Of The Earth			K	9781681610146	
	CKLA 2nd Edition GK Knowledge D12 Teacher Guide: Presidents And American Symbols			K	9781681610153	
	CKLA 2nd Edition GK Knowledge D1 Flip Book: Nursery Rhymes & Fables			K	9781681610160	
	CKLA 2nd Edition GK Knowledge D2 Flip Book: The Five Senses			K	9781681610177	
	CKLA 2nd Edition GK Knowledge D3 Flip Book: Stories			K	9781681610184	
	CKLA 2nd Edition GK Knowledge D4 Flip Book: Plants			K	9781681610191	
	CKLA 2nd Edition GK Knowledge D5 Flip Book: Farms			K	9781681610207	
	CKLA 2nd Edition GK Knowledge D6 Flip Book: Native Americans			K	9781681610214	
	CKLA 2nd Edition GK Knowledge D7 Flip Book: Kings And Queens			K	9781681610221	
	CKLA 2nd Edition GK Knowledge D8 Flip Book: Seasons And Weather			K	9781681610238	
	CKLA 2nd Edition GK Knowledge D9 Flip Book: Columbus And The Pilgrims			K	9781681610245	
	CKLA 2nd Edition GK Knowledge D10 Flip Book: Colonial Towns And Townspeople			K	9781681610252	
	CKLA 2nd Edition GK Knowledge D11 Flip Book: Taking Care Of The Earth			K	9781681610269	

	CKLA 2nd Edition GK Knowledge D12 Flip Book: Presidents And American Symbols			K	9781681610276	
	CKLA 2nd Edition GK Knowledge D1 Image Cards: Nursery Rhymes & Fables			K	9781681610429	
	CKLA 2nd Edition GK Knowledge D2 Image Cards: The Five Senses			K	9781681610436	
	CKLA 2nd Edition GK Knowledge D3 Image Cards: Stories			K	9781681610443	
	CKLA 2nd Edition GK Knowledge D4 Image Cards: Plants			K	9781681610450	
	CKLA 2nd Edition GK Knowledge D5 Image Cards: Farms			K	9781681610467	
	CKLA 2nd Edition GK Knowledge D6 Image Cards: Native Americans			K	9781681610474	
	CKLA 2nd Edition GK Knowledge D7 Image Cards: Kings And Queens			K	9781681610481	
	CKLA 2nd Edition GK Knowledge D8 Image Cards: Seasons And Weather			K	9781681610498	
	CKLA 2nd Edition GK Knowledge D9 Image Cards: Columbus And The Pilgrims			K	9781681610504	
	CKLA 2nd Edition GK Knowledge D10 Image Cards: Colonial Towns And Townspeople			K	9781681610511	
	CKLA 2nd Edition GK Knowledge D11 Image Cards: Taking Care Of The Earth			K	9781681610528	
	CKLA 2nd Edition GK Knowledge D12 Image Cards: Presidents And American Symbols			K	9781681610535	
	CKLA 2nd Edition GK Knowledge Domains 1-6 Activity Book (25)			K	9781681610283	
	CKLA 2nd Edition GK Knowledge Domains 7-12 Activity Book (25)			K	9781681610290	
	CKLA 2nd Edition GK Skills U1 Teacher Guide			K	9781681610542	
	CKLA 2nd Edition GK Skills U2 Teacher Guide			K	9781681610559	
	CKLA 2nd Edition GK Skills U3 Teacher Guide			K	9781681610566	
	CKLA 2nd Edition GK Skills U4 Teacher Guide			K	9781681610573	
	CKLA 2nd Edition GK Skills U5 Teacher Guide			K	9781681610580	
	CKLA 2nd Edition GK Skills U6 Teacher Guide			K	9781681610597	
	CKLA 2nd Edition GK Skills U7 Teacher Guide			K	9781681610603	
	CKLA 2nd Edition GK Skills U8 Teacher Guide			K	9781681610610	

	CKLA 2nd Edition GK Skills U9 Teacher Guide			K	9781681610627	
	CKLA 2nd Edition GK Skills U10 Teacher Guide			K	9781681610634	
	CKLA 2nd Edition GK Skills U4 Big Book: Pet Fun			K	9781683910176	
	CKLA 2nd Edition GK Skills U5 Big Book: Ox And Man			K	9781683910183	
	CKLA 2nd Edition GK Skills U6 Big Book: Kit			K	9781683910190	
	CKLA 2nd Edition GK Skills U7 Big Book: Seth			K	9781683910206	
	CKLA 2nd Edition GK Skills U8 Big Book: Sam			K	9781683910213	
	CKLA 2nd Edition GK Skills Picture Reader			K	9781942010272	
	CKLA 2nd Edition GK Skills Blending Picture Cards			K	9781681610740	
	CKLA 2nd Edition GK Skills Large Letter Cards			K	9781681610764	
	CKLA 2nd Edition GK Skills Small Letter Card Set			K	9781681610771	
	CKLA GK Skills Sound Cards			K	9781681610788	
	CKLA GK Skills Sound Posters			K	9781681610795	
	CKLA 2nd Edition GK Skills Chaining Folder (25)			K	9781681610757	
	CKLA 2nd Edition GK Skills U6 Reader: Kit (25)			K	9781683910121	
	CKLA 2nd Edition GK Skills U7 Reader: Seth (25)			K	9781683910138	
	CKLA 2nd Edition GK Skills U8 Reader: Sam (25)			K	9781683910145	
	CKLA 2nd Edition GK Skills U9 Reader: Zack And Ann (25)			K	9781683910152	
	CKLA 2nd Edition GK Skills U10 Reader: Scott (25)			K	9781683910169	
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	CKLA 2nd Edition GK Skills U3 Activity Book (25)			K	9781681610665	
	CKLA 2nd Edition GK Skills U4 Activity Book (25)			K	9781681610672	
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	CKLA 2nd Edition GK Skills U7 Activity Book (25)			K	9781681610702	
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	CKLA 2nd Edition GK Skills U9 Activity Book (25)			K	9781681610726	
	CKLA 2nd Edition GK Skills U10 Activity Book (25)			K	9781681610733	

	On-Site Professional Development			K-5	400620000	
	Online PD Modules			K-5	550621199	
	CKLA 2nd Edition Digital Teacher Resources (includes Assessment & Remediation Guides, Fluency Packets, Decoding & Encoding Remediation Guide & Projectable Media)			K -5	9781683914709	
	CKLA 2nd Edition GK Skills Classroom Kit			K	9781683911104	
	CKLA 2nd Edition GK Knowledge Classroom Kit			K	9781683911111	
	CKLA 2nd Edition GK Hybrid Complete Classroom Kit			K	9781683914198	
	GK Digital Teacher Guide License (6 yr)			K	9781683914358	
	CKLA 2nd Edition GK Single Student Complete (Skills and Knowledge) Kit			K	9781681618173	
	CKLA 2nd Edition GK Single Student Knowledge Kit			K	9781681618180	
	CKLA 2nd Edition GK Single Student Skills Kit			K	9781681618197	
	Grade K Language Studio Kit: Prime			K	9781683910015	
	Components of GK Language Studio Kit, Prime:					
	GK LS Teacher Guide Vol 1			K	9781681615165	
	GK LS Teacher Guide Vol 2			K	9781681615172	
	GK LS Teacher Guide Vol 3			K	9781681615189	
	GK LS Program Guide			K	9781681618913	
	CKLA Grade K Language Studio Student Activity Books, All Volumes 1-3 (5 of each)			K	9781683910022	
	CKLA 2nd Edition GK Knowledge Teacher Guide Set, All Domains: 1-12 (1 of each) also listed above			K	9781681618654	
	CKLA 2nd Edition GK Knowledge Flipbooks Domains 1-12 (1 of each) also listed above			K	9781681618739	
	CKLA 2nd Edition GK Knowledge Image Card Sets Domains 1-12 (1 of each) also listed above			K	9781681618876	
	CKLA 2nd Edition GK Knowledge Flipbooks Domains 1-12 (1 of each) also listed above			K	9781681618739	
	Grade K Language Studio Kit: Classic			K	9781683910008	

	Components of GK Language Studio Kit: Classic include the following components of GK Language Studio Kit, Prime: GK LS Teacher Guides Volumes 1-3, GK LS Program Guide & GK LS Student Activity Books, All Volumes 1-3 (5 of each)					
	GK Digital Teacher Guide License (1 year)			K	9781683914310	
	CKLA GK Writing Studio			K	9781683912613	
	CKLA 2nd Edition GK Skills & Knowledge Activity Books, All Units and Domains (25 of each)			K	9781683911029	
	CKLA 2nd Edition GK Skills & Knowledge Activity Books, All Units and Domains (1 of each)			K	9781681615516	
	CKLA 2nd Edition GK Knowledge Teacher Guide Set, All Domains: 1-12 (1 of each)			K	9781681618654	
	CKLA 2nd Edition GK Knowledge Flipbooks Domains 1-12 (1 of each)			K	9781681618739	
	CKLA 2nd Edition GK Knowledge Image Card Sets Domains 1-12 (1 of each)			K	9781681618876	
	CKLA 2nd Edition GK Knowledge Activity Books, All Domains (25 of each)			K	9781681618333	
	CKLA 2nd Edition GK Knowledge Activity Book D1-6 (set of 25)			K	9781681619231	
	CKLA 2nd Edition GK Knowledge Activity Book D7-12 (set of 25)			K	9781681619248	
	CKLA 2nd Edition GK Knowledge Activity Books, All Domains (1 of each)			K	9781942010494	
	CKLA 2nd Edition GK Skills Teacher Guide Set, All Units: 1-10 (1 of each)			K	9781681618623	
	CKLA 2nd Edition GK Skills Picture Readers (qty 25)			K	9781681619125	
	CKLA 2nd Edition GK Skills Sound Cards/Poster Set			K	9781681615509	
	CKLA 2nd Edition GK Skills Chaining folders (qty 25)			K	9781681618791	
	CKLA 2nd Edition GK Skills Readers, All Units (25 of each)			K	9781683911012	
	CKLA 2nd Edition GK Skills U6 Readers (qty 25)			K	9781681619071	
	CKLA 2nd Edition GK Skills U7 Readers (qty 25)			K	9781681619088	
	CKLA 2nd Edition GK Skills U8 Readers (qty 25)			K	9781681619095	
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	CKLA 2nd Edition GK Skills U10 Readers (qty 25)			K	9781681619118	
	CKLA 2nd Edition GK Skills Readers, All Units (1 of each)			K	9781683912200	
	CKLA 2nd Edition GK Skills Activity Books, All Units (25 of each)			K	9781681618326	
	CKLA 2nd Edition GK Skills U1 Activity Books (qty 25)			K	9781681619132	
	CKLA 2nd Edition GK Skills U2 Activity Books (qty 25)			K	9781681619149	
	CKLA 2nd Edition GK Skills U3 Activity Books (qty 25)			K	9781681619156	
	CKLA 2nd Edition GK Skills U4 Activity Books (qty 25)			K	9781681619163	
	CKLA 2nd Edition GK Skills U5 Activity Books (qty 25)			K	9781681619170	
	CKLA 2nd Edition GK Skills U6 Activity Books (qty 25)			K	9781681619187	
	CKLA 2nd Edition GK Skills U7 Activity Books (qty 25)			K	9781681619194	
	CKLA 2nd Edition GK Skills U8 Activity Books (qty 25)			K	9781681619200	
	CKLA 2nd Edition GK Skills U9 Activity Books (qty 25)			K	9781681619217	
	CKLA 2nd Edition GK Skills U10 Activity Books (qty 25)			K	9781681619224	
	CKLA 2nd Edition GK Skills Activity Books, All Units (1 of each)			K	9781942010456	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Amplify	**Core Knowledge Language Arts 2nd Edition (CKLA 2nd Edition) G1 Complete Classroom Kit**	**Amplify/CKF**	**2017**	**1**	**9781683911128**	**Comprehensive**
	Notes: **Strengths:** CKLA provides explicit and systematic instruction of foundational skills with opportunities for immediate application to connected texts. Student readers are 100% decodable and provide multiple supports. Students are required to provide text-evidence for responses. Student knowledge and vocabulary skills are developed through content-rich read-aloud texts. Read-alouds include high-interest, above grade level selections. Writing is incorporated throughout the curriculum. CKLA incorporates many types of assessments throughout curriculum to monitor student progress and inform instruction. **Weaknesses:** Only one nonfiction text is included in decodable readers, and there is no differentiation for students reading at diverse levels (no leveled readers). There is a need for additional text-dependent, higher level questions, and guidance on specific discussion techniques. Although "Pause Points" include ideas to challenge high-level students, there are few embedded within individual lessons.					
	Key Features: Amplify Core Knowledge Language Arts is a comprehensive K-5 English Language Arts program designed to teach students reading, writing, speaking, and listening, while also developing deep vocabulary and broad background knowledge. CKLA is fundamentally different from typical ELA programs, providing a balanced approach that combines rigorous skill-based and knowledge-based support and instruction to develop proficient readers, writers, and critical thinkers. Key features include: - Step-by-step foundational skills lessons following a systematic, research-based scope and sequence and employing gradual release of responsibility. - Meticulous approach to phonics and decoding that starts with the most common sound-spellings and ensures students master all 150 sound-spelling combinations. - Opportunities for practicing just-learned sound-spellings in a variety of contexts, including through uniquely engaging 100% decodable chapter-books that feature exciting stories and characters. - Vertically and horizontally aligned knowledge-based units to build deep and sustained background knowledge in history, science, literature, and the arts, with a focus on accumulating knowledge within a grade level and across grade levels. - Engaging complex read-alouds to build deep knowledge, develop vocabulary and comprehension, and provide daily opportunities for discussion, collaboration, and response-to-text activities. - Embedded differentiation strategies within all lesson segments to help students meet and exceed lesson objectives. - Point-of-use scaffolds for English Language Learners within all lesson segments. - Daily formative assessment opportunities tied to standards and lesson objectives. - Benchmark, Placement, and Unit- and Mid-Unit Assessments for monitoring progress, identifying risks and remediation activities, and determining student groups.					
	Components of G1 Complete Classroom Kit:					
	CKLA 2nd Edition G1 Knowledge D1 Teacher Guide: Fables And Stories			1	9781681610832	
	CKLA 2nd Edition G1 Knowledge D2 Teacher Guide: The Human Body			1	9781681610849	
	CKLA 2nd Edition G1 Knowledge D3 Teacher Guide: Different Lands, Similar Stories			1	9781681610856	
	CKLA 2nd Edition G1 Knowledge D4 Teacher Guide: Early World Civilizations			1	9781681610863	
	CKLA 2nd Edition G1 Knowledge D5 Teacher Guide: Early American Civilizations			1	9781681610870	

	CKLA 2nd Edition G1 Knowledge D6 Teacher Guide: Astronomy			1	9781681610887	
	CKLA 2nd Edition G1 Knowledge D7 Teacher Guide: The History Of The Earth			1	9781681610894	
	CKLA 2nd Edition G1 Knowledge D8 Teacher Guide: Animals And Habitats			1	9781681610900	
	CKLA 2nd Edition G1 Knowledge D9 Teacher Guide: Fairy Tales			1	9781681610917	
	CKLA 2nd Edition G1 Knowledge D10 Teacher Guide: A New Nation: American Independence			1	9781681610924	
	CKLA 2nd Edition G1 Knowledge D11 Teacher Guide: Frontier Explorers			1	9781681610931	
	CKLA 2nd Edition G1 Knowledge D1 Flip Book: Fables And Stories			1	9781681610948	
	CKLA 2nd Edition G1 Knowledge D2 Flip Book: The Human Body			1	9781681610955	
	CKLA 2nd Edition G1 Knowledge D3 Flip Book: Different Lands, Similar Stories			1	9781681610962	
	CKLA 2nd Edition G1 Knowledge D4 Flip Book: Early World Civilizations			1	9781681610979	
	CKLA 2nd Edition G1 Knowledge D5 Flip Book: Early American Civilizations			1	9781681610986	
	CKLA 2nd Edition G1 Knowledge D6 Flip Book: Astronomy			1	9781681610993	
	CKLA 2nd Edition G1 Knowledge D7 Flip Book: The History Of The Earth			1	9781681611006	
	CKLA 2nd Edition G1 Knowledge D8 Flip Book: Animals And Habitats			1	9781681611013	
	CKLA 2nd Edition G1 Knowledge D9 Flip Book: Fairy Tales			1	9781681611020	
	CKLA 2nd Edition G1 Knowledge D10 Flip Book: A New Nation: American Independence			1	9781681611037	
	CKLA 2nd Edition G1 Knowledge D11 Flip Book: Frontier Explorers			1	9781681611044	
	CKLA 2nd Edition G1 Knowledge D1 Image Cards: Fables And Stories			1	9781681611181	
	CKLA 2nd Edition G1 Knowledge D2 Image Cards: The Human Body			1	9781681611198	
	CKLA 2nd Edition G1 Knowledge D3 Image Cards: Different Lands, Similar Stories			1	9781681611204	

	CKLA 2nd Edition G1 Knowledge D4 Image Cards: Early World Civilizations			1	9781681611211	
	CKLA 2nd Edition G1 Knowledge D5 Image Cards: Early American Civilizations			1	9781681611228	
	CKLA 2nd Edition G1 Knowledge D6 Image Cards: Astronomy			1	9781681611235	
	CKLA 2nd Edition G1 Knowledge D7 Image Cards: The History Of The Earth			1	9781681611242	
	CKLA 2nd Edition G1 Knowledge D8 Image Cards: Animals And Habitats			1	9781681611259	
	CKLA 2nd Edition G1 Knowledge D9 Image Cards: Fairy Tales			1	9781681611266	
	CKLA 2nd Edition G1 Knowledge D10 Image Cards: A New Nation: American Independence			1	9781681611273	
	CKLA 2nd Edition G1 Knowledge D11 Image Cards: Frontier Explorers			1	9781681611280	
	CKLA 2nd Edition G1 Knowledge D1-6 Activity Book (25)			1	9781681611051	
	CKLA 2nd Edition G1 Knowledge D7-11 Activity Book (25)			1	9781681611068	
	CKLA 2nd Edition G1 Skills U1 Teacher Guide			1	9781681611297	
	CKLA 2nd Edition G1 Skills U2 Teacher Guide			1	9781681611303	
	CKLA 2nd Edition G1 Skills U3 Teacher Guide			1	9781681611310	
	CKLA 2nd Edition G1 Skills U4 Teacher Guide			1	9781681611327	
	CKLA 2nd Edition G1 Skills U5 Teacher Guide			1	9781681611334	
	CKLA 2nd Edition G1 Skills U6 Teacher Guide			1	9781681611341	
	CKLA 2nd Edition G1 Skills U7 Teacher Guide			1	9781681611358	
	CKLA 2nd Edition G1 Skills U1 Big Book: Snap Shots			1	9781683910299	
	CKLA 2nd Edition G1 Skills U2 Big Book: Gran			1	9781683910305	
	CKLA 2nd Edition G1 Skills U3 Big Book: Fables			1	9781683910312	
	CKLA 2nd Edition G1 Skills Code Flip Book Set (Consonant/Vowel)			1	9781681615486	
	CKLA 2nd Edition G1 Skills Individual Code Charts (qty 25)			1	9781681611433	
	CKLA 2nd Edition G1 Skills Large Letter Cards			1	9781681611440	
	CKLA 2nd Edition G1 Skills Spelling Cards			1	9781681611457	
	CKLA 2nd Edition G1 Skills U1 Activity Book (25)			1	9781681611365	

	CKLA 2nd Edition G1 Skills U2 Activity Book (25)			1	9781681611372	
	CKLA 2nd Edition G1 Skills U3 Activity Book (25)			1	9781681611389	

	CKLA 2nd Edition G1 Skills U4 Activity Book (25)			1	9781681611396	
	CKLA 2nd Edition G1 Skills U5 Activity Book (25)			1	9781681611402	
	CKLA 2nd Edition G1 Skills U6 Activity Book (25)			1	9781681611419	
	CKLA 2nd Edition G1 Skills U7 Activity Book (25)			1	9781681611426	
	CKLA 2nd Edition G1 Skills U1 Reader: Snap Shots (25)			1	9781683910220	
	CKLA 2nd Edition G1 Skills U2 Reader: Gran (25)			1	9781683910237	
	CKLA 2nd Edition G1 Skills U3 Reader: Fables (25)			1	9781683910244	
	CKLA 2nd Edition G1 Skills U4 Reader: The Green Fern Zoo (25)			1	9781683910251	
	CKLA 2nd Edition G1 Skills U5 Reader: Kate's Book (25)			1	9781683910268	
	CKLA 2nd Edition G1 Skills U6 Reader: Grace (25)			1	9781683910275	
	CKLA 2nd Edition G1 Skills U7 Reader: Kay And Martez (25)			1	9781683910282	
	On-Site Professional Development also listed above			K-5	400620000	
	Online PD Modules also listed above			K-5	550621199	
	CKLA 2nd Edition Digital Teacher Resources (includes Assessment & Remediation Guides, Fluency Packets, Decoding & Encoding Remediation Guide & Projectable Media)			K -5	9781683914709	
	CKLA 2nd Edition G1 Skills Classroom Kit			1	9781683911135	
	Components of G1 Skills Classroom Kit include all of the 'Skills' components contained in the above G1 Complete Classroom Kit in the same quantities (above 'Knowledge' components not included)					
	CKLA 2nd Edition G1 Knowledge Classroom Kit			1	9781683911142	
	Components of G1 Knowledge Classroom Kit include all of the 'Knowledge' components contained in the above G1 Complete Classroom Kit in the same quantities (above 'Skills' components not included)					
	CKLA 2nd Edition G1 Hybrid Complete Classroom Kit			1	9781683914211	

	Components of G1 Hybrid Complete Classroom Kit include all components of G1 Complete Classroom Kit; instead of print Flip Books and print Teacher Guides, digital Flip Books and digital Teacher Guides are provided via the Digital Teacher License					
	G1 Digital Teacher Guide License (6 yr)			1	9781683914419	
	CKLA 2nd Edition G1 Single Student Complete (Skills and Knowledge) Kit			1	9781681618203	
	Components of G1 Single Student Complete (Skills and Knowledge) Kit include (1) of each component of above G1 Complete Classroom Kit					
	CKLA 2nd Edition G1 Single Student Knowledge Kit			1	9781681618210	
	Components of G1 Single Student Knowledge Kit include (1) of each Knowledge component of above G1 Complete Classroom Kit (Skills components not included)					
	CKLA 2nd Edition G1 Single Student Skills Kit			1	9781681618227	
	Components of G1 Single Student Skills Kit include (1) of each Skills component of above G1 Complete Classroom Kit (Knowledge components not included)					
	Grade 1 Language Studio Kit: Prime			1	9781683910046	
	Components of Language Studio Kit, Prime:					
	CKLA Grade 1 Language Studio Teacher Guide Volume 1			1	9781681615226	
	CKLA Grade 1 Language Studio Teacher Guide Vol 2			1	9781681615233	
	CKLA Grade 1 Language Studio Teacher Guide Vol 3			1	9781681615240	
	CKLA G1 LS Program Guide			1	9781681618920	
	CKLA Grade 1 Language Studio Student Activity Books, All Volumes 1-3 (1 of each)			1	9781683910053	
	CKLA 2nd Edition G1 Knowledge Teacher Guide Set, All Domains: 1-11 (1 of each) also listed above			1	9781681618661	
	CKLA 2nd Edition G1 Knowledge Flipbooks, All Domains 1-11 (1 of each) also listed above			1	9781681618746	

	CKLA 2nd Edition G1 Knowledge Image Card Sets, Domains 1-11 (1 of each) also listed above			1	9781681618883	
	Grade 1 Language Studio Kit: Classic			1	9781683910039	
	Components of G1 Language Studio Kit: Classic include the following components of G1 Language Studio Kit, Prime: LS Teacher Guide Volumes 1-3, LS Program Guide & G1 LS Student Activity Books, All Volumes 1-3 (1 of each)					
	CKLA 2nd Edition G1 Digital Teacher Guide License (1 yr)			1	9781683914372	
	CKLA G1 Writing Studio			1	9781683912620	
	CKLA 2nd Edition G1 Skills & Knowledge Activity Books, All Units and Domains (25 of each)			1	9781683911036	
	CKLA 2nd Edition G1 Skills & Knowledge Activity Books, All Units and Domains (1 of each)			1	9781942010395	
	CKLA 2nd Edition G1 Knowledge Teacher Guide Set, All Domains: 1-11 (1 of each)			1	9781681618661	
	CKLA 2nd Edition G1 Knowledge Flipbooks, All Domains 1-11 (1 of each)			1	9781681618746	
	CKLA 2nd Edition G1 Knowledge Image Card Sets, Domains 1-11 (1 of each)			1	9781681618883	
	CKLA 2nd Edition G1 Knowledge Activity Books, All Domains (25 of each)			1	9781681618357	
	CKLA 2nd Edition G1 Knowledge D1-6 Activity Books (qty 25)			1	9781681619408	
	CKLA 2nd Edition G1 Knowledge D7-11 Activity Books (qty 25)			1	9781681619415	
	CKLA 2nd Edition G1 Knowledge Activity Books, All Domains (1 of each)			1	9781942010500	
	CKLA 2nd Edition G1 Skills Teacher Guide Set, All Units: 1-7 (1 of each)			1	9781681618630	
	CKLA 2nd Edition G1 Skills Activity Books, All Units (25 of each)			1	9781681618340	
	CKLA 2nd Edition G1 Skills U1 Activity Books (qty 25)			1	9781681619330	
	CKLA 2nd Edition G1 Skills U2 Activity Books (qty 25)			1	9781681619347	
	CKLA 2nd Edition G1 Skills U3 Activity Books (qty 25)			1	9781681619354	
	CKLA 2nd Edition G1 Skills U4 Activity Books (qty 25)			1	9781681619361	

	CKLA 2nd Edition G1 Skills U5 Activity Books (qty 25)			1	9781681619378	
	CKLA 2nd Edition G1 Skills U6 Activity Books (qty 25)			1	9781681619385	
	CKLA 2nd Edition G1 Skills U7 Activity Books (qty 25)			1	9781681619392	
	CKLA 2nd Edition G1 Skills Activity Books, All Units (1 of each)			1	9781942010463	
	CKLA 2nd Edition G1 Skills Readers, All Units (25 of each)			1	9781683910961	
	CKLA 2nd Edition G1 Skills U1 Readers (qty 25)			1	9781681619262	
	CKLA 2nd Edition G1 Skills U2 Readers (qty 25)			1	9781681619279	
	CKLA 2nd Edition G1 Skills U3 Readers (qty 25)			1	9781681619286	
	CKLA 2nd Edition G1 Skills U4 Readers (qty 25)			1	9781681619293	
	CKLA 2nd Edition G1 Skills U5 Readers (qty 25)			1	9781681619309	
	CKLA 2nd Edition G1 Skills U6 Readers (qty 25)			1	9781681619316	
	CKLA 2nd Edition G1 Skills U7 Readers (qty 25)			1	9781681619323	
	CKLA 2nd Edition G1 Skills Readers, All Units (1 of each)			1	9781683912217	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Amplify	**Core Knowledge Language Arts 2nd Edition (CKLA 2nd Edition) G2 Complete Classroom Kit**	**Amplify/CKF**	**2017**	**2**	**9781683911159**	**Comprehensive**
	Notes: **Strengths:** The rigor is built-in as well as remediation. Topics are rich and engaging. **Weaknesses:** If you are in need of more than core skill readers, teachers would need to either supplement additional reading books, or have access to a library with additional readers on these topics.					
	Key Features: Amplify Core Knowledge Language Arts is a comprehensive K-5 English Language Arts program designed to teach students reading, writing, speaking, and listening, while also developing deep vocabulary and broad background knowledge. CKLA is fundamentally different from typical ELA programs, providing a balanced approach that combines rigorous skill-based and knowledge-based support and instruction to develop proficient readers, writers, and critical thinkers. Key features include: - Step-by-step foundational skills lessons following a systematic, research-based scope and sequence and employing gradual release of responsibility. - Meticulous approach to phonics and decoding that starts with the most common sound-spellings and ensures students master all 150 sound-spelling combinations. - Opportunities for practicing just-learned sound-spellings in a variety of contexts, including through uniquely engaging 100% decodable chapter-books that feature exciting stories and characters. - Vertically and horizontally aligned knowledge-based units to build deep and sustained background knowledge in history, science, literature, and the arts, with a focus on accumulating knowledge within a grade level and across grade levels. - Engaging complex read-alouds to build deep knowledge, develop vocabulary and comprehension, and provide daily opportunities for discussion, collaboration, and response-to-text activities. - Embedded differentiation strategies within all lesson segments to help students meet and exceed lesson objectives. - Point-of-use scaffolds for English Language Learners within all lesson segments. - Daily formative assessment opportunities tied to standards and lesson objectives. - Benchmark, Placement, and Unit- and Mid-Unit Assessments for monitoring progress, identifying risks and remediation activities, and determining student groups.					

	Components of G2 Complete Classroom Kit:					
	CKLA 2nd Edition G2 Knowledge D1 Teacher Guide: Fairy Tales And Tall Tales			2	9781681611495	
	CKLA 2nd Edition G2 Knowledge D2 Teacher Guide: Early Asian Civilizations			2	9781681611501	
	CKLA 2nd Edition G2 Knowledge D3 Teacher Guide: The Ancient Greek Civilization			2	9781681611518	
	CKLA 2nd Edition G2 Knowledge D4 Teacher Guide: Greek Myths			2	9781681611525	
	CKLA 2nd Edition G2 Knowledge D5 Teacher Guide: The War Of 1812			2	9781681611532	
	CKLA 2nd Edition G2 Knowledge D6 Teacher Guide: Cycles In Nature			2	9781681611549	
	CKLA 2nd Edition G2 Knowledge D7 Teacher Guide: Westward Expansion			2	9781681611556	
	CKLA 2nd Edition G2 Knowledge D8 Teacher Guide: Insects			2	9781681611563	
	CKLA 2nd Edition G2 Knowledge D9 Teacher Guide: The U.S. Civil War			2	9781681611570	
	CKLA 2nd Edition G2 Knowledge D10 Teacher Guide: Human Body: Building Blocks & Nutrition			2	9781681611587	
	CKLA 2nd Edition G2 Knowledge D11 Teacher Guide: Immigration			2	9781681611594	
	CKLA 2nd Edition G2 Knowledge D12 Teacher Guide: Fighting For A Cause			2	9781681611600	
	CKLA 2nd Edition G2 Knowledge D1 Flip Book: Fairy Tales And Tall Tales			2	9781681611617	
	CKLA 2nd Edition G2 Knowledge D2 Flip Book: Early Asian Civilizations			2	9781681611624	
	CKLA 2nd Edition G2 Knowledge D3 Flip Book: The Ancient Greek Civilization			2	9781681611631	
	CKLA 2nd Edition G2 Knowledge D4 Flip Book: Greek Myths			2	9781681611648	
	CKLA 2nd Edition G2 Knowledge D5 Flip Book: The War Of 1812			2	9781681611655	
	CKLA 2nd Edition G2 Knowledge D6 Flip Book: Cycles In Nature			2	9781681611662	
	CKLA 2nd Edition G2 Knowledge D7 Flip Book: Westward Expansion			2	9781681611679	

	CKLA 2nd Edition G2 Knowledge D8 Flip Book: Insects			2	9781681611686	
	CKLA 2nd Edition G2 Knowledge D9 Flip Book: The U.S. Civil War			2	9781681611693	
	CKLA 2nd Edition G2 Knowledge D10 Flip Book: Human Body: Building Blocks & Nutrition			2	9781681611709	
	CKLA 2nd Edition G2 Knowledge D11 Flip Book: Immigration			2	9781681611716	
	CKLA 2nd Edition G2 Knowledge D12 Flip Book: Fighting For A Cause			2	9781681611723	
	CKLA 2nd Edition G2 Knowledge D1-6 Activity Book			2	9781681611730	
	CKLA 2nd Edition G2 Knowledge D7-12 Activity Book			2	9781681611747	
	CKLA 2nd Edition G2 Knowledge D2 Image Cards: Early Asian Civilizations			2	9781681611884	
	CKLA 2nd Edition G2 Knowledge D3 Image Cards: The Ancient Greek Civilization			2	9781681611891	
	CKLA 2nd Edition G2 Knowledge D4 Image Cards: Greek Myths			2	9781681611907	
	CKLA 2nd Edition G2 Knowledge D5 Image Cards: The War Of 1812			2	9781681611914	
	CKLA 2nd Edition G2 Knowledge D6 Image Cards: Cycles In Nature			2	9781681611921	
	CKLA 2nd Edition G2 Knowledge D7 Image Cards: Westward Expansion			2	9781681611938	
	CKLA 2nd Edition G2 Knowledge D8 Image Cards: Insects			2	9781681611945	
	CKLA 2nd Edition G2 Knowledge D9 Image Cards: The U.S. Civil War			2	9781681611952	
	CKLA 2nd Edition G2 Knowledge D10 Image Cards: Human Body: Building Blocks & Nutrition			2	9781681611969	
	CKLA 2nd Edition G2 Knowledge D11 Image Cards: Immigration			2	9781681611976	
	CKLA 2nd Edition G2 Knowledge D12 Image Cards: Fighting For A Cause			2	9781681611983	
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	CKLA 2nd Edition G2 Skills U2 Teacher Guide			2	9781681612003	
	CKLA 2nd Edition G2 Skills U3 Teacher Guide			2	9781681612010	
	CKLA 2nd Edition G2 Skills U4 Teacher Guide			2	9781681612027	

	CKLA 2nd Edition G2 Skills U5 Teacher Guide			2	9781681612034	
	CKLA 2nd Edition G2 Skills U6 Teacher Guide			2	9781681612041	
	CKLA 2nd Edition G2 Skills Code Flip Book Set (Consonant/Vowel)			2	9781681615493	
	CKLA 2nd Edition G2 Skills Individual Code Charts (qty 25)			2	9781681612119	
	CKLA G2 Skills Spelling Cards			2	9781681612126	
	CKLA 2nd Edition G2 Skills U6 Timeline Cards			2	9781681612775	
	CKLA 2nd Edition G2 Skills U1 Reader: The Cat Bandit			2	9781683910329	
	CKLA 2nd Edition G2 Skills U2 Reader: Bedtime Tales			2	9781683910336	
	CKLA 2nd Edition G2 Skills U3 Reader: Kids Excel			2	9781683910343	
	CKLA 2nd Edition G2 Skills U4 Reader: The Job Hunt			2	9781683910350	
	CKLA 2nd Edition G2 Skills U5 Reader: Sir Gus			2	9781683910367	
	CKLA 2nd Edition G2 Skills U6 Reader: The War Of 1812			2	9781683910374	
	CKLA 2nd Edition G2 Skills U1 Activity Book			2	9781681612058	
	CKLA 2nd Edition G2 Skills U2 Activity Book			2	9781681612065	
	CKLA 2nd Edition G2 Skills U3 Activity Book			2	9781681612072	
	CKLA 2nd Edition G2 Skills U4 Activity Book			2	9781681612089	
	CKLA 2nd Edition G2 Skills U5 Activity Book			2	9781681612096	
	CKLA 2nd Edition G2 Skills U6 Activity Book			2	9781681612102	
	On-Site Professional Development also listed above			K-5	400620000	
	Online PD Modules also listed above			K-5	550621199	
	CKLA 2nd Edition Digital Teacher Resources (includes Assessment & Remediation Guides, Fluency Packets, Decoding & Encoding Remediation Guide & Projectable Media)			K -5	9781683914709	
	CKLA 2nd Edition G2 Skills Classroom Kit			2	9781683911166	
	Components of G2 Skills Classroom Kit include all of the 'Skills' components contained in the above G2 Complete Classroom Kit in the same quantities (above 'Knowledge' components not included)					
	CKLA 2nd Edition G2 Knowledge Classroom Kit			2	9781683911173	
	Components of G2 Knowledge Classroom Kit include all of the 'Knowledge' components					

	contained in the above G2 Complete Classroom Kit in the same quantities (above 'Skills' components not included)					
	CKLA 2nd Edition G2 Hybrid Complete Classroom Kit			2	9781683910916	
	Components of G2 Hybrid Complete Classroom Kit include all components of G2 Complete Classroom Kit; instead of print Flip Books and print Teacher Guides, digital Flip Books and digital Teacher Guides are provided via the Digital Teacher License					
	G2 Digital Teacher Guide License (6 yr)			2	9781683914471	
	CKLA 2nd Edition G2 Single Student Complete (Skills and Knowledge) Kit			2	9781681618234	
	Components of G2 Single Student Complete (Skills and Knowledge) Kit include (1) of each component of above G2 Complete Classroom Kit					
	CKLA 2nd Edition G2 Single Student Knowledge Kit			2	9781681618241	
	Components of G2 Single Student Knowledge Kit include (1) of each Knowledge component of above G2 Complete Classroom Kit (Skills components not included)					
	CKLA 2nd Edition G2 Single Student Skills Kit			2	9781681618258	
	Components of G2 Single Student Skills Kit include (1) of each Skills component of above G2 Complete Classroom Kit (Knowledge components not included)					
	Grade 2 Language Studio Kit: Prime			2	9781683910077	
	Components of G2 Language Studio Kit, Prime:					
	CKLA Grade 2 Language Studio Teacher Guide Vol 1			2	9781681615288	
	CKLA Grade 2 Language Studio Teacher Guide Vol 2			2	9781681615295	
	CKLA Grade 2 Language Studio Teacher Guide Vol 3			2	9781681615301	
	CKLA G2 LS Program Guide			2	9781681618937	
	CKLA Grade 2 Language Studio Student Activity Books, All Volumes 1-3 (1 of each)			2	9781683910084	

	CKLA 2nd Edition G2 Knowledge Teacher Guide Set, All Domains: 1-12 (1 of each) also listed above			2	9781681618678	

	CKLA 2nd Edition G2 Knowledge Flipbooks, All Domains 1-12 (1 of each) also listed above			2	9781681618753	
	CKLA 2nd Edition G2 Knowledge Image Card Sets, All Domains 2-12 (1 of each) also listed above			2	9781681618890	
	Grade 2 Language Studio Kit: Classic			2	9781683910060	
	Components of G2 Language Studio Kit: Classic include the following components of G2 Language Studio Kit, Prime: LS Teacher Guide Volumes 1-3, LS Program Guide & G2 LS Student Activity Books, All Volumes 1-3 (1 of each)					
	CKLA 2nd Edition G2 Digital Teacher Guide License (1 yr)			2	9781683914433	
	CKLA G2 Writing Studio			2	9781683912637	
	CKLA 2nd Edition G2 Skills & Knowledge Activity Books, All Units and Domains (25 of each)			2	9781683911043	
	CKLA 2nd Edition G2 Skills & Knowledge Activity Books, All Units and Domains (1 of each)			2	9781942010401	
	CKLA 2nd Edition G2 Knowledge Teacher Guide Set, All Domains: 1-12 (1 of each)			2	9781681618678	
	CKLA 2nd Edition G2 Knowledge Flipbooks, All Domains 1-12 (1 of each)			2	9781681618753	
	CKLA 2nd Edition G2 Knowledge Activity Books, All Domains (25 of each)			2	9781681618371	
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	CKLA 2nd Edition G2 Knowledge D7-12 Activity Books (qty 25)			2	9781681619569	
	CKLA 2nd Edition G2 Knowledge Activity Books, All Domains (1 of each)			2	9781942010517	
	CKLA 2nd Edition G2 Knowledge Image Card Sets, All Domains 2-12 (1 of each)			2	9781681618890	
	CKLA 2nd Edition G2 Skills Teacher Guide Set, All Units: 1-6 (1 of each)			2	9781681618647	
	CKLA 2nd Edition G2 Skills Readers, All Units (25 of each)			2	9781683910978	
	CKLA 2nd Edition G2 Skills U1 Readers: The Cat Bandit (qty 25)			2	9781681619439	

	CKLA 2nd Edition G2 Skills U2 Readers: Bedtime Tales (qty 25)			2	9781681619446	
	CKLA 2nd Edition G2 Skills U3 Readers: Kids Excel (qty 25)			2	9781681619453	
	CKLA 2nd Edition G2 Skills U4 Readers: The Job Hunt (qty 25)			2	9781681619460	
	CKLA 2nd Edition G2 Skills U5 Readers: Sir Gus (qty 25)			2	9781681619477	
	CKLA 2nd Edition G2 Skills U6 Readers: The War of 1812 (qty 25)			2	9781681619484	
	CKLA 2nd Edition G2 Skills Readers, All Units (1 of each)			2	9781683912224	
	CKLA 2nd Edition G2 Skills Activity Books, All Units (25 of each)			2	9781681618364	
	CKLA 2nd Edition G2 Skills U1 Activity Books (qty 25)			2	9781681619491	
	CKLA 2nd Edition G2 Skills U2 Activity Books (qty 25)			2	9781681619507	
	CKLA 2nd Edition G2 Skills U3 Activity Books (qty 25)			2	9781681619514	
	CKLA 2nd Edition G2 Skills U4 Activity Books (qty 25)			2	9781681619521	
	CKLA 2nd Edition G2 Skills U5 Activity Books (qty 25)			2	9781681619538	
	CKLA 2nd Edition G2 Skills U6 Activity Books (qty 25)			2	9781681619545	
	CKLA 2nd Edition G2 Skills Activity Books, All Units (1 of each)			2	9781942010487	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Amplify	**Core Knowledge Language Arts 2nd Edition (CKLA 2nd Edition) G3 Classroom Kit**	**Amplify/CKF**	**2017**	**3**	**9781683911180**	**Comprehensive**
	Notes: **Strengths:** Materials that support teachers to plan and present differentiating instructions. Materials that support the varying needs of all students. Lesson segments also include frequent Support suggestions for providing additional support for the lesson content. Research projects strengthen understanding of knowledge and vocabulary.					
	Key Features: Amplify Core Knowledge Language Arts is a comprehensive K-5 English Language Arts program designed to teach students reading, writing, speaking, and listening, while also developing deep vocabulary and broad background knowledge. CKLA is fundamentally different from typical ELA programs, providing a balanced approach that combines rigorous skill-based and knowledge-based support and instruction to develop proficient readers, writers, and critical thinkers. Key features include: - Step-by-step foundational skills lessons following a systematic, research-based scope and sequence and employing gradual release of responsibility. - Meticulous approach to phonics and decoding that starts with the most common sound-spellings and ensures students master all 150 sound-spelling combinations. - Opportunities for practicing just-learned sound-spellings in a variety of contexts, including through uniquely engaging 100% decodable chapter-books that feature exciting stories and characters. - Vertically and horizontally aligned knowledge-based units to build deep and sustained background knowledge in history, science, literature, and the arts, with a focus on accumulating knowledge within a grade level and across grade levels. - Engaging complex read-alouds to build deep knowledge, develop vocabulary and comprehension, and provide daily opportunities for discussion, collaboration, and response-to-text activities.					

	- Embedded differentiation strategies within all lesson segments to help students meet and exceed lesson objectives. - Point-of-use scaffolds for English Language Learners within all lesson segments. - Daily formative assessment opportunities tied to standards and lesson objectives. - Benchmark, Placement, and Unit- and Mid-Unit Assessments for monitoring progress, identifying risks and remediation activities, and determining student groups.					
	Components of G3 Complete Classroom Kit:					
	CKLA 2nd Edition G3 U1 Teacher Guide: Classic Tales			3	9781681611075	
	CKLA 2nd Edition G3 U2 Teacher Guide: Animal Classification			3	9781681611082	
	CKLA 2nd Edition G3 U3 Teacher Guide: The Human Body: Systems And Senses			3	9781681611099	
	CKLA 2nd Edition G3 U4 Teacher Guide: The Ancient Roman Civilization			3	9781681611105	
	CKLA 2nd Edition G3 U5 Teacher Guide: Light And Sound			3	9781681611112	
	CKLA 2nd Edition G3 U6 Teacher Guide: The Viking Age			3	9781681611129	
	CKLA 2nd Edition G3 U7 Teacher Guide: Astronomy: Our Solar System And Beyond			3	9781681611136	
	CKLA 2nd Edition G3 U8 Teacher Guide: Native Americans: Regions And Cultures			3	9781681611143	
	CKLA 2nd Edition G3 U9 Teacher Guide: Early Explorations Of North America			3	9781681611150	
	CKLA 2nd Edition G3 U10 Teacher Guide: Colonial America			3	9781681611167	
	CKLA 2nd Edition G3 U11 Teacher Guide: Ecology			3	9781681611174	
	CKLA 2nd Edition G3-4 Cursive Activity Book			3	9781681617954	
	CKLA 2nd Edition G3 U1 Image Cards: Classic Tales: The Wind In The Willows			3	9781681610412	
	CKLA 2nd Edition G3 U3 Image Cards: The Human Body: Systems And Senses			3	9781681611761	
	CKLA 2nd Edition G3 U4 Image Cards: The Ancient Roman Civilization			3	9781681611778	
	CKLA 2nd Edition G3 U5 Image Cards: Light And Sound			3	9781681611785	
	CKLA 2nd Edition G3 U7 Image Cards: Astronomy: Our Solar System And Beyond			3	9781681611792	
	CKLA 2nd Edition G3 U8 Image Cards: Native Americans: Regions And Cultures			3	9781681611808	

	CKLA 2nd Edition G3 U9 Image Cards: Early Explorations Of North America			3	9781681611815	
	CKLA 2nd Edition G3 U10 Image Cards: Colonial America			3	9781681611822	
	CKLA 2nd Edition G3 Spelling Cards			3	9781681613123	
	CKLA 2nd Edition G3 U1 Reader: Classic Tales			3	9781683910381	
	CKLA 2nd Edition G3 U2 Reader: Rattenborough's Guide To Animals			3	9781681612225	
	CKLA 2nd Edition G3 U3 Reader: How Does Your Body Work?			3	9781681612232	
	CKLA 2nd Edition G3 U4 Reader: Stories Of Ancient Rome			3	9781681612249	
	CKLA 2nd Edition G3 U5 Reader: Adventures In Light And Sound			3	9781683910398	
	CKLA 2nd Edition G3 U6 Reader: Gods, Giants And Dwarves			3	9781683910404	
	CKLA 2nd Edition G3 U7 Reader: What's In Our Universe?			3	9781681612256	
	CKLA 2nd Edition G3 U8 Reader: Native American Stories			3	9781681612324	
	CKLA 2nd Edition G3 U9 Reader: The Age Of Exploration			3	9781681612331	
	CKLA 2nd Edition G3 U10 Reader: Living In Colonial America			3	9781681612348	
	CKLA 2nd Edition G3 U11 Reader: Introduction To Ecology			3	9781683910411	
	CKLA 2nd Edition G3 U1 Activity Book: Classic Tales			3	9781681610306	
	CKLA 2nd Edition G3 U2 Activity Book: Animal Classification			3	9781681610313	
	CKLA 2nd Edition G3 U3 Activity Book: The Human Body: Systems And Senses			3	9781681610320	
	CKLA 2nd Edition G3 U4 Activity Book: The Ancient Roman Civilization			3	9781681610337	
	CKLA 2nd Edition G3 U5 Activity Book: Light And Sound			3	9781681610344	
	CKLA 2nd Edition G3 U6 Activity Book: The Viking Age			3	9781681610351	
	CKLA 2nd Edition G3 U7 Activity Book: Astronomy: Our Solar System And Beyond			3	9781681610368	
	CKLA 2nd Edition G3 U8 Activity Book: Native Americans: Regions And Cultures			3	9781681610375	

	CKLA 2nd Edition G3 U9 Activity Book: Early Explorations Of North America			3	9781681610382	
	CKLA 2nd Edition G3 U10 Activity Book: Colonial America			3	9781681610399	
	CKLA 2nd Edition G3 U11 Activity Book: Ecology			3	9781681610405	
	CKLA Grade 3 Vikings Quest Teacher Kit			3	9781681614465	
	CKLA G3 Vikings Quest Student Activity book			3	9781681612294	
	On-Site Professional Development also listed above			K-5	400620000	
	Online PD Modules also listed above			K-5	550621199	
	CKLA 2nd Edition Digital Teacher Resources (includes Assessment & Remediation Guides, Fluency Packets, Decoding & Encoding Remediation Guide & Projectable Media)			K -5	9781683914709	
	CKLA 2nd Edition G3 Hybrid Classroom Kit			3	9781693914259	
	Components of G3 Hybrid Complete Classroom Kit include all components of G3 Complete Classroom Kit; instead of print Teacher Guides, digital Teacher Guides are provided via the Digital Teacher License					
	G3 Digital Teacher Guide License (6 yr)			3	9781683914532	
	CKLA 2nd Edition G3 Single Student Kit			3	9781681618265	
	Components of G3 Single Student Kit include the same components as the G3 Complete Classroom Kit with a quantity of (1) for Readers U1-11 & Activity Books U1-11					
	CKLA G3 Quests for the Core: "Far From Home: A Viking's Journey" Kit			3	9781681612263	
	Components of G3 Quests for the Core: "Far From Home: A Viking's Journey" Kit:					
	CKLA Grade 3 Vikings Quest Teacher Kit also listed above			3	9781681614465	
	CKLA G3 Vikings Quest Student Activity book also listed above			3	9781681612294	
	CKLA 2nd Edition G3 Digital Teacher Guide License (1 yr)			3	9781693914495	
	CKLA G3 Writing Studio			3	9781683912644	
	CKLA 2nd Edition G3 Teacher Guide Set, All			3	9781681618685	

	Units: 1-11, Cursive Activity Book (1 of each)					
	CKLA 2nd Edition G3 Image Card Sets D1, 3-5, 7-10			3	9781683911050	
	CKLA 2nd Edition G3 Readers, All Units (25 of each)			3	9781683910985	
	CKLA 2nd Edition G3 U1 Readers (qty 25)			3	9781681619576	
	CKLA 2nd Edition G3 U2 Readers (qty 25)			3	9781681619583	
	CKLA 2nd Edition G3 U3 Readers (qty 25)			3	9781681619590	
	CKLA 2nd Edition G3 U4 Readers (qty 25)			3	9781681619606	
	CKLA 2nd Edition G3 U5 Readers (qty 25)			3	9781681619613	
	CKLA 2nd Edition G3 U6 Readers (qty 25)			3	9781681619620	
	CKLA 2nd Edition G3 U7 Readers (qty 25)			3	9781681619637	
	CKLA 2nd Edition G3 U8 Readers (qty 25)			3	9781681619644	
	CKLA 2nd Edition G3 U9 Readers (qty 25)			3	9781681619651	
	CKLA 2nd Edition G3 U10 Readers (qty 25)			3	9781681619668	
	CKLA 2nd Edition G3 U11 Readers (qty 25)			3	9781681619675	
	CKLA 2nd Edition G3 Readers, All Units (1 of each)			3	9781683912231	
	CKLA 2nd Edition G3 Activity Books, All Units 1-11(25 of each)			3	9781681618388	
	CKLA 2nd Edition G3 U1 Activity Books (qty 25)			3	9781681619682	
	CKLA 2nd Edition G3 U2 Activity Books (qty 25)			3	9781681619699	
	CKLA 2nd Edition G3 U3 Activity Books (qty 25)			3	9781681619705	
	CKLA 2nd Edition G3 U4 Activity Books (qty 25)			3	9781681619712	
	CKLA 2nd Edition G3 U5 Activity Books (qty 25)			3	9781681619729	
	CKLA 2nd Edition G3 U6 Activity Books (qty 25)			3	9781681619736	
	CKLA 2nd Edition G3 U7 Activity Books (qty 25)			3	9781681619743	
	CKLA 2nd Edition G3 U8 Activity Books (qty 25)			3	9781681619750	
	CKLA 2nd Edition G3 U9 Activity Books (qty 25)			3	9781681619767	
	CKLA 2nd Edition G3 U10 Activity Books (qty 25)			3	9781681619774	
	CKLA 2nd Edition G3 U11 Activity Books (qty 25)			3	9781681619781	
	CKLA 2nd Edition G3 Activity Books, All Units, 1-11 (1 of each)			3	9781942010418	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Amplify	**Core Knowledge Language Arts 2nd Edition (CKLA 2nd Edition) G4 Classroom Kit**	**Amplify/CKF**	**2017**	**4**	**9781683911197**	**Comprehensive**
	Notes: **Strengths:** Text progressively increases in quantitative complexity as the year progresses. Anchor texts are of a publishable quality containing useful information, rich vocabulary and questions which invite multiple reads. CKLA units provide frequent opportunities for evidence-based discussions, requiring students to refer to the anchor text discussion and writing assignments. In accordance with the Idaho Content Standards Amplify has included poetry, drama, short story, characters from mythology, myth, literature from other cultures, and informational text. Assessments include checks for understanding, end of unit assessment, mid unit assessment, and beginning, mid-year and end of year assessments which measure reading comprehension, reading fluency, grammar and mechanics, and writing proficiency. **Weaknesses:** Instructors may need to simplify lessons and or shorten discussions to fit into time and pacing indicated. Majority of Anchor text are above grade level, additional grade level text may be needed for beginning of year. **Other:** Curriculum includes a CKLA Cursive Activity book for third and fourth grade as well as fourteen cursive lessons at the beginning of Unit one teacher's guide. Materials also includes a companion writing program called Writing Studio.					
	Key Features: Amplify Core Knowledge Language Arts is a comprehensive K-5 English Language Arts program designed to teach students reading, writing, speaking, and listening, while also developing deep vocabulary and broad background knowledge. CKLA is fundamentally different from typical ELA programs, providing a balanced approach that combines rigorous skill-based and knowledge-based support and instruction to develop proficient readers, writers, and critical thinkers. Key features include: - Step-by-step foundational skills lessons following a systematic, research-based scope and sequence and employing gradual release of responsibility. - Meticulous approach to phonics and decoding that starts with the most common sound-spellings and ensures students master all 150 sound-spelling combinations. - Opportunities for practicing just-learned sound-spellings in a variety of contexts, including through uniquely engaging 100% decodable chapter-books that feature exciting stories and characters. - Vertically and horizontally aligned knowledge-based units to build deep and sustained background knowledge in history, science, literature, and the arts, with a focus on accumulating knowledge within a grade level and across grade levels. - Engaging complex read-alouds to build deep knowledge, develop vocabulary and comprehension, and provide daily opportunities for discussion, collaboration, and response-to-text activities. - Embedded differentiation strategies within all lesson segments to help students meet and exceed lesson objectives. - Point-of-use scaffolds for English Language Learners within all lesson segments. - Daily formative assessment opportunities tied to standards and lesson objectives. - Benchmark, Placement, and Unit- and Mid-Unit Assessments for monitoring progress, identifying risks and remediation activities, and determining student groups.					
	Components of G4 Classroom Kit:					
	CKLA 2nd Edition G4 U1 Teacher Guide: Personal Narratives			4	9781681612553	
	CKLA 2nd Edition G4 U2 Teacher Guide: Empires In The Middle Ages Part 1			4	9781681612560	
	CKLA 2nd Edition G4 U2 Teacher Guide: Empires In The Middle Ages Part 2			4	9781681613048	
	CKLA 2nd Edition G4 U3 Teacher Guide: Poetry			4	9781681612577	
	CKLA 2nd Edition G4 U4 Teacher Guide: Eureka!			4	9781681612584	
	CKLA 2nd Edition G4 U5 Teacher Guide: Geology			4	9781681612591	

	CKLA 2nd Edition G4 U6 Teacher Guide: Contemporary Fiction			4	9781681612607	
	CKLA 2nd Edition G4 U7 Teacher Guide: American Revolution			4	9781681612614	
	CKLA 2nd Edition G4 U8 Teacher Guide: Treasure Island			4	9781681612621	
	CKLA 2nd Edition G3-4 Cursive Activity Book			4	9781681617954	
	CKLA 2nd Edition G4 U1 Reader: Personal Narratives (25)			4	9781681612638	
	CKLA 2nd Edition G4 U2 Reader: Empires In The Middle Ages (25)			4	9781681612645	
	CKLA 2nd Edition G4 U4 Reader: Eureka! (25)			4	9781681612201	
	CKLA 2nd Edition G4 U5 Reader: Geology: The Changing Earth (25)			4	9781681612188	
	CKLA 2nd Edition G4 U7 Reader: American Revolution: The Road To Independence (25)			4	9781683910428	
	CKLA 2nd Edition G4 U8 Reader: Treasure Island (25)			4	9781683910435	
	CKLA 2nd Edition G4 Quest Kit: Eureka! Student Inventor Box			4	9781942010210	
	Components of G4 Quest Kit: Eureka! Student Inventor Box:					
	Eureka Invention Cards (25)			4		
	Quiet/Applause Sign			4		
	Lightbulb of Glory			4		
	Wheel of Invention (6)			4		
	Wedges (36)			4		
	Velcro Dots (36)			4		
	CKLA G4 Eureka Quest Inventor Card Set (2 sheets) (25)			4	9781683910091	
	Eureka Inventor Lab Sticker (qty 1) (7)			4	9781683910107	
	CKLA 2nd Edition G4 U1 Activity Book: Personal Narratives (25)			4	9781681612355	
	CKLA 2nd Edition G4 U2 Part 1 Activity Book: Empires In The Middle Ages Part 1 (25)			4	9781681612676	
	CKLA 2nd Edition G4 U2 Part 2 Activity Book: Empires In The Middle Ages Part 2 (25)			4	9781681613055	
	CKLA 2nd Edition G4 U4 Activity Book: Eureka! Inventor's Notebook (25)			4	9781681612218	

	CKLA 2nd Edition G4 U3 Poet's Journal (25)			4	9781681612652	
	CKLA 2nd Edition G4 U5 Activity Book: Geology (25)			4	9781681612195	
	CKLA 2nd Edition G4 U6 Writer's Journal: Contemporary Fiction (25)			4	9781681612669	
	CKLA 2nd Edition G4 U7 Activity Book: American Revolution (25)			4	9781681618845	
	CKLA 2nd Edition G4 U8 Activity Book: Treasure Island (25)			4	9781681618906	
	CKLA Grade 4 Contraptions Quest Teacher Kit			4	9781681614472	
	CKLA Grade 4 Contraptions Quest Student Folder (25)			4	9781681612300	
	CKLA G4 Contraptions Quest Student Activity Book (25)			4	9781681613024	
	On-Site Professional Development also listed above			K-5	400620000	
	Online PD Modules also listed above			K-5	550621199	
	CKLA 2nd Edition Digital Teacher Resources (includes Assessment & Remediation Guides, Fluency Packets, Decoding & Encoding Remediation Guide & Projectable Media)			K -5	9781683914709	
	CKLA 2nd Edition G4 Hybrid Classroom Kit			4	9781683914273	
	Components of G4 Hybrid Complete Classroom Kit include all components of G4 Complete Classroom Kit; instead of print Teacher Guides, digital Teacher Guides are provided via the Digital Teacher License					
	G4 Digital Teacher Guide License (6 yr)			4	9781683914594	
	CKLA 2nd Edition G4 Single Student Kit			4	9781681618272	
	Components of G4 Single Student Kit include (1) of each component of above G4 Classroom Kit					
	CKLA G4 Quests for the Core: "The Contraption" Kit			4	9781681612270	
	Components of G4 Quests for the Core: "The Contraption" Kit:					
	CKLA Grade 4 Contraptions Quest Teacher Kit also listed above			4	9781681614472	
	CKLA Grade 4 Contraptions Quest Student Folder (25) also listed above			4	9781681612300	

	CKLA G4 Contraptions Quest Student Activity Book (25) also listed above			4	9781681613024	
	CKLA 2nd Edition G4 Digital Teacher Guide License (1 yr)			4	9781683914556	
	CKLA G4 Writing Studio			4	9781683912651	
	CKLA 2nd Edition G4 Teacher Guide Set, All Units: 1-8, Cursive Activity Book (1 of each)			4	9781681618692	
	CKLA 2nd Edition G4 Readers, All Units (25 of each)			4	9781683910992	
	CKLA 2nd Edition G4 U1 Readers (qty 25)			4	9781681619897	
	CKLA 2nd Edition G4 U2 Readers (qty 25)			4	9781681619903	
	CKLA 2nd Edition G4 U4 Readers (qty 25)			4	9781681619910	
	CKLA 2nd Edition G4 U5 Readers (qty 25)			4	9781681619927	
	CKLA 2nd Edition G4 U7 Readers (qty 25)			4	9781681619934	
	CKLA 2nd Edition G4 U8 Readers (qty 25)			4	9781681619941	
	CKLA 2nd Edition G4 Readers, All Units (1 of each)			4	9781683912248	
	CKLA 2nd Edition G4 U4 Eureka Inventor's Notebooks (qty 25); Inventor Cards (qty 25 each), Lab Stickers (qty 7)			4	9781681619842	
	CKLA 2nd Edition G4 Activity Books, All Units (25 of each)			4	9781681618395	
	CKLA 2nd Edition G4 U1 Activity Books (qty 25)			4	9781681619811	
	CKLA 2nd Edition G4 U2 Part 1 Activity Books (qty 25)			4	9781681619828	
	CKLA 2nd Edition G4 U2 Part 2 Activity Books (qty 25)			4	9781683910114	
	CKLA 2nd Edition G4 U3 Poet's Journals (qty 25)			4	9781681619835	
	CKLA 2nd Edition G4 U5 Activity Books (qty 25)			4	9781681619859	
	CKLA 2nd Edition G4 U6 Writer's Journals (qty 25)			4	9781681619866	
	CKLA 2nd Edition G4 U7 Activity Books (qty 25)			4	9781681619873	
	CKLA 2nd Edition G4 U8 Activity Books (qty 25)			4	9781681619880	
	CKLA 2nd Edition G4 Activity Books, All Units (1 of each)			4	9781942010432	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Amplify	**Core Knowledge Language Arts 2nd Edition (CKLA 2nd Edition) G5 Classroom Kit**	**Amplify/CKF**	**2017**	**5**	**9781683911203**	**Basic**
	Notes: **Strengths:** Text complexity and range of genre. Enrichment activities. The use and teaching of morphology is extensive. Rich domain specific vocabulary. Writing is daily/weekly throughout unit. **Weaknesses:** Academic vocabulary is missing. Supports for ELL or struggling readers is not given. Take home assignments for ELL or struggling readers are impossible, and fluency is monitored at the beginning of year and at the end of each unit, and otherwise done so at home. Writing is not a culminating effort.					
	Key Features: Amplify Core Knowledge Language Arts is a comprehensive K-5 English Language Arts program designed to teach students reading, writing, speaking, and listening, while also developing deep vocabulary and broad background knowledge. CKLA is fundamentally different from typical ELA programs, providing a balanced approach that combines rigorous skill-based and knowledge-based support and instruction to develop proficient readers, writers, and critical thinkers. Key features include: - Step-by-step foundational skills lessons following a systematic, research-based scope and sequence and employing gradual release of responsibility. - Meticulous approach to phonics and decoding that starts with the most common sound-spellings and ensures students master all 150 sound-spelling combinations. - Opportunities for practicing just-learned sound-spellings in a variety of contexts, including through uniquely engaging 100% decodable chapter-books that feature exciting stories and characters. - Vertically and horizontally aligned knowledge-based units to build deep and sustained background knowledge in history, science, literature, and the arts, with a focus on accumulating knowledge within a grade level and across grade levels. - Engaging complex read-alouds to build deep knowledge, develop vocabulary and comprehension, and provide daily opportunities for discussion, collaboration, and response-to-text activities. - Embedded differentiation strategies within all lesson segments to help students meet and exceed lesson objectives. - Point-of-use scaffolds for English Language Learners within all lesson segments. - Daily formative assessment opportunities tied to standards and lesson objectives. - Benchmark, Placement, and Unit- and Mid-Unit Assessments for monitoring progress, identifying risks and remediation activities, and determining student groups.					
	Components of G5 Classroom Kit:					
	CKLA 2nd Edition G5 U1 Teacher Guide: Personal Narratives			5	9781681612447	
	CKLA 2nd Edition G5 U2 Teacher Guide: Early American Civilizations			5	9781681612454	
	CKLA 2nd Edition G5 U3 Teacher Guide: Poetry			5	9781681612461	
	CKLA 2nd Edition G5 U4 Teacher Guide: Adventures Of Don Quixote			5	9781681612478	
	CKLA 2nd Edition G5 U5 Teacher Guide: Renaissance			5	9781681612485	
	CKLA 2nd Edition G5 U6 Teacher Guide: Reformation			5	9781681612492	
	CKLA 2nd Edition G5 U7 Teacher Guide: A Midsummer Night's Dream			5	9781681612508	
	CKLA 2nd Edition G5 U8 Teacher Guide: Native Americans			5	9781681612515	

	CKLA 2nd Edition G5 U9 Teacher Guide: Chemical Matter			5	9781681612522	
	CKLA 2nd Edition G5 U1 Activity Book: Personal Narratives (25)			5	9781681612546	
	CKLA 2nd Edition G5 U2 Activity Book: Early American Civilization (25)			5	9781683910442	
	CKLA 2nd Edition G5 U3 Poet's Journal (25)			5	9781683910459	
	CKLA 2nd Edition G5 U4 Activity Book: Adventures Of Don Quixote (25)			5	9781681612379	
	CKLA 2nd Edition G5 U5 Activity Book: Renaissance (25)			5	9781681612386	
	CKLA 2nd Edition G5 U6 Activity Book: Reformation (25)			5	9781681612409	
	CKLA 2nd Edition G5 U7 Activity Book: A Midsummer Night's Dream (25)			5	9781681612416	
	CKLA 2nd Edition G5 U8 Activity Book: Native Americans (25)			5	9781681612423	
	CKLA 2nd Edition G5 U9 Activity Book: Chemical Matter (25)			5	9781681612430	
	CKLA 2nd Edition G5 U1 Reader: Personal Narratives (25)			5	9781681612539	
	CKLA 2nd Edition G5 U2 Reader: Early American Civilization (25)			5	9781681612133	
	CKLA G5 Reader: Adventures Of Don Quixote (trade book) (25)			5	9780486407913	
	CKLA 2nd Edition G5 U5 Reader: Renaissance: Patrons, Artists, And Scholars (25)			5	9781681612157	
	CKLA 2nd Edition G5 U6 Reader: Reformation: Shifts In Power (25)			5	9781681612140	
	CKLA G5 Quest: A Midsummer Night's Dream Character Cards			5	9781942010227	
	CKLA 2nd Edition G5 U7 Reader: A Midsummer Night's Dream (25)			5	9781681612171	
	CKLA 2nd Edition G5 U8 Reader: Native Americans: A Changing Landscape (25)			5	9781681612164	
	CKLA 2nd Edition G5 U9 Reader: The Badlands Sleuth (25)			5	9781681612362	
	CKLA Grade 5 Robots Quest Teacher Kit			5	9781681614489	
	CKLA Grade 5 Robots Quest Student Folder (25)			5	9781681612317	
	CKLA G5 Robots Quest Student Activity Book (25)			5	9781681613031	
	On-Site Professional Development also listed above			K-5	400620000	

	Online PD Modules also listed above			K-5	550621199	
	CKLA 2nd Edition Digital Teacher Resources (includes Assessment & Remediation Guides, Fluency Packets, Decoding & Encoding Remediation Guide & Projectable Media)			K -5	9781683914709	
	CKLA 2nd Edition G5 Hybrid Complete Classroom Kit			5	9781683914297	
	Components of G5 Hybrid Complete Classroom Kit include all components of G5 Complete Classroom Kit; instead of print Teacher Guides, digital Teacher Guides are provided via the Digital Teacher License					
	G5 Digital Teacher Guide License (6 yr)			5	9781683914655	
	CKLA 2nd Edition G5 Single Student Kit			5	9781681618289	
	Components of G5 Single Student Kit include (1) of each component of above G5 Classroom Kit					
	CKLA G5 Quests for the Core: "The Robot" Kit			5	9781681612287	
	Components of G5 Quests for the Core: "The Robot" Kit:					
	CKLA Grade 5 Robots Quest Teacher Kit also listed above			5	9781681614489	
	CKLA Grade 5 Robots Quest Student Folder (25) also listed above			5	9781681612317	
	CKLA G5 Robots Quest Student Activity Book (25) also listed above			5	9781681613031	
	CKLA 2nd Edition G5 Digital Teacher Guide License (1 yr)			5	9781683914617	
	CKLA G5 Writing Studio			5	9781683912668	
	CKLA 2nd Edition G5 Teacher Guide Set, All Units: 1-9, U7 Character Card Set (1 of each)			5	9781681618708	
	CKLA 2nd Edition G5 Activity Books, All Units (25 of each)			5	9781681618401	
	CKLA 2nd Edition G5 U1 Activity Books (qty 25)			5	9781681614168	
	CKLA 2nd Edition G5 U2 Activity Books (qty 25)			5	9781681614175	
	CKLA 2nd Edition G5 U3 Poet's Journals (qty 25)			5	9781681614182	

	CKLA 2nd Edition G5 U4 Activity Books (qty 25)			5	9781681614199	
	CKLA 2nd Edition G5 U5 Activity Books (qty 25)			5	9781681614205	
	CKLA 2nd Edition G5 U6 Activity Books (qty 25)			5	9781681614212	
	CKLA 2nd Edition G5 U7 Activity Books (qty 25)			5	9781681614229	
	CKLA 2nd Edition G5 U8 Activity Books (qty 25)			5	9781681614236	
	CKLA 2nd Edition G5 U9 Activity Books (qty 25)			5	9781681614243	
	CKLA 2nd Edition G5 Activity Books, All Units (1 of each)			5	9781942010449	
	CKLA 2nd Edition G5 Skills Readers, All Units (25 of each)			5	9781683911005	
	CKLA 2nd Edition G5 U1 Readers (qty 25)			5	9781681614250	
	CKLA 2nd Edition G5 U2 Readers (qty 25)			5	9781681614267	
	CKLA 2nd Edition G5 U4 Readers (qty 25)			5	9781681614274	
	CKLA 2nd Edition G5 U5 Readers (qty 25)			5	9781681614519	
	CKLA 2nd Edition G5 U6 Readers (qty 25)			5	9781681614526	
	CKLA 2nd Edition G5 U7 Readers (qty 25)			5	9781681614533	
	CKLA 2nd Edition G5 U8 Readers (qty 25)			5	9781681619965	
	CKLA 2nd Edition G5 U9 Readers (qty 25)			5	9781681619972	
	CKLA 2nd Edition G5 Skills Readers, All Units (1 of each)			5	9781683912255	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Amplify	**Amplify ELA Grade 6 Digital Student Subscription, 6 years**	**Amplify**	**2017**	**6**	**9781617009600**	**Comprehensive**
	Notes: **Strengths:** - Ample opportunities for evidence-based writing. - Writing assignments are varied in length, complexity, and mode. - Multiple opportunities for students to discuss ideas with peers using evidence-based techniques. - Pacing guide allows for teachers to differentiate for all students in the class. - Vocabulary and grammar skills are taught and supported throughout each unit.					
	Key Features: Amplify Core Knowledge Language Arts is a comprehensive K-5 English Language Arts program designed to teach students reading, writing, speaking, and listening, while also developing deep vocabulary and broad background knowledge. CKLA is fundamentally different from typical ELA programs, providing a balanced approach that combines rigorous skill-based and knowledge-based support and instruction to develop proficient readers, writers, and critical thinkers. Key features include: - Step-by-step foundational skills lessons following a systematic, research-based scope and sequence and employing gradual release of responsibility. - Meticulous approach to phonics and decoding that starts with the most common sound-spellings and ensures students master all 150 sound-spelling combinations. - Opportunities for practicing just-learned sound-spellings in a variety of contexts, including through uniquely engaging 100% decodable chapter-books that feature exciting stories and characters. - Vertically and horizontally aligned knowledge-based units to build deep and sustained background knowledge in history, science, literature, and the arts, with a focus on accumulating knowledge within a grade level and across grade levels.					

	- Engaging complex read-alouds to build deep knowledge, develop vocabulary and comprehension, and provide daily opportunities for discussion, collaboration, and response-to-text activities. - Embedded differentiation strategies within all lesson segments to help students meet and exceed lesson objectives. - Point-of-use scaffolds for English Language Learners within all lesson segments. - Daily formative assessment opportunities tied to standards and lesson objectives. - Benchmark, Placement, and Unit- and Mid-Unit Assessments for monitoring progress, identifying risks and remediation activities, and determining student groups.					
	Amplify ELA Grade 6 Digital Student Subscription, 1 year			6	9781617009488	
	Amplify ELA Grade 6 Digital Teacher Subscription, 6 years			6	9781617009617	
	Amplify ELA Grade 6 Digital Teacher Subscription, 1 year			6	9780617009495	
	Amplify ELA Digital Quest Student Bundle			6-8	9781935431954	
	Amplify ELA Digital Quest Student Bundle includes Student License for the following Amplify ELA Quests: Tom Sawyer, Treasure Hunter, Myth World, Black, White & Blues in Chicago, Perception Academy, Who Killed Edgar Allan Poe and Declare Yourself & access to Amplify's Classic Library					
	Amplify ELA Digital Quest Teacher Bundle			6-8	9781935431961	
	Amplify ELA Digital Quest Teacher Bundle includes Teacher License for the following Amplify ELA Quests: Tom Sawyer, Treasure Hunter, Myth World, Black, White & Blues in Chicago, Perception Academy, Who Killed Edgar Allan Poe and Declare Yourself & access to Amplify's Classic Library (Digital Quest Teacher License also included with purchase of Digital Quest Student License)					
	Amplify ELA Grade 6 Teacher Kit: Standard Plus			6	9781617009129	
	Components of G6 Teacher Kit, Standard Plus:					
	Amplify ELA Teacher Guide: Unit 6A also listed above			6	9781617008955	
	Amplify ELA Classroom Posters, 6-8			6-8	9781617006593	
	Amplify ELA Participant Notebook			6	9781617009105	
	Amplify ELA Grade 6 Solo Workbook			6	9781617007835	
	Amplify ELA Grade 6 Anthology			6	9781671007804	

	Amplify ELA Grade 6 Standard Teacher Kit			6	9781617009112	
	Components of G6 Standard Teacher Kit:					
	Amplify ELA Teacher Guide: Unit 6A			6	9781617008955	
	Amplify ELA Classroom Posters, 6-8			6-8	9781617006593	
	Amplify ELA Participant Notebook			6	9781617009105	
	Amplify ELA Grade 6 Teacher Guides: Units B-F			6	9781617009174	
	Amplify ELA Teacher Guide: Unit 6A also included above			6	9781617008955	
	Amplify ELA Teacher Guide: Unit 6B			6	9781617008986	
	Amplify ELA Teacher Guide: Unit 6C			6	9781617009013	
	Amplify ELA Teacher Guide: Unit 6D			6	9781617009044	
	Amplify ELA Teacher Guide: Unit 6E			6	9781617009075	
	Amplify ELA Teacher Guide: Unit 6F			6	9781617009204	
	Amplify ELA Grade 6 Anthology - Set of 25			6	9781617007705	
	Amplify ELA Grade 6 Anthology - Set of 5			6	9781617007675	
	Amplify ELA Grade 6 Solo Wkbk - Set of 25			6	9781617007767	
	Amplify ELA Grade 6 Solo Wkbk - Set of 5			6	9781617007736	
	Amplify ELA Grade 6 Unplugged Lessons			6	9781617008887	
	Amplify ELA Unit 6E Student Text: M.C. Higgins, The Great by Virginia Hamilton, paperback - Set of 5			6	9781617007088	
	Amplify ELA Unit 6E Student Text: M.C. Higgins, The Great by Virginia Hamilton, paperback - Single Copy			6	9781416914075	
	Amplify ELA + ELD Grade 6 Digital Subscription (Student) - 6 years			6	9781617009754	
	Amplify ELA + ELD Grade 6 Digital Subscription (Student) 1 year			6	9781617009662	
	Amplify ELA + ELD Grade 6 Digital Subscription (Teacher) - 6 years			6	9781617009815	
	Amplify ELA + ELD Grade 6 Digital Subscription (Teacher) 1 year			6	9781617009723	
	Complimentary Amplify ELA + ELD Grade 6 Teacher License			6	9781617009846	
	Complimentary Amplify ELA Grade 6 Teacher License			6	9781617009877	
	Amplify ELD Grade 6 Conversation & Collaboration Lessons			6	9781617008924	

	Amplify ELD Grade 6 Digital Subscription (Teacher) - 6 years			6	9781617009785	
	Amplify ELD Grade 6 Digital Subscription (Teacher) 1 year			6	9781617009693	
	Complimentary Amplify ELD Grade 6 Teacher License			6	9781617009303	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Amplify	**Amplify ELA Grade 7 Digital Student Subscription, 6 years**	**Amplify**	**2017**	**7**	**9781617009624**	**Comprehensive**
	Notes: **Strengths:** Amplify uses literary classics with complex texts. There are several online resources to help with vocabulary development, differentiation, and grammar. There are many opportunities for students to engage in high-interest activities such as; plays, debates, Socratic seminars, and presentations that allow for practice with speaking and listening skills. Amplify also provides many text-based questions that encourage deeper understanding of a topic. **Weaknesses:** One of the weaknesses of this series, is the writing assignments fall short of aligning with the standards in narrative writing. Also, the series itself is difficult to navigate both online and with the text books.					
	Key Features: Amplify Core Knowledge Language Arts is a comprehensive K-5 English Language Arts program designed to teach students reading, writing, speaking, and listening, while also developing deep vocabulary and broad background knowledge. CKLA is fundamentally different from typical ELA programs, providing a balanced approach that combines rigorous skill-based and knowledge-based support and instruction to develop proficient readers, writers, and critical thinkers. Key features include: - Step-by-step foundational skills lessons following a systematic, research-based scope and sequence and employing gradual release of responsibility. - Meticulous approach to phonics and decoding that starts with the most common sound-spellings and ensures students master all 150 sound-spelling combinations. - Opportunities for practicing just-learned sound-spellings in a variety of contexts, including through uniquely engaging 100% decodable chapter-books that feature exciting stories and characters. - Vertically and horizontally aligned knowledge-based units to build deep and sustained background knowledge in history, science, literature, and the arts, with a focus on accumulating knowledge within a grade level and across grade levels. - Engaging complex read-alouds to build deep knowledge, develop vocabulary and comprehension, and provide daily opportunities for discussion, collaboration, and response-to-text activities. - Embedded differentiation strategies within all lesson segments to help students meet and exceed lesson objectives. - Point-of-use scaffolds for English Language Learners within all lesson segments. - Daily formative assessment opportunities tied to standards and lesson objectives. - Benchmark, Placement, and Unit- and Mid-Unit Assessments for monitoring progress, identifying risks and remediation activities, and determining student groups.					
	Amplify ELA Grade 7 Digital Student Subscription, 1 year			7	9781717009501	
	Amplify ELA Grade 7 Digital Teacher Subscription, 6 years			7	9781617009631	
	Amplify ELA Grade 7 Digital Teacher Subscription, 1 year			7	9781617009518	
	Amplify ELA Digital Quest Student Bundle			6-8	9781935431954	

	Amplify ELA Digital Quest Student Bundle includes Student License for the following Amplify ELA Quests: Tom Sawyer, Treasure Hunter, Myth World, Black, White & Blues in Chicago, Perception Academy, Who Killed Edgar Allan Poe and Declare Yourself & access to Amplify's Classic Library					
	Amplify ELA Digital Quest Teacher Bundle			6-8	9781935431961	
	Amplify ELA Digital Quest Teacher Bundle includes Teacher License for the following Amplify ELA Quests: Tom Sawyer, Treasure Hunter, Myth World, Black, White & Blues in Chicago, Perception Academy, Who Killed Edgar Allan Poe and Declare Yourself & access to Amplify's Classic Library (Digital Quest Teacher License also included with purchase of Digital Quest Student License)					
	Amplify ELA Grade 7 Teacher Kit : Standard Plus			7	9781617009143	
	Components of G7 Teacher Kit, Standard Plus:					
	Amplify ELA Teacher Guide: Unit 7A also listed above			7	9781617008962	
	Amplify ELA Classroom Posters, 6-8			6-8	9781617006593	
	Amplify ELA Unit 7B DVD Raisin in Sun			7	767828062	
	Amplify ELA Participant Notebook			6-8	9781617009105	
	Amplify ELA Grade 7 Solo Workbook			7	9781671007842	
	Amplify ELA Grade 7 Anthology			7	9781671007811	
	Amplify ELA Grade 7 Standard Teacher Kit			7	9781617009136	
	Components of G7 Standard Teacher Kit:					
	Amplify ELA Teacher Guide: Unit 7A			7	9781617008962	
	Amplify ELA Classroom Posters, 6-8			6-8	9781617006593	
	Amplify ELA Unit 7B DVD Raisin in Sun			7	767828062	
	Amplify ELA Participant Notebook			6-8	9781617009105	
	Amplify ELA Grade 7 Paperback Bundle			7	9781617007644	
	Components of Amplify ELA Grade 7 Paperback Bundle:					

	Amplify ELA Unit 7B Student Text: A Raisin in the Sun by Lorraine Hansberry, paperback - Set of 5			7	9781617007668	
	Amplify ELA Unit 7E Student Text: Summer of the Mariposas by Guadalupe Garcia McCall, paperback - Set of 5			7	9781617006500	
	Amplify ELA Grade 7 Teacher Guides: Units B-F			7	9781617009181	
	Amplify ELA Teacher Guide: Unit 7A also listed above			7	9781617008962	
	Amplify ELA Teacher Guide: Unit 7B			7	9781617008993	
	Amplify ELA Teacher Guide: Unit 7C			7	9781617009020	
	Amplify ELA Teacher Guide: Unit 7D			7	9781617009051	
	Amplify ELA Teacher Guide: Unit 7E			7	9781617009082	
	Amplify ELA Teacher Guide: Unit 7F			7	9781617009211	
	Amplify ELA Grade 7 Anthology - Set of 25			7	9781617007712	
	Amplify ELA Grade 7 Anthology - Set of 5			7	9781617007682	
	Amplify ELA Grade 7 Solo Wkbk - Set of 25			7	9781617007774	
	Amplify ELA Grade 7 Solo Wkbk - Set of 5			7	9781617007743	
	Amplify ELA Grade 7 Unplugged Lessons			7	9781617008894	
	Amplify ELA Unit 7B Student Text: A Raisin in the Sun by Lorraine Hansberry, paperback - Single Copy			7	9782679755333	
	Amplify ELA Unit 7E Student Text: Summer of the Mariposas by Guadalupe Garcia McCall, paperback - Single Copy			7	9781620140109	
	Amplify ELA + ELD Grade 7 Digital Subscription (Student) - 6 years			7	9781617009761	
	Amplify ELA + ELD Grade 7 Digital Subscription (Student) 1 year			7	9781617009679	
	Amplify ELA + ELD Grade 7 Digital Subscription (Teacher) - 6 years			7	9781617009822	
	Amplify ELA + ELD Grade 7 Digital Subscription (Teacher) 1 year			7	9781617009730	
	Complimentary Amplify ELA + ELD Grade 7 Teacher License			7	9781617009853	
	Complimentary Amplify ELA Grade 7 Teacher License			7	9781617009884	
	Amplify ELD Grade 7 Conversation & Collaboration Lessons			7	9781617009893 1	

	Amplify ELD Grade 7 Digital Subscription (Teacher) - 6 years			7	9781617009792	
	Amplify ELD Grade 7 Digital Subscription (Teacher) 1 year			7	9781617009709	
	Complimentary Amplify ELD Grade 7 Teacher License			7	9781617009310	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Amplify	**Amplify ELA Grade 8 Digital Student Subscription, 6 years**	**Amplify**	**2017**	**8**	**9781617009648**	**Comprehensive**
	Notes: **Strengths:** Amplify uses literary classics with complex texts. There are several online resources to help with vocabulary development, differentiation, and grammar. There are many opportunities for students to engage in high-interest activities such as; plays, debates, Socratic seminars, and presentations that allow for practice with speaking and listening skills. Amplify also provides many text-based questions that encourage deeper understanding of a topic. **Weaknesses:** One of the weaknesses of this series, is the writing assignments fall short of aligning with the standards in narrative writing. Also, the series itself is difficult to navigate both online and with the text books.					
	Key Features: Amplify Core Knowledge Language Arts is a comprehensive K-5 English Language Arts program designed to teach students reading, writing, speaking, and listening, while also developing deep vocabulary and broad background knowledge. CKLA is fundamentally different from typical ELA programs, providing a balanced approach that combines rigorous skill-based and knowledge-based support and instruction to develop proficient readers, writers, and critical thinkers. Key features include: - Step-by-step foundational skills lessons following a systematic, research-based scope and sequence and employing gradual release of responsibility. - Meticulous approach to phonics and decoding that starts with the most common sound-spellings and ensures students master all 150 sound-spelling combinations. - Opportunities for practicing just-learned sound-spellings in a variety of contexts, including through uniquely engaging 100% decodable chapter-books that feature exciting stories and characters. - Vertically and horizontally aligned knowledge-based units to build deep and sustained background knowledge in history, science, literature, and the arts, with a focus on accumulating knowledge within a grade level and across grade levels. - Engaging complex read-alouds to build deep knowledge, develop vocabulary and comprehension, and provide daily opportunities for discussion, collaboration, and response-to-text activities. - Embedded differentiation strategies within all lesson segments to help students meet and exceed lesson objectives. - Point-of-use scaffolds for English Language Learners within all lesson segments. - Daily formative assessment opportunities tied to standards and lesson objectives. - Benchmark, Placement, and Unit- and Mid-Unit Assessments for monitoring progress, identifying risks and remediation activities, and determining student groups.					
	Amplify ELA Grade 8 Digital Student Subscription, 1 year			8	9781617009525	
	Amplify ELA Grade 8 Digital Teacher Subscription, 6 years			8	781617009655	
	Amplify ELA Grade 8 Digital Teacher Subscription, 1 year			8	9781617009532	
	Amplify ELA Digital Quest Student Bundle			6-8	9781935431954	

	Amplify ELA Digital Quest Student Bundle includes Student License for the following Amplify ELA Quests: Tom Sawyer, Treasure Hunter, Myth World, Black, White & Blues in Chicago, Perception Academy, Who Killed Edgar Allan Poe and Declare Yourself & access to Amplify's Classic Library					
	Amplify ELA Digital Quest Teacher Bundle			6-8	9781935431961	
	Amplify ELA Digital Quest Teacher Bundle includes Teacher License for the following Amplify ELA Quests: Tom Sawyer, Treasure Hunter, Myth World, Black, White & Blues in Chicago, Perception Academy, Who Killed Edgar Allan Poe and Declare Yourself & access to Amplify's Classic Library (Digital Quest Teacher License also included with purchase of Digital Quest Student License)					
	Amplify ELA Grade 8 Teacher Kit : Standard Plus			8	9781617009167	
	Components of G8 Teacher Kit, Standard Plus:					
	Amplify ELA Teacher Guide: Unit 8A			8	9781617008979	
	Amplify ELA Classroom Posters, 6-8			6-8	9781617006593	
	Amplify ELA Participant Notebook also listed above			6-8	9781617009105	
	Amplify ELA Grade 8 Solo Workbook			8	9781671007859	
	Amplify ELA Grade 8 Anthology			8	9781671007828	
	Amplify ELA Grade 8 Standard Teacher Kit				9781617009150	
	Components of G8 Standard Teacher Kit:					
	Amplify ELA Teacher Guide: Unit 8A			8	9781617008979	
	Amplify ELA Classroom Posters, 6-8			6-8	9781617006593	
	Amplify ELA Participant Notebook also listed above			6-8	9781617009105	
	Amplify ELA Grade 8 Teacher Guides: Units B-F			8	9781617009198	
	Amplify ELA Teacher Guide: Unit 8A also listed above			8	9781617008979	
	Amplify ELA Teacher Guide: Unit 8B			8	9781617009006	
	Amplify ELA Teacher Guide: Unit 8C			8	9781617009037	

	Amplify ELA Teacher Guide: Unit 8D			8	9781617009068	
	Amplify ELA Teacher Guide: Unit 8E			8	9781617009099	
	Amplify ELA Teacher Guide: Unit 8F			8	9781617009228	
	Amplify ELA Grade 8 Anthology - Set of 25			8	9781617007729	
	Amplify ELA Grade 8 Anthology - Set of 5			8	9781617007699	
	Amplify ELA Grade 8 Unplugged Lessons			8	9781617008900	
	Amplify ELA Gr 8 Solo Wkbk Set of 25			8	9781617007781	
	Amplify ELA Gr 8 Solo Wkbk Set of 5			8	9781617007750	
	Amplify ELA Unit 8D Student Text: Gris Grimly's Frankenstein by Mary Shelley and Gris Grimly, paperback - Set of 5			8	9781617007651	
	Amplify ELA Unit 8D Student Text: Gris Grimly's Frankenstein by Mary Shelley and Gris Grimly, paperback - Single Copy			8	9780061862984	
	Amplify ELA + ELD Grade 8 Digital Subscription (Student) - 6 years			8	9781617009778	
	Amplify ELA + ELD Grade 8 Digital Subscription (Student) 1 year			8	9781617009686	
	Amplify ELA + ELD Grade 8 Digital Subscription (Teacher) - 6 years			8	97816170098239	
	Amplify ELA + ELD Grade 8 Digital Subscription (Teacher) 1 year			8	9781617009747	
	Complimentary Amplify ELA + ELD Grade 8 Teacher License			8	9781617009860	
	Complimentary Amplify ELA Grade 8 Teacher License			8	9781617009891	
	Amplify ELD Grade 8 Conversation & Collaboration Lessons			8	9781617008948	
	Amplify ELD Grade 8 Digital Subscription (Teacher) - 6 years			8	9781617009808	
	Amplify ELD Grade 8 Digital Subscription (Teacher) 1 year			8	9781617009716	
	Complimentary Amplify ELD Grade 8 Teacher License			8	9781617009327	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Bedford, Freeman, & Worth Publishing Group	**Foundations of Language and Literature**	**SHEA, RENEE H.**	**2018**	**9**	**1457691221**	**Comprehensive**
	Notes: **Strengths:** Offers a variety of selections that encourage deeper thinking skills. Variety of questions and writing opportunities that require students to refer directly to the text. Repeated opportunities to strengthen writing skills. **Weaknesses:** Lack of opportunities for modification/differentiation for struggling learners. Student text did not provide explicit instruction for peer collaboration. Flash drive materials are not as easily accessible for teachers and lack ample resources for struggling learners.					
	Key Features: Opening Chapters—An Active Approach to Foundational Skills In the first four chapters of Foundations of Language & Literature, students are taught skills essential for communication in the classroom and the world: discussing ideas civilly, listening actively, writing clearly and with an authentic voice, reading actively and critically, and using and acknowledging sources. These skills are practiced frequently, in low-risk formative activities threaded throughout the chapters. Chapter 1: Starting the Conversation focuses on civil discourse in the classroom; developing an academic voice; listening actively; asking questions to clarify, build upon, or challenge an idea; and reaching consensus. This chapter also covers techniques for classroom presentations and public speaking. Chapter 2: Writing asks students to consider how their voices might change to suit a particular subject, purpose, audience, and occasion. Those changes in voice are created through playing with word choice, altering sentence structure and punctuation, and recognizing the effects. Finally, students work on creating a clear and unified paragraph. Chapter 3: Reading asks students to explore three different types of reading: Reading for Understanding, Reading for Interpretation, and Reading for Style. Students get in-context practice in skills essential to each type of reading, such as annotation, summary, finding the main idea, and analyzing themes. This chapter also walks students through techniques for overcoming reading challenges, such as difficult words, lack of context, complex sentence structures, and unfamiliar word order. Chapter 4: Using Sources is an introduction to finding and using evidence. The chapter focuses heavily on reading critically in order to assess credibility and bias, especially of online sources. The chapter then walks students through the key moves of evidence based writing: navigating a range of ideas, integrating quotations, acknowledging sources, and avoiding plagiarism. Readings Chapters—Building Confidence/Exploring Ideas Foundational Genre/Mode Approach. The readings chapters break down the essential skills and clearly outline the expectations of working with each genre or mode: Chapter 5 Fiction Chapter 6 Argument Chapter 7 Poetry Chapter 8 Exposition Chapter 9 Narrative Chapter 10 Drama Chapter 11 Mythology Genre/Mode…with a Thematic Twist To help 9th graders engage with real ideas and wrestle with complex issues, Foundations of Language & Literature embeds a thematic Conversation of texts in each genre/mode chapter, extending out from an issue in the Central Text. These compact synthesis clusters deepen the teaching of the Central Text, and encourage lively and authentic discussion, thinking, and writing. For example: In Chapter 8, Exposition, after reading "The Politics of the Hoodie," students engage in a Conversation asking "What is the role of clothing in defining who we are?" In Chapter 11, Mythology, after reading The Odyssey, students read and respond to a group of texts on the question of "What makes a hero?" Differentiated Texts for Targeted Instruction					

	In each genre/mode chapter, Foundations of Language & Literature divides the texts into three sections for students at different preparation levels: Section 1 — short and approachable "foundational" texts Section 2 — longer and richer texts, representing grade-level complexity for 9th graders Section 3 — stylistically challenging and conceptually complex "reach" texts approaching the level of challenge found in AP® English Language or AP® English Literature					
	Foundations of Language and Literature Annotated Teacher Edition	SHEA, RENEE H.	2018	9	1319082130	
	Foundations of Language and Literature Examview Test Bank	SHEA, RENEE H.	2018	9	1319065481	
	Foundations of Language and Literature Teacher Resource Flash Drive	SHEA, RENEE H.	2018	9	1319012442	
	Foundations of Language and Literature Launchpad eBook 6 year access	SHEA, RENEE H.	2018	9	1319151426	
	Package: Foundations of Language and Literature + Launchpad eBook 6 year access	SHEA, RENEE H.	2018	9	1319209645	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Bedford, Freeman, & Worth Publishing Group	**Advanced Language and Literature**	**SHEA, RENEE H.**	**2016**	**10**	**1457657414**	**Comprehensive**
	Notes: **Strengths:** Students are invited to engage in authentic inquiry around significant questions. The diversity of texts offers students a range of perspectives to explore. The culminating writing workshops provide opportunities for students to respond to texts, crafting source-based arguments that are rich with their own analyses. **Weaknesses:** The major weakness of these materials is the lack of entry points for students with less developed reading, writing, and critical thinking skills. It would also be beneficial to include more texts from writers outside of the United States and the United Kingdom.					
	Key Features: In-Depth Skill Development Skills like close reading, rhetorical analysis, argumentation, and synthesis need careful development and constant reinforcement into academic habits of mind. In Advanced Language & Literature, these concepts are introduced through straightforward, thoroughly scaffolded lessons in the opening chapters, and then deepened through Reading and Writing Workshops in each thematic chapter. The skill-building questions following each reading give students a chance to hone and demonstrate their skills, while formative and summative assessments in the teacher materials help you guide students from practice to mastery. Engaging Texts in Conversation Renee Shea, John Golden, and Lance Balla believe that big ideas are the heart and soul of every good English class. The resulting textbook's thematic organization allows students to think critically about enduring questions and tackle essential issues. Each thematic chapter is built around a provocative Central Text by a world-renowned author, which is followed by two clusters of texts—one on a literary theme and one on an argument topic. These text clusters include pieces at various reading levels for easy differentiation while keeping all students engaged in the same conversation, juggling multiple ideas, and reconciling diverse perspectives.					
	Advanced Language and Literature Teacher Edition	SHEA, RENEE H.	2016	10	1319012469	
	Advanced Language and Literature Examview Test Bank	SHEA, RENEE H.	2016	10	1319065481	
	Advanced Language and Literature Teacher Resource Flash Drive	SHEA, RENEE H.	2016	10	1319012442	
	Advanced Language and Literature Launchpad eBook 6 year access	SHEA, RENEE H.	2016	10	1319151426	

	Package: Advanced Language and Literature + Launchpad eBook 6 year access	SHEA, RENEE H.	2016	10	1319115926	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Bedford, Freeman, & Worth Publishing Group	**Conversations in American Literature**	**Aufses, Robin**	**2014**	**9-12**	**1457646765**	**Comprehensive**
	Notes: **Strengths:** Culturally diverse, flexibility in teaching choice, rigor, extensive writing opportunities, good supplemental material like quizzes. **Weaknesses:** Vocabulary building and differentiation.					
	Key Features: A Comprehensive Anthology. With over 150 classic and contemporary nonfiction texts, 80 poems, 35 stories, and 50 visual texts, Conversations in American Literature is a thorough and unique look at the history of American literature. It includes authors ranging from Anne Bradstreet to Jonathan Franzen, from Phillis Wheatley to Joan Didion. Activity-Driven Opening Chapters. Focusing on rhetoric, close reading, argument, and synthesis, the opening chapters for Conversations in American Literature help students develop the skills necessary to analyze and interpret complex texts. Probing Questions. Questions after each reading prompt students to analyze each piece closely and critically, looking for how language and rhetoric are used to shape important ideas. Contemporary Talkbacks. To show how the issues and texts of the past continue to inform our national discourse, Conversations in American Literature links important pieces of American literature with more recent essays, literature, and images that respond, resonate, and reinterpret. For instance, N. Scott Momaday responds to a collection of Native American myths in his essay "The Becoming of the Native," Elizabeth Cady Stanton and Ho Chi Minh respond to the Declaration of Independence with their own Declarations, and Natasha Trethewey's poem "Again, the Fields" gives us a fresh perspective on Winslow Homer's painting The Veteran in a New Field. Compelling Conversations. Three Conversations clusters in each chapter let students exercise their synthesis and argument skills while exploring enduring historical issues and literary legacies. Many of these Conversations explore the legacy, mythology, and sometimes even controversy surrounding some of the most important figures in American history, such as Christopher Columbus, Pocahontas, George Washington, Phillis Wheatley, Abraham Lincoln, John Brown, and Henry David Thoreau. Other Conversations explore an issue such as Immigration, Japanese Internment and Reparations, or Class in America from its roots in the past to its enduring impact on the present. Unique Chronological and Thematic Organization. Each chapter begins with a chronological collection of readings, in keeping with the tradition of American Literature being a historical course, and to facilitate interdisciplinary connections (and even team teaching) with U. S. History. The chapters then include three thematic Conversations that ask students to consider enduring issues from the period. Illustrated Historical Introductions. To provide students with the context and background knowledge necessary to enter historical conversations, each chapter of readings begins with an illustrated period introduction covering major events and social trends. Grammar as Rhetoric and Style. A favorite in The Language of Composition, adapted here for the American literature course. These sections go beyond simple right and wrong to help students analyze the rhetorical effects of grammatical choices.					
	Conversations in American Literature Teacher Resource Flash Drive	Aufses, Robin	2014	9-12	1457673002	
	Conversations in American Literature Launchpad eBook 6 year access	Aufses, Robin	2014	9-12	1319192084	
	Conversations in American Literature + Launchpad eBook 6 year access	Aufses, Robin	2014	9-12	1457695782	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**Panorama: Science K MindTap™ CCSS/NGSS (single user, 6-year access)**	**Bell/Lederman/Butler/Trundle/Moore**	**2019**	**K**	**9781337405409**	**Comprehensive**
	Notes: **Strengths:** The Panorama material is highly engaging for students with accompanying texts that are of high interest. It successfully integrates reading skills and strategies within a science platform. The material is easily differentiated for students of all abilities and English Language learners. There is a large focus on speaking and listening skills throughout each lesson. **Weaknesses:** Research is not a defined term within this grade level of Panorama. The culminating projects do not support independent research.					
	Key Features: National Geographic Panorama: Science is a reading program that incorporates Earth, life, and physical science strands through engaging, authentic fiction and National Geographic nonfiction texts saving teachers time by joining science content and reading instruction. National Geographic Panorama: Science is available in English and Spanish for the perfect dual language approach with authentic fiction in both languages and the same title nonfiction texts. Teachers will save valuable classroom time by combining science and reading comprehension MindTap™ provides a flexible teaching path by Science or Reading Standard, and provides all full-length texts to individual students. Through the power of MindTap™, teachers are provided multiple instructional paths and scaffolding for students reading below level, ELLs, and students reading above grade level Instead of differentiating the texts, we differentiate instruction which ensures students are making the gains they need to be successful on state assessments.					
	Panorama: Science K MindTap™ CCSS/NGSS (single-user, 1-year access with annual renewal option)	Bell/Lederman/Butler/Trundle/Moore	2019	K	9781337905206	
	Panorama: Science K MindTap™ Teacher Access, CCSS/NGSS (single user, 6-year access)	Bell/Lederman/Butler/Trundle/Moore	2019	K	9781337973519	
	Panorama: Science K Teacher's Guide CCSS/NGSS	Bell/Lederman/Butler/Trundle/Moore	2019	K	9781337387873	
	Panorama: Science K Assessment Handbook	Bell/Lederman/Butler/Trundle/Moore	2019	K	9781337689335	
	Panorama: Science K Small Group Set, English	Bell/Lederman/Butler/Trundle/Moore	2019	K	9781337871020	
	Panorama: Science K Single-Copy Set, English	Bell/Lederman/Butler/Trundle/Moore	2019	K	9781337868655	
	Panorama: Science K.1 A Wolf's World, 5-pack	Bell/Lederman/Butler/Trundle/Moore	2010	K	9781337958387	
	Panorama: Science K.1 Diary of a Wombat, 5-pack	French	2003	K	9781337958417	
	Panorama: Science K.1 Meerkats, 5-pack	Marsh	2013	K	9781337958400	
	Panorama: Science K.1 Octopus Alone, 5-pack	Srinivasan	2013	K	9781337958424	
	Panorama: Science K.1 Wild Animals in the City, 5-pack	Bell/Lederman/Butler/Trundle/Moore	2011	K	9781337958394	
	Panorama: Science K.2 How Plants Work, 5-pack	Bell/Lederman/Butler/Trundle/Moore	2019	K	9781337958448	

	Panorama: Science K.2 Lola Plants A Garden, 5-pack	Beardshaw	2014	K	9781337958479	
	Panorama: Science K.2 Plants, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	K	9781337958455	
	Panorama: Science K.2 The Ugly Vegetables, 5-pack	Lin	1999	K	9781337958462	
	Panorama: Science K.2 What Plants Need, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	K	9781337958431	
	Panorama: Science K.3 Animals Change Their Environment, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	K	9781337958509	
	Panorama: Science K.3 Ants, 5-pack	Stewart	2010	K	9781337958493	
	Panorama: Science K.3 Flower Garden, 5-pack	Bunting	1993	K	9781337958523	
	Panorama: Science K.3 Legend of Beaver's Tail, 5-pack	Shaw	2015	K	9781337958516	
	Panorama: Science K.3 We Need More Trees!, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	K	9781337958486	
	Panorama: Science K.4 E-I-E-I-O How Old MacDonald Got His Farm, 5-pack	Sierra	2014	K	9781337958578	
	Panorama: Science K.4 Koalas, 5-pack	Marsh	2014	K	9781337958554	
	Panorama: Science K.4 Land and Water, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	K	9781337958530	
	Panorama: Science K.4 Take Care of Earth!, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	K	9781337958547	
	Panorama: Science K.4 Where Once There Was A Wood, 5-pack	Fleming	1996	K	9781337958561	
	Panorama: Science K.5 A Warm Place, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2010	K	9781337958592	
	Panorama: Science K.5 Geoffrey Groundhog Predicts the Weather, 5-pack	Koscielniak	1995	K	9781337958622	
	Panorama: Science K.5 The Snowy Day, 5-pack	Keats	1962	K	9781337958615	
	Panorama: Science K.5 Weather, 5-pack	Rattini	2013	K	9781337958608	
	Panorama: Science K.5 Weather and Seasons, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	K	9781337958585	
	Panorama: Science K.6 How Things Move, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	K	9781337958639	
	Panorama: Science K.6 Oscar and the Cricket, 5-pack	Waring	2009	K	9781337958660	
	Panorama: Science K.6 Pushes and Pulls, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	K	9781337958646	
	Panorama: Science K.6 Tommy Can't Stop, 5-pack	Federly	2015	K	9781337958677	
	Panorama: Science K.6 Tractors on the Farm Push and Pull, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2010	K	9781337958653	

	Panorama: Science K, Interactive Worktext	Bell/Lederman /Butler/Trundle/Moore	2019	K	9781337570206	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Panorama: Science 1 MindTap™ CCSS/NGSS (single user, 6-year access)**	**Bell/Lederman/Butler/Trundle/Moore**	**2019**	**1**	**9781337405423**	**Component**
	Notes: **Strengths:** Panorama is a highly flexible program with components available in both print and online. Students engage with high-quality science based content while simultaneously increasing reading comprehension and vocabulary. **Weaknesses:** Panorama focuses on rich, high-quality content, however there no foundational reading skills addressed. Additionally, grammar and language use and academic vocabulary acquisition are limited.					
	Key Features: National Geographic Panorama: Science is a reading program that incorporates Earth, life, and physical science strands through engaging, authentic fiction and National Geographic nonfiction texts saving teachers time by joining science content and reading instruction. National Geographic Panorama: Science is available in English and Spanish for the perfect dual language approach with authentic fiction in both languages and the same title nonfiction texts. Teachers will save valuable classroom time by combining science and reading comprehension MindTap™ provides a flexible teaching path by Science or Reading Standard, and provides all full-length texts to individual students. Through the power of MindTap™, teachers are provided multiple instructional paths and scaffolding for students reading below level, ELLs, and students reading above grade level Instead of differentiating the texts, we differentiate instruction which ensures students are making the gains they need to be successful on state assessments.					
	Panorama: Science 1 MindTap™ CCSS/NGSS (single-user, 1-year access with annual renewal option)	Bell/Lederman /Butler/Trundle/Moore	2019	1	9781337905213	
	Panorama: Science 1 MindTap™ Teacher Access, CCSS/NGSS (single user, 6-year access)	Bell/Lederman /Butler/Trundle/Moore	2019	1	9781337973526	
	Panorama: Science 1 Small Group Set, English	Bell/Lederman /Butler/Trundle/Moore	2019	1	9781337871037	
	Panorama: Science 1 Single-Copy Set, English	Bell/Lederman /Butler/Trundle/Moore	2019	1	9781337868679	
	Panorama: Science 1 Teacher's Guide CCSS/NGSS	Bell/Lederman /Butler/Trundle/Moore	2019	1	9781337387880	
	Panorama: Science 1 Assessment Handbook	Bell/Lederman /Butler/Trundle/Moore	2019	1	9781337689342	
	Panorama: Science 1 Interactive Worktext	Bell/Lederman /Butler/Trundle/Moore	2019	1	9781337570213	
	Panorama: Science 1 Interactive Worktext, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	1	9781337958325	
	Panorama: Science 1.1 Churchill's Tale of Tails, 5-pack	Sandu	2016	1	9781337958721	
	Panorama: Science 1.1 Eat or Be Eaten, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2010	1	9781337958691	

	Panorama: Science 1.3 Elmer, 5-pack	Mckee	1968	1	9781337958844	
	Panorama: Science 1.1 Slither Snake!, 5-pack	Alinsky	2015	1	9781337958714	
	Panorama: Science 1.1 Stellaluna, 5-pack	Cannon	1993	1	9781337958738	
	Panorama: Science 1.1 What Are They Good For?, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	1	9781337958684	
	Panorama: Science 1.1 What Did One Elephant Say to the Other?, 5-pack	Baines	2008	1	9781337958707	
	Panorama: Science 1.2 Adult and Baby Animals, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	1	9781337958752	
	Panorama: Science 1.2 Baby Animals, 5-pack	Delano	2015	1	9781337958745	
	Panorama: Science 1.2 Make Way for Ducklings, 5-pack	Mccloskey	1969	1	9781337958790	
	Panorama: Science 1.2 Penguins, 5-pack	Esbaum	2014	1	9781337958776	
	Panorama: Science 1.2 The Crocodile Who Didn't Like Water, 5-pack	Merino	2014	1	9781337958783	
	Panorama: Science 1.2 Whose Babies Are These?, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2010	1	9781337958769	
	Panorama: Science 1.3 A Friend for Lakota, 5-pack	Dutcher	2015	1	9781337958813	
	Panorama: Science 1.3 Giraffes, 5-pack	Marsh	2016	1	9781337958806	
	Panorama: Science 1.3 Ponies, 5-pack	Marsh	2011	1	9781337958820	
	Panorama: Science 1.3 Yukon Sled Dog, 5-pack	Presnall	2013	1	9781337958837	
	Panorama: Science 1.4 A Tree Grows Up, 5-pack	Delano	2016	1	9781337958851	
	Panorama: Science 1.4 Desert Animals Need the Saguaro, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	1	9781337958875	
	Panorama: Science 1.4 Seed to Plant, 5-pack	Rattini	2014	1	9781337958868	
	Panorama: Science 1.4 The Little Tree, 5-pack	Van	2015	1	9781337958899	
	Panorama: Science 1.4 The Tiny Seed, 5-pack	Carle	1987	1	9781337958882	
	Panorama: Science 1.5 Summer Sun Risin', 5-pack	Nikola-Lisa	2002	1	9781337958936	
	Panorama: Science 1.5 Sun, 5-pack	Tomacek	2016	1	9781337958929	
	Panorama: Science 1.5 Sun and Moon, 5-pack	Yankey	2015	1	9781337958943	
	Panorama: Science 1.5 Sun Patterns, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	1	9781337958912	
	Panorama: Science 1.5 Sun, Moon, and Stars, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	1	9781337958905	
	Panorama: Science 1.6 Alexander Graham Bell, 5-pack	Kramer	2015	1	9781337958974	
	Panorama: Science 1.6 Light and Shadow, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	1	9781337958950	
	Panorama: Science 1.6 Moses Goes to a Concert, 5-pack	Millman	1998	1	9781337958981	

	Panorama: Science 1.6 Sounds and Vibrations, 5-pack	Downey	2019	1	9781337958967	
	Panorama: Science 1.6 Squeak, Rumble, Whomp, Whomp, Whomp, 5-pack	Marsalis	2012	1	9781337958998	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Panorama: Science 2 MindTap™ CCSS/NGSS (single user, 6-year access)**	**Bell/Lederman/Butler/Trundle/Moore**	**2019**	**2**	**9781337405447**	**Component**
	Notes: **Weaknesses:** Necessary online program is available with a 6 year license.					
	Key Features: National Geographic Panorama: Science is a reading program that incorporates Earth, life, and physical science strands through engaging, authentic fiction and National Geographic nonfiction texts saving teachers time by joining science content and reading instruction. National Geographic Panorama: Science is available in English and Spanish for the perfect dual language approach with authentic fiction in both languages and the same title nonfiction texts. Teachers will save valuable classroom time by combining science and reading comprehension MindTap™ provides a flexible teaching path by Science or Reading Standard, and provides all full-length texts to individual students. Through the power of MindTap™, teachers are provided multiple instructional paths and scaffolding for students reading below level, ELLs, and students reading above grade level Instead of differentiating the texts, we differentiate instruction which ensures students are making the gains they need to be successful on state assessments.					
	Panorama: Science 2 MindTap™ CCSS/NGSS (single-user, 1-year access with annual renewal option)	Bell/Lederman/Butler/Trundle/Moore	2019	2	9781337905220	
	Panorama: Science 2 MindTap™ Teacher Access, CCSS/NGSS (single user, 6-year access)	Bell/Lederman/Butler/Trundle/Moore	2019	2	9781337973533	
	Panorama: Science 2 Small Group Set, English	Bell/Lederman/Butler/Trundle/Moore	2019	2	9781337871044	
	Panorama: Science 2 Single-Copy Set, English	Bell/Lederman/Butler/Trundle/Moore	2019	2	9781337868693	
	Panorama: Science 2 Teacher's Guide CCSS/NGSS	Bell/Lederman/Butler/Trundle/Moore	2019	2	9781337387897	
	Panorama: Science 2 Assessment Handbook	Bell/Lederman/Butler/Trundle/Moore	2019	2	9781337689359	
	Panorama: Science 2 Interactive Worktext	Bell/Lederman/Butler/Trundle/Moore	2019	2	9781337570220	
	Panorama: Science 2 Interactive Worktext, 5-pack	Bell/Lederman/Butler/Trundle/Moore	2019	2	9781337958332	
	Panorama: Science 2.1 Bees, 5-pack	Marsh	2016	2	9781337959032	
	Panorama: Science 2.1 Butterfly Park, 5-pack	Mackay	2015	2	9781337959049	
	Panorama: Science 2.1 Life in the Forest, 5-pack	Bell/Lederman/Butler/Trundle/Moore	2007	2	9781337959025	
	Panorama: Science 2.1 Plants Without Soil, 5-pack	Bell/Lederman/Butler/Trundle/Moore	2013	2	9781337959018	

	Panorama: Science 2.1 Saguaro Cacti and Elf Owls, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	2	9781337959001	
	Panorama: Science 2.1 Up in the Garden, Down in the Dirt, 5-pack	Messner	2015	2	9781337959056	
	Panorama: Science 2.2 At Home in the Desert, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2010	2	9781337959070	
	Panorama: Science 2.2 Coral Reefs, 5-pack	Rattini	2015	2	9781337959087	
	Panorama: Science 2.2 Habitats, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	2	9781337959063	
	Panorama: Science 2.2 The Great Kapok Tree, 5-pack	Cherry	1990	2	9781337959094	
	Panorama: Science 2.2 Tokyo Digs a Garden, 5-pack	Lappano	2016	2	9781337959100	
	Panorama: Science 2.3 Kenta and the Big Wave, 5-pack	Ohi	2013	2	9781337959155	
	Panorama: Science 2.3 Land and Water in Hawaii, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2010	2	9781337959131	
	Panorama: Science 2.3 Volcanoes, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	2	9781337959148	
	Panorama: Science 2.3 Volcanoes Change the Earth, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2007	2	9781337959124	
	Panorama: Science 2.4 Arches, Arches Everywhere!, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2010	2	9781337959179	
	Panorama: Science 2.4 Exploring Caves, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2007	2	9781337959193	
	Panorama: Science 2.4 Rocks and Minerals, 5-pack	Zoehfeld	2012	2	9781337959209	
	Panorama: Science 2.4 Rocks and Soil Near the Great Lakes, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	2	9781337959186	
	Panorama: Science 2.4 The Sun, the Wind, and the Rain, 5-pack	Peters	1990	2	9781337959216	
	Panorama: Science 2.4 Water Rolls, Water Rises / El agua rueda, el agua sube, 5-pack	Mora	2014	2	9781337959223	
	Panorama: Science 2.5 How I Learned Geography, 5-pack	Shulevitz	2008	2	9781337959285	
	Panorama: Science 2.5 Mountains, Valleys, and Plains, 5-pack	Harvey	2014	2	9781337959230	
	Panorama: Science 2.5 River of Life, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2013	2	9781337959254	
	Panorama: Science 2.5 Water Can Be . . ., 5-pack	Salas	2014	2	9781337959278	
	Panorama: Science 2.5 Water Is Important, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	2	9781337959247	
	Panorama: Science 2.5 Water Is Scarce, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	2	9781337959261	

	Panorama: Science 2.6 Chemistry in the Kitchen, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	2	9781337959308	
	Panorama: Science 2.6 Glass, 5-pack	Morehouse/McGeehan	2013	2	9781337959315	
	Panorama: Science 2.6 Many Parts Make a Vehicle, 5-pack	Downey	2019	2	9781337959322	
	Panorama: Science 2.6 Solids, Liquids, and Gases, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	2	9781337959292	
	Panorama: Science 2.6 Stone Soup, 5-pack	Brown	1997	2	9781337959346	
	Panorama: Science 2.6 Stone Soup, 5-pack	Muth	2003	2	9781337959339	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Panorama: Science 3 MindTap™ CCSS/NGSS (single user, 6-year access)**	**Bell/Lederman/Butler/Trundle/Moore**	**2019**	**3**	**9781337405461**	**Component**

Notes:
Strengths: ~Variety of text types/genres, levels, complexities
~Rich, interesting, science-based content
~Evidence-based discussion and writing was integrated into 100% of the text passages
~Students are required to align their writing to the sources in three different activities per week
~Anchor texts follow a focused line of scientific inquiry each week
~Both informational and literary texts are included.
~Additional videos are available online for making a science connection.
~85 fluency passages available online, with audio available
~Text-dependent questions
~Vocabulary instruction, discussion, and practice
~Percentage of opinion writing aligned to ICS
~Opportunities to write
~Program can be completed in one school year. Pacing calendars provided.
~Text-evidence short writing assignments
~Integrated vocabulary (academic and targeted)
~At least one culminating task per unit
~Questions and tasks support students' ability to complete culminating tasks
~Opportunities for short writing activities utilizing text-evidence

Weaknesses: ~Does not increase in text complexity; complexity is random throughout the program. ~Disproportionate content (70% informational vs 30% literary)
~The mix of texts is 70% informational and 30% literary (ICS states 50/50)
~Suggestions are not made for integrating other volumes of reading.
~Additional readings / supplementary texts are not provided and/or suggested.
~Additional ways teachers could track student reading in light weight ways that ensure students are actually engaging in reading independently are not provided.
~Did not include all genres required by the ICS
~Percentages of expository and narrative writing not aligned to ICS
~No explicit writing instruction
~Grammar and conventions -- no explicit instruction in the program
~This program does NOT address grade-level standards for foundational skills by providing instruction and diagnostic support in phonics or word recognition through a research-based and transparent progression to develop proficient readers.
~This program contains fluency passages online and fluency assessments with a tracking chart. However, the passages are not identified progressively throughout the teacher's manual, fluency strategies are not explicitly taught, and fluency passages are not Lexiled
~Interventions for struggling learners, ELLs, and advanced learners (lessons/materials) not incorporated/provided
~Assessments in comprehension, writing, and fundamentals
~Research process not explicitly taught; lack of full research projects
~Lacking explicit vocabulary instruction and practice
Other: Due to not meeting Non-Negotiable 3, as well as its lack of foundational instruction and lack of explicit writing instruction, this program cannot be recommended as a comprehensive or basic program. The reviewers do, however, recommend the program as a component for the purpose of high quality text and evidence-based discussion / response writing.

Key Features:
National Geographic Panorama: Science is a reading program that incorporates Earth, life, and physical science strands through engaging, authentic fiction and National Geographic nonfiction texts saving teachers time by joining science content and reading instruction. National Geographic Panorama: Science is available in English and Spanish for the perfect dual language approach with authentic fiction in both languages and the same title nonfiction texts.
Teachers will save valuable classroom time by combining science and reading comprehension
MindTap™ provides a flexible teaching path by Science or Reading Standard, and provides all full-length texts to individual students.
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Panorama: Science 3 MindTap™ CCSS/NGSS (single-user, 1-year access with annual renewal option)	Bell/Lederman /Butler/Trundle/Moore	2019	3	9781337905237
Panorama: Science 3 MindTap™ Teacher Access, CCSS/NGSS (single user, 6-year access)	Bell/Lederman /Butler/Trundle/Moore	2019	3	9781337973540
Panorama: Science 3 Small Group Set, English	Bell/Lederman /Butler/Trundle/Moore	2019	3	9781337871051
Panorama: Science 3 Single-Copy Set, English	Bell/Lederman /Butler/Trundle/Moore	2019	3	9781337868716
Panorama: Science 3 Interactive Worktext	Bell/Lederman /Butler/Trundle/Moore	2019	3	9781337570237
Panorama: Science 3 Interactive Worktext, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	3	9781337958349
Panorama: Science 3 Teacher's Guide CCSS/NGSS	Bell/Lederman /Butler/Trundle/Moore	2019	3	9781337387903
Panorama: Science 3 Assessment Handbook	Bell/Lederman /Butler/Trundle/Moore	2019	3	9781337689366
Panorama: Science 3.1 Amazing Animal Journeys, 5-pack	Marsh	2010	3	9781337959377
Panorama: Science 3.1 Dinosaurs, 5-pack	Harvey	2013	3	9781337959360
Panorama: Science 3.1 The Year of the Panda, 5-pack	Schlein	1992	3	9781337959384
Panorama: Science 3.1 Worth Saving, 5-pack	Harvey	2013	3	9781337959353
Panorama: Science 3.2 Lessons from the Forest, 5-pack	Bruchac	2019	3	9781337959438
Panorama: Science 3.2 Orangutanka, 5-pack	Engle	2015	3	9781337959421
Panorama: Science 3.2 Penguins!, 5-pack	Schreiber	2009	3	9781337959414
Panorama: Science 3.2 Swarm!, 5-pack	Harvey	2014	3	9781337959391
Panorama: Science 3.2 Tricks, Traps, and Tools, 5-pack	Harvey	2014	3	9781337959407

	Panorama: Science 3.3 Butterflies, 5-pack	Marsh	2010	3	9781337959452	
	Panorama: Science 3.3 Honeybees, 5-pack	Heiligman	2002	3	9781337959469	
	Panorama: Science 3.3 Plants and Animals, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2011	3	9781337959445	
	Panorama: Science 3.3 When Green Becomes Tomatoes, 5-pack	Fogliano	2016	3	9781337959476	
	Panorama: Science 3.4 Cat vs. Dogs, 5-pack	Carney	2011	3	9781337959506	
	Panorama: Science 3.4 Charlie and Kiwi, 5-pack	Campbell	2011	3	9781337959513	
	Panorama: Science 3.4 Henry the Impatient Heron, 5-pack	Love	2009	3	9781337959520	
	Panorama: Science 3.4 Taming the Wild, 5-pack	Harvey	2014	3	9781337959483	
	Panorama: Science 3.4 Weird Animal Traits, 5-pack	Harvey	2014	3	9781337959490	
	Panorama: Science 3.5 Big Storm, 5-pack	Harvey	2014	3	9781337959537	
	Panorama: Science 3.5 Blizzard Night, 5-pack	Kennedy	2015	3	9781337959568	
	Panorama: Science 3.5 Storms, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	3	9781337959551	
	Panorama: Science 3.5 Tornadoes, 5-pack	Harvey	2014	3	9781337959544	
	Panorama: Science 3.6 Forces and Motion, 5-pack	Halko	2013	3	9781337959582	
	Panorama: Science 3.6 Frank Einstein and the Electro-Finger, 5-pack	Scieszka	2015	3	9781337959612	
	Panorama: Science 3.6 Moving Up A Mountain, 5-pack	Harvey	2014	3	9781337959605	
	Panorama: Science 3.6 Roller Coasters, 5-pack	Harvey	2014	3	9781337959575	
	Panorama: Science 3.6 The Power of Forces, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	3	9781337959599	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**Panorama: Science 4 MindTap™ CCSS/NGSS (single user, 6-year access)**	**Bell/Lederman/Butler/Trundle/Moore**	**2019**	**4**	**9781337405485**	**Basic**
	Notes: **Strengths:** The curriculum offers a variety of genres including Expository, Drama, Realistic Fiction, Poetry, and Folk Tale text. Tasks, assignments and questions are text dependent, requiring students to produce evidence, closely evaluate text, or make connections from the text to other extensions or activities. Cengage provides a sequence of texts that build knowledge and vocabulary in Science, fulfilling Idaho Content Standards for Life, Earth, and Physical science. Text and resources available on line and in print making curriculum more accessible to students and schools. **Weaknesses:** The curriculum provides for in class tracking of student reading but does not provide for tracking independent student reading outside of classroom. Curriculum needs to increase phonemic instruction, decoding, word recognition, syntax and explicit grammar instruction. Current assessment measure student grasp on academic vocabulary, a more though formal assessment of gained knowledge and student achievement is needed. **Other:** Cengage submitted Panorama as a comprehensive curriculum, however according to the review teams findings the curriculum did not meet the requirements on AC 2 and AC 4 disqualifying Panorama as a comprehensive curriculum. Review team found it difficult to locate resources and navigate the online website. In teacher's guide page 10 did not print so the skills and strategies mini lesson 10 is missing.					
	Key Features: National Geographic Panorama: Science is a reading program that incorporates Earth, life, and physical science strands through engaging, authentic fiction and National Geographic nonfiction texts saving teachers time by joining science content and reading instruction. National Geographic Panorama: Science is available in English and Spanish for the perfect dual language approach with authentic fiction in both languages and the same title nonfiction texts. Teachers will save valuable classroom time by combining science and reading comprehension MindTap™ provides a flexible teaching path by Science or Reading Standard, and provides all full-length texts to individual students. Through the power of MindTap™, teachers are provided multiple instructional paths and scaffolding for students reading below level, ELLs, and students reading above grade level Instead of differentiating the texts, we differentiate instruction which ensures students are making the gains they need to be successful on state assessments.					
	Panorama: Science 4 MindTap™ CCSS/NGSS (single-user, 1-year access with annual renewal option)	Bell/Lederman/Butler/Trundle/Moore	2019	4	9781337905244	
	Panorama: Science 4 MindTap™ Teacher Access, CCSS/NGSS (single user, 6-year access)	Bell/Lederman/Butler/Trundle/Moore	2019	4	9781337973557	
	Panorama: Science 4 Small Group Set, English	Bell/Lederman/Butler/Trundle/Moore	2019	4	9781337871068	
	Panorama: Science 4 Single-Copy Set, English	Bell/Lederman/Butler/Trundle/Moore	2019	4	9781337868730	
	Panorama: Science 4 Teacher's Guide CCSS/NGSS	Bell/Lederman/Butler/Trundle/Moore	2019	4	9781337387910	
	Panorama: Science 4 Assessment Handbook	Bell/Lederman/Butler/Trundle/Moore	2019	4	9781337689373	
	Panorama: Science 4 Interactive Worktext	Bell/Lederman/Butler/Trundle/Moore	2019	4	9781337570244	

	Panorama: Science 4 Interactive Worktext, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	4	9781337958356	
	Panorama: Science 4.1 Amazing Plant Adaptations, 5-pack	Harvey	2013	4	9781337959643	
	Panorama: Science 4.1 Animal Encyclopedia, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2012	4	9781337959650	
	Panorama: Science 4.1 Fact or Fantasy Animal Tales, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	4	9781337959667	
	Panorama: Science 4.1 Leapin' Lizards, 5-pack	Johnson	2016	4	9781337959629	
	Panorama: Science 4.1 Predators and Prey, 5-pack	Goodman	2007	4	9781337959636	
	Panorama: Science 4.2 Animals That Come Out at Night, 5-pack	Ebersole	2007	4	9781337959674	
	Panorama: Science 4.2 Charlie's Raven, 5-pack	George	2006	4	9781337959711	
	Panorama: Science 4.2 Do Elephants Talk?, 5-pack	Winkler	2007	4	9781337959681	
	Panorama: Science 4.2 Face to Face with Butterflies, 5-pack	Murawski	2010	4	9781337959698	
	Panorama: Science 4.2 How to Speak Cat, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2015	4	9781337959704	
	Panorama: Science 4.3 Dirt, 5-pack	Tomacek	2002	4	9781337959742	
	Panorama: Science 4.3 Earthshake: Poems from the Ground Up, 5-pack	Peters-Westberg	2003	4	9781337959759	
	Panorama: Science 4.3 Forces of Nature, 5-pack	Harvey	2013	4	9781337959735	
	Panorama: Science 4.3 John Henry, 5-pack	Lester	1994	4	9781337959766	
	Panorama: Science 4.3 The Disappearing Badlands, 5-pack	Harvey	2014	4	9781337959728	
	Panorama: Science 4.4 Earth Inside Out, 5-pack	Geiger/Phelan	2016	4	9781337959797	
	Panorama: Science 4.4 Eruption!, 5-pack	Harvey	2014	4	9781337959773	
	Panorama: Science 4.4 Extreme Planet, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2015	4	9781337959803	
	Panorama: Science 4.4 Iceland's Active Landscape, 5-pack	Ruane/Geiger	2013	4	9781337959780	
	Panorama: Science 4.4 Volcano Blast, 5-pack	Kennedy	2014	4	9781337959810	
	Panorama: Science 4.5 A Photobiography of Alexander Graham Bell, 5-pack	Mathews	2015	4	9781337959858	
	Panorama: Science 4.5 Energy Solutions, 5-pack	Harvey	2014	4	9781337959841	
	Panorama: Science 4.5 It's Electrifying, 5-pack	Christopherson	2013	4	9781337959827	
	Panorama: Science 4.5 Ruby Goldberg's Bright Idea, 5-pack	Humphrey	2014	4	9781337959865	
	Panorama: Science 4.5 The Energy of Water, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2013	4	9781337959834	

	Panorama: Science 4.6 Energy Resources, 5-pack	Milson	2014	4	9781337959889	
	Panorama: Science 4.6 How Sustainable?, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	4	9781337959896	
	Panorama: Science 4.6 Nick and Tesla's Solar-Powered Showdown, 5-pack	Plugfelder/ Hockensmith	2016	4	9781337959902	
	Panorama: Science 4.6 Renewable and Nonrenewable Resources, 5-pack	Harvey	2014	4	9781337959872	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Panorama: Science 5 MindTap™ CCSS/NGSS (single user, 6-year access)**	**Bell/Lederman/Butler/Trundle/Moore**	**2019**	**5**	**9781337405508**	**Basic**
	Notes: **Strengths:** Cengage Panorama curriculum is well organized and scaffolds student comprehension and collaboration well throughout the units and lessons. Students have many opportunities to write during the lessons. The Idaho content standards are well addressed in reading, speaking, and listening. The context and academic vocabulary are discussed throughout. **Weaknesses:** The Panorama curriculum does not have explicit fluency and grammar lessons. There are no writing lessons so students will struggle to write the types of writing that they have not been explicitly taught. Students below and above level are not adequately serviced with the differentiation options available.					
	Key Features: National Geographic Panorama: Science is a reading program that incorporates Earth, life, and physical science strands through engaging, authentic fiction and National Geographic nonfiction texts saving teachers time by joining science content and reading instruction. National Geographic Panorama: Science is available in English and Spanish for the perfect dual language approach with authentic fiction in both languages and the same title nonfiction texts. Teachers will save valuable classroom time by combining science and reading comprehension MindTap™ provides a flexible teaching path by Science or Reading Standard, and provides all full-length texts to individual students. Through the power of MindTap™, teachers are provided multiple instructional paths and scaffolding for students reading below level, ELLs, and students reading above grade level Instead of differentiating the texts, we differentiate instruction which ensures students are making the gains they need to be successful on state assessments.					
	Panorama: Science 5 MindTap™ CCSS/NGSS (single-user, 1-year access with annual renewal option)	Bell/Lederman /Butler/Trundle/Moore	2019	5	9781337905251	
	Panorama: Science 5 MindTap™ Teacher Access, CCSS/NGSS (single user, 6-year access)	Bell/Lederman /Butler/Trundle/Moore	2019	5	9781337973564	
	Panorama: Science 5 Small Group Set, English	Bell/Lederman /Butler/Trundle/Moore	2019	5	9781337871075	
	Panorama: Science 5 Single-Copy Set, English	Bell/Lederman /Butler/Trundle/Moore	2019	5	9781337868754	
	Panorama: Science 5 Interactive Worktext	Bell/Lederman /Butler/Trundle/Moore	2019	5	9781337570251	
	Panorama: Science 5 Interactive Worktext, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	5	9781337958363	

	Panorama: Science 5 Teacher's Guide CCSS/NGSS	Bell/Lederman /Butler/Trundle/Moore	2019	5	9781337387927	
	Panorama: Science 5 Assessment Handbook	Bell/Lederman /Butler/Trundle/Moore	2019	5	9781337689380	
	Panorama: Science 5.1 African Savanna, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2014	5	9781337959926	
	Panorama: Science 5.1 Exploring Coral Reefs, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2014	5	9781337959919	
	Panorama: Science 5.1 Harusame, 5-pack	Turnbull-Matsunaga	2010	5	9781337959957	
	Panorama: Science 5.1 Rise of the Lioness, 5-pack	Hague	2016	5	9781337959933	
	Panorama: Science 5.1 What's for Dinner, 5-pack	Clark	2011	5	9781337959940	
	Panorama: Science 5.2 13 Planets, 5-pack	Hilton	2011	5	9781337959995	
	Panorama: Science 5.2 Full Cicada Moon, 5-pack	Hilton	2015	5	9781337960007	
	Panorama: Science 5.2 On Time, 5-pack	Skurzynski	2000	5	9781337959988	
	Panorama: Science 5.2 Stars and Constellations, 5-pack	Geiger	2013	5	9781337959971	
	Panorama: Science 5.2 The Sun, 5-pack	Downey	2007	5	9781337959964	
	Panorama: Science 5.3 Call It Courage, 5-pack	Sperry	2008	5	9781337960052	
	Panorama: Science 5.3 Caves, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	5	9781337960038	
	Panorama: Science 5.3 Extreme Environments, 5-pack	Anker/Maloney	2016	5	9781337960021	
	Panorama: Science 5.3 Ultimate Adventure Atlas of Earth, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2015	5	9781337960045	
	Panorama: Science 5.3 Yellowstone National Park, 5-pack	Harvey	2014	5	9781337960014	
	Panorama: Science 5.4 Explore Antarctica, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2015	5	9781337960083	
	Panorama: Science 5.4 Rescued Rivers, 5-pack	Gilbert	2013	5	9781337960076	
	Panorama: Science 5.4 The Talking Earth, 5-pack	George	1987	5	9781337960106	
	Panorama: Science 5.4 Thirsty Planet, 5-pack	Geiger/Gilbert	2013	5	9781337960069	
	Panorama: Science 5.4 Ultimate Oceanpedia, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2016	5	9781337960090	
	Panorama: Science 5.5 Altered Worlds, 5-pack	Coville	2019	5	9781337960144	
	Panorama: Science 5.5 Pollution, 5-pack	Milson	2014	5	9781337960113	
	Panorama: Science 5.5 Soil, 5-pack	Harvey	2014	5	9781337960120	
	Panorama: Science 5.5 True Green Kids, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2008	5	9781337960137	
	Panorama: Science 5.6 All Four Stars, 5-pack	Dairman	2014	5	9781337960199	

	Panorama: Science 5.6 How It's Made: Plastic and Steel, 5-pack	Keeler	2013	5	9781337960168	
	Panorama: Science 5.6 Measuring Matter, 5-pack	Halko	2013	5	9781337960175	
	Panorama: Science 5.6 Plasma, 5-pack	Downey	2019	5	9781337960182	
	Panorama: Science 5.6 Transforming Food, 5-pack	Harvey	2014	5	9781337960151	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Panorama: Science 6 MindTap™ CCSS/NGSS (single user, 6-year access)**	**Bell/Lederman/Butler/Trundle/Moore**	**2019**	**6**	**9781337405522**	**Component**
	Notes: **Strengths:** The Student Workbook offers continuous writing, analyzing, and close reading skills practice. This is the best form of evidence for measuring student progress. The program offers a variety of texts and genres. The program provides a unique global connection through the lens of science. **Weaknesses:** Summative assessments (multiple choice vocabulary and reading fluency) do not provide ample evidence of student progress and understanding because it does not utilize any higher order thinking skills, rather it relies on memorization and process of elimination. This program lacks ample opportunity to build and support the extensive amount of vocabulary. It lacks explicit language (grammar and convention) instruction. It lacks explicit essay writing instruction. There is not enough support or differentiation amongst EL learners, struggling learners, and advanced learners. The pacing guides are too vague. **Other:** This program would work best in a self-contained elementary 6th grade class, to supplement an ELA curriculum and strengthen an ELA and science connection.					
	Key Features: National Geographic Panorama: Science is a reading program that incorporates Earth, life, and physical science strands through engaging, authentic fiction and National Geographic nonfiction texts saving teachers time by joining science content and reading instruction. National Geographic Panorama: Science is available in English and Spanish for the perfect dual language approach with authentic fiction in both languages and the same title nonfiction texts. Teachers will save valuable classroom time by combining science and reading comprehension MindTap™ provides a flexible teaching path by Science or Reading Standard, and provides all full-length texts to individual students. Through the power of MindTap™, teachers are provided multiple instructional paths and scaffolding for students reading below level, ELLs, and students reading above grade level Instead of differentiating the texts, we differentiate instruction which ensures students are making the gains they need to be successful on state assessments.					
	Panorama: Science 6 MindTap™ CCSS/NGSS (single-user, 1-year access with annual renewal option)	Bell/Lederman/Butler/Trundle/Moore	2019	6	9781337905268	
	Panorama: Science 6 MindTap™ Teacher Access, CCSS/NGSS (single user, 6-year access)	Bell/Lederman/Butler/Trundle/Moore	2019	6	9781337973571	
	Panorama: Science 6 Small Group Set, English	Bell/Lederman/Butler/Trundle/Moore	2019	6	9781337871082	
	Panorama: Science 6 Single-Copy Set, English	Bell/Lederman/Butler/Trundle/Moore	2019	6	9781337868778	
	Panorama: Science 6 Interactive Worktext	Bell/Lederman/Butler/Trundle/Moore	2019	6	9781337570268	
	Panorama: Science 6 Interactive Worktext, 5-pack	Bell/Lederman/Butler/Trundle/Moore	2019	6	9781337958370	

	Panorama: Science 6 Teacher's Guide CCSS/NGSS	Bell/Lederman /Butler/Trundle/Moore	2019	6	9781337387934	
	Panorama: Science 6 Assessment Handbook	Bell/Lederman /Butler/Trundle/Moore	2019	6	9781337689397	
	Panorama: Science 6.1 Animals on the Edge, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2008	6	9781337960229	
	Panorama: Science 6.1 Dark Emperor and Other Poems of the Night, 5-pack	Sidman	2010	6	9781337960243	
	Panorama: Science 6.1 Habitat Preservation, 5-pack	Milson	2014	6	9781337960205	
	Panorama: Science 6.1 Snake Venom, 5-pack	Harvey	2014	6	9781337960212	
	Panorama: Science 6.1 Winter Bees and Other Poems of the Cold, 5-pack	Sidman	2014	6	9781337960236	
	Panorama: Science 6.2 Finding Wonders: Three Girls Who Changes Science, 5-pack	Atkins	2016	6	9781337960281	
	Panorama: Science 6.2 The Galapagos Islands, 5-pack	Harvey	2014	6	9781337960250	
	Panorama: Science 6.2 The Ultimate Dinopedia, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2013	6	9781337960274	
	Panorama: Science 6.2 Tracking Tyrannosaurs, 5-pack	Lessem/Coria	2013	6	9781337960267	
	Panorama: Science 6.3 Dirtmeister's Nitty Gritty Planet Earth, 5-pack	Tomacek	2015	6	9781337960298	
	Panorama: Science 6.3 Grand Canyon National Park, 5-pack	Harvey	2014	6	9781337960304	
	Panorama: Science 6.3 Maroo of the Winter Caves, 5-pack	Turnbull	1984	6	9781337960311	
	Panorama: Science 6.4 Everything Rocks and Minerals, 5-pack	Tomacek	2011	6	9781337960342	
	Panorama: Science 6.4 Not A Drop to Drink, 5-pack	Burgan	2008	6	9781337960335	
	Panorama: Science 6.4 Starry River of the Sky, 5-pack	Lin	2014	6	9781337960359	
	Panorama: Science 6.4 The World's Ocean, 5-pack	Harvey	2014	6	9781337960328	
	Panorama: Science 6.5 For the Future!, 5-pack	Bell/Lederman /Butler/Trundle/Moore	2019	6	9781337960397	
	Panorama: Science 6.5 Going Green, 5-pack	Harvey	2014	6	9781337960373	
	Panorama: Science 6.5 Volcanoes (Fradin), 5-pack	Fradin	2007	6	9781337960380	
	Panorama: Science 6.5 Water Resources, 5-pack	Milson	2014	6	9781337960366	
	Panorama: Science 6.6 An Invisible Force, 5-pack	Phelan	2006	6	9781337960403	
	Panorama: Science 6.6 Forces on Mars, 5-pack	Downey	2019	6	9781337960410	
	Panorama: Science 6.6 Heat, 5-pack	Lupica	2006	6	9781337960427	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**Reach for Reading K, Classroom Set with Leveled Library Classroom Set**	**National Geographic**	**2016**	**K**	**9781305840256**	**Comprehensive**
	Notes: **Strengths:** Reach for Reading offers a comprehensive program that includes instruction and activities in foundational skills, reading and response, vocabulary and grammar. It provides rich, high-quality, high-interest grate books, big books, and leveled readers (94) that are varied in genres. It offers ample, valuable assessments to track student progress in the skills being taught and metacognition. It also includes text based writing activities throughout the units. Additionally, it provides extra instruction in Phonics Foundations for English Learners and below level learners. **Weaknesses:** Lessons and activities include some differentiated opportunities for above level students; however, they are not significantly differentiated (same activities are listed for below and intermediate levels) for advanced students (T98-99).					
	Key Features: Reach for Reading has high-interest books at various reading levels to ensure that students have numerous opportunities to read text at their independent levels. Additionally, there are several instructional activities and routines every week that focus on building fluency in addition to activities that build decoding skills, language, and automaticity for students that also need that support. Consistent fluency practice routines and practice passages provide support for building fluency and comprehension every week. Comprehension Coach is an online support for building fluency. Students can listen to fluent readings of passages from their texts, record passages from their texts, and listen back to their readings. The program will highlight words that were pronounced incorrectly and students can hear the correct pronunciation of those words. Students can reread and practice their fluency of these passages as they increase their fluency and comprehension levels. Through the student anthology and leveled libraries, Reach for Reading provides complex texts that align to the standards using research-based quantitative and qualitative measures. For quantitative measures, the program carefully selected materials based on appropriate readability scores. Reading selections in the Reach for Reading student anthologies for grades 3-5 and the Small Group Reading Books are leveled based on Lexile®. For qualitative measures, careful consideration of levels of meaning, language conventionality and clarity, structure, and knowledge demands was taken in choosing each of the selections to ensure that the text is appropriately complex so that at each grade materials progress across the grade bands.					
	Reach for Reading K, Read On Your Own Books Single-Copy Set + myNGconnect, 6-year license	National Geographic	2016	K	9781305898455	
	Reach for Reading K, Read On Your Own Books Single-Copy Set	National Geographic	2013	K	9781133900191	
	Reach for Reading K, myNGconnect, 6-year license	Frey	2016	K	9781305661424	
	Reach for Reading K, Leveled Library Classroom Set + myNGconnect, 6-year license	National Geographic	2012	K	9781305898479	
	Reach for Reading K, Leveled Library Classroom Set	National Geographic	2013	K	9781285346571	
	Reach for Reading K, Leveled Library Single-Copy Set	National Geographic	2013	K	9781133900290	
	Reach for Reading K, Teacher's Edition Set (4 Volumes)	National Geographic Learning	2016	K	9781305839595	
	Reach for Reading K, Practice Book Set (2 Volumes)	Frey	2016	K	9781305670464	

	Reach for Reading K, Practice Masters Set (2 Volumes)	Frey	2016	K	9781305858756	
	Reach for Reading K, Read-Aloud Trade Books Single-Copy Set	National Geographic Learning	2016	K	9781305836518	
	Reach for Reading K, Teacher Resource Package	National Geographic Learning	2016	K	9781305840188	
	Reach for Reading K, Read with Me Big Books Set	National Geographic	2013	K	9781133900269	
	Reach for Reading K, Teamwork Activities Flip Chart 4-Pack	National Geographic	2011	K	9780736282413	
	Reach for Reading K, Teamwork Activities Flip Chart	National Geographic	2011	K	9780736279659	
	Reach for Reading K, Academic Talk Posters	Frey	2016	K	9781305586703	
	Reach for Reading K, Vocabulary Builders	National Geographic	2011	K	9780736274883	
	Reach for Reading K, Alphachant Lap Books Set (26 Lap Books)	National Geographic	2004	K	9780736216449	
	Reach for Reading K, Phonics Picture Cards	National Geographic	2011	K	9780736279741	
	Reach for Reading K, Sound-Spelling Cards Set	National Geographic	2013	K	9781133900184	
	Reach for Reading K, Placement Test (Prompt Cards and Teacher's Manual)	Frey	2016	K	9781305631427	
	Reach for Reading K, Benchmark Test Masters	National Geographic Learning	2013	K	9781285037981	
	Reach for Reading K, Assessment Handbook	Frey Nancy	2016	K	9781305493926	
	Reach for Reading K, Reach into Phonics Foundations Intervention Kit (Small Group)	Frey	2016	K	9781305901216	
	Reach for Reading K, Reach into Phonics Foundations Decodable Stories (Consumable)	Frey Nancy	2016	K	9781305651821	
	Reach for Reading K, Reach into Phonics Foundations Grade K Digital Intervention Kit	Frey	2016	K	9781337410120	
	Reach for Reading K, Write-On/Wipe-Off Boards (6 boards and pens)	National Geographic	2009	K	9780736259736	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**Reach for Reading 1, Classroom Set with Leveled Library Classroom Set**	**National Geographic**	**2016**	**1**	**9781305840294**	**Comprehensive**
	Notes: **Strengths:** There is integration of science and social studies. If you used this program you probably wouldn't need anything additional to meet science and social studies standards. The program does not feel overwhelming. You could easily teach the whole program and not have to pick and choose what was most important. The information in the student anthology was applicable, taught systematically and seemed placed with a purpose. The daily grammar was amazing! The grammar was so explicitly taught. It taught the rules and the whole week was focused on a specific topic, but daily it changed slightly. The phonics. It was also very explicit and systematic. **Weaknesses:** Does not include the word research in student anthology or teacher manuals. Some of the sidebar differentiating ideas are weak, especially for the above level learners.					
	Key Features: Reach for Reading has high-interest books at various reading levels to ensure that students have numerous opportunities to read text at their independent levels. Additionally, there are several instructional activities and routines every week that focus on building fluency in addition to activities that build decoding skills, language, and automaticity for students that also need that support. Consistent fluency practice routines and practice passages provide support for building fluency and comprehension every week. Comprehension Coach is an online support for building fluency. Students can listen to fluent readings of passages from their texts, record passages from their texts, and listen back to their readings. The program will highlight words that were pronounced incorrectly and students can hear the correct pronunciation of those words. Students can reread and practice their fluency of these passages as they increase their fluency and comprehension levels. Through the student anthology and leveled libraries, Reach for Reading provides complex texts that align to the standards using research-based quantitative and qualitative measures. For quantitative measures, the program carefully selected materials based on appropriate readability scores. Reading selections in the Reach for Reading student anthologies for grades 3-5 and the Small Group Reading Books are leveled based on Lexile®. For qualitative measures, careful consideration of levels of meaning, language conventionality and clarity, structure, and knowledge demands was taken in choosing each of the selections to ensure that the text is appropriately complex so that at each grade materials progress across the grade bands.					
	Reach for Reading 1, Student Anthology Set + myNGconnect (6-year license)	Frey	2016	1	9781305898493	
	Reach for Reading 1, Student Anthology Set (2 Volumes)	Frey	2016	1	9781305493018	
	Reach for Reading 1, Student Anthology, Volume 1	Frey	2016	1	9781305402300	
	Reach for Reading 1, Student Anthology, Volume 2	Frey Nancy	2016	1	9781305493001	
	Reach for Reading 1, myNGconnect, 6-year license	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	1	9781305661448	
	Reach for Reading 1, Read On Your Own Books Classroom Set	National Geographic	2013	1	9781285346632	
	Reach for Reading 1, Read On Your Own Books Single-Copy Set	National Geographic	2011	1	9780736280891	
	Reach for Reading 1, Leveled Library Classroom Set + myNGconnect, 6-year license	National Geographic Learning	2016	1	9781305898516	

	Reach for Reading 1, Leveled Library Classroom Set	National Geographic Learning	2016	1	9781305836594	
	Reach for Reading 1, Leveled Library Single-Copy Set	National Geographic Learning	2016	1	9781305836600	
	Reach for Reading 1, Teacher's Edition Set (4 Volumes)	National Geographic Learning	2016	1	9781305839601	
	Reach for Reading 1, Practice Book Set (2 Volumes)	Frey	2016	1	9781305670471	
	Reach for Reading 1, Practice Masters Set (2 Volumes)	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	1	9781305858763	
	Reach for Reading 1, Teacher Resource Package	National Geographic	2016	1	9781305840195	
	Reach for Reading 1, Read with Me Big Books Set	National Geographic	2013	1	9781133900276	
	Reach for Reading 1, Cross-Curricular Teamwork Activities 4-Pack	National Geographic	2011	1	9780736282420	
	Reach for Reading 1, Cross-Curricular Teamwork Activities	National Geographic	2011	1	9780736274678	
	Reach for Reading 1, Language and Literacy Teamwork Activities 4-Pack	National Geographic	2009	1	9780736282437	
	Reach for Reading 1, Language and Literacy Teamwork Activities	National Geographic	2011	1	9780736274685	
	Reach for Reading 1, Academic Talk Flipchart	Frey	2016	1	9781305586710	
	Reach for Reading 1, Sing with Me Language Songs Big Book	National Geographic	2011	1	9780736274784	
	Reach for Reading 1, Sing with Me Phonics Songs Big Book	National Geographic	2011	1	9780736279727	
	Reach for Reading 1, Phonics Picture Cards	National Geographic	2011	1	9780736279741	
	Reach for Reading 1, Sound/Spelling Cards	National Geographic	2011	1	9780736282086	
	Reach for Reading 1, Write-On/Wipe-Off Boards (6 boards and pens)	National Geographic	2009	1	9780736259736	
	Reach for Reading 1, Placement Test	National Geographic Learning	2016	1	9781305668188	
	Reach for Reading 1, Benchmark Test Masters	National Geographic	2013	1	9781285037998	
	Reach for Reading 1, Assessment Handbook	Frey Nancy	2016	1	9781305493933	
	Reach for Reading 1, ExamView® CD-ROM	Frey	2016	1	9781305586772	
	Reach for Reading 1, eAssessment 6-year Subscription	Frey	2016	1	9781305858626	
	Reach for Reading 1, eAssessment 1-year Subscription	Frey	2016	1	9781305858633	

	Reach for Reading 1, Comprehension Coach 6-year subscription	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	1	9781305665637	
	Reach for Reading 1, Comprehension Coach 1-year subscription	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	1	9781305665651	
	Reach for Reading 1, Reach into Phonics Foundations Intervention Kit (Small Group)	Frey	2016	1	9781305901223	
	Reach for Reading 1, Reach into Phonics Foundations Decodable Stories (Consumable)	Frey	2016	1	9781305651838	
	Reach for Reading 1, Reach into Phonics Foundations Grade 1 Digital Intervention Kit	Frey	2016	1	9781337410144	
	Reach for Reading 1, Write-On/Wipe-Off Boards (6 boards and pens)	National Geographic	2009	1	9780736259736	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Reach for Reading 2, Classroom Set with Leveled Library Classroom Set**	**National Geographic**	**2016**	**2**	**9781305840331**	**Comprehensive**
	Notes: **Strengths:** The program provides all necessary tools for teaching on level and remediating students. The online support is extremely high. You have access to the entire National Geographic Library and beautiful visuals are provided. **Weaknesses:** Above level could be stronger. **Other:** The Teachers Edition needs to be tabbed - it is too thick to find materials, even though it is all there.					
	Key Features: Reach for Reading has high-interest books at various reading levels to ensure that students have numerous opportunities to read text at their independent levels. Additionally, there are several instructional activities and routines every week that focus on building fluency in addition to activities that build decoding skills, language, and automaticity for students that also need that support. Consistent fluency practice routines and practice passages provide support for building fluency and comprehension every week. Comprehension Coach is an online support for building fluency. Students can listen to fluent readings of passages from their texts, record passages from their texts, and listen back to their readings. The program will highlight words that were pronounced incorrectly and students can hear the correct pronunciation of those words. Students can reread and practice their fluency of these passages as they increase their fluency and comprehension levels. Through the student anthology and leveled libraries, Reach for Reading provides complex texts that align to the standards using research-based quantitative and qualitative measures. For quantitative measures, the program carefully selected materials based on appropriate readability scores. Reading selections in the Reach for Reading student anthologies for grades 3-5 and the Small Group Reading Books are leveled based on Lexile®. For qualitative measures, careful consideration of levels of meaning, language conventionality and clarity, structure, and knowledge demands was taken in choosing each of the selections to ensure that the text is appropriately complex so that at each grade materials progress across the grade bands.					
	Reach for Reading 2, Student Anthology + myNGconnect, 6-year license	Frey	2016	2	9781305898530	
	Reach for Reading 2, Student Anthology	Frey	2016	2	9781305494534	
	Reach for Reading 2, myNGconnect, 6-year license	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	2	9781305661462	

	Reach for Reading 2, Read On Your Own Books Single-Copy Set	National Geographic	2011	2	9780736280884	
	Reach for Reading 2, Leveled Library Classroom Set + myNGconnect, 6-year license	National Geographic Learning	2016	2	9781305898554	
	Reach for Reading 2, Leveled Library Classroom Set	National Geographic Learning	2016	2	9781305836686	
	Reach for Reading 2, Leveled Library Single-Copy Set	National Geographic Learning	2016	2	9781305836693	
	Reach for Reading 2, Teacher's Edition Set (4 Volumes)	National Geographic Learning	2016	2	9781305839618	
	Reach for Reading 2, Practice Book Set (2 Volumes)	Frey	2016	2	9781305670488	
	Reach for Reading 2, Practice Masters Set (2 Volumes)	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	2	9781305858824	
	Reach for Reading 2, Teacher Resource Package	National Geographic	2016	2	9781305840201	
	Reach for Reading 2, Read with Me Big Books Single-Copy Set	National Geographic	2013	2	9781133900283	
	Reach for Reading 2, Cross-Curricular Teamwork Activities 4-Pack	National Geographic	2011	2	9780736282444	
	Reach for Reading 2, Cross-Curricular Teamwork Activities	National Geographic	2011	2	9780736274692	
	Reach for Reading 2, Language & Literacy Teamwork Activities 4-Pack	National Geographic	2009	2	9780736282451	
	Reach for Reading 2, Language & Literacy Teamwork Activities	National Geographic	2011	2	9780736274708	
	Reach for Reading 2, Academic Talk Flipchart	Frey	2016	2	9781305586710	
	Reach for Reading 2, Sing with Me Language Songs Big Book	National Geographic	2011	2	9780736274791	
	Reach for Reading 2, Sing with Me Phonics Songs Big Book	National Geographic	2011	2	9780736279734	
	Reach for Reading 2, Phonics Picture Cards	National Geographic	2011	2	9780736279741	
	Reach for Reading 2, Sound-Spelling Cards	National Geographic	2011	2	9780736282086	
	Reach for Reading 2, Write-On/Wipe-Off Boards (6 boards and pens)	National Geographic	2009	2	9780736259736	
	Reach for Reading 2, Placement Test	National Geographic Learning	2016	2	9781305668195	
	Reach for Reading 2, Benchmark Test Masters	National Geographic	2013	2	9781285038001	
	Reach for Reading 2, Assessment Handbook	Frey Nancy	2016	2	9781305493940	
	Reach for Reading 2, ExamView® CD-ROM	Frey	2016	2	9781305586789	

	Reach for Reading 2, eAssessment 6-year Subscription	Frey	2016	2	9781305858626	
	Reach for Reading 2, eAssessment 1-year Subscription	Frey	2016	2	9781305858633	
	Reach for Reading 2, Comprehension Coach 6-year subscription	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	2	9781305665675	
	Reach for Reading 2, Comprehension Coach 1-year subscription	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	2	9781305665682	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Reach for Reading 3, Classroom Set with Small Group Library Classroom Set**	**National Geographic**	**2016**	**3**	**9781305840379**	**Comprehensive**
	Notes: **Strengths:** There is a good balance of content rich, complex nonfictions and literary texts. Students participate in Reading/Writing/Listening and Speaking from a variety of text across the curriculum. Student collaborate in a variety of ways and for many reasons. Student conduct research and writing project weekly. **Weaknesses:** Without professional development or guidance, the teacher's manual can be hard to follow. Although students are using sources to find their answers, students are not always asked to cite their text evidence in their answers. The listed instructional times were not specific to the lessons and were just listed as the same amount of time each week. Writing projects may take longer than 5 days with 20+ students.					
	Key Features: Reach for Reading has high-interest books at various reading levels to ensure that students have numerous opportunities to read text at their independent levels. Additionally, there are several instructional activities and routines every week that focus on building fluency in addition to activities that build decoding skills, language, and automaticity for students that also need that support. Consistent fluency practice routines and practice passages provide support for building fluency and comprehension every week. Comprehension Coach is an online support for building fluency. Students can listen to fluent readings of passages from their texts, record passages from their texts, and listen back to their readings. The program will highlight words that were pronounced incorrectly and students can hear the correct pronunciation of those words. Students can reread and practice their fluency of these passages as they increase their fluency and comprehension levels. Through the student anthology and leveled libraries, Reach for Reading provides complex texts that align to the standards using research-based quantitative and qualitative measures. For quantitative measures, the program carefully selected materials based on appropriate readability scores. Reading selections in the Reach for Reading student anthologies for grades 3-5 and the Small Group Reading Books are leveled based on Lexile®. For qualitative measures, careful consideration of levels of meaning, language conventionality and clarity, structure, and knowledge demands was taken in choosing each of the selections to ensure that the text is appropriately complex so that at each grade materials progress across the grade bands.					
	Reach for Reading 3, Student Anthology + myNGconnect, 6-year license	Frey Nancy	2016	3	9781305898578	
	Reach for Reading 3, Student Anthology	Frey Nancy	2016	3	9781305493513	
	Reach for Reading 3, myNGconnect, 6-year license	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	3	9781305661486	
	Reach for Reading 3, Teacher's Edition Set (4 Volumes)	National Geographic Learning	2016	3	9781305839625	
	Reach for Reading 3, Practice Book	Frey Nancy	2016	3	9781305499034	

	Reach for Reading 3, Small Group Library Classroom Set + Explorer Books Classroom Set + myNGconnect, 6-year license	National Geographic	2013	3	9781305898592	
	Reach for Reading 3, Small Group Library Classroom Set	National Geographic Learning	2016	3	9781305836778	
	Reach for Reading 3, Small Group Library Single-Copy Set	National Geographic Learning	2016	3	9781305836785	
	Reach for Reading 3, Explorer Books Collection Classroom Set	National Geographic	2013	3	9781285346656	
	Reach for Reading 3, Explorer Books Collection Single-Copy Set	National Geographic	2013	3	9781133900382	
	Reach for Reading 3, Practice Masters	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	3	9781305658738	
	Reach for Reading 3, Teacher Resource Package	Frey	2016	3	9781305840218	
	Reach for Reading 3, Cross-Curricular Teamwork Activities 4-Pack	National Geographic	2011	3	9780736282468	
	Reach for Reading 3, Cross-Curricular Teamwork Activities	National Geographic	2011	3	9780736274715	
	Reach for Reading 3, Language & Literacy Teamwork Activities 4-Pack	National Geographic	2011	3	9780736282475	
	Reach for Reading 3, Language & Literacy Teamwork Activities	National Geographic	2011	3	9780736274722	
	Reach for Reading 3, Academic Talk Flipchart	Frey	2016	3	9781305586727	
	Reach for Reading 3, Sing with Me Language Songs Big Book	National Geographic	2011	3	9780736274807	
	Reach for Reading 3, Benchmark Test Masters	National Geographic	2013	3	9781285038018	
	Reach for Reading 3, Assessment Handbook	Frey Nancy	2016	3	9781305493957	
	Reach for Reading 3, ExamView® CD-ROM	Frey	2016	3	9781305586796	
	Reach for Reading 3, Placement Test 10-pack	Frey	2016	3	9781305836808	
	Reach for Reading 3, Placement Test Teacher's Manual	National Geographic Learning	2016	3	9781305627727	
	Reach for Reading 3, eAssessment 6-year Subscription	Frey	2016	3	9781305858626	
	Reach for Reading 3, eAssessment 1-year Subscription	Frey	2016	3	9781305858633	
	Reach for Reading 3, Comprehension Coach 6-year subscription	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	3	9781305665699	
	Reach for Reading 3, Comprehension Coach 1-year subscription	Frey/Lesaux/Linan-	2016	3	9781305665705	

		Thompson/Short/Turner				

	Reach for Reading 3, Reach into Phonics Foundations Intervention Kit (Small Group)	Frey	2016	3	9781305901247	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Reach for Reading 4, Classroom Set with Small Group Library Classroom Set**	**National Geographic**	**2016**	**4**	**9781305840416**	**Comprehensive**
	Notes: **Strengths:** Strong program that adapts to all levels with clear instruction. The curriculum is easy to follow and use. There is a wide range of genres found throughout the anthology and level readers. The text range with the moderate qualitative rating. Anchor texts are worthy of multiple reads with "Before You Move On" questions that help focus the reading. Students have the opportunity to be exposed to science related topics. The table of contents list the Lexile levels for all anchor texts and small group readers. Supplemental materials allow students to explore other view points and encourages self-exploration. Under the small group reading tab, multiple ways are given to allow for independent reading and monitoring student understanding of those texts. Best Practices routines for vocabulary into six steps, extended into whole group, small group, partner, and individual activities to help learn academic and key vocabulary. Every set of new vocabulary have three parts to helps students build vocabulary background: Academic Talk, Key Words, and Talk Together. Academic talk is included in the best practices routines. Within the best practices, making connections to text addressed. Before each anchor text, there are multiple connections for learning academic and key vocabulary. This vocabulary is also bolded throughout the anchor text for easy reference and referral. Each week has a writing project, covering Narrative-30%, Expository- 45%, Opinion-25%. Each week within each unit has a writing project/research project that is worked on throughout the week. The Assessment Book, each unit is broken down by week covering reading comprehension, vocabulary, and writing/revising/editing. A vocabulary test that covers the vocabulary that is addressed within the unit. A writing, revising, and editing test covering word usage, syntax, grammar, and punctuation. The Student Profile (at the end of the unit assessment) is a way to see the breakdown of student's scores over the comprehension skills, vocabulary skills, grammar, spelling, and writing skills covered in the unit. There is a Unit Self-Assessment that students can fill out on their own addressing the skills learned in the unit, for a self-check. After assessments are completed, reteach resources and routines are available if needed. **Weaknesses:** For the fourth week, the unit assessment in reading comprehension with multiple passages to read and address questions. A fifth week is required in each unit to complete the culminating activity. The time frames laid out by the program are not realistic to the current classroom schedules. **Other**: Look through all the "extras" available for purchase, whether they are all needed or not to be a complete program for this grade level, is to be determined.					
	Key Features: Reach for Reading has high-interest books at various reading levels to ensure that students have numerous opportunities to read text at their independent levels. Additionally, there are several instructional activities and routines every week that focus on building fluency in addition to activities that build decoding skills, language, and automaticity for students that also need that support. Consistent fluency practice routines and practice passages provide support for building fluency and comprehension every week. Comprehension Coach is an online support for building fluency. Students can listen to fluent readings of passages from their texts, record passages from their texts, and listen back to their readings. The program will highlight words that were pronounced incorrectly and students can hear the correct pronunciation of those words. Students can reread and practice their fluency of these passages as they increase their fluency and comprehension levels. Through the student anthology and leveled libraries, Reach for Reading provides complex texts that align to the standards using research-based quantitative and qualitative measures. For quantitative measures, the program carefully selected materials based on appropriate readability scores. Reading selections in the Reach for Reading student anthologies for grades 3-5 and the Small Group Reading Books are leveled based on Lexile®. For qualitative measures, careful consideration of levels of meaning, language conventionality and clarity, structure, and knowledge demands was taken in choosing each of the selections to ensure that the text is appropriately complex so that at each grade materials progress across the grade bands.					
	Reach for Reading 4, Student Anthology +	Frey Nancy	2016	4	9781305898615	

	myNGconnect, 6-year license					
	Reach for Reading 4, Student Anthology	Frey Nancy	2016	4	9781305493520	
	Reach for Reading 4, myNGconnect, 6-year license	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	4	9781305661509	
	Reach for Reading 4, Teacher's Edition Set (4 Volumes)	National Geographic Learning	2016	4	9781305839632	
	Reach for Reading 4, Practice Book	Frey	2016	4	9781305499065	
	Reach for Reading 4, Small Group Library Classroom Set + Explorer Books Classroom Set + myNGconnect, 6-year license	National Geographic	2013	4	9781305898639	
	Reach for Reading 4, Small Group Library Classroom Set	National Geographic Learning	2016	4	9781305836877	
	Reach for Reading 4, Small Group Library Single-Copy Set	National Geographic Learning	2016	4	9781305836884	
	Reach for Reading 4, Explorer Books Collection Classroom Set	National Geographic	2013	4	9781285346663	
	Reach for Reading 4, Explorer Books Collection Single-Copy Set	National Geographic	2013	4	9781133900399	
	Reach for Reading 4, Practice Masters	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	4	9781305658745	
	Reach for Reading 4, Teacher Resource Package	Frey	2016	4	9781305840225	
	Reach for Reading 4, Cross-Curricular Teamwork Activities 4-Pack	National Geographic	2011	4	9780736282482	
	Reach for Reading 4, Cross-Curricular Teamwork Activities	National Geographic	2011	4	9780736274739	
	Reach for Reading 4, Language & Literacy Teamwork Activities 4-Pack	National Geographic	2011	4	9780736282499	
	Reach for Reading 4, Language & Literacy Teamwork Activities	National Geographic	2011	4	9780736274746	
	Reach for Reading 4, Academic Talk Flipchart	Frey	2016	4	9781305586727	
	Reach for Reading 4, Sing with Me Language Songs Big Book	National Geographic	2011	4	9780736274814	
	Reach for Reading 4, Benchmark Test Masters	National Geographic	2013	4	9781285038025	
	Reach for Reading 4, Assessment Handbook	Frey Nancy	2016	4	9781305493964	
	Reach for Reading 4, ExamView® CD-ROM	Frey	2016	4	9781305586802	
	Reach for Reading 4, Placement Test 10-pack	Frey	2016	4	9781305836808	
	Reach for Reading 4, Placement Test Teacher's Manual	National Geographic Learning	2016	4	9781305627727	

	Reach for Reading 4, eAssessment 6-year Subscription	Frey	2016	4	9781305858626	
	Reach for Reading 4, eAssessment 1-year Subscription	Frey	2016	4	9781305858633	
	Reach for Reading 4, Comprehension Coach 6-year subscription	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	4	9781305665712	
	Reach for Reading 4, Comprehension Coach 1-year subscription	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	4	9781305665729	
	Reach for Reading 4, Reach into Phonics Foundations Intervention Kit (Small Group)	Frey	2016	4	9781305901254	
	Reach for Reading 4, Reach into Phonics Foundations Grades 4-6 Digital Intervention Kit	Frey	2016	4	9781337410205	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Reach for Reading 5, Classroom Set with Small Group Library Classroom Set**	**National Geographic**	**2016**	**5**	**9781305840454**	**Comprehensive**
	Notes: **Strengths:** Strengths for Reach for Reading 5th grade includes assessment options, science and social studies integration, and thematic connections to the big question. Leveled reading materials are provided. Assessment and reteaching is included at the end of each week in order to continually assess student needs. The National Geographic Explorer Magazines are high interest, visually appealing, and provide shorter selections for close reading. **Weaknesses:** In the Reach for Reading 5th grade program, teachers may not be able to finish whole group and small group instruction daily (depending on the amount of time in your ELA block).					
	Key Features: Reach for Reading has high-interest books at various reading levels to ensure that students have numerous opportunities to read text at their independent levels. Additionally, there are several instructional activities and routines every week that focus on building fluency in addition to activities that build decoding skills, language, and automaticity for students that also need that support. Consistent fluency practice routines and practice passages provide support for building fluency and comprehension every week. Comprehension Coach is an online support for building fluency. Students can listen to fluent readings of passages from their texts, record passages from their texts, and listen back to their readings. The program will highlight words that were pronounced incorrectly and students can hear the correct pronunciation of those words. Students can reread and practice their fluency of these passages as they increase their fluency and comprehension levels. Through the student anthology and leveled libraries, Reach for Reading provides complex texts that align to the standards using research-based quantitative and qualitative measures. For quantitative measures, the program carefully selected materials based on appropriate readability scores. Reading selections in the Reach for Reading student anthologies for grades 3-5 and the Small Group Reading Books are leveled based on Lexile®. For qualitative measures, careful consideration of levels of meaning, language conventionality and clarity, structure, and knowledge demands was taken in choosing each of the selections to ensure that the text is appropriately complex so that at each grade materials progress across the grade bands.					
	Reach for Reading 5, Student Anthology + myNGconnect, 6-year license	Frey Nancy	2016	5	9781305898653	
	Reach for Reading 5, Student Anthology	Frey Nancy	2016	5	9781305493537	

	Reach for Reading 5, myNGconnect, 6-year license	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	5	9781305661523	

	Reach for Reading 5, Teacher's Edition Set (4 Volumes)	National Geographic Learning	2016	5	9781305839649	
	Reach for Reading 5, Practice Book	Frey Nancy	2016	5	9781305498976	
	Reach for Reading 5, Small Group Library Classroom Set + Explorer Books Classroom Set + myNGconnect, 6-year license	National Geographic	2013	5	9781305898677	
	Reach for Reading 5, Small Group Library Classroom Set	National Geographic Learning	2016	5	9781305836969	
	Reach for Reading 5, Small Group Library Single-Copy Set	National Geographic Learning	2016	5	9781305836976	
	Reach for Reading 5, Explorer Books Collection Classroom Set	National Geographic	2013	5	9781285346670	
	Reach for Reading 5, Explorer Books Collection Single-Copy Set	National Geographic	2013	5	9781133900405	
	Reach for Reading 5, Practice Masters	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	5	9781305658752	
	Reach for Reading 5, Teacher Resource Package	Frey	2016	5	9781305840232	
	Reach for Reading 5, Cross-Curricular Teamwork Activities 4-Pack	National Geographic	2011	5	9780736282505	
	Reach for Reading 5, Cross-Curricular Teamwork Activities	National Geographic	2011	5	9780736274753	
	Reach for Reading 5, Language & Literacy Teamwork Activities 4-Pack	National Geographic	2011	5	9780736282512	
	Reach for Reading 5, Language & Literacy Teamwork Activities	National Geographic	2011	5	9780736274760	
	Reach for Reading 5, Academic Talk Flipchart	Frey	2016	5	9781305586727	
	Reach for Reading 5, Sing with Me Language Songs Big Book	National Geographic	2011	5	9780736274821	
	Reach for Reading 5, Benchmark Test Masters	National Geographic	2013	5	9781285038032	
	Reach for Reading 5, Assessment Handbook	Frey Nancy	2016	5	9781305493971	
	Reach for Reading 5, ExamView® CD-ROM	Frey	2016	5	9781305586819	
	Reach for Reading 5, Placement Test 10-pack	Frey	2016	5	9781305836808	
	Reach for Reading 5, Placement Test Teacher's Manual	National Geographic Learning	2016	5	9781305627727	
	Reach for Reading 5, eAssessment 6-year Subscription	Frey	2016	5	9781305858626	
	Reach for Reading 5, eAssessment 1-year Subscription	Frey	2016	5	9781305858633	

	Reach for Reading 5, Comprehension Coach 6-year subscription	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	5	9781305665736	
	Reach for Reading 5, Comprehension Coach 1-year subscription	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	5	9781305665743	
	Reach for Reading 5, Reach into Phonics Foundations Intervention Kit (Small Group)	Frey	2016	5	9781305901254	
	Reach for Reading 5, Reach into Phonics Foundations Grades 4-6 Digital Intervention Kit	Frey	2016	5	9781337410205	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Reach for Reading 6, Classroom Set with Small Group Library Classroom Set**	**National Geographic Learning**	**2016**	**6**	**9781305898417**	**Comprehensive**
	Notes: **Strengths:** Reach for Reading is a program that has aligned itself with the ICS. The reading and writing assignments found in this program are rigorous, focused on the standards and engaging. The tasks are age-appropriate and the supplemental reading materials coordinate seamlessly with the anchor texts. The differentiated lessons are color coordinated within the units and are very easy to find, use, and understand. **Weaknesses:** The balance between the three types of writing was heavy on the explanatory side and lacked in frequency in argumentative and narrative writing. Also, the syntax was lacking in complexity when dealing with the vocabulary words and practice.					
	Key Features: Reach for Reading has high-interest books at various reading levels to ensure that students have numerous opportunities to read text at their independent levels. Additionally, there are several instructional activities and routines every week that focus on building fluency in addition to activities that build decoding skills, language, and automaticity for students that also need that support. Consistent fluency practice routines and practice passages provide support for building fluency and comprehension every week. Comprehension Coach is an online support for building fluency. Students can listen to fluent readings of passages from their texts, record passages from their texts, and listen back to their readings. The program will highlight words that were pronounced incorrectly and students can hear the correct pronunciation of those words. Students can reread and practice their fluency of these passages as they increase their fluency and comprehension levels. Through the student anthology and leveled libraries, Reach for Reading provides complex texts that align to the standards using research-based quantitative and qualitative measures. For quantitative measures, the program carefully selected materials based on appropriate readability scores. Reading selections in the Reach for Reading student anthologies for grades 3-5 and the Small Group Reading Books are leveled based on Lexile®. For qualitative measures, careful consideration of levels of meaning, language conventionality and clarity, structure, and knowledge demands was taken in choosing each of the selections to ensure that the text is appropriately complex so that at each grade materials progress across the grade bands.					
	Reach for Reading 6, Student Anthology + myNGconnect, 6-year license	Frey	2016	6	9781305898691	
	Reach for Reading 6, Student Anthology	Frey	2016	6	9781305113602	
	Reach for Reading 6, myNGconnect, 6-year license	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	6	9781305661547	
	Reach for Reading 6, Teacher's Edition Set (4 Volumes)	National Geographic Learning	2016	6	9781305839656	

	Reach for Reading 6, Practice Book	Frey Nancy	2016	6	9781305498969	
	Reach for Reading 6, Small Group Library Classroom Set + Explorer Books Classroom Set + myNGconnect, 6-year license	National Geographic Learning	2016	6	9781305898714	
	Reach for Reading 6, Small Group Library Classroom Set	National Geographic Learning	2016	6	9781305837058	
	Reach for Reading 6, Small Group Library Single-Copy Set	National Geographic Learning	2016	6	9781305837065	
	Reach for Reading 6, Explorer Books Collection Classroom Set	National Geographic Learning	2016	6	9781305837072	
	Reach for Reading 6, Explorer Books Collection Single-Copy Set	National Geographic Learning	2016	6	9781305837089	
	Reach for Reading 6, Practice Masters	Frey	2016	6	9781305583214	
	Reach for Reading 6, Teacher Resource Package	Frey	2016	6	9781305840249	
	Reach for Reading 6, Academic Talk Flipchart	Frey	2016	6	9781305586727	
	Reach for Reading 6, Benchmark Test Masters	Frey	2016	6	9781305499683	
	Reach for Reading 6, Assessment Handbook	Frey Nancy	2016	6	9781305493919	
	Reach for Reading 6, ExamView® CD-ROM	Frey	2016	6	9781305586697	
	Reach for Reading 6, Placement Test 10-pack	Frey	2016	6	9781305836808	
	Reach for Reading 6, Placement Test Teacher's Manual	National Geographic Learning	2016	6	9781305627727	
	Reach for Reading 6, eAssessment 6-year Subscription	Frey	2016	6	9781305858626	
	Reach for Reading 6, eAssessment 1-year Subscription	Frey	2016	6	9781305858633	
	Reach for Reading 6, Comprehension Coach 6-year subscription	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	6	9781305665606	
	Reach for Reading 6, Comprehension Coach 1-year subscription	Frey/Lesaux/Linan-Thompson/Short/Turner	2016	6	9781305665620	
	Reach for Reading 6, Reach into Phonics Foundations Intervention Kit (Small Group)	Frey	2016	6	9781305901254	
	Reach for Reading 6, Reach into Phonics Foundations Grades 4-6 Digital Intervention Kit	Frey	2016	6	9781337410205	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
EMC Publishing	**Mirrors & Windows: Connecting with Literature Student Edition + eBook Package (6-yr license) - Level I**	**Brenda Owens, Managing Editor**	**2016**	**6**	**9780821974544**	**Basic**
	Notes: **Strengths:** - Range of challenging texts designed around thematic units. - Students are given many opportunities to use textual evidence in their writing and discussions. - Scaffolded approach with the guided, directed, and independent reading options. - Abundant vocabulary and grammar practice. - Strong differentiation for ELL and both above and below grade-level learners. - Remediation rubric provides teachers with resources to support re-teaching. **Weaknesses:** - Writing assignments are very vague and don't provide scaffolding ideas for teachers to support students. - Research writing lacking scaffolding and depth. - Writing prompts were often disconnected from unit theme/topic. - Student rubrics are not assisting students in determining proficiency. - Doesn't meet argumentative writing proportion requirements. **Other:** This curriculum has been given a Basic rating overall because of the need for supplemental writing support. This program was strong in all other areas.					
	Key Features: Mirrors & Windows is a comprehensive literature program for grades 6-12 that meets 100% of the ELA Common Core State Standards. This seven-level series is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. Each student textbook includes 100% of the CCSS recommended range of text types. Mirrors & Windows challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves. Along the way, they will discover a love of literature that will grow throughout their lives. Truly, literature will turn mirrors into windows for your students. A wide range of fiction and nonfiction informational selections engage students while teaching genres, literary elements, and critical thinking skills. Key features include • Relevant, interesting, and diverse literature selections • Three levels of reading support, from guided to directed to independent • Mix of easy, moderate, and challenging selections • Critical thinking questions based on Bloom's taxonomy • Comparing Literature feature compares two works • Cross-curricular and text-to-text connections • In-depth workshops for skills mastery • Reading assessments and test practice workshops					
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level I	Brenda Owens, Managing Editor	2016	6	9780821972557	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level I	Brenda Owens, Managing Editor	2016	6	9780821991701	
	Mirrors & Windows: Connecting with Literature Student Edition eBook + Bookshelf Package (6-yr license) - Level I	Brenda Owens, Managing Editor	2016	6	9780821989302	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level I	Brenda Owens, Managing Editor	2016	6	9780821972557	

	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level I	Brenda Owens, Managing Editor	2016	6	9780821991701	
	Mirrors & Windows: Connecting with Literature Passport All-Digital Package Student Account (6-yr license) - Level I	Brenda Owens, Managing Editor	2016	6	9781533830838	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level I	Brenda Owens, Managing Editor	2016	6	9780821972557	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level I	Brenda Owens, Managing Editor	2016	6	9780821991701	
	Mirrors & Windows: Connecting with Literature Passport w/Print Text Package Student Account (6-yr license) - Level I	Brenda Owens, Managing Editor	2016	6	9781533831910	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level I	Brenda Owens, Managing Editor	2016	6	9780821972557	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level I	Brenda Owens, Managing Editor	2016	6	9780821991701	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
EMC Publishing	**Mirrors & Windows: Connecting with Literature Student Edition + eBook Package (6-yr license) - Level II**	**Brenda Owens, Managing Editor**	**2016**	**7**	**9780821974551**	**Basic**
	Notes: **Strengths:** - Range of challenging texts designed around thematic units. - Students are given many opportunities to use textual evidence in their writing and discussions. - Scaffolded approach with the guided, directed, and independent reading options. - Abundant vocabulary and grammar practice. - Strong differentiation for ELL and both above and below grade-level learners. - Remediation rubric provides teachers with resources to support re-teaching. **Weaknesses:** - Writing assignments are very vague and don't provide scaffolding ideas for teachers to support students. - Research writing lacking scaffolding and depth. - Writing prompts were often disconnected from unit theme/topic. - Student rubrics are not assisting students in determining proficiency. - Doesn't meet argumentative writing proportion requirements. **Other:** This curriculum has been given a Basic rating overall because of the need for supplemental writing support. This program was strong in all other areas.					

Key Features:
Mirrors & Windows is a comprehensive literature program for grades 6-12 that meets 100% of the ELA Common Core State Standards. This seven-level series is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. Each student textbook includes 100% of the CCSS recommended range of text types. Mirrors & Windows challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves. Along the way, they will discover a love of literature that will grow throughout their lives. Truly, literature will turn mirrors into windows for your students.
A wide range of fiction and nonfiction informational selections engage students while teaching genres, literary elements, and critical thinking skills. Key features include
• Relevant, interesting, and diverse literature selections
• Three levels of reading support, from guided to directed to independent
• Mix of easy, moderate, and challenging selections
• Critical thinking questions based on Bloom's taxonomy
• Comparing Literature feature compares two works
• Cross-curricular and text-to-text connections
• In-depth workshops for skills mastery
• Reading assessments and test practice workshops

Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level II	Brenda Owens, Managing Editor	2016	7	9780821972885
Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level II	Brenda Owens, Managing Editor	2016	7	9780821991718
Mirrors & Windows: Connecting with Literature Student Edition eBook + Bookshelf Package (6-yr license) - Level II	Brenda Owens, Managing Editor	2016	7	9780821981979
Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level II	Brenda Owens, Managing Editor	2016	7	9780821972885
Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level II	Brenda Owens, Managing Editor	2016	7	9780821991718
Mirrors & Windows: Connecting with Literature Passport All-Digital Package Student Account (6-yr license) - Level II	Brenda Owens, Managing Editor	2016	7	9781533830890
Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level II	Brenda Owens, Managing Editor	2016	7	9780821972885
Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level II	Brenda Owens, Managing Editor	2016	7	9780821991718
Mirrors & Windows: Connecting with Literature Passport w/Print Text Package Student Account (6-yr license) - Level II	Brenda Owens, Managing Editor	2016	7	9781533831927
Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level II	Brenda Owens, Managing Editor	2016	7	9780821972885

	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level II	Brenda Owens, Managing Editor	2016	7	9780821991718	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
EMC Publishing	**Mirrors & Windows: Connecting with Literature Student Edition + eBook Package (6-yr license) - Level III**	**Brenda Owens, Managing Editor**	**2016**	**8**	**9780821974568**	**Basic**
	Notes: **Strengths:** - Range of challenging texts designed around thematic units. - Students are given many opportunities to use textual evidence in their writing and discussions. - Scaffolded approach with the guided, directed, and independent reading options. - Abundant vocabulary and grammar practice. - Strong differentiation for ELL and both above and below grade-level learners. - Remediation rubric provides teachers with resources to support re-teaching. **Weaknesses:** - Writing assignments are very vague and don't provide scaffolding ideas for teachers to support students. - Research writing lacking scaffolding and depth. - Writing prompts were often disconnected from unit theme/topic. - Student rubrics are not assisting students in determining proficiency. - Doesn't meet argumentative writing proportion requirements. **Other:** This curriculum has been given a Basic rating overall because of the need for supplemental writing support. This program was strong in all other areas.					
	Key Features: Mirrors & Windows is a comprehensive literature program for grades 6-12 that meets 100% of the ELA Common Core State Standards. This seven-level series is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. Each student textbook includes 100% of the CCSS recommended range of text types. Mirrors & Windows challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves. Along the way, they will discover a love of literature that will grow throughout their lives. Truly, literature will turn mirrors into windows for your students. A wide range of fiction and nonfiction informational selections engage students while teaching genres, literary elements, and critical thinking skills. Key features include • Relevant, interesting, and diverse literature selections • Three levels of reading support, from guided to directed to independent • Mix of easy, moderate, and challenging selections • Critical thinking questions based on Bloom's taxonomy • Comparing Literature feature compares two works • Cross-curricular and text-to-text connections • In-depth workshops for skills mastery • Reading assessments and test practice workshops					
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level III	Brenda Owens, Managing Editor	2016	8	9780821973110	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level III	Brenda Owens, Managing Editor	2016	8	9780821991725	
	Mirrors & Windows: Connecting with Literature Student Edition eBook + Bookshelf Package (6-yr license) - Level III	Brenda Owens, Managing Editor	2016	8	9780821982044	

	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level III	Brenda Owens, Managing Editor	2016	8	9780821973110	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level III	Brenda Owens, Managing Editor	2016	8	9780821991725	
	Mirrors & Windows: Connecting with Literature Passport All-Digital Package Student Account (6-yr license) - Level III	Brenda Owens, Managing Editor	2016	8	9781533830951	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level III	Brenda Owens, Managing Editor	2016	8	9780821973110	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level III	Brenda Owens, Managing Editor	2016	8	9780821991725	
	Mirrors & Windows: Connecting with Literature Passport w/Print Text Package Student Account (6-yr license) - Level III	Brenda Owens, Managing Editor	2016	8	9781533831934	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level III	Brenda Owens, Managing Editor	2016	8	9780821973110	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level III	Brenda Owens, Managing Editor	2016	8	9780821991725	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
EMC Publishing	**Mirrors & Windows: Connecting with Literature Student Edition + eBook Package (6-yr license) - Level IV**	**Brenda Owens, Managing Editor**	**2016**	**9**	**9780821974575**	**Comprehensive**
	Notes: **Strengths:** The curriculum provides ample supplemental materials. **Weaknesses:** Larger research tasks are minimal. With so many supplemental materials, this product is not user friendly.					
	Key Features: Mirrors & Windows is a comprehensive literature program for grades 6-12 that meets 100% of the ELA Common Core State Standards. This seven-level series is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. Each student textbook includes 100% of the CCSS recommended range of text types. Mirrors & Windows challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves. Along the way, they will discover a love of literature that will grow throughout their lives. Truly, literature will turn mirrors into windows for your students. A wide range of fiction and nonfiction informational selections engage students while teaching genres, literary elements, and critical thinking skills. Key features include • Relevant, interesting, and diverse literature selections • Three levels of reading support, from guided to directed to independent • Mix of easy, moderate, and challenging selections • Critical thinking questions based on Bloom's taxonomy • Comparing Literature feature compares two works • Cross-curricular and text-to-text connections • In-depth workshops for skills mastery • Reading assessments and test practice workshops					

	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level IV	Brenda Owens, Managing Editor	2016	9	9780821973356	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level IV	Brenda Owens, Managing Editor	2016	9	9780821991732	
	Mirrors & Windows: Connecting with Literature Student Edition eBook + Bookshelf Package (6-yr license) - Level IV	Brenda Owens, Managing Editor	2016	9	9780821989210	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level IV	Brenda Owens, Managing Editor	2016	9	9780821973356	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level IV	Brenda Owens, Managing Editor	2016	9	9780821991732	
	Mirrors & Windows: Connecting with Literature Passport All-Digital Package Student Account (6-yr license) - Level IV	Brenda Owens, Managing Editor	2016	9	9781533831019	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level IV	Brenda Owens, Managing Editor	2016	9	9780821973356	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level IV	Brenda Owens, Managing Editor	2016	9	9780821991732	
	Mirrors & Windows: Connecting with Literature Passport w/Print Text Package Student Account (6-yr license) - Level IV	Brenda Owens, Managing Editor	2016	9	9781533831941	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level IV	Brenda Owens, Managing Editor	2016	9	9780821973356	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level IV	Brenda Owens, Managing Editor	2016	9	9780821991732	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
EMC Publishing	**Mirrors & Windows: Connecting with Literature Student Edition + eBook Package (6-yr license) - Level V**	**Brenda Owens, Managing Editor**	**2016**	**10**	**9780821974582**	**Comprehensive**
	Notes: **Strengths:** Organization by genre is beneficial and clear. Supplementary materials provide a wealth of information and instructional suggestions. **Weaknesses:** Selections lack variety, especially with regards to text complexity. Likewise, questions often lack rigor and depth.					
	Key Features: Mirrors & Windows is a comprehensive literature program for grades 6-12 that meets 100% of the ELA Common Core State Standards. This seven-level series is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. Each student textbook includes 100% of the CCSS recommended range of text types. Mirrors & Windows challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves. Along the way, they will discover a love of literature that will grow throughout their lives. Truly, literature will turn mirrors into windows for your students. A wide range of fiction and nonfiction informational selections engage students while teaching genres, literary elements, and critical thinking skills. Key features include • Relevant, interesting, and diverse literature selections • Three levels of reading support, from guided to directed to independent • Mix of easy, moderate, and challenging selections • Critical thinking questions based on Bloom's taxonomy • Comparing Literature feature compares two works • Cross-curricular and text-to-text connections • In-depth workshops for skills mastery • Reading assessments and test practice workshops					
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level V	Brenda Owens, Managing Editor	2016	10	9780821973745	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level V	Brenda Owens, Managing Editor	2016	10	9780821991749	
	Mirrors & Windows: Connecting with Literature Student Edition eBook + Bookshelf Package (6-yr license) - Level V	Brenda Owens, Managing Editor	2016	10	9780821989289	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level V	Brenda Owens, Managing Editor	2016	10	9780821973745	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level V	Brenda Owens, Managing Editor	2016	10	9780821991749	
	Mirrors & Windows: Connecting with Literature Passport All-Digital Package Student Account (6-yr license) - Level V	Brenda Owens, Managing Editor	2016	10	9781533831071	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level V	Brenda Owens, Managing Editor	2016	10	9780821973745	

	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level V	Brenda Owens, Managing Editor	2016	10	9780821991749	
	Mirrors & Windows: Connecting with Literature Passport w/Print Text Package Student Account (6-yr license) - Level V	Brenda Owens, Managing Editor	2016	10	9781533831958	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - Level V	Brenda Owens, Managing Editor	2016	10	9780821973745	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - Level V	Brenda Owens, Managing Editor	2016	10	9780821991749	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
EMC Publishing	**Mirrors & Windows: Connecting with Literature Student Edition + eBook Package (6-yr license) - American Tradition**	**Brenda Owens, Managing Editor**	**2016**	**11**	**9780821974599**	**Comprehensive**
	Notes: **Strengths:** Each unit includes an anchor text and a culminating task. Anchor texts provide a balance of literary and informational texts. Writing tasks are varied. Students are asked to practice speaking and listening in a variety of ways: panel discussions, debate, and presentations. **Weaknesses:** There are approximately 219 selections. The amount of supplemental texts make this curriculum not user-friendly; a teacher could in theory "pick and choose" materials, but the "Program Planning" indicates the use of many of the supplemental materials.					
	Key Features: Mirrors & Windows is a comprehensive literature program for grades 6-12 that meets 100% of the ELA Common Core State Standards. This seven-level series is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. Each student textbook includes 100% of the CCSS recommended range of text types. Mirrors & Windows challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves. Along the way, they will discover a love of literature that will grow throughout their lives. Truly, literature will turn mirrors into windows for your students. A wide range of fiction and nonfiction informational selections engage students while teaching genres, literary elements, and critical thinking skills. Key features include • Relevant, interesting, and diverse literature selections • Three levels of reading support, from guided to directed to independent • Mix of easy, moderate, and challenging selections • Critical thinking questions based on Bloom's taxonomy • Comparing Literature feature compares two works • Cross-curricular and text-to-text connections • In-depth workshops for skills mastery • Reading assessments and test practice workshops					
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - American Tradition	**Brenda Owens, Managing Editor**	**2016**	**11**	**9780821973974**	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - American Tradition	**Brenda Owens, Managing Editor**	**2016**	**11**	**9780821982464**	

	Mirrors & Windows: Connecting with Literature Student Edition eBook + Bookshelf Package (6-yr license) - American Tradition	Brenda Owens, Managing Editor	2016	11	9780821981696	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - American Tradition	Brenda Owens, Managing Editor	2016	11	9780821973974	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - American Tradition	Brenda Owens, Managing Editor	2016	11	9780821982464	
	Mirrors & Windows: Connecting with Literature Passport All-Digital Package Student Account (6-yr license) - American Tradition	Brenda Owens, Managing Editor	2016	11	9781533829665	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - American Tradition	Brenda Owens, Managing Editor	2016	11	9780821973974	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - American Tradition	Brenda Owens, Managing Editor	2016	11	9780821982464	
	Mirrors & Windows: Connecting with Literature Passport w/Print Text Package Student Account (6-yr license) - American Tradition	Brenda Owens, Managing Editor	2016	11	9781533829672	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - American Tradition	Brenda Owens, Managing Editor	2016	11	9780821973974	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - American Tradition	Brenda Owens, Managing Editor	2016	11	9780821982464	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
EMC Publishing	**Mirrors & Windows: Connecting with Literature Student Edition + eBook Package (6-yr license) - British Tradition**	**Brenda Owens, Managing Editor**	**2016**	**12**	**9780821974605**	**Comprehensive**
	Notes: **Strengths:** The Differentiated Instruction Handbook for Teachers is a great help. Great support and multiple tools to help plan. Includes formative and summative assessments. **Weaknesses:** The only weakness is a teacher might be forced to streamline curriculum to fit into the time constraints of a traditional school year.					
	Key Features: Mirrors & Windows is a comprehensive literature program for grades 6-12 that meets 100% of the ELA Common Core State Standards. This seven-level series is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. Each student textbook includes 100% of the CCSS recommended range of text types. Mirrors & Windows challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves. Along the way, they will discover a love of literature that will grow throughout their lives. Truly, literature will turn mirrors into windows for your students. A wide range of fiction and nonfiction informational selections engage students while teaching genres, literary elements, and critical thinking skills. Key features include • Relevant, interesting, and diverse literature selections • Three levels of reading support, from guided to directed to independent • Mix of easy, moderate, and challenging selections • Critical thinking questions based on Bloom's taxonomy • Comparing Literature feature compares two works • Cross-curricular and text-to-text connections • In-depth workshops for skills mastery • Reading assessments and test practice workshops					
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - British Tradition	Brenda Owens, Managing Editor	2016	12	9780821974209	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - British Tradition	Brenda Owens, Managing Editor	2016	12	9780821991763	
	Mirrors & Windows: Connecting with Literature Student Edition eBook + Bookshelf Package (6-yr license) - British Tradition	Brenda Owens, Managing Editor	2016	12	9780821989371	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - British Tradition	Brenda Owens, Managing Editor	2016	12	9780821974209	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - British Tradition	Brenda Owens, Managing Editor	2016	12	9780821991763	
	Mirrors & Windows: Connecting with Literature Passport All-Digital Package Student Account (6-yr license) - British Tradition	Brenda Owens, Managing Editor	2016	12	9781533829689	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - British Tradition	Brenda Owens, Managing Editor	2016	12	9780821974209	

	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - British Tradition	Brenda Owens, Managing Editor	2016	12	9780821991763	
	Mirrors & Windows: Connecting with Literature Passport w/Print Text Package Student Account (6-yr license) - British Tradition	Brenda Owens, Managing Editor	2016	12	9781533829696	
	Mirrors & Windows: Connecting with Literature Annotated Teacher's Edition - British Tradition	Brenda Owens, Managing Editor	2016	12	9780821974209	
	Mirrors & Windows: Connecting with Literature Teacher Digital Resources Package (6-yr license) - British Tradition	Brenda Owens, Managing Editor	2016	12	9780821991763	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Empowering Writers	**Getting Ready to Write Guide for Kindergarten Set**	**Barbara Mariconda and Dea Auray**	**2015**	**K**	**10-2120-SK**	**Component**
	Notes: **Strengths:** Empowering Writers is a writing curriculum where every lesson is a writing lesson in some format and discussion is in integral part of the lessons. Opportunities are provided to enrich and expand student understanding of writing through discussions and supplemental texts. Empowering Writers incorporates speaking, listening, and collaborative activities for students in every writing lesson.					
	Key Features: This book is the bridge between the basic concept of the sound/symbol connection, to the use of written words, phrases, and sentences to entertain, inform, or convince an audience of others. The activities in this book lay the groundwork for not only recognizing genre and purpose (narrative, expository, and opinion writing), but to provide opportunities for students to articulate ideas they'd like to express in writing (oral language precedes written) and additionally, for children who are developmentally ready, appropriate venues for them to begin writing in these genres. A wide variety of lessons in narrative writing, informational and opinion writing, and basic research and the foundational concepts that inform these, are laid out in units that allow the teacher to select both the appropriate activities for the range of learners in the class and to apply the activities to thematic material of their choice. genre and purpose summarizing labeling information writing elaborative detail expressing opinions response to text vocabulary building research					
	Getting Ready to Write Guide for Kindergarten Guide	Barbara Mariconda and Dea Auray	2015	K	10-2120-02	
	Reading, Writing & Art Connections for Kindergarten	Kathy Howell	2017	K	10-212K-00	
	The Hub: K-1 Getting Ready to Write (digital subscription only)	Barbara Mariconda, Dea Auray, Diane Lazar	2018	K	HUB-Get-GrK	
	K-1 Activity Cards (English)		2015	K	10-2125-00	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Empowering Writers	**Getting Ready to Write Guide Grade 1 Set**	**Barbara Mariconda and Dea Auray**	**2015**	**1**	**10-2120-S1**	**Component**
	Notes: **Strengths:** Empowering Writers aligns all materials to texts through writing opportunities where students need to use text evidence, inferences and experiences to write. Reading, Writing, and Art Connections for First Grade provide an enhanced rich experiences for students to expand writing opportunities. Empowering Writers is a writing curriculum where every lesson is a writing lesson in some format and discussion is in integral part of the lessons. Opportunities are provided to enrich and expand student understanding of writing through discussions and supplemental texts. Empowering Writers incorporates speaking, listening, and collaborative activities for students in every writing lesson. A year-at-a-glance provides an overview of the writing skills throughout the year. The curriculum can be completed within a regular school year to maximize student learning. **Weaknesses:** Empowering Writers does not provide explicit instruction of grammar and conventions as they are applied in increasingly sophisticated context. Materials do not include understanding of preceding grade skills. Empowering Writers does not provide evidence of support for ELL students or student reading, writing, speaking or listening below grade level.					
	Key Features: This book is the bridge between the basic concept of the sound/symbol connection, to the use of written words, phrases, and sentences to entertain, inform, or convince an audience of others. The activities in this book lay the groundwork for not only recognizing genre and purpose (narrative, expository, and opinion writing), but to provide opportunities for students to articulate ideas they'd like to express in writing (oral language precedes written) and additionally, for children who are developmentally ready, appropriate venues for them to begin writing in these genres. A wide variety of lessons in narrative writing, informational and opinion writing, and basic research and the foundational concepts that inform these, are laid out in units that allow the teacher to select both the appropriate activities for the range of learners in the class and to apply the activities to thematic material of their choice. genre and purpose summarizing labeling information writing elaborative detail expressing opinions response to text vocabulary building research					
	Getting Ready to Write Guide for Grade 1 Guide	Barbara Mariconda and Dea Auray	2015	1	10-2120-02	
	Reading, Writing & Art Connections First Grade	Kathy Howell	2017	1	10-2121-00	
	The Hub: K-1 Getting Ready to Write (digital subscription only)	Barbara Mariconda, Dea Auray, Diane Lazar	2018	1	HUB-Get-Gr1	
	K-1 Activity Cards (English)		2015	1	10-2125-00	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Empowering Writers	**Grade 2 Expository & Opinion Writing Guide and Digital Set**	**Barbara Mariconda and Dea Auray**	**2017**	**2**	**25-1200-S**	**Component**
	The Hub: Grades 2 & 3 Narrative Writing (digital subscription only)	**Barbara Mariconda, Dea Auray, Diane Lazar**	**2018**	**2 to 3**	**HUB-Nar-Gr23**	
	Notes: **Strengths:** The skills build upon each other in a logical way throughout the year. Students are able to complete a finished product in each genre of writing by the end of the year. Sample discussions guide the teacher in how to conduct a discussion in writing with the students. **Weaknesses:** Conventions are only briefly mentioned and there is not any explicit instruction in that area. The Scope and Sequence and Year At A Glance are great in the Expository & Opinion Writing but they are missing in the Narrative Writing.					
	Key Features: This guide includes all foundational expository and opinion writing skills, strategies, lesson plans, reproducible/projectable student pages, sample texts and exemplars necessary for effective expository, opinion, and response to text writing. A strong reading-writing connection is established throughout, and offers multiple opportunities for deconstructing, analyzing and annotating texts in order to prepare students to write in response to them. Specific lessons break response to text, research simulation and literary analysis tasks into manageable skills necessary for comprehensive, thorough responses. All foundational expository writing skills are applied to not only essays and reports, but become the backbone for the more challenging response to text tasks. Also includes research skills, note-taking, and how to cite textual evidence without plagiarizing.					
	Grade 2 Expository & Opinion Writing Deconstructing Text, Writing Essays, Reports, Response to Text Guide	Barbara Mariconda and Dea Auray	2017	2	25-1200-00	
	The Hub: Grade 2 Expository & Opinion Writing (digital subscription only)	Barbara Mariconda, Dea Auray, Diane Lazar	2018	2	HUB-Exp-Gr2	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Empowering Writers	**Editing, Revising & More Grade 3 Set**	**Barbara Mariconda and Dea Auray**	**2017**	**3**	**10-350S-3A**	**Component**
	Grade 3 Expository & Opinion Writing Guide and Digital Set	**Barbara Mariconda, Cynthia Williamson and Dea Auray**	**2016**	**3**	**25-1300-S**	
	The Hub: Grades 2 & 3 Narrative Writing (digital subscription only)	**Barbara Mariconda, Dea Auray, Diane Lazar**	**2018**	**2 to 3**	**HUB-Nar-Gr23**	
	Notes: **Strengths:** EW teaches students the organization and process of writing with appropriate supports. EW teaches students how the structure of a text relates to the process of writing. **Weaknesses:** EW does not provide supports for ELL or those working below/above the grade level. **Other:** EW is a component writing program. Therefore not all criteria were evaluated. Criteria were only included if pertained to the EW curriculum.					

Key Features:
-Take the mystery out of grammar, mechanics, editing and revising. So much more than a rote skill and drill workbook, Editing, Revising, and More provides the comprehensive instruction that helps students understand the rules that make language work. This comprehensive teacher's manual includes a link to Student Assessment pages which are designed to test understanding and be used as a tool to adjust instruction around review, reinforcement, and reteaching.

This resource includes:

Comprehensive background information for teachers
Lesson plans for:
– Subject/Verb Agreement
– Parts of Speech
– Word Usage
– Sentence Structure
– Transitional Words and Phrases
– Revising Run-on Sentences
– Understanding Domain Specific Language
– Developing General Academic Vocabulary
– Literal vs. Figurative Language
– Words with Multiple Meanings
– Utilizing Contextual Clues
– Formal vs. Informal Voice
– Using Glossaries, Dictionaries, and Thesauruses
Games and activities to make learning fun
Application opportunities within the lessons
Accompanying link to mini-assessments for use throughout the year
Test-taking strategies
When using these resources in a classroom, we recommend purchasing the complete resource set which includes 25 student workbooks.
-Student Books align with the comprehensive Teacher's Manual. Much more than a rote skill and drill workbook, Editing, Revising, & More provides the comprehensive instruction that helps students understand the rules that make language work.
-This guide includes all foundational expository and opinion writing skills, strategies, lesson plans, reproducible/projectable student pages, sample texts and exemplars necessary for effective expository, opinion, and response to text writing. A strong reading-writing connection is established throughout, and offers multiple opportunities for deconstructing, analyzing and annotating texts in order to prepare students to write in response to them. Specific lessons break response to text, research simulation and literary analysis tasks into manageable skills necessary for comprehensive, thorough responses. All foundational expository writing skills are applied to not only essays and reports, but become the backbone for the more challenging response to text tasks. Also includes research skills, note-taking, and how to cite textual evidence without plagiarizing.

Editing, Revising & More Grade 3 Teacher Manual	Barbara Mariconda and Dea Auray	2017	3	10-350M-3A
Editing, Revising & More Grade 3 Student Books	Barbara Mariconda and Dea Auray	2017	3	10-350B-3A
Grade 3 Expository & Opinion Writing Deconstructing Text, Writing Essays, Reports, Response to Text Guide	Barbara Mariconda, Cynthia Williamson and Dea Auray	2016	3	25-1300-00
The Hub: Grade 3 Expository & Opinion Writing (digital subscription only)	Barbara Mariconda, Dea Auray, Diane Lazar	2018	3	HUB-Exp-Gr3

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Empowering Writers	**Editing, Revising & More Grade 4 Student Book Set**	**Barbara Mariconda and Dea Auray**	**2017**	**4**	**10-350S-4A**	**Component**
	Grade 4 Expository & Opinion Writing Guide and Digital Set	**Barbara Mariconda, Cynthia Williamson and Dea Auray**	**2016**	**4**	**25-1400-S**	
	The Hub: Grades 4 & 5 Narrative Writing (digital subscription only)	**Barbara Mariconda, Dea Auray, Diane Lazar**	**2018**	**4 to 5**	**HUB-Nar-Gr45**	
	Notes: **Strengths:** These component pieces were evaluated for writing editing and revision and met the writing aspects of Alignment Criteria 2. Enhances an established English Language Arts program.					
	Key Features: This comprehensive teacher's manual includes a link to Student Assessment pages which are designed to test understanding and be used as a tool to adjust instruction around review, reinforcement, and reteaching. This resource includes: Comprehensive background information for teachers Lesson plans for: – Subject/Verb Agreement – Parts of Speech – Word Usage – Sentence Structure – Transitional Words and Phrases – Revising Run-on Sentences – Understanding Domain Specific Language – Developing General Academic Vocabulary – Literal vs. Figurative Language – Words with Multiple Meanings – Utilizing Contextual Clues – Formal vs. Informal Voice – Using Glossaries, Dictionaries, and Thesauruses Games and activities to make learning fun Application opportunities within the lessons Accompanying link to mini-assessments for use throughout the year Test-taking strategies When using these resources in a classroom, we recommend purchasing the complete resource set which includes 25 student workbooks. This guide includes all foundational expository and opinion writing skills, strategies, lesson plans, reproducible/projectable student pages, sample texts and exemplars necessary for effective expository, opinion, and response to text writing. A strong reading-writing connection is established throughout, and offers multiple opportunities for deconstructing, analyzing and annotating texts in order to prepare students to write in response to them. Specific lessons break response to text, research simulation and literary analysis tasks into manageable skills necessary for comprehensive, thorough responses. All foundational expository writing skills are applied to not only essays and reports, but become the backbone for the more challenging response to text tasks. Also includes research skills, note-taking, and how to cite textual evidence without plagiarizing.					
	Editing, Revising & More Grade 4 Teacher Manual	Barbara Mariconda and Dea Auray	2017	4	10-350M-4A	

	Editing, Revising & More Grade 4 Student Books	Barbara Mariconda and Dea Auray	2017	4	10-350B-4A	
	Grade 4 Expository & Opinion Writing Deconstructing Text, Writing Essays, Reports, Response to Text Guide	Barbara Mariconda, Cynthia Williamson and Dea Auray	2016	4	25-1400-00	
	The Hub: Grade 4 Expository & Opinion Writing (digital subscription only)	Barbara Mariconda, Dea Auray, Diane Lazar	2018	4	HUB-Exp-Gr4	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Empowering Writers	**Grade 5 Expository & Opinion Writing Guide and Digital Set**	**Barbara Mariconda, Cynthia Williamson and Dea Auray**	**2016**	**5**	**25-1500-S**	**Component**
	The Hub: Grades 4 & 5 Narrative Writing (digital subscription only)	**Barbara Mariconda, Dea Auray, Diane Lazar**	**2018**	**4 to 5**	**HUB-Nar-Gr45**	
	Notes: **Strengths:** Students will learn and practice writing skills in each lesson. All three required writing types are addressed to meet Idaho content standards. Section 4 on research provides great support for students to transition from narrative to expository texts. The writing prompts in Section 6 are beneficial for students to practice all writing types. **Weaknesses:** The organization is not user friendly for teaching the Idaho content standards. The Idaho content standards address writing based on writing type. The EW curriculum is not specified by writing type and isn't logically sequenced. There are no rubrics for students and teachers to access student learning and success.					
	Key Features: This guide includes all foundational expository and opinion writing skills, strategies, lesson plans, reproducible/projectable student pages, sample texts and exemplars necessary for effective expository, opinion, and response to text writing. A strong reading-writing connection is established throughout, and offers multiple opportunities for deconstructing, analyzing and annotating texts in order to prepare students to write in response to them. Specific lessons break response to text, research simulation and literary analysis tasks into manageable skills necessary for comprehensive, thorough responses. All foundational expository writing skills are applied to not only essays and reports, but become the backbone for the more challenging response to text tasks. Also includes research skills, note-taking, and how to cite textual evidence without plagiarizing.					
	Grade 5 Expository & Opinion Writing Deconstructing Text, Writing Essays, Reports, Response to Text Guide	Barbara Mariconda and Dea Auray	2016	5	25-1500-00	
	The Hub: Grade 5 Expository & Opinion Writing (digital subscription only)	Barbara Mariconda, Dea Auray, Diane Lazar	2018	5	HUB-Exp-Gr5	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Empowering Writers	**Grade 6 Expository Writing Guide and Digital Set**	**Barbara Mariconda, Cynthia Williamson and Dea Auray**	**2016**	**6**	**25-1600-S**	**Component**
	The Hub: Grades 6-8 Narrative Writing (digital subscription only)	**Barbara Mariconda, Dea Auray, Diane Lazar**	**2018**	**6 to 8**	**HUB-Nar-Gr678**	
	Notes: **Strengths:** The materials and lessons found in Empowering Writers are full of opportunities for students to write using all three types of writing. The lessons and practice that are included in this component are evidence-based and students are required to use text to discuss, write and compare. The lessons take the writing process and break it down into different parts so students get very explicit practice with each portion of the process. **Weaknesses:** The narrative writing practice is much less than the practice that students have with expository and argumentative. It is present in the lessons, but it is in there less than the other types of writing.					
	Key Features: This guide includes foundational skills necessary for all aspects of expository and informative writing, with lessons that apply these skills to response to text, literary analysis and research simulation tasks. In addition, we've broken down writing in response to text into a series of manageable skills that students can practice discretely, master, and apply effectively to authentic responsive writing assignments. This guide makes planning and pacing instruction easier. Applying expository writing skills to the kinds of responsive writing challenges on the latest national and state assessments.					
	Grade 6 Expository Writing Deconstructing Text, Writing Essays, Reports, Response to Text Guide	Barbara Mariconda, Cynthia Williamson and Dea Auray	2016	6	25-1600-00	
	The Hub: Grade 6 Expository Writing (digital subscription only)	Barbara Mariconda, Dea Auray, Diane Lazar	2018	6	HUB-Exp-Gr6	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Empowering Writers	**Grade 7 Expository Writing Guide and Digital Set**	**Barbara Mariconda, Cynthia Williamson and Dea Auray**	**2016**	**7**	**25-1700-S**	**Component**
	The Hub: Grades 6-8 Narrative Writing (digital subscription only)	**Barbara Mariconda, Dea Auray, Diane Lazar**	**2018**	**6 to 8**	**HUB-Nar-Gr678**	
	Notes: **Strengths:** The expository program provides teacher flexibility in gather student texts as there are limited pieces provided. In the expository program, students are writing every day. A pacing guide is provided for either a whole year approach or multiple 8-week approaches. This allows the entire curriculum to be completed in a school year. **Weaknesses:** The Narrative program is written below reading and standards grade levels. The publisher suggests the only reason to write narrative text is to entertain. This does not include varied writing such as using precise words and phrases, sensory language, conveying experiences and events, or providing conclusions that form and reflect narrated experiences and events. The program lacks academic language and use of program specific jargon does not prepare students to meet the Idaho Content Standards. **Other:** If this were evaluated solely on the expository program, it would qualify as an IMET component program.					

	Key Features: This book was designed to provide everything you'll need to teach expository and response to text writing in Grade 7 and promotes a powerful reading/writing connection. This guide includes foundational skills necessary for all aspects of expository and informative writing, with lessons that apply these skills to response to text, literary analysis and research simulation tasks. In addition, we've broken down writing in response to text into a series of manageable skills that students can practice discretely, master, and apply effectively to authentic responsive writing assignments. This guide makes planning and pacing instruction easier. Applying expository writing skills to the kinds of responsive writing challenges on the latest national and state assessments.					
	Grade 7 Expository Writing Deconstructing Text, Writing Essays, Reports, Response to Text Guide	Barbara Mariconda, Cynthia Williamson and Dea Auray	2016	7	25-1700-00	
	The Hub: Grade 7 Expository Writing (digital subscription only)	Barbara Mariconda, Dea Auray, Diane Lazar	2018	7	HUB-Exp-Gr7	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Empowering Writers	**Grade 8 Expository Writing Guide and Digital Set**	**Barbara Mariconda, Cynthia Williamson and Dea Auray**	**2016**	**8**	**25-1800-S**	**Component**
	Comprehensive Argumentative Writing Guide	**Barbara Mariconda, Cynthia Williamson and Dea Auray**	**2013**	**8**	**30-2401-01**	
	The Hub: Grades 6-8 Narrative Writing (digital subscription only)	**Barbara Mariconda, Dea Auray, Diane Lazar**	**2018**	**6 to 8**	**HUB-Nar-Gr678**	
	Notes: **Strengths:** A pacing guide is provided for either a whole year approach or a segmented approach, thus allowing for the entire curriculum to be completed in a given school year. **Weaknesses:** Publisher is self-contradicting in its directions for teachers throughout the book. For example, publisher states that [a 5 paragraph structure] "can result in a formulaic, one size fits all approach that limits the author". Publisher then uses a 5 paragraph model throughout the entire program (see pages 13-15). Publisher does not use the academic vocabulary (concrete details, varied transitions, author's purpose, audience, etc.) contained in the standards and instead opts to use program jargon (grocery list, golden bricks, blurbs). Publisher of the program claims to be a foundational program; foundational skills are contained in the K-2 standards.					
	Key Features: This book was designed to provide everything you'll need to teach expository and response to text writing in Grade 8 and promotes a powerful reading/writing connection. This guide includes foundational skills necessary for all aspects of expository and informative writing, with lessons that apply these skills to response to text, literary analysis and research simulation tasks. In addition, we've broken down writing in response to text into a series of manageable skills that students can practice discretely, master, and apply effectively to authentic responsive writing assignments. This guide makes planning and pacing instruction easier. Applying expository writing skills to the kinds of responsive writing challenges on the latest national and state assessments. This teacher guide moves beyond applicable argument skills, offering authentic writing and research lessons designed to help students write in all curriculum areas. With everything from basic introductory lessons, to more sophisticated concepts such as audience awareness and learning how to cite sources through research, this teacher-friendly, classroom-tested resource provides a powerful foundation to enhance student learning.					

	This invaluable resource for middle school teachers covers all of the latest standards. It includes comprehensive lesson plans and reproducible student activities in the following skill areas: The organization and purpose of argumentative writing Examining and identifying various side of an issue – choosing a claim Stating your claim clearly Acknowledging, affirming, and countering a different point of view Using voice, word choice and style appropriate to genre Generating relevant reasons, credible facts and convincing evidence Writing effective, powerful introductions and conclusions					
	Grade 8 Expository Writing Deconstructing Text, Writing Essays, Reports, Response to Text Guide	Barbara Mariconda, Cynthia Williamson and Dea Auray	2016	8	25-1800-00	
	The Hub: Grade 8 Expository Writing (digital subscription only)	Barbara Mariconda, Dea Auray, Diane Lazar	2018	8	HUB-Exp-Gr8	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Wit & Wisdom Grade K Idaho Full Class Print Bundle 30 (30 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)**	**Great Minds**	**2016**	**K**	**9781640542747**	**Component**
	Notes: **Strengths:** Wit & Wisdom provides engaging opportunities for students to build content-rich discussions and understanding. It scaffolds students to meet higher order thinking processes. It has rich read aloud texts that are used over an extended period of time to allow for close reading and deep thinking. **Weaknesses:** Time for each lesson is 90 minutes which does not include any foundational reading skills. This will be difficult for kindergarten classrooms on a half-day schedule. Further, schools on a four day schedule will get most of the curriculum in the school year but will not be able to schedule pause points as suggested. Also, this curriculum is above the average kindergartner's developmental level. **Other:** Wit & Wisdom must be supplemented with a foundational skills program.					
	Key Features: Wit & WisdomTM is a comprehensive content-focused, college- and career-ready standards-aligned, research-based K–8 English language arts (ELA) curriculum. Developed by teachers, for teachers by the nonprofit Great Minds, Wit & Wisdom uses award-winning, authentic, engaging texts as the foundation for students' learning of content and craft. The texts build students' knowledge, in turn enabling them to deepen understanding, engage in rich discussion and written response, and expand their vocabulary. Wit & Wisdom's key features include • a rich selection of diverse, curated texts (across genres and including print, digital, and visual texts) in each of the four modules (units) for each grade, K–8, • a process for reading complex texts that uses predictable, yet flexible, stages anchored by strategic questioning and aligned instructional routines, • a focus on explicit, text-based writing instruction (narrative, informative/expository, and persuasive/argumentative) following a process that is reiterated across grade levels, K–8, • activities designed to build students' speaking, listening, viewing, language, and fluency skills at each grade level, K–8, • a purposeful sequence of topics within and across grade levels, designed to build student knowledge of topics and content in liberal arts, social sciences and history, and science, and the use of powerful questions to guide student inquiry and response.					
	Wit & Wisdom Grade K Idaho Full Class Print Bundle 25 (25 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)	Great Minds	2016	K	9781640542754	

	Print Student Edition				9781683866091	
	Assessment Pack				9781683866183	
	Digital Teacher Edition				9781683869009	
	Grade K Set Teacher Edition Set (Modules 1-4)	Great Minds	2016	K	9781640542761	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Wit & Wisdom Grade 1 Idaho Full Class Print Bundle 30 (30 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)**	**Great Minds**	**2016**	**1**	**9781640542501**	**Component**

Notes:
Strengths: Wit & Wisdom provides opportunities for rich and rigorous evidence-based discussions and writings about texts. Each Module has lessons the include small-group & whole-group discussion, Socratic Seminars facilitate more discussion. Major Assessments use discussion to build up to writing about text. Curriculum adequately uses text dependent questions, tasks, and assignments. Lessons require students to use the text for various questioning and reading strategies. Major Assessments focus on writing about the stories read. 100 % of Wit & Wisdom's Major Assessments use writing to support analyses, claims and clear information about texts. Major Assessments require students to speak and write to answer a Focusing Question Task, Socratic Seminars require students to participate in discussions to support the End of Module Task. All discussion and writing activities are centered around text that students have read and studied in the modules. Each Wit & Wisdom lesson has a focusing question, content framing question, and craft question to prepare for the daily lesson. This is asking the students to sequence the events or make predictions prior to reading. Academic language is a focus of Wit & Wisdom. Questioning and vocabulary tasks are part of the lessons. Focusing, Framing and Craft questions are at the beginning of each lesson and are referenced throughout. Vocabulary Deep Dive can be found in the modules to focus on vocabulary terms. Wit & Wisdom lessons provide many opportunities for students to participate in speaking and listening lessons. Socratic Seminars are in each module for a student-directed opportunity. Regular Think-Pair-Share Activities, Peer Review and editing. Wit & Wisdom materials include grammar and conventions in their Deep Dive.
Weaknesses:
Unable to determine if reading anchor texts are rich and above current reading abilities because they were not provided to evaluate. Using Appendix A: Text Complexity a description of the texts are given, but some of the Lexile ratings seem to be incorrect with The Lexile Framework for Reading measures. It is very difficult to determine whether the anchor texts are worthy of students' time and attention. Unable to determine if read aloud texts are rich and above current reading abilities because they were not provided to evaluate. Using Appendix A: Text Complexity a description of the text are given. Some texts are listed as informational, otherwise it is difficult to determine the stories are informational or literature. It seems as though most texts are literary, only about 25% informational. Wit & Wisdom does provide many shared, short, and focused research projects. Wit & Wisdom averages 43% of the lessons in overall build academic vocabulary. Writing opportunities seem to be limited to sentence stems and assessments where students are asked to write answering a focusing question. Authentic independent writing opportunities are not evident in the daily lessons until the end of the module. There should be more opportunities for students to write on a topic in its entirety prior to the culminating EOM. Explicit instruction seems to be lacking as the grammar and conventions lessons are sporadic and lacking sequence without increasing to sophisticated contexts.

	Key Features: Wit & WisdomTM is a comprehensive content-focused, college- and career-ready standards-aligned, research-based K–8 English language arts (ELA) curriculum. Developed by teachers, for teachers by the nonprofit Great Minds, Wit & Wisdom uses award-winning, authentic, engaging texts as the foundation for students' learning of content and craft. The texts build students' knowledge, in turn enabling them to deepen understanding, engage in rich discussion and written response, and expand their vocabulary. Wit & Wisdom's key features include • a rich selection of diverse, curated texts (across genres and including print, digital, and visual texts) in each of the four modules (units) for each grade, K–8, • a process for reading complex texts that uses predictable, yet flexible, stages anchored by strategic questioning and aligned instructional routines, • a focus on explicit, text-based writing instruction (narrative, informative/expository, and persuasive/argumentative) following a process that is reiterated across grade levels, K–8, • activities designed to build students' speaking, listening, viewing, language, and fluency skills at each grade level, K–8, • a purposeful sequence of topics within and across grade levels, designed to build student knowledge of topics and content in liberal arts, social sciences and history, and science, and the use of powerful questions to guide student inquiry and response.					
	Wit & Wisdom Grade 1 Idaho Full Class Print Bundle 25 (25 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)	Great Minds	2016	1	9781640542518	
	Print Student Edition				9781683866107	
	Assessment Pack				978-683866190	
	Digital Teacher Edition				9781683869016	
	Grade 1 Set Teacher Edition Set (Modules 1-4)	Great Minds	2016	1	9781640542525	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Wit & Wisdom Grade 2 Idaho Full Class Print Bundle 30 (30 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)**	**Great Minds**	**2016**	**2**	**9781640542532**	**Component**
	Notes: **Strengths:** * Variety of levels of text complexity * Texts build on theme of each of the modules * Discussion and Gathering text evidence independently and with peers * Scaffolding to use evidence to complete end-of-module tasks * Systematic knowledge building through reading, speaking, and listening * Program allows students to regularly practice reading, group reading, and evidence collection, and module tasks. **Weaknesses:** * Texts are aligned from simpler in the first module, to the highest level in the second, and a variety of levels in the 3rd and 4th. * Vocabulary instruction is limited * Foundational skills needed for this grade level are missing					

	Key Features: Wit & WisdomTM is a comprehensive content-focused, college- and career-ready standards-aligned, research-based K–8 English language arts (ELA) curriculum. Developed by teachers, for teachers by the nonprofit Great Minds, Wit & Wisdom uses award-winning, authentic, engaging texts as the foundation for students' learning of content and craft. The texts build students' knowledge, in turn enabling them to deepen understanding, engage in rich discussion and written response, and expand their vocabulary. Wit & Wisdom's key features include • a rich selection of diverse, curated texts (across genres and including print, digital, and visual texts) in each of the four modules (units) for each grade, K–8, • a process for reading complex texts that uses predictable, yet flexible, stages anchored by strategic questioning and aligned instructional routines, • a focus on explicit, text-based writing instruction (narrative, informative/expository, and persuasive/argumentative) following a process that is reiterated across grade levels, K–8, • activities designed to build students' speaking, listening, viewing, language, and fluency skills at each grade level, K–8, • a purposeful sequence of topics within and across grade levels, designed to build student knowledge of topics and content in liberal arts, social sciences and history, and science, and the use of powerful questions to guide student inquiry and response.					
	Wit & Wisdom Grade 2 Idaho Full Class Print Bundle 25 (25 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)	Great Minds	2016	2	9781640542549	
	Print Student Edition				9781683866114	
	Assessment Pack				9781683866206	
	Digital Teacher Edition				9781683869023	
	Grade 2 Set Teacher Edition Set (Modules 1-4)	Great Minds	2016	2	9781640542556	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Wit & Wisdom Grade 3 Idaho Full Class Print Bundle 30 (30 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)**	**Great Minds**	**2016**	**3**	**9781640542563**	**Component**
	Notes: **Strengths:** Evidence-Based Discussion and Writing Builds Knowledge with Texts, Vocabulary, and Tasks Access to the Standards for All Students Questions, Tasks, and Assignments Foundational skills of fluency, vocabulary, and comprehension **Weaknesses:** Quality and Range of Texts (not provided for review; unable to be evaluated) Foundational skills of phonemic awareness and comprehension Remediation and extension lessons/materials					

	Key Features: Wit & WisdomTM is a comprehensive content-focused, college- and career-ready standards-aligned, research-based K–8 English language arts (ELA) curriculum. Developed by teachers, for teachers by the nonprofit Great Minds, Wit & Wisdom uses award-winning, authentic, engaging texts as the foundation for students' learning of content and craft. The texts build students' knowledge, in turn enabling them to deepen understanding, engage in rich discussion and written response, and expand their vocabulary. Wit & Wisdom's key features include • a rich selection of diverse, curated texts (across genres and including print, digital, and visual texts) in each of the four modules (units) for each grade, K–8, • a process for reading complex texts that uses predictable, yet flexible, stages anchored by strategic questioning and aligned instructional routines, • a focus on explicit, text-based writing instruction (narrative, informative/expository, and persuasive/argumentative) following a process that is reiterated across grade levels, K–8, • activities designed to build students' speaking, listening, viewing, language, and fluency skills at each grade level, K–8, • a purposeful sequence of topics within and across grade levels, designed to build student knowledge of topics and content in liberal arts, social sciences and history, and science, and the use of powerful questions to guide student inquiry and response.					
	Wit & Wisdom Grade 3 Idaho Full Class Print Bundle 25 (25 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)	Great Minds	2016	3	9781640542570	
	Print Student Edition				9781683866121	
	Assessment Pack				9781683866213	
	Digital Teacher Edition				9781683869030	
	Grade 3 Set Teacher Edition Set (Modules 1-4)	Great Minds	2016	3	9781640542587	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Wit & Wisdom Grade 4 Idaho Full Class Print Bundle 30 (30 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)**	**Great Minds**	**2016**	**4**	**9781640542594**	**Component**
	Notes: **Strengths:** Their use of authentic literature. The instructional design encouraged deeper thinking because of the use of questioning. The writing tasks were frequent, varied, and developed towards culminating tasks. **Weaknesses:** Lack of foundational phonics and word recognition skills Limited support for struggling and ELL learners A district would need a supplemental intervention program.					
	Key Features: Wit & WisdomTM is a comprehensive content-focused, college- and career-ready standards-aligned, research-based K–8 English language arts (ELA) curriculum. Developed by teachers, for teachers by the nonprofit Great Minds, Wit & Wisdom uses award-winning, authentic, engaging texts as the foundation for students' learning of content and craft. The texts build students' knowledge, in turn enabling them to deepen understanding, engage in rich discussion and written response, and expand their vocabulary. Wit & Wisdom's key features include • a rich selection of diverse, curated texts (across genres and including print, digital, and visual texts) in each of the four modules (units) for each grade, K–8, • a process for reading complex texts that uses predictable, yet flexible, stages anchored by strategic questioning and aligned instructional routines, • a focus on explicit, text-based writing instruction (narrative, informative/expository, and persuasive/argumentative) following a process that is reiterated across grade levels, K–8,					

	• activities designed to build students' speaking, listening, viewing, language, and fluency skills at each grade level, K–8, • a purposeful sequence of topics within and across grade levels, designed to build student knowledge of topics and content in liberal arts, social sciences and history, and science, and the use of powerful questions to guide student inquiry and response.					
	Wit & Wisdom Grade 4 Idaho Full Class Print Bundle 25 (25 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)	Great Minds	2016	4	9781640542600	
	Print Student Edition				9781683866138	
	Assessment Pack				9781683866220	
	Digital Teacher Edition				9781683869047	
	Grade 4 Set Teacher Edition Set (Modules 1-4)	Great Minds	2016	4	9781640542617	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Wit & Wisdom Grade 5 Idaho Full Class Print Bundle 30 (30 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)**	**Great Minds**	**2016**	**5**	**9781640542624**	**Component**
	Notes: **Strengths:** Great Minds is strong in leading students through speaking and listening activities to deepen their understanding. There is a strong vocabulary component built into the curriculum. The questioning techniques used are effective for the teacher to administer formative assessments throughout the lesson. **Weaknesses:** Great Minds curriculum does not scaffold writing to the end of module summative assessment. The anchor texts were not provided for the reviewers to determine the text complexity and appropriateness of the texts for 5th graders.					
	Key Features: Wit & WisdomTM is a comprehensive content-focused, college- and career-ready standards-aligned, research-based K–8 English language arts (ELA) curriculum. Developed by teachers, for teachers by the nonprofit Great Minds, Wit & Wisdom uses award-winning, authentic, engaging texts as the foundation for students' learning of content and craft. The texts build students' knowledge, in turn enabling them to deepen understanding, engage in rich discussion and written response, and expand their vocabulary. Wit & Wisdom's key features include • a rich selection of diverse, curated texts (across genres and including print, digital, and visual texts) in each of the four modules (units) for each grade, K–8, • a process for reading complex texts that uses predictable, yet flexible, stages anchored by strategic questioning and aligned instructional routines, • a focus on explicit, text-based writing instruction (narrative, informative/expository, and persuasive/argumentative) following a process that is reiterated across grade levels, K–8, • activities designed to build students' speaking, listening, viewing, language, and fluency skills at each grade level, K–8, • a purposeful sequence of topics within and across grade levels, designed to build student knowledge of topics and content in liberal arts, social sciences and history, and science, and the use of powerful questions to guide student inquiry and response.					
	Wit & Wisdom Grade 5 Idaho Full Class Print Bundle 25 (25 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)	Great Minds	2016	5	9781640542631	
	Print Student Edition				9781683866145	
	Assessment Pack				9781683866237	

	Digital Teacher Edition				9781683869054	
	Grade 5 Set Teacher Edition Set (Modules 1-4)	Great Minds	2016	5	9781640542648	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Great Minds	**Wit & Wisdom Grade 6 Idaho Full Class Print Bundle 30 (30 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)**	**Great Minds**	**2016**	**6**	**9781640542655**	**Component**
	Notes: **Strengths:** It includes both literary work and informational text as well as visual arts. It integrates reading, writing, speaking, listening, grammar and three-tiered vocabulary. It is structured with instructional routines incorporating explicit writing, text-based vocabulary and formative assessments. There are tips included to support learners. **Weaknesses:** The tips to support learners do not address all learners in depth or breadth. The scope of the curriculum will be challenging to complete in a year, especially with the required daily homework and the 90-minute blocks.					
	Key Features: Wit & WisdomTM is a comprehensive content-focused, college- and career-ready standards-aligned, research-based K–8 English language arts (ELA) curriculum. Developed by teachers, for teachers by the nonprofit Great Minds, Wit & Wisdom uses award-winning, authentic, engaging texts as the foundation for students' learning of content and craft. The texts build students' knowledge, in turn enabling them to deepen understanding, engage in rich discussion and written response, and expand their vocabulary. Wit & Wisdom's key features include • a rich selection of diverse, curated texts (across genres and including print, digital, and visual texts) in each of the four modules (units) for each grade, K–8, • a process for reading complex texts that uses predictable, yet flexible, stages anchored by strategic questioning and aligned instructional routines, • a focus on explicit, text-based writing instruction (narrative, informative/expository, and persuasive/argumentative) following a process that is reiterated across grade levels, K–8, • activities designed to build students' speaking, listening, viewing, language, and fluency skills at each grade level, K–8, • a purposeful sequence of topics within and across grade levels, designed to build student knowledge of topics and content in liberal arts, social sciences and history, and science, and the use of powerful questions to guide student inquiry and response.					
	Wit & Wisdom Grade 6 Idaho Full Class Print Bundle 25 (25 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)	Great Minds	2016	6	9781640542662	
	Print Student Edition				9781683866152	
	Assessment Pack				9781683866244	
	Digital Teacher Edition				9781683869061	
	Grade 6 Set Teacher Edition Set (Modules 1-4)	Great Minds	2016	6	9781640542679	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Great Minds	**Wit & Wisdom Grade 7 Idaho Full Class Print Bundle 30 (30 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)**	**Great Minds**	**2016**	**7**	**9781640542686**	**Basic**
	Notes: **Strengths:** This is a robust and comprehensive curriculum that provides a model of powerful ELA instruction. The program is implementation-ready. The curriculum is fast-paced, rigorous, and strongly aligned to Idaho Content Standards. **Weaknesses:** It is important to note that it must be implemented as a whole. It cannot, for instance, be used as an anthology of texts to draw from. Implementation would include adoption of the specific trade books included in each module. The program is also very proscriptive. The Lesson Plans are highly structured, down to the exact questions teachers should ask students, though it also expects teachers to use professional judgment and discretion in things like when and where to differentiate instruction. There are not a lot of specific resources for differentiation, and the curriculum is very fast-paced. **Other:** This curriculum might be best suited to high-achieving environments (like honors classes) or environments where intervention and support can be offered outside of the ELA class time.					
	Key Features: Wit & WisdomTM is a comprehensive content-focused, college- and career-ready standards-aligned, research-based K–8 English language arts (ELA) curriculum. Developed by teachers, for teachers by the nonprofit Great Minds, Wit & Wisdom uses award-winning, authentic, engaging texts as the foundation for students' learning of content and craft. The texts build students' knowledge, in turn enabling them to deepen understanding, engage in rich discussion and written response, and expand their vocabulary. Wit & Wisdom's key features include • a rich selection of diverse, curated texts (across genres and including print, digital, and visual texts) in each of the four modules (units) for each grade, K–8, • a process for reading complex texts that uses predictable, yet flexible, stages anchored by strategic questioning and aligned instructional routines, • a focus on explicit, text-based writing instruction (narrative, informative/expository, and persuasive/argumentative) following a process that is reiterated across grade levels, K–8, • activities designed to build students' speaking, listening, viewing, language, and fluency skills at each grade level, K–8, • a purposeful sequence of topics within and across grade levels, designed to build student knowledge of topics and content in liberal arts, social sciences and history, and science, and the use of powerful questions to guide student inquiry and response.					
	Wit & Wisdom Grade 7 Idaho Full Class Print Bundle 25 (25 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)	Great Minds	2016	7	9781640542693	
	Print Student Edition				9781683866169	
	Assessment Pack				9781683866251	
	Digital Teacher Edition				9781683869078	
	Grade 7 Set Teacher Edition Set (Modules 1-4)	Great Minds	2016	7	9781640542709	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Great Minds	**Wit & Wisdom Grade 8 Idaho Full Class Print Bundle 30 (30 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)**	**Great Minds**	**2016**	**8**	**9781640542716**	**Basic**
	Notes: **Strengths:** This is a robust and comprehensive curriculum that provides a model of powerful ELA instruction. The program is implementation-ready. The curriculum is fast-paced, rigorous, and strongly aligned to Idaho Content Standards. **Weaknesses:** It is important to note that it must be implemented as a whole. It cannot, for instance, be used as an anthology of texts to draw from. Implementation would include adoption of the specific trade books included in each module. The program is also very proscriptive. The Lesson Plans are highly structured, down to the exact questions teachers should ask students, though it also expects teachers to use professional judgment and discretion in things like when and where to differentiate instruction. There are not a lot of specific resources for differentiation, and the curriculum is very fast-paced. **Other:** This curriculum might be best suited to high-achieving environments (like honors classes) or environments where intervention and support can be offered outside of the ELA class time.					
	Key Features: Wit & WisdomTM is a comprehensive content-focused, college- and career-ready standards-aligned, research-based K–8 English language arts (ELA) curriculum. Developed by teachers, for teachers by the nonprofit Great Minds, Wit & Wisdom uses award-winning, authentic, engaging texts as the foundation for students' learning of content and craft. The texts build students' knowledge, in turn enabling them to deepen understanding, engage in rich discussion and written response, and expand their vocabulary. Wit & Wisdom's key features include • a rich selection of diverse, curated texts (across genres and including print, digital, and visual texts) in each of the four modules (units) for each grade, K–8, • a process for reading complex texts that uses predictable, yet flexible, stages anchored by strategic questioning and aligned instructional routines, • a focus on explicit, text-based writing instruction (narrative, informative/expository, and persuasive/argumentative) following a process that is reiterated across grade levels, K–8, • activities designed to build students' speaking, listening, viewing, language, and fluency skills at each grade level, K–8, • a purposeful sequence of topics within and across grade levels, designed to build student knowledge of topics and content in liberal arts, social sciences and history, and science, and the use of powerful questions to guide student inquiry and response.					
	Wit & Wisdom Grade 8 Idaho Full Class Print Bundle 25 (25 - Modules 1-4 Student Editions + Modules 1-4 Assessment Packs + Grade K 1 YR Digital Teacher Edition)	Great Minds	2016	8	9781640542723	
	Print Student Edition				9781683866176	
	Assessment Pack				9781683866268	
	Digital Teacher Edition				9781683869085	
	Grade 8 Set Teacher Edition Set (Modules 1-4)	Great Minds	2016	8	9781640542730	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	**HMH Journeys Premium Classroom Package (6-year Print/6-year Digital) Grade K**	**Carol Jago, Erik Palmer, Shane Templeton, Shervaughnna Anderson, Martha Hougen, MaryEllen Vogt, Sheila Valencia, Irene Fountas**	**2017**	**K**	**9780544736665**	**Comprehensive**
	Notes: **Strengths:** Scaffolding and support for E.L.L and struggling readers. **Weaknesses:** Language could be more aligned with receptive language skills.					
	Key Features: 1. Designed for the Common Core State Standards. Kindergarten students are engaged in fiction and non-fiction/informational text of appropriate text complexity, close reading, classroom conversations, concepts of print, and writing response to build skills to meet the literacy demands of the Standards. 2. Comprehensive Phonemic Awareness and Phonics Strand. Daily phonemic awareness instruction builds mastery of oral skills and alphabetic principles leading to carefully sequenced phonics instruction, and for Kindergarten, Alpha Friends provide an effective, engaging resource with child-friendly animals that appear in the shape of the letters for the sound each letter represents. Journeys Decodable Readers are integrated with instruction, enabling students to apply every soundspelling correspondence in multiple contexts, building toward mastery. 3. Purposeful, Systematic Vocabulary Instruction. Activities that include Daily High Frequency Words and Daily Vocabulary Boost support the development of strong foundational reading skills. Instruction is carefully designed to provide multiple exposures to high frequency words in Big Books, Decodable Readers, and in small group leveled readers. Oral vocabulary is taught through Read Aloud Books and reinforced throughout the week in Opening Routines. 4. Gradual Release of Responsibility. Extensive modeling, systematic distributed practice, and an “I DO IT, WE DO IT, YOU DO IT” approach moves students to literacy independence. 5. Extensive English Language Support. Explicit support is embedded within each phonics lesson including pre-teaching notes to support language transfer issues. 6. Powerful Assessment. HMH Assessment App for iPad® provides daily questions and quizzes. Print/Online, formative, summative, performance formats drive instruction to personalize learning needs for all students including Standards-Based Weekly Tests, Formative Assessments, Standards-Based Assessment Resource, Benchmark Tests and Unit Tests. 7. Deep Intervention. Resources for Tier I, Tier II, and Tier III Intensive Intervention help teachers remediate, build key reading skills and close learning gaps. Differentiated Instruction support daily helps to monitor and remediate promptly and effectively. 8. Comprehensive Writing Program. Students learn to write for varied purposes and in varied writing forms with complete standards coverage provided for the three modes of writing: narrative, informative, and opinion. Each unit, or five weeks of instruction, is devoted to one mode of writing with all three modes covered twice at different times of the year. In addition to comprehensive instruction in the core program, the Journeys Writing Handbook features 30 weekly lessons across major writing forms and consistent practice. 9. Exceptional Reader Resources. Big Books, little books, leveled readers, decodable stories, read aloud trade books, and HMH Readers App for iPad® put the power of print into little hands in a multimodal format. 10. Enhanced Digital Experience. Intuitive digital tools provide instructional support and make learning dynamic and interactive. 11. Professional Learning for Literacy site helps educators implement best teaching practices across a variety of relevant topics.					

	In *Journeys,* technology is thoughtfully used to support the goals of the program and to engage learners with digital tools. The **Dashboard** offers one-stop access to the complete digital program for *Journeys,* as well as management and assessment tools. With a few clicks, teachers can individualize instruction to reach all learners, while students are fully engaged in learning challenging content through state-of-the art digital tools. **Student eBooks** provide rich, intuitive digital experiences, capturing and maintaining students' work, creating a personalized learning environment. **Stream to Start** videos draw students into each unit's topic or theme. Interactive response tools in the eBook promote close reading by allowing students to respond to questions at point-of-use, record spoken responses, highlight text, and take notes online. In both the **Student Book** and **Teacher's Edition eBooks**, additional resources like **Interactive Whiteboard Lessons**, **Reader's Notebook**, and **Projectables** can be accessed from point of use. ***my*SmartPlanner** allows teachers to plan daily, weekly, monthly, or yearly schedules and populate lesson plans for the year. Lesson plans can be modified and saved from year to year. The **HMH Player app** allows for offline access to key *Journeys* components, customized teaching, and student collaboration. Users can access key components of the program offline, then sync to work when they return online. Teachers can integrate their own lessons along with open-source content, images, and videos to customize or create new lessons. Teachers and students can collaborate with one another in an easy and engaging way.					
	HMH Journeys Student Edition Set Grade K (Includes Student Edition Volumes 1 and 2 Grade K)		2017	K	9780544613379	
	HMH Journeys Student Edition, Volume 1 Grade K		2017	K	9780544543263	
	HMH Journeys Student Edition, Volume 2 Grade K		2017	K	9780544543270	
	HMH Journeys Online Interactive Digital Student Resources 6-Year Grade K		2017	K	9780544613102	
	HMH Journeys Student Edition eText ePub Download 6-Year Grade K		2017	K	9780544587366	
	HMH Journeys Downloadable Student Resource Tool Grade K		2017	K	9780544612433	
	HMH Journeys A Journey From A to Z Big Book Grade K		2010	K	9780547135809	
	HMH Journeys A Journey In Songs and Rhymes Big Book Grade K		2010	K	9780547135793	
	HMH Journeys Reader's Notebook Consumable 6-Year Print Subscription Grade K		2017	K	9780544613713	
	HMH Journeys Reader's Notebook Consumable Collection Grade K (Includes Reader's Notebook Volumes 1 and 2 Grade K)		2017	K	9780544619395	
	HMH Journeys Reader's Notebook Volume 1 Grade K		2017	K	9780544587229	
	HMH Journeys Reader's Notebook Volume 2 Grade K		2017	K	9780544587236	
	HMH Journeys Common Core Writing Handbook Student 6-Year Print Subscription Grade K		2014	K	9780544631465	

	HMH Journeys Common Core Writing Handbook Student Grade K		2013	K	9780547864556	
	HMH Journeys Big Bk Set Grade K		2014	K	9780547866796	
	HMH Journeys Big Book Unit 1 Book 1 Grade K What Makes a Family?		2010	K	9780547008578	
	HMH Journeys Big Book Unit 1 Book 2 Grade K How Do Dinosaurs Go to School?		2010	K	9780547008592	
	HMH Journeys Big Book Unit 1 Book 3 Grade K Please, Puppy, Please		2010	K	9780547008615	
	HMH Journeys Big Book Unit 1 Book 4 Grade K Everybody Works		2011	K	9780547249728	
	HMH Journeys Big Book Unit 1 Book 5 Grade K The Handiest Things in the World		2014	K	9780547884738	
	HMH Journeys Big Book Unit 2 Book 6 Grade K My Five Senses		2011	K	9780547249742	
	HMH Journeys Big Book Unit 2 Book 7 Grade K Mice Squeak, We Speak		2011	K	9780547249766	
	HMH Journeys Big Book Unit 2 Book 8 Grade K Move!		2010	K	9780547008677	
	HMH Journeys Big Book Unit 2 Book 9 Grade K What Do Wheels Do All Day?		2010	K	9780547008684	
	HMH Journeys Big Book Unit 2 Book 10 Grade K Mouse Shapes		2010	K	9780547008691	
	HMH Journeys Big Book Unit 3 Book 11 Grade K Jump into January		2010	K	9780547008707	
	HMH Journeys Big Book Unit 3 Book 12 Grade K Snow		2010	K	9780547008714	
	HMH Journeys Big Book Unit 3 Book 13 Grade K What Do You Do With a Tail Like This?		2014	K	9780547884745	
	HMH Journeys Big Book Unit 3 Book 14 Grade K Turtle Splash!		2010	K	9780547008738	
	HMH Journeys Big Book Unit 3 Book 15 Grade K What a Beautiful Sky!		2010	K	9780547008745	
	HMH Journeys Big Book Unit 4 Book 16 Grade K What is Science?		2010	K	9780547008752	
	HMH Journeys Big Book Unit 4 Book 17 Grade K From Caterpillar to Butterfly		2014	K	9780547884752	
	HMH Journeys Big Book Unit 4 Book 18 Grade K Atlantic		2014	K	9780547884769	
	HMH Journeys Big Book Unit 4 Book 19 Grade K Sheep Take a Hike		2011	K	9780547249773	

	HMH Journeys Big Book Unit 4 Book 20 Grade K Curious George's Dinosaur Discovery		2010	K	9780547008851	
	HMH Journeys Big Book Unit 5 Book 21 Grade K Zin! Zin! Zin! a Violin		2014	K	9780547884776	
	HMH Journeys Big Book Unit 5 Book 22 Grade K Leo the Late Bloomer		2010	K	9780547008899	
	HMH Journeys Big Book Unit 5 Book 23 Grade K Zinnia's Flower Garden		2010	K	9780547008905	
	HMH Journeys Big Book Unit 5 Book 24 Grade K Chameleon, Chameleon		2010	K	9780547008912	
	HMH Journeys Big Book Unit 5 Book 25 Grade K Pie in the Sky		2010	K	9780547008936	
	HMH Journeys Big Book Unit 6 Book 26 Grade K Kitten's First Full Moon		2014	K	9780547884783	
	HMH Journeys Big Book Unit 6 Book 27 Grade K One of Three		2010	K	9780547008981	
	HMH Journeys Big Book Unit 6 Book 28 Grade K You Can Do it, Curious George!		2014	K	9780547884790	
	HMH Journeys Big Book Unit 6 Book 29 Grade K Look at Us		2010	K	9780547009001	
	HMH Journeys Big Book Unit 6 Book 30 Grade K Miss Bindergarten Celebrates the Last Day of Kindergarten		2010	K	9780547009018	
	HMH Journeys Little Big Book Set Grade K		2014	K	9780547866802	
	HMH Journeys Little Big Book Unit 1 Book 1 Grade K What Makes A Family?		2010	K	9780547009056	
	HMH Journeys Little Big Book Unit 1 Book 2 Grade K How Do Dinosaurs Go To School?		2010	K	9780547009117	
	HMH Journeys Little Big Book Unit 1 Book 3 Grade K Please, Puppy, Please		2010	K	9780547009124	
	HMH Journeys Little Big Book Unit 1 Book 4 Grade K Everybody Works		2011	K	9780547263397	
	HMH Journeys Little Big Book Unit 1 Book 5 Grade K The Handiest Things in the World		2014	K	9780547884806	
	HMH Journeys Little Big Book Unit 2 Book 6 Grade K My Five Senses		2011	K	9780547263410	
	HMH Journeys Little Big Book Unit 2 Book 7 Grade K Mice Squeak, We Speak		2011	K	9780547263427	
	HMH Journeys Little Big Book Unit 2 Book 8 Grade K Move!		2010	K	9780547009230	
	HMH Journeys Little Big Book Unit 2 Book 9 Grade		2010	K	9780547009261	

	K What Do Wheels Do All Day?					
	HMH Journeys Little Big Book Unit 2 Book 10 Grade K Mouse Shapes		2010	K	9780547009285	
	HMH Journeys Little Big Book Unit 3 Book 11 Grade K Jump Into January		2010	K	9780547009308	
	HMH Journeys Little Big Book Unit 3 Book 12 Grade K Snow		2010	K	9780547009339	
	HMH Journeys Little Big Book Unit 3 Book 13 Grade K What Do You Do With a Tail Like This?		2014	K	9780547884813	
	HMH Journeys Little Big Book Unit 3 Book 14 Grade K Turtle Splash!		2010	K	9780547009384	
	HMH Journeys Little Big Book Unit 3 Book 15 Grade K What a Beautiful Sky!		2010	K	9780547009391	
	HMH Journeys Little Big Book Unit 4 Book 16 Grade K What Is Science?		2010	K	9780547009346	
	HMH Journeys Little Big Book Unit 4 Book 17 Grade K From Caterpillar to Butterfly		2014	K	9780547884820	
	HMH Journeys Little Big Book Unit 4 Book 18 Grade K Atlantic		2014	K	9780547884837	
	HMH Journeys Little Big Book Unit 4 Book 19 Grade K Sheep Take a Hike		2011	K	9780547263434	
	HMH Journeys Little Big Book Unit 4 Book 20 Grade K Curious George's Dinosaur Discovery		2010	K	9780547009438	
	HMH Journeys Little Big Book Unit 5 Book 21 Grade K Zin! Zin! Zin! a Violin		2014	K	9780547884851	
	HMH Journeys Little Big Book Unit 5 Book 22 Grade K Leo The Late Bloomer		2010	K	9780547009483	
	HMH Journeys Little Big Book Unit 5 Book 23 Grade K Zinnia's Flower Garden		2010	K	9780547009506	
	HMH Journeys Little Big Book Unit 5 Book 24 Grade K Chameleon, Chameleon		2010	K	9780547009315	
	HMH Journeys Little Big Book Unit 5 Book 25 Grade K Pie In The Sky		2010	K	9780547009513	
	HMH Journeys Little Big Book Unit 6 Book 26 Grade K Kitten's First Full Moon		2014	K	9780547884868	
	HMH Journeys Little Big Book Unit 6 Book 27 Grade K One Of Three		2010	K	9780547009490	

	HMH Journeys Little Big Book Unit 6 Book 28 Grade K You Can Do it, Curious George!		2014	K	9780547884875	
	HMH Journeys Little Big Book Unit 6 Book 29 Grade K Look at Us		2010	K	9780547009551	
	HMH Journeys Little Big Book Unit 6 Book 30 Grade K, Miss Bindergarten Celebrates The Last Day Of Kindergarten		2010	K	9780547068329	
	HMH Journeys Read Aloud Set of 30 Grade K		2010	K	9780547133874	
	HMH Journeys Read Aloud Unit 1 Book 1 Grade K Building with Dad		2010	K	9780547010151	
	HMH Journeys Read Aloud Unit 1 Book 2 Grade K Friends at School		2010	K	9780547010175	
	HMH Journeys Read Aloud Unit 1 Book 3 Grade K I Have a Pet!		2010	K	9780547010144	
	HMH Journeys Read Aloud Unit 1 Book 4 Grade K Pizza at Sally's		2010	K	9780547010205	
	HMH Journeys Read Aloud Unit 1 Book 5 Grade K The Little Red Hen		2010	K	9780547010182	
	HMH Journeys Read Aloud Unit 2 Book 6 Grade K Listen, Listen		2010	K	9780547010229	
	HMH Journeys Read Aloud Unit 2 Book 7 Grade K Amelia's Show and Tell		2010	K	9780547010212	
	HMH Journeys Read Aloud Unit 2 Book 8 Grade K Jonathan and His Mommy		2010	K	9780547010243	
	HMH Journeys Read Aloud Unit 2 Book 9 Grade K Good Morning, Digger		2010	K	9780547010236	
	HMH Journeys Read Aloud Unit 2 Book 10 Grade K David's Drawings		2010	K	9780547010267	
	HMH Journeys Read Aloud Unit 3 Book 11 Grade K Every Season		2010	K	9780547010281	
	HMH Journeys Read Aloud Unit 3 Book 12 Grade K Storm is Coming!		2010	K	9780547010298	
	HMH Journeys Read Aloud Unit 3 Book 13 Grade K A Zebra's World		2010	K	9780547010304	
	HMH Journeys Read Aloud Unit 3 Book 14 Grade K Home for a Tiger, Home for a Bear		2010	K	9780547010137	
	HMH Journeys Read Aloud Unit 3 Book 15 Grade K How Many Stars in the Sky?		2010	K	9780547010311	
	HMH Journeys Read Aloud Unit 4 Book 16 Grade K Dear Mr. Blueberry		2010	K	9780547010342	
	HMH Journeys Read Aloud Unit 4 Book 17 Grade K It Is the Wind		2010	K	9780547010335	

	HMH Journeys Read Aloud Unit 4 Book 18 Grade K One-Dog Canoe		2010	K	9780547010366	
	HMH Journeys Read Aloud Unit 4 Book 19 Grade K Nicky and the Rainy Day		2010	K	9780547010328	
	HMH Journeys Read Aloud Unit 4 Book 20 Grade K Duck & Goose		2010	K	9780547010373	
	HMH Journeys Read Aloud Unit 5 Book 21 Grade K Simon and Molly plus Hester		2010	K	9780547010359	
	HMH Journeys Read Aloud Unit 5 Book 22 Grade K A Tiger Grows Up		2010	K	9780547010380	
	HMH Journeys Read Aloud Unit 5 Book 23 Grade K Oscar and the Frog		2010	K	9780547010403	
	HMH Journeys Read Aloud Unit 5 Book 24 Grade K Red Eyes or Blue Feathers		2010	K	9780547010397	
	HMH Journeys Read Aloud Unit 5 Book 25 Grade K Bread Comes to Life		2010	K	9780547010427	
	HMH Journeys Read Aloud Unit 6 Book 26 Grade K Curious George Makes Pancakes		2010	K	9780547010441	
	HMH Journeys Read Aloud Unit 6 Book 27 Grade K Someone Bigger		2010	K	9780547010434	
	HMH Journeys Read Aloud Unit 6 Book 28 Grade K The Little Engine That Could		2010	K	9780547010458	
	HMH Journeys Read Aloud Unit 6 Book 29 Grade K Baby Brains		2010	K	9780547010465	
	HMH Journeys Read Aloud Unit 6 Book 30 Grade K Pet Show!		2010	K	9780547010472	
	HMH Journeys Common Core Reading Practice and Assessment App Grade K		2014	K	9780544085626	
	HMH Journeys Teacher Edition Collection Grade K (Includes Teacher's Edition Volumes 1-6 Grade K)		2017	K	9780544613478	
	HMH Journeys Teacher's Edition, Volume 1 Grade K		2017	K	9780544543423	
	HMH Journeys Teacher's Edition, Volume 2 Grade K		2017	K	9780544543430	
	HMH Journeys Teacher's Edition, Volume 3 Grade K		2017	K	9780544543447	
	HMH Journeys Teacher's Edition, Volume 4 Grade K		2017	K	9780544543454	
	HMH Journeys Teacher's Edition, Volume 5 Grade K		2017	K	9780544543461	
	HMH Journeys Teacher's Edition, Volume 6 Grade K		2017	K	9780544543478	
	HMH Journeys Online Interactive Digital Teacher Resources 6-Year Grade K		2017	K	9780544613225	
	HMH Journeys Teacher's Edition eText ePub Download 6-Year Grade K		2017	K	9780544587601	

	HMH Journeys Downloadable Teacher Resource Tool Grade K		2017	K	9780544612556	
	HMH Journeys Quick Start Pacing Guide Grade K		2017	K	9780544592902	
	HMH Journeys Instructional Flip Chart Set Grade K (Includes Instructional Flip Charts A-C Grade K)		2014	K	9780547866789	
	HMH Journeys Instructional Flip Chart Chart A Grade K		2014	K	9780547894911	
	HMH Journeys Instructional Flip Chart Chart B Grade K		2014	K	9780547893242	
	HMH Journeys Instructional Flip Chart Chart C Grade K		2014	K	9780547894133	
	HMH Journeys Grab and Go Complete Set Grade K (Includes 30 Lesson Booklets Grade K, Assessment Booklet Grade K, and Additional Resources Grade K)		2014	K	9780547866826	
	HMH Journeys Grab-and-Go 30 Lesson Booklets Grade K		2014	K	9780547897776	
	HMH Journeys Grab-and-Go Assessment Booklet Grade K		2014	K	9780547893594	
	HMH Journeys Grab-and-Go Additional Resources Grade K		2014	K	9780547893693	
	HMH Journeys Instructional Card Kit Grade K (Includes High-Frequency Word Cards Grade K, Vocabulary In Context Cards Grade K, Retelling Cards Grade K, Letter, Word, Picture Cards Grade K, Punctuation Cards Grade K)		2014	K	9780547866536	
	HMH Journeys High-Frequency Word Cards Grade K		2014	K	9780547866543	
	HMH Journeys Vocabulary In Context Cards Grade K		2014	K	9780547866550	
	HMH Journeys Retelling Cards Grade K		2014	K	9780547866574	
	HMH Journeys Letter, Word, Picture Cards Grade K		2011	K	9780547246499	
	HMH Journeys Punctuation Cards Grade K		2011	K	9780547389417	
	HMH Journeys Vocabulary and Spelling Flip-Card eTextbook ePub Package 6-Year Grade K		2014	K	9780547955100	
	HMH Journeys Readers App (eText Leveled Reader Grade Level Set App) for all Grade Level Readers; per device		2011	K	9780544020863	

	HMH Journeys Teacher Resource Kit Grade K Assessment		2017	K	9780544932159	
	HMH Journeys Intervention Assessments Grade K-6		2017	K-6	9780544593503	
	HMH Journeys Benchmark and Unit Tests Consumable Grade K		2014	K	9780547871646	
	HMH Journeys Benchmark and Unit Tests Teacher's Edition (Answer Key) Grade K		2014	K	9780547872346	
	HMH Journeys Intervention Teacher Resources Grade K		2014	K	9780547874241	
	HMH Journeys Language Support Cards Grade K		2014	K	9780547897790	
	HMH Journeys Long Vowel Sound Spelling Cards Grade K		2011	K	9780547611310	
	HMH Journeys Sound Spelling Cards Grade K		2011	K	9780547246369	
	HMH Journeys Reader's Notebook Teacher's Guide Grade K		2017	K	9780544592674	
	HMH Journeys Common Core Writing Handbook Teacher's Guide Grade K		2013	K	9780547865966	
	HMH Journeys Alphafriends Cards Large Grade K		2010	K	9780547138770	
	HMH Journeys Standards-Based Assessment Resource Grade K		2015	K	9780544593190	
	HMH Journeys Premium Teacher Resource Kit Add-On Grade K		2017	K	9780544933224	
	HMH Journeys Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade K-1		2014	K-1	9780544025158	
	HMH Journeys ELL Handbook Grades K-6		2014	K-6	9780547893341	
	HMH Journeys ELL Newcomer Teacher's Guide Grades K-6		2014	K-6	9780547893334	
	HMH Journeys Literacy and Language Guide Grade K		2014	K	9780547866451	
	HMH Journeys Grade Level Strand Complete Set of 6 Grade K		2014	K	9780547905716	
	HMH Journeys Decoding Power: Intensive Reading Instruction System Grade K		2017	K	9780544636583	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	**HMH Journeys Premium Classroom Package (6-year Print/6-year Digital) Grade 1**	**Carol Jago, Erik Palmer, Shane Templeton, Shervaughnn a Anderson, Martha Hougen, MaryEllen Vogt, Sheila Valencia, Irene Fountas**	**2017**	**1**	**9780544736672**	**Comprehensive**
	Notes: **Strengths:** Frequent and repeated exposure and application using all the texts in this collection will give students many opportunities to build and interact with the building of vocabulary throughout the school year.					
	Key Features: 1. Designed for the Common Core State Standards. Kindergarten students are engaged in fiction and non-fiction/informational text of appropriate text complexity, close reading, classroom conversations, concepts of print, and writing response to build skills to meet the literacy demands of the Standards. 2. Comprehensive Phonemic Awareness and Phonics Strand. Daily phonemic awareness instruction builds mastery of oral skills and alphabetic principles leading to carefully sequenced phonics instruction, and for Kindergarten, Alpha Friends provide an effective, engaging resource with child-friendly animals that appear in the shape of the letters for the sound each letter represents. Journeys Decodable Readers are integrated with instruction, enabling students to apply every soundspelling correspondence in multiple contexts, building toward mastery. 3. Purposeful, Systematic Vocabulary Instruction. Activities that include Daily High Frequency Words and Daily Vocabulary Boost support the development of strong foundational reading skills. Instruction is carefully designed to provide multiple exposures to high frequency words in Big Books, Decodable Readers, and in small group leveled readers. Oral vocabulary is taught through Read Aloud Books and reinforced throughout the week in Opening Routines. 4. Gradual Release of Responsibility. Extensive modeling, systematic distributed practice, and an “I DO IT, WE DO IT, YOU DO IT” approach moves students to literacy independence. 5. Extensive English Language Support. Explicit support is embedded within each phonics lesson including pre-teaching notes to support language transfer issues. 6. Powerful Assessment. HMH Assessment App for iPad® provides daily questions and quizzes. Print/Online, formative, summative, performance formats drive instruction to personalize learning needs for all students including Standards-Based Weekly Tests, Formative Assessments, Standards-Based Assessment Resource, Benchmark Tests and Unit Tests. 7. Deep Intervention. Resources for Tier I, Tier II, and Tier III Intensive Intervention help teachers remediate, build key reading skills and close learning gaps. Differentiated Instruction support daily helps to monitor and remediate promptly and effectively. 8. Comprehensive Writing Program. Students learn to write for varied purposes and in varied writing forms with complete standards coverage provided for the three modes of writing: narrative, informative, and opinion. Each unit, or five weeks of instruction, is devoted to one mode of writing with all three modes covered twice at different times of the year. In addition to comprehensive instruction in the core program, the Journeys Writing Handbook features 30 weekly lessons across major writing forms and consistent practice. 9. Exceptional Reader Resources. Big Books, little books, leveled readers, decodable stories, read aloud trade books, and HMH Readers App for iPad® put the power of print into little hands in a multimodal format. 10. Enhanced Digital Experience. Intuitive digital tools provide instructional support and make learning dynamic and interactive. 11. Professional Learning for Literacy site helps educators implement best teaching practices across a variety of relevant topics.					

	In *Journeys,* technology is thoughtfully used to support the goals of the program and to engage learners with digital tools. The **Dashboard** offers one-stop access to the complete digital program for *Journeys,* as well as management and assessment tools. With a few clicks, teachers can individualize instruction to reach all learners, while students are fully engaged in learning challenging content through state-of-the art digital tools. **Student eBooks** provide rich, intuitive digital experiences, capturing and maintaining students' work, creating a personalized learning environment. **Stream to Start** videos draw students into each unit's topic or theme. Interactive response tools in the eBook promote close reading by allowing students to respond to questions at point-of-use, record spoken responses, highlight text, and take notes online. In both the **Student Book** and **Teacher's Edition eBooks**, additional resources like **Interactive Whiteboard Lessons**, **Reader's Notebook**, and **Projectables** can be accessed from point of use. ***my*SmartPlanner** allows teachers to plan daily, weekly, monthly, or yearly schedules and populate lesson plans for the year. Lesson plans can be modified and saved from year to year. The **HMH Player app** allows for offline access to key *Journeys* components, customized teaching, and student collaboration. Users can access key components of the program offline, then sync to work when they return online. Teachers can integrate their own lessons along with open-source content, images, and videos to customize or create new lessons. Teachers and students can collaborate with one another in an easy and engaging way.					
	HMH Journeys Student Edition Set Grade 1 (Includes Student Edition Volumes 1-6 Grade 1)		2017	1	9780544613393	
	HMH Journeys Student Edition, Volume 1 Grade 1		2017	1	9780544538511	
	HMH Journeys Student Edition, Volume 2 Grade 1		2017	1	9780544543294	
	HMH Journeys Student Edition, Volume 3 Grade 1		2017	1	9780544543300	
	HMH Journeys Student Edition, Volume 4 Grade 1		2017	1	9780544543317	
	HMH Journeys Student Edition, Volume 5 Grade 1		2017	1	9780544543324	
	HMH Journeys Student Edition, Volume 6 Grade 1		2017	1	9780544543348	
	HMH Journeys Online Interactive Digital Student Resources 6-Year Grade 1		2017	1	9780544613119	
	HMH Journeys Student Edition eText ePub Download 6-Year Grade 1		2017	1	9780544587373	
	HMH Journeys Downloadable Student Resource Tool Grade 1		2017	1	9780544612440	
	HMH Journeys Trade Book Unit 2 Grade 1 From Seed to Pumpkin		2014	1	9780544102804	
	HMH Journeys Trade Book Unit 4 Grade 1 Amazing Whales!		2014	1	9780544102798	
	HMH Journeys Trade Book Unit 6 Grade 1 Owl at Home		2014	1	9780544102675	
	HMH Journeys Reader's Notebook Consumable 6-Year Print Subscription Grade 1		2017	1	9780544613720	
	HMH Journeys Reader's Notebook Consumable Collection Grade 1 (Includes Readerhs' Notebook Volumes 1 and 2 Grade 1)		2017	1	9780544619401	

	HMH Journeys Reader's Notebook Volume 1 Grade 1		2017	1	9780544592599	
	HMH Journeys Reader's Notebook Volume 2 Grade 1		2017	1	9780544592605	
	HMH Journeys Common Core Writing Handbook Student 6-Year Print Subscription Grade 1		2014	1	9780544619586	
	HMH Journeys Common Core Writing Handbook Student Grade 1		2013	1	9780547864471	
	HMH Journeys Close Reader Student 6-Year Print Subscription Grade 1		2017	1	9780544870864	
	HMH Journeys Close Reader Student Grade 1		2017	1	9780544869431	
	HMH Journeys Write-in Reader 6-Pack Grade 1 (Includes 6 copies each of Write-in Reader Volumes 1 and 2)		2014	1	9780547874135	
	HMH Journeys Back To School Big Book 1 Grade 1 Jack's Talent		2010	1	9780547170039	
	HMH Journeys Back To School Big Book 2 Grade 1 Back to School		2010	1	9780547170060	
	HMH Journeys Big Book Set Grade 1		2010	1	9780547170046	
	HMH Journeys Big Book Unit 1 Book 1 Grade 1 My Colors, My World		2010	1	9780547170183	
	HMH Journeys Big Book Unit 1 Book 2 Grade 1 Chuck's Truck		2010	1	9780547170312	
	HMH Journeys Big Book Unit 2 Book 1 Grade 1 The Secret		2010	1	9780547170329	
	HMH Journeys Big Book Unit 2 Book 2 Grade 1 A Cake All for Me!		2010	1	9780547170367	
	HMH Journeys Big Book Unit 3 Book 1 Grade 1 Vulture View		2010	1	9780547170343	
	HMH Journeys Big Book Unit 3 Book 2 Grade 1 Beetle Bop		2010	1	9780547170374	
	HMH Journeys Big Book Unit 4 Grade 1 A Huge Hog Is a Big Pig		2010	1	9780547170350	
	HMH Journeys Big Book Unit 5 Grade 1 Up, Down, and Around		2010	1	9780547170381	
	HMH Journeys Big Book Unit 6 Grade 1 Karate Hour		2010	1	9780547170442	
	HMH Journeys Decodable Reader (Set of 6) Grade 1 (Includes Decodable Readers Units 1-6 Grade 1)		2014	1	9780547866857	
	HMH Journeys Decodable Reader Unit 1 Grade 1		2014	1	9780547866864	
	HMH Journeys Decodable Reader Unit 2 Grade 1		2014	1	9780547866895	

	HMH Journeys Decodable Reader Unit 3 Grade 1		2014	1	9780547866901	
	HMH Journeys Decodable Reader Unit 4 Grade 1		2014	1	9780547866918	
	HMH Journeys Decodable Reader Unit 5 Grade 1		2014	1	9780547866925	
	HMH Journeys Decodable Reader Unit 6 Grade 1		2014	1	9780547866932	
	HMH Journeys Common Core Reading Practice and Assessment App Grade 1		2014	1	9780544084520	
	HMH Journeys Teacher Edition Collection Grade 1 (Includes Teacher's Edition Volumes 1-6 Grade 1)		2017	1	9780544613485	
	HMH Journeys Teacher's Edition, Volume 1 Grade 1		2017	1	9780544543485	
	HMH Journeys Teacher's Edition, Volume 2 Grade 1		2017	1	9780544543492	
	HMH Journeys Teacher's Edition, Volume 3 Grade 1		2017	1	9780544543508	
	HMH Journeys Teacher's Edition, Volume 4 Grade 1		2017	1	9780544543515	
	HMH Journeys Teacher's Edition, Volume 5 Grade 1		2017	1	9780544543522	
	HMH Journeys Teacher's Edition, Volume 6 Grade 1		2017	1	9780544543539	
	HMH Journeys Online Interactive Digital Teacher Resources 6-Year Grade 1		2017	1	9780544613232	
	HMH Journeys Teacher's Edition eText ePub Download 6-Year Grade 1		2017	1	9780544587618	
	HMH Journeys Downloadable Teacher Resource Tool Grade 1		2017	1	9780544612570	
	HMH Journeys Quick Start Pacing Guide Grade 1		2017	1	9780544592919	
	HMH Journeys Blend-it Books Volume 1 Grade 1		2017	1	9780544586413	
	HMH Journeys Blend-it Books Volume 2 Grade 1		2017	1	9780544586420	
	HMH Journeys Grab and Go Complete Set Grade 1 (Includes 30 Lesson Booklets Grade 1, Assessment Booklet Grade 1, and Additional Resources Grade 1)		2014	1	9780547908656	
	HMH Journeys Grab-and-Go 30 Lesson Booklets Grade 1		2014	1	9780547893518	
	HMH Journeys Grab-and-Go Assessment Booklet Grade 1		2014	1	9780547893617	
	HMH Journeys Grab-and-Go Additional Resources Grade 1		2014	1	9780547893709	
	HMH Journeys Instructional Card Kit Grade 1		2014	1	9780547866581	
	HMH Journeys High-Frequency Word Cards Grade 1		2014	1	9780547866598	
	HMH Journeys Vocabulary In Context Cards Grade 1		2014	1	9780547866604	
	HMH Journeys Retelling Cards Grade 1		2014	1	9780547866611	

	HMH Journeys Letter, Word, Picture Cards Grades 1-3		2011	1-3	9780547246505	
	HMH Journeys Punctuation Cards Grades 1-2		2011	1	9780547389448	
	HMH Journeys Vocabulary and Spelling Flip-Card eTextbook ePub Package 6-Year Grade 1		2014	1	9780547955711	
	HMH Journeys Readers App (eText Leveled Reader Grade Level Set App) for all Grade Level Readers; per device		2011	1	9780544020870	
	HMH Journeys Teacher Resource Kit Grade 1		2017	1	9780544933163	
	HMH Journeys Intervention Assessments Grade K-6		2017	K-6	9780544593503	
	HMH Journeys Cold Reads Grade 1		2014	1	9780547893884	
	HMH Journeys Language Support Cards Grade 1		2014	1	9780547897806	
	HMH Journeys Sound Spelling Cards Grades 1-3		2011	1	9780547246376	
	HMH Journeys Reader's Notebook Teacher's Guide Grade 1		2017	1	9780544592681	
	HMH Journeys Close Reader Teacher's Guide Grade 1		2017	1	9780544860117	
	HMH Journeys Common Core Writing Handbook Teacher's Guide Grade 1		2013	1	9780547865867	
	HMH Journeys Benchmark and Unit Tests Consumable Grade 1		2014	1	9780547871585	
	HMH Journeys Benchmark and Unit Tests Teacher's Edition (Answer Key) Grade 1		2014	1	9780547873947	
	HMH Journeys Standards-Based Assessment Resource Grade 1		2015	1	9780544593206	
	HMH Journeys Premium Teacher Resource Kit Add-On Grade 1		2017	1	9780544933231	
	HMH Journeys Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade K-1		2014	K-1	9780544025158	
	HMH Journeys ELL Handbook Grades K-6		2014	K-6	9780547893341	
	HMH Journeys ELL Newcomer Teacher's Guide Grades K-6		2014	K-6	9780547893334	
	HMH Journeys Literacy and Language Guide Grade 1		2014	1	9780547866468	
	HMH Journeys Grade Level Strand Complete Set of 6 Grade 1		2014	1	9780547904917	
	HMH Journeys Decoding Power: Intensive Reading Instruction System Grade 1		2017	1	9780544636590	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	**HMH Journeys Premium Classroom Package (6-year Print/6-year Digital) Grade 2**	**Carol Jago, Erik Palmer, Shane Templeton, Shervaughnna Anderson, Martha Hougen, MaryEllen Vogt, Sheila Valencia, Irene Fountas**	**2017**	**2**	**9780544736689**	**Comprehensive**
	Notes: **Strengths:** Format and Aesthetics: Teacher Editions are easy to use, easy to follow, bright, and engaging ("Our Focus Wall" at the beginning of each week is a great summary for teachers to visualize the week's entire lesson). Clear instructions make the TE user-friendly, and annotations within the lessons provide Common Core objectives, as well as reference to the index at the back each TE for further routines instructions. Also includes extra Lessons on Routines, such as media literacy and research skills, in the "Resources" section at the back of each TE. **Weaknesses:** Formative assessments of anchor texts are not truly provided in the lesson plans. Rather, teacher is provided with examples of intervention if a child has not mastered the targeted skill. **Other:** Two more items of note: A great feature of the curriculum is the inclusion of additional materials for Advanced learners, as well as the inclusion of the Domain that each unit and weekly lesson covers (i.e. Unit 1, Lesson 4 Domain: Social Relationships, Lesson Topic: Getting Along with Others).					
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HMH Journeys Student Edition, Volume 1 Grade 2		2017	2	9780544543355
HMH Journeys Student Edition, Volume 2 Grade 2		2017	2	9780544543379
HMH Journeys Online Interactive Digital Student Resources 6-Year Grade 2		2017	2	9780544613126
HMH Journeys Student Edition eText ePub Download 6-Year Grade 2		2017	2	9780544587380
HMH Journeys Downloadable Student Resource Tool Grade 2		2017	2	9780544612457
HMH Journeys Trade Book Unit 2 Grade 2 Poppleton in Winter		2014	2	9780544102637
HMH Journeys Trade Book Unit 4 Grade 2 Where Do Polar Bears Live?		2014	2	9780544102828
HMH Journeys Trade Book Unit 6 Grade 2 Exploring Space Travel		2014	2	9780547996127
HMH Journeys Reader's Notebook Consumable 6-Year Print Subscription Grade 2		2017	2	9780544613737
HMH Journeys Reader's Notebook Consumable Collection Grade 2 (Includes Reader's Notebook Volumes 1 and 2 Grade 2)		2017	2	9780544619418
HMH Journeys Reader's Notebook Volume 1 Grade 2		2017	2	9780544592612

	HMH Journeys Reader's Notebook Volume 2 Grade 2		2017	2	9780544592629	
	HMH Journeys Common Core Writing Handbook Student 6-Year Print Subscription Grade 2		2014	2	9780544619593	
	HMH Journeys Common Core Writing Handbook Student Grade 2		2013	2	9780547864495	
	HMH Journeys Close Reader Student 6-Year Print Subscription Grade 2		2017	2	9780544870888	
	HMH Journeys Close Reader Student Grade 2		2017	2	9780544869448	
	HMH Journeys Write-in Reader 6-Pack Grade 2 (Includes 6 copies of Write-in Reader Grade 2)		2014	2	9780547874142	
	HMH Journeys Decodable Reader (Set of 6) Grade 2 (Includes Decodable Readers Units 1-6 Grade 2)		2014	2	9780547866956	
	HMH Journeys Decodable Reader Unit 1 Grade 2		2014	2	9780547866963	
	HMH Journeys Decodable Reader Unit 2 Grade 2		2014	2	9780547866987	
	HMH Journeys Decodable Reader Unit 3 Grade 2		2014	2	9780547866994	
	HMH Journeys Decodable Reader Unit 4 Grade 2		2014	2	9780547867007	
	HMH Journeys Decodable Reader Unit 5 Grade 2		2014	2	9780547867014	
	HMH Journeys Decodable Reader Unit 6 Grade 2		2014	2	9780547865850	
	HMH Journeys Common Core Reading Practice and Assessment App Grade 2		2014	2	9780544085121	
	HMH Journeys Teacher Edition Collection Grade 2 (Includes Teacher's Edition Volumes 1-6 Grade 2)		2017	2	9780544613492	
	HMH Journeys Teacher's Edition, Volume 1 Grade 2		2017	2	9780544543546	
	HMH Journeys Teacher's Edition, Volume 2 Grade 2		2017	2	9780544543553	
	HMH Journeys Teacher's Edition, Volume 3 Grade 2		2017	2	9780544543560	
	HMH Journeys Teacher's Edition, Volume 4 Grade 2		2017	2	9780544543577	
	HMH Journeys Teacher's Edition, Volume 5 Grade 2		2017	2	9780544543584	
	HMH Journeys Teacher's Edition, Volume 6 Grade 2		2017	2	9780544543591	
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	HMH Journeys Downloadable Teacher Resource Tool Grade 2		2017	2	9780544612587	
	HMH Journeys Quick Start Pacing Guide Grade 2		2017	2	9780544592926	
	HMH Journeys Blend-it Books Volume 1 Grade 2		2017	2	9780544587205	

	HMH Journeys Blend-it Books Volume 2 Grade 2		2017	2	9780544587212	
	HMH Journeys Grab and Go Complete Set Grade 2 (Includes Lesson Booklets Grade 2, Assessment Booklet Grade 2, and Additional Resources Grade 2)		2014	2	9780547907857	
	HMH Journeys Grab-and-Go 30 Lesson Booklets Grade 2		2014	2	9780547893532	
	HMH Journeys Grab-and-Go Assessment Booklet Grade 2		2014	2	9780547893624	
	HMH Journeys Grab-and-Go Additional Resources Grade 2		2014	2	9780547893716	
	HMH Journeys Instructional Card Kit Grade 2 (Includes High-Frequency Word Cards Grade 2, Vocabulary In Context Cards Grade 2, Retelling Cards Grade 2, Letter, Word, Picture Cards Grades 1-3, Punctuation Cards Grades 1-2		2014	2	9780547866628	
	HMH Journeys High-Frequency Word Cards Grade 2		2014	2	9780547866635	
	HMH Journeys Vocabulary In Context Cards Grade 2		2014	2	9780547866642	
	HMH Journeys Retelling Cards Grade 2		2014	2	9780547866659	
	HMH Journeys Letter, Word, Picture Cards Grades 1-3		2011	1-3	9780547246505	
	HMH Journeys Punctuation Cards Grades 1-2		2011	2	9780547389448	
	HMH Journeys Vocabulary and Spelling Flip-Card eTextbook ePub Package 6-Year Grade 2		2014	2	9780547952222	
	HMH Journeys Readers App (eText Leveled Reader Grade Level Set App) for all Grade Level Readers; per device		2011	2	9780544020887	
	HMH Journeys Teacher Resource Kit Grade 2		2017	2	9780544933170	
	HMH Journeys Cold Reads Grade 2		2014	2	9780547893891	
	HMH Journeys Language Support Cards Grade 2		2014	2	9780547897486	
	HMH Journeys Sound Spelling Cards Grades 1-3		2011	2	9780547246376	
	HMH Journeys Reader's Notebook Teacher's Guide Grade 2		2017	2	9780544592698	
	HMH Journeys Common Core Writing Handbook Teacher's Guide Grade 2		2013	2	9780547865768	
	HMH Journeys Close Reader Teacher's Guide Grade 2		2017	2	9780544860063	

	HMH Journeys Intervention Assessments Grade K-6		2017	K-6	9780544593503	

	HMH Journeys Benchmark and Unit Tests Consumable Grade 2		2014	2	9780547871592	
	HMH Journeys Benchmark and Unit Tests Teacher's Edition (Answer Key) Grade 2		2014	2	9780547873954	
	HMH Journeys Standards-Based Assessment Resource Grade 2		2015	2	9780544593220	
	HMH Journeys Premium Teacher Resource Kit Add-On Grade 2		2017	2	9780544933248	
	HMH Journeys ELL Handbook Grades K-6		2014	K-6	9780547893341	
	HMH Journeys ELL Newcomer Teacher's Guide Grades K-6		2014	K-6	9780547893334	
	HMH Journeys Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade 2-3		2014	2-3	9780544025165	
	HMH Journeys Literacy and Language Guide Grade 2		2014	2	9780547866475	
	HMH Journeys Grade Level Strand Complete Set of 6 Grade 2		2014	2	9780547904818	
	HMH Journeys Decoding Power: Intensive Reading Instruction System Grade 2		2017	2	9780544636606	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HMH Journeys Premium Classroom Package (6-year Print/6-year Digital) Grade 3**	**Carol Jago, Erik Palmer, Shane Templeton, Shervaughnna Anderson, Martha Hougen, MaryEllen Vogt, Sheila Valencia, Irene Fountas**	**2017**	**3**	**9780544736696**	**Comprehensive**
	Notes: **Strengths:** This program has multiple texts, resources and supports for teachers and students. The students have a lot of opportunities for interactions with various types of texts. It also includes strong foundational skill instruction. It is a well-rounded program. **Weaknesses:** A weakness in this program is the extension activities. The activities don't provide enough challenge for the high level students. They don't provide higher level thinking tasks. Another weakness is the amount of time that it takes to accomplish all of the program in one year.					
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	HMH Journeys Performance Assessment Student Edition 6-Year Print Subscription Grade 3		2015	3	9780544619791	
	HMH Journeys Performance Assessment Student Edition Grade 3		2015	3	9780544465206	
	HMH Journeys Common Core Writing Handbook Student 6-Year Print Subscription Grade 3		2014	3	9780544619609	
	HMH Journeys Common Core Writing Handbook Student Grade 3		2013	3	9780547864518	
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	HMH Journeys Online Interactive Digital Teacher Resources 6-Year Grade 3		2017	3	9780544613256	
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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	**HMH Journeys Premium Classroom Package (6-year Print/6-year Digital) Grade 4**	**Carol Jago, Erik Palmer, Shane Templeton, Shervaughnna Anderson, Martha Hougen, MaryEllen Vogt, Sheila Valencia, Irene Fountas**	**2017**	**4**	**9780544736702**	**Basic**
	Notes: **Strengths:** Journeys uses Lexile as evidence for quantitative measure for text complexity. A rating scale of low, moderate, and complex is used to determine qualitative measurement. This includes the levels of meaning or purpose, structure, language, conventionality, clarity, and knowledge demands. Journeys provides an anchor text and a paired text for each lesson section and exhibit expectational craft and useful information. Both literary and informational texts are present across the reading units. Journeys teaches students the craft of writing and students are reminded to use grammar and conventions in their writing tasks. They are provided with daily/weekly writing instruction to develop a purpose, organize writing, use evidence, or summarize. Speaking and listening is emphasized and supported throughout the units. Journeys ends each unit with a performance task that asks students to write knowledgeably. This often includes two texts from the unit and how they relate. ELL students and struggling/advanced student support is provided for vocabulary and comprehension. **Weaknesses:** Journeys does not support students performing or creating a culminating task focused on the central idea(s) of the text or demonstrate their knowledge of a topic. A lack of writing to textual evidence and claim support is not apparent within the weekly lessons. Grammar support and instruction does not meet the rigor and practice required for student success.					
	Key Features: 1. Designed for the Common Core State Standards. Kindergarten students are engaged in fiction and non-fiction/informational text of appropriate text complexity, close reading, classroom conversations, concepts of print, and writing response to build skills to meet the literacy demands of the Standards. 2. Comprehensive Phonemic Awareness and Phonics Strand. Daily phonemic awareness instruction builds mastery of oral skills and alphabetic principles leading to carefully sequenced phonics instruction, and for Kindergarten, Alpha Friends provide an effective, engaging resource with child-friendly animals that appear in the shape of the letters for the sound each letter represents. Journeys Decodable Readers are integrated with instruction, enabling students to apply every soundspelling correspondence in multiple contexts, building toward mastery. 3. Purposeful, Systematic Vocabulary Instruction. Activities that include Daily High Frequency Words and Daily Vocabulary Boost support the development of strong foundational reading skills. Instruction is carefully designed to provide multiple exposures to high frequency words in Big Books, Decodable Readers, and in small group leveled readers. Oral vocabulary is taught through Read Aloud Books and reinforced throughout the week in Opening Routines. 4. Gradual Release of Responsibility. Extensive modeling, systematic distributed practice, and an “I DO IT, WE DO IT, YOU DO IT” approach moves students to literacy independence. 5. Extensive English Language Support. Explicit support is embedded within each phonics lesson including pre-teaching notes to support language transfer issues. 6. Powerful Assessment. HMH Assessment App for iPad® provides daily questions and quizzes. Print/Online, formative, summative, performance formats drive instruction to personalize learning needs for all students including Standards-Based Weekly Tests, Formative Assessments, Standards-Based Assessment Resource, Benchmark Tests and Unit Tests. 7. Deep Intervention. Resources for Tier I, Tier II, and Tier III Intensive Intervention help teachers remediate, build key reading skills and close learning gaps. Differentiated Instruction support daily helps to monitor and remediate promptly and effectively. 8. Comprehensive Writing Program. Students learn to write for varied purposes and in varied writing forms with complete standards coverage provided for the three modes of writing: narrative, informative, and opinion. Each unit, or five weeks of instruction, is devoted to one mode of writing with all three modes covered twice at different times of the					

year. In addition to comprehensive instruction in the core program, the Journeys Writing Handbook features 30 weekly lessons across major writing forms and consistent practice.
9. Exceptional Reader Resources. Big Books, little books, leveled readers, decodable stories, read aloud trade books, and HMH Readers App for iPad® put the power of print into little hands in a multimodal format.
10. Enhanced Digital Experience. Intuitive digital tools provide instructional support and make learning dynamic and interactive.
11. Professional Learning for Literacy site helps educators implement best teaching practices across a variety of relevant topics.
In *Journeys,* technology is thoughtfully used to support the goals of the program and to engage learners with digital tools. The **Dashboard** offers one-stop access to the complete digital program for *Journeys,* as well as management and assessment tools. With a few clicks, teachers can individualize instruction to reach all learners, while students are fully engaged in learning challenging content through state-of-the art digital tools.
 Student eBooks provide rich, intuitive digital experiences, capturing and maintaining students' work, creating a personalized learning environment.
 Stream to Start videos draw students into each unit's topic or theme.
 Interactive response tools in the eBook promote close reading by allowing students to respond to questions at point-of-use, record spoken responses, highlight text, and take notes online.
 In both the **Student Book** and **Teacher's Edition eBooks**, additional resources like **Interactive Whiteboard Lessons**, **Reader's Notebook**, and **Projectables** can be accessed from point of use.
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	HMH Journeys Vocabulary in Context Cards eTextbook ePub 6-Year Grade 4		2014	4	9780547954424	
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	HMH Journeys ELL Handbook Grades K-6		2014	K-6	9780547893341	
	HMH Journeys ELL Newcomer Teacher's Guide Grades K-6		2014	K-6	9780547893334	
	HMH Journeys Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade 4-5		2014	4-5	9780544025172	
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	HMH Journeys Grade Level Strand Complete Set of 6 Grade 4		2014	4	9780547905020	

	HMH Journeys Decoding Power: Intensive Reading Instruction System Grades 4-6		2017	4-6	9780544636620	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HMH Journeys Premium Classroom Package (6-year Print/6-year Digital) Grade 5**	**Carol Jago, Erik Palmer, Shane Templeton, Shervaughnna Anderson, Martha Hougen, MaryEllen Vogt, Sheila Valencia, Irene Fountas**	**2017**	**5**	**9780544736719**	**Comprehensive**
	Notes: **Strengths:** Anchor texts have a range of complexity that gradually increases throughout the year. The Anchor Texts, supporting reads and Leveled Readers give a range of genres and Literacy and Informational texts. There are activities built into every lesson that require students to go back into their reading in order to complete them. There are multiple ancillary materials to support every level of learner. **Weaknesses:** New Teacher Professional Development is absolutely necessary in order for this program to be used effectively. Vocabulary CODE for domain specific words is not used correctly and/or regularly. Research Projects are only found in one place. Annotation is not taught correctly. Timing/pacing is very vague. This makes planning very hard.					
	Key Features: 1. Designed for the Common Core State Standards. Kindergarten students are engaged in fiction and non-fiction/informational text of appropriate text complexity, close reading, classroom conversations, concepts of print, and writing response to build skills to meet the literacy demands of the Standards. 2. Comprehensive Phonemic Awareness and Phonics Strand. Daily phonemic awareness instruction builds mastery of oral skills and alphabetic principles leading to carefully sequenced phonics instruction, and for Kindergarten, Alpha Friends provide an effective, engaging resource with child-friendly animals that appear in the shape of the letters for the sound each letter represents. Journeys Decodable Readers are integrated with instruction, enabling students to apply every soundspelling correspondence in multiple contexts, building toward mastery. 3. Purposeful, Systematic Vocabulary Instruction. Activities that include Daily High Frequency Words and Daily Vocabulary Boost support the development of strong foundational reading skills. Instruction is carefully designed to provide multiple exposures to high frequency words in Big Books, Decodable Readers, and in small group leveled readers. Oral vocabulary is taught through Read Aloud Books and reinforced throughout the week in Opening Routines. 4. Gradual Release of Responsibility. Extensive modeling, systematic distributed practice, and an “I DO IT, WE DO IT, YOU DO IT” approach moves students to literacy independence. 5. Extensive English Language Support. Explicit support is embedded within each phonics lesson including pre-teaching notes to support language transfer issues. 6. Powerful Assessment. HMH Assessment App for iPad® provides daily questions and quizzes. Print/Online, formative, summative, performance formats drive instruction to personalize learning needs for all students including Standards-Based Weekly Tests, Formative Assessments, Standards-Based Assessment Resource, Benchmark Tests and Unit Tests. 7. Deep Intervention. Resources for Tier I, Tier II, and Tier III Intensive Intervention help teachers remediate, build key reading skills and close learning gaps. Differentiated Instruction support daily helps to monitor and remediate promptly and effectively. 8. Comprehensive Writing Program. Students learn to write for varied purposes and in varied writing forms with complete standards coverage provided for the three modes of writing: narrative, informative, and opinion. Each unit, or five weeks of instruction, is devoted to one mode of writing with all three modes covered twice at different times of the					

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HMH Journeys Student Edition eText ePub Download 6-Year Grade 5		2017	5	9780544587410
HMH Journeys Downloadable Student Resource Tool Grade 5		2017	5	9780544612488
HMH Journeys Reading Adventures Student Edition Magazine Grade 5		2014	5	9780547865836
HMH Journeys Reading Adventure Student Magazine ePub 6-Year Grade 5		2014	5	9780547998992
HMH Journeys Trade Book Unit 2 Grade 5, Hound Dog True		2014	5	9780547996097
HMH Journeys Trade Book Unit 4 Grade 5, About Time: A First Look at Time and Clocks		2014	5	9780547939681
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	HMH Journeys Close Reader Student 6-Year Print Subscription Grade 5		2017	5	9780544870918	
	HMH Journeys Close Reader Student Grade 5		2017	5	9780544869479	
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	HMH Journeys Teacher's Edition, Volume 1 Grade 5		2017	5	9780544543874	
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	HMH Journeys Teacher's Edition, Volume 4 Grade 5		2017	5	9780544543904	
	HMH Journeys Teacher's Edition, Volume 5 Grade 5		2017	5	9780544543928	
	HMH Journeys Teacher's Edition, Volume 6 Grade 5		2017	5	9780544543935	
	HMH Journeys Online Interactive Digital Teacher Resources 6-Year Grade 5		2017	5	9780544613270	
	HMH Journeys Teacher's Edition eText ePub Download 6-Year Grade 5		2017	5	9780544587656	
	HMH Journeys Downloadable Teacher Resource Tool Grade 5		2017	5	9780544612617	
	HMH Journeys Quick Start Pacing Guide Grade 5		2017	5	9780544592957	
	HMH Journeys Grab and Go Complete Set Grade 5 (Includes 30 Lesson Booklets Grade 5, Assessment Booklet Grade 5 and Additional Resources Grade 5)		2014	5	9780547909400	
	HMH Journeys Grab-and-Go 30 Lesson Booklets Grade 5		2014	5	9780547893570	
	HMH Journeys Grab-and-Go Assessment Booklet Grade 5		2014	5	9780547893679	

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	HMH Journeys Vocabulary In Context Cards Grade 5		2014	5	9780547866734	
	HMH Journeys Language Support Cards Grade 5		2014	5	9780547897516	
	HMH Journeys Vocabulary in Context Cards eTextbook ePub 6-Year Grade 5		2014	5	9780547955445	
	HMH Journeys Readers App (eText Leveled Reader Grade Level Set App) for all Grade Level Readers; per device		2011	5	9780544020917	
	HMH Journeys Teacher Resource Kit Grade 5		2017	5	9780544933200	
	HMH Journeys Cold Reads Grade 5		2014	5	9780547893938	
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	HMH Journeys Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade 4-5		2014	4-5	9780544025172	

	HMH Journeys ELL Newcomer Teacher's Guide Grades K-6		2014	K-6	9780547893334	
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	HMH Journeys Grade Level Strand Complete Set of 6 Grade 5		2014	5	9780547905921	
	HMH Journeys Decoding Power: Intensive Reading Instruction System Grades 4-6		2017	4-6	9780544636620	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HMH Journeys Premium Classroom Package (6-year Print/6-year Digital) Grade 6**	**Carol Jago, Erik Palmer, Shane Templeton, Shervaughnna Anderson, Martha Hougen, MaryEllen Vogt, Sheila Valencia, Irene Fountas**	**2017**	**6**	**9780544847712**	**Basic**
	Notes: **Strengths:** Anchor texts have a range of complexity that gradually increases throughout the year. The Anchor Texts, supporting reads and Leveled Readers give a range of genres and Literacy and Informational texts. There are activities built into every lesson that require students to go back into their reading in order to complete them. There are multiple ancillary materials to support every level of learner. **Weaknesses:** New Teacher Professional Development is absolutely necessary in order for this program to be used effectively. Vocabulary CODE for domain specific words is not used correctly and/or regularly. Research Projects are only found in one place. Annotation is not taught correctly. Timing/pacing is very vague. This makes planning very hard. **Other:** New Teacher Professional Development is absolutely necessary in order for this program to be used effectively. New Teacher can be defined as anyone teaching 3 years or less or any teacher new to the HMH Journeys curriculum.					
	Key Features: 1. Designed for the Common Core State Standards. Kindergarten students are engaged in fiction and non-fiction/informational text of appropriate text complexity, close reading, classroom conversations, concepts of print, and writing response to build skills to meet the literacy demands of the Standards. 2. Comprehensive Phonemic Awareness and Phonics Strand. Daily phonemic awareness instruction builds mastery of oral skills and alphabetic principles leading to carefully sequenced phonics instruction, and for Kindergarten, Alpha Friends provide an effective, engaging resource with child-friendly animals that appear in the shape of the letters for the sound each letter represents. Journeys Decodable Readers are integrated with instruction, enabling students to apply every soundspelling correspondence in multiple contexts, building toward mastery. 3. Purposeful, Systematic Vocabulary Instruction. Activities that include Daily High Frequency Words and Daily Vocabulary Boost support the development of strong foundational reading skills. Instruction is carefully designed to provide multiple exposures to high frequency words in Big Books, Decodable Readers, and in small group leveled readers. Oral vocabulary is taught through Read Aloud Books and reinforced throughout the week in Opening Routines. 4. Gradual Release of Responsibility. Extensive modeling, systematic distributed practice, and an “I DO IT, WE DO IT, YOU DO IT” approach moves students to literacy independence.					

5. Extensive English Language Support. Explicit support is embedded within each phonics lesson including pre-teaching notes to support language transfer issues.
6. Powerful Assessment. HMH Assessment App for iPad® provides daily questions and quizzes. Print/Online, formative, summative, performance formats drive instruction to personalize learning needs for all students including Standards-Based Weekly Tests, Formative Assessments, Standards-Based Assessment Resource, Benchmark Tests and Unit Tests.
7. Deep Intervention. Resources for Tier I, Tier II, and Tier III Intensive Intervention help teachers remediate, build key reading skills and close learning gaps. Differentiated Instruction support daily helps to monitor and remediate promptly and effectively.
8. Comprehensive Writing Program. Students learn to write for varied purposes and in varied writing forms with complete standards coverage provided for the three modes of writing: narrative, informative, and opinion. Each unit, or five weeks of instruction, is devoted to one mode of writing with all three modes covered twice at different times of the year. In addition to comprehensive instruction in the core program, the Journeys Writing Handbook features 30 weekly lessons across major writing forms and consistent practice.
9. Exceptional Reader Resources. Big Books, little books, leveled readers, decodable stories, read aloud trade books, and HMH Readers App for iPad® put the power of print into little hands in a multimodal format.
10. Enhanced Digital Experience. Intuitive digital tools provide instructional support and make learning dynamic and interactive.
11. Professional Learning for Literacy site helps educators implement best teaching practices across a variety of relevant topics.
In *Journeys,* technology is thoughtfully used to support the goals of the program and to engage learners with digital tools. The **Dashboard** offers one-stop access to the complete digital program for *Journeys,* as well as management and assessment tools. With a few clicks, teachers can individualize instruction to reach all learners, while students are fully engaged in learning challenging content through state-of-the art digital tools.
 Student eBooks provide rich, intuitive digital experiences, capturing and maintaining students' work, creating a personalized learning environment.
 Stream to Start videos draw students into each unit's topic or theme.
 Interactive response tools in the eBook promote close reading by allowing students to respond to questions at point-of-use, record spoken responses, highlight text, and take notes online.
 In both the **Student Book** and **Teacher's Edition eBooks**, additional resources like **Interactive Whiteboard Lessons**, **Reader's Notebook**, and **Projectables** can be accessed from point of use.
 ***my*SmartPlanner** allows teachers to plan daily, weekly, monthly, or yearly schedules and populate lesson plans for the year. Lesson plans can be modified and saved from year to year. The **HMH Player app** allows for offline access to key *Journeys* components, customized teaching, and student collaboration.
 Users can access key components of the program offline, then sync to work when they return online.
 Teachers can integrate their own lessons along with open-source content, images, and videos to customize or create new lessons.
 Teachers and students can collaborate with one another in an easy and engaging way.

HMH Journeys Student Edition Grade 6		2017	6	9780544847033
HMH Journeys Online Interactive Digital Student Resources 6-Year Grade 6		2017	6	9780544864030
HMH Journeys Student Edition eText ePub Download 6-Year Grade 6		2017	6	9780544854130
HMH Journeys Downloadable Student Resource Tool Grade 6		2017	6	9780544854277
HMH Journeys Reading Adventures Student Edition Magazine Grade 6		2014	6	9780547888804
HMH Journeys Reading Adventure Student Magazine ePub 6-Year Grade 6		2014	6	9780547997773
HMH Journeys Trade Book Unit 2 Grade 6 Freedom Walkers, Russell Freedman		2014	6	9780547996073

	HMH Journeys Trade Books Unit 4 Grade 6 A Wrinkle in Time		2014	6	9780312367558	
	HMH Journeys Trade Book Unit 6 Above Level Grade 6 Tracking Trash		2010	6	9780547074054	
	HMH Journeys Reader's Notebook Consumable 6-Year Print Subscription Grade 6		2017	6	9780544847545	
	HMH Journeys Reader's Notebook Consumable Grade 6		2017	6	9780544847101	
	HMH Journeys Performance Assessment Student Edition 6-Year Print Subscription Grade 6		2017	6	9780544847613	
	HMH Journeys Performance Assessment Student Edition Grade 6		2017	6	9780544846920	
	HMH Journeys Common Core Writing Handbook Student 6-Year Print Subscription Grade 6		2014	6	9780544878136	
	HMH Journeys Common Core Writing Handbook Student Grade 6		2013	6	9780547864549	
	HMH Journeys Close Reader Student 6-Year Print Subscription Grade 6		2017	6	9780544870994	
	HMH Journeys Close Reader Student Grade 6		2017	6	9780544869486	
	HMH Journeys Common Core Reading Practice and Assessment App Grade 6		2014	6	9780544087125	
	HMH Journeys Write-in Reader 6-Pack Grade 6 (Includes 6 copies of Write-in Reader Grade 6)		2014	6	9780547941004	
	HMH Journeys Teacher Edition Collection Grade 6 (Includes Teacher's Edition Volumes 1-6 Grade 6)		2017	6	9780544847514	
	HMH Journeys Teacher's Edition, Volume 1 Grade 6		2017	6	9780544847040	
	HMH Journeys Teacher's Edition, Volume 2 Grade 6		2017	6	9780544847057	
	HMH Journeys Teacher's Edition, Volume 3 Grade 6		2017	6	9780544847064	
	HMH Journeys Teacher's Edition, Volume 4 Grade 6		2017	6	9780544847071	
	HMH Journeys Teacher's Edition, Volume 5 Grade 6		2017	6	9780544847088	
	HMH Journeys Teacher's Edition, Volume 6 Grade 6		2017	6	9780544847095	
	HMH Journeys Online Interactive Digital Teacher Resources 6-Year Grade 6		2017	6	9780544864184	
	HMH Journeys Teacher's Edition eText ePub Download 6-Year Grade 6		2017	6	9780544854147	
	HMH Journeys Downloadable Teacher Resource Tool Grade 6		2017	6	9780544854284	
	HMH Journeys Quick Start Pacing Guide Grade 6		2017	6	9780544847125	
	HMH Journeys Grab and Go Complete Set Grade 6		2014	6	9780547911151	

	HMH Journeys Grab-and-Go 30 Lesson Booklets Grade 6		2014	6	9780547893587	
	HMH Journeys Grab-and-Go Assessment Booklet Grade 6		2014	6	9780547893686	
	HMH Journeys Grab-and-Go Additional Resources Grade 6		2014	6	9780547893754	
	HMH Journeys Instructional Card Kit Grade 6		2014	6	9780547942292	
	HMH Journeys Vocabulary In Context Cards Grade 6		2014	6	9780547912929	
	HMH Journeys Language Support Cards Grade 6		2014	6	9780547897783	
	HMH Journeys Vocabulary in Context Cards eTextbook ePub 6-Year Grade 6		2014	6	9780547956626	
	HMH Journeys Readers App (eText Leveled Reader Grade Level Set App) for all Grade Level Readers; per device		2011	6	9780544020924	
	HMH Journeys Teacher Resource Kit Grade 6		2017	6	9780544933217	
	HMH Journeys Cold Reads Grade 6		2014	6	9780547893945	
	HMH Journeys Reader's Notebook Teacher's Guide Grade 6		2017	6	9780544847118	
	HMH Journeys Performance Assessment Teacher Edition Grade 6		2017	6	9780544847026	
	HMH Journeys Common Core Writing Handbook Teacher's Guide Grade 6		2013	6	9780547865072	
	HMH Journeys Close Reader Teacher's Guide Grade 6		2017	6	9780544860100	
	HMH Journeys Intervention Assessments Grade K-6		2017	K-6	9780544593503	
	HMH Journeys Benchmark and Unit Tests Consumable Grade 6		2014	6	9780547869766	
	HMH Journeys Benchmark and Unit Tests Teacher's Edition (Answer Key) Grade 6		2014	6	9780547864815	
	HMH Journeys Standards-Based Assessment Resource Grade 6		2015	6	9780544593305	
	HMH Journeys Premium Teacher Resource Kit Add-On Grade 6		2017	6	9780544933286	
	HMH Journeys Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade 6-8		2014	6-8	9780544026506	
	HMH Journeys ELL Newcomer Teacher's Guide Grades K-6		2014	K-6	9780547893334	
	HMH Journeys ELL Handbook Grades K-6		2014	K-6	9780547893341	

	HMH Journeys Literacy and Language Guide Grade 6		2014	6	9780547866529	
	HMH Journeys Grade Level Strand Complete Set of 6 Grade 6		2014	6	9780547905938	
	HMH Journeys Decoding Power: Intensive Reading Instruction System Grades 4-6		2017	4-6	9780544636620	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HMH Collections Premium Classroom Package (6-year Print/6-year Digital) for 75 Students Grade 6**	**Carol Jago, Erik Palmer, William L. McBride, Martha Hougen, Kylene Beers, Lydia Stack**	**2017**	**6**	**9780544717343**	**Comprehensive**

Notes:
Strengths: There are a wide variety of literature texts (poems, short stories, etc.) provided in the textbook and the Close Reader. The literature and informational texts have a wide Lexile range that provides accessible texts for all levels of readers. There is a heavy focus on Greek and Latin roots, prefixes, and suffixes. This leads to greater understanding of vocabulary and the English language. The academic vocabulary that is listed at the beginning of each collection is revisited in the performance task(s) at the end of that collection. There is a wide variety of speaking and listening prompts that allow the students to effectively collaborate. Texts are organized around themes, and the texts within that theme clearly relates to the main topic. The "Performance Assessment" text has great writing opportunities in the informative, argumentative categories that include scaffolded instruction as well as a final prompt without the scaffolding to test student mastery. The eBook contains a wealth of current materials covering a wide variety of topics. The research-based assignments in the curriculum could be used for individuals or small groups.
Weaknesses: There are more literature texts than informational texts, unless one counts those in the "Performance Assessment" and the online topic resources at https://my.hrw.com/. Some grammatical concepts are covered too briefly to allow for true student mastery over that content standard, but extra practice is available online in the Tutorial.
Other: Many of the texts are cross curricular, incorporating US history, world history, science and psychology into the ELA classroom. The Performance Assessment (pg 14) also includes analyzing the text for credibility.

Key Features:
The **Houghton Mifflin Harcourt *Collections* ©*2017*** program is a Grades 6–12 English Language Arts textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program's anchor—challenging and supporting all students to become critical and close readers. The program also fosters success in writing across varied genres through models of effective composition in a variety of genres and provides ample opportunities for speaking and writing about texts.
Collections offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary components of *Collections*, the **Student Edition** and the **Close Reader**, are based on the comprehensive text complexity bands and include Lexile scores, qualitative aspects, and reader and task expectations, as well as appeal for students. **Text Complexity Rubrics** for each selection in the program are included in the **Teacher's Edition** so that teachers can clearly identify the complexity characteristics ascribed to each selection in the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to acquire analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings.
The anthology is organized into six units or collections that contain one or two **anchor texts** per collection. These anchor texts establish the topic of the collection and serve as models of close reading and rigorous text for analysis. As student's work through each selection in ***Collections***, they engage in a close read in which they respond to prompts,

	answer questions, and cite text evidence to support their responses. Notes in the **Teacher's Edition** offer suggestions for questions teachers can ask to see if students understand the **Critical Vocabulary.** Through these types of during-reading activities, teachers can check in regularly to monitor student comprehension and development. Each selection in the Teacher's Edition is preceded by **Text X-Ray** instructional pages that highlight each aspect of the complex text to be studied. This analysis highlights aspects of the text that may prove additionally daunting to struggling readers or those students new to English. This feature saves countless hours of planning for teachers and effectively highlights how to differentiate for a variety of students. Each selection is followed by **Extend and Reteach** lessons in the **Teacher's Edition** to give instructors options for differentiation and choice in activities to both scaffold and enrich. These additional lessons can be used instead of the basic curriculum or as differentiation following assessment. A full page of instruction follows each selection in the **Student Edition**. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These **Analyzing the Text** questions can be answered in their Student eEdition and are available for teacher review. **Close Read Screencasts** provide a digital, audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text. They also provide a model of how students can converse with others or analyze a text independently. These literary conversations about texts are models for both teachers and students. Students have access to follow up activities in order to practice their own literary conversations about texts. Students are encouraged to be independent and self-sustained readers who are actively seeking additional texts to improve their reading and to allow them to discuss texts with other students. In each of the collections, a full page of Independent Reading titles and additional resources are suggested. Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for ***Collections*** is that each and every student has access to complex texts as required by CCSS. *Collections* features ongoing assessment and performance tasks that allow for teachers to monitor students' progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to **Interactive Level Up Tutorials**, **GrammarNotes** instruction, **WordSharp**, and **re-teaching worksheets,** depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions. In the **Teacher's Edition**, additional differentiation notes regarding scaffolding instruction for complex texts for **Struggling Learners (Reteach), Advanced Learners (Enrich),** and **English Learners** are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the differentiation strategies for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher's Edition. Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The digital **Interactive Lessons** for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features, models and game-like completion tools. Each is completed at the student's own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing **Interactive Lessons** for comprehensive standards coverage. The **Integrated Student eBook** offers a zoom feature that allows students to have expand the size of print and improve personal access to text. Students can access their notes, annotations, and text markings stored in ***my*Notebook** to complete Performance Tasks. Using the collaborative writing tool ***my*WriteSmart**, students may then draft and revise their responses, getting feedback from both their teacher and peers as they complete the project. The finished written products are stored in each student's digital **Portfolio**. The fyi website at **hmhfyi.com** is an ideal asset to address students' interest and knowledge as well as their love of reading on topics of interest. For each collection in the program, at every grade level, the site will provide five current informational texts from the most current sources. Then *monthly*, an *additional* selection per collection at every grade level will be added to the array. Students can browse topics of interest or those from today's headlines and use these selections for research and for background knowledge. The selections also serve as excellent support for short research tasks linked to the Selection Performance Tasks throughout *Collections*. The **Performance Assessment** ancillary resource requires students to write to sources as it prepares them for high stakes testing. Using a three-part model of instruction, it takes students through the process of analyzing models, practicing the steps for each kind of writing product, and then practicing for the performance-based task for Common Core Standards. After analyzing source materials in part one and practicing	

	short related tasks in part two, students then perform the task of synthesizing new source materials and creating an original response in part three.	

	HMH Collections Student Edition Grade 6		2017	6	9780544569492	
	HMH Collections Close Reader 6-Year Print Subscription Grade 6		2015	6	9780544167902	
	HMH Collections Student Edition and Close Reader eTextbook ePub 6-Year Grade 6		2017	6	9780544615557	
	HMH Collections Online Interactive Digital Student Resources w/Assessment 6-Year Grade 6		2017	6	9780544795020	
	HMH Collections Downloadable Student Resource Tool Grade 6		2017	6	9780544720602	
	HMH Collections Performance Assessment 6-Year Print Subscription Grade 6		2017	6	9780544603608	
	HMH Collections Close Reads App Grade 6		2015	6	9780544094123	
	HMH Collections Teacher Edition Grade 6		2017	6	9780544569560	
	HMH Collections Teacher Edition and Close Reader eTextbook ePub 6-Year Grade 6		2017	6	9780544940017	
	HMH Collections Online Interactive Digital Teacher Resources w/Assessment 6-Year Grade 6		2017	6	9780544792913	
	HMH Collections Downloadable Teacher Resource Tool Grade 6		2017	6	9780544720671	
	HMH Collections Common Core ELA Exemplar Teacher's Guide Grades 6-8		2014	6-8	9780544026506	
	HMH Collections Performance Assessment Teacher Edition Grade 6		2017	6	9780544569423	
	HMH Collections Quick Start Pacing Guide Grade 6		2017	6	9780544720985	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	**HMH Collections Premium Classroom Package (6-year Print/6-year Digital) for 75 Students Grade 7**	**Carol Jago, Erik Palmer, William L. McBride, Martha Hougen, Kylene Beers, Lydia Stack**	**2017**	**7**	**9780544717350**	**Comprehensive**

Notes:
Strengths: Collections exposes students to a multitude of different genres. From a teacher's stand point, there are variety of resources available (Collections book, Performance Assessment, Closer Reader, Quick Start Pacing Guide, ELA Exemplar Resource, online pieces).
Weaknesses: Explicit instruction of vocabulary, writing, and formative assessment is not strong. Therefore, a supplemental program may need to be purchased to fully meet the Idaho Content Standards for vocabulary and writing. Teachers would also need to insert their own formative assessments throughout each selection.

Key Features:
The **Houghton Mifflin Harcourt *Collections* ©*2017*** program is a Grades 6–12 English Language Arts textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program's anchor—challenging and supporting all students to become critical and close readers. The program also fosters success in writing across varied genres through models of effective composition in a variety of genres and provides ample opportunities for speaking and writing about texts.
Collections offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary components of *Collections*, the **Student Edition** and the **Close Reader**, are based on the comprehensive text complexity bands and include Lexile scores, qualitative aspects, and reader and task expectations, as well as appeal for students. **Text Complexity Rubrics** for each selection in the program are included in the **Teacher's Edition** so that teachers can clearly identify the complexity characteristics ascribed to each selection in the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to acquire analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings.
The anthology is organized into six units or collections that contain one or two **anchor texts** per collection. These anchor texts establish the topic of the collection and serve as models of close reading and rigorous text for analysis. As student's work through each selection in ***Collections***, they engage in a close read in which they respond to prompts, answer questions, and cite text evidence to support their responses. Notes in the **Teacher's Edition** offer suggestions for questions teachers can ask to see if students understand the **Critical Vocabulary.** Through these types of during-reading activities, teachers can check in regularly to monitor student comprehension and development. Each selection in the Teacher's Edition is preceded by **Text X-Ray** instructional pages that highlight each aspect of the complex text to be studied. This analysis highlights aspects of the text that may prove additionally daunting to struggling readers or those students new to English. This feature saves countless hours of planning for teachers and effectively highlights how to differentiate for a variety of students. Each selection is followed by **Extend and Reteach** lessons in the **Teacher's Edition** to give instructors options for differentiation and choice in activities to both scaffold and enrich. These additional lessons can be used instead of the basic curriculum or as differentiation following assessment. A full page of instruction follows each selection in the **Student Edition**. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These **Analyzing the Text** questions can be answered in their Student eEdition and are available for teacher review. **Close Read Screencasts** provide a digital, audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text. They also provide a model of how students can converse with others or analyze a text independently. These literary conversations about texts are models for both teachers and students. Students have access to follow up activities in order to practice their own literary conversations

	about texts. Students are encouraged to be independent and self-sustained readers who are actively seeking additional texts to improve their reading and to allow them to discuss texts with other students. In each of the collections, a full page of Independent Reading titles and additional resources are suggested. Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for ***Collections*** is that each and every student has access to complex texts as required by CCSS. *Collections* features ongoing assessment and performance tasks that allow for teachers to monitor students' progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to **Interactive Level Up Tutorials**, **GrammarNotes** instruction, **WordSharp**, and **re-teaching worksheets,** depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions. In the **Teacher's Edition**, additional differentiation notes regarding scaffolding instruction for complex texts for **Struggling Learners (Reteach), Advanced Learners (Enrich),** and **English Learners** are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the differentiation strategies for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher's Edition. Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The digital **Interactive Lessons** for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features, models and game-like completion tools. Each is completed at the student's own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing **Interactive Lessons** for comprehensive standards coverage. The **Integrated Student eBook** offers a zoom feature that allows students to have expand the size of print and improve personal access to text. Students can access their notes, annotations, and text markings stored in ***my*Notebook** to complete Performance Tasks. Using the collaborative writing tool ***my*WriteSmart**, students may then draft and revise their responses, getting feedback from both their teacher and peers as they complete the project. The finished written products are stored in each student's digital **Portfolio**. The fyi website at **hmhfyi.com** is an ideal asset to address students' interest and knowledge as well as their love of reading on topics of interest. For each collection in the program, at every grade level, the site will provide five current informational texts from the most current sources. Then *monthly*, an *additional* selection per collection at every grade level will be added to the array. Students can browse topics of interest or those from today's headlines and use these selections for research and for background knowledge. The selections also serve as excellent support for short research tasks linked to the Selection Performance Tasks throughout *Collections*. The **Performance Assessment** ancillary resource requires students to write to sources as it prepares them for high stakes testing. Using a three-part model of instruction, it takes students through the process of analyzing models, practicing the steps for each kind of writing product, and then practicing for the performance-based task for Common Core Standards. After analyzing source materials in part one and practicing short related tasks in part two, students then perform the task of synthesizing new source materials and creating an original response in part three.					
	HMH Collections Student Edition Grade 7		2017	7	9780544569508	
	HMH Collections Close Reader 6-Year Print Subscription Grade 7		2015	7	9780544167919	
	HMH Collections Student Edition and Close Reader eTextbook ePub 6-Year Grade 7		2017	7	9780544615564	
	HMH Collections Online Interactive Digital Student Resources w/Assessment 6-Year Grade 7		2017	7	9780544795037	
	HMH Collections Downloadable Student Resource Tool Grade 7		2017	7	9780544720619	
	HMH Collections Performance Assessment 6-Year Print Subscription Grade 7		2017	7	9780544603615	
	HMH Collections HMH Close Reads App Grade 7		2015	7	9780544094826	

	HMH Collections Teacher Edition Grade 7		2017	7	9780544569577	
	HMH Collections Teacher Edition and Close Reader eTextbook ePub 6-Year Grade 7		2017	7	9780544940024	
	HMH Collections Online Interactive Digital Teacher Resources w/Assessment 6-Year Grade 7		2017	7	9780544792920	
	HMH Collections Downloadable Teacher Resource Tool Grade 7		2017	7	9780544720688	
	HMH Collections Common Core ELA Exemplar Teacher's Guide Grades 6-8		2014	6-8	9780544026506	
	HMH Collections Performance Assessment Teacher Edition Grade 7		2017	7	9780544569430	
	HMH Collections Quick Start Pacing Guide Grade 7		2017	7	9780544720992	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HMH Collections Premium Classroom Package (6-year Print/6-year Digital) for 75 Students Grade 8**	**Carol Jago, Erik Palmer, William L. McBride, Martha Hougen, Kylene Beers, Lydia Stack**	**2017**	**8**	**9780544717367**	**Comprehensive**
	Notes:					
	Key Features: The **Houghton Mifflin Harcourt *Collections* ©*2017*** program is a Grades 6–12 English Language Arts textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program's anchor—challenging and supporting all students to become critical and close readers. The program also fosters success in writing across varied genres through models of effective composition in a variety of genres and provides ample opportunities for speaking and writing about texts. ***Collections*** offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary components of *Collections*, the **Student Edition** and the **Close Reader**, are based on the comprehensive text complexity bands and include Lexile scores, qualitative aspects, and reader and task expectations, as well as appeal for students. **Text Complexity Rubrics** for each selection in the program are included in the **Teacher's Edition** so that teachers can clearly identify the complexity characteristics ascribed to each selection in the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to acquire analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings. The anthology is organized into six units or collections that contain one or two **anchor texts** per collection. These anchor texts establish the topic of the collection and serve as models of close reading and rigorous text for analysis. As student's work through each selection in ***Collections***, they engage in a close read in which they respond to prompts, answer questions, and cite text evidence to support their responses. Notes in the **Teacher's Edition** offer suggestions for questions teachers can ask to see if students					

	understand the **Critical Vocabulary.** Through these types of during-reading activities, teachers can check in regularly to monitor student comprehension and development. Each selection in the Teacher's Edition is preceded by **Text X-Ray** instructional pages that highlight each aspect of the complex text to be studied. This analysis highlights aspects of the text that may prove additionally daunting to struggling readers or those students new to English. This feature saves countless hours of planning for teachers and effectively highlights how to differentiate for a variety of students. Each selection is followed by **Extend and Reteach** lessons in the **Teacher's Edition** to give instructors options for differentiation and choice in activities to both scaffold and enrich. These additional lessons can be used instead of the basic curriculum or as differentiation following assessment. A full page of instruction follows each selection in the **Student Edition**. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These **Analyzing the Text** questions can be answered in their Student eEdition and are available for teacher review. **Close Read Screencasts** provide a digital, audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text. They also provide a model of how students can converse with others or analyze a text independently. These literary conversations about texts are models for both teachers and students. Students have access to follow up activities in order to practice their own literary conversations about texts. Students are encouraged to be independent and self-sustained readers who are actively seeking additional texts to improve their reading and to allow them to discuss texts with other students. In each of the collections, a full page of Independent Reading titles and additional resources are suggested. Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for ***Collections*** is that each and every student has access to complex texts as required by CCSS. *Collections* features ongoing assessment and performance tasks that allow for teachers to monitor students' progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to **Interactive Level Up Tutorials**, **GrammarNotes** instruction, **WordSharp**, and **re-teaching worksheets,** depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions. In the **Teacher's Edition**, additional differentiation notes regarding scaffolding instruction for complex texts for **Struggling Learners (Reteach), Advanced Learners (Enrich),** and **English Learners** are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the differentiation strategies for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher's Edition. Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The digital **Interactive Lessons** for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features, models and game-like completion tools. Each is completed at the student's own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing **Interactive Lessons** for comprehensive standards coverage. The **Integrated Student eBook** offers a zoom feature that allows students to have expand the size of print and improve personal access to text. Students can access their notes, annotations, and text markings stored in ***my*Notebook** to complete Performance Tasks. Using the collaborative writing tool ***my*WriteSmart**, students may then draft and revise their responses, getting feedback from both their teacher and peers as they complete the project. The finished written products are stored in each student's digital **Portfolio**. The fyi website at **hmhfyi.com** is an ideal asset to address students' interest and knowledge as well as their love of reading on topics of interest. For each collection in the program, at every grade level, the site will provide five current informational texts from the most current sources. Then *monthly*, an *additional* selection per collection at every grade level will be added to the array. Students can browse topics of interest or those from today's headlines and use these selections for research and for background knowledge. The selections also serve as excellent support for short research tasks linked to the Selection Performance Tasks throughout *Collections*. The **Performance Assessment** ancillary resource requires students to write to sources as it prepares them for high stakes testing. Using a three-part model of instruction, it takes students through the process of analyzing models, practicing the steps for each kind of writing product, and then practicing for the performance-based task for Common Core Standards. After analyzing source materials in part one and practicing short related tasks in part two, students then perform the task of synthesizing new source materials and creating an original response in part three.	

	HMH Collections Student Edition Grade 8		2017	8	9780544569515	
	HMH Collections Close Reader 6-Year Print Subscription Grade 8		2015	8	9780544167926	
	HMH Collections Student Edition and Close Reader eTextbook ePub 6-Year Grade 8		2017	8	9780544615571	
	HMH Collections Online Interactive Digital Student Resources w/Assessment 6-Year Grade 8		2017	8	9780544795044	
	HMH Collections Downloadable Student Resource Tool Grade 8		2017	8	9780544720626	
	HMH Collections Performance Assessment 6-Year Print Subscription Grade 8		2017	8	9780544603622	
	HMH Collections Close Reads App Grade 8		2015	8	9780544094727	
	HMH Collections Teacher Edition Grade 8		2017	8	9780544569584	
	HMH Collections Teacher Edition and Close Reader eTextbook ePub 6-Year Grade 8		2017	8	9780544940031	
	HMH Collections Online Interactive Digital Teacher Resources w/Assessment 6-Year Grade 8		2017	8	9780544792937	
	HMH Collections Downloadable Teacher Resource Tool Grade 8		2017	8	9780544720695	
	HMH Collections Common Core ELA Exemplar Teacher's Guide Grades 6-8		2014	6-8	9780544026506	
	HMH Collections Performance Assessment Teacher Edition Grade 8		2017	8	9780544569447	
	HMH Collections Quick Start Pacing Guide Grade 8		2017	8	9780544721005	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	**HMH Collections Premium Classroom Package (6-year Print/6-year Digital) for 75 Students Grade 9**	**Carol Jago, Erik Palmer, William L. McBride, Martha Hougen, Kylene Beers, Lydia Stack**	**2017**	**9**	**9780544717374**	**Comprehensive**

Notes:
Strengths: There is a balance of literary selections and informational selections. Students have multiple opportunities to learn and utilize vocabulary. There are ample opportunities to practice speaking and listening. The visuals in the textbook show a variety of cultures, ethnicities, and physical abilities.
Weaknesses: There is minimal grammar instruction. There is not an abundance of research opportunities.

Key Features:
The **Houghton Mifflin Harcourt *Collections* ©*2017*** program is a Grades 6–12 English Language Arts textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program's anchor—challenging and supporting all students to become critical and close readers. The program also fosters success in writing across varied genres through models of effective composition in a variety of genres and provides ample opportunities for speaking and writing about texts.
Collections offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary components of *Collections*, the **Student Edition** and the **Close Reader**, are based on the comprehensive text complexity bands and include Lexile scores, qualitative aspects, and reader and task expectations, as well as appeal for students. **Text Complexity Rubrics** for each selection in the program are included in the **Teacher's Edition** so that teachers can clearly identify the complexity characteristics ascribed to each selection in the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to acquire analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings.
The anthology is organized into six units or collections that contain one or two **anchor texts** per collection. These anchor texts establish the topic of the collection and serve as models of close reading and rigorous text for analysis. As student's work through each selection in ***Collections***, they engage in a close read in which they respond to prompts, answer questions, and cite text evidence to support their responses. Notes in the **Teacher's Edition** offer suggestions for questions teachers can ask to see if students understand the **Critical Vocabulary.** Through these types of during-reading activities, teachers can check in regularly to monitor student comprehension and development.
Each selection in the Teacher's Edition is preceded by **Text X-Ray** instructional pages that highlight each aspect of the complex text to be studied. This analysis highlights aspects of the text that may prove additionally daunting to struggling readers or those students new to English. This feature saves countless hours of planning for teachers and effectively highlights how to differentiate for a variety of students. Each selection is followed by **Extend and Reteach** lessons in the **Teacher's Edition** to give instructors options for differentiation and choice in activities to both scaffold and enrich. These additional lessons can be used instead of the basic curriculum or as differentiation following assessment. A full page of instruction follows each selection in the **Student Edition**. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These **Analyzing the Text** questions can be answered in their Student eEdition and are available for teacher review. **Close Read Screencasts** provide a digital, audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text. They also provide a model of how students can converse with others or analyze a text independently. These literary conversations about texts are models for both teachers and students. Students have access to follow up activities in order to practice their own literary conversations about texts. Students are encouraged to be independent and self-sustained readers who are actively seeking additional texts to improve their reading and to allow them to discuss

texts with other students. In each of the collections, a full page of Independent Reading titles and additional resources are suggested. Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for ***Collections*** is that each and every student has access to complex texts as required by CCSS. *Collections* features ongoing assessment and performance tasks that allow for teachers to monitor students' progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to **Interactive Level Up Tutorials**, **GrammarNotes** instruction, **WordSharp**, and **re-teaching worksheets,** depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions. In the **Teacher's Edition**, additional differentiation notes regarding scaffolding instruction for complex texts for **Struggling Learners (Reteach), Advanced Learners (Enrich),** and **English Learners** are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the differentiation strategies for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher's Edition. Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The digital **Interactive Lessons** for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features, models and game-like completion tools. Each is completed at the student's own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing **Interactive Lessons** for comprehensive standards coverage. The **Integrated Student eBook** offers a zoom feature that allows students to have expand the size of print and improve personal access to text. Students can access their notes, annotations, and text markings stored in ***my*Notebook** to complete Performance Tasks. Using the collaborative writing tool ***my*WriteSmart**, students may then draft and revise their responses, getting feedback from both their teacher and peers as they complete the project. The finished written products are stored in each student's digital **Portfolio**. The fyi website at **hmhfyi.com** is an ideal asset to address students' interest and knowledge as well as their love of reading on topics of interest. For each collection in the program, at every grade level, the site will provide five current informational texts from the most current sources. Then *monthly*, an *additional* selection per collection at every grade level will be added to the array. Students can browse topics of interest or those from today's headlines and use these selections for research and for background knowledge. The selections also serve as excellent support for short research tasks linked to the Selection Performance Tasks throughout *Collections*. The **Performance Assessment** ancillary resource requires students to write to sources as it prepares them for high stakes testing. Using a three-part model of instruction, it takes students through the process of analyzing models, practicing the steps for each kind of writing product, and then practicing for the performance-based task for Common Core Standards. After analyzing source materials in part one and practicing short related tasks in part two, students then perform the task of synthesizing new source materials and creating an original response in part three.

HMH Collections Student Edition Grade 9		2017	9	9780544569522
HMH Collections Close Reader 6-Year Print Subscription Grade 9		2015	9	9780544167933
HMH Collections Student Edition and Close Reader eTextbook ePub 6-Year Grade 9		2017	9	9780544615588
HMH Collections Online Interactive Digital Student Resources w/Assessment 6-Year Grade 9		2017	9	9780544795051
HMH Collections Downloadable Student Resource Tool Grade 9		2017	9	9780544720633
HMH Collections Performance Assessment 6-Year Print Subscription Grade 9		2017	9	9780544603639
HMH Collections Close Reads App Grade 9-10		2015	9-10	9780544093928
HMH Collections Teacher Edition Grade 9		2017	9	9780544569713

	HMH Collections Teacher Edition and Close Reader eTextbook ePub 6-Year Grade 9		2017	9	9780544940048	
	HMH Collections Online Interactive Digital Teacher Resources w/Assessment 6-Year Grade 9		2017	9	9780544792944	
	HMH Collections Downloadable Teacher Resource Tool Grade 9		2017	9	9780544720701	
	HMH Collections Common Core ELA Exemplar Teacher's Guide Grade 9-10		2014	9-10	9780544027909	
	HMH Collections Performance Assessment Teacher Edition Grade 9		2017	9	9780544569454	
	HMH Collections Quick Start Pacing Guide Grade 9		2017	9	9780544721012	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HMH Collections Premium Classroom Package (6-year Print/6-year Digital) for 75 Students Grade 10**	**Carol Jago, Erik Palmer, William L. McBride, Martha Hougen, Kylene Beers, Lydia Stack**	**2017**	**10**	**9780544717381**	**Comprehensive**
	Notes: **Strengths:** Students have multiple opportunities to learn and utilize vocabulary. There are ample opportunities to practice speaking and listening. **Weaknesses:** There is minimal grammar instruction. There is not an abundance of research opportunities.					
	Key Features: The **Houghton Mifflin Harcourt *Collections* ©*2017*** program is a Grades 6–12 English Language Arts textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program's anchor—challenging and supporting all students to become critical and close readers. The program also fosters success in writing across varied genres through models of effective composition in a variety of genres and provides ample opportunities for speaking and writing about texts. ***Collections*** offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary components of *Collections*, the **Student Edition** and the **Close Reader**, are based on the comprehensive text complexity bands and include Lexile scores, qualitative aspects, and reader and task expectations, as well as appeal for students. **Text Complexity Rubrics** for each selection in the program are included in the **Teacher's Edition** so that teachers can clearly identify the complexity characteristics ascribed to each selection in the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to acquire analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings. The anthology is organized into six units or collections that contain one or two **anchor texts** per collection. These anchor texts establish the topic of the collection and serve as models of close reading and rigorous text for analysis. As student's work through each selection in ***Collections***, they engage in a close read in which they respond to prompts, answer questions, and cite text evidence to support their responses. Notes in the **Teacher's Edition** offer suggestions for questions teachers can ask to see if students understand the **Critical Vocabulary.** Through these types of during-reading activities, teachers can check in regularly to monitor student comprehension and development.					

	Each selection in the Teacher's Edition is preceded by **Text X-Ray** instructional pages that highlight each aspect of the complex text to be studied. This analysis highlights aspects of the text that may prove additionally daunting to struggling readers or those students new to English. This feature saves countless hours of planning for teachers and effectively highlights how to differentiate for a variety of students. Each selection is followed by **Extend and Reteach** lessons in the **Teacher's Edition** to give instructors options for differentiation and choice in activities to both scaffold and enrich. These additional lessons can be used instead of the basic curriculum or as differentiation following assessment. A full page of instruction follows each selection in the **Student Edition**. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. 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	HMH Collections Student Edition Grade 10		2017	10	9780544569539	

	HMH Collections Close Reader 6-Year Print Subscription Grade 10		2015	10	9780544167940	
	HMH Collections Student Edition and Close Reader eTextbook ePub 6-Year Grade 10		2017	10	9780544615595	
	HMH Collections Online Interactive Digital Student Resources w/Assessment 6-Year Grade 10		2017	10	9780544795068	
	HMH Collections Downloadable Student Resource Tool Grade 10		2017	10	9780544720640	
	HMH Collections Performance Assessment 6-Year Print Subscription Grade 10		2017	10	9780544603646	
	HMH Collections Close Reads App Grade 9-10		2015	9-10	9780544093928	
	HMH Collections Teacher Edition Grade 10		2017	10	9780544569720	
	HMH Collections Teacher Edition and Close Reader eTextbook ePub 6-Year Grade 10		2017	10	9780544940055	
	HMH Collections Online Interactive Digital Teacher Resources w/Assessment 6-Year Grade 10		2017	10	9780544792951	
	HMH Collections Downloadable Teacher Resource Tool Grade 10		2017	10	9780544720718	
	HMH Collections Common Core ELA Exemplar Teacher's Guide Grade 9-10		2014	9-10	9780544027909	
	HMH Collections Performance Assessment Teacher Edition Grade 10		2017	10	9780544569461	
	HMH Collections Quick Start Pacing Guide Grade 10		2017	10	9780544721029	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	**HMH Collections Premium Classroom Package (6-year Print/6-year Digital) for 75 Students Grade 11**	**Carol Jago, Erik Palmer, William L. McBride, Martha Hougen, Kylene Beers, Lydia Stack**	**2017**	**11**	**9780544717398**	**Comprehensive**

Notes:
Strengths: This program allows teachers to focus on the standards in a thematic and intense fashion. Complex and rigorous texts chosen to fit the appropriate grade-band placement are engaging and relevant. Deep analysis of text and practice citing textual evidence is a core component of this comprehensive program. Multiple opportunities for writing are woven throughout. With the Idaho State Content standards moving towards an emphasis on non-fiction text, Collections is a forward thinker that uses a multi-faceted approach that engages students of all grade levels. Assessment pieces at the end of each unit allow teachers a way to assess student mastery.
Weaknesses: There is very little variety of assessment format. For example, most questions are short, numbered prompts along with a performance activity.

Key Features:
The **Houghton Mifflin Harcourt *Collections ©2017*** program is a Grades 6–12 English Language Arts textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program's anchor—challenging and supporting all students to become critical and close readers. The program also fosters success in writing across varied genres through models of effective composition in a variety of genres and provides ample opportunities for speaking and writing about texts.
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	HMH Collections Student Edition Grade 11		2017	11	9780544569546	
	HMH Collections Close Reader 6-Year Print Subscription Grade 11		2015	11	9780544167957	
	HMH Collections Student Edition and Close Reader eTextbook ePub 6-Year Grade 11		2017	11	9780544615601	
	HMH Collections Online Interactive Digital Student Resources w/Assessment 6-Year Grade 11		2017	11	9780544795075	
	HMH Collections Downloadable Student Resource Tool Grade 11		2017	11	9780544720657	
	HMH Collections Performance Assessment 6-Year Print Subscription Grade 11		2017	11	9780544603653	

	HMH Collections Close Reads App Grades 11-12		2015	11-12	9780544094130	
	HMH Collections Teacher Edition Grade 11		2017	11	9780544569737	
	HMH Collections Teacher Edition and Close Reader eTextbook ePub 6-Year Grade 11		2017	11	9780544940062	
	HMH Collections Online Interactive Digital Teacher Resources w/Assessment 6-Year Grade 11		2017	11	9780544792968	
	HMH Collections Downloadable Teacher Resource Tool Grade 11		2017	11	9780544720725	
	HMH Collections Common Core ELA Exemplar Teacher's Guide Grade 11-12		2014	11-12	9780544028111	
	HMH Collections Performance Assessment Teacher Edition Grade 11		2017	11	9780544569478	
	HMH Collections Quick Start Pacing Guide Grade 11		2017	11	9780544721036	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**HMH Collections Premium Classroom Package (6-year Print/6-year Digital) for 75 Students Grade 12**	**Carol Jago, Erik Palmer, William L. McBride, Martha Hougen, Kylene Beers, Lydia Stack**	**2017**	**12**	**9780544717404**	**Comprehensive**
	Notes: **Strengths:** This program allows teachers to focus on the standards in a thematic and intense fashion. Complex and rigorous texts chosen to fit the appropriate grade-band placement are engaging and relevant. Deep analysis of text and practice citing textual evidence is a core component of this comprehensive program. Multiple opportunities for writing are woven throughout. With the Idaho State Content standards moving towards an emphasis on non-fiction text, Collections is a forward thinker that uses a multi-faceted approach that engages students of all grade levels. Assessment pieces at the end of each unit allow teachers a way to assess student mastery. **Weaknesses:** There is very little variety of assessment format. For example, most questions are short, numbered prompts along with a performance activity.					
	Key Features: The **Houghton Mifflin Harcourt *Collections* ©2017** program is a Grades 6–12 English Language Arts textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program's anchor—challenging and supporting all students to become critical and close readers. The program also fosters success in writing across varied genres through models of effective composition in a variety of genres and provides ample opportunities for speaking and writing about texts. ***Collections*** offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary components of *Collections*, the **Student Edition** and the **Close Reader**, are based on the comprehensive text complexity bands and include Lexile scores, qualitative aspects, and reader and task expectations, as well as appeal for students. **Text Complexity Rubrics** for each selection in the program are included in the **Teacher's Edition** so that teachers can clearly identify the complexity characteristics ascribed to each selection in the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to acquire analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings.					

	The anthology is organized into six units or collections that contain one or two **anchor texts** per collection. These anchor texts establish the topic of the collection and serve as models of close reading and rigorous text for analysis. As student's work through each selection in ***Collections***, they engage in a close read in which they respond to prompts, answer questions, and cite text evidence to support their responses. Notes in the **Teacher's Edition** offer suggestions for questions teachers can ask to see if students understand the **Critical Vocabulary.** Through these types of during-reading activities, teachers can check in regularly to monitor student comprehension and development. Each selection in the Teacher's Edition is preceded by **Text X-Ray** instructional pages that highlight each aspect of the complex text to be studied. This analysis highlights aspects of the text that may prove additionally daunting to struggling readers or those students new to English. This feature saves countless hours of planning for teachers and effectively highlights how to differentiate for a variety of students. Each selection is followed by **Extend and Reteach** lessons in the **Teacher's Edition** to give instructors options for differentiation and choice in activities to both scaffold and enrich. These additional lessons can be used instead of the basic curriculum or as differentiation following assessment. A full page of instruction follows each selection in the **Student Edition**. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These **Analyzing the Text** questions can be answered in their Student eEdition and are available for teacher review. **Close Read Screencasts** provide a digital, audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text. They also provide a model of how students can converse with others or analyze a text independently. These literary conversations about texts are models for both teachers and students. Students have access to follow up activities in order to practice their own literary conversations about texts. Students are encouraged to be independent and self-sustained readers who are actively seeking additional texts to improve their reading and to allow them to discuss texts with other students. In each of the collections, a full page of Independent Reading titles and additional resources are suggested. Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for ***Collections*** is that each and every student has access to complex texts as required by CCSS. *Collections* features ongoing assessment and performance tasks that allow for teachers to monitor students' progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to **Interactive Level Up Tutorials**, **GrammarNotes** instruction, **WordSharp**, and **re-teaching worksheets,** depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions. In the **Teacher's Edition**, additional differentiation notes regarding scaffolding instruction for complex texts for **Struggling Learners (Reteach), Advanced Learners (Enrich),** and **English Learners** are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the differentiation strategies for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher's Edition. Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The digital **Interactive Lessons** for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features, models and game-like completion tools. Each is completed at the student's own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing **Interactive Lessons** for comprehensive standards coverage. The **Integrated Student eBook** offers a zoom feature that allows students to have expand the size of print and improve personal access to text. Students can access their notes, annotations, and text markings stored in ***my*Notebook** to complete Performance Tasks. Using the collaborative writing tool ***my*WriteSmart**, students may then draft and revise their responses, getting feedback from both their teacher and peers as they complete the project. The finished written products are stored in each student's digital **Portfolio**. The fyi website at **hmhfyi.com** is an ideal asset to address students' interest and knowledge as well as their love of reading on topics of interest. For each collection in the program, at every grade level, the site will provide five current informational texts from the most current sources. Then *monthly*, an *additional* selection per collection at every grade level will be added to the array. Students can browse topics of interest or those from today's headlines and use these selections for research and for background knowledge. The selections also serve as excellent support for short research tasks linked to the Selection Performance Tasks throughout *Collections*. The **Performance Assessment** ancillary resource requires students to write to sources as it prepares them for high stakes testing. Using a three-part model of	

	instruction, it takes students through the process of analyzing models, practicing the steps for each kind of writing product, and then practicing for the performance-based task for Common Core Standards. After analyzing source materials in part one and practicing short related tasks in part two, students then perform the task of synthesizing new source materials and creating an original response in part three.					
	HMH Collections Student Edition Grade 12		2017	12	9780544569553	
	HMH Collections Close Reader 6-Year Print Subscription Grade 12		2015	12	9780544167964	
	HMH Collections Student Edition and Close Reader eTextbook ePub 6-Year Grade 12		2017	12	9780544615618	
	HMH Collections Online Interactive Digital Student Resources w/Assessment 6-Year Grade 12		2017	12	9780544795082	
	HMH Collections Downloadable Student Resource Tool Grade 12		2017	12	9780544720664	
	HMH Collections Performance Assessment 6-Year Print Subscription Grade 12		2017	12	9780544603660	
	HMH Collections Close Reads App Grades 11-12		2015	11-12	9780544094130	
	HMH Collections Teacher Edition Grade 12		2017	12	9780544569744	
	HMH Collections Teacher Edition and Close Reader eTextbook ePub 6-Year Grade 12		2017	12	9780544940079	
	HMH Collections Online Interactive Digital Teacher Resources w/Assessment 6-Year Grade 12		2017	12	9780544792975	
	HMH Collections Downloadable Teacher Resource Tool Grade 12		2017	12	9780544720732	
	HMH Collections Common Core ELA Exemplar Teacher's Guide Grade 11-12		2014	11-12	9780544028111	
	HMH Collections Performance Assessment Teacher Edition Grade 12		2017	12	9780544569485	
	HMH Collections Quick Start Pacing Guide Grade 12		2017	12	9780544721043	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	READ 180 Universal Stage A for 15 Students	Hasselbring & Kinsella	2017	4	9781328007360	Intervention
	Notes: **Strengths:** Read 180 Stage A is a well-written intervention program for English Language Arts which meets most of Idaho's ELA Standards for 4th grade students and impressively addresses and integrates the four Idaho ELA/Literacy Key Shifts. **Weaknesses:** The scope of the grammar and phonics strains is weak. The grammar objectives are basic for 2nd grade interventions. The phonics objectives are also basic, but for 1st grade with the exception of the ou and ow spellings which are often introduced in intervention programs at grade 2. Another primary concern is the ability to complete most of the program using the time and pacing allotted.					
	Key Features: READ 180 Universal is a blended-learning literacy intervention program, designed on a 15+ year foundation of research and proven efficacy - and now with groundbreaking neuroscience - to accelerate struggling readers 2 or more years below grade level (including supports for Special Education students and English Language Learners). The program provides individualized and personalized instruction through adaptive instructional software, high-interest literature, whole- and small-group direct instruction in reading and writing skills, and algorithmic grouping support for data-driven differentiation. The core components of the system have been designed to address literacy and language problem areas for intensive, accelerated, and extensive reading instruction, with a teacher at the helm. Professional development, school-leadership data insight, and family-engagement resources are included.					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	READ 180 Universal Stage B for 15 Students	Hasselbring & Kinsella	2017	7	9781328006707	Intervention
	Notes: **Strengths:** High-Quality Text-Strengths -The materials build not only complexity but increase the foundational skills, Supports all students (sped), Baseline reading Comprehension level, Place students appropriately Evidence-Based Discussion-Strengths: Students write to demonstrate their understanding of test, Writing tasks engages students in applying research-based strategies as they gather evidence and details in their work across a range of writing. Building Knowledge-Strengths: Individualized Digital Supports, Provides immediate feedback specific to students' errors, fostering comprehension to build a sense of success. RANGE AND QUALITY OF TEXTS-Strengths: Guiding students to take ownership of learning as they take on new levels of challenge. BUILDING KNOWLEDGE WITH TEXTS, VOCABULARY, AND TASKS-Strengths: High quality of vocabulary (Daily) Comprehension Strategies (Daily) **Weaknesses:** High-Quality Text-Weaknesses: More literature is needed to meet this requirement. QUESTIONS, TASKS, AND ASSIGNMENTS- Weaknesses: No evidence that would align to Idaho Language standards 6-8					
	Key Features: READ 180 Universal is a blended-learning literacy intervention program, designed on a 15+ year foundation of research and proven efficacy - and now with groundbreaking neuroscience - to accelerate struggling readers 2 or more years below grade level (including supports for Special Education students and English Language Learners). The program provides individualized and personalized instruction through adaptive instructional software, high-interest literature, whole- and small-group direct instruction in reading and writing skills, and algorithmic grouping support for data-driven differentiation. The core components of the system have been designed to address literacy and language problem areas for intensive, accelerated, and extensive reading instruction, with a teacher at the helm. Professional development, school-leadership data insight, and family-engagement resources are included.					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	**READ 180 Universal Stage C for 15 Students**	**Hasselbring & Kinsella**	**2017**	**10**	**9781328006721**	**Intervention**
	Notes: **Strengths:** Read 180 Universal Stage C is a comprehensive program that allows students to achieve success in meeting the Idaho Content Standards for ELA/Literacy. Each workshop offers students multiple opportunities to engage with high-quality text, build knowledge through high-level question stems and tasks, and to build vocabulary that can be used across all classes. The Read 180 Universal program Stage C has an extended library of texts on-line; offering students the chance to engage in self-selected reading. **Weaknesses:** One weakness of the program may be in its dependence on resources found on-line. Teachers would need to be sure to have access to these resources off-line, in the event that Internet connection is not available.					
	Key Features: READ 180 Universal is a blended-learning literacy intervention program, designed on a 15+ year foundation of research and proven efficacy - and now with groundbreaking neuroscience - to accelerate struggling readers 2 or more years below grade level (including supports for Special Education students and English Language Learners). The program provides individualized and personalized instruction through adaptive instructional software, high-interest literature, whole- and small-group direct instruction in reading and writing skills, and algorithmic grouping support for data-driven differentiation. The core components of the system have been designed to address literacy and language problem areas for intensive, accelerated, and extensive reading instruction, with a teacher at the helm. Professional development, school-leadership data insight, and family-engagement resources are included.					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Houghton Mifflin Harcourt	**SYSTEM 44 Next Generation Upper Elementary School Bundle with 10 Licenses**	**Hasselbring & Kinsella**	**2014**	**4**	**9781328011527**	**Intervention**
	Notes: **Strengths:** The diagnostic and curriculum delivery of basic foundational skills through the online component. **Weaknesses:** The CD for the decodables do not match the current technology available in classrooms. Streaming might be a practical solution.					
	Key Features: System 44 Next Generation Elementary is a foundational reading program for the most challenged readers in grades 3-6. System 44 Next Generation is proven to help students master the foundational reading skills required for success with Idaho CCRA and grade level standards through explicit instruction in phonics, comprehension and writing.					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	**SYSTEM 44 Next Generation Secondary School Bundle with 10 Licenses**	**Hasselbring & Kinsella**	**2014**	**8**	**9781328012531**	**Intervention**
	Notes: **Strengths:** The diagnostic and curriculum delivery of basic foundational skills through the online component. **Weaknesses:** The CD for the decodables do not match the current technology available in classrooms. Streaming might be a practical solution.					
	Key Features: System 44 Next Generation Secondary foundational reading program for the most challenged readers in grades 7-12+. System 44 Next Generation is proven to help students master the foundational reading skills required for success with Idaho CCRA and grade level standards through explicit instruction in phonics, comprehension and writing.					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	**iRead 1-.Yr. Subscription Unlimited K-2 Student Site Licenses, 6 Teacher Licenses and training webinar**	**Adams & Hasselbring**	**2014**	**1**	**9780545618687**	**Intervention**
	Notes: **Strengths:** iRead Books! provides a variety of formative, diagnostic, and progress-monitored assessments that the teacher or program can administer at key points. The program is adaptive and can move students through topics at a pace based on their needs and performance. iRead's Professional Guide also details how the program promotes language acquisition for any level of English language learner. The program offers scaffolded support by way of routines, resources, lessons and interactive activities. **Weaknesses:** Teacher needs to be part of the guidance to ensure quality work and discussion takes place. Weakness: iRead assessments only assess print concepts, phonological awareness, fluency, spelling and sight words. There are no assessments for writing or running records. Weakness: While iReads software provides on level lessons and practice, it puts the responsibility for the teacher to be knowledgeable of small group or individualize instruction. Instruction cards provide practice of foundational skills and comprehension with writing, however a teacher needs to have full knowledge of scope and sequence and the standards to adjust or structure learning within the structured time for ELA.Guidance is needed for all groups or students to ensure quality engagement. **Other:** iRead and iRead Books! is an intervention program. Weaknesses in cumulative writing or tracking comprehension does not affect the quality for building foundational skill in phonics and reading.					
	Key Features: iRead is a digital, supplemental reading program that puts first grade students on a predictable path to reading proficiently by Grade 3. iRead's adaptive software provides explicit, systemic and personalized instruction in phonological awareness, phonics, word recognition, spelling and encoding, vocabulary and language development. The iRead Books! library extends learning across the content areas through close and guided reading while strengthening foundations through extended reading practice. Rich, text-based discussions reinforce foundational reading skills and build knowledge, vocabulary and language. The 90 iRead Books! are organized into three levels, which may be used by students according to their reading levels.					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
IXL Learning	IXL English Language Arts	IXL Learning, Inc.	N/A	K-2	N/A	Component

Notes:
Strengths: Great opportunities for 2nd graders to read a variety of passages and answer comprehension questions. This does ask students to draw on textual evidence. The categories "reading comprehension strategies" and "independent reading comprehension" offer informational and literary passages with comprehension questions specific to the story. They compare and contrast, determine story plot, topic and purpose. Students have the ability to advance to higher grade level tasks and content within the IXL program. These advancement opportunities provide extensions, but do not include writing, speaking and listening activities for above grade level students. Students have the ability to advance to higher grade level tasks and content within the IXL program. These advancement opportunities provide extensions, but do not include writing, speaking and listening activities for above grade level students. There is a possibility 2nd grade students have an infinite amount of texts/passages they could read in the text types and genres. 2nd grade IXL Learning provides reading passages/text, however it is difficult to know what text type and genre they are as students work through the web-based program. IXL Learning provides many opportunities for students to work with academic language and vocabulary throughout its tasks/activities. Grammar and conventions are covered for grades K-2 with opportunities for application. IXL Learning provides excellent opportunities for 2nd grade students to work through text-dependent questions for comprehension. If students answer incorrectly, immediate feedback is given to students to provide guidance. IXL Learning has many lessons/tasks on grammar and conventions for Kindergarten through 2nd grade. Although it is difficult to determine if the skills can be applied through increasingly sophisticated context and out of context. Students have the ability to advance to higher grade level tasks and content within the IXL program. These advancement opportunities provide extensions, but do not include writing, speaking and listening activities for above grade level students.
Weaknesses: IXL Learning does not have anchor texts for read aloud texts that are rich and above students current reading abilities for Kindergarten or 1st Grade. For 2nd Grade students, IXL has a category called "independent reading comprehension," where students will read an informational or literary passage and answer questions about the reading. There is no quantitative measure listed for the reading passages, so it is hard to know if they are appropriate for the grade level. Does not provide these students with an opportunity to engage in rigorous, rich academic language. IXL Learning is a web-based program that does not have publishable texts. Kindergarten and First grade do not have reading passages that are informational or literary. 2nd grade has an "independent reading comprehension" category that has subcategories "read and understand informational passages" and "analyze stories." Within these categories students can read the informational or literary passages and answer comprehension questions. The stories seem to be worthy of careful reading, but it is hard to know how many stories are available in each category to determine the percentage of informational or literary text. Student paced curriculum means there are not opportunities for rich and rigorous evidence-based discussions or opportunities to write about texts. There is no opportunity to provide textual evidence through inferences or going beyond the text to make connections. IXL is a web-based program that students work through independently. Therefore not lending itself to the possibility of frequent evidence-based discussions as students will be on many varied tasks at any given time. There is no opportunity to write about information gathered from texts, to defend claims, and support analyses. Writing/typing is not required for any tasks within IXL. Materials do not provide a sequence or series of texts/passages. Instructions are not clear for instructors, or even provided. There are not opportunities for students to choose their own texts/passages to read within the program. IXL does not provide a sequence or series of texts/passages that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. There is no speaking and listening due to the nature of a computer-based program. There is not a teacher's manual for IXL Learning to provide instruction and clear design for instructors. IXL can be done in & out of class, but seems more individual intervention than whole class. IXL Learning does not provide a scope and sequence or pacing guide to determine if the program can be completed within a regular school year. There is not evidence of support for ELL students or students who read, write, speak, or listen below grade level. Teacher support outside of the program is needed to supplement students who have not mastered foundational skills and need extended practice. IXL Learning uses a web-based program to determine where students are succeeding or not, therefore it does not provide resources or suggestions for adapting instruction for teachers to guide students. Pacing is dependent on the student and not given, there is not a way to change the instructional delivery for students with alternative needs.

	Students are able to progress on once they have completed tasks, but there is not culminating assessments to give after a sequence of events. IXL Learning does not provide formative or interim assessments for students. Writing proficiency is unmeasurable, as students are not tasked with writing/typing narrative, informative, or opinion tasks. Students can be "happy clickers" and progress within the program, not providing them with a gradual release of supporting scaffolds.					
	Key Features: -Comprehensive coverage of Pre-K through 12th grade English Language Arts curriculum -Interactive skills including coverage of reading comprehension, phonics, vocabulary, grammar, writing conventions, and more -Alignment to Common Core and all state standards -Fully adaptive skills allow teachers to reach every student at the right level -Recommendations wall provides a personalized home base for self-directed ELA learning -Rich learning opportunities include informational texts from speeches from U.S. and world history, argumentative essays, short stories and poetry -Real-time Analytics that help teachers drive daily instruction by illuminating trouble spots, suggesting small groups, and providing strategies for targeted reteaching					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
IXL Learning	**IXL English Language Arts**	**IXL Learning, Inc.**	**N/A**	**3-5**	**N/A**	**Component**
	Notes: **Strengths:** This program is use as a supplemental program to sharpen ELA skills. IXL covers most of Idaho ELA Content Standards with multiple, adaptive questions and passages. This program tailors impeccably well to individual students through constant adaptations and scaffolding. **Weaknesses:** There is no opportunity for students to work on their own writing skills or collaboration time for students to work together to build literacy skills. This program lacks in student interaction with one another. It also lacks the practice of grammar and foundational skills through writing, the application process, being taught. **Other:** IXL ELA meets the Non-Negotiable and Alignment Criteria but does not meet all the key shifts. Students are missing participating in writing/speaking with text evidence and the collaborating effectively.					
	Key Features: -Comprehensive coverage of Pre-K through 12th grade English Language Arts curriculum -Interactive skills including coverage of reading comprehension, phonics, vocabulary, grammar, writing conventions, and more -Alignment to Common Core and all state standards -Fully adaptive skills allow teachers to reach every student at the right level -Recommendations wall provides a personalized home base for self-directed ELA learning -Rich learning opportunities include informational texts from speeches from U.S. and world history, argumentative essays, short stories and poetry -Real-time Analytics that help teachers drive daily instruction by illuminating trouble spots, suggesting small groups, and providing strategies for targeted reteaching					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
IXL Learning	IXL English Language Arts	IXL Learning, Inc.	N/A	6-8	N/A	Component
	Notes: **Strengths:** Real time data. Access to multiple levels of texts. Consistent formative assessment tasks. Range of text types allows teachers to tailor the balance of their instructional focus from grade to grade. As the grade level increases, there is a more extended focus on historical and technical informational content across all skills, as well as a larger focus on practice with argumentative texts. IXL Analytics keeps teachers up-to-date with what each student, as well as small groups, are working on to continue developing their abilities and ensure that they are engaging independently in reading. IXL Analytics makes it easy to differentiate practice in the classroom and instantly identify opportunities for one-on-one and small-group instruction. **Weaknesses:** Non-Negotiable 1B High-Quality Text- The program content did not present materials that have been previously published or that are content rich. Non-Negotiable 2A Evidence-based Discussion and Writing-The materials do present text-dependent tasks and assignments. The question are guided.					
	Key Features: -Comprehensive coverage of Pre-K through 12th grade English Language Arts curriculum -Interactive skills including coverage of reading comprehension, phonics, vocabulary, grammar, writing conventions, and more -Alignment to Common Core and all state standards -Fully adaptive skills allow teachers to reach every student at the right level -Recommendations wall provides a personalized home base for self-directed ELA learning -Rich learning opportunities include informational texts from speeches from U.S. and world history, argumentative essays, short stories and poetry -Real-time Analytics that help teachers drive daily instruction by illuminating trouble spots, suggesting small groups, and providing strategies for targeted reteaching					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
IXL Learning	IXL English Language Arts	IXL Learning, Inc.	N/A	9-12	N/A	Component
	Notes: **Strengths:** Real time data. Access to multiple levels of texts. Consistent formative assessment tasks. Range of text types allows teachers to tailor the balance of their instructional focus from grade to grade. As the grade level increases, there is a more extended focus on historical and technical informational content across all skills, as well as a larger focus on practice with argumentative texts. IXL Analytics keeps teachers up-to-date with what each student, as well as small groups, are working on to continue developing their abilities and ensure that they are engaging independently in reading. IXL Analytics makes it easy to differentiate practice in the classroom and instantly identify opportunities for one-on-one and small-group instruction. **Weaknesses:** •Texts are excerpts and too short to be considered complex texts. Texts have no copyright information available. No Culminating task or shared research projects. Teacher can use texts selections and excerpts to create or supplement culminating activities or research projects. Offers only multiple choice response opportunities. No opportunities for students to engage in speaking and listening practice. Teachers can use text selections and excerpts and question stems to create or supplement speaking and listening practice.					
	Key Features: -Comprehensive coverage of Pre-K through 12th grade English Language Arts curriculum -Interactive skills including coverage of reading comprehension, phonics, vocabulary, grammar, writing conventions, and more -Alignment to Common Core and all state standards -Fully adaptive skills allow teachers to reach every student at the right level -Recommendations wall provides a personalized home base for self-directed ELA learning -Rich learning opportunities include informational texts from speeches from U.S. and world history, argumentative essays, short stories and poetry -Real-time Analytics that help teachers drive daily instruction by illuminating trouble spots, suggesting small groups, and providing strategies for targeted reteaching					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Learning A-Z	**Raz Plus ELL Edition 6-Year Subscription**	**Learning A-Z**	**2018**	**K - 5**	**Raz Plus ELL Edition 6-Year Subscription**	**Component**
	Notes: **Strengths:** **K-2:** The strengths of this program are the vast number of resources available to teachers which can be easily accessed through various filtering options and the ability to assess student knowledge through various assessments focused on different skill areas. The amount of information this program provides is amazing and the instructional uses as listed are numerous. **3-5:** Raz-Plus is a digital reading program that offers 29 levels of complexity which gives all students access to text. All books can be read to students or can be printed out in hard-copy format to be used in small-group environments. With access to all levels of text, teachers have the ability to individualize instruction and/or adapt to individual student needs. The writers of the program have added what they call "Project-Based Learning Packs" as a component. For grades 3-5 there are a total of 15 projects students can embark upon. Raz-Plus correlates with many of the major core programs and has given suggestions of materials to use as a supplement to the core instruction. Students have as much access to the program as they need. **Weaknesses:** **K-2:** The lack of a fixed scope and sequence of skills is one of the only areas of weakness in this program. **3-5:** Raz-Plus is an all-digital program. There is not a lot of explicit teaching of writing, vocabulary and phonics skills. The website is cumbersome to navigate and therefore could be a deterrent for some users. The program does not offer lessons or correlations on the types of writing students in grades 3-5 need to encounter (narrative, opinion, informational). **Other:** **K-2:** This program would be a solid intervention, summer school, project based learning, tutoring, or learning center resource option. Each and every time the reviewer worked or explored this program, even more resources were discovered.					
	Key Features: Raz Plus ELL Edition is a collection of more than 3,000 leveled books and 50,000 lesson resources that enable teachers to meet the precise needs of each student. This program combines whole-class and small-group instruction with technology-enabled resources for personalized reading practice and instruction. With the program's expansive library of leveled books and lessons, teachers can provide highly effective instruction and practice opportunities to improve the reading skills of every student, at every level. With Raz Plus ELL, instructors can do the following: deliver standards-aligned reading instruction; personalize students' reading practice with developmentally appropriate resources available in printable, projectable, online, and mobile formats; build students' comprehension skills and strategies with the lesson plans, activity sheets, and quizzes that accompany each leveled book; and inform instruction with online, data-driven reports that show individual and class-wide activity and performance. Included with the resource are hundreds of resources to support English Language Learners (ELLs) with tools and research-based strategies to build social and academic English.					
	Raz Plus ELL Edition 1-Year Subscription with Professional Development Service Option	Learning A-Z	2018	K - 5	n/a	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
No Tears Learning dba Learning Without Tears	**Kick Start Kindergarten workbook**	**Jan Z. Olsen**	**2018**	**K**	**9781939814432**	**Handwriting Component**
	Notes: **Strengths:** This program has many strengths. It uses a double line format which identifies and assists in size and formation of letters. Spacing between words is reinforced throughout the curriculum with direct instruction provided in each lesson plan. The curriculum teaches formation of letters and numbers in groups that are similar in the way in which they are formed. Each "tricky letter" has a story that accompanies the letter. The multi-sensory activities reflect varied learning styles, such as auditory, tactile, visual, and kinesthetic. **Weaknesses:** The program has many interactive digital resources to enhance lessons and provide multi-sensory activities. A majority of these resources come at an additional cost.					
	Key Features: Kick Start Kindergarten bridges pre-K and kindergarten by introducing capital and lowercase letter formation for transitional kindergarten students. -Introduces both capitals and lowercase letter formations -Provides fine motor skill-building -Includes developmentally appropriate lessons -Differentiated instruction and cross-curricular activities -Works with a 9-month or year round calendar					
	Kick Start Kindergarten Teacher's Guide	Jan Z. Olsen	2018	K	9781939814500	
	"Transitional Kindergarten Teacher's Kit A includes: Kick Start Kindergarten print Teacher's Guide Name Plates-30 units Color Wall Cards Wide Double Line Paper-500 sheets Gray Block Paper-105 sheets Flip Crayons-206 crayons Pencils for Little Hands-144 pencils"	Jan Z. Olsen	2018	K	9781939814951	
	Transitional Kindergarten Teacher's Kit B includes: Kick Start Kindergarten digital Teacher's Guide HITT (Handwriting Interactive Teaching Tool) Name Plates-30 units Color Wall Cards Wide Double Line Paper-500 sheets Gray Block Paper-105 sheets Flip Crayons-206 crayons Pencils for Little Hands-144 pencils	Jan Z. Olsen	2018	K	9781939814968	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
No Tears Learning dba Learning Without Tears	**Letters and Numbers For Me workbook**	**Jan Z. Olsen**	**2018**	**K**	**9781939814449**	**Handwriting Component**
	Notes: **Strengths:** This program has many strengths. It uses a double line format which identifies and assists in size and formation of letters. Spacing between words is reinforced throughout the curriculum with direct instruction provided in each lesson plan. The curriculum teaches formation of letters and numbers in groups that are similar in the way in which they are formed. Each "tricky letter" has a story that accompanies the letter. The multi-sensory activities reflect varied learning styles, such as auditory, tactile, visual, and kinesthetic. **Weaknesses:** The program has many interactive digital resources to enhance lessons and provide multi-sensory activities. A majority of these resources come at an additional cost.					
	Key Features: This workbook is for kindergarten students or those working at that level. Lessons teach capitals, lowercase letters, and numbers. Activities form good handwriting habits and develop strong writers. Lessons also include cross curricular content.					
	Letters and Numbers for Me Teacher's Guide"	Jan Z. Olsen	2018	K	9781939814517	
	Writing Journal A	Jan Z. Olsen	2018	K	9781939814562	
	Kindergarten Teacher's Kit A includes: Letters and Numbers For Me print Teacher's Guide Color Name Plates-30 units Color Wall Cards Wide Double Line Paper-500 sheets Gray Block Paper-105 sheets Print Alphabet Desk Strips-32 strips Pencils for Little Hands-144 pencils"	Jan Z. Olsen	2018	K	9781939814975	
	Kindergarten Teacher's Kit B includes: Letters and Numbers For Me digital Teacher's Guide HITT (Handwriting Interactive Teaching Tool) Color Name Plate-30 units Color Wall Cards Wide Double Line Paper-500 sheets Gray Block Paper-105 sheets Print Alphabet Desk Strips-32 strips Pencils for Little Hands-144 pencils"	Jan Z. Olsen	2018	K	9781939814982	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
No Tears Learning dba Learning Without Tears	**My Printing Book workbook**	**Jan Z. Olsen**	**2018**	**1**	**9781939814456**	**Handwriting Component**
	Notes: **Strengths:** Every lesson has cross-curricular connection, enrichment and support elements in the Teacher edition. The multi-sensory techniques reinforce formation location to reduce reversals. **Weaknesses:** Teacher's Edition and Student books don't always correlate creating navigation issues. Yearly subscriptions are required for on-line tools. Internet access is not always possible in some rural districts. Consumables for workbooks and HWT lined paper would be an additional yearly cost. **Other:** This program uses a two solid line format to guide the forming of letters that is different from most handwriting programs and doesn't correlate with writing paper found at most schools. The lines are used for the base and middle reference of each letter. Consumable workbooks are essential for each student to complete the program.					
	Key Features: This workbook is for First Grade students or those working at that level. Lessons focus on lowercase letters, sentences and paragraphs. Activities form good handwriting habits and develop strong writers. Lessons also incorporate cross curricular content.					
	My Printing Book Teacher's Guide	Jan Z. Olsen	2018	1	9781939814524	
	Writing Journal B	Jan Z. Olsen	2018	1	9781939814579	
	First Grade Teachers Kit A includes: My Printing Book print Teacher's Guide Color Name Plates-30 units Color Print & Number Wall Cards Wide Double Line Paper-500 sheets Regular Double Line Paper-500 sheets Print Alphabet Desk Strips-32 strips	Jan Z. Olsen	2018	1	9781939814999	
	First Grade Teachers Kit B includes: My Printing Book digital Teacher's Guide HITT (Handwriting Interactive Teaching Tool) Color Name Plates-30 units Color Print & Number Wall Cards Wide Double Line Paper-500 sheets Regular Double Line Paper-500 sheets Print Alphabet Desk Strips-32 strips"	Jan Z. Olsen	2018	1	9781948729000	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
No Tears Learning dba Learning Without Tears	**Printing Power workbook**	**Jan Z. Olsen**	**2018**	**2**	**9781939814456**	**Handwriting Component**
	Notes: **Strengths:** Printing Power is free from bias and provides instruction support for all learning styles. Digital resources are available for students and teacher. Interactive tools, QR Codes, HITT (Handwriting Interactive Teaching Tool), Sing & Move, myLWTears.com, & Click Away. Printing Power supports all learning styles with differentiated instruction for Support/ELL students, Enrichment, and Cross Curricular Connections for every lesson. The multi-sensory activities provide extra support as well. Printing Power provides daily self-checking and teacher evaluations for assessment. Printing Power is designed to support many varied differentiated learning styles. Great for small group differentiated instruction. **Weaknesses:** Printing Power provides a basic overall design; featuring gray scale pictures that will minimally engage students in second grade. Handwriting speed is not a focus as per the ICS HW.2.1, but an underlying skill worked on throughout the curriculum.					
	Key Features: This workbook is for second grade students or those working at that level. Lessons focus on print mastery, practicing sentence and paragraph writing. Lessons include cross curricular content. Activities form good handwriting habits and develop strong writers.					
	Printing Power Teacher's Guide	Jan Z. Olsen	2018	2	9781939814531	
	Writing Journal C	Jan Z. Olsen	2018	2	9781939814586	
	Second Grade Teacher's Kit A includes: Printing Power print Teacher's Guide Color Name Plates-30 units Color Print & Number Wall Cards Regular Double Line Paper-500 sheets Print Alphabet Desk Strips-32 strips	Jan Z. Olsen	2018	2	9781948729017	
	Second Grade Teacher's Kit B includes: Printing Power digital Teacher's Guide HITT (Handwriting Interactive Teaching Tool) Color Name Plates-30 units Color Print & Number Wall Cards Regular Double Line Paper-500 sheets Print Alphabet Desk Strips-32 strips"	Jan Z. Olsen	2018	2	9781948729024	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
No Tears Learning dba Learning Without Tears	**Cursive Handwriting workbook**	**Jan Z. Olsen**	**2018**	**3**	**9781939814487**	**Handwriting Component**
	Notes: **Strengths:** This program has a lot of strengths. Students are actively engaged through the various activities with fun sayings as they form letters. There are multiple options for differentiation activities. The content is available to all students. **Weaknesses:** This program doesn't really have any weaknesses. It is well rounded and provides all that it needs to for a cursive program.					
	Key Features: This workbook is for third grade students or those working at that level. Lessons teach formation of cursive letters: lower case and capitals as well as tricky connections. Letter groupings are based on similarity of stroke. Activities form good handwriting habits and develop strong writers. Review and mastery of cursive to cursive helps develop fluency by practicing all letters, words and connections. We also review translating print to cursive and translating spoken words to cursive.					
	Cursive Handwriting Teacher's Guide	Jan Z. Olsen	2018	3	9781939814548	
	Writing Journal D	Jan Z. Olsen	2018	3	9781939814593	
	"Third Grade Teacher's Kit A includes: Cursive Handwriting print Teacher's Guide Cursive Wall Cards Narrow Double Line Paper-500 sheets Cursive Alphabet Desk Strips-32 strips"	Jan Z. Olsen	2018	3	9781948729031	
	"Third Grade Teacher's Kit B includes: Cursive Handwriting digital Teacher's Guide HITT (Handwriting Interactive Teaching Tool) Cursive Wall Cards Narrow Double Line Paper-500 sheets Cursive Alphabet Desk Strips-32 strips"	Jan Z. Olsen	2018	3	9781948729048	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
No Tears Learning dba Learning Without Tears	**Cursive Success workbook**	**Jan Z. Olsen**	**2018**	**4**	**9781939814494**	**Handwriting Component**
	Notes: **Strengths:** HWT is a well-organized handwriting tool for cursive success in fourth grade. HWT scaffolds well between grade levels and grade level lessons. Cross curricular content is evident and allows for student learning to excel in cursive writing. **Weaknesses:** HWT does not provide reading levels or Lexile of the text complexity in the student's writing workbook. This is important to developing reading ability.					
	Key Features: This workbook is for fourth grade students or those working at that level. Lessons focus on mastery of cursive writing. Letter groupings are based on similarity of stroke. Activities form good handwriting habits and develop strong writers. Review and mastery of cursive to cursive helps develop fluency by practicing all letters, words and connections. We also review translating print to cursive and translating spoken words to cursive.					
	Cursive Success Teacher's Guide	Jan Z. Olsen	2018	4	978193981455	
	Writing Journal E	Jan Z. Olsen	2018	4	9781939814609	
	Fourth Grade Teacher's Kit A includes: Cursive Success print Teacher's Guide Cursive Wall Cards Narrow Double Line Paper-500 sheets	Jan Z. Olsen	2018	4	9781948729055	

	Cursive Alphabet Desk Strips-32 strips					
	"Fourth Grade Teacher's Kit B includes: Cursive Success digital Teacher's Guide HITT (Handwriting Interactive Teaching Tool) Cursive Wall Cards Narrow Double Line Paper-500 sheets Cursive Alphabet Desk Strips-32 strips"	Jan Z. Olsen	2018	4	9781948729062	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
No Tears Learning dba Learning Without Tears	**Can-Do Cursive workbook**	**Jan Z. Olsen**	**2018**	**5**	**9781939814708**	**Handwriting Component**
	Notes: **Strengths:** Learning Without Tears: Can-Do Cursive for grade 5 explicitly instructs students' use of cursive with only a 2:94 page opportunity to use print. The clean style of Can-Do Cursive allows for a fast-paced review of easily formed letters. For letters with difficult connections the pace is slowed and the amount of practice is increased. This concise developmental sequence supports a fifth grade student's ability of write fluently in cursive. Research Review pages 6/7 **Weaknesses:** The Can-Do Cursive for Grade 5 does not have a teacher's edition. There is also no digital component as well.					
	Key Features: This workbook is for fifth grade students or older students at all cursive levels. Lessons teach formation of cursive letters, connections, words and sentences. This workbook can be used for cursive mastery or remediation. Activities form good handwriting habits and develop strong writers. Lessons include cross curricular content, grammar, Latin and Greek words.					
	Writing Journal F	Jan Z. Olsen	2018	5	9781939814616	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**READING WONDERS K SYSTEM 3 YEAR SUBSCRIPTION BUNDLE GRADE K**	**McGraw-Hill Education**	**2017**	**K**	**9780076763566**	**Comprehensive**
	Notes: **Strengths:** Wonders is a comprehensive program that meets the learning needs of a wide range of student abilities. The program follows a research based scope and sequence that meets the Standards. The program also allows for differentiation based on teacher monitoring and frequent assessments and tasks. Wonders gives students multiple opportunities in each unit to analyze text and answer questions using text based evidence. **Weaknesses:** Qualitative measures used by Wonders was not apparent in the sampling. It is not apparent if the students are held accountable for acquiring vocabulary as they read as opposed to words they are taught directly. Many of the Wonders resources are found online, which could potentially pose a problem if technology is not available. **Other:** For classes that meet every other day, all day, there is a great deal of material to cover.					
	Key Features: Wonders is a comprehensive K-6 ELA/ELD program built to your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Wonders provides explicit instruction on developing critical thinking skills for all students. Students learn to access complex text by using text evidence as they read and reread for deeper meaning and learn to ask and answer higher level questions. During multiple close readings of a text, students analyze the author's craft and structure and then integrate knowledge across all the texts they read each week. The Close Reading Companion supports instruction in the key skills of close reading and analytical writing, challenging students to write across texts and domains of knowledge through deep, structured engagement with text. Throughout the program, Access Complex Text (ACT) — a featured instructional support—identifies the specific elements that make text complex, providing point-of-use scaffolding to immediately support any students who struggle with those elements. Student reading materials allow for systematic and regular practice of foundational skills, with decodable texts and digital access to decodable passages and interactive mini-lessons that have students sort spelling and decodable words. Predecodable and decodable texts in the early grades allow students to develop automaticity and fluency. Students continue to develop text comprehension as they apply the same skills/strategies and use graphic organizers in the Leveled Readers or paired selection, which is present within all of the Wonders literature, even in the decodable texts. The explicit instruction in the Teacher's Edition helps teachers focus student attention on self-monitoring strategies while employing the gradual release of responsibility (I do, we do, you do) model of instruction. Modeling in the form of "Teacher and Student Think Alouds" is used throughout the guided instruction to make the invisible comprehension strategies visible. Graphic organizers are used to introduce the comprehension skill/strategy in the Reading Writing Workshop selection and then the same graphic organizer is used to develop understanding throughout the reading of the longer Literature Anthology selection. The Close Reading Companion supports literal and inferential comprehension of text as well as higher order thinking. As students reread, they analyze the author's craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions. At the end of the Literature Anthology selection, students use their completed graphic organizer to summarize. The Paired selection that follows the Literature Anthology selection provides another opportunity for students to apply comprehension skills and strategies. Students continue to develop text comprehension as they apply the same skills/strategies and use the same graphic organizer in the Leveled Readers.					
	Wonders Teacher's Edition Package Grade K	McGraw-Hill Education	2017	K	9780021378036	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**READING WONDERS COMPREHENSIVE PACKAGE 3 YEAR SUBSCRIPTION BUNDLE GRADE 1**	**McGraw-Hill Education**	**2017**	**1**	**9780076763580**	**Comprehensive**
	Notes: **Strengths:** Wonders instructional program is organized for easy teacher implementation and provides numerous resources to assure instructors that they are meeting standards at all levels for all students, The print and online materials provide more than enough resources, explanation of materials and support for instructors. **Weaknesses**: A fast pace is required to complete all components each week. **Other:** Recommended that all components be purchased for effective implementation.					
	Key Features: Wonders is a comprehensive K-6 ELA/ELD program built to your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Wonders provides explicit instruction on developing critical thinking skills for all students. Students learn to access complex text by using text evidence as they read and reread for deeper meaning and learn to ask and answer higher level questions. During multiple close readings of a text, students analyze the author's craft and structure and then integrate knowledge across all the texts they read each week. The Close Reading Companion supports instruction in the key skills of close reading and analytical writing, challenging students to write across texts and domains of knowledge through deep, structured engagement with text. Throughout the program, Access Complex Text (ACT) — a featured instructional support—identifies the specific elements that make text complex, providing point-of-use scaffolding to immediately support any students who struggle with those elements. Student reading materials allow for systematic and regular practice of foundational skills, with decodable texts and digital access to decodable passages and interactive mini-lessons that have students sort spelling and decodable words. Predecodable and decodable texts in the early grades allow students to develop automaticity and fluency. Students continue to develop text comprehension as they apply the same skills/strategies and use graphic organizers in the Leveled Readers or paired selection, which is present within all of the Wonders literature, even in the decodable texts. The explicit instruction in the Teacher's Edition helps teachers focus student attention on self-monitoring strategies while employing the gradual release of responsibility (I do, we do, you do) model of instruction. Modeling in the form of "Teacher and Student Think Alouds" is used throughout the guided instruction to make the invisible comprehension strategies visible. Graphic organizers are used to introduce the comprehension skill/strategy in the Reading Writing Workshop selection and then the same graphic organizer is used to develop understanding throughout the reading of the longer Literature Anthology selection. The Close Reading Companion supports literal and inferential comprehension of text as well as higher order thinking. As students reread, they analyze the author's craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions. At the end of the Literature Anthology selection, students use their completed graphic organizer to summarize. The Paired selection that follows the Literature Anthology selection provides another opportunity for students to apply comprehension skills and strategies. Students continue to develop text comprehension as they apply the same skills/strategies and use the same graphic organizer in the Leveled Readers.					
	Wonders Teacher's Edition Package Grade 1	McGraw-Hill Education	2017	1	9780021378043	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**READING WONDERS COMPREHENSIVE PACKAGE 3 YEAR SUBSCRIPTION BUNDLE GRADE 2**	**McGraw-Hill Education**	**2017**	**2**	**9780076763597**	**Comprehensive**
	Notes: **Strengths:** Wonders instructional program is organized for easy teacher implementation and provides numerous resources to assure instructors that they are meeting standards at all levels for all students, The print and on-line materials provide more than enough resources, explanation of materials and support for instructors. **Weaknesses**: A fast pace is required to complete all components each week. **Other:** Recommended that all components be purchased for effective implementation.					
	Key Features: Wonders is a comprehensive K-6 ELA/ELD program built to your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Wonders provides explicit instruction on developing critical thinking skills for all students. Students learn to access complex text by using text evidence as they read and reread for deeper meaning and learn to ask and answer higher level questions. During multiple close readings of a text, students analyze the author's craft and structure and then integrate knowledge across all the texts they read each week. The Close Reading Companion supports instruction in the key skills of close reading and analytical writing, challenging students to write across texts and domains of knowledge through deep, structured engagement with text. Throughout the program, Access Complex Text (ACT) — a featured instructional support—identifies the specific elements that make text complex, providing point-of-use scaffolding to immediately support any students who struggle with those elements. Student reading materials allow for systematic and regular practice of foundational skills, with decodable texts and digital access to decodable passages and interactive mini-lessons that have students sort spelling and decodable words. Predecodable and decodable texts in the early grades allow students to develop automaticity and fluency. Students continue to develop text comprehension as they apply the same skills/strategies and use graphic organizers in the Leveled Readers or paired selection, which is present within all of the Wonders literature, even in the decodable texts. The explicit instruction in the Teacher's Edition helps teachers focus student attention on self-monitoring strategies while employing the gradual release of responsibility (I do, we do, you do) model of instruction. Modeling in the form of "Teacher and Student Think Alouds" is used throughout the guided instruction to make the invisible comprehension strategies visible. Graphic organizers are used to introduce the comprehension skill/strategy in the Reading Writing Workshop selection and then the same graphic organizer is used to develop understanding throughout the reading of the longer Literature Anthology selection. The Close Reading Companion supports literal and inferential comprehension of text as well as higher order thinking. As students reread, they analyze the author's craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions. At the end of the Literature Anthology selection, students use their completed graphic organizer to summarize. The Paired selection that follows the Literature Anthology selection provides another opportunity for students to apply comprehension skills and strategies. Students continue to develop text comprehension as they apply the same skills/strategies and use the same graphic organizer in the Leveled Readers.					
	Wonders Teacher's Edition Package Grade 2	McGraw-Hill Education	2017	2	9780021377398	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**READING WONDERS COMPREHENSIVE PACKAGE 3 YEAR SUBSCRIPTION BUNDLE GRADE 3**	**McGraw-Hill Education**	**2017**	**3**	**9780076763610**	**Comprehensive**
	Notes: **Strengths:** Anchor texts are high quality. The texts are visually engaging. The Teachers Edition is thorough. The vocabulary section is well done. Students are asked to engage with multiple texts and taught how to cite evidence from sources. Areas of ELA are fully integrated. ELL scaffolding. Leveled readers that connect to the weeks focus. **Weaknesses**: Without comprehensive training, this program will be difficult to teach to its fullest potential. There are either too many activities for a week, or the publishers are unaware of the capabilities of average third graders. Training will have to include what options must be done, and which options are not needed to complete the standards. Wonders is a direct instruction program, not a lot of student directed learning. The lowest leveled reader is at a beginning 3rd grade Lexile level. The above grade level reader is end of third grade or beginning fourth grade. **Other:** In addition to the student textbooks and teacher editions, the workbooks, vocabulary cards, and assessment manuals are really important. Training will need to be extensive and ongoing to support teachers in teaching this program. This program lends itself to teacher directed learning as opposed to student led. The student decisions come into play with writing topic choice and culminating projects.					
	Key Features: Wonders is a comprehensive K-6 ELA/ELD program built to your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Wonders provides explicit instruction on developing critical thinking skills for all students. Students learn to access complex text by using text evidence as they read and reread for deeper meaning and learn to ask and answer higher level questions. During multiple close readings of a text, students analyze the author's craft and structure and then integrate knowledge across all the texts they read each week. The Close Reading Companion supports instruction in the key skills of close reading and analytical writing, challenging students to write across texts and domains of knowledge through deep, structured engagement with text. Throughout the program, Access Complex Text (ACT) — a featured instructional support—identifies the specific elements that make text complex, providing point-of-use scaffolding to immediately support any students who struggle with those elements. Student reading materials allow for systematic and regular practice of foundational skills, with decodable texts and digital access to decodable passages and interactive mini-lessons that have students sort spelling and decodable words. Predecodable and decodable texts in the early grades allow students to develop automaticity and fluency. Students continue to develop text comprehension as they apply the same skills/strategies and use graphic organizers in the Leveled Readers or paired selection, which is present within all of the Wonders literature, even in the decodable texts. The explicit instruction in the Teacher's Edition helps teachers focus student attention on self-monitoring strategies while employing the gradual release of responsibility (I do, we do, you do) model of instruction. Modeling in the form of "Teacher and Student Think Alouds" is used throughout the guided instruction to make the invisible comprehension strategies visible. Graphic organizers are used to introduce the comprehension skill/strategy in the Reading Writing Workshop selection and then the same graphic organizer is used to develop understanding throughout the reading of the longer Literature Anthology selection. The Close Reading Companion supports literal and inferential comprehension of text as well as higher order thinking. As students reread, they analyze the author's craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions. At the end of the Literature Anthology selection, students use their completed graphic organizer to summarize. The Paired selection that follows the Literature Anthology selection provides another opportunity for students to apply comprehension skills and strategies. Students continue to develop text comprehension as they apply the same skills/strategies and use the same graphic organizer in the Leveled Readers.					
	Wonders Teacher's Edition Package Grade 3	McGraw-Hill Education	2017	3	9780021377404	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**READING WONDERS COMPREHENSIVE PACKAGE 3 YEAR SUBSCRIPTION BUNDLE GRADE 4**	**McGraw-Hill Education**	**2017**	**4**	**9780076763634**	**Comprehensive**
	Notes: **Strengths:** Overall, this program is very strong in its presentation and delivery of literacy instruction. All aspects of literacy are present. There is strong vocabulary and comprehension development. Many opportunities are presented throughout each day/week for students to discuss and write about their reading. Students are encouraged and taught how to research and use some technical writing skills. Wonders provides ample opportunity for teachers to assess their students and differentiate instruction as necessary. **Weaknesses**: Some weak spots in the program were a lack of shorter, more frequent formative assessments. Also noted, a lot of resources are readily available on-line, but hard copies were not provided.					
	Key Features: Wonders is a comprehensive K-6 ELA/ELD program built to your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Wonders provides explicit instruction on developing critical thinking skills for all students. Students learn to access complex text by using text evidence as they read and reread for deeper meaning and learn to ask and answer higher level questions. During multiple close readings of a text, students analyze the author's craft and structure and then integrate knowledge across all the texts they read each week. The Close Reading Companion supports instruction in the key skills of close reading and analytical writing, challenging students to write across texts and domains of knowledge through deep, structured engagement with text. Throughout the program, Access Complex Text (ACT) — a featured instructional support—identifies the specific elements that make text complex, providing point-of-use scaffolding to immediately support any students who struggle with those elements. Student reading materials allow for systematic and regular practice of foundational skills, with decodable texts and digital access to decodable passages and interactive mini-lessons that have students sort spelling and decodable words. Predecodable and decodable texts in the early grades allow students to develop automaticity and fluency. Students continue to develop text comprehension as they apply the same skills/strategies and use graphic organizers in the Leveled Readers or paired selection, which is present within all of the Wonders literature, even in the decodable texts. The explicit instruction in the Teacher's Edition helps teachers focus student attention on self-monitoring strategies while employing the gradual release of responsibility (I do, we do, you do) model of instruction. Modeling in the form of "Teacher and Student Think Alouds" is used throughout the guided instruction to make the invisible comprehension strategies visible. Graphic organizers are used to introduce the comprehension skill/strategy in the Reading Writing Workshop selection and then the same graphic organizer is used to develop understanding throughout the reading of the longer Literature Anthology selection. The Close Reading Companion supports literal and inferential comprehension of text as well as higher order thinking. As students reread, they analyze the author's craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions. At the end of the Literature Anthology selection, students use their completed graphic organizer to summarize. The Paired selection that follows the Literature Anthology selection provides another opportunity for students to apply comprehension skills and strategies. Students continue to develop text comprehension as they apply the same skills/strategies and use the same graphic organizer in the Leveled Readers.					
	Wonders Teacher's Edition Package Grade 4	McGraw-Hill Education	2017	4	9780021377411	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**READING WONDERS COMPREHENSIVE PACKAGE 3 YEAR SUBSCRIPTION BUNDLE GRADE 5**	**McGraw-Hill Education**	**2017**	**5**	**9780076763641**	**Comprehensive**
	Notes: **Strengths:** A variety of pacing options are available in the teacher's edition and on line to meet grade level standards. Each lesson contains whole and small group lessons for ELL, approaching, on-level and beyond level readers. **Weaknesses**: Lack of shorter, more frequent formative assessments. Also, a lot of the materials need to be accessed on-line versus having a hard copy of those "extras."					
	Key Features: Wonders is a comprehensive K-6 ELA/ELD program built to your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Wonders provides explicit instruction on developing critical thinking skills for all students. Students learn to access complex text by using text evidence as they read and reread for deeper meaning and learn to ask and answer higher level questions. During multiple close readings of a text, students analyze the author's craft and structure and then integrate knowledge across all the texts they read each week. The Close Reading Companion supports instruction in the key skills of close reading and analytical writing, challenging students to write across texts and domains of knowledge through deep, structured engagement with text. Throughout the program, Access Complex Text (ACT) — a featured instructional support—identifies the specific elements that make text complex, providing point-of-use scaffolding to immediately support any students who struggle with those elements. Student reading materials allow for systematic and regular practice of foundational skills, with decodable texts and digital access to decodable passages and interactive mini-lessons that have students sort spelling and decodable words. Predecodable and decodable texts in the early grades allow students to develop automaticity and fluency. Students continue to develop text comprehension as they apply the same skills/strategies and use graphic organizers in the Leveled Readers or paired selection, which is present within all of the Wonders literature, even in the decodable texts. The explicit instruction in the Teacher's Edition helps teachers focus student attention on self-monitoring strategies while employing the gradual release of responsibility (I do, we do, you do) model of instruction. Modeling in the form of "Teacher and Student Think Alouds" is used throughout the guided instruction to make the invisible comprehension strategies visible. Graphic organizers are used to introduce the comprehension skill/strategy in the Reading Writing Workshop selection and then the same graphic organizer is used to develop understanding throughout the reading of the longer Literature Anthology selection. The Close Reading Companion supports literal and inferential comprehension of text as well as higher order thinking. As students reread, they analyze the author's craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions. At the end of the Literature Anthology selection, students use their completed graphic organizer to summarize. The Paired selection that follows the Literature Anthology selection provides another opportunity for students to apply comprehension skills and strategies. Students continue to develop text comprehension as they apply the same skills/strategies and use the same graphic organizer in the Leveled Readers.					
	Wonders Teacher's Edition Package Grade 5	McGraw-Hill Education	2017	5	9780021377428	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**READING WONDERS COMPREHENSIVE PACKAGE 3 YEAR SUBSCRIPTION BUNDLE GRADE 6**	**McGraw-Hill Education**	**2017**	**6**	**9780076763665**	**Comprehensive**
	Notes: **Strengths:** HIGH-QUALITY TEXT-Strengths: Each week the students will produce a project related to the Essential Question. Students will focus on working in teams, gathering information from multiple print and digital resources, and developing a research plan. EVIDENCE-BASED DISCUSSION AND WRITING-students read and reread each week for close reading of text, they take notes and cite evidence to support their ideas and opinions and write short analytical responses. Students work through the various stages of the writing process, allowing them time to continue revising their writing and conferencing with peers and teacher. BUILDING KNOWLEDGE-Strengths: Weekly concept and Essential Questions, collaborative conversations, Practice and apply (close reading, writing to sources, grammar, spelling, and phonics. There is a guide throughout the teachers' manual for different leveled learners which assist the teacher in knowing what to do next if a child is struggling or succeeding with a particular concept. It helps the teacher reteach the concept or advance the concept. **Weaknesses**: HIGH-QUALITY TEXT-Does not provide much time for student selected reading materials and student selected writing topics. Reading and writing activities are assigned by the teacher. Giving students less choice leads to decreased motivation to learn and decreased engagement in the lessons and activities. Formative and interim assessments-The materials did not provide evidence of this in the materials that was provided. **Other:** Materials meet both Non-Negotiables and the relevant Alignment Criteria.					
	Key Features: Wonders is a comprehensive K-6 ELA/ELD program built to your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Wonders provides explicit instruction on developing critical thinking skills for all students. Students learn to access complex text by using text evidence as they read and reread for deeper meaning and learn to ask and answer higher level questions. During multiple close readings of a text, students analyze the author's craft and structure and then integrate knowledge across all the texts they read each week. The Close Reading Companion supports instruction in the key skills of close reading and analytical writing, challenging students to write across texts and domains of knowledge through deep, structured engagement with text. Throughout the program, Access Complex Text (ACT) — a featured instructional support—identifies the specific elements that make text complex, providing point-of-use scaffolding to immediately support any students who struggle with those elements. Student reading materials allow for systematic and regular practice of foundational skills, with decodable texts and digital access to decodable passages and interactive mini-lessons that have students sort spelling and decodable words. Predecodable and decodable texts in the early grades allow students to develop automaticity and fluency. Students continue to develop text comprehension as they apply the same skills/strategies and use graphic organizers in the Leveled Readers or paired selection, which is present within all of the Wonders literature, even in the decodable texts. The explicit instruction in the Teacher's Edition helps teachers focus student attention on self-monitoring strategies while employing the gradual release of responsibility (I do, we do, you do) model of instruction. Modeling in the form of "Teacher and Student Think Alouds" is used throughout the guided instruction to make the invisible comprehension strategies visible. Graphic organizers are used to introduce the comprehension skill/strategy in the Reading Writing Workshop selection and then the same graphic organizer is used to develop understanding throughout the reading of the longer Literature Anthology selection. The Close Reading Companion supports literal and inferential comprehension of text as well as higher order thinking. As students reread, they analyze the author's craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions. At the end of the Literature Anthology selection, students use their completed graphic organizer to summarize. The Paired selection that follows the Literature Anthology selection provides another opportunity for students to apply comprehension skills and strategies. Students continue to develop text comprehension as they apply the same skills/strategies and use the same graphic organizer in the Leveled Readers.					
	Wonders Teacher's Edition Package Grade 6	McGraw-Hill Education	2017	6	9780021377435	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**Open Court Reading Student License, 1-year subscription Grade K**	**BEREITER ET AL.**	**2016**	**K**	**9780021396986**	**Comprehensive**
	Notes:					
	Key Features: Open Court Reading is a comprehensive K-5 reading and language arts program that is aligned across the grade levels to provide coherent and consistent instruction. Developed and refined by best practices in educational research, the instructional methods of Open Court Reading incorporate a research base spanning over 50 years. Explicit, systematic instruction in reading—phonemic awareness, phonics, vocabulary, fluency and comprehension—combined with the systematic instruction of writing and the solid, research-based assessment measures create the backbone of Open Court Reading. This systematic instruction is key to helping students meet rigorous standards as they access complex literature and informational text, master foundational skills, research and write different text types for different purposes, attain listening comprehension skills, collaborate with peers, understand the conventions of English, and build their vocabulary. Open Court Reading provides the resources, activities, and materials teachers need to reach and engage every learner at every level.					
	Open Court Reading Grade K Teacher License, 1-year subscription	BEREITER ET AL.	2016	K	9780076660834	
	Open Court Reading Teacher Edition, Volume 1, Grade K	BEREITER ET AL.	2016	K	9780076677054	
	Open Court Reading Teacher Edition, Volume 2, Grade K	BEREITER ET AL.	2016	K	9780076677078	
	Open Court Reading Teacher Edition, Volume 3, Grade K	BEREITER ET AL.	2016	K	9780076679706	
	Open Court Reading Teacher Edition, Volume 4, Grade K	BEREITER ET AL.	2016	K	9780076679836	
	Open Court Reading Teacher Edition, Volume 5, Grade K	BEREITER ET AL.	2016	K	9780076679867	
	Open Court Reading Teacher Edition, Volume 6, Grade K	BEREITER ET AL.	2016	K	9780076679911	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**Open Court Reading Student License, 1-year subscription Grade 1**	**BEREITER ET AL.**	**2016**	**1**	**9780021399543**	**Comprehensive**
	Notes: **Strengths**: Teacher and student materials are designed to provide support and scaffolding for all learners. First Grade Idaho Content Standards for English Language Art and Literacy are met. The assessment tools and supplemental support materials also support the learner. **Weaknesses:** Open Court Grade 1 Does not ask for direct text evidence. Text cited evidence provides a direct link for students to expand their reasoning and vocabulary. Not all comprehension questions or writing responses require text evidence. Better use of correlating writing skills or topics would enhance this publication. Vocabulary practice is presented after the reading section in the student anthology (Unit 7-12). When the vocabulary words are presented, they are in a different text, but related to the theme. There is little practice to acquire new vocabulary with understanding.					
	Key Features: Open Court Reading is a comprehensive K-5 reading and language arts program that is aligned across the grade levels to provide coherent and consistent instruction. Developed and refined by best practices in educational research, the instructional methods of Open Court Reading incorporate a research base spanning over 50 years. Explicit, systematic instruction in reading—phonemic awareness, phonics, vocabulary, fluency and comprehension—combined with the systematic instruction of writing and the solid, research-based assessment measures create the backbone of Open Court Reading. This systematic instruction is key to helping students meet rigorous standards as they access complex literature and informational text, master foundational skills, research and write different text types for different purposes, attain listening comprehension skills, collaborate with peers, understand the conventions of English, and build their vocabulary. Open Court Reading provides the resources, activities, and materials teachers need to reach and engage every learner at every level.					
	Open Court Reading Student Anthology, Book 1, Grade 1	BEREITER ET AL.	2016	1	9780076691210	
	Open Court Reading Student Anthology, Book 2, Grade 1	BEREITER ET AL.	2016	1	9780076671533	
	Open Court Reading Grade 1 Teacher License, 1-year subscription	BEREITER ET AL.	2016	1	9780076660841	
	Open Court Reading Teacher Edition, Volume 1, Grade 1	BEREITER ET AL.	2016	1	9780076680146	
	Open Court Reading Teacher Edition, Volume 2, Grade 1	BEREITER ET AL.	2016	1	9780076698233	
	Open Court Reading Teacher Edition, Volume 3, Grade 1	BEREITER ET AL.	2016	1	9780076681143	
	Open Court Reading Teacher Edition, Volume 4, Grade 1	BEREITER ET AL.	2016	1	9780076695607	
	Open Court Reading Teacher Edition, Volume 5, Grade 1	BEREITER ET AL.	2016	1	9780076695652	
	Open Court Reading Teacher Edition, Volume 6, Grade 1	BEREITER ET AL.	2016	1	9780076695720	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**Open Court Reading Student License, 1-year subscription Grade 2**	**BEREITER ET AL.**	**2016**	**2**	**9780021399550**	**Comprehensive**
	Notes: **Strengths**: *Assessment in Open Court Reading happens continuously. Whether teachers use informal assessments such as Skills Practice pages or Comprehension Rubrics, or whether they use formal assessment such as the Lesson and Unit Assessments, they will be able to monitor the progress of students in their classrooms and differentiate instruction based on the needs of their students. Because assessment is an ongoing cycle, teachers will constantly assess, diagnose, differentiate, and measure student outcomes. *Vocabulary was taught well through the five step process. **Weaknesses:** *Teaching tips for ELL students and above level students are limited in their content and suggestions. *There was no culminating writing activity for the theme.					
	Key Features: Open Court Reading is a comprehensive K-5 reading and language arts program that is aligned across the grade levels to provide coherent and consistent instruction. Developed and refined by best practices in educational research, the instructional methods of Open Court Reading incorporate a research base spanning over 50 years. Explicit, systematic instruction in reading—phonemic awareness, phonics, vocabulary, fluency and comprehension—combined with the systematic instruction of writing and the solid, research-based assessment measures create the backbone of Open Court Reading. This systematic instruction is key to helping students meet rigorous standards as they access complex literature and informational text, master foundational skills, research and write different text types for different purposes, attain listening comprehension skills, collaborate with peers, understand the conventions of English, and build their vocabulary. Open Court Reading provides the resources, activities, and materials teachers need to reach and engage every learner at every level.					
	Open Court Reading Student Anthology, Book 1, Grade 2	BEREITER ET AL.	2016	2	9780021173389	
	Open Court Reading Student Anthology, Book 2, Grade 2	BEREITER ET AL.	2016	2	9780076691685	
	Open Court Reading Grade 2 Teacher License, 1-year subscription	BEREITER ET AL.	2016	2	9780076660674	
	Open Court Reading Teacher Edition, Volume 1, Grade 2	BEREITER ET AL.	2016	2	9780076681327	
	Open Court Reading Teacher Edition, Volume 2, Grade 2	BEREITER ET AL.	2016	2	9780076681945	
	Open Court Reading Teacher Edition, Volume 3, Grade 2	BEREITER ET AL.	2016	2	9780076667031	
	Open Court Reading Teacher Edition, Grade 2, Volume 4	BEREITER ET AL.	2016	2	9780021423965	
	Open Court Reading Teacher Edition, Grade 2, Volume 5	BEREITER ET AL.	2016	2	9780021423972	
	Open Court Reading Teacher Edition, Grade 2, Volume 6	BEREITER ET AL.	2016	2	9780021423989	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**Open Court Reading Student License, 1-year subscription Grade 3**	**BEREITER ET AL.**	**2016**	**3**	**9780021399581**	**Comprehensive**
	Notes: **Strengths**: The selections challenge the readers but therein enough built in scaffolding that all readers can be successful. The learners are asked to use many higher-level thinking strategies not just fill in the blank answers. The learner will use reading, writing, and speaking to cite evidence from a variety of texts across the genres. Students are ask to collaborate with peers as they build their literacy skills. Students will do a lot of inquiry as they research create and present their findings. **Weaknesses:** Some of the story illustrations may not catch the readers' interests in the very beginning of the first unit. There is no evidence of a pacing guide or time line for each lesson and/or specific amounts of time that should be spent on each area per day. Although the writing prompts are culminating and high-interest for third graders, they did not meet the required 35% Exposition, 30% Opinion, and 35% Narrative. Some of these prompts may be blended, using 2 different types of writing. Although there are suggested supports in place to differentiate for all types of learners, Open Court Reading does not provide as many opportunities for above-level learners.					
	Key Features: Open Court Reading is a comprehensive K-5 reading and language arts program that is aligned across the grade levels to provide coherent and consistent instruction. Developed and refined by best practices in educational research, the instructional methods of Open Court Reading incorporate a research base spanning over 50 years. Explicit, systematic instruction in reading—phonemic awareness, phonics, vocabulary, fluency and comprehension—combined with the systematic instruction of writing and the solid, research-based assessment measures create the backbone of Open Court Reading. This systematic instruction is key to helping students meet rigorous standards as they access complex literature and informational text, master foundational skills, research and write different text types for different purposes, attain listening comprehension skills, collaborate with peers, understand the conventions of English, and build their vocabulary. Open Court Reading provides the resources, activities, and materials teachers need to reach and engage every learner at every level.					
	Open Court Reading Student Anthology, Book 1, Grade 3	BEREITER ET AL.	2016	3	9780021354030	
	Open Court Reading Student Anthology, Book 2, Grade 3	BEREITER ET AL.	2016	3	9780076691784	
	Open Court Reading Grade 3 Teacher License, 1-year subscription	BEREITER ET AL.	2016	3	9780076660681	
	Open Court Reading Teacher Edition, Volume 1, Grade 3	BEREITER ET AL.	2016	3	9780076690985	
	Open Court Reading Teacher Edition, Volume 2, Grade 3	BEREITER ET AL.	2016	3	9780076667055	
	Open Court Reading Teacher Edition, Volume 3, Grade 3	BEREITER ET AL.	2016	3	9780076667505	
	Open Court Reading Teacher Edition, Grade 3, Volume 4	BEREITER ET AL.	2016	3	9780021423996	
	Open Court Reading Teacher Edition, Grade 3, Volume 5	BEREITER ET AL.	2016	3	9780021424009	
	Open Court Reading Teacher Edition, Grade 3, Volume 6	BEREITER ET AL.	2016	3	9780021424016	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**Open Court Reading Grade 4 Student License, 1-year subscription**	**BEREITER ET AL.**	**2018**	**4**	**9780079002365**	**Comprehensive**
	Notes: **Strengths**: Open Court Reading offers a wide variety of reading material with the Grade 4 Lexile Level. There is a balance between fiction and non-fiction selections. Writing components are balanced with opportunities for informational, narrative and opinion writings. Open Court Reading's foundational skills for fourth grade are very appropriate and have included many opportunities for oral language development. **Weaknesses:** Open Court Reading does not explicitly teach the conventions and mechanics of writing. Open Court Reading is lacking in scaffolded instruction for students who might be below grade level.					
	Key Features: Open Court Reading is a comprehensive K-5 reading and language arts program that is aligned across the grade levels to provide coherent and consistent instruction. Developed and refined by best practices in educational research, the instructional methods of Open Court Reading incorporate a research base spanning over 50 years. Explicit, systematic instruction in reading—phonemic awareness, phonics, vocabulary, fluency and comprehension—combined with the systematic instruction of writing and the solid, research-based assessment measures create the backbone of Open Court Reading. This systematic instruction is key to helping students meet rigorous standards as they access complex literature and informational text, master foundational skills, research and write different text types for different purposes, attain listening comprehension skills, collaborate with peers, understand the conventions of English, and build their vocabulary. Open Court Reading provides the resources, activities, and materials teachers need to reach and engage every learner at every level.					
	Open Court Reading, Grade 4 Student Anthology	BEREITER ET AL.	2018	4	9780076801237	
	Open Court Reading Grade 4 Teacher License, 1-year subscription	BEREITER ET AL.	2018	4	9780079002051	
	OCR Grade 4 Teacher's Edition CCSS Unit 1	BEREITER ET AL.	2018	4	9780078999956	
	OCR Grade 4 Teacher's Edition CCSS Unit 2	BEREITER ET AL.	2018	4	9780078999963	
	OCR Grade 4 Teacher's Edition CCSS Unit 3	BEREITER ET AL.	2018	4	9780078999970	
	OCR Grade 4 Teacher's Edition CCSS Unit 4	BEREITER ET AL.	2018	4	9780078999987	
	OCR Grade 4 Teacher's Edition CCSS Unit 5	BEREITER ET AL.	2018	4	9780078999994	
	OCR Grade 4 Teacher's Edition CCSS Unit 6	BEREITER ET AL.	2018	4	9780079000002	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**Open Court Reading Grade 5 Student License, 1-year subscription**	**BEREITER ET AL.**	**2016**	**5**	**9780079002396**	**Comprehensive**
	Notes: **Strengths**: Great reading selections, beautiful pictures in the student anthology book. Genre practice is emphasized. All materials are easy to understand and simple to use. **Weaknesses:** There is not a year-at-a-glance plan or recommended time frame for lesson components that would better help teachers plan their time. **Other:** The way Open Court is formatted makes the program easy to use. Novice teachers may need extra time to completely read through lessons and set up the room for white-board activities etc.					
	Key Features: Open Court Reading is a comprehensive K-5 reading and language arts program that is aligned across the grade levels to provide coherent and consistent instruction. Developed and refined by best practices in educational research, the instructional methods of Open Court Reading incorporate a research base spanning over 50 years. Explicit, systematic instruction in reading—phonemic awareness, phonics, vocabulary, fluency and comprehension—combined with the systematic instruction of writing and the solid, research-based assessment measures create the backbone of Open Court Reading. This systematic instruction is key to helping students meet rigorous standards as they access complex literature and informational text, master foundational skills, research and write different text types for different purposes, attain listening comprehension skills, collaborate with peers, understand the conventions of English, and build their vocabulary. Open Court Reading provides the resources, activities, and materials teachers need to reach and engage every learner at every level.					
	Open Court Reading, Grade 5 Student Anthology	BEREITER ET AL.	2016	5	9780078999949	
	Open Court Reading Grade 5 Teacher License, 1-year subscription	BEREITER ET AL.	2016	5	9780079002228	
	OCR Grade 5 Teacher's Edition CCSS Unit 1	BEREITER ET AL.	2016	5	9780079000019	
	OCR Grade 5 Teacher's Edition CCSS Unit 2	BEREITER ET AL.	2016	5	9780079000026	
	OCR Grade 5 Teacher's Edition CCSS Unit 3	BEREITER ET AL.	2016	5	9780079000033	
	OCR Grade 5 Teacher's Edition CCSS Unit 4	BEREITER ET AL.	2016	5	9780079000040	
	OCR Grade 5 Teacher's Edition CCSS Unit 5	BEREITER ET AL.	2016	5	9780079000057	
	OCR Grade 5 Teacher's Edition CCSS Unit 6	BEREITER ET AL.	2016	5	9780079000064	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**StudySync ELA Grade 6, Student/R&W Units and 2 Novels Bundle (6-year subscription)**	**Study Sync**	**2015**	**6**	**9780079067517**	**Comprehensive**
	Notes: **Strengths**: - Wide range of texts available for all students. - Deep thinking and textual evidence-based discussion questions. - Explicit grammar and vocabulary. - Full-text studies within each unit. - Lightweight student accountability.					
	Key Features: The StudySync core program was built to align to the Common Core State Standards, and aids teachers as they guide students to develop the readiness for college, career, and civic life, attain the capacities of literate individuals, become broadly literate, and acquire the skills for living and learning in the 21st century. StudySync provides digital texts, engaging writing prompts with peer review options, scripted video lessons, cross-curricular extension activities and assessment rubrics, all based on the CCSS Appendix B Exemplars and designed to help teachers easily integrate the standards into their classrooms. A focus on the fundamentals with StudySync includes: • An Instructional Path with 10-12 texts, broken into First Read and Close Read assignments, • Skills lessons with direct instruction on Common Core skills, and engaging Blast assignments • Customized assignments based on whole class, small group, or individual learning objectives • Customized writing prompts based on learning level and ability • The ability to group peer-reviewed assignments by interest and/or learning level • The ability to assign different library excerpts to different groups based on Lexile® level or learning objective • Appropriate learning supports and challenges to groups within a single class • Assignments linked across classrooms and buildings to address specific learning needs • An Extended Writing Project, in which students work toward a larger argumentative, informative/explanatory, or narrative essay, with specific Skills lessons supporting them along the way • Placement/Diagnostic, formative and summative assessments An all-in-one platform, StudySync is accessible on any device, anywhere, anytime, allowing it to be used with fidelity in both low tech and high tech environments. It is the only existing secondary ELA solution that is a living curriculum which means it is updated on an ongoing basis without the restrictions of a traditional copyright that often limit the flexibility of other ELA products. For example, StudySync typically adds an additional 10 selections into its library each month and it also adds a new StudySync Blast every day. The dynamic nature platform allows for the addition of contemporary texts, additional standards, informational texts on current events and other timely resources that facilitate solid, responsive instruction.					
	StudySync Grade 6, Teacher Edition 4-Volume set	Study Sync	2015	6	9780078968341	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**StudySync ELA Grade 7, Student/R&W Units and 2 Novels Bundle (6-year subscription)**	**Study Sync**	**2015**	**7**	**9780079067524**	**Comprehensive**
	Notes: **Strengths**: Anchor texts are well written to help students understand the power of writing. The text range in diversity and Lexile levels allowing an opportunity for all students to connect with texts and to create meaning. The texts are also cross curricular to allow collaboration and connections to other subjects. The students are able to explore multiple genres, text types (poetry, narratives, short stories, biographies, essays, etc.). Older texts are set side by side with newer texts to help students analyze, compare and contrast, and connect to the units over all theme. The reading is progressive and allows students to build on their abilities. The complexity of the texts also grow in complexity throughout the unit and the year allowing students to grow in their knowledge, engage with more difficult texts, and experience well written texts.					
	Key Features: The StudySync core program was built to align to the Common Core State Standards, and aids teachers as they guide students to develop the readiness for college, career, and civic life, attain the capacities of literate individuals, become broadly literate, and acquire the skills for living and learning in the 21st century. StudySync provides digital texts, engaging writing prompts with peer review options, scripted video lessons, cross-curricular extension activities and assessment rubrics, all based on the CCSS Appendix B Exemplars and designed to help teachers easily integrate the standards into their classrooms. A focus on the fundamentals with StudySync includes: • An Instructional Path with 10-12 texts, broken into First Read and Close Read assignments, • Skills lessons with direct instruction on Common Core skills, and engaging Blast assignments • Customized assignments based on whole class, small group, or individual learning objectives • Customized writing prompts based on learning level and ability • The ability to group peer-reviewed assignments by interest and/or learning level • The ability to assign different library excerpts to different groups based on Lexile® level or learning objective • Appropriate learning supports and challenges to groups within a single class • Assignments linked across classrooms and buildings to address specific learning needs • An Extended Writing Project, in which students work toward a larger argumentative, informative/explanatory, or narrative essay, with specific Skills lessons supporting them along the way • Placement/Diagnostic, formative and summative assessments An all-in-one platform, StudySync is accessible on any device, anywhere, anytime, allowing it to be used with fidelity in both low tech and high tech environments. It is the only existing secondary ELA solution that is a living curriculum which means it is updated on an ongoing basis without the restrictions of a traditional copyright that often limit the flexibility of other ELA products. For example, StudySync typically adds an additional 10 selections into its library each month and it also adds a new StudySync Blast every day. The dynamic nature platform allows for the addition of contemporary texts, additional standards, informational texts on current events and other timely resources that facilitate solid, responsive instruction.					
	StudySync Grade 7, Teacher Edition 4-Volume set	Study Sync	2015	7	9780078968358	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**StudySync ELA Grade 8, Student/R&W Units and 2 Novels Bundle (6-year subscription)**	**Study Sync**	**2015**	**8**	**9780079067531**	**Comprehensive**
	Notes: **Strengths**: Every component of the Idaho Core Standard has been met with the StudySync program. **Weaknesses:** Some on-line access materials may be hard to access if district does not have easy internet access.					
	Key Features: The StudySync core program was built to align to the Common Core State Standards, and aids teachers as they guide students to develop the readiness for college, career, and civic life, attain the capacities of literate individuals, become broadly literate, and acquire the skills for living and learning in the 21st century. StudySync provides digital texts, engaging writing prompts with peer review options, scripted video lessons, cross-curricular extension activities and assessment rubrics, all based on the CCSS Appendix B Exemplars and designed to help teachers easily integrate the standards into their classrooms. A focus on the fundamentals with StudySync includes: • An Instructional Path with 10-12 texts, broken into First Read and Close Read assignments, • Skills lessons with direct instruction on Common Core skills, and engaging Blast assignments • Customized assignments based on whole class, small group, or individual learning objectives • Customized writing prompts based on learning level and ability • The ability to group peer-reviewed assignments by interest and/or learning level • The ability to assign different library excerpts to different groups based on Lexile® level or learning objective • Appropriate learning supports and challenges to groups within a single class • Assignments linked across classrooms and buildings to address specific learning needs • An Extended Writing Project, in which students work toward a larger argumentative, informative/explanatory, or narrative essay, with specific Skills lessons supporting them along the way • Placement/Diagnostic, formative and summative assessments An all-in-one platform, StudySync is accessible on any device, anywhere, anytime, allowing it to be used with fidelity in both low tech and high tech environments. It is the only existing secondary ELA solution that is a living curriculum which means it is updated on an ongoing basis without the restrictions of a traditional copyright that often limit the flexibility of other ELA products. For example, StudySync typically adds an additional 10 selections into its library each month and it also adds a new StudySync Blast every day. The dynamic nature platform allows for the addition of contemporary texts, additional standards, informational texts on current events and other timely resources that facilitate solid, responsive instruction.					
	StudySync Grade 8, Teacher Edition 4-Volume set	Study Sync	2015	8	9780078968389	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**StudySync ELA Grade 9, Student/R&W Units and 2 Novels Bundle (6-year subscription)**	**Study Sync**	**2015**	**9**	**9780079067548**	**Comprehensive**
	Notes: **Strengths**: The selection of texts and design of many of the prompts and tasks will engage students in building knowledge and developing skills. The essential questions are strong and texts are well chosen to support students in exploring the complexity of the issues. **Weaknesses:** Some on-line access materials may be hard to access if district does not have easy internet access. **Other:** The teacher materials are not user friendly and would pose unnecessary complications for teachers as they plan instruction.					
	Key Features: The StudySync core program was built to align to the Common Core State Standards, and aids teachers as they guide students to develop the readiness for college, career, and civic life, attain the capacities of literate individuals, become broadly literate, and acquire the skills for living and learning in the 21st century. StudySync provides digital texts, engaging writing prompts with peer review options, scripted video lessons, cross-curricular extension activities and assessment rubrics, all based on the CCSS Appendix B Exemplars and designed to help teachers easily integrate the standards into their classrooms. A focus on the fundamentals with StudySync includes: • An Instructional Path with 10-12 texts, broken into First Read and Close Read assignments, • Skills lessons with direct instruction on Common Core skills, and engaging Blast assignments • Customized assignments based on whole class, small group, or individual learning objectives • Customized writing prompts based on learning level and ability • The ability to group peer-reviewed assignments by interest and/or learning level • The ability to assign different library excerpts to different groups based on Lexile® level or learning objective • Appropriate learning supports and challenges to groups within a single class • Assignments linked across classrooms and buildings to address specific learning needs • An Extended Writing Project, in which students work toward a larger argumentative, informative/explanatory, or narrative essay, with specific Skills lessons supporting them along the way • Placement/Diagnostic, formative and summative assessments An all-in-one platform, StudySync is accessible on any device, anywhere, anytime, allowing it to be used with fidelity in both low tech and high tech environments. It is the only existing secondary ELA solution that is a living curriculum which means it is updated on an ongoing basis without the restrictions of a traditional copyright that often limit the flexibility of other ELA products. For example, StudySync typically adds an additional 10 selections into its library each month and it also adds a new StudySync Blast every day. The dynamic nature platform allows for the addition of contemporary texts, additional standards, informational texts on current events and other timely resources that facilitate solid, responsive instruction.					
	StudySync Grade 9, Teacher Edition 4-Volume set	Study Sync	2015	9	9780078968396	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**StudySync ELA Grade 10, Student/R&W Units and 2 Novels Bundle (6-year subscription)**	**Study Sync**	**2015**	**10**	**9780079067555**	**Comprehensive**
	Notes: **Strengths**: Reading selections progress in text complexity across units and grades, with challenging texts accompanied by scaffolding to aid students in grasping the full depth of their meaning over the course of a lesson. Students are asked to engage with increasingly sophisticated texts, and to engage with more accessible texts in an increasingly sophisticated and deep manner. **Weaknesses:** The Teacher's Edition does not have the student reading passages included. The curriculum is heavily dependent on the on-line resources. Teachers would need to be sure to have access to these resources off-line, in the event that Internet connection is not available. For example every unit has an accompanying online administered cold read based and standards aligned end of unit assessment where students can demonstrate their progress toward standard mastery. Students complete multiple activities with StudySync's digital tools to creatively interact with terms and definitions.					
	Key Features: The StudySync core program was built to align to the Common Core State Standards, and aids teachers as they guide students to develop the readiness for college, career, and civic life, attain the capacities of literate individuals, become broadly literate, and acquire the skills for living and learning in the 21st century. StudySync provides digital texts, engaging writing prompts with peer review options, scripted video lessons, cross-curricular extension activities and assessment rubrics, all based on the CCSS Appendix B Exemplars and designed to help teachers easily integrate the standards into their classrooms. A focus on the fundamentals with StudySync includes: • An Instructional Path with 10-12 texts, broken into First Read and Close Read assignments, • Skills lessons with direct instruction on Common Core skills, and engaging Blast assignments • Customized assignments based on whole class, small group, or individual learning objectives • Customized writing prompts based on learning level and ability • The ability to group peer-reviewed assignments by interest and/or learning level • The ability to assign different library excerpts to different groups based on Lexile® level or learning objective • Appropriate learning supports and challenges to groups within a single class • Assignments linked across classrooms and buildings to address specific learning needs • An Extended Writing Project, in which students work toward a larger argumentative, informative/explanatory, or narrative essay, with specific Skills lessons supporting them along the way • Placement/Diagnostic, formative and summative assessments An all-in-one platform, StudySync is accessible on any device, anywhere, anytime, allowing it to be used with fidelity in both low tech and high tech environments. It is the only existing secondary ELA solution that is a living curriculum which means it is updated on an ongoing basis without the restrictions of a traditional copyright that often limit the flexibility of other ELA products. For example, StudySync typically adds an additional 10 selections into its library each month and it also adds a new StudySync Blast every day. The dynamic nature platform allows for the addition of contemporary texts, additional standards, informational texts on current events and other timely resources that facilitate solid, responsive instruction.					
	StudySync Grade 10, Teacher Edition 4-Volume set	Study Sync	2015	10	9780078968402	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**StudySync ELA Grade 11, Student/R&W Units and 2 Novels Bundle (6-year subscription)**	**Study Sync**	**2015**	**11**	**9780079067562**	**Comprehensive**
	Notes: **Strengths**: StudySync for grade 11 is a piece in the StudySync program. Each grade level builds upon the one below it so that there is a broad scope and sequence that allows students to find success in meeting the Idaho State Content standards for ELA/Literacy. Students receive instruction in grammar and language, speaking and listening skills, writing responses, research projects, and diving in to high quality texts to explore today's prevalent themes. **Weaknesses:** One weakness may be that a bigger portion of extended resources, for both students and teachers, is found online. Teachers and districts might consider the benefits and drawbacks to heavy reliance on technology.					
	Key Features: The StudySync core program was built to align to the Common Core State Standards, and aids teachers as they guide students to develop the readiness for college, career, and civic life, attain the capacities of literate individuals, become broadly literate, and acquire the skills for living and learning in the 21st century. StudySync provides digital texts, engaging writing prompts with peer review options, scripted video lessons, cross-curricular extension activities and assessment rubrics, all based on the CCSS Appendix B Exemplars and designed to help teachers easily integrate the standards into their classrooms. A focus on the fundamentals with StudySync includes: • An Instructional Path with 10-12 texts, broken into First Read and Close Read assignments, • Skills lessons with direct instruction on Common Core skills, and engaging Blast assignments • Customized assignments based on whole class, small group, or individual learning objectives • Customized writing prompts based on learning level and ability • The ability to group peer-reviewed assignments by interest and/or learning level • The ability to assign different library excerpts to different groups based on Lexile® level or learning objective • Appropriate learning supports and challenges to groups within a single class • Assignments linked across classrooms and buildings to address specific learning needs • An Extended Writing Project, in which students work toward a larger argumentative, informative/explanatory, or narrative essay, with specific Skills lessons supporting them along the way • Placement/Diagnostic, formative and summative assessments An all-in-one platform, StudySync is accessible on any device, anywhere, anytime, allowing it to be used with fidelity in both low tech and high tech environments. It is the only existing secondary ELA solution that is a living curriculum which means it is updated on an ongoing basis without the restrictions of a traditional copyright that often limit the flexibility of other ELA products. For example, StudySync typically adds an additional 10 selections into its library each month and it also adds a new StudySync Blast every day. The dynamic nature platform allows for the addition of contemporary texts, additional standards, informational texts on current events and other timely resources that facilitate solid, responsive instruction.					
	StudySync Grade 11, Teacher Edition 4-Volume set	Study Sync	2015	11	9780078968433	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**StudySync ELA Grade 12, Student/R&W Units and 2 Novels Bundle (6 year subscription)**	**Study Sync**	**2015**	**12**	**9780079067227**	**Comprehensive**
	Notes: **Strengths**: The strengths are the levels of differentiation, the supplemental materials, and the various writing opportunities. StudySync does allow flexibility for teachers to tailor the materials to fit their time constraints and student needs with suggested plans, readings, and assessment. **Weaknesses:** Units are too heavily influenced by American writers and readings, lose the richness of British Literature, lose the importance and influence of the historical periods, it would be nice to see more of the influential and engaging traditional Brit Lit pieces and texts. The levels of engagement required for the on-line text are nearly overwhelming and would assume an adoption of this test would require extensive training. Also, this text would require the students to have one to one devices which may not be accessible for all students or school districts. Publisher needs to update.					
	Key Features: The StudySync core program was built to align to the Common Core State Standards, and aids teachers as they guide students to develop the readiness for college, career, and civic life, attain the capacities of literate individuals, become broadly literate, and acquire the skills for living and learning in the 21st century. StudySync provides digital texts, engaging writing prompts with peer review options, scripted video lessons, cross-curricular extension activities and assessment rubrics, all based on the CCSS Appendix B Exemplars and designed to help teachers easily integrate the standards into their classrooms. A focus on the fundamentals with StudySync includes: • An Instructional Path with 10-12 texts, broken into First Read and Close Read assignments, • Skills lessons with direct instruction on Common Core skills, and engaging Blast assignments • Customized assignments based on whole class, small group, or individual learning objectives • Customized writing prompts based on learning level and ability • The ability to group peer-reviewed assignments by interest and/or learning level • The ability to assign different library excerpts to different groups based on Lexile® level or learning objective • Appropriate learning supports and challenges to groups within a single class • Assignments linked across classrooms and buildings to address specific learning needs • An Extended Writing Project, in which students work toward a larger argumentative, informative/explanatory, or narrative essay, with specific Skills lessons supporting them along the way • Placement/Diagnostic, formative and summative assessments An all-in-one platform, StudySync is accessible on any device, anywhere, anytime, allowing it to be used with fidelity in both low tech and high tech environments. It is the only existing secondary ELA solution that is a living curriculum which means it is updated on an ongoing basis without the restrictions of a traditional copyright that often limit the flexibility of other ELA products. For example, StudySync typically adds an additional 10 selections into its library each month and it also adds a new StudySync Blast every day. The dynamic nature platform allows for the addition of contemporary texts, additional standards, informational texts on current events and other timely resources that facilitate solid, responsive instruction.					
	StudySync Grade 12, Teacher Edition 4-Volume set	Study Sync	2015	12	9780078968440	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Narda Pitkethly	**Nardagani Interventive Reading Program**	**Narda Pitkethly**	**2005**	**K-5**	**9780977639106**	**Component**
	Notes: **Strengths**: Nardagani is a sound program for explicit and systematic instruction in letter recognition and phonics. The author uses a modified-for-English, Japanese method of coding that reduces the number of sound/symbol relationships that students must know in order to become fluent word readers. **Weaknesses:** Nardagani is very limited in scope and does not offer direct instruction of concepts of print, phonemic awareness word awareness, vocabulary development, syntax or fluency. No assistance is given for helping students who complete the program transition to conventional print without the Nardagani coding system. Because of the limited number of symbols, this program does not allow for precise pronunciation of several and specific sounds in English. For example, r-controlled vowels are not taught and the letter q is pronounced as a /k/ sound instead of a qu making a /kw/ sound. The sound/symbol correspondences are not introduced using the recommended and traditional sequence of instruction. For example, long vowels are taught prior to short vowels. (Instruction Booklet, Nardagani Interactive Software App.)					
	Key Features: Nardagani Interventive Reading Program is based on Japan's reading system called Hiragana. Japan has one of the highest literacy rates in the world. The founder of our program learned to read Japanese in a week when she lived there. She has since adapted this system for English. Both Hiragana and Nardagani use symbols to help students learn to read quickly and easily. The Hiragana method uses 44 symbols. The Nardagani method uses only 12 simple symbols. The Nardagani Reading Method uses a simple, structured method to help students improve their decoding skills and, thereby, improve reading fluency....With the scaffolded support of the Nardagani symbols, readers do not have to guess, analyze, or remember rules and exceptions, instead, the consistent phoneme sound correspondence allows them to immediately recognize, and verbalize, the necessary sounds to produce the words in text." Dr. Jeffrey Wilhelm, Distinguished Professor of English Education at Boise State University and a nationally recognized literacy expert, conducted a teacher research study with the Nardagani program. He concludes that the symbols program works, because it reduces the cognitive overload, which is typically experienced by those learning to read English.					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Open Up Resources	**Kindergarten: Bundle: Language Arts + Labs, Teacher Materials**	**EL Education**	**2017**	**K**	**9781683623649**	**Comprehensive Open Educational Resource**
	Notes: **Strengths**: *Everything is taught in context of the theme. *A read aloud list is included. *Everyday there are learning targets in the form of I can statements. *There is a list of items that will take extra prep time for the Modules. *All content standards are listed in the daily lessons. *Social Emotional Curriculum is embedded with the Habits of Character. *Success Criteria is included so students know what is required to be successful on performance tasks. *Down the Road section gives teachers an idea of where the lesson is going. *Meeting Needs section in each lesson was helpful, especially in regards to ELL students. *Incorporates STEM into the Labs. **Weaknesses:** *It's all Online and difficult to navigate. Reviewers kept getting lost in trying to figure out where they saw information for the review. They would have loved to see a print copy. *Support for above level learners is almost non-existent.					
	Key Features: The EL Education K-5 ELA Curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content and builds equitable and inclusive learning opportunities for all students. This curriculum gets students excited about learning through great books, compelling topics and ownership of their learning. At the same time, teachers get a vision of the instructional practices that support a Common Core-aligned classroom and the tools to create it. EL Education's K-5 ELA Curriculum has consistently received high reviews from independent and state and local education departments, including EdReports.org, EQuIP, New York State, New York City, Connecticut and Washington.					
	Kindergarten: Bundle: Language Arts + Labs, Student Workbooks	EL Education	2017	K	9781683623670	
	Kindergarten: Reading Foundations Skills Block: Student Workbook	EL Education	2017	K	9781683622819	
	Kindergarten: Required Trade: Module 1	Various Authors	Multiple Dates	K	ELTB17GKM1	
	Kindergarten: Required Trade: Module 2	Various Authors	Multiple Dates	K	ELTB17GKM2	
	Kindergarten: Required Trade: Module 3	Various Authors	Multiple Dates	K	ELTB17GKM3	
	Kindergarten: Required Trade: Module 4	Various Authors	Multiple Dates	K	ELTB17GKM4	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Open Up Resources	**Grade 1: Bundle: Language Arts + Labs, Teacher Materials**	**EL Education**	**2017**	**1**	**9781683623656**	**Comprehensive Open Educational Resource**
	Notes: **Strengths**: *Everything is taught in context of the theme. *A read aloud list is included. *Everyday there are learning targets in the form of I can statements. *There is a list of items that will take extra prep time for the Modules. *All content standards are listed in the daily lessons. *Social Emotional Curriculum is embedded with the Habits of Character. *Success Criteria is included so students know what is required to be successful on performance tasks. *Down the Road section gives teachers an idea of where the lesson is going. *Meeting Needs section in each lesson was helpful, especially in regards to ELL students. *Incorporates STEM into the Labs. **Weaknesses:** *It's all Online and difficult to navigate. Reviewers kept getting lost in trying to figure out where they saw information for the review. They would have loved to see a print copy. *Support for above level learners is almost non-existent.					
	Key Features: The EL Education K-5 ELA Curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content and builds equitable and inclusive learning opportunities for all students. This curriculum gets students excited about learning through great books, compelling topics and ownership of their learning. At the same time, teachers get a vision of the instructional practices that support a Common Core-aligned classroom and the tools to create it. EL Education's K-5 ELA Curriculum has consistently received high reviews from independent and state and local education departments, including EdReports.org, EQuIP, New York State, New York City, Connecticut and Washington.					
	Grade 1: Bundle: Reading Foundations Skills Block, Teacher Materials	EL Education	2017	1	9781683623717	
	Grade 1: Bundle: Language Arts + Labs, Student Workbooks	EL Education	2017	1	9781683623687	
	Grade 1: Reading Foundations Skills Block: Student Workbook	EL Education	2017	1	9781683622598	
	Grade 1: Required Trade: Module 1	Various Authors	Multiple Dates	1	ELTB17G1M1	
	Grade 1: Required Trade: Module 2	Various Authors	Multiple Dates	1	ELTB17G1M2	
	Grade 1: Required Trade: Module 3	Various Authors	Multiple Dates	1	ELTB17G1M3	
	Grade 1: Required Trade: Module 4	Various Authors	Multiple Dates	1	ELTB17G1M4	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Open Up Resources	**Grade 2 Bundle: Language Arts + Labs, Teacher Materials**	**EL Education**	**2017**	**2**	**9781683623663**	**Comprehensive Open Educational Resource**
	Notes: **Weaknesses:** The EL Education curriculum offers several teacher guides, modules, resources, but they are not well-organized, making them hard to use. The materials are easy to use and well-organized. * Online variety of manuals is confusing to navigate * Teacher notes before each lessons are lengthy * Curriculum map and needed materials are in the back of the book or scattered across many guides					
	Key Features: The EL Education K-5 ELA Curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content and builds equitable and inclusive learning opportunities for all students. This curriculum gets students excited about learning through great books, compelling topics and ownership of their learning. At the same time, teachers get a vision of the instructional practices that support a Common Core-aligned classroom and the tools to create it. EL Education's K-5 ELA Curriculum has consistently received high reviews from independent and state and local education departments, including EdReports.org, EQuIP, New York State, New York City, Connecticut and Washington.					
	Grade 2 Bundle: Reading Foundations Skills Block, Teacher Materials	EL Education	2017	2	9781683623724	
	Grade 2 Bundle: Language Arts + Labs, Student Workbooks	EL Education	2017	2	9781683623694	
	Grade 2: Reading Foundations Skills Block: Student Workbook	EL Education	2017	2	9781683622697	
	Grade 2: Required Trade: Module 1	Various Authors	Multiple Dates	2	ELTB17G2M1	
	Grade 2: Required Trade: Module 2	Various Authors	Multiple Dates	2	ELTB17G2M2	
	Grade 2: Required Trade: Module 3	Various Authors	Multiple Dates	2	ELTB17G2M3	
	Grade 2: Required Trade: Module 4	Various Authors	Multiple Dates	2	ELTB17G2M4	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Open Up Resources	**Grade 3: Bundle: Language Arts + Labs, Teacher Materials**	**EL Education**	**2017**	**3**	**9781683623731**	**Comprehensive Open Educational Resource**
	Notes: **Strengths:** The books that are used are high quality, interesting publications. The four topics are worthy of discussion and of interest to most 3rd graders. Vocabulary work is strong. Student accountability is built into the program. Culminating projects are interesting. Topics connect to science and social studies standards. Writing stamina is built through the year. Fluency focus is on prosody, not just rate of speed. **Weaknesses:** Students are exposed to only 13 pieces of literature, 7 of those the program directs teachers to have one classroom copy. Text dependent questions are asked of those books, however students will be sharing that one copy. This program does not include creative writing. It is expected that students have all necessary phonics skills before third grade as there is no phonics instruction beyond Greek and Latin roots. This program does not include fluency progress monitoring, just practice. **Other:** Concern about ELL support worksheets - They are labeled "For ELLs" at the top.					
	Key Features: The EL Education K-5 ELA Curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content and builds equitable and inclusive learning opportunities for all students. This curriculum gets students excited about learning through great books, compelling topics and ownership of their learning. At the same time, teachers get a vision of the instructional practices that support a Common Core-aligned classroom and the tools to create it. EL Education's K-5 ELA Curriculum has consistently received high reviews from independent and state and local education departments, including EdReports.org, EQuIP, New York State, New York City, Connecticut and Washington.					
	Grade 3: Bundle: Language Arts + Labs, Student Workbooks	EL Education	2017	3	9781683623762	
	Grade 3: Required Trade: Module 1	Various Authors	Multiple Dates	3	ELTB17G3M1	
	Grade 3: Required Trade: Module 2	Various Authors	Multiple Dates	3	ELTB17G3M2	
	Grade 3: Required Trade: Module 3	Various Authors	Multiple Dates	3	ELTB17G3M3	
	Grade 3: Required Trade: Module 4	Various Authors	Multiple Dates	3	ELTB17G3M4	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Open Up Resources	**Grade 4: Bundle: Language Arts + Labs, Teacher Materials**	**EL Education**	**2017**	**4**	**9781683623748**	**Comprehensive Open Educational Resource**
	Notes: **Strengths:** The information that describes supports for diverse learners at the end of each lesson is very helpful. Including Universal Design components made this especially strong. **Weaknesses:** Navigating in their online environment is challenging. At times the curriculum lists texts as needed only a teacher copy when it would be more practical to have a class set. All texts will need to be purchased for this curriculum to be successfully delivered. Because this delivered in an online environment, there could be quite a bit of printing of student materials.					
	Key Features: The EL Education K-5 ELA Curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content and builds equitable and inclusive learning opportunities for all students. This curriculum gets students excited about learning through great books, compelling topics and ownership of their learning. At the same time, teachers get a vision of the instructional practices that support a Common Core-aligned classroom and the tools to create it. EL Education's K-5 ELA Curriculum has consistently received high reviews from independent and state and local education departments, including EdReports.org, EQuIP, New York State, New York City, Connecticut and Washington.					
	Grade 4: Bundle: Language Arts + Labs, Student Workbooks	EL Education	2017	4	9781683623779	
	Grade 4: Required Trade: Module 1	Various Authors	Multiple Dates	4	ELTB17G4M1	
	Grade 4: Required Trade: Module 2	Various Authors	Multiple Dates	4	ELTB17G4M2	
	Grade 4: Required Trade: Module 3	Various Authors	Multiple Dates	4	ELTB17G4M3	
	Grade 4: Required Trade: Module 4	Various Authors	Multiple Dates	4	ELTB17G4M4	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Open Up Resources	**Grade 5: Bundle: Language Arts + Labs, Teacher Materials**	**EL Education**	**2017**	**5**	**9781683623755**	**Comprehensive Open Educational Resource**
	Notes: **Strengths:** This program provides many opportunities for differentiation. The program has a strong vocabulary base and support for teachers and students in building vocabulary. There are adequate writing opportunities that address each of the writing types with rubrics that support the Idaho content standards. Many collaborative discussion opportunities are built in to guide student learning. **Weaknesses:** Grammar was not explicitly addressed within the curriculum. There was limited evidence of grammar instruction and this could be improved upon.					
	Key Features: The EL Education K-5 ELA Curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content and builds equitable and inclusive learning opportunities for all students. This curriculum gets students excited about learning through great books, compelling topics and ownership of their learning. At the same time, teachers get a vision of the instructional practices that support a Common Core-aligned classroom and the tools to create it. EL Education's K-5 ELA Curriculum has consistently received high reviews from independent and state and local education departments, including EdReports.org, EQuIP, New York State, New York City, Connecticut and Washington.					
	Grade 5: Bundle: Language Arts + Labs, Student Workbooks	EL Education	2017	5	9781683623786	
	Grade 5: Required Trade: Module 1	Various Authors	Multiple Dates	5	ELTB17G5M1	

	Grade 5: Required Trade: Module 2	Various Authors	Multiple Dates	5	ELTB17G5M2	
	Grade 5: Required Trade: Module 3	Various Authors	Multiple Dates	5	ELTB17G5M3	
	Grade 5: Required Trade: Module 4	Various Authors	Multiple Dates	5	ELTB17G5M4	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Education	**Pearson ReadyGEN, Kindergarten Package with Digital**	**Allyn, et al**	**2016**	**K**		**Comprehensive**
	Notes: **Strengths:** Overall, this curriculum is user friendly, appealing, and very student-focused. It is evident that Pearson has created a product that meets the shifts of Career and College Readiness and meet all Idaho Content Standards in Reading. ReadyGEN is effectively organized for ease of use. The teacher's edition is easy to navigate with tabs, strategically placed page references, and a clear sequential order. The lessons within the Teacher's Guide provide whole group, guided practice, shared practice, and independent practice each skill. ReadyGEN is a curriculum that encompasses reading with an array of strategies and tools available to each child: technology, print, workbooks, word building mats, letter tiles, which provides teachers with tools to create an individual learning experience for each student. **Weaknesses:** Most kindergarten classes in Idaho are still on a half-day schedule. While ReadyGEN K could be taught within a half-day schedule, it does not allow time for math or other subject areas. Also, reading opportunities for significantly above-level readers is not provided. A digital or print text library for accelerated readers around the topic would be useful.					
	Key Features: ReadyGEN ©2016 is an integrated and balanced K-6 core literacy curriculum of topically related text sets and routines-based instruction. ReadyGEN was developed to the Common Core State Standards (CCSS) and provides teachers with an instructional approach focused on integrating literacy skills and foundational reading skills. An integrated instruction model places literacy in the context of real-world tasks and goals rather than treating it as an isolated set of skills. ReadyGEN is organized around units and modules: six units in grades K-2 and four units in grades 3-6. Themed text sets include a trade book, a collection of topically related texts spanning multiple genres, and non-fiction passages to support close reading. These are used to build knowledge around unit themes that emphasize the common characteristics of a unifying concept and promote in-depth understanding through daily lessons. Once students have finished a module, they are asked to synthesize what they have learned on the culminating performance-based assessment. This assessment, which tests students' ability to read and write independently, drives all tasks and promotes positive outcomes in ReadyGEN. Routines provide the framework around which teachers can flexibly respond to students' needs from day to day. Teachers can establish routines and use formative assessment data along with their own resources to prepare for each day of class. ReadyGEN's integrated literacy model serves all students across all content areas. Excellent first instruction for all students and targeted differentiation for special populations form an integrated model of literacy instruction that helps all students succeed.					
	Pearson ReadyGEN, Text Collection Big Book Package (1 each of 6 volumes)	Allyn, et al	2016	K	9780328853090	
	Pearson ReadyGEN, Big Book Volume 1	Allyn, et al	2016	K	9780328852666	
	Pearson ReadyGEN, Big Book Volume 2	Allyn, et al	2016	K	9780328852673	
	Pearson ReadyGEN, Big Book Volume 3	Allyn, et al	2016	K	9780328852680	
	Pearson ReadyGEN, Big Book Volume 4	Allyn, et al	2016	K	9780328852697	
	Pearson ReadyGEN, Big Book Volume 5	Allyn, et al	2016	K	9780328852703	
	Pearson ReadyGEN, Big Book Volume 6	Allyn, et al	2016	K	9780328852710	

	Pearson ReadyGEN, Text Collection Little Book Package (1 each of 6 volumes)	Allyn, et al	2016	K	9780328853106	
	Pearson ReadyGEN, Little Book Volume 1	Allyn, et al	2016	K	9780328853441	
	Pearson ReadyGEN, Little Book Volume 2	Allyn, et al	2016	K	9780328853458	
	Pearson ReadyGEN, Little Book Volume 3	Allyn, et al	2016	K	9780328853465	
	Pearson ReadyGEN, Little Book Volume 4	Allyn, et al	2016	K	9780328853472	
	Pearson ReadyGEN, Little Book Volume 5	Allyn, et al	2016	K	9780328853489	
	Pearson ReadyGEN, Little Book Volume 6	Allyn, et al	2016	K	9780328853496	
	Pearson ReadyGEN, Classroom Teacher Library (1 copy each of 12 titles)	Allyn, et al	2016	K	9780328853175	
	Pearson ReadyGEN, Teacher's Guide Package (includes 1 each of 6 Teacher's Guide Unit Modules, 1 Implementation Guide, and 1 Getting Access to Realize)	Allyn, et al	2016	K	9780328853243	
	Pearson ReadyGEN, Teacher's Guide Unit Module 1	Allyn, et al	2016	K	9780328851768	
	Pearson ReadyGEN, Teacher's Guide Unit Module 2	Allyn, et al	2016	K	9780328851775	
	Pearson ReadyGEN, Teacher's Guide Unit Module 3	Allyn, et al	2016	K	9780328851782	
	Pearson ReadyGEN, Teacher's Guide Unit Module 4	Allyn, et al	2016	K	9780328851799	
	Pearson ReadyGEN, Teacher's Guide Unit Module 5	Allyn, et al	2016	K	9780328851805	
	Pearson ReadyGEN, Teacher's Guide Unit Module 6	Allyn, et al	2016	K	9780328851812	
	Pearson ReadyGEN, Implementation Guide	Allyn, et al	2016	K	9780328852956	
	Pearson ReadyGEN, Getting Access to Realize™	Allyn, et al	2014	K-6	9780328834891	
	Pearson ReadyGEN, Foundational Skills Workbook Teacher's Manual	Allyn, et al	2016	K	9780328963010	
	Pearson ReadyGEN, Reader's and Writer's Journal (6-year print subscription)	Allyn, et al	2016	K	9780328972531	
	Pearson ReadyGEN, Reader's and Writer's Journal	Allyn, et al	2016	K	9780328851553	
	Pearson ReadyGEN, Foundational Skills Workbook	Allyn, et al	2016	K	9780328962976	
	Pearson ReadyGEN, Leveled Text Library (60 titles, 6 copies each)	Allyn, et al	2014	K	9780328814176	

	Pearson ReadyGEN, enVisionmath Problem Solving Reading Mats	Allyn, et al	2016	K	9780328848423	
	Pearson ReadyGEN, ReadyUp! Intervention Level A	Allyn, et al	2016	K	9780328869800	
	Pearson ReadyGEN, Teacher's Resource Package (Readers' and Writer's Journal Teacher's Guide, Scaffolded Strategies Handbook, Assessment Book Teacher's Manual, and Assessment Student Book)	Allyn, et al	2016	K	9780328895137	
	Pearson Ready GEN, Reader's and Writer's Journal Teacher's Guide	Allyn, et al	2016	K	9780328851621	
	Pearson ReadyGEN, Scaffolded Strategies Handbook	Allyn, et al	2016	K	9780328851690	
	Pearson ReadyGEN, Assessment Book Teacher's Manual	Allyn, et al	2016	K	9780328852444	
	Pearson ReadyGEN, Assessment Student Book	Allyn, et al	2016	K	9780328852512	
	Pearson ReadyGEN, Student Readers Bookshelf Collection (6 copies of 36 titles)	Allyn, et al	2011	K	9780328467266	
	Pearson ReadyGEN, Picture Word Cards	Allyn, et al	2007	K-3	9780328147007	
	Pearson ReadyGEN, Alphabet Cards (English/Spanish)	Allyn, et al	2007	K-3	9780328146987	
	Pearson ReadyGEN, High-Frequency Words Cards	Allyn, et al	2014	K	9780328791958	
	Pearson ReadyGEN, Letter Tiles	Allyn, et al	2003	K-3	9780328056958	
	Pearson ReadyGEN, Phonics Activity Mats	Allyn, et al	2007	K-3	9780328118038	
	Pearson ReadyGEN, Phonics Songs and Rhymes Chart	Allyn, et al	2007	K	9780328145461	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education	**Pearson ReadyGEN, Student Package + Digital Courseware (6-year access)**	**Allyn, et al**	**2016**	**1**	**9780328853595**	**Comprehensive**
	Pearson ReadyGEN, Classroom Library Single Copies (1 copy each of 12 titles)	**Allyn, et al**	**2016**	**1**	**9780328853380**	
	Notes: **Strengths:** Each lesson has extensive opportunities for students to collaborate with a partner, small group, whole class, or think actively on their own. **Weaknesses:** There are no tabs or color differentiations when going through the lessons in each module. Having a copy of the Anchor Text and Supplemental Text in the Teacher's Edition would be helpful for implementation and referencing during instruction.					
	Key Features: ReadyGEN ©2016 is an integrated and balanced K-6 core literacy curriculum of topically related text sets and routines-based instruction. ReadyGEN was developed to the Common Core State Standards (CCSS) and provides teachers with an instructional approach focused on integrating literacy skills and foundational reading skills. An integrated instruction model places literacy in the context of real-world tasks and goals rather than treating it as an isolated set of skills. ReadyGEN is organized around units and modules: six units in grades K-2 and four units in grades 3-6. Themed text sets include a trade book, a collection of topically related texts spanning multiple genres, and non-fiction passages to support close reading. These are used to build knowledge around unit themes that emphasize the common characteristics of a unifying concept and promote in-depth understanding through daily lessons. Once students have finished a module, they are asked to synthesize what they have learned on the culminating performance-based assessment. This assessment, which tests students' ability to read and write independently, drives all tasks and promotes positive outcomes in ReadyGEN. Routines provide the framework around which teachers can flexibly respond to students' needs from day to day. Teachers can establish routines and use formative assessment data along with their own resources to prepare for each day of class. ReadyGEN's integrated literacy model serves all students across all content areas. Excellent first instruction for all students and targeted differentiation for special populations form an integrated model of literacy instruction that helps all students succeed.					
	Pearson ReadyGEN, Text Collection Package (Units 1-6)	Allyn, et al	2016	1	9780328853113	
	Pearson ReadyGEN, Text Collection Unit 1	Allyn, et al	2016	1	9780328917419	
	Pearson ReadyGEN, Text Collection Unit 2	Allyn, et al	2016	1	9780328852734	
	Pearson ReadyGEN, Text Collection Unit 3	Allyn, et al	2016	1	9780328852741	
	Pearson ReadyGEN, Text Collection Unit 4	Allyn, et al	2016	1	9780328852758	
	Pearson ReadyGEN, Text Collection Unit 5	Allyn, et al	2016	1	9780328852765	
	Pearson ReadyGEN, Text Collection Unit 6	Allyn, et al	2016	1	9780328852772	
	Pearson ReadyGEN, Teacher's Guide Package (includes 1 each of 6 Teacher's Guide Unit Modules, 1 Implementation Guide, and 1 Getting Access to Realize)	Allyn, et al	2016	1	9780328853250	
	Pearson ReadyGEN, Teacher's Guide Unit Module 1	Allyn, et al	2016	1	9780328851829	
	Pearson ReadyGEN, Teacher's Guide Unit Module 2	Allyn, et al	2016	1	9780328851836	

	Pearson ReadyGEN, Teacher's Guide Unit Module 3	Allyn, et al	2016	1	9780328851843	
	Pearson ReadyGEN, Teacher's Guide Unit Module 4	Allyn, et al	2016	1	9780328851850	
	Pearson ReadyGEN, Teacher's Guide Unit Module 5	Allyn, et al	2016	1	9780328851867	
	Pearson ReadyGEN, Teacher's Guide Unit Module 6	Allyn, et al	2016	1	9780328851874	
	Pearson ReadyGEN, Implementation Guide	Allyn, et al	2016	1	9780328852963	
	Pearson ReadyGEN, Getting Access to Realize™	Allyn, et al	2014	K-6	9780328834891	
	Pearson ReadyGEN, Sleuth Close Reading Collection	Allyn, et al	2014	1	9780328819430	
	Pearson ReadyGEN, Classroom Library (25 copies of 12 titles)	Allyn, et al	2016	1	9780328853182	
	Pearson ReadyGEN, Foundational Skills Workbook Teacher's Manual	Allyn, et al	2016	1	9780328963027	
	Pearson ReadyGEN, Reader's and Writer's Journal (6-year print subscription)	Allyn, et al	2016	1	9780328972548	
	Pearson ReadyGEN, Reader's and Writer's Journal	Allyn, et al	2016	1	9780328851560	
	Pearson ReadyGEN, Foundational Skills Workbook	Allyn, et al	2016	1	9780328962983	
	Pearson ReadyGEN, Leveled Text Library (60 titles, 6 copies each)	Allyn, et al	2016	1	9780328814183	
	Pearson ReadyGEN, enVisionmath Problem Solving Reading Mats	Allyn, et al	2016	1	9780328848430	
	Pearson ReadyGEN, ReadyUp! Intervention Level B	Allyn, et al	2016	1	9780328869817	
	Pearson ReadyGEN, Teacher's Resource Package (Readers' and Writer's Journal Teacher's Guide, Scaffolded Strategies Handbook, Assessment Book Teacher's Manual, and Assessment Student Book)	Allyn, et al	2016	1	9780328895144	
	Pearson ReadyGEN, Reader's and Writer's Journal Teacher's Guide	Allyn, et al	2016	1	9780328851638	
	Pearson ReadyGEN, Scaffolded Strategies Handbook	Allyn, et al	2016	1	9780328851706	
	Pearson ReadyGEN, Assessment Book Teacher's Manual	Allyn, et al	2016	1	9780328852451	

	Pearson ReadyGEN, Assessment Student Book	Allyn, et al	2016	1	9780328852529	
	Pearson ReadyGEN, Decodable Practice Readers Bookshelf Collection (3 volumes; 6 copies each)	Allyn, et al	2014	1	9780328795826	
	Pearson Ready GEN, Picture Word Cards	Allyn, et al	2007	K-3	9780328147007	
	Pearson Ready GEN, Alphabet Cards (English/Spanish)	Allyn, et al	2007	K-3	9780328146987	
	Pearson ReadyGEN, High-Frequency Word Cards	Allyn, et al	2014	1	9780328791965	
	Pearson ReadyGEN, Sound Spelling Cards	Allyn, et al	2011	1-3	9780328477418	
	Pearson ReadyGEN, Letter Tiles	Allyn, et al	2003	K-3	9780328056958	
	Pearson ReadyGEN, Phonics Activity Mats	Allyn, et al	2007	K-3	9780328118038	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Education	**Pearson ReadyGEN, Student Package + Digital Courseware (6-year access)**	**Allyn, et al**	**2016**	**2**	**9780328853601**	**Comprehensive**
	Pearson ReadyGEN, Classroom Library Single Copies (1 copy each of 12 titles)	**Allyn, et al**	**2016**	**2**	**9780328853397**	
	Notes: **Strengths:** Great curriculum for teachers whose students are English learners, and for struggling students. **Weaknesses:** Texts do not offer much in the way of diversity outside of U.S. Culture. Curriculum may become expensive and bulky, as it is heavily dependent on supplemental material. Lesson plans are streamlined, so teachers are required to look up specific information outside of the main lesson plan section (for example, in handbooks or indices).					
	Key Features: ReadyGEN ©2016 is an integrated and balanced K-6 core literacy curriculum of topically related text sets and routines-based instruction. ReadyGEN was developed to the Common Core State Standards (CCSS) and provides teachers with an instructional approach focused on integrating literacy skills and foundational reading skills. An integrated instruction model places literacy in the context of real-world tasks and goals rather than treating it as an isolated set of skills. ReadyGEN is organized around units and modules: six units in grades K-2 and four units in grades 3-6. Themed text sets include a trade book, a collection of topically related texts spanning multiple genres, and non-fiction passages to support close reading. These are used to build knowledge around unit themes that emphasize the common characteristics of a unifying concept and promote in-depth understanding through daily lessons. Once students have finished a module, they are asked to synthesize what they have learned on the culminating performance-based assessment. This assessment, which tests students' ability to read and write independently, drives all tasks and promotes positive outcomes in ReadyGEN. Routines provide the framework around which teachers can flexibly respond to students' needs from day to day. Teachers can establish routines and use formative assessment data along with their own resources to prepare for each day of class. ReadyGEN's integrated literacy model serves all students across all content areas. Excellent first instruction for all students and targeted differentiation for special populations form an integrated model of literacy instruction that helps all students succeed.					
	Pearson ReadyGEN, Text Collection Package (2 volumes)	Allyn, et al	2016	2	9780328853120	
	Pearson ReadyGEN, Text Collection Volume 1	Allyn, et al	2016	2	9780328852789	
	Pearson ReadyGEN, Text Collection Volume 2	Allyn, et al	2016	2	9780328852796	

	Pearson ReadyGEN, Teacher's Guide Package (includes 1 each of 6 Teacher's Guide Unit Modules, 1 Implementation Guide, and 1 Getting Access to Realize)	Allyn, et al	2016	2	9780328853267	
	Pearson ReadyGEN, Teacher's Guide Unit Module 1	Allyn, et al	2016	2	9780328851881	
	Pearson ReadyGEN, Teacher's Guide Unit Module 2	Allyn, et al	2016	2	9780328851898	
	Pearson ReadyGEN, Teacher's Guide Unit Module 3	Allyn, et al	2016	2	9780328851904	
	Pearson ReadyGEN, Teacher's Guide Unit Module 4	Allyn, et al	2016	2	9780328851911	
	Pearson ReadyGEN, Teacher's Guide Unit Module 5	Allyn, et al	2016	2	9780328851928	
	Pearson ReadyGEN, Teacher's Guide Unit Module 6	Allyn, et al	2016	2	9780328851935	
	Pearson ReadyGEN, Implementation Guide	Allyn, et al	2016	2	9780328852970	
	Pearson ReadyGEN, Getting Access to Realize™	Allyn, et al	2014	K-6	9780328834891	
	Pearson ReadyGEN, Sleuth Close Reading Collection	Allyn, et al	2014	2	9780328819447	
	Pearson ReadyGEN, Classroom Library (25 copies of 12 titles)	Allyn, et al	2016	2	9780328853199	
	Pearson ReadyGEN, Foundational Skills Workbook Teacher's Manual	Allyn, et al	2016	2	9780328963034	
	Pearson ReadyGEN, Decodable Practice Readers Bookshelf Collection (2 volumes; 6 copies each)	Allyn, et al	2014	2	9780328795833	
	Pearson Ready GEN, Picture Word Cards	Allyn, et al	2007	K-3	9780328147007	
	Pearson Ready GEN, Alphabet Cards (English/Spanish)	Allyn, et al	2007	K-3	9780328146987	
	Pearson ReadyGEN, Sight Word Cards	Allyn, et al	2016	2	9780328857784	
	Pearson ReadyGEN, Sound Spelling Cards	Allyn, et al	2011	1-3	9780328477418	
	Pearson ReadyGEN, Letter Tiles	Allyn, et al	2003	K-3	9780328056958	
	Pearson ReadyGEN, Phonics Activity Mats	Allyn, et al	2007	K-3	9780328118038	
	Pearson ReadyGEN, Reader's and Writer's Journal (6-year print subscription)	Allyn, et al	2016	2	9780328972555	
	Pearson ReadyGEN, Reader's and Writer's Journal	Allyn, et al	2016	2	9780328851577	

	Pearson ReadyGEN, Foundational Skills Workbook	Allyn, et al	2016	2	9780328962990	
	Pearson ReadyGEN, Leveled Text Library (60 titles, 6 copies each)	Allyn, et al	2014	2	9780328814190	
	Pearson ReadyGEN, enVisionmath Problem Solving Reading Mats	Allyn, et al	2016	2	9780328848447	
	Pearson ReadyGEN, ReadyUp! Intervention Level C	Allyn, et al	2016	2	9780328869824	
	Pearson ReadyGEN, Teacher's Resource Package (Readers' and Writer's Journal Teacher's Guide, Scaffolded Strategies Handbook, Assessment Book Teacher's Manual, and Assessment Student Book)	Allyn, et al	2016	2	9780328895151	
	Pearson ReadyGEN, Reader's and Writer's Journal Teacher's Guide	Allyn, et al	2016	2	9780328851645	
	Pearson ReadyGEN, Scaffolded Strategies Handbook	Allyn, et al	2016	2	9780328851713	
	Pearson ReadyGEN, Assessment Book Teacher's Manual	Allyn, et al	2016	2	9780328852468	
	Pearson ReadyGEN, Assessment Student Book	Allyn, et al	2016	2	9780328852536	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education	**Pearson ReadyGEN, Student Package + Digital Courseware (6-year access)**	**Allyn, et al**	**2016**	**3**	**9780328853618**	**Comprehensive**
	Pearson ReadyGEN, Classroom Library Single Copies (1 copy each of 12 titles)	**Allyn, et al**	**2016**	**3**	**9780328853403**	
	Notes: **Strengths:** With work, experienced teachers could find ways to use these materials successfully. The actual student texts are at grade level and offer a variety of reading experiences. The texts included in this program are high quality and have a variety of complexity. **Weaknesses:** I techniques, and consistent, systematic writing support throughout the year, especially for text-dependent research writing.					
	Key Features: ReadyGEN ©2016 is an integrated and balanced K-6 core literacy curriculum of topically related text sets and routines-based instruction. ReadyGEN was developed to the Common Core State Standards (CCSS) and provides teachers with an instructional approach focused on integrating literacy skills and foundational reading skills. An integrated instruction model places literacy in the context of real-world tasks and goals rather than treating it as an isolated set of skills. ReadyGEN is organized around units and modules: six units in grades K-2 and four units in grades 3-6. Themed text sets include a trade book, a collection of topically related texts spanning multiple genres, and non-fiction passages to support close reading. These are used to build knowledge around unit themes that emphasize the common characteristics of a unifying concept and promote in-depth understanding through daily lessons. Once students have finished a module, they are asked to synthesize what they have learned on the culminating performance-based assessment. This assessment, which tests students' ability to read and write independently, drives all tasks and promotes positive outcomes in ReadyGEN. Routines provide the framework around which teachers can flexibly respond to students' needs from day to day. Teachers can establish routines and use formative assessment data along with their own resources to prepare for each day of class. ReadyGEN's integrated literacy model serves all students across all content areas. Excellent first instruction for all students and targeted differentiation for special populations form an integrated model of literacy instruction that helps all students succeed.					
	Pearson ReadyGEN, Text Collection Package (2 volumes)	Allyn, et al	2016	3	9780328853137	
	Pearson ReadyGEN, Text Collection Volume 1	Allyn, et al	2016	3	9780328852802	
	Pearson ReadyGEN, Text Collection Volume 2	Allyn, et al	2016	3	9780328852819	
	Pearson ReadyGEN, Teacher's Guide Package (includes 1 each of 4 Teacher's Guide Unit Modules, 1 Implementation Guide, and 1 Getting Access to Realize)	Allyn, et al	2016	3	9780328853274	
	Pearson ReadyGEN, Teacher's Guide Unit Module 1	Allyn, et al	2016	3	9780328851942	
	Pearson ReadyGEN, Teacher's Guide Unit Module 2	Allyn, et al	2016	3	9780328851959	
	Pearson ReadyGEN, Teacher's Guide Unit Module 3	Allyn, et al	2016	3	9780328851966	
	Pearson ReadyGEN, Teacher's Guide Unit Module 4	Allyn, et al	2016	3	9780328851973	

	Pearson ReadyGEN, Implementation Guide	Allyn, et al	2016	3	9780328852987	
	Pearson ReadyGEN, Getting Access to Realize™	Allyn, et al	2014	K-6	9780328834891	
	Pearson ReadyGEN, Sleuth Close Reading Collection	Allyn, et al	2014	3	9780328819454	
	Pearson ReadyGEN, Classroom Library (25 copies of 12 titles)	Allyn, et al	2016	3	9780328853205	
	Pearson ReadyGEN, Foundational Skills Workbook Teacher's Manual	Allyn, et al	2016	3	9780328963041	
	Pearson ReadyGEN, Decodable Practice Readers Bookshelf Collection (2 volumes; 6 copies each)	Allyn, et al	2014	3	9780328795840	
	Pearson Ready GEN, Picture Word Cards	Allyn, et al	2007	K-3	9780328147007	
	Pearson Ready GEN, Alphabet Cards (English/Spanish)	Allyn, et al	2007	K-3	9780328146987	
	Pearson ReadyGEN, Sound Spelling Cards	Allyn, et al	2011	1-3	9780328477418	
	Pearson ReadyGEN, Letter Tiles	Allyn, et al	2003	K-3	9780328056958	
	Pearson ReadyGEN, Phonics Activity Mats	Allyn, et al	2007	K-3	9780328118038	
	Pearson ReadyGEN, Reader's and Writer's Journal (6-year print subscription)	Allyn, et al	2016	3	9780328972562	
	Pearson ReadyGEN, Reader's and Writer's Journal	Allyn, et al	2016	3	9780328851584	
	Pearson ReadyGEN, Foundational Skills Workbook	Allyn, et al	2016	3	9780328963003	
	Pearson ReadyGEN, Leveled Text Library (60 titles, 6 copies each)	Allyn, et al	2014	3	9780328814206	
	Pearson ReadyGEN, enVisionmath Problem Solving Reading Mats	Allyn, et al	2016	3	9780328848454	
	Pearson ReadyGEN, ReadyUp! Intervention Level D	Allyn, et al	2016	3	9780328869831	
	Pearson ReadyGEN, Teacher's Resource Package (Readers' and Writer's Journal Teacher's Guide, Scaffolded Strategies Handbook, Assessment Book Teacher's Manual, and Assessment Student Book)	Allyn, et al	2016	3	9780328895168	
	Pearson ReadyGEN, Reader's and Writer's Journal Teacher's Guide	Allyn, et al	2016	3	9780328851652	
	Pearson ReadyGEN, Scaffolded Strategies Handbook	Allyn, et al	2016	3	9780328851720	
	Pearson ReadyGEN, Assessment Book Teacher's Manual	Allyn, et al	2016	3	9780328852475	

	Pearson ReadyGEN, Assessment Student Book	Allyn, et al	2016	3	9780328852543	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Pearson Education	**Pearson ReadyGEN, Student Package + Digital Courseware (6-year access)**	**Allyn, et al**	**2016**	**4**	**9780328853625**	**Comprehensive**
	Pearson ReadyGEN, Classroom Library Single Copies (1 copy each of 12 titles)	**Allyn, et al**	**2016**	**4**	**9780328853410**	
	Notes: **Strengths:** RG's content can reasonably be completed within a regular school year. The materials regularly provide all students at all levels reading, writing, and speaking and listening support. RG provides flexibility and instructional support for alternative approaches and pacing. RG systematically offers genuine assessments to measure progress with reading comprehension and writing proficiency to master grade level standards. RG's materials help to build students' knowledge across content areas. Students are asked to complete culminating performance tasks to demonstrate knowledge and engage in many shared, short, and focused researched projects. Vocabulary is provided for each text and module for yearlong study plans that build academic vocabulary and increase syntax. RG provides high quality text dependent questions prevalent in the material which deepen understanding central ideas found in the text. Questions are designed to support academic language and provide evidence supporting student claims. RG supports the craft, organization and development of writing with opportunities that are prominent and varied. Grammar and conventions are included for application in and out of context. RG integrates speaking and listening into daily lessons that build upon collaborate student discussion in order to develop deeper levels of thinking about the text. RG provides a balance between informational and literature high quality texts. A majority of the texts include the instructional materials and characteristics specifically required by fourth grade standards. The support materials for the anchor texts provide opportunities for students to engage in reading to achieve appropriate reading fluency. **Weaknesses:** RG does not have genres for texts specific to fourth grade standards. Such as Herculean vocabulary and first and second accounts of the text.					
	Key Features: ReadyGEN ©2016 is an integrated and balanced K-6 core literacy curriculum of topically related text sets and routines-based instruction. ReadyGEN was developed to the Common Core State Standards (CCSS) and provides teachers with an instructional approach focused on integrating literacy skills and foundational reading skills. An integrated instruction model places literacy in the context of real-world tasks and goals rather than treating it as an isolated set of skills. ReadyGEN is organized around units and modules: six units in grades K-2 and four units in grades 3-6. Themed text sets include a trade book, a collection of topically related texts spanning multiple genres, and non-fiction passages to support close reading. These are used to build knowledge around unit themes that emphasize the common characteristics of a unifying concept and promote in-depth understanding through daily lessons. Once students have finished a module, they are asked to synthesize what they have learned on the culminating performance-based assessment. This assessment, which tests students' ability to read and write independently, drives all tasks and promotes positive outcomes in ReadyGEN. Routines provide the framework around which teachers can flexibly respond to students' needs from day to day. Teachers can establish routines and use formative assessment data along with their own resources to prepare for each day of class. ReadyGEN's integrated literacy model serves all students across all content areas. Excellent first instruction for all students and targeted differentiation for special populations form an integrated model of literacy instruction that helps all students succeed.					
	Pearson ReadyGEN, Text Collection Package (2 volumes)	Allyn, et al	2016	4	9780328853144	
	Pearson ReadyGEN, Text Collection Volume 1	Allyn, et al	2016	4	9780328852826	
	Pearson ReadyGEN, Text Collection Volume 2	Allyn, et al	2016	4	9780328852833	

	Pearson ReadyGEN, Teacher's Guide Package (includes 1 each of 4 Teacher's Guide Unit Modules, 1 Implementation Guide, and 1 Getting Access to Realize)	Allyn, et al	2016	4	9780328853281	
	Pearson ReadyGEN, Teacher's Guide Unit Module 1	Allyn, et al	2016	4	9780328851980	
	Pearson ReadyGEN, Teacher's Guide Unit Module 2	Allyn, et al	2016	4	9780328851997	
	Pearson ReadyGEN, Teacher's Guide Unit Module 3	Allyn, et al	2016	4	9780328852000	
	Pearson ReadyGEN, Teacher's Guide Unit Module 4	Allyn, et al	2016	4	9780328852017	
	Pearson ReadyGEN, Implementation Guide	Allyn, et al	2016	4	9780328852994	
	Pearson ReadyGEN, Getting Access to Realize™	Allyn, et al	2014	K-6	9780328834891	
	Pearson ReadyGEN, Sleuth Close Reading Collection	Allyn, et al	2014	4	9780328819461	
	Pearson ReadyGEN, Classroom Library (25 copies of 12 titles)	Allyn, et al	2016	4	9780328853212	
	Pearson ReadyGEN, Word Analysis Practice Workbook Teacher's Manual	Allyn, et al	2016	4	9780328963072	
	Pearson ReadyGEN, Word Analysis Practice Readers Bookshelf Collection (2 volumes, 6 copies each)	Allyn, et al	2016	4	9780328789474	
	Pearson ReadyGEN, Practice Readers Volume 1 (6 copies)	Allyn, et al	2016	4	9780328795734	
	Pearson ReadyGEN, Practice Readers Volume 2 (6 copies)	Allyn, et al	2016	4	9780328795741	
	Pearson ReadyGEN, Reader's and Writer's Journal (6-year print subscription)	Allyn, et al	2016	4	9780328972579	
	Pearson ReadyGEN, Reader's and Writer's Journal	Allyn, et al	2016	4	9780328851591	
	Pearson ReadyGEN, Word Analysis Practice Workbook	Allyn, et al	2016	4	9780328963058	
	Pearson ReadyGEN, Leveled Text Library (60 titles, 6 copies each)	Allyn, et al	2014	4	9780328814213	

	Pearson ReadyGEN, enVisionmath Problem Solving Reading Mats	Allyn, et al	2016	4	9780328848461	
	Pearson ReadyGEN, ReadyUp! Intervention Level E	Allyn, et al	2016	4	9780328869848	
	Pearson ReadyGEN Teacher's Resource Package (Readers' and Writer's Journal Teacher's Guide, Scaffolded Strategies Handbook, Assessment Book Teacher's Manual, and Assessment Student Book)	Allyn, et al	2016	4	9780328895175	
	Pearson ReadyGEN, Reader's and Writer's Journal Teacher's Guide	Allyn, et al	2016	4	9780328851669	
	Pearson ReadyGEN, Scaffolded Strategies Handbook	Allyn, et al	2016	4	9780328851737	
	Pearson ReadyGEN, Assessment Book Teacher's Manual	Allyn, et al	2016	4	9780328852482	
	Pearson ReadyGEN, Assessment Student Book	Allyn, et al	2016	4	9780328852550	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education	**Pearson ReadyGEN, Student Package + Digital Courseware (6-year access)**	**Allyn, et al**	**2016**	**5**	**9780328853632**	**Comprehensive**
	Pearson ReadyGEN, Classroom Library Single Copies (1 copy each of 12 titles)	**Allyn, et al**	**2016**	**5**	**9780328853427**	
	Notes: **Strengths:** The ReadyGEN Grade 5 curriculum can be completed in the course of one school year, with opportunities for extension and enrichment. Performance-Based Assessments represent a culminating writing project. A variety of assessment resources are provided. Program is strong in text dependent questions and activities. **Weaknesses:** While not a weakness, one organizational detail to note is that lessons are numbered and sequential, but not organized around a traditional five day cycle.					
	Key Features: ReadyGEN ©2016 is an integrated and balanced K-6 core literacy curriculum of topically related text sets and routines-based instruction. ReadyGEN was developed to the Common Core State Standards (CCSS) and provides teachers with an instructional approach focused on integrating literacy skills and foundational reading skills. An integrated instruction model places literacy in the context of real-world tasks and goals rather than treating it as an isolated set of skills. ReadyGEN is organized around units and modules: six units in grades K-2 and four units in grades 3-6. Themed text sets include a trade book, a collection of topically related texts spanning multiple genres, and non-fiction passages to support close reading. These are used to build knowledge around unit themes that emphasize the common characteristics of a unifying concept and promote in-depth understanding through daily lessons. Once students have finished a module, they are asked to synthesize what they have learned on the culminating performance-based assessment. This assessment, which tests students' ability to read and write independently, drives all tasks and promotes positive outcomes in ReadyGEN. Routines provide the framework around which teachers can flexibly respond to students' needs from day to day. Teachers can establish routines and use formative assessment data along with their own resources to prepare for each day of class. ReadyGEN's integrated literacy model serves all students across all content areas. Excellent first instruction for all students and targeted differentiation for special populations form an integrated model of literacy instruction that helps all students succeed.					
	Pearson ReadyGEN, Text Collection Package (2 volumes)	Allyn, et al	2016	5	9780328853151	
	Pearson ReadyGEN, Text Collection Volume 1	Allyn, et al	2016	5	9780328852840	
	Pearson ReadyGEN, Text Collection Volume 2	Allyn, et al	2016	5	9780328852857	
	Pearson ReadyGEN, Teacher's Guide Package (includes 1 each of 4 Teacher's Guide Unit Modules, 1 Implementation Guide, and 1 Getting Access to Realize)	Allyn, et al	2016	5	9780328853298	
	Pearson ReadyGEN, Teacher's Guide Unit Module 1	Allyn, et al	2016	5	9780328852024	
	Pearson ReadyGEN, Teacher's Guide Unit Module 2	Allyn, et al	2016	5	9780328852031	
	Pearson ReadyGEN, Teacher's Guide Unit Module 3	Allyn, et al	2016	5	9780328852048	
	Pearson ReadyGEN, Teacher's Guide Unit Module 4	Allyn, et al	2016	5	9780328852055	

	Pearson ReadyGEN, Implementation Guide	Allyn, et al	2016	5	9780328853007	
	Pearson ReadyGEN, Getting Access to Realize™	Allyn, et al	2014	K-6	9780328834891	
	Pearson ReadyGEN, Sleuth Close Reading Collection	Allyn, et al	2014	5	9780328819478	
	Pearson ReadyGEN, Classroom Library (25 copies of 12 titles)	Allyn, et al	2016	5	9780328853229	
	Pearson ReadyGEN, Word Analysis Practice Workbook Teacher's Manual	Allyn, et al	2016	5	9780328963089	
	Pearson ReadyGEN, Practice Readers Bookshelf Collection (2 volumes, 6 copies each)	Allyn, et al	2016	5	9780328789481	
	Pearson ReadyGEN, Practice Readers Volume 1 (6 copies)	Allyn, et al	2016	5	9780328795789	
	Pearson ReadyGEN, Practice Readers Volume 2 (6 copies)	Allyn, et al	2016	5	9780328795758	
	Pearson ReadyGEN, Reader's and Writer's Journal (6-year print subscription)	Allyn, et al	2016	5	9780328972586	
	Pearson ReadyGEN, Reader's and Writer's Journal	Allyn, et al	2016	5	9780328851607	
	Pearson ReadyGEN, Word Analysis Practice Workbook	Allyn, et al	2016	5	9780328963065	
	Pearson ReadyGEN, Leveled Text Library (60 titles, 6 copies each)	Allyn, et al	2014	5	9780328814220	
	Pearson ReadyGEN, enVisionmath Problem Solving Reading Mats	Allyn, et al	2016	5	9780328848478	
	Pearson ReadyGEN, ReadyUp! Intervention Level F	Allyn, et al	2016	5	9780328869947	
	Pearson ReadyGEN, Teacher's Resource Package (Readers' and Writer's Journal Teacher's Guide, Scaffolded Strategies Handbook, Assessment Book Teacher's Manual, and Assessment Student Book)	Allyn, et al	2016	5	9780328895182	
	Pearson ReadyGEN, Reader's and Writer's Journal Teacher's Guide	Allyn, et al	2016	5	9780328851676	
	Pearson ReadyGEN, Scaffolded Strategies Handbook	Allyn, et al	2016	5	9780328851744	
	Pearson ReadyGEN, Assessment Book Teacher's Manual	Allyn, et al	2016	5	9780328852499	
	Pearson ReadyGEN, Assessment Student Book	Allyn, et al	2016	5	9780328852567	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education	**Pearson ReadyGEN, Student Package + Digital Courseware (6-year access)**	**Allyn, et al**	**2016**	**6**	**9780328853649**	**Comprehensive**
	Pearson ReadyGEN, Classroom Library Single Copies (1 copy each of 12 titles)	**Allyn, et al**	**2016**	**6**	**9780328853434**	
	Notes: **Strengths:** Materials include substantial attention to high quality informational text. A large majority of texts support genres required by the Idaho Content Standards at the 6th grade level. Text dependent questions and academic language are present in the majority of questions. Multiple genres of writing are taught and writing is developed daily. Speaking and listening is integrated and includes daily grammar and conventions mini lessons. **Weaknesses:** Not all of the research projects are typical report-style research projects. Some require students to research topics like author's craft using the anchor text and then apply the skill in their own writing.					
	Key Features: ReadyGEN ©2016 is an integrated and balanced K-6 core literacy curriculum of topically related text sets and routines-based instruction. ReadyGEN was developed to the Common Core State Standards (CCSS) and provides teachers with an instructional approach focused on integrating literacy skills and foundational reading skills. An integrated instruction model places literacy in the context of real-world tasks and goals rather than treating it as an isolated set of skills. ReadyGEN is organized around units and modules: six units in grades K-2 and four units in grades 3-6. Themed text sets include a trade book, a collection of topically related texts spanning multiple genres, and non-fiction passages to support close reading. These are used to build knowledge around unit themes that emphasize the common characteristics of a unifying concept and promote in-depth understanding through daily lessons. Once students have finished a module, they are asked to synthesize what they have learned on the culminating performance-based assessment. This assessment, which tests students' ability to read and write independently, drives all tasks and promotes positive outcomes in ReadyGEN. Routines provide the framework around which teachers can flexibly respond to students' needs from day to day. Teachers can establish routines and use formative assessment data along with their own resources to prepare for each day of class. ReadyGEN's integrated literacy model serves all students across all content areas. Excellent first instruction for all students and targeted differentiation for special populations form an integrated model of literacy instruction that helps all students succeed.					
	Pearson ReadyGEN, Text Collection Package (2 volumes)	Allyn, et al	2016	6	9780328853168	
	Pearson ReadyGEN, Text Collection Volume 1	Allyn, et al	2016	6	9780328852864	
	Pearson ReadyGEN, Text Collection Volume 2	Allyn, et al	2016	6	9780328852871	
	Pearson ReadyGEN, Teacher's Guide Package (includes 1 each of 4 Teacher's Guide Unit Modules, 1 Implementation Guide, and 1 Getting Access to Realize)	Allyn, et al	2016	6	9780328853304	
	Pearson ReadyGEN, Teacher's Guide Unit Module 1	Allyn, et al	2016	6	9780328852062	
	Pearson ReadyGEN, Teacher's Guide Unit Module 2	Allyn, et al	2016	6	9780328852079	
	Pearson ReadyGEN, Teacher's Guide Unit Module 3	Allyn, et al	2016	6	9780328852086	

	Pearson ReadyGEN, Teacher's Guide Unit Module 4	Allyn, et al	2016	6	9780328852093	
	Pearson ReadyGEN, Implementation Guide	Allyn, et al	2016	6	9780328853014	
	Pearson ReadyGEN, Getting Access to Realize™	Allyn, et al	2014	K-6	9780328834891	
	Pearson ReadyGEN, Sleuth Close Reading Collection	Allyn, et al	2014	6	9780328869930	
	Pearson ReadyGEN, Classroom Library (25 copies of 12 titles)	Allyn, et al	2016	6	9780328853236	
	Pearson ReadyGEN, Reader's and Writer's Journal (6-year print subscription)	Allyn, et al	2016	6	9780328972593	
	Pearson ReadyGEN, Reader's and Writer's Journal	Allyn, et al	2016	6	9780328851614	
	Pearson ReadyGEN, Leveled Text Library (60 titles, 6 copies each)	Allyn, et al	2014	6	9780328869923	
	Pearson ReadyGEN, ReadyUp! Intervention Level G	Allyn, et al	2016	6	9780328869954	
	Pearson ReadyGEN, Teacher's Resource Package (Readers' and Writer's Journal Teacher's Guide, Scaffolded Strategies Handbook, Assessment Book Teacher's Manual, and Assessment Student Book)	Allyn, et al	2016	6	9780328895199	
	Pearson ReadyGEN, Reader's and Writer's Journal Teacher's Guide	Allyn, et al	2016	6	9780328851683	
	Pearson ReadyGEN, Scaffolded Strategies Handbook	Allyn, et al	2016	6	9780328851751	
	Pearson ReadyGEN, Assessment Book Teacher's Manual	Allyn, et al	2016	6	9780328852505	
	Pearson ReadyGEN, Assessment Student Book	Allyn, et al	2016	6	9780328852574	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education	**myPerspectives English Language Arts, Print Consumable (6-year access) + Digital (6-year access)**	**Hiebert, et al**	**2017**	**6**	**9780133339901**	**Comprehensive**
	myPerspectives English Language Arts, Print Hardcover + Digital Courseware (6-year access)	**Hiebert, et al**	**2017**	**6**	**9780328920907**	
	Notes: **Strengths:** The works within the curriculum are well-focused. The curriculum almost perfectly meets the expectation that students should read 45% narrative and 55% informative texts. The questions the publisher provides after each text are designed to lead students gradually into higher-level thinking questions that allow them to engage with the text in a meaningful way. The unit design is coherent and is focused around an open-ended essential question that leads students to a significant in-depth analysis of that topic so that they can develop evidence- and research-based opinions based on the texts within the curriculum. The publisher also suggests novels that would pair well with each unit and provides a rationale for each recommended novel. Each unit has a couple performance tasks that allow the student to build the skills they will need for the culminating assessment at the end of each unit. The pacing suggested by the publisher is realistic and covers 180 days. **Weaknesses:** The writing prompts provided by the publisher do not meet the expected proportions of 35% expository writing, 35% argumentative writing, and 30% narrative. The current curriculum balance is 46% exposition, 25% argument, and 29% narrative. The teacher would have to supplement the provided argument writing prompts with an additional three prompts, though the narrative percentage is rather close to the expected proportion. The grammar instruction is uneven in scope throughout the curriculum - some of the concepts are practiced enough that the students could achieve mastery over that content standard, however some standards are only visited once and would need to be supplemented by resources from the teacher for students to truly master that grammar skill. In addition, while students have the opportunity to interact with and learn new vocabulary, the publisher does not require students to use this vocabulary in the performance writing tasks. This is a missed opportunity for authentic student engagement with complex syntax and understanding of the vocabulary terms.					
	Key Features: myPerspectives English Language Arts focuses on a connected approach to student learning. Students take ownership of their learning through an instructional model that develops independent reading, writing, speaking, and listening skills in the context of meaningful projects. The program embraces the social nature of learning and uses the power of collaboration within learning environments that mimic real life learning as part of a larger team, a smaller group, and as individuals. Each thematic unit in myPerspectives is aligned to an essential question and includes texts of multiple genres - including multimodal selections. Students engage in activities that inspire conversation, discussion, and debate as they read and explore different perspectives on the theme. Students will listen to the perspectives of their peers through collaborative activities and learn to formulate and defend their own perspectives.					
	myPerspectives English Language Arts, Print Consumable (1-year access) + Digital (1-year access)	Hiebert, et al	2017	6	9780133339703	
	myPerspectives English Language Arts, Student Edition Digital Courseware 1-year access	Hiebert, et al	2017	6	9780133338928	
	myPerspectives English Language Arts, Student Edition Digital Courseware 6-year access	Hiebert, et al	2017	6	9780133338850	
	myPerspectives English Language Arts, Teacher's Edition	Hiebert, et al	2017	6	9780133338645	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education	**myPerspectives English Language Arts, Print Consumable (6-year access) + Digital (6-year access)**	**Hiebert, et al**	**2017**	**7**	**9780133339918**	**Comprehensive**
	myPerspectives English Language Arts, Print Hardcover + Digital Courseware (6-year access)	**Hiebert, et al**	**2017**	**7**	**9780328920914**	
	Notes: **Strengths:** The use of academic vocabulary and how it builds through the entire year is a positive strength. There are multiple opportunities for students to explore language and use what they learn continuously throughout the unit. Most of the questions require students to provide evidence in their answers and writing. This program creates routines for students and teachers, has a variety of texts available, and straight forward instruction. **Weaknesses:** One thing for districts to keep in mind that without access to the internet multiple texts would not be available. This could impede students' ability to explore subjects deep or to continue to explore topics they find interesting on their own. Also, the presentations asked of the student's may be difficult to complete without access to the internet components. **Other:** One possible draw back for districts is that student choice for independent learning is on line only and that trade books need to be purchased separately.					
	Key Features: myPerspectives English Language Arts focuses on a connected approach to student learning. Students take ownership of their learning through an instructional model that develops independent reading, writing, speaking, and listening skills in the context of meaningful projects. The program embraces the social nature of learning and uses the power of collaboration within learning environments that mimic real life learning as part of a larger team, a smaller group, and as individuals. Each thematic unit in myPerspectives is aligned to an essential question and includes texts of multiple genres - including multimodal selections. Students engage in activities that inspire conversation, discussion, and debate as they read and explore different perspectives on the theme. Students will listen to the perspectives of their peers through collaborative activities and learn to formulate and defend their own perspectives.					
	myPerspectives English Language Arts, Print Consumable (1-year access) + Digital (1-year access)	Hiebert, et al	2017	7	9780133339710	
	myPerspectives English Language Arts, Student Edition Digital Courseware 1-year access	Hiebert, et al	2017	7	9780133338935	
	myPerspectives English Language Arts, Student Edition Digital Courseware 6-year access	Hiebert, et al	2017	7	9780133338867	
	myPerspectives English Language Arts, Teacher's Edition	Hiebert, et al	2017	7	9780133338669	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education	**myPerspectives English Language Arts, Print Consumable (6-year access) + Digital (6-year access)**	**Hiebert, et al**	**2017**	**8**	**9780133339925**	**Comprehensive**
	myPerspectives English Language Arts, Print Hardcover + Digital Courseware (6-year access)	**Hiebert, et al**	**2017**	**8**	**9780328920921**	
	Notes: **Strengths:** Major strengths include continuity of content, cross-curricular connections, an immense digital library, and many effective tools for teachers. Meets the needs of all learners by providing supports online and within texts. Performance tasks give students repeated practice with writing and speaking/listening skills throughout the year. **Weaknesses:** Alignment to Idaho Writing Task standards doesn't match to suggested percentages. This does not impact overall quality of resource. Bounce Page App is not yet consistently reliable, and as a digital tool may not be accessible for all students in all schools.					
	Key Features: myPerspectives English Language Arts focuses on a connected approach to student learning. Students take ownership of their learning through an instructional model that develops independent reading, writing, speaking, and listening skills in the context of meaningful projects. The program embraces the social nature of learning and uses the power of collaboration within learning environments that mimic real life learning as part of a larger team, a smaller group, and as individuals. Each thematic unit in myPerspectives is aligned to an essential question and includes texts of multiple genres - including multimodal selections. Students engage in activities that inspire conversation, discussion, and debate as they read and explore different perspectives on the theme. Students will listen to the perspectives of their peers through collaborative activities and learn to formulate and defend their own perspectives.					
	myPerspectives English Language Arts, Print Consumable (1-year access) + Digital (1-year access)	Hiebert, et al	2017	8	9780133339734	
	myPerspectives English Language Arts, Student Edition Digital Courseware 1-year access	Hiebert, et al	2017	8	9780133338942	
	myPerspectives English Language Arts, Student Edition Digital Courseware 6-year access	Hiebert, et al	2017	8	9780133338874	
	myPerspectives English Language Arts, Teacher's Edition	Hiebert, et al	2017	8	9780133338676	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education	**myPerspectives English Language Arts, Print Consumable (6-year access) + Digital (6-year access)**	**Hiebert, et al**	**2017**	**9**	**9780133339932**	**Comprehensive**
	myPerspectives English Language Arts, Print Hardcover + Digital Courseware (6-year access)	**Hiebert, et al**	**2017**	**9**	**9780328920938**	
	Notes: **Strengths:** -Planning guides with differentiation strategies, connections to standards, recommendations for instruction, Lexile level and choice texts in place at the beginning of each unit, and selections. - Online resources provide audio in English/Spanish learners, extra texts.					
	Key Features: myPerspectives English Language Arts focuses on a connected approach to student learning. Students take ownership of their learning through an instructional model that develops independent reading, writing, speaking, and listening skills in the context of meaningful projects. The program embraces the social nature of learning and uses the power of collaboration within learning environments that mimic real life learning as part of a larger team, a smaller group, and as individuals. Each thematic unit in myPerspectives is aligned to an essential question and includes texts of multiple genres - including multimodal selections. Students engage in activities that inspire conversation, discussion, and debate as they read and explore different perspectives on the theme. Students will listen to the perspectives of their peers through collaborative activities and learn to formulate and defend their own perspectives.					
	myPerspectives English Language Arts, Print Consumable (1-year access) + Digital (1-year access)	Hiebert, et al	2017	9	9780133339741	
	myPerspectives English Language Arts, Student Edition Digital Courseware 1-year access	Hiebert, et al	2017	9	9780133338959	
	myPerspectives English Language Arts, Student Edition Digital Courseware 6-year access	Hiebert, et al	2017	9	9780133338881	
	myPerspectives English Language Arts, Teacher's Edition	Hiebert, et al	2017	9	9780133338683	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education	**myPerspectives English Language Arts, Print Consumable (6-year access) + Digital (6-year access)**	**Hiebert, et al**	**2017**	**10**	**9780133339949**	**Comprehensive**
	myPerspectives English Language Arts, Print Hardcover + Digital Courseware (6-year access)	**Hiebert, et al**	**2017**	**10**	**9780328920945**	
	Notes: **Strengths:** -Planning guides with differentiation strategies, connections to standards, recommendations for instruction, Lexile level and choice texts in place at the beginning of each unit, and selections. - Online resources provide audio in English/Spanish learners, extra texts. - Choice in texts, connections of texts.					
	Key Features: myPerspectives English Language Arts focuses on a connected approach to student learning. Students take ownership of their learning through an instructional model that develops independent reading, writing, speaking, and listening skills in the context of meaningful projects. The program embraces the social nature of learning and uses the power of collaboration within learning environments that mimic real life learning as part of a larger team, a smaller group, and as individuals. Each thematic unit in myPerspectives is aligned to an essential question and includes texts of multiple genres - including multimodal selections. Students engage in activities that inspire conversation, discussion, and debate as they read and explore different perspectives on the theme. Students will listen to the perspectives of their peers through collaborative activities and learn to formulate and defend their own perspectives.					
	myPerspectives English Language Arts, Print Consumable (1-year access) + Digital (1-year access)	Hiebert, et al	2017	10	9780133339758	
	myPerspectives English Language Arts, Student Edition Digital Courseware 1-year access	Hiebert, et al	2017	10	9780133338966	
	myPerspectives English Language Arts, Student Edition Digital Courseware 6-year access	Hiebert, et al	2017	10	9780133338898	
	myPerspectives English Language Arts, Teacher's Edition	Hiebert, et al	2017	10	9780133338690	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education	**myPerspectives English Language Arts, Print Consumable (6-year access) + Digital (6-year access)**	**Hiebert, et al**	**2017**	**11**	**9780133339956**	**Comprehensive**
	myPerspectives English Language Arts, Print Hardcover + Digital Courseware (6-year access)	**Hiebert, et al**	**2017**	**11**	**9780328920952**	
	Notes: **Strengths:** The structure of the program, the Launch, Whole-Class, Small-Group, and Independent Learning sections naturally scaffold instruction and learning while allowing for differentiation for all students. The digital platform offers an abundance of support and enrichment materials. The program is comprehensive as related to the Idaho Content Standards. **Other:** Publisher should note pagination errors. The text misplaces pages 695-704A between pages 200 and 201.					
	Key Features: myPerspectives English Language Arts focuses on a connected approach to student learning. Students take ownership of their learning through an instructional model that develops independent reading, writing, speaking, and listening skills in the context of meaningful projects. The program embraces the social nature of learning and uses the power of collaboration within learning environments that mimic real life learning as part of a larger team, a smaller group, and as individuals. Each thematic unit in myPerspectives is aligned to an essential question and includes texts of multiple genres - including multimodal selections. Students engage in activities that inspire conversation, discussion, and debate as they read and explore different perspectives on the theme. Students will listen to the perspectives of their peers through collaborative activities and learn to formulate and defend their own perspectives.					
	myPerspectives English Language Arts, Print Consumable (1-year access) + Digital (1-year access)	Hiebert, et al	2017	11	9780133339765	
	myPerspectives English Language Arts, Student Edition Digital Courseware 1-year access	Hiebert, et al	2017	11	9780133338973	
	myPerspectives English Language Arts, Student Edition Digital Courseware 6-year access	Hiebert, et al	2017	11	9780133338904	
	myPerspectives English Language Arts, Teacher's Edition	Hiebert, et al	2017	11	9780133338706	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education	**myPerspectives English Language Arts, Print Consumable (6-year access) + Digital (6-year access)**	**Hiebert, et al**	**2017**	**12**	**9780133339963**	**Comprehensive**
	myPerspectives English Language Arts, Print Hardcover + Digital Courseware (6-year access)	**Hiebert, et al**	**2017**	**12**	**9780328920969**	
	Notes: **Strengths:** The structure of the program, the Launch, Whole-Class, Small-Group, and Independent Learning sections naturally scaffold instruction and learning while allowing for differentiation for all students. The digital platform offers an abundance of support and enrichment materials. The program is comprehensive as related to the Idaho Content Standards. **Other:** It should be noted that the Anchor Texts are all British literature, and there are few non-British texts, although the title of the textbook is "British and World Literature."					
	Key Features: myPerspectives English Language Arts focuses on a connected approach to student learning. Students take ownership of their learning through an instructional model that develops independent reading, writing, speaking, and listening skills in the context of meaningful projects. The program embraces the social nature of learning and uses the power of collaboration within learning environments that mimic real life learning as part of a larger team, a smaller group, and as individuals. Each thematic unit in myPerspectives is aligned to an essential question and includes texts of multiple genres - including multimodal selections. Students engage in activities that inspire conversation, discussion, and debate as they read and explore different perspectives on the theme. Students will listen to the perspectives of their peers through collaborative activities and learn to formulate and defend their own perspectives.					
	myPerspectives English Language Arts, Print Consumable (1-year access) + Digital (1-year access)	Hiebert, et al	2017	12	9780133339772	
	myPerspectives English Language Arts, Student Edition Digital Courseware 1-year access	Hiebert, et al	2017	12	9780133338980	
	myPerspectives English Language Arts, Student Edition Digital Courseware 6-year access	Hiebert, et al	2017	12	9780133338911	
	myPerspectives English Language Arts, Teacher's Edition	Hiebert, et al	2017	12	9780133338713	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Really Great Reading Company	**Countdown Lesson Plan Teacher Guide Book 1 (Units 1-5) CDLP1**	**Really Great Reading**	**2017**	**K**	**9781942598251**	**Component**
	Countdown Lesson Plan Teacher Guide Book 2 (Units 6-16) CDLP2	**Really Great Reading**	**2017**	**K**	**9781942598268**	
	Countdown Lesson Plan Teacher Guide Book 3 (Units 17-27) CDLP3	**Really Great Reading**	**2017**	**K**	**9781942598480**	
	Notes: **Strengths:** Countdown has a strong phonics focus, designed specifically for struggling and emerging readers. Countdown is a phonics supplemental program that gives struggling and emerging readers extra practice with their foundational reading skills. The lessons provided by Countdown are short, concise, and focused; giving students opportunities to strengthen their foundational reading skills. **Weaknesses:** Countdown, as a supplemental program, does not include culminating tasks or research projects, or an assessment piece. Anchor texts are not included for students to complete tasks using text-based evidence. Students do not have opportunities to compare and contrast informational and literary texts.					
	Key Features: Countdown is a set of 28 units, designed to establish foundational literacy skills in young students, specifically in Kindergarten. Each unit has five lessons, and each lesson is designed to be taught in approximately 15-20 minutes. In Countdown, students learn and practice applying the alphabetic principle, the idea that words are made out of sounds and that letters are used to spell sounds. Countdown lessons engage students with playful, image-based instruction that helps them learn letter-sound correspondences, phonemic and phonological awareness, a set of high frequency words, developmentally appropriate phonics knowledge, and even some simple spelling patterns.					
	Countdown Student Workbook CDSW	Really Great Reading	2017	K	9781942598275	
	Countdown Wall Cards CDWALL	Really Great Reading	2017	K	9781942598503	
	Countdown Vowel Posters CDVPOST	Really Great Reading	2017	K	9781942598497	
	Countdown Card Deck CDSORTCARDS	Really Great Reading	2017	K	9781942598510	
	Countdown Online	Really Great Reading	2017	K	9781942598282	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Really Great Reading Company	**Blast Foundations Teachers Guide Book 1, Lesson Plans (Units 1-14) BLAST1LP1**	**Really Great Reading**	**2014**	**K : 1 : 2 : 3 : 4 : 5**	**9780983969068**	**Component**
	Blast Foundations Teachers Guide Book 2, Lesson Plans (Units 15-25) BLAST1LP2	**Really Great Reading**	**2014**	**K : 1 : 2 : 3 : 4 : 5**	**9780983969099**	
	Notes: **Strengths:** Really Great Reading, Blast meets all standards for phonemic awareness and phonics skills instruction. I would recommend that Blast be used as a supplement when reading curricula is weak in early reading skills or the need to fill gaps in students reading schema is needed. Strengths: Really Great Reading: Blast Foundations primary goal is to "prevent and resolve decoding issues". The fast-paced phonemic awareness and phonics activities are "research based, direct, systematic, explicit, multisensory, sequential, and cumulative." Blast Foundations “Primary use is for prevention, RTI Tier 1 instruction in 1st grade or as whole group instruction." This program may also be used for "early intervention is small to medium groups in grades 2-3 and intense small group intervention for emerging readers in grades 4-6" as well as "beginning EL and delayed students." The functional strategies (routines) in this scripted program are simply written allowing for easy application by a teacher with little or no prior training. * Word Sort (Book 1, page xxii) * Detective Work (Book 1, page xxii) * Double Trouble (Book One, page xxii * finger Stretching (Book 1, page ix) * Build a Word (Book 1, page xi) * Spell It (Book 1, page xxii) * Flex Vowel Sounds (Book 1, page xi) * Look, Think, Say (Book1, page xii) * Pop Up, Three Up, Read a Row Really Great Reading includes a comprehension online progress monitor tool. * Foundational Skills Surveys * Beginning Decoding Survey Practice is both distributed and massed to achieve fluency for all. **Weaknesses:** The Really Great Reading: Blast Foundation is not a complete language program.					
	Key Features: Blast Foundations is a set of 25 units, designed for emerging readers in 1st grade. Each unit has five lessons, and each lesson is designed to be taught in approximately 15-20 minutes. In Blast Foundations, students learn and practice letter-sound correspondences, phonemic and phonological awareness, high frequency word fluency, phonics knowledge, and spelling. It includes explicit instruction and progress monitoring. The lessons are designed to teach essential skills, which promote strong decoding and fluent, accurate reading.					
	Blast Foundations Elementary Student Workbook, Book 1 - Level ELSW (Units 1-14) BLAST1ELSW1	Really Great Reading	2014	1 : 2 : 3 : 4 : 5	9780983969051	
	Blast Foundations Elementary Student Workbook, Book 2 - Level ELSW (Units 15-25) BLAST1ELSW2	Really Great Reading	2014	1 : 2 : 3 : 4 : 5	9780983969082	
	Blast Foundations Student Workbook -Book 1 Level PRSW (Units 1-14) BLAST1PRSW1	Really Great Reading	2014	K : 1	9780983969044	
	Blast Foundations Student Workbook - Book 2 Level PRSW (Units 15-25) BLAST1PRSW2	Really Great Reading	2014	K : 1	9780983969075	
	Blast Online	Really Great Reading	2014	K : 1	9781942598404	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Really Great Reading Company	**HD Word Teacher Guide, Lesson Plan Book 1 (Units 1-10) HDLP1**	**Really Great Reading**	**2015**	**1 -12**	**HD Word Teacher Guide, Lesson Plan Book 1 (Units 1-10) HDLP1**	**Component**
	HD Word Teacher Guide, Lesson Plan Book 2 (Units 11-20) HDLP2	**Really Great Reading**	**2015**	1 -12	**HD Word Teacher Guide, Lesson Plan Book 2 (Units 11-20) HDLP2**	
	HD Word Teacher Guide, Lesson Plan Book 3 (Units 21-33) HDLP3	**Really Great Reading**	**2015**	1 -12	**HD Word Teacher Guide, Lesson Plan Book 3 (Units 21-33) HDLP3**	
	Notes: **Strengths:** This is a component program and would specifically be used with those students who are below grade level to give them the skills to work with and meet grade level reading standards. The manipulatives that are an integral part of the program are beneficial. There is one teacher's manual for all levels of phonics instruction.					
	Key Features: HD Word is a set of 33 units, designed for Tier 1 students in grades 2-5. Each unit has five lessons and each lesson is designed to be taught in approximately 15-20 minutes. With HD Word, students learn to accurately and fluently read simple and complex multisyllabic words. The instruction starts out with the basics and quickly moves into advanced vowels and complex word structures. Schools where the core reading programs do not provide a sufficient dose of advanced decoding instruction often add HD Word to ensure that students don't enter the older grades with poor decoding skills.					
	HD Word Foundations Student Workbook 1 (Units 1-20) HDFSW1	Really Great Reading	2015	2 : 3 : 4 : 5	9781942598183	
	HD Word Foundations Student Workbook 2 (Units 21-33) HDFSW2	Really Great Reading	2015	2 : 3 : 4 : 5	9781942598190	
	HD Word Essentials Student Workbook 1 (Units 1-20) HDESW1	Really Great Reading	2015	5 : 6 : 7 : 8	9781942598220	
	HD Word Essentials Student Workbook 2 (Units 21-33) HDESW2	Really Great Reading	2015	5 : 6 : 7 : 8	9781942598213	
	HD Word Linguistics Student Workbook 1 (Units 1-20) HDLSW1	Really Great Reading	2015	8 : 9 : 10 : 11 : 12	9781942598206	
	HD Word Linguistics Student Workbook 2 (Units 21-20) HDLSW2	Really Great Reading	2015	8 : 9 : 10 : 11 : 12	9781942598237	
	HD Word Vowel Posters - 13.5" X 17.5" - (Units 1-33) HDPOST	Really Great Reading	2015	5 : 6 : 7 : 8 : 9 : 10 : 11 : 12	9781942598039	

	HD Word Online	Really Great Reading	2015	1-12	978-1-942598-45-9	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Really Great Reading Company	**Phonics Boost Teacher's Guide, Lesson Plan Book 1 (Lessons 1-20) BOOLP1**	**Farrell, Linda~ Hunter, Michael**	**2011**	**3-12**	**9780982032206**	**Component**
	Phonics Boost Teacher's Guide, Lesson Plan Book 2 (Lessons 21-40) BOOLP2	**Farrell, Linda~ Hunter, Michael**	**2011**	3-12	**9780982032213**	
	Phonics Boost Teacher's Guide, Lesson Plan Book 3 (Lessons 41-60) BOOLP3	**Farrell, Linda~ Hunter, Michael**	**2011**	3-12	**9780982032220**	
	Phonics Boost Teacher's Guide, Lesson Plan Book 4 (Lessons 61-80) BOOLP4	**Farrell, Linda~ Hunter, Michael**	**2011**	3-12	**9780982032237**	
	Notes: **Strengths:** Phonics Boost is phonics curriculum and the non-negotiables (high quality text, evidence-based discussion and writing, and building knowledge) do not apply. The strength of this program is each lesson in the Boost program offers students four distinct activities to help students practice and reinforce the concepts. The lesson(s) begin with a Word Sort, and progress through Detective Work and Words to Read, culminating in students reading sentences. As students complete the Sentences to Read activities, they can choose to read challenging, more challenging, or most challenging sentences. **Weaknesses:** Due to the absence of a writing component, the students are not afforded the opportunity to apply writing to real life using newly acquired vocabulary.					
	Key Features: Phonics Boost is a moderately paced intervention for students in grades 3-12. Phonics Boost features 80 lessons that address the needs of struggling readers in grades 3-12. Just like in Phonics Blitz, the heart of the Boost instruction is phonemic awareness and phonics, but true improvements are also seen in students' reading fluency and comprehension after completing the lessons. Vocabulary acquisition skills often improve as well.					
	Phonics Boost Student Workbook 1 (Lessons 1-20) BOOSW1	Farrell, Linda~ Hunter, Michael	2011	3-12	9780982032244	
	Phonics Boost Student Workbook 2 (Lessons 21-40) BOOSW2	Farrell, Linda~ Hunter, Michael	2011	3-12	9780982032251	
	Phonics Boost Student Workbook 3 (Lessons 41-60) BOOSW3	Farrell, Linda~ Hunter, Michael	2011	3-12	9780982032268	
	Phonics Boost Student Workbook 4 (Lessons 61-80) BOOSW4	Farrell, Linda~ Hunter, Michael	2011	3-12	9780982032275	
	Phonics Boost Student Oral Reading Passages Book 1 (Lessons 1-40) BOOP1	Farrell, Linda~ Hunter, Michael	2011	3-12	9780982032282	
	Phonics Boost Student Oral Reading Passages Book 2 (Lessons 41-80) BOOP2	Farrell, Linda~ Hunter, Michael	2013	3-12	9780982032299	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Really Great Reading Company	**Phonics Boost Plus Teacher's Guide, Lesson Plan Book 1 (Modules 1-20) PLUSTG1**	**Farrell, Linda~ Hunter, Michael**	**2013**	**2 -12**	**9780984523986**	**Component**
	Phonics Boost Plus Teacher's Guide, Lesson Plan Book 2 (Modules 21-40) PLUSTG2	**Farrell, Linda~ Hunter, Michael**	**2013**	**2 -12**	**9780983969006**	
	Notes: **Strengths:** If teachers notice a student struggling during Phonics Boost instruction and practice, or not mastering the concepts after the lesson(s), they can use their discretion to supplement with the corresponding module in Phonics Boost Plus. This will give students added practice to master the concepts taught. **Weaknesses:** No ELL component. **Other:** This program is used in conjunction with Phonics Boost. Not intended o be a standalone program.					
	Key Features: Phonics Boost Plus is a supplement used to augment Phonics Boost or Blitz instruction. Phonics Boost Plus contains 40 instructional modules. Each module is aligned with one or more specific lessons from Phonics Boost and Blitz and provides a multitude of multisensory activities and materials for strategic supplementation. Phonics Boost Plus: • Includes 40 modules that align with Phonics Boost and Phonics Blitz • Provides more practice and repetition with the concepts taught in the lessons • Improves automaticity and mastery • Extends the lessons to other literacy skills (e.g., vocabulary)					
	Phonics Boost Plus - Student Workbook 1 (Modules 1-20) PLUSW1	Farrell, Linda~ Hunter, Michael	2013	2 - 12	9780979079795	
	Phonics Boost Plus - Student Workbook 2 (Modules 21-40) PLUSW2	Farrell, Linda~ Hunter, Michael	2013	2 - 12	9780984523993	
	Phonics Boost Plus Student Oral Reading Passages Book (Modules 1-40) PLUSP	Farrell, Linda~ Hunter, Michael	2013	2 - 12	9780979079788	
	Phonics Boost Online	Farrell, Linda~ Hunter, Michael	2013	2 - 12	978-1-942598-46-6	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Really Great Reading Company	**Phonics Blitz 2nd Edition - Teachers Guide, Lesson Plan Book 1 (Lessons 1-25) PBTG1**	**Farrell, Linda~ Hunter, Michael**	**2010**	**3- 12**	**9780984523900**	**Component**
	Phonics Blitz 2nd Edition - Teachers Guide, Lesson Plan Book 2 (Lessons 26-50) PBTG2	**Farrell, Linda~ Hunter, Michael**	**2010**	**3- 12**	**9780984523917**	
	Notes: **Strengths:** This is a systematic program allowing for daily practice for 4-20 weeks. There are 3 levels of words and sentences for each lesson. **Weaknesses:** This is only a phonics program and does not build on other skills such as comprehension, inferencing, etc. It is a limited systematic program.					
	Key Features: Phonics Blitz is a set of 50 explicit and multisensory lessons designed for students in grades 4-12 who have gaps in their phonics knowledge and are struggling to read grade level text fluently and accurately. Phonics Blitz helps students who misread unfamiliar words, struggle with reading multisyllabic words, skip or add words, or read more slowly or less accurately than expected.					
	Phonics Blitz 2nd Edition - Student Workbook 1 (Lessons 1-25) PBSL1	Farrell, Linda~ Hunter, Michael	2010	3-12	9780984523924	
	Phonics Blitz 2nd Edition - Student workbook 2 (Lessons 26-50) PBSL2	Farrell, Linda~ Hunter, Michael	2010	3-12	9780984523931	
	Phonics Blitz Online	Farrell, Linda~ Hunter, Michael	2010	3-12	978-1-942598-47-3	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Zaner-Bloser	**Zaner-Bloser Handwriting, Student Edition, Print**	**Zaner-Bloser**	**2016**	**K**	**9781453117941**	**Handwriting Component**
	Notes: **Strengths:** Zaner-Bloser Handwriting K instructs directional strokes modeling with specific language that is continued through all grade levels. Directional strokes then build letters. While practicing letters phonemes and grapheme are reinforced in illustrations and words. Teachers are supported with helps tips occupational therapist and ELL clearly marked on the lesson in the TE. Student editions are clean. Layout is the same two page spread for each lesson. Repetition of the layout can help non-readers anticipate instruction and be successful. Online lessons are projectable for teacher to model. QRcodes reinforce correct directional strokes and phonemes. eToolKit provides teacher and student with animated modeling. Review practice is after every three lessons and the entire alphabet is practice repeatedly. Additional practice is presented in kinesthetic, auditory, and visual learning styles. **Other:** Digital and other on line resources are available, but not necessary to support a strong program.					
	Key Features: Zaner-Bloser Handwriting® • uses clear, directional language and modeling with a few easy-to-remember stroke descriptions. • promotes early reading, writing, and math development through print awareness and improved letter and numeral recognition. • provides 100% coverage for the Handwriting component of the Idaho Content Standards for English Language Arts. • meets the needs of all students by teaching in an appropriate developmental sequence and differentiating instruction. • includes easy-to-use, engaging digital teaching tools. • features the online Handwriting Tutor for mobile devices, authentic writing activities, and online teaching resources to support instruction that develops handwriting skills in students with all learning styles - kinesthetic, auditory and visual.					

	The Zaner-Bloser method, developed over 125 years, sets the standard for handwriting instruction. Zaner-Bloser Handwriting® uses academic language and modeling to teach handwriting, a foundational literacy skill. Delivered in a consistent ongoing manner, handwriting instruction impacts students' overall literacy development and early fine-motor writing skills that predict later academic achievement. This engaging program integrates with any language arts curriculum through instruction that can be delivered in as little as 15 minutes per day.					
	Zaner-Bloser Handwriting, Teacher Edition, Print	Zaner-Bloser	2016	K	9781453118023	
	Zaner-Bloser Handwriting, Practice Masters, Teacher Resource	Zaner-Bloser	2016	K	9780736769457	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Zaner-Bloser	**Zaner-Bloser Handwriting, Student Edition, Print**	**Zaner-Bloser**	**2016**	**1**	**9781453117958**	**Handwriting Component**
	Notes: **Strengths:** Zaner-Bloser Handwriting for 1st Grade provides engaging age appropriate videos and graphics. This program also scaffolds and supports the lessons to incorporate writing informative, narrative and sight words at an independent level. Requires students to self-evaluate with the rubric keys of shape, size, spacing and slant. The practice text utilizes cross-curricular content to engage students. **Weaknesses:** Consumable workbooks are essential for each student to complete this program. Internet access is needed for many components, and although wifi is prevalent in the bigger cities, it can be very spotty in some of our more remote districts. **Other:** This handwriting curriculum is aesthetically pleasing, seamless to implement, systematic and engaging for students.					
	Key Features: Zaner-Bloser Handwriting® • uses clear, directional language and modeling with a few easy-to-remember stroke descriptions. • promotes early reading, writing, and math development through print awareness and improved letter and numeral recognition. • provides 100% coverage for the Handwriting component of the Idaho Content Standards for English Language Arts. • meets the needs of all students by teaching in an appropriate developmental sequence and differentiating instruction. • includes easy-to-use, engaging digital teaching tools. • features the online Handwriting Tutor for mobile devices, authentic writing activities, and online teaching resources to support instruction that develops handwriting skills in students with all learning styles - kinesthetic, auditory and visual. The Zaner-Bloser method, developed over 125 years, sets the standard for handwriting instruction. Zaner-Bloser Handwriting® uses academic language and modeling to teach handwriting, a foundational literacy skill. Delivered in a consistent ongoing manner, handwriting instruction impacts students' overall literacy development and early fine-motor writing skills that predict later academic achievement. This engaging program integrates with any language arts curriculum through instruction that can be delivered in as little as 15 minutes per day.					
	Zaner-Bloser Handwriting, Teacher Edition, Print	Zaner-Bloser	2016	1	9781453118030	
	Zaner-Bloser Handwriting, Practice Masters, Teacher Resource	Zaner-Bloser	2016	1	9780736769464	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Zaner-Bloser	**Zaner-Bloser Handwriting, Student Edition, Print**	**Zaner-Bloser**	**2016**	**2M**	**9781453117965**	**Handwriting Component**
	Notes: **Strengths:** Zaner-Bloser handwriting is free from bias and provides instruction support for all learning styles. It includes OT tips, ELL support for every lesson, Support for auditory, visual, & kinesthetic learners. Tutor QR codes, Handwriting eTool Kit, Handwriting Apps, Fonts, and Teacher editions are available digitally for all students and teachers. ZB Handwriting follows the Idaho Handwriting Standards building on each year prior to the next with handwriting strokes and writing reinforcement. ZB Handwriting encourages student self-checking as well as teacher evaluation for the transfer of handwriting across curriculum. **Weaknesses:** Handwriting speed is not a focus as per the ICS HW.2.1, but an underlying skill worked on throughout the curriculum.					
	Key Features: Zaner-Bloser Handwriting® • uses clear, directional language and modeling with a few easy-to-remember stroke descriptions. • promotes early reading, writing, and math development through print awareness and improved letter and numeral recognition. • provides 100% coverage for the Handwriting component of the Idaho Content Standards for English Language Arts. • meets the needs of all students by teaching in an appropriate developmental sequence and differentiating instruction. • includes easy-to-use, engaging digital teaching tools. • features the online Handwriting Tutor for mobile devices, authentic writing activities, and online teaching resources to support instruction that develops handwriting skills in students with all learning styles - kinesthetic, auditory and visual. The Zaner-Bloser method, developed over 125 years, sets the standard for handwriting instruction. Zaner-Bloser Handwriting® uses academic language and modeling to teach handwriting, a foundational literacy skill. Delivered in a consistent ongoing manner, handwriting instruction impacts students' overall literacy development and early fine-motor writing skills that predict later academic achievement. This engaging program integrates with any language arts curriculum through instruction that can be delivered in as little as 15 minutes per day.					
	Zaner-Bloser Handwriting, Teacher Edition, Print	Zaner-Bloser	2016	2M	9781453118047	
	Zaner-Bloser Handwriting, Practice Masters, Teacher Resource	Zaner-Bloser	2016	2M	9780736769471	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Zaner-Bloser	**Zaner-Bloser Handwriting, Student Edition, Print**	**Zaner-Bloser**	**2016**	**2C**	**9781453117972**	**Handwriting Component**
	Notes: **Strengths:** Zaner-Bloser handwriting is free from bias and provides instruction support for all learning styles. It includes OT tips, ELL support for every lesson, cross-curricular connections, and technology inclusion. Tutor QR codes, Handwriting eTool Kit, Handwriting Apps, Fonts, and Teacher editions are available digitally for all students and teachers. ZB Handwriting follows the Idaho Handwriting Standards building on each year prior to the next with handwriting strokes and writing reinforcement. ZB Handwriting encourages student self-checking as well as teacher evaluation for the transfer of handwriting across curriculum. **Weaknesses:** Handwriting speed is not a focus as per the ICS HW.2.1, but an underlying skill worked on throughout the curriculum.					
	Key Features: Zaner-Bloser Handwriting® • uses clear, directional language and modeling with a few easy-to-remember stroke descriptions. • promotes early reading, writing, and math development through print awareness and improved letter and numeral recognition. • provides 100% coverage for the Handwriting component of the Idaho Content Standards for English Language Arts. • meets the needs of all students by teaching in an appropriate developmental sequence and differentiating instruction. • includes easy-to-use, engaging digital teaching tools. • features the online Handwriting Tutor for mobile devices, authentic writing activities, and online teaching resources to support instruction that develops handwriting skills in students with all learning styles - kinesthetic, auditory and visual. The Zaner-Bloser method, developed over 125 years, sets the standard for handwriting instruction. Zaner-Bloser Handwriting® uses academic language and modeling to teach handwriting, a foundational literacy skill. Delivered in a consistent ongoing manner, handwriting instruction impacts students' overall literacy development and early fine-motor writing skills that predict later academic achievement. This engaging program integrates with any language arts curriculum through instruction that can be delivered in as little as 15 minutes per day.					
	Zaner-Bloser Handwriting, Teacher Edition, Print	Zaner-Bloser	2016	2C	9781453118054	
	Zaner-Bloser Handwriting, Practice Masters, Teacher Resource	Zaner-Bloser	2016	2C	9780736769488	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Zaner-Bloser	**Zaner-Bloser Handwriting, Student Edition, Print**	**Zaner-Bloser**	**2016**	**3**	**9781453117989**	**Handwriting Component**
	Notes: **Strengths:** Zaner-Bloser provides quality handwriting instruction and practice. It begins with a comprehensive review of manuscript writing. Students are introduced to letters by stroke type. The teacher edition is clear, concise, and easy to follow. The student workbook is colorful and engaging.					
	Key Features: Zaner-Bloser Handwriting® • uses clear, directional language and modeling with a few easy-to-remember stroke descriptions. • promotes early reading, writing, and math development through print awareness and improved letter and numeral recognition. • provides 100% coverage for the Handwriting component of the Idaho Content Standards for English Language Arts. • meets the needs of all students by teaching in an appropriate developmental sequence and differentiating instruction. • includes easy-to-use, engaging digital teaching tools. • features the online Handwriting Tutor for mobile devices, authentic writing activities, and online teaching resources to support instruction that develops handwriting skills in students with all learning styles - kinesthetic, auditory and visual. The Zaner-Bloser method, developed over 125 years, sets the standard for handwriting instruction. Zaner-Bloser Handwriting® uses academic language and modeling to teach handwriting, a foundational literacy skill. Delivered in a consistent ongoing manner, handwriting instruction impacts students' overall literacy development and early fine-motor writing skills that predict later academic achievement. This engaging program integrates with any language arts curriculum through instruction that can be delivered in as little as 15 minutes per day.					
	Zaner-Bloser Handwriting, Teacher Edition, Print	Zaner-Bloser	2016	3	9781453118061	
	Zaner-Bloser Handwriting, Practice Masters, Teacher Resource	Zaner-Bloser	2016	3	9780736769495	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Zaner-Bloser	**Zaner-Bloser Handwriting, Student Edition, Print**	**Zaner-Bloser**	**2016**	**4**	**9781453117996**	**Handwriting Component**
	Notes: **Strengths:** Zaner-Bloser Handwriting Grade 4 provides the instructional information and practice opportunities to meet the Idaho Content Standards. The QR codes that access short videos explaining various aspects of handwriting including correct formation will support students and teachers.					
	Key Features: Zaner-Bloser Handwriting® • uses clear, directional language and modeling with a few easy-to-remember stroke descriptions. • promotes early reading, writing, and math development through print awareness and improved letter and numeral recognition. • provides 100% coverage for the Handwriting component of the Idaho Content Standards for English Language Arts. • meets the needs of all students by teaching in an appropriate developmental sequence and differentiating instruction. • includes easy-to-use, engaging digital teaching tools. • features the online Handwriting Tutor for mobile devices, authentic writing activities, and online teaching resources to support instruction that develops handwriting skills in students with all learning styles - kinesthetic, auditory and visual. The Zaner-Bloser method, developed over 125 years, sets the standard for handwriting instruction. Zaner-Bloser Handwriting® uses academic language and modeling to teach handwriting, a foundational literacy skill. Delivered in a consistent ongoing manner, handwriting instruction impacts students' overall literacy development and early fine-motor writing skills that predict later academic achievement. This engaging program integrates with any language arts curriculum through instruction that can be delivered in as little as 15 minutes per day.					

	Zaner-Bloser Handwriting, Teacher Edition, Print	Zaner-Bloser	2016	4	9781453118078	
	Zaner-Bloser Handwriting, Practice Masters, Teacher Resource	Zaner-Bloser	2016	4	9780736769501	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Zaner-Bloser	**Zaner-Bloser Handwriting, Student Edition, Print**	**Zaner-Bloser**	**2016**	**5**	**9781453118009**	**Handwriting Component**
	Notes: **Key Features:** Zaner-Bloser Handwriting® • uses clear, directional language and modeling with a few easy-to-remember stroke descriptions. • promotes early reading, writing, and math development through print awareness and improved letter and numeral recognition. • provides 100% coverage for the Handwriting component of the Idaho Content Standards for English Language Arts. • meets the needs of all students by teaching in an appropriate developmental sequence and differentiating instruction. • includes easy-to-use, engaging digital teaching tools. • features the online Handwriting Tutor for mobile devices, authentic writing activities, and online teaching resources to support instruction that develops handwriting skills in students with all learning styles - kinesthetic, auditory and visual. The Zaner-Bloser method, developed over 125 years, sets the standard for handwriting instruction. Zaner-Bloser Handwriting® uses academic language and modeling to teach handwriting, a foundational literacy skill. Delivered in a consistent ongoing manner, handwriting instruction impacts students' overall literacy development and early fine-motor writing skills that predict later academic achievement. This engaging program integrates with any language arts curriculum through instruction that can be delivered in as little as 15 minutes per day.					
	Zaner-Bloser Handwriting, Teacher Edition, Print	Zaner-Bloser	2016	5	9781453118085	
	Zaner-Bloser Handwriting, Practice Masters, Teacher Resource	Zaner-Bloser	2016	5	9780736772181	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Zaner-Bloser	**Zaner-Bloser Handwriting, Student Edition, Print**	**Zaner-Bloser**	**2016**	**6**	**9781453118016**	**Handwriting Component**
	Notes: **Strengths:** This program has many components that will help it to reach all students. There are connections to other countries and different strategies of teaching handwriting. The materials are easily accessible and use real pictures instead of cartoons. Many of the pictures actually tie in to the sentences kids are writing. This could allow teachers to connect content reading to their handwriting practice. Students can do "maintenance" practice while they are completing the program or after they have completed it so they do not lose the muscle memory they gained while learning the letters. **Weaknesses:** This is a strong handwriting program with no noticeable weaknesses.					
	Key Features: Zaner-Bloser Handwriting® • uses clear, directional language and modeling with a few easy-to-remember stroke descriptions. • promotes early reading, writing, and math development through print awareness and improved letter and numeral recognition. • provides 100% coverage for the Handwriting component of the Idaho Content Standards for English Language Arts. • meets the needs of all students by teaching in an appropriate developmental sequence and differentiating instruction. • includes easy-to-use, engaging digital teaching tools. • features the online Handwriting Tutor for mobile devices, authentic writing activities, and online teaching resources to support instruction that develops handwriting skills in students with all learning styles - kinesthetic, auditory and visual. The Zaner-Bloser method, developed over 125 years, sets the standard for handwriting instruction. Zaner-Bloser Handwriting® uses academic language and modeling to teach handwriting, a foundational literacy skill. Delivered in a consistent ongoing manner,					

	handwriting instruction impacts students' overall literacy development and early fine-motor writing skills that predict later academic achievement. This engaging program integrates with any language arts curriculum through instruction that can be delivered in as little as 15 minutes per day.					
	Zaner-Bloser Handwriting, Teacher Edition, Print	Zaner-Bloser	2016	6	9781453118092	
	Zaner-Bloser Handwriting, Practice Masters, Teacher Resource	Zaner-Bloser	2016	6	9780736772198	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Zaner-Bloser	**Strategies for Writers, Student Edition**	**Sipe, Coiro, Humphreys, Kajder, Overmeyer, Miller**	**2015**	**2**	**9781453112205**	**Component**
	Notes: **Strengths:** Both teacher and student friendly (easy to use). Aesthetics are pleasing. Instruction and content are rigorous. Consistent, routine format across curriculum offers predictability that students will appreciate.					
	Key Features: Strategies for Writers is a flexible writing and grammar solution that prepares all students to be confident, proficient, and effective 21st century writers, ready for next generation assessments, college and career. Students learn strategies for using the six traits of writing at every step of the writing process to thoughtfully communicate and support opinions and argument; efficiently examine complex ideas in information writing; and, thoroughly convey experiences and events in narratives. • Meets 100% of the Idaho writing standards and prepares students for effective writing emphasized in the state's Idaho Standards Achievement Test (ISAT) assessments (based on Smarter Balanced). • References the standards and research at point-of-use in the Teacher Guide (print and eBook) to make planning and instruction easier. • Enables teachers to deliver exceptional writing instruction, regardless of their previous experience or expertise. • Integrates a dynamic mix of cutting-edge technology tools to support the writing process, as called for in the standards and assessments. • Incorporates explicit instruction in grammar, usage, and mechanics skills, situating grammar instruction within the research-supported context of the writing process. • Provides an array of resources and tools (digital & print) that allows teachers to extensively differentiate instruction for intervention and acceleration. • Includes multiple levels of support for ELL in every lesson. • Includes technology-based next-generation assessment practice tests modeled on the state's assessments. • Features professional development podcasts and screencasts for teachers.					
	Strategies for Writers, Teacher Edition	Sipe, Coiro, Humphreys, Kajder, Overmeyer, Miller	2015	2	9781453112274	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Zaner-Bloser	**Strategies for Writers, Student Edition**	**Sipe, Coiro, Humphreys, Kajder, Overmeyer, Miller**	**2015**	**3**	**9781453112212**	**Component**
	Notes: **Strengths:** This curriculum provides great strategies to develop the writing skills that students need at this grade level. The grammar piece in this curriculum is also a strength. It has students practice and develop the skill then apply it to their writing which allows mastery of the skill. **Weaknesses:** This curriculum could use more speaking and listening skill practice. Through the lessons there is a speaking and listening piece but there could have been more opportunities for students to practice speaking skills. Providing more activities for students to present their work would help.					
	Key Features: Strategies for Writers is a flexible writing and grammar solution that prepares all students to be confident, proficient, and effective 21st century writers, ready for next generation assessments, college and career. Students learn strategies for using the six traits of writing at every step of the writing process to thoughtfully communicate and support opinions and argument; efficiently examine complex ideas in information writing; and, thoroughly convey experiences and events in narratives. • Meets 100% of the Idaho writing standards and prepares students for effective writing emphasized in the state's Idaho Standards Achievement Test (ISAT) assessments (based on Smarter Balanced). • References the standards and research at point-of-use in the Teacher Guide (print and eBook) to make planning and instruction easier. • Enables teachers to deliver exceptional writing instruction, regardless of their previous experience or expertise. • Integrates a dynamic mix of cutting-edge technology tools to support the writing process, as called for in the standards and assessments. • Incorporates explicit instruction in grammar, usage, and mechanics skills, situating grammar instruction within the research-supported context of the writing process. • Provides an array of resources and tools (digital & print) that allows teachers to extensively differentiate instruction for intervention and acceleration. • Includes multiple levels of support for ELL in every lesson. • Includes technology-based next-generation assessment practice tests modeled on the state's assessments. • Features professional development podcasts and screencasts for teachers.					
	Strategies for Writers, Teacher Edition	Sipe, Coiro, Humphreys, Kajder, Overmeyer, Miller	2015	3	9781453112281	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Zaner-Bloser	**Strategies for Writers, Student Edition**	**Sipe, Coiro, Humphreys, Kajder, Overmeyer, Miller**	**2015**	**4**	**9781453112229**	**Component**
	Notes: **Strengths:** SFW is a flexible program that could easily work in any classroom. It provides a pacing guide that leads students through all the writing components to be a successful writer. SFW contains daily, mapped writing with step by step instructions to aid students in learning the components of the entire writing process. SFW provides high quality student assessments that gauge student learning. A high quality rubric is included to measure student growth. **Weaknesses:** SFW is a rigorous program. If proper scaffolding and supports are not given, students could easily become discouraged and overwhelmed with the writing process. Since SFW is a writing program only, it would be time consuming and create a disconnect to a reading program that is being used in the classroom. **Other:** SFW is a component writing program only.					
	Key Features: Strategies for Writers is a flexible writing and grammar solution that prepares all students to be confident, proficient, and effective 21st century writers, ready for next generation assessments, college and career. Students learn strategies for using the six traits of writing at every step of the writing process to thoughtfully communicate and support opinions and argument; efficiently examine complex ideas in information writing; and, thoroughly convey experiences and events in narratives. • Meets 100% of the Idaho writing standards and prepares students for effective writing emphasized in the state's Idaho Standards Achievement Test (ISAT) assessments (based on Smarter Balanced). • References the standards and research at point-of-use in the Teacher Guide (print and eBook) to make planning and instruction easier. • Enables teachers to deliver exceptional writing instruction, regardless of their previous experience or expertise. • Integrates a dynamic mix of cutting-edge technology tools to support the writing process, as called for in the standards and assessments. • Incorporates explicit instruction in grammar, usage, and mechanics skills, situating grammar instruction within the research-supported context of the writing process. • Provides an array of resources and tools (digital & print) that allows teachers to extensively differentiate instruction for intervention and acceleration. • Includes multiple levels of support for ELL in every lesson. • Includes technology-based next-generation assessment practice tests modeled on the state's assessments. • Features professional development podcasts and screencasts for teachers.					
	Strategies for Writers, Teacher Edition	Sipe, Coiro, Humphreys, Kajder, Overmeyer, Miller	2015	4	9781453112298	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Zaner-Bloser	**Strategies for Writers, Student Edition**	**Sipe, Coiro, Humphreys, Kajder, Overmeyer, Miller**	**2015**	**5**	**9781453112236**	**Component**
	Notes: **Strengths:** Zaner Bloser Strategies for writers is a component writing curriculum that exposes students to the three types of writing required in the fifth grade content standards. There are explicit opportunities for students to collaborate, incorporate academic vocabulary, and practice the elements of writing. **Weaknesses:** There are several opportunities for teachers to differentiate within the curriculum but there could be additional strategies to assist in planning out differentiation.					
	Key Features: Strategies for Writers is a flexible writing and grammar solution that prepares all students to be confident, proficient, and effective 21st century writers, ready for next generation assessments, college and career. Students learn strategies for using the six traits of writing at every step of the writing process to thoughtfully communicate and support opinions and argument; efficiently examine complex ideas in information writing; and, thoroughly convey experiences and events in narratives. • Meets 100% of the Idaho writing standards and prepares students for effective writing emphasized in the state's Idaho Standards Achievement Test (ISAT) assessments (based on Smarter Balanced). • References the standards and research at point-of-use in the Teacher Guide (print and eBook) to make planning and instruction easier. • Enables teachers to deliver exceptional writing instruction, regardless of their previous experience or expertise. • Integrates a dynamic mix of cutting-edge technology tools to support the writing process, as called for in the standards and assessments. • Incorporates explicit instruction in grammar, usage, and mechanics skills, situating grammar instruction within the research-supported context of the writing process. • Provides an array of resources and tools (digital & print) that allows teachers to extensively differentiate instruction for intervention and acceleration. • Includes multiple levels of support for ELL in every lesson. • Includes technology-based next-generation assessment practice tests modeled on the state's assessments. • Features professional development podcasts and screencasts for teachers.					
	Strategies for Writers, Teacher Edition	Sipe, Coiro, Humphreys, Kajder, Overmeyer, Miller	2015	5	9781453112304	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Zaner-Bloser	**Strategies for Writers, Student Edition**	**Sipe, Coiro, Humphreys, Kajder, Overmeyer, Miller**	**2015**	**6**	**9781453112243**	**Component**
	Notes: **Strengths:** There are a wide variety of high-quality writing prompts contained within this curriculum. There are 4-5 assignments for each type of writing (narrative, informative, and argument). The prompts are delivered in an accessible way for all students through the use of a student voice. The publisher has many "think-aloud" moments from the student writers in the book that help students figure out how to break down each assignment. Many of the assignments require writing to sources or some sort of research. **Weaknesses:** The weakness of this curriculum is that it does not meet the expected percentage breakdown for narrative, informative, and argumentative writing. While there are an appropriate amount of narrative and informative writing prompts, there are not enough argumentative prompts. If the publisher had included one more argumentative prompt, the expected writing proportions would have been met (see Alignment Criterion 2C). **Other:** Due to the fact that this is a component program, this curriculum meets the intended focus of the curriculum and has received a "meets" score even though the points do not fit the requirements for "meets."					
	Key Features: Strategies for Writers is a flexible writing and grammar solution that prepares all students to be confident, proficient, and effective 21st century writers, ready for next generation assessments, college and career. Students learn strategies for using the six traits of writing at every step of the writing process to thoughtfully communicate and support opinions and argument; efficiently examine complex ideas in information writing; and, thoroughly convey experiences and events in narratives. • Meets 100% of the Idaho writing standards and prepares students for effective writing emphasized in the state's Idaho Standards Achievement Test (ISAT) assessments (based on Smarter Balanced). • References the standards and research at point-of-use in the Teacher Guide (print and eBook) to make planning and instruction easier. • Enables teachers to deliver exceptional writing instruction, regardless of their previous experience or expertise. • Integrates a dynamic mix of cutting-edge technology tools to support the writing process, as called for in the standards and assessments. • Incorporates explicit instruction in grammar, usage, and mechanics skills, situating grammar instruction within the research-supported context of the writing process. • Provides an array of resources and tools (digital & print) that allows teachers to extensively differentiate instruction for intervention and acceleration. • Includes multiple levels of support for ELL in every lesson. • Includes technology-based next-generation assessment practice tests modeled on the state's assessments. • Features professional development podcasts and screencasts for teachers.					
	Strategies for Writers, Teacher Edition	Sipe, Coiro, Humphreys, Kajder, Overmeyer, Miller	2015	6	9781453112311	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Zaner-Bloser	**Strategies for Writers, Student Edition**	**Sipe, Coiro, Humphreys, Kajder, Overmeyer, Miller**	**2015**	**7**	**9781453112250**	**Component**
	Notes: **Strengths:** Strategies for Writing 7th Grade is an in-depth writing and grammar program. The program allows flexibly in the order a teacher or district can teach the different types of writing. **Weaknesses:** Strategies for Writing 8th does not thoroughly cover the reading component. **Other:** A great intervention program for struggling writers.					
	Key Features: Strategies for Writers is a flexible writing and grammar solution that prepares all students to be confident, proficient, and effective 21st century writers, ready for next generation assessments, college and career. Students learn strategies for using the six traits of writing at every step of the writing process to thoughtfully communicate and support opinions and argument; efficiently examine complex ideas in information writing; and, thoroughly convey experiences and events in narratives. • Meets 100% of the Idaho writing standards and prepares students for effective writing emphasized in the state's Idaho Standards Achievement Test (ISAT) assessments (based on Smarter Balanced). • References the standards and research at point-of-use in the Teacher Guide (print and eBook) to make planning and instruction easier. • Enables teachers to deliver exceptional writing instruction, regardless of their previous experience or expertise. • Integrates a dynamic mix of cutting-edge technology tools to support the writing process, as called for in the standards and assessments. • Incorporates explicit instruction in grammar, usage, and mechanics skills, situating grammar instruction within the research-supported context of the writing process. • Provides an array of resources and tools (digital & print) that allows teachers to extensively differentiate instruction for intervention and acceleration. • Includes multiple levels of support for ELL in every lesson. • Includes technology-based next-generation assessment practice tests modeled on the state's assessments. • Features professional development podcasts and screencasts for teachers.					
	Strategies for Writers, Teacher Edition	Sipe, Coiro, Humphreys, Kajder, Overmeyer, Miller	2015	7	9781453112328	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Zaner-Bloser	**Strategies for Writers, Student Edition**	**Sipe, Coiro, Humphreys, Kajder, Overmeyer, Miller**	**2015**	**8**	**9781453112267**	**Component**
	Notes: **Strengths:** Strategies for Writing 8th Grade is an in-depth writing and grammar program. The program allows flexibly in the order a teacher or district can teach the different types of writing. **Weaknesses:** Strategies for Writing 8th does not thoroughly cover the reading component. **Other:** A great intervention program for struggling writers.					
	Key Features: Strategies for Writers is a flexible writing and grammar solution that prepares all students to be confident, proficient, and effective 21st century writers, ready for next generation assessments, college and career. Students learn strategies for using the six traits of writing at every step of the writing process to thoughtfully communicate and support opinions and argument; efficiently examine complex ideas in information writing; and, thoroughly convey experiences and events in narratives. • Meets 100% of the Idaho writing standards and prepares students for effective writing emphasized in the state's Idaho Standards Achievement Test (ISAT) assessments (based on Smarter Balanced). • References the standards and research at point-of-use in the Teacher Guide (print and eBook) to make planning and instruction easier. • Enables teachers to deliver exceptional writing instruction, regardless of their previous experience or expertise. • Integrates a dynamic mix of cutting-edge technology tools to support the writing process, as called for in the standards and assessments. • Incorporates explicit instruction in grammar, usage, and mechanics skills, situating grammar instruction within the research-supported context of the writing process. • Provides an array of resources and tools (digital & print) that allows teachers to extensively differentiate instruction for intervention and acceleration. • Includes multiple levels of support for ELL in every lesson. • Includes technology-based next-generation assessment practice tests modeled on the state's assessments. • Features professional development podcasts and screencasts for teachers.					
	Strategies for Writers, Teacher Edition	Sipe, Coiro, Humphreys, Kajder, Overmeyer, Miller	2015	8	9781453112335	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Zaner-Bloser	**Grammar, Usage and Mechanics, Student Edition**	**Zaner-Bloser**	**2016**	**2**	**9781453112069**	**Component**
	Notes: **Strengths:** Materials do a great job for what they are designed to do, teach grammar, usage, and mechanics. Lessons are set up to be taught in 15 minute increments and can be taught in order, or as the teacher sees fit.					
	Key Features: With Grammar, Usage, and Mechanics (GUM), students master the conventions of standard English critical for effective writing and success on the state's next-generation assessments (Idaho Standards Achievement Test (ISAT)). Grammar, Usage, and Mechanics features: • Targeted, systematic, self-guided instruction and practice in under 15 minutes a day • Fits easily into any reading/language arts curriculum • Meets 100% of the Conventions of Standard English and Language Standards (Idaho Content Standards/English Language Arts) • Cumulative progression of skills that are reinforced from grade to grade for greater retention and skill development • Writing and spelling practice in every unit • Prepares students for high-stakes assessment questions on conventions • Supports teachers with opportunities for targeted differentiation instruction, including English Language Learner scaffolding in each lesson					
	Grammar, Usage and Mechanics, Teacher Edition	Zaner-Bloser	2016	2	9781453112137	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Zaner-Bloser	**Grammar, Usage and Mechanics, Student Edition**	**Zaner-Bloser**	**2016**	**3**	**9781453112079**	**Component**
	Notes: **Strengths:** ~Sequential, systematic, explicit ~Addressed grammar, usage, and mechanics Idaho Content Standards ~Connected learned skills to real-world experiences and understandings ~Frequent speaking/listening opportunities at a basic level **Weaknesses:** ~Writing is basic; informational writing opportunities are limited ~Speaking/listening opportunities do not include oral presentations; mostly consists of discussions and small-group collaboration **Other:** This is a supplemental component program ONLY. It "meets" Alignment Criterion 2F, which is the only AC it purports to address. It is recommended as a "COMPONENT" program for grammar, usage, and mechanics.					
	Key Features: With Grammar, Usage, and Mechanics (GUM), students master the conventions of standard English critical for effective writing and success on the state's next-generation assessments (Idaho Standards Achievement Test (ISAT)). Grammar, Usage, and Mechanics features: • Targeted, systematic, self-guided instruction and practice in under 15 minutes a day • Fits easily into any reading/language arts curriculum • Meets 100% of the Conventions of Standard English and Language Standards (Idaho Content Standards/English Language Arts) • Cumulative progression of skills that are reinforced from grade to grade for greater retention and skill development • Writing and spelling practice in every unit • Prepares students for high-stakes assessment questions on conventions • Supports teachers with opportunities for targeted differentiation instruction, including English Language Learner scaffolding in each lesson					

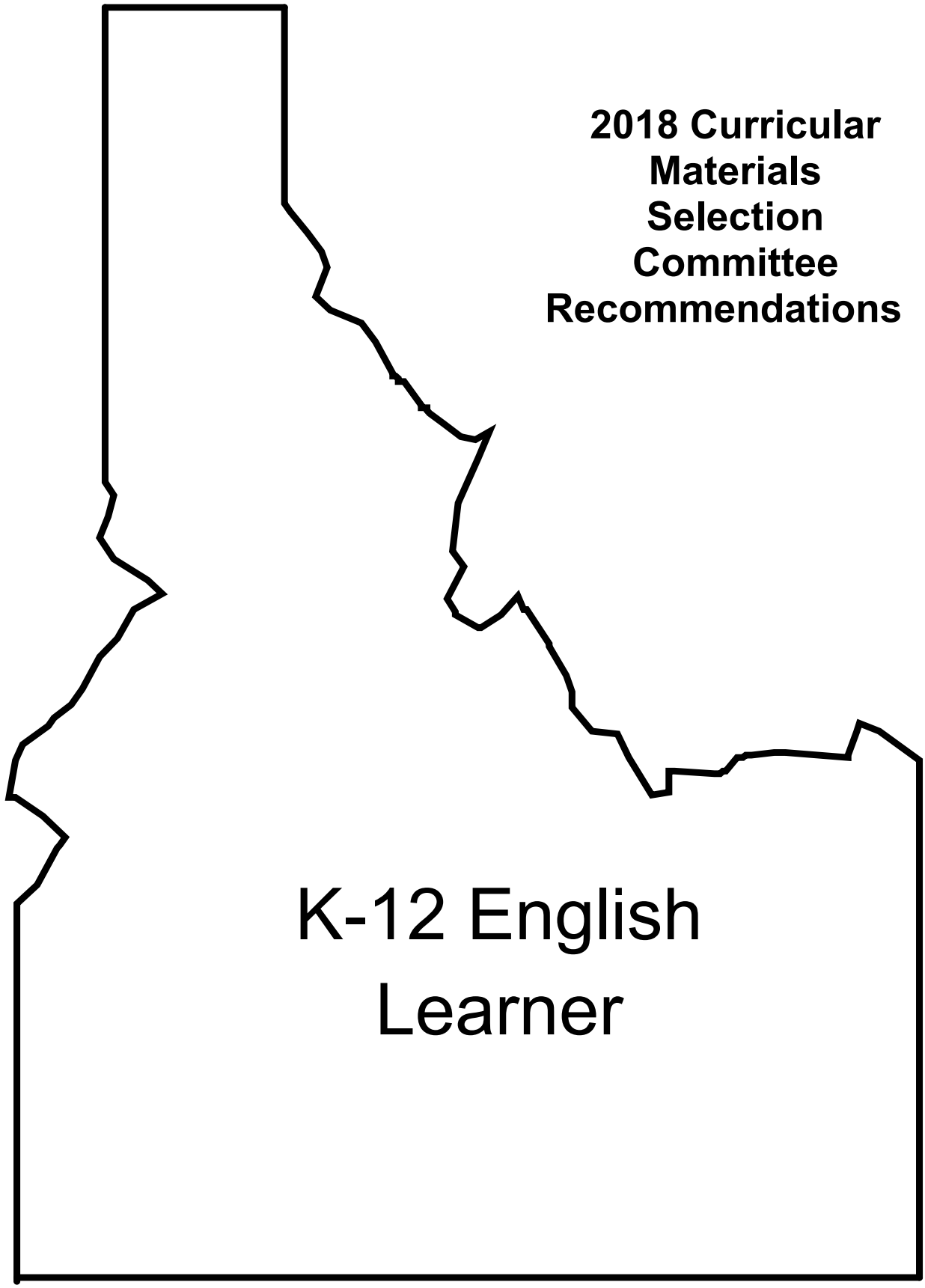
	Grammar, Usage and Mechanics, Teacher Edition	Zaner-Bloser	2016	3	9781453112144	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Zaner-Bloser	**Grammar, Usage and Mechanics, Student Edition**	**Zaner-Bloser**	**2016**	**4**	**9781453112083**	**Component**
	Notes: **Strengths:** Grammar, Usage, and Mechanics is a component curriculum specifically for teaching grammar and conventions across grade levels. The curriculum strongly meet Alignment Criterion Metric 2F receiving a score of 2out of 2. Curriculum also meet Alignment Criterion Metric 4 receiving a 9 out of 10. As such the curriculum meets the criteria of a component curriculum for Alignment Criterion Metric 2F Questions, Tasks and Assignments and Alignment Criterion Metric 4 Access to Standards for all Students. Curriculum strengths include the explicit instruction of grammar and conventions through the use of student applicable topics. The continuation of instruction from previous grade levels increase knowledge for review and scaffolding. **Weaknesses:** G.U.M. is a component curriculum which was not designed to offer instruction in reading fluency, comprehension, or writing. Curriculum provides some alternative teaching approaches, instructional delivery options, and suggestions for addressing common student difficulties, however review team felt the curriculum would benefit from having more of these items. **Other:** The curriculum strongly meet Alignment Criterion Metric 2F receiving a score of 2out of 2. Curriculum also meet Alignment Criterion Metric 4 receiving a 9 out of 10. As such the curriculum meets the criteria of a component curriculum for Alignment Criterion Metric 2F Questions, Tasks and Assignments and Alignment Criterion Metric 4 Access to Standards for all Students.					
	Key Features: With Grammar, Usage, and Mechanics (GUM), students master the conventions of standard English critical for effective writing and success on the state's next-generation assessments (Idaho Standards Achievement Test (ISAT)). Grammar, Usage, and Mechanics features: • Targeted, systematic, self-guided instruction and practice in under 15 minutes a day • Fits easily into any reading/language arts curriculum • Meets 100% of the Conventions of Standard English and Language Standards (Idaho Content Standards/English Language Arts) • Cumulative progression of skills that are reinforced from grade to grade for greater retention and skill development • Writing and spelling practice in every unit • Prepares students for high-stakes assessment questions on conventions • Supports teachers with opportunities for targeted differentiation instruction, including English Language Learner scaffolding in each lesson					
	Grammar, Usage and Mechanics, Teacher Edition	Zaner-Bloser	2016	4	9781453112151	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Zaner-Bloser	**Grammar, Usage and Mechanics, Student Edition**	**Zaner-Bloser**	**2016**	**5**	**9781453112090**	**Component**
	Notes: **Strengths:** If the evaluation for this material were only based on AC Metric 2F it meets both non-negotiables overall and alignment criteria overall easily. **Weaknesses:** The largest deficit for Zaner-Bloser, G.U.M. (Grammar, Usage and Mechanics) is the text used to build the grammar usage and mechanics skills. Today's students should be presented with authentic literature that is well balance between fiction and non-fiction. The absence of auxiliary text for application should be corrected. Using authentic sources demonstrates to students that they "will use this after they graduate." The number of writing opportunities were too few. Only 24 out of 80 lessons contained a writing objectives. There as opportunity to write expository, opinion and narrative text. If the evaluation for this material were only based on AC Metric 2F it meets both non-negotiables overall and alignment criteria overall easily.					
	Key Features: With Grammar, Usage, and Mechanics (GUM), students master the conventions of standard English critical for effective writing and success on the state's next-generation assessments (Idaho Standards Achievement Test (ISAT)). Grammar, Usage, and Mechanics features: • Targeted, systematic, self-guided instruction and practice in under 15 minutes a day • Fits easily into any reading/language arts curriculum • Meets 100% of the Conventions of Standard English and Language Standards (Idaho Content Standards/English Language Arts) • Cumulative progression of skills that are reinforced from grade to grade for greater retention and skill development • Writing and spelling practice in every unit • Prepares students for high-stakes assessment questions on conventions • Supports teachers with opportunities for targeted differentiation instruction, including English Language Learner scaffolding in each lesson					
	Grammar, Usage and Mechanics, Teacher Edition	Zaner-Bloser	2016	5	9781453112168	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Zaner-Bloser	**Grammar, Usage and Mechanics, Student Edition**	**Zaner-Bloser**	**2016**	**6**	**9781453112106**	**Component**
	Notes: **Strengths:** - Detailed and differentiated planning guide for each lesson. - Pre & Post assessments provide easy way to monitor student progress and acquisition of skills. - Easy to use format for mini-lessons and interventions. **Weaknesses:** -Not enough authentic speaking and listening practice for each skill addressed.					
	Key Features: With Grammar, Usage, and Mechanics (GUM), students master the conventions of standard English critical for effective writing and success on the state's next-generation assessments (Idaho Standards Achievement Test (ISAT)). Grammar, Usage, and Mechanics features: • Targeted, systematic, self-guided instruction and practice in under 15 minutes a day • Fits easily into any reading/language arts curriculum • Meets 100% of the Conventions of Standard English and Language Standards (Idaho Content Standards/English Language Arts) • Cumulative progression of skills that are reinforced from grade to grade for greater retention and skill development • Writing and spelling practice in every unit • Prepares students for high-stakes assessment questions on conventions • Supports teachers with opportunities for targeted differentiation instruction, including English Language Learner scaffolding in each lesson					
	Grammar, Usage and Mechanics, Teacher Edition	Zaner-Bloser	2016	6	9781453112175	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Zaner-Bloser	**Grammar, Usage and Mechanics, Student Edition**	**Zaner-Bloser**	**2016**	**7**	**9781453112113**	**Component**
	Notes: **Strengths:** G.U.M. is a solid starting point for instruction. Lessons are designed to be 15 minutes long, so they could be done as an independent bell-ringer. Units are clearly focused on cross-curricular topics. Each lesson follows the same pattern of Read and Analysis, Practice, Apply, and Reinforce. **Weaknesses:** The Zaner-Bloser Grammar, Usage, and Mechanics is curriculum that teaches grammar in isolation. It is not an embedded grammar program. The teacher lesson plans are not explicit. There is no discussion piece. Lessons are designed as very worksheet heavy. **Other:** Meets criteria for Standards 7.1, 7.2, and 7.3. Does not meet the criteria for Standards 7.4, 7.5, and 7.6.					
	Key Features: With Grammar, Usage, and Mechanics (GUM), students master the conventions of standard English critical for effective writing and success on the state's next-generation assessments (Idaho Standards Achievement Test (ISAT)). Grammar, Usage, and Mechanics features: • Targeted, systematic, self-guided instruction and practice in under 15 minutes a day • Fits easily into any reading/language arts curriculum • Meets 100% of the Conventions of Standard English and Language Standards (Idaho Content Standards/English Language Arts) • Cumulative progression of skills that are reinforced from grade to grade for greater retention and skill development • Writing and spelling practice in every unit • Prepares students for high-stakes assessment questions on conventions • Supports teachers with opportunities for targeted differentiation instruction, including English Language Learner scaffolding in each lesson					
	Grammar, Usage and Mechanics, Teacher Edition	Zaner-Bloser	2016	7	9781453112182	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Zaner-Bloser	**Grammar, Usage and Mechanics, Student Edition**	**Zaner-Bloser**	**2016**	**8**	**9781453112120**	**Component**
	Notes: **Strengths:** Lessons are designed to be 15 minutes long, so they could be done as an independent bell-ringer. Units are clearly focused on cross-curricular topics. Each lesson follows the same pattern of Read and Analysis, Practice, Apply, and Reinforce. **Weaknesses:** The Zaner-Bloser Grammar, Usage, and Mechanics is curriculum that teaches grammar in isolation. It is not an embedded grammar program. The teacher lesson plans are not explicit. There is no discussion piece. Lessons are designed as very worksheet heavy. **Other:** Meets criteria for Standards 8.1, 8.2, and 8.3. Does not meet the criteria for Standards 8.4, 8.5, and 8.6.					
	Key Features: With Grammar, Usage, and Mechanics (GUM), students master the conventions of standard English critical for effective writing and success on the state's next-generation assessments (Idaho Standards Achievement Test (ISAT)). Grammar, Usage, and Mechanics features: • Targeted, systematic, self-guided instruction and practice in under 15 minutes a day • Fits easily into any reading/language arts curriculum • Meets 100% of the Conventions of Standard English and Language Standards (Idaho Content Standards/English Language Arts) • Cumulative progression of skills that are reinforced from grade to grade for greater retention and skill development • Writing and spelling practice in every unit • Prepares students for high-stakes assessment questions on conventions • Supports teachers with opportunities for targeted differentiation instruction, including English Language Learner scaffolding in each lesson					

	Grammar, Usage and Mechanics, Teacher Edition	Zaner-Bloser	2016	8	9781453112199	



2018 Curricular Materials Selection Committee Recommendations

K-12 English Learner

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**Impact Foundation, Student Book**	**Stannett/Kang/Shin/Crandall**	**2018**	**9-12**	**9781337624787**	**Component**
	Notes: **Strengths:** -High-quality images, videos, audio, etc. -Activities are meaningful -Draws on students' backgrounds -Can-Do Philosophy -Nonfiction texts -Engaging -Age-appropriate -More discourse with Foundations than typically found with newcomer curriculum **Weaknesses:** -Not aligned with WIDA -Scaffolding strategies insufficient for Level 1 Entering students -Teaching strategies need more variation -Language functions at the sentence and word level were too complex for Level 1 Entering students to access -Connections between grammar and vocabulary lessons were inconsistent -No placement test was available for the reviewers during the review process -Rubrics were lacking in sufficient detail -Culminating activities lacked clear grading criteria					
	Key Features: Impact is a four-level series that helps students better understand themselves, each other, and the world they live in. By encouraging self-expression, global citizenship, and active participation, Impact motivates students to explore who they are and who they want to be, all while learning English. Impact uses a content-based, communicative approach to learning English, with grammar and vocabulary taught and practiced in context, with multiple opportunities for real communication using all language skills. National Geographic Explorers are featured as role models who embody the 21st century skills and values teenagers need to become successful global citizens. Cross-curricular topics engage learners with stimulating information about the world, better preparing them for future academic success. Student choice activities and projects present learners with options for language practice, allowing them to become active participants in the learning process.					
	Impact Foundation, Lesson Planner with MP3 Audio CD, Teacher Resource CD-ROM and DVD	Stannett/Kang /Shin/Crandall	2018	9-12	9781337627832	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Impact Level 1, Student Book**	**Koustaff/Kang/Shin/Crandall**	**2017**	**9-12**	**9781305862975**	**Comprehensive**
	Notes: **Strengths:** -Moving towards a closer alignment with WIDA Proficiency Standards -Better scaffolding for teachers (compared to Foundations) -Clear direction in language development -High-quality images, videos, audio, etc. -Activities are meaningful -Draws on students' backgrounds -Can-Do Philosophy -Nonfiction texts -Engaging -Age-appropriate **Weaknesses:** -Not entirely aligned with WIDA -Scaffolding can still improve -Teaching strategies need more variation					

	Key Features: Impact is a four-level series that helps students better understand themselves, each other, and the world they live in. By encouraging self-expression, global citizenship, and active participation, Impact motivates students to explore who they are and who they want to be, all while learning English. Impact uses a content-based, communicative approach to learning English, with grammar and vocabulary taught and practiced in context, with multiple opportunities for real communication using all language skills. National Geographic Explorers are featured as role models who embody the 21st century skills and values teenagers need to become successful global citizens. Cross-curricular topics engage learners with stimulating information about the world, better preparing them for future academic success. Student choice activities and projects present learners with options for language practice, allowing them to become active participants in the learning process.					
	Impact Level 1, Lesson Planner with MP3 Audio CD, Teacher Resource CD-ROM, and DVD	Koustaff/Kang /Shin/Crandall	2017	9-12	9781305873612	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Impact Level 2, Student Book**	**Stannett/Kang/Shin/Crandall**	**2017**	**9-12**	**9781305509313**	**Comprehensive**
	Notes: **Strengths:** -Moving towards a closer alignment with WIDA Proficiency Standards -Better scaffolding for teachers (compared to Foundations) -Clear direction in language development -High-quality images, videos, audio, etc. -Activities are meaningful -Draws on students' backgrounds -Can-Do Philosophy -Nonfiction texts -Engaging -Age-appropriate -Provided examples on certain difficult tasks **Weaknesses:** -Not entirely aligned with WIDA -Scaffolding can still improve -Teaching strategies need more variation -Need references in student workbook for additional activities for content and language development					
	Key Features: Impact is a four-level series that helps students better understand themselves, each other, and the world they live in. By encouraging self-expression, global citizenship, and active participation, Impact motivates students to explore who they are and who they want to be, all while learning English. Impact uses a content-based, communicative approach to learning English, with grammar and vocabulary taught and practiced in context, with multiple opportunities for real communication using all language skills. National Geographic Explorers are featured as role models who embody the 21st century skills and values teenagers need to become successful global citizens. Cross-curricular topics engage learners with stimulating information about the world, better preparing them for future academic success. Student choice activities and projects present learners with options for language practice, allowing them to become active participants in the learning process.					
	Impact Level 2, Lesson Planner with MP3 Audio CD, Teacher Resource CD-ROM and DVD	Stannett/Kang /Shin/Crandall	2018	9-12	9781305873582	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**Impact Level 3, Student Book**	**Pinkley/Kang Shin/Crandall**	**2017**	**9-12**	**9781305862951**	**Comprehensive**
	Notes: **Strengths:** -Moving towards a closer alignment with WIDA Proficiency Standards -Better scaffolding for teachers (compared to Foundations) -Clear direction in language development -High-quality images, videos, audio, etc. -Activities are meaningful -Draws on students' backgrounds -Can-Do Philosophy -Nonfiction texts -Engaging -Age-appropriate -Provided examples on certain difficult tasks **Weaknesses:** -Not entirely aligned with WIDA -Scaffolding can still improve -Teaching strategies need more variation -Need references in student workbook for additional activities for content and language development					
	Key Features: Impact is a four-level series that helps students better understand themselves, each other, and the world they live in. By encouraging self-expression, global citizenship, and active participation, Impact motivates students to explore who they are and who they want to be, all while learning English. Impact uses a content-based, communicative approach to learning English, with grammar and vocabulary taught and practiced in context, with multiple opportunities for real communication using all language skills. National Geographic Explorers are featured as role models who embody the 21st century skills and values teenagers need to become successful global citizens. Cross-curricular topics engage learners with stimulating information about the world, better preparing them for future academic success. Student choice activities and projects present learners with options for language practice, allowing them to become active participants in the learning process.					
	Impact Level 3, Lesson Planner with MP3 Audio CD, Teacher Resource CD-ROM and DVD	Pinkley/Kang Shin/Crandall	2017	9-12	9781305873599	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**Impact Level 4, Student Book**	**Fast/Kang Shin/Crandall**	**2017**	**9-12**	**9781305862968**	**Comprehensive**
	Notes: **Strengths:** -Moving towards a closer alignment with WIDA Proficiency Standards -Better scaffolding for teachers (compared to Foundations) -Clear direction in language development -High-quality images, videos, audio, etc. -Activities are meaningful -Draws on students' backgrounds -Can-Do Philosophy -Nonfiction texts -Engaging -Age-appropriate -Provided examples on certain difficult tasks **Weaknesses:** -Not entirely aligned with WIDA -Scaffolding can still improve -Teaching strategies need more variation -Need references in student workbook for additional activities for content and language development					
	Key Features:					

	Impact is a four-level series that helps students better understand themselves, each other, and the world they live in. By encouraging self-expression, global citizenship, and active participation, Impact motivates students to explore who they are and who they want to be, all while learning English. Impact uses a content-based, communicative approach to learning English, with grammar and vocabulary taught and practiced in context, with multiple opportunities for real communication using all language skills. National Geographic Explorers are featured as role models who embody the 21st century skills and values teenagers need to become successful global citizens. Cross-curricular topics engage learners with stimulating information about the world, better preparing them for future academic success. Student choice activities and projects present learners with options for language practice, allowing them to become active participants in the learning process.					
	Impact Level 4, Lesson Planner with MP3 Audio CD, Teacher Resource CD-ROM and DVD	Fast/Kang Shin/Crandall	2017	9-12	9781305873605	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Pathways: Reading, Writing, and Critical Thinking- Foundations, Student Book**	**Blass/Vargo**	**2018**	**9-12**	**9781337407755**	**Comprehensive**
	Notes: **Strengths:** This Foundation Level uses rich content to teach academic skills reading, writing, and high level critical thinking. In addition, the materials teach the modern learner skills by implementing technology and other visuals and audio. The real-world stories and connections are worldly and use a variety of social and economic viewpoints which consider various English learners background assets. **Weaknesses:** Content standard are not written in the material.					
	Key Features: Pathways is a five-level academic English program with materials which provide learners with instruction and practice in listening and speaking, and for reading and writing. Carefully-guided lessons develop the language skills, critical thinking, and learning strategies required for academic success. Using authentic and relevant content from National Geographic, including video, charts, and other infographics, Pathways prepares students to work effectively and confidently in an academic environment. Features include: Explicit and clear skill introduction and practice throughout the program helps learners to develop language proficiency and develop academic skills. Critical thinking activities are integrated throughout each unit, and help develop independent learners. Viewing in each unit uses engaging and relevant National Geographic video clips to give learners additional content and skills practice. Online Workbooks, powered by MyELT, include automatically graded activities and video clips for learners to practice the skills taught in the Student Books. A FREE Companion Website for teachers and students provides additional materials to support the Pathways program.					
	Pathways: Reading, Writing, and Critical Thinking- Foundations, Teacher's Guide	Blass/Vargo	2018	9-12	9781337624824	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Pathways: Reading, Writing, and Critical Thinking- Level 1, Student Book**	**Blass/Vargo**	**2018**	**9-12**	**9781337407762**	**Comprehensive**
	Notes: **Strengths:** Level 1 builds on the Foundation. Students continue to build on critical thinking skills such as analyzing, applying, evaluating, inferring, synthesizing, and reflecting. The curriculum continues to teach reading and writing within a worldly context. The videos and stories about real events provide for rich content and high level interests. **Weaknesses:** Content standard are not written in the material.					

	Key Features: Pathways is a five-level academic English program with materials which provide learners with instruction and practice in listening and speaking, and for reading and writing. Carefully-guided lessons develop the language skills, critical thinking, and learning strategies required for academic success. Using authentic and relevant content from National Geographic, including video, charts, and other infographics, Pathways prepares students to work effectively and confidently in an academic environment. Features include: Explicit and clear skill introduction and practice throughout the program helps learners to develop language proficiency and develop academic skills. Critical thinking activities are integrated throughout each unit, and help develop independent learners. Viewing in each unit uses engaging and relevant National Geographic video clips to give learners additional content and skills practice. Online Workbooks, powered by MyELT, include automatically graded activities and video clips for learners to practice the skills taught in the Student Books. A FREE Companion Website for teachers and students provides additional materials to support the Pathways program.					
	Pathways: Reading, Writing, and Critical Thinking- Level 1, Teacher's Guide	Blass/Vargo	2018	9-12	9781337624831	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Pathways: Reading, Writing, and Critical Thinking- Level 2, Student Book**	**Blass/Vargo**	**2018**	**9-12**	**9781337407779**	**Comprehensive**
	Notes: **Strengths:** Level 2 continues to builds on the Foundation and Level 1 Level. This program clearly follows a pattern that is easy to follow. It is scripted but allows instructor to deviate. When based on formative assessment, the instructor could scaffold or differentiate accordingly. The curriculum continues to have various thought provoking themes in each unit. **Weaknesses:** Content standards are not written in the material.					
	Key Features: Pathways is a five-level academic English program with materials which provide learners with instruction and practice in listening and speaking, and for reading and writing. Carefully-guided lessons develop the language skills, critical thinking, and learning strategies required for academic success. Using authentic and relevant content from National Geographic, including video, charts, and other infographics, Pathways prepares students to work effectively and confidently in an academic environment. Features include: Explicit and clear skill introduction and practice throughout the program helps learners to develop language proficiency and develop academic skills. Critical thinking activities are integrated throughout each unit, and help develop independent learners. Viewing in each unit uses engaging and relevant National Geographic video clips to give learners additional content and skills practice. Online Workbooks, powered by MyELT, include automatically graded activities and video clips for learners to practice the skills taught in the Student Books. A FREE Companion Website for teachers and students provides additional materials to support the Pathways program.					
	Pathways: Reading, Writing, and Critical Thinking- Level 2, Teacher's Guide	Blass/Vargo	2018	9-12	9781337624848	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**Pathways: Reading, Writing, and Critical Thinking- Level 3, Student Book**	**Blass/Vargo**	**2018**	**9-12**	**9781337407793**	**Comprehensive**
	Notes: **Strengths:** Student assets and contributions- Focus: Content is interesting. Academic Based Language: Text communicates language of language arts and social instructional language to make content comprehensible and relevant. Literacy connections: Content is related to science and social studies. There is a focus on writing development with tools like Venn diagrams, videos, Explanations of how to write with concrete examples. Discourse: Stories are well written with a mixture of new vocabulary and other language that is comprehensible. The stories or text are not too long but are appropriate to convey complex ideas. The ideas presented in related themes are relevant and interesting. The ideas are cohesive and variety is balanced. Sentence: Expressions are fluid and the mechanics and sentence types are smooth and comprehensible. There is support through definitions and context clues. Activities support understanding with cloze activities and fill in or definitions of text types. Word /phrase: Technical language is defined within context and activities support explicit understanding in boxes to describe instructional outcomes. Most vocabulary is right there and not hidden as idioms unless described within context. Performance Definitions are clearly articulated. Strands of: Pedagogical Approach invites student participation and instruction design is based on inquiry and engaging. Presentation & Design Technology Use of video and online support is available for each unit. Artistic quality is outstanding. **Weaknesses:**					
	Key Features: Pathways is a five-level academic English program with materials which provide learners with instruction and practice in listening and speaking, and for reading and writing. Carefully-guided lessons develop the language skills, critical thinking, and learning strategies required for academic success. Using authentic and relevant content from National Geographic, including video, charts, and other infographics, Pathways prepares students to work effectively and confidently in an academic environment. Features include: Explicit and clear skill introduction and practice throughout the program helps learners to develop language proficiency and develop academic skills. Critical thinking activities are integrated throughout each unit, and help develop independent learners. Viewing in each unit uses engaging and relevant National Geographic video clips to give learners additional content and skills practice. Online Workbooks, powered by MyELT, include automatically graded activities and video clips for learners to practice the skills taught in the Student Books. A FREE Companion Website for teachers and students provides additional materials to support the Pathways program.					
	Pathways: Reading, Writing, and Critical Thinking- Level 3, Teacher's Guide	Blass/Vargo	2018	9-12	9781337624855	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Pathways: Reading, Writing, and Critical Thinking- Level 4, Student Book**	**Blass/Vargo**	**2018**	**9-12**	**9781337407809**	**Comprehensive**
	Notes: **Strengths:** Student assets and contributions- Focus: Content is interesting. Academic Based Language: Text communicates language of language arts and social instructional language to make content comprehensible and relevant. Literacy connections: Content is related to science and social studies. There is a focus on writing development with tools like Venn diagrams, videos, Explanations of how to write with concrete examples. Discourse: Stories are well written with a mixture of new vocabulary and other language that is comprehensible. The stories or text are not too long but are appropriate to convey complex ideas. The ideas presented in related themes are relevant and interesting. The ideas are cohesive and variety is balanced. Sentence: Expressions are fluid and the mechanics and sentence types are smooth and comprehensible. There is support through definitions and context clues. Activities support understanding with cloze activities and fill in or definitions of text types. Word /phrase: Technical language is defined within context and activities support explicit understanding in boxes to describe instructional outcomes. Most vocabulary is right there and not hidden as idioms unless					

	described. Performance Definitions are clear. Presentation & Design is clearly articulated and promotes student engagement. Technology and use of video for each unit is evident to support varied learning styles. **Weaknesses:**					
	Key Features: Pathways is a five-level academic English program with materials which provide learners with instruction and practice in listening and speaking, and for reading and writing. Carefully-guided lessons develop the language skills, critical thinking, and learning strategies required for academic success. Using authentic and relevant content from National Geographic, including video, charts, and other infographics, Pathways prepares students to work effectively and confidently in an academic environment. Features include: Explicit and clear skill introduction and practice throughout the program helps learners to develop language proficiency and develop academic skills. Critical thinking activities are integrated throughout each unit, and help develop independent learners. Viewing in each unit uses engaging and relevant National Geographic video clips to give learners additional content and skills practice. Online Workbooks, powered by MyELT, include automatically graded activities and video clips for learners to practice the skills taught in the Student Books. A FREE Companion Website for teachers and students provides additional materials to support the Pathways program.					
	Pathways: Reading, Writing, and Critical Thinking- Level 4, Teacher's Guide	Blass/Vargo	2018	9-12	9781337624862	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Pathways: Listening, Speaking, and Critical Thinking-Foundations, Student Book**	**Fettig/Najafi**	**2018**	**9-12**	**9781337407700**	**Component**
	Notes: **Strengths:** Speaking and Listening are the focus with reading and writing embedded throughout the program. The program has a consistent layout allowing for English Language Learners to have greater opportunities for in depth learning and to make progress. NGL, Cengage has current topics and realistic photos and are high student interest areas of learning. The NGL, Cengage covers many subject areas and is rich in language and culture. **Weaknesses:** Direct correlation with the Idaho Content Standards was not clearly evident. The academic language variety was limited. The text lengths for a foundation or WIDA level 1 were too complex and did not give supports or scaffolding to help students be successful.					
	Key Features: Pathways is a five-level academic English program with materials which provide learners with instruction and practice in listening and speaking, and for reading and writing. Carefully-guided lessons develop the language skills, critical thinking, and learning strategies required for academic success. Using authentic and relevant content from National Geographic, including video, charts, and other infographics, Pathways prepares students to work effectively and confidently in an academic environment. Features include: Explicit and clear skill introduction and practice throughout the program helps learners to develop language proficiency and develop academic skills. Critical thinking activities are integrated throughout each unit, and help develop independent learners. Viewing in each unit uses engaging and relevant National Geographic video clips to give learners additional content and skills practice. Online Workbooks, powered by MyELT, include automatically graded activities and video clips for learners to practice the skills taught in the Student Books. A FREE Companion Website for teachers and students provides additional materials to support the Pathways program.					
	Pathways: Listening, Speaking, and Critical Thinking-Foundations, Teacher's Guide	Fettig/Najafi	2018	9-12	9781337562454	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**Pathways: Listening, Speaking, and Critical Thinking-Level 1, Student Book**	**Fettig**	**2018**	**9-12**	**9781337407717**	**Component**
	Notes: **Strengths:** Listening, Speaking and Critical Thinking are the focus however reading and writing are still embedded throughout the program. The program has a consistent layout allowing for English Language Learners to have greater opportunities for in depth learning and to make progress. NGL, Cengage has current topics and realistic photos that are high student interest areas of learning. The NGL, Cengage covers many subject areas and is rich in language and culture. **Weaknesses:** Direct correlation with the Idaho Content Standards was not clearly evident. The academic language variety was limited. The text lengths for a Level 1 or WIDA level 2 and level 3 were complex and did not give supports or scaffolding to help students be successful.					
	Key Features: Pathways is a five-level academic English program with materials which provide learners with instruction and practice in listening and speaking, and for reading and writing. Carefully-guided lessons develop the language skills, critical thinking, and learning strategies required for academic success. Using authentic and relevant content from National Geographic, including video, charts, and other infographics, Pathways prepares students to work effectively and confidently in an academic environment. Features include: Explicit and clear skill introduction and practice throughout the program helps learners to develop language proficiency and develop academic skills. Critical thinking activities are integrated throughout each unit, and help develop independent learners. Viewing in each unit uses engaging and relevant National Geographic video clips to give learners additional content and skills practice. Online Workbooks, powered by MyELT, include automatically graded activities and video clips for learners to practice the skills taught in the Student Books. A FREE Companion Website for teachers and students provides additional materials to support the Pathways program.					
	Pathways: Listening, Speaking, and Critical Thinking-Level 1, Teacher's Guide	Fettig	2018	9-12	9781337562461	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Pathways: Listening, Speaking, and Critical Thinking-Level 2, Student Book**	**Chase**	**2018**	**9-12**	**9781337407724**	**Component**
	Notes: **Strengths:** Listening, Speaking and Critical Thinking are the focus however reading and writing are still embedded throughout the program. The program has a consistent layout allowing for English Language Learners to have greater opportunities for in depth learning and to make progress. NGL, Cengage has current topics and realistic photos that are high student interest areas of learning. The NGL, Cengage covers many subject areas and is rich in language and culture. **Weaknesses:** Direct correlation with the Idaho Content Standards was not clearly evident. The academic language variety was limited. Scaffolding to help students be successful was not found in the materials.					

	Key Features: Pathways is a five-level academic English program with materials which provide learners with instruction and practice in listening and speaking, and for reading and writing. Carefully-guided lessons develop the language skills, critical thinking, and learning strategies required for academic success. Using authentic and relevant content from National Geographic, including video, charts, and other infographics, Pathways prepares students to work effectively and confidently in an academic environment. Features include: Explicit and clear skill introduction and practice throughout the program helps learners to develop language proficiency and develop academic skills. Critical thinking activities are integrated throughout each unit, and help develop independent learners. Viewing in each unit uses engaging and relevant National Geographic video clips to give learners additional content and skills practice. Online Workbooks, powered by MyELT, include automatically graded activities and video clips for learners to practice the skills taught in the Student Books. A FREE Companion Website for teachers and students provides additional materials to support the Pathways program.					
	Pathways: Listening, Speaking, and Critical Thinking-Level 2, Teacher's Guide	Chase	2018	9-12	9781337562478	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Pathways: Listening, Speaking, and Critical Thinking-Level 3, Student Book**	**Chase**	**2018**	**9-12**	**9781337407731**	**Component**
	Notes: **Strengths:** Listening, Speaking and Critical Thinking are the focus however reading and writing are still embedded throughout the program. The program has a consistent layout allowing for English Language Learners to have greater opportunities for in depth learning and to make progress. NGL, Cengage has current topics and realistic photos that are high student interest areas of learning. The NGL, Cengage covers many subject areas and is rich in language and culture. **Weaknesses:** Direct correlation with the Idaho Content Standards was not clearly evident. The academic language variety was limited. Scaffolding to help students be successful was not found in the materials.					
	Key Features: Pathways is a five-level academic English program with materials which provide learners with instruction and practice in listening and speaking, and for reading and writing. Carefully-guided lessons develop the language skills, critical thinking, and learning strategies required for academic success. Using authentic and relevant content from National Geographic, including video, charts, and other infographics, Pathways prepares students to work effectively and confidently in an academic environment. Features include: Explicit and clear skill introduction and practice throughout the program helps learners to develop language proficiency and develop academic skills. Critical thinking activities are integrated throughout each unit, and help develop independent learners. Viewing in each unit uses engaging and relevant National Geographic video clips to give learners additional content and skills practice. Online Workbooks, powered by MyELT, include automatically graded activities and video clips for learners to practice the skills taught in the Student Books. A FREE Companion Website for teachers and students provides additional materials to support the Pathways program.					
	Pathways: Listening, Speaking, and Critical Thinking-Level 3, Teacher's Guid3	Chase	2018	9-12	9781337562485	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**Pathways: Listening, Speaking, and Critical Thinking-Level 4, Student Book**	**Macintyre**	**2018**	**9-12**	**9781337407748**	**Component**
	Notes: **Strengths:** Listening, Speaking and Critical Thinking are the focus however reading and writing are still embedded throughout the program. The program has a consistent layout allowing for English Language Learners to have greater opportunities for in depth learning and to make progress. NGL, Cengage has current topics and realistic photos that are high student interest areas of learning. The NGL, Cengage covers many subject areas and is rich in language and culture. **Weaknesses:** Direct correlation with the Idaho Content Standards was not clearly evident. The academic language variety was limited. Scaffolding to help students be successful was not found in the materials.					
	Key Features: Pathways is a five-level academic English program with materials which provide learners with instruction and practice in listening and speaking, and for reading and writing. Carefully-guided lessons develop the language skills, critical thinking, and learning strategies required for academic success. Using authentic and relevant content from National Geographic, including video, charts, and other infographics, Pathways prepares students to work effectively and confidently in an academic environment. Features include: Explicit and clear skill introduction and practice throughout the program helps learners to develop language proficiency and develop academic skills. Critical thinking activities are integrated throughout each unit, and help develop independent learners. Viewing in each unit uses engaging and relevant National Geographic video clips to give learners additional content and skills practice. Online Workbooks, powered by MyELT, include automatically graded activities and video clips for learners to practice the skills taught in the Student Books. A FREE Companion Website for teachers and students provides additional materials to support the Pathways program.					
	Pathways: Listening, Speaking, and Critical Thinking-Level 4, Teacher's Guid3	Macintyre	2018	9-12	9781337562492	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Read Together Student Book Set + myNGconnect, 6-year license**	**National Geo**	**2017**	**K**	**9781337427562**	**Comprehensive**
	Notes: **Strengths:** National Geographic Reach is designed to promote content-based EL classes by incorporating content into oral language, writing, and reading. The program promotes academic language learning and academic vocabulary particularly through Science and Social Studies thematic units, and through use of authentic literature and paired nonfiction selections. Each lesson builds on previous lessons to extend literacy, language, and informational learning. The program differentiates and scaffolds skills for multiple reading levels and language proficiencies, while challenging students in preparing to meet the demands of Idaho Content Standards. While there are not Newcomer-specific differentiation opportunities at this level, such as language frames, the Beginner level differentiation strategies are able to be easily adapted to meet the needs of Newcomers. The use of language, thematic units, and illustrations/photographs used throughout the content grabs readers' attention, is vivid, and allows for engaged learners.					

Key Features:
National Geographic Reach integrates supports and challenges for speech/written text. The program was developed in such a way that all strands spiral from the beginning to the end of the program. Spiraling includes content skills, linguistic skills, and critical thinking skills. The scope and sequence (towards the end of the Teacher's Edition) and the daily planners demonstrate this spiraling. As students progress through the program, the increasing Lexile levels of the reading passages also reflect the growth of readability. The spiraling repetition of skills, including Academic Oral Language and Vocabulary, Language Functions, and Grammar with connected Reading and Writing strategies and application, provide students the tools to successfully move through levels of National Geographic Reach in order to advance in language proficiency.

Reach builds a solid foundation for English learners, with lessons that focus on strategies for transferring skills and understanding between languages. Differentiation features throughout the Teacher's Edition offer multi-level strategies for modifying instruction for proficiency levels. For each selection, Reading Options are provided that offer strategies for teachers to scaffold the support for varied reading levels.

NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Read Together Student Books	National Geo	2011	K	9780736279994
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, myNGconnect, 6-year license	National Geo	2011	K	9781337282338
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Practice Book	National Geo	2011	K	9781337109888
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Teacher's Edition Set (2 Volumes)	National Geo	2011	K	9781337409995
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Teacher Support Pack with Alphachant Phonics Kit	National Geo	2011	K	9781337427593
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Practice Book Blackline Masters	National Geo	2011	K	9780736281324
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Read Aloud Trade Books Single-Copy Set	National Geo	2011	K	9781337410267
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Read with Me Big Books Set (8 titles)	National Geo	2011	K	9780736280211
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Sing with Me Language Songs Big Book	National Geo	2011	K	9780736274777
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Vocabulary Builders and CD	National Geo	2011	K	9780736287999
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Vocabulary Builders	National Geo	2011	K	9780736274883
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Vocabulary Builders CD	National Geo	2011	K	9780736281331
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Picture Perfect Word Book Big Book	National Geo	2011	K	9780736201766

	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Academic Talk Posters	National Geo	2011	K	9781305586703	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Teamwork Activities Flip Chart 4-Pack	National Geo	2011	K	9780736282413	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Teamwork Activities Flip Chart	National Geo	2011	K	9780736279659	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Assessment Handbook	National Geo	2011	K	9781337110006	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Talk Together Books Classroom Set	National Geo	2011	K	9780736288002	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Talk Together Books Single Copy Set	National Geo	2011	K	9780736288019	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Talk Together Label Books Single Copy Set	National Geo	2011	K	9780736284028	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL A, Talk Together Wordless Books Single Copy Set	National Geo	2011	K	9780736284035	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Student Book Set + myNGconnect (6-year license)**	**National Geo**	**2017**	**1**	**9781337427609**	**Comprehensive**
	Notes: **Strengths:** National Geographic Reach is designed to promote content-based EL classes by incorporating content into oral language, writing, and reading. The program promotes academic language learning and academic vocabulary particularly through Science and Social Studies thematic units, and through use of authentic literature and paired nonfiction selections. Each lesson builds on previous lessons to extend literacy, language, and informational learning. The program differentiates and scaffolds skills for multiple reading levels and language proficiencies, while challenging students in preparing to meet the demands of Idaho Content Standards. While there are not Newcomer-specific differentiation opportunities (such as language frames,) the Beginner level differentiation strategies are able to be adapted for Newcomer students. The use of language, thematic units, and illustrations/photographs used throughout the content grabs readers' attention, is vivid, and allows for engaged learners. **Weaknesses:** While some of the Beginner level differentiation can be adjusted for Newcomers, there are no specific Newcomer differentiation pieces. Using this curriculum alone would not give sufficient support for Newcomers.					

Key Features:
National Geographic Reach integrates supports and challenges for speech/written text. The program was developed in such a way that all strands spiral from the beginning to the end of the program. Spiraling includes content skills, linguistic skills, and critical thinking skills. The scope and sequence (towards the end of the Teacher's Edition) and the daily planners demonstrate this spiraling. As students progress through the program, the increasing Lexile levels of the reading passages also reflect the growth of readability. The spiraling repetition of skills, including Academic Oral Language and Vocabulary, Language Functions, and Grammar with connected Reading and Writing strategies and application, provide students the tools to successfully move through levels of National Geographic Reach in order to advance in language proficiency.

Reach builds a solid foundation for English learners, with lessons that focus on strategies for transferring skills and understanding between languages. Differentiation features throughout the Teacher's Edition offer multi-level strategies for modifying instruction for proficiency levels. For each selection, Reading Options are provided that offer strategies for teachers to scaffold the support for varied reading levels.

NATIO+C86:C101NAL GEOGRAPHIC REACH ©2017 LEVEL B, Student Book Set (2 Volumes)	National Geo	2011	1	9781305493018
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, myNGconnect, 6-year license	National Geo	2011	1	9781337282352
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, myNGconnect, 1-year license	National Geo	2011	1	9781337282345
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Practice Book	National Geo	2011	1	9781337109895
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Teacher's Edition Set (2 Volumes)	National Geo	2011	1	9781337410007
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Teacher Support Pack with Reach into Phonics	National Geo	2011	1	9781337427630
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Fiction Library Single-Copy Set	National Geo	2011	1	9781337427388
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Nonfiction Library Single-Copy Set	National Geo	2011	1	9781337427395
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Practice Book Blackline Masters	National Geo	2011	1	9781337109956
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Sing with Me Language Songs Big Book	National Geo	2011	1	9780736274784
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Academic Talk Flipchart	National Geo	2011	1	9781305586710
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Cross-Curricular Teamwork Activities 4-Pack	National Geo	2011	1	9780736282420
NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Cross-Curricular Teamwork Activities	National Geo	2011	1	9780736274678

	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Language and Literacy Teamwork Activities 4-Pack	National Geo	2011	1	9780736282437	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Language and Literacy Teamwork Activities	National Geo	2011	1	9780736274685	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Language Builder Picture Cards	National Geo	2011	1	9780736274838	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Literature Big Books Set (8 titles)	National Geo	2011	1	9780736280082	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Picture Perfect Dictionary 1	National Geo	2011	1	9780736201810	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, Assessment Handbook	National Geo	2011	1	9781337110013	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL B, ExamView CD-ROM	National Geo	2011	1	9780736288316	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Student Book + myNGconnect, 6-year license**	**National Geo**	**2017**	**2**	**9781337427647**	**Comprehensive**
	Notes: **Strengths:** Reach has high impact, aesthetically pleasing visuals throughout the materials. Photos and video clips from National Geographic are high quality and unique in presentation. The activities are lively and engaging, and scaffolds are varied yet provide continuous advancement. The program is easy to navigate because its features are carried through each unit. An emphasis on culturally responsive lessons is evident and continuous. **Weaknesses:** Although some differentiated lessons are marked "N' for use with newcomers, not enough materials lend themselves easily to use with those who are completely new to English. Leveled readers start too high for newcomers, and sentence frames sometimes do as well. When different words or strategies are given for newcomers, they do not relate to the content area of the lesson, such as science. In addition, more frequent lessons on multiple meaning words would help all learners in second grade since many of them have begun to hear the words outside of school and have latched onto meanings other than those provided for these words within lessons.					
	Key Features: National Geographic Reach integrates supports and challenges for speech/written text. The program was developed in such a way that all strands spiral from the beginning to the end of the program. Spiraling includes content skills, linguistic skills, and critical thinking skills. The scope and sequence (towards the end of the Teacher's Edition) and the daily planners demonstrate this spiraling. As students progress through the program, the increasing Lexile levels of the reading passages also reflect the growth of readability. The spiraling repetition of skills, including Academic Oral Language and Vocabulary, Language Functions, and Grammar with connected Reading and Writing strategies and application, provide students the tools to successfully move through levels of National Geographic Reach in order to advance in language proficiency. Reach builds a solid foundation for English learners, with lessons that focus on strategies for transferring skills and understanding between languages. Differentiation features throughout the Teacher's Edition offer multi-level strategies for modifying instruction for proficiency levels. For each selection, Reading Options are provided that offer strategies for teachers to scaffold the support for varied reading levels.					
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Student Book	National Geo	2016	2	9781305494534	

	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, myNGconnect, 6-year license	National Geo	2016	2	9781337282376	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, myNGconnect, 1-year license	National Geo	2016	2	9781337282369	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Practice Book	National Geo	2016	2	9781337109901	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Teacher's Edition Set (2 Volumes)	National Geo	2016	2	9781337410014	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Teacher Support Pack with Reach into Phonics	National Geo	2016	2	9781337427678	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Fiction Library Single-Copy Set	National Geo	2016	2	9781337427401	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Nonfiction Library Single-Copy Set	National Geo	2016	2	9781337427418	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Practice Book Blackline Masters	National Geo	2016	2	9781337109963	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Sing with Me Language Songs Big Book	National Geo	2016	2	9780736274791	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Academic Talk Flipchart	National Geo	2016	2	9781305586710	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Cross-Curricular Teamwork Activities 4-Pack	National Geo	2016	2	9780736282444	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Cross-Curricular Teamwork Activities	National Geo	2016	2	9780736274692	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Language and Literacy Teamwork Activities 4-Pack	National Geo	2016	2	9780736282451	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Language and Literacy Teamwork Activities	National Geo	2016	2	9780736274708	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Language Builder Picture Cards	National Geo	2016	2	9780736274845	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Literature Big Books Set (8 titles)	National Geo	2016	2	9780736281423	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Picture Perfect Dictionary 1	National Geo	2016	2	9780736201810	

	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, Assessment Handbook	National Geo	2016	2	9781337110020	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL C, ExamView CD-ROM	National Geo	2016	2	9780736288323	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**NATIONAL GEOGRAPHIC REACH ©2017 LEVEL D, Student Book + myNGconnect, 6-year license**	**Frey**	**2017**	**3**	**9781337427685**	**Comprehensive**
	Notes: **Strengths:** National Geographic Reach is designed to promote content-based ELL classes by incorporating content into oral language, writing, and reading. The program promotes academic language learning and academic vocabulary particularly through Science and Social Studies thematic units, and through use of authentic literature and paired nonfiction selections. Each lesson builds on previous lessons to extend literacy, language, and informational learning. The program differentiates and scaffolds skills for multiple reading levels and language proficiencies, while challenging students in preparing to meet the demands of Idaho Content Standards. Visual elements of Reach are highly engaging and of excellent quality. **Weaknesses:** Though many structures for Newcomer instruction are presented throughout the materials, the program would yet be strengthened with additional resources for meeting Newcomer student needs, particularly in connecting content to language acquisition.					
	Key Features: National Geographic Reach integrates supports and challenges for speech/written text. The program was developed in such a way that all strands spiral from the beginning to the end of the program. Spiraling includes content skills, linguistic skills, and critical thinking skills. The scope and sequence (towards the end of the Teacher's Edition) and the daily planners demonstrate this spiraling. As students progress through the program, the increasing Lexile levels of the reading passages also reflect the growth of readability. The spiraling repetition of skills, including Academic Oral Language and Vocabulary, Language Functions, and Grammar with connected Reading and Writing strategies and application, provide students the tools to successfully move through levels of National Geographic Reach in order to advance in language proficiency. Reach builds a solid foundation for English learners, with lessons that focus on strategies for transferring skills and understanding between languages. Differentiation features throughout the Teacher's Edition offer multi-level strategies for modifying instruction for proficiency levels. For each selection, Reading Options are provided that offer strategies for teachers to scaffold the support for varied reading levels.					
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL D, Student Book	Frey	2016	3	9781305493513	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL D, myNGconnect, 6-year license	Frey	2016	3	9781337282406	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL D, myNGconnect, 1-year license	Frey	2016	3	9781337282383	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL D, Practice Book	Frey	2016	3	9781337109918	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL D, Teacher's Edition Set (2 Volumes)	Frey	2016	3	9781337410021	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL D, Teacher Support Pack with Reach into Phonics	Frey	2016	3	9781337427715	

	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL D, Fiction Library Single-Copy Set	Frey	2016	3	9781337427425	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL D, Nonfiction Library Single-Copy Set	Frey	2016	3	9781337427432	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Student Book + myNGconnect, 6-year license**	**Frey**	**2017**	**4**	**9781337427722**	**Comprehensive**
	Notes: **Strengths:** National Geographic Reach is designed to promote content-based ELL classes by incorporating content into oral language, writing, and reading. The program promotes academic language learning and academic vocabulary particularly through Science and Social Studies thematic units, and through use of authentic literature and paired nonfiction selections. Each lesson builds on previous lessons to extend literacy, language, and informational learning. The program differentiates and scaffolds skills for multiple reading levels and language proficiencies, while challenging students in preparing to meet the demands of Idaho Content Standards. **Weaknesses:** Although the program is strong in providing instruction for proficiency levels 1-5, the curriculum is lacking the materials necessary to support Newcomer students unless "In The U.S.A." curriculum is purchased. A weakness that the National Geographic Reach program has is the heavy use of materials geared toward Spanish-speaker English Learners. For example, the curriculum provides Spanish cognates and opportunities for students to compare the English and Spanish language. **Other:** The use of language, thematic units, and illustrations/photographs used throughout the content grab the reader's attention, is vivid, and allows for engaged learners.					
	Key Features: National Geographic Reach integrates supports and challenges for speech/written text. The program was developed in such a way that all strands spiral from the beginning to the end of the program. Spiraling includes content skills, linguistic skills, and critical thinking skills. The scope and sequence (towards the end of the Teacher's Edition) and the daily planners demonstrate this spiraling. As students progress through the program, the increasing Lexile levels of the reading passages also reflect the growth of readability. The spiraling repetition of skills, including Academic Oral Language and Vocabulary, Language Functions, and Grammar with connected Reading and Writing strategies and application, provide students the tools to successfully move through levels of National Geographic Reach in order to advance in language proficiency. Reach builds a solid foundation for English learners, with lessons that focus on strategies for transferring skills and understanding between languages. Differentiation features throughout the Teacher's Edition offer multi-level strategies for modifying instruction for proficiency levels. For each selection, Reading Options are provided that offer strategies for teachers to scaffold the support for varied reading levels.					
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Student Book	Frey	2016	4	9781305493520	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, myNGconnect, 6-year license	Frey	2016	4	9781337282420	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, myNGconnect, 1-year license	Frey	2016	4	9781337282390	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Practice Book	Frey	2016	4	9781337109925	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Teacher's Edition Set (2 Volumes)	Frey	2016	4	9781337410038	

	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Teacher Support Pack with Reach into Phonics	Frey	2016	4	9781337427753	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Fiction Library Single-Copy Set	Frey	2016	4	9781337427449	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Nonfiction Library Single-Copy Set	Frey	2016	4	9781337427456	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, National Geographic Library Single-Copy Set	Frey	2016	4	9780736287739	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Practice Book Blackline Masters	Frey	2016	4	9781337109987	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Sing with Me Language Songs Big Book	Frey	2016	4	9780736274814	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Academic Talk Flipchart	Frey	2016	4	9781305586727	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Cross-Curricular Teamwork Activities 4-Pack	Frey	2016	4	9780736282482	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Cross-Curricular Teamwork Activities	Frey	2016	4	9780736274739	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Language and Literacy Teamwork Activities 4-Pack	Frey	2016	4	9780736282499	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Language and Literacy Teamwork Activities	Frey	2016	4	9780736274746	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Language Builder Picture Cards	Frey	2016	4	9780736274869	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Picture Perfect Dictionary 2	Frey	2016	4	9780736201834	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, Assessment Handbook	Frey	2016	4	9781337110044	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL E, ExamView CD-ROM	Frey	2016	4	9780736288347	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Student Book + myNGconnect, 6-year license**	**Frey**	**2017**	**5**	**9781337427760**	**Comprehensive**
	Notes: **Strengths:** National Geographic Reach is designed to promote content-based ELL classes by incorporating content into oral language, writing, and reading. The program promotes academic language learning and academic vocabulary particularly through Science and Social Studies thematic units, and through use of authentic literature and paired nonfiction selections. Each lesson builds on previous lessons to extend literacy, language, and informational learning. The program differentiates and scaffolds skills for multiple reading levels and language proficiencies, while challenging students in preparing to meet the demands of Idaho State Content Standards. **Weaknesses:** Although the program is strong in providing instruction for proficiency levels 1-5 at this level, the curriculum is lacking the materials necessary to support Newcomer students unless additional "In The U.S.A." curriculum is purchased. There is heavy use of materials geared toward Spanish-speaker English Learners, but not for other languages. For example, the curriculum provides Spanish cognates and opportunities for students to compare the English and Spanish languages, but little or no such helps for speakers of other languages. **Other:** The use of language, thematic units, and illustrations/photographs used throughout the content grab the reader's attention, is vivid, and allows for engaged learners.					
	Key Features: National Geographic Reach integrates supports and challenges for speech/written text. The program was developed in such a way that all strands spiral from the beginning to the end of the program. Spiraling includes content skills, linguistic skills, and critical thinking skills. The scope and sequence (towards the end of the Teacher's Edition) and the daily planners demonstrate this spiraling. As students progress through the program, the increasing Lexile levels of the reading passages also reflect the growth of readability. The spiraling repetition of skills, including Academic Oral Language and Vocabulary, Language Functions, and Grammar with connected Reading and Writing strategies and application, provide students the tools to successfully move through levels of National Geographic Reach in order to advance in language proficiency. Reach builds a solid foundation for English learners, with lessons that focus on strategies for transferring skills and understanding between languages. Differentiation features throughout the Teacher's Edition offer multi-level strategies for modifying instruction for proficiency levels. For each selection, Reading Options are provided that offer strategies for teachers to scaffold the support for varied reading levels.					
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Student Book	Frey	2016	5	9781305493537	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, myNGconnect, 6-year license	Frey	2016	5	9781337282314	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, myNGconnect, 1-year license	Frey	2016	5	9781337282437	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Practice Book	Frey	2016	5	9781337109932	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Teacher's Edition Set (2 Volumes)	Frey	2016	5	9781337410045	

	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Teacher Support Pack with Reach into Phonics	Frey	2016	5	9781337427791	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Fiction Library Single-Copy Set	Frey	2016	5	9781337427463	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Nonfiction Library Single-Copy Set	Frey	2016	5	9781337427470	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, National Geographic Library Single-Copy Set	Frey	2016	5	9780736287746	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Practice Book Blackline Masters	Frey	2016	5	9781337109994	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Sing with Me Language Songs Big Book	Frey	2016	5	9780736274821	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Academic Talk Flipchart	Frey	2016	5	9781305586727	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Cross-Curricular Teamwork Activities 4-Pack	Frey	2016	5	9780736282505	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Cross-Curricular Teamwork Activities	Frey	2016	5	9780736274753	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Language and Literacy Teamwork Activities 4-Pack	Frey	2016	5	9780736282512	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Language and Literacy Teamwork Activities	Frey	2016	5	9780736274760	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Language Builder Picture Cards	Frey	2016	5	9780736274876	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Picture Perfect Dictionary 2	Frey	2016	5	9780736201834	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, Assessment Handbook	Frey	2016	5	9781337110051	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL F, ExamView CD-ROM	Frey	2016	5	9780736288354	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**NATIONAL GEOGRAPHIC REACH ©2017 LEVEL G, Student Book + myNGconnect, 6-year license**	**Frey**	**2017**	**6**	**9781337427807**	**Comprehensive**
	Notes: **Strengths:** National Geographic Reach is designed to promote content-based ELL classes by incorporating content into oral language, writing, and reading. The program promotes academic language learning and academic vocabulary particularly through Science and Social Studies thematic units, and through use of authentic literature and paired nonfiction selections. Each lesson builds on previous lessons to extend literacy, language, and informational learning. The program differentiates and scaffolds skills for multiple reading levels and language proficiencies, while challenging students in preparing to meet the demands of Idaho State Content Standards. **Weaknesses:** Although the program is strong in providing instruction for proficiency levels 1-5, the curriculum is lacking the materials necessary to support Newcomer students unless "In The U.S.A." curriculum is purchased. A weakness that the National Geographic Reach program has is the heavy use of materials geared toward Spanish-speaker English Learners. For example, the curriculum provides Spanish cognates and opportunities for students to compare the English and Spanish language. **Other:** The use of language, thematic units, and illustrations/photographs used throughout the content grab the reader's attention, is vivid, and allows for engaged learners**.**					
	Key Features: National Geographic Reach integrates supports and challenges for speech/written text. The program was developed in such a way that all strands spiral from the beginning to the end of the program. Spiraling includes content skills, linguistic skills, and critical thinking skills. The scope and sequence (towards the end of the Teacher's Edition) and the daily planners demonstrate this spiraling. As students progress through the program, the increasing Lexile levels of the reading passages also reflect the growth of readability. The spiraling repetition of skills, including Academic Oral Language and Vocabulary, Language Functions, and Grammar with connected Reading and Writing strategies and application, provide students the tools to successfully move through levels of National Geographic Reach in order to advance in language proficiency. Reach builds a solid foundation for English learners, with lessons that focus on strategies for transferring skills and understanding between languages. Differentiation features throughout the Teacher's Edition offer multi-level strategies for modifying instruction for proficiency levels. For each selection, Reading Options are provided that offer strategies for teachers to scaffold the support for varied reading levels.					
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL G, Student Book	Frey	2016	6	9781305113602	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL G, myNGconnect, 6-year license	Frey	2016	6	9781305676107	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL G, myNGconnect, 1-year license	Frey	2016	6	9781305865235	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL G, Practice Book	Frey	2016	6	9781305676077	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL G, Teacher's Edition Set (2 Volumes)	Frey	2016	6	9781337410052	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL G, Fiction Library Single-Copy Set	Frey	2016	6	9781337427487	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL G, Nonfiction Library Single-Copy Set	Frey	2016	6	9781337427494	

	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL G, National Geographic Library Single-Copy Set	Frey	2016	6	9781337427500	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL G, Practice Book Blackline Masters	Frey	2016	6	9781337109871	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL G, Academic Talk Flipchart	Frey	2016	6	9781305586727	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL G, Picture Perfect Dictionary 2	Frey	2016	6	9780736201834	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL G, Assessment Handbook	Frey	2016	6	9781305676091	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL G, ExamView CD-ROM	Frey	2016	6	9781337273695	
	NATIONAL GEOGRAPHIC REACH ©2017 LEVEL G, Comprehensive Subscription	Frey	2016	1-6	9780736294416	
	NATIONAL GEOGRAPHIC REACH ©2017,Level B Compehension Coach 12-month subscription	Frey	2016	1	9780736294362	
	NATIONAL GEOGRAPHIC REACH ©2017,Level C Compehension Coach 12-month subscription	Frey	2016	2	9780736294379	
	NATIONAL GEOGRAPHIC REACH ©2017,Level D Compehension Coach 12-month subscription	Frey	2016	3	9780736294386	
	NATIONAL GEOGRAPHIC REACH ©2017,Level E Compehension Coach 12-month subscription	Frey	2016	4	9780736294393	
	NATIONAL GEOGRAPHIC REACH ©2017,Level F Compehension Coach 12-month subscription	Frey	2016	5	9780736294409	
	NATIONAL GEOGRAPHIC REACH ©2017,Level G Comprehension Coach 1-year subscription	Frey	2016	6	9781337280006	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Empowering Writers	**A Sentence a Day For Grade 2**	**Barbara Mariconda**	**2018**	**2**	**50-2817-00**	**Component**
	Notes: **Strengths:** The strength of Empowering Writers "A Sentence A Day for Grade 2" is that it is a user friendly, applicable, concise, and well organized daily writing intervention program for English Language Learners and Resource Room students. The weekly lessons are divided into themes with grammar skills to be used embedded in the lesson format. This material offers weekly vocabulary words and daily teacher reads culminating in the student writing a simple sentence with a guided art drawing. This is an overall strong writing intervention program for second grade English Language Learners and resource room students that is aligned with the Idaho Content Standards. **Weaknesses:** The general weakness of this material that although the material has pages numbers they are not correlated with the "Lesson Themes and Grammar Skill" for each week. This makes it difficult to locate a week or theme.					
	Key Features: This guide includes all foundational expository and opinion writing skills, strategies, lesson plans, reproducible/projectable student pages, sample texts and exemplars necessary for effective expository, opinion, and response to text writing. A strong reading-writing connection is established throughout, and offers multiple opportunities for deconstructing, analyzing and annotating texts in order to prepare students to write in response to them. Specific lessons break response to text, research simulation and literary analysis tasks into manageable skills necessary for comprehensive, thorough responses. All foundational expository writing skills are applied to not only essays and reports, but become the backbone for the more challenging response to text tasks. Also includes research skills, note-taking, and how to cite textual evidence without plagiarizing.					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	**READING WONDERS ENGLISH LEARNERS SE WORKSPACE 1 YEAR SUBSCRIPTION 6 SEAT GRADE K**	**ECHEVARRIA**	**2016**	**K**	**9780021328543**	**Comprehensive**
	Notes: **Strengths:** This curriculum offers a whole host of strategies for differentiated scaffolding for English Language Learners. Teacher's edition clearly lays out daily lessons. Material graphics are appealing and engaging to students and teachers. There is an abundance of ancillary parts that assist with scaffolding such as re-tell cards, visual vocabulary cards, and online visuals. Curriculum offers means of directing students from one level to the next via the Level Up Charts which are used weekly. **Weaknesses:** Beginning level scaffolds do not always line up for Grade K learners. At times words used are too advanced and assume a level of pre-school experience. In addition, materials don't always represent exceptionalities or cultures/religions outside of the United States middle-class mainstream. Stories do not always consider the details of daily life for all learners.					
	Key Features: *Wonders* is a comprehensive K-6 ELA/ELD program built to your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. *Wonders* provides explicit instruction on developing critical thinking skills for all students. Students learn to access complex text by using text evidence as they read and reread for deeper meaning and learn to ask and answer higher level questions. During multiple close readings of a text, students analyze the author's craft and structure and then integrate knowledge across all the texts they read each week. The Close Reading Companion supports instruction in the key skills of close reading and analytical writing, challenging students to write across texts and domains of knowledge through deep, structured engagement with text. Throughout the program, Access Complex Text (ACT) — a featured instructional support—identifies the specific elements that make text complex, providing point-of-use scaffolding to immediately support any students who struggle with those elements. Student reading materials allow for systematic and regular practice of foundational skills, with decodable texts and digital access to decodable passages and interactive mini-lessons that have students sort spelling and decodable words. Predecodable and decodable texts in the early grades allow students to develop automaticity and fluency. Students continue to develop text comprehension as they apply the same skills/strategies and use graphic organizers in the Leveled Readers or paired selection, which is present within all of the *Wonders* literature, even in the decodable texts.					

	The explicit instruction in the Teacher's Edition helps teachers focus student attention on self-monitoring strategies while employing the gradual release of responsibility (I do, we do, you do) model of instruction. Modeling in the form of "Teacher and Student Think Alouds" is used throughout the guided instruction to make the invisible comprehension strategies visible. Graphic organizers are used to introduce the comprehension skill/strategy in the Reading Writing Workshop selection and then the same graphic organizer is used to develop understanding throughout the reading of the longer Literature Anthology selection. The Close Reading Companion supports literal and inferential comprehension of text as well as higher order thinking. As students reread, they analyze the author's craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions. At the end of the Literature Anthology selection, students use their completed graphic organizer to summarize. The Paired selection that follows the Literature Anthology selection provides another opportunity for students to apply comprehension skills and strategies. Students continue to develop text comprehension as they apply the same skills/strategies and use the same graphic organizer in the Leveled Readers.					
	READING WONDERS ENGLISH LEARNERS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE K	ECHEVARRIA	2016	K	9780021313013	
	READING WONDERS ENGLISH LEARNERS TEACHER EDITION GRADE K	ECHEVARRIA	2016	K	9780021309153	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**READING WONDERS ENGLISH LEARNERS SE WORKSPACE 1 YEAR SUBSCRIPTION 6 SEAT GRADE 1**	**ECHEVARRIA**	**2016**	**1**	**9780021328697**	**Comprehensive**
	Notes: **Strengths:** This curriculum offers a whole host of strategies for differentiated scaffolding for English Language Learners. Teacher's edition clearly lays out daily lessons. Material graphics are appealing and engaging to students and teachers. There is an abundance of ancillary that assist with scaffolding such as re-tell cards, visual vocabulary cards, and online visuals. Curriculum offers means of directing students from one level to the next via the Level Up Charts which are used weekly. The Language Development Cards address a lot of everyday student questions, such as those about multiple meanings of words. **Weaknesses:** Beginning level scaffolds do not always line up for Grade 1 learners. At times words used are too advanced and assume a level of kindergarten experience. In addition, materials don't always represent exceptionalities or cultures/religions outside of the United States middle-class mainstream. Stories do not always consider the details of daily life for all learners.					
	Key Features: *Wonders* is a comprehensive K-6 ELA/ELD program built to your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. *Wonders* provides explicit instruction on developing critical thinking skills for all students. Students learn to access complex text by using text evidence as they read and reread for deeper meaning and learn to ask and answer higher level questions. During multiple close readings of a text, students analyze the author's craft and structure and then integrate knowledge across all the texts they read each week. The Close Reading Companion supports instruction in the key skills of close reading and analytical writing, challenging students to write across texts and domains of knowledge through deep, structured engagement with text. Throughout the program, Access Complex Text (ACT) — a featured instructional support—identifies the specific elements that make text complex, providing point-of-use scaffolding to immediately support any students who struggle with those elements. Student reading materials allow for systematic and regular practice of foundational skills, with decodable texts and digital access to decodable passages and interactive mini-lessons that have students sort spelling and decodable words. Predecodable and decodable texts in the early grades allow students to develop automaticity and fluency. Students continue to develop text comprehension as they apply the same skills/strategies and use graphic organizers in the Leveled Readers or paired selection, which is present within all of the *Wonders* literature, even in the decodable texts.					

	The explicit instruction in the Teacher's Edition helps teachers focus student attention on self-monitoring strategies while employing the gradual release of responsibility (I do, we do, you do) model of instruction. Modeling in the form of "Teacher and Student Think Alouds" is used throughout the guided instruction to make the invisible comprehension strategies visible. Graphic organizers are used to introduce the comprehension skill/strategy in the Reading Writing Workshop selection and then the same graphic organizer is used to develop understanding throughout the reading of the longer Literature Anthology selection. The Close Reading Companion supports literal and inferential comprehension of text as well as higher order thinking. As students reread, they analyze the author's craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions. At the end of the Literature Anthology selection, students use their completed graphic organizer to summarize. The Paired selection that follows the Literature Anthology selection provides another opportunity for students to apply comprehension skills and strategies. Students continue to develop text comprehension as they apply the same skills/strategies and use the same graphic organizer in the Leveled Readers.					
	READING WONDERS ENGLISH LEARNERS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE 1	ECHEVARRIA	2016	1	9780021313495	
	READING WONDERS ENGLISH LEARNERS TEACHER EDITION GRADE 1	ECHEVARRIA	2016	1	9780021328321	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**READING WONDERS ENGLISH LEARNERS SE WORKSPACE 1 YEAR SUBSCRIPTION 6 SEAT GRADE 2**	**ECHEVARRIA**	**2016**	**2**	**9780021309726**	**Comprehensive**
	Notes: **Strengths:** Strengths that the Wonders for English Learners Grade 2 program have are: fostering the needs of all students at proficiency levels, incorporating science, and social studies into program, ease of access to online resources, units and lessons are addressed systemically throughout the materials, and the program hits all language domains and academic language features. **Weaknesses:** Idaho aligns with the WIDA language levels, it would be helpful to have a document that specifically aligns the Beginning, Intermediate and Advance levels in this book to the WIDA language levels. It could also help if there was a correlation between online and resource materials in the teacher's manual.					
	Key Features: *Wonders* is a comprehensive K-6 ELA/ELD program built to your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. *Wonders* provides explicit instruction on developing critical thinking skills for all students. Students learn to access complex text by using text evidence as they read and reread for deeper meaning and learn to ask and answer higher level questions. During multiple close readings of a text, students analyze the author's craft and structure and then integrate knowledge across all the texts they read each week. The Close Reading Companion supports instruction in the key skills of close reading and analytical writing, challenging students to write across texts and domains of knowledge through deep, structured engagement with text. Throughout the program, Access Complex Text (ACT) — a featured instructional support—identifies the specific elements that make text complex, providing point-of-use scaffolding to immediately support any students who struggle with those elements. Student reading materials allow for systematic and regular practice of foundational skills, with decodable texts and digital access to decodable passages and interactive mini-lessons that have students sort spelling and decodable words. Predecodable and decodable texts in the early grades allow students to develop automaticity and fluency. Students continue to develop text comprehension as they apply the same skills/strategies and use graphic organizers in the Leveled Readers or paired selection, which is present within all of the *Wonders* literature, even in the decodable texts. The explicit instruction in the Teacher's Edition helps teachers focus student attention on self-monitoring strategies while employing the gradual release of responsibility (I do, we do, you do) model of instruction. Modeling in the form of "Teacher and Student Think Alouds" is used throughout the guided instruction to make the invisible comprehension strategies visible. Graphic organizers are used to introduce the comprehension					

	skill/strategy in the Reading Writing Workshop selection and then the same graphic organizer is used to develop understanding throughout the reading of the longer Literature Anthology selection. The Close Reading Companion supports literal and inferential comprehension of text as well as higher order thinking. As students reread, they analyze the author's craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions. At the end of the Literature Anthology selection, students use their completed graphic organizer to summarize. The Paired selection that follows the Literature Anthology selection provides another opportunity for students to apply comprehension skills and strategies. Students continue to develop text comprehension as they apply the same skills/strategies and use the same graphic organizer in the Leveled Readers.					
	READING WONDERS ENGLISH LEARNERS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE 2	ECHEVARRIA	2016	2	9780021330034	
	READING WONDERS ENGLISH LEARNERS TEACHER EDITION GRADE 2	ECHEVARRIA	2016	2	9780021314591	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**READING WONDERS ENGLISH LEARNERS SE WORKSPACE 1 YEAR SUBSCRIPTION 6 SEAT GRADE 3**	**ECHEVARRIA**	**2016**	**3**	**9780021319695**	**Comprehensive**
	Notes: **Strengths:** Strengths that the Wonders for English Learners Grade 3 program have are: fostering the needs of all students at proficiency levels, incorporating science, and social studies into program, ease of access to online resources, units and lessons are addressed systemically throughout the materials, and the program hits all language domains and academic language features. **Weaknesses:** Idaho aligns with the WIDA language levels, it would be helpful to have a document that specifically aligns the Beginning, Intermediate and Advance levels in this book to the WIDA language levels. It could also help if there was a correlation between online and resource materials in the teacher's manual.					
	Key Features: *Wonders* is a comprehensive K-6 ELA/ELD program built to your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. *Wonders* provides explicit instruction on developing critical thinking skills for all students. Students learn to access complex text by using text evidence as they read and reread for deeper meaning and learn to ask and answer higher level questions. During multiple close readings of a text, students analyze the author's craft and structure and then integrate knowledge across all the texts they read each week. The Close Reading Companion supports instruction in the key skills of close reading and analytical writing, challenging students to write across texts and domains of knowledge through deep, structured engagement with text. Throughout the program, Access Complex Text (ACT) — a featured instructional support—identifies the specific elements that make text complex, providing point-of-use scaffolding to immediately support any students who struggle with those elements. Student reading materials allow for systematic and regular practice of foundational skills, with decodable texts and digital access to decodable passages and interactive mini-lessons that have students sort spelling and decodable words. Predecodable and decodable texts in the early grades allow students to develop automaticity and fluency. Students continue to develop text comprehension as they apply the same skills/strategies and use graphic organizers in the Leveled Readers or paired selection, which is present within all of the *Wonders* literature, even in the decodable texts. The explicit instruction in the Teacher's Edition helps teachers focus student attention on self-monitoring strategies while employing the gradual release of responsibility (I do, we do, you do) model of instruction. Modeling in the form of "Teacher and Student Think Alouds" is used throughout the guided instruction to make the invisible comprehension strategies visible. Graphic organizers are used to introduce the comprehension skill/strategy in the Reading Writing Workshop selection and then the same graphic organizer is used to develop understanding throughout the reading of the longer Literature Anthology selection. The Close Reading Companion supports literal and inferential comprehension of text as well as higher order thinking. As students reread, they analyze the author's craft and structure, going deeper into the text and learning to ask and answer					

<table>
<tr><td></td><td colspan="5">more sophisticated questions. At the end of the Literature Anthology selection, students use their completed graphic organizer to summarize. The Paired selection that follows the Literature Anthology selection provides another opportunity for students to apply comprehension skills and strategies. Students continue to develop text comprehension as they apply the same skills/strategies and use the same graphic organizer in the Leveled Readers.</td><td></td></tr>
<tr><td></td><td>READING WONDERS ENGLISH LEARNERS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE 3</td><td>ECHEVARRIA</td><td>2016</td><td>3</td><td>9780021323470</td><td></td></tr>
<tr><td></td><td>READING WONDERS ENGLISH LEARNERS TEACHER EDITION GRADE 3</td><td>ECHEVARRIA</td><td>2016</td><td>3</td><td>9780021304066</td><td></td></tr>
<tr><td>Publisher</td><td>Title of Material</td><td>Author</td><td>Copyright</td><td>Grade Level</td><td>ISBN</td><td>Recommendation</td></tr>
<tr><td>McGraw-Hill School Education</td><td>READING WONDERS ENGLISH LEARNERS STUDENT WORKSPACE 1 YEAR SUBSCRIPTION GRADE 4</td><td>ECHEVARRIA</td><td>2016</td><td>4</td><td>9780021326815</td><td>Comprehensive</td></tr>
<tr><td></td><td colspan="5">Notes:
Strengths: McGraw-Hill Wonders for English Learners is an organized, well thought out, and comprehensive material. Its strengths are in the core curriculum and the supplemental material that have a direct correlation between the text's levels of proficiency (Beginning, Intermediate, and Advanced) and WIDA's Features of Academic Language (discourse, sentence, and word/phrase). The material also connects its weekly material for each unit across grade levels with collaborative tasks directed at listening, reading, citing text evidence in collaborative discussions in addition to speaking and writing activities that assign with WIDA performance definitions of listening, reading, speaking, and writing. Overall, the material progressively increases in difficulty throughout the year to advance students in proficiency levels. Materials are available both in print and online.
Weaknesses: McGraw-Hill Wonders for English Learners does not have opportunities for students to conduct online research. While they provide online research templates, they do not provide research topics that relate to the unit topic. The Interactive Read Aloud in the Teacher's Edition is difficult to locate, due to the fact that it is an online only resource.
Other: McGraw-Hill Wonders for English Learners has a wealth of information, but one needs professional training to be able to fully implement this program.</td><td></td></tr>
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Wonders is a comprehensive K-6 ELA/ELD program built to your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century.
Wonders provides explicit instruction on developing critical thinking skills for all students. Students learn to access complex text by using text evidence as they read and reread for deeper meaning and learn to ask and answer higher level questions. During multiple close readings of a text, students analyze the author’s craft and structure and then integrate knowledge across all the texts they read each week. The Close Reading Companion supports instruction in the key skills of close reading and analytical writing, challenging students to write across texts and domains of knowledge through deep, structured engagement with text. Throughout the program, Access Complex Text (ACT) — a featured instructional support—identifies the specific elements that make text complex, providing point-of-use scaffolding to immediately support any students who struggle with those elements.
Student reading materials allow for systematic and regular practice of foundational skills, with decodable texts and digital access to decodable passages and interactive mini-lessons that have students sort spelling and decodable words.
Predecodable and decodable texts in the early grades allow students to develop automaticity and fluency. Students continue to develop text comprehension as they apply the same skills/strategies and use graphic organizers in the Leveled Readers or paired selection, which is present within all of the Wonders literature, even in the decodable texts. The explicit instruction in the Teacher’s Edition helps teachers focus student attention on self-monitoring strategies while employing the gradual release of responsibility (I do, we do, you do) model of instruction. Modeling in the form of “Teacher and Student Think Alouds” is used throughout the guided instruction to make the invisible comprehension strategies visible. Graphic organizers are used to introduce the comprehension skill/strategy in the Reading Writing Workshop selection and then the same graphic organizer is used to develop understanding throughout the reading of the longer Literature</td><td></td></tr>
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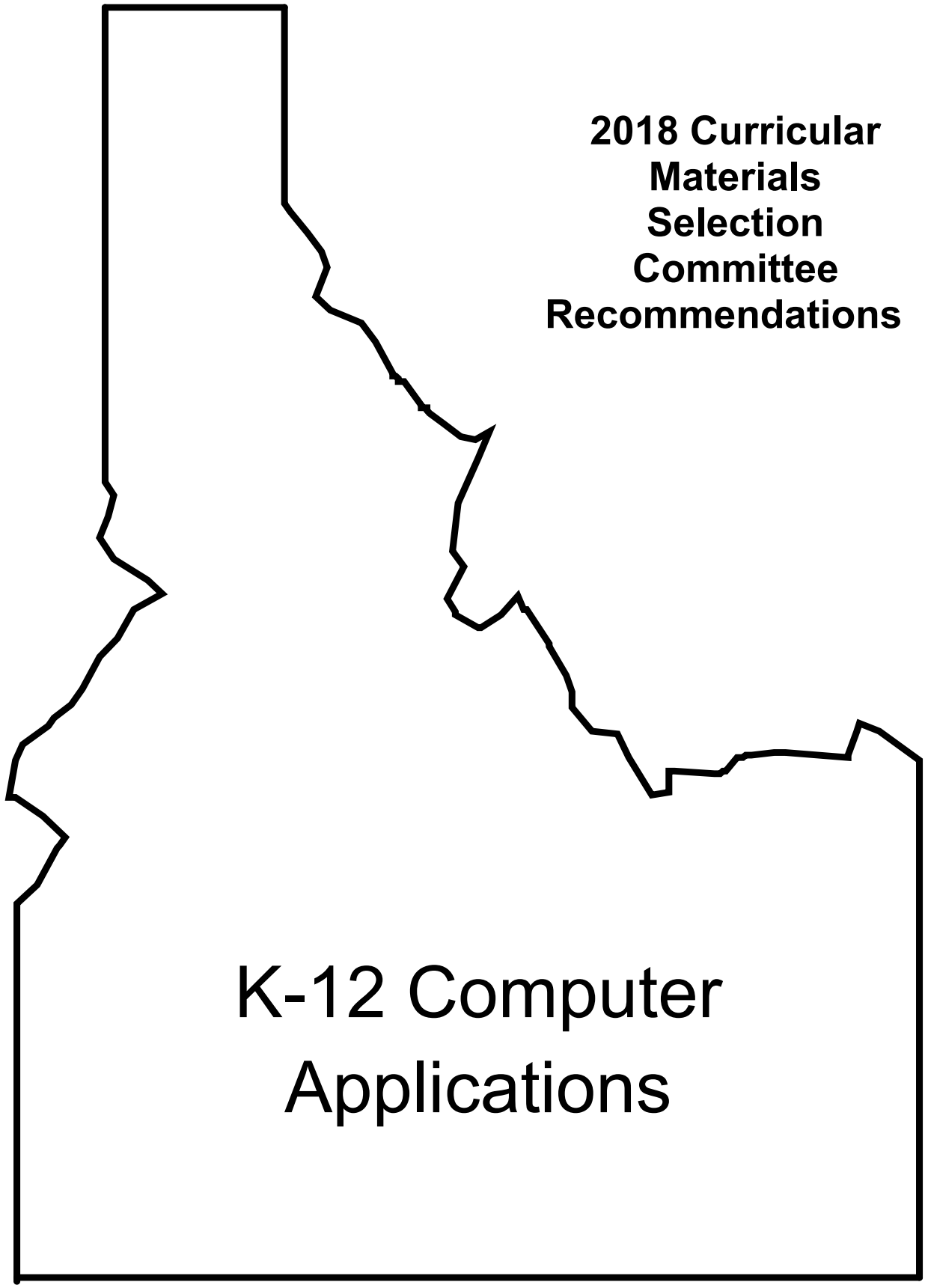
	Anthology selection. The Close Reading Companion supports literal and inferential comprehension of text as well as higher order thinking. As students reread, they analyze the author's craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions. At the end of the Literature Anthology selection, students use their completed graphic organizer to summarize. The Paired selection that follows the Literature Anthology selection provides another opportunity for students to apply comprehension skills and strategies. Students continue to This program aligns to the Idaho ELA-CCSS content standards for Grade K develop text comprehension as they apply the same skills/strategies and use the same graphic organizer in the Leveled Readers.					
	READING WONDERS ENGLISH LEARNERS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE 4	ECHEVARRIA	2016	4	9780021323593	
	READING WONDERS ENGLISH LEARNERS TEACHER EDITION GRADE 4	ECHEVARRIA	2016	4	9780021308842	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**READING WONDERS ENGLISH LEARNERS SE WORKSPACE 1 YEAR SUBSCRIPTION 6 SEAT GRADE 5**	**ECHEVARRIA**	**2016**	**5**	**9780021326914**	**Comprehensive**
	Notes: **Strengths:** McGraw-Hill Wonders for English Learners is an organized, well thought out, and comprehensive material. Its strengths are in the core curriculum and the supplemental material that have a direct correlation between the text's levels of proficiency (Beginning, Intermediate, and Advanced) and WIDA's Features of Academic Language (discourse, sentence, and word/phrase). The material also connects its weekly material for each unit across grade levels with collaborative tasks directed at listening, reading, citing text evidence in collaborative discussions in addition to speaking and writing activities that assign with WIDA performance definitions of listening, reading, speaking, and writing. Overall, the material progressively increases in difficult throughout the year to advance students in proficiency levels. Materials are available both in print and online. **Weaknesses:** McGraw-Hill Wonders for English Learners does not have opportunities for students to conduct online research. While they provide online research templates, they do not provide research topics that relate to the unit topic. The Interactive Read Aloud in the Teacher's Edition is difficult to locate, due to the fact that it is an online only resource. **Other:** McGraw-Hill Wonders for English Learners has a wealth of information, but one needs professional training to be able to fully implement this program.					
	Key Features: *Wonders* is a comprehensive K-6 ELA/ELD program built to your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. *Wonders* provides explicit instruction on developing critical thinking skills for all students. Students learn to access complex text by using text evidence as they read and reread for deeper meaning and learn to ask and answer higher level questions. During multiple close readings of a text, students analyze the author's craft and structure and then integrate knowledge across all the texts they read each week. The Close Reading Companion supports instruction in the key skills of close reading and analytical writing, challenging students to write across texts and domains of knowledge through deep, structured engagement with text. Throughout the program, Access Complex Text (ACT) — a featured instructional support—identifies the specific elements that make text complex, providing point-of-use scaffolding to immediately support any students who struggle with those elements. Student reading materials allow for systematic and regular practice of foundational skills, with decodable texts and digital access to decodable passages and interactive mini-lessons that have students sort spelling and decodable words. Predecodable and decodable texts in the early grades allow students to develop automaticity and fluency. Students continue to develop text comprehension as they apply the same skills/strategies and use graphic organizers in the Leveled Readers or paired selection, which is present within all of the *Wonders* literature, even in the decodable texts. The explicit instruction in the Teacher's Edition helps teachers focus student attention on self-monitoring strategies while employing the gradual release of responsibility (I do, we do, you do) model of instruction. Modeling in the form of "Teacher and Student Think					

	Alouds" is used throughout the guided instruction to make the invisible comprehension strategies visible. Graphic organizers are used to introduce the comprehension skill/strategy in the Reading Writing Workshop selection and then the same graphic organizer is used to develop understanding throughout the reading of the longer Literature Anthology selection. The Close Reading Companion supports literal and inferential comprehension of text as well as higher order thinking. As students reread, they analyze the author's craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions. At the end of the Literature Anthology selection, students use their completed graphic organizer to summarize. The Paired selection that follows the Literature Anthology selection provides another opportunity for students to apply comprehension skills and strategies. Students continue to develop text comprehension as they apply the same skills/strategies and use the same graphic organizer in the Leveled Readers.					
	READING WONDERS ENGLISH LEARNERS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE 5	ECHEVARRIA	2016	5	9780021310999	
	READING WONDERS ENGLISH LEARNERS TEACHER EDITION GRADE 5	ECHEVARRIA	2016	5	9780021317967	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
McGraw-Hill School Education	**READING WONDERS ENGLISH LEARNERS SE WORKSPACE 1 YEAR SUBSCRIPTION 6 SEAT GRADE 6**	**ECHEVARRIA**	**2016**	**6**	**9780021320578**	**Comprehensive**
	Notes: **Strengths:** McGraw-Hill Wonders for English Learners is an organized, well thought out, and comprehensive material. Its strengths are in the core curriculum and the supplemental material that have a direct correlation between the text's levels of proficiency (Beginning, Intermediate, and Advanced) and WIDA's Features of Academic Language (discourse, sentence, and word/phrase). The material also connects its weekly material for each unit across grade levels with collaborative tasks directed at listening, reading, citing text evidence in collaborative discussions in addition to speaking and writing activities that assign with WIDA performance definitions of listening, reading, speaking, and writing. Overall, the material progressively increases in difficult throughout the year to advance students in proficiency levels. Materials are available both in print and online. **Weaknesses:** McGraw-Hill Wonders for English Learners does not have opportunities for students to conduct online research. While they provide online research templates, they do not provide research topics that relate to the unit topic. The Interactive Read Aloud in the Teacher's Edition is difficult to locate, due to the fact that it is an online only resource. **Other:** McGraw-Hill Wonders for English Learners has a wealth of information, but one needs professional training to be able to fully implement this program.					
	Key Features: *Wonders* is a comprehensive K-6 ELA/ELD program built to your new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. *Wonders* provides explicit instruction on developing critical thinking skills for all students. Students learn to access complex text by using text evidence as they read and reread for deeper meaning and learn to ask and answer higher level questions. During multiple close readings of a text, students analyze the author's craft and structure and then integrate knowledge across all the texts they read each week. The Close Reading Companion supports instruction in the key skills of close reading and analytical writing, challenging students to write across texts and domains of knowledge through deep, structured engagement with text. Throughout the program, Access Complex Text (ACT) — a featured instructional support—identifies the specific elements that make text complex, providing point-of-use scaffolding to immediately support any students who struggle with those elements. Student reading materials allow for systematic and regular practice of foundational skills, with decodable texts and digital access to decodable passages and interactive mini-lessons that have students sort spelling and decodable words. Predecodable and decodable texts in the early grades allow students to develop automaticity and fluency. Students continue to develop text comprehension as they apply the same skills/strategies and use graphic organizers in the Leveled Readers or paired selection, which is present within all of the *Wonders* literature, even in the decodable texts.					

	The explicit instruction in the Teacher's Edition helps teachers focus student attention on self-monitoring strategies while employing the gradual release of responsibility (I do, we do, you do) model of instruction. Modeling in the form of "Teacher and Student Think Alouds" is used throughout the guided instruction to make the invisible comprehension strategies visible. Graphic organizers are used to introduce the comprehension skill/strategy in the Reading Writing Workshop selection and then the same graphic organizer is used to develop understanding throughout the reading of the longer Literature Anthology selection. The Close Reading Companion supports literal and inferential comprehension of text as well as higher order thinking. As students reread, they analyze the author's craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions. At the end of the Literature Anthology selection, students use their completed graphic organizer to summarize. The Paired selection that follows the Literature Anthology selection provides another opportunity for students to apply comprehension skills and strategies. Students continue to develop text comprehension as they apply the same skills/strategies and use the same graphic organizer in the Leveled Readers.					
	READING WONDERS ENGLISH LEARNERS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE 6	ECHEVARRIA	2016	6	9780021301546	
	READING WONDERS ENGLISH LEARNERS TEACHER EDITION GRADE 6	ECHEVARRIA	2016	6	9780021311552	

2018 Curricular Materials Selection Committee Recommendations



Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
B.E. Publishing	**IT! Series, 3E (Bundle) - Print**	**The Development Team at B.E. Publishing**	**2018**	**6th – 8th**	**9781626892927**	**Basic**
	Notes: **Strengths:** Text provides adequate lessons and activities for each software application presented. Lessons begin with overview, followed by new skills. Instructions are listed in concise steps with illustrations. **Weaknesses:** Assessments are Costa's level of questioning-rigor level 1 based questions with true and false, multiple choice and short answer. Step-by-step instructions seem long for the attention span for 6 and 7 grade students. **Other:** Teacher may want to add a culminating activity for each unit to show knowledge, independence and creativity.					
	Key Features: This "all-in-one," bundled textbook includes dozens of new activities designed to help students use their computer applications skills (word processing, spreadsheets, presentations, desktop publishing, and databases) to produce professional business documents. Using engaging real-world content, students create word processing documents, develop spreadsheets, make digital presentations, design desktop publishing documents, and build databases using the appropriate software for the task at hand. The It! Series, 3E (Bundle) combines all the applications covered across the popular It! Series into one complete textbook. Included are over 150 all-new activities designed to reinforce a wide-ranging series of skills across five key business computer applications.					
	It! Series, 3E: Word Processing Digital eBook (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626894-09-9	
	It! Series, 3E: Word Processing Online Instructor Resources (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626893-07-8	
	It! Series, 3E: Spreadsheets Digital eBook (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626894-10-5	
	It! Series, 3E: Spreadsheets Online Instructor Resources (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626893-08-5	
	It! Series, 3E: Desktop Publishing Digital eBook (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626894-12-9	
	It! Series, 3E: Desktop Publishing Online Instructor Resources (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626893-10-8	
	It! Series, 3E: Presentations Digital eBook (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626894-11-2	
	It! Series, 3E: Presentations Online Instructor Resources (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626893-09-2	
	It! Series 3E: Databases Digital eBook (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626894-13-6	
	It! Series 3E: Databases Online Instructor Resources (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626893-11-5	

	IT! Series, 3E (Bundle) - Digital eBook (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626892-96-5	
	IT! Series, 3E (Bundle) - Print + Digital eBook (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626893-64-1	
	IT! Series, 3E (Bundle) - Online Instructor License (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626892-95-8	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
B.E. Publishing	**IT! Series, 3E (Bundle) - Print**	**The Development Team at B.E. Publishing**	**2018**	**9th-12th**	**9781626892927**	**Component**
	Notes: **Strengths:** Aesthetically pleasing, with excellent table of contents and curriculum guide. Pages are consistently formatted throughout the text and color coordinated to the unit. Instructions are presented in a step-by-step manner with a sample of the completed project at the end of most projects. Rubrics are provided on the web site for most projects. **Weaknesses:** Textbook lacks variety of learning ability initiatives. Does not invite students to draw conclusions, problem solve, troubleshoot, or interpret information. There is a limited use of screen shots and graphics to highlight what is being taught to the student in the project. In many instances students are to learn a specific skill and the instructions are not included teach the student how to complete the task. Teacher would need to initiate deeper understanding of concepts. Many lessons lend themselves to follow lessons taking the concept being taught to a natural conclusion but this is not accomplished in the text. **Other:** This textbook would be best used in combination with a resource strong in "how-to" examples. Instructor need to introduce modules with clear explanations on the reasoning for the skills being learned in the module. Instructor would also need to provide additional resources to gain depth of knowledge for student understanding and to expand upon critical thinking needed to complete effective and meaningful projects. Prior knowledge of content areas is critical for success in using this textbook.					
	Key Features: This "all-in-one," bundled textbook includes dozens of new activities designed to help students use their computer applications skills (word processing, spreadsheets, presentations, desktop publishing, and databases) to produce professional business documents. Using engaging real-world content, students create word processing documents, develop spreadsheets, make digital presentations, design desktop publishing documents, and build databases using the appropriate software for the task at hand. The It! Series, 3E (Bundle) combines all the applications covered across the popular It! Series into one complete textbook. Included are over 150 all-new activities designed to reinforce a wide-ranging series of skills across five key business computer applications.					
	It! Series, 3E: Word Processing Digital eBook (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626894-09-9	
	It! Series, 3E: Word Processing Online Instructor Resources (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626893-07-8	
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	It! Series, 3E: Spreadsheets Online Instructor Resources (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626893-08-5	

	It! Series, 3E: Desktop Publishing Digital eBook (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626894-12-9	
	It! Series, 3E: Desktop Publishing Online Instructor Resources (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626893-10-8	
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	IT! Series, 3E (Bundle) - Digital eBook (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626892-96-5	
	IT! Series, 3E (Bundle) - Print + Digital eBook (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626893-64-1	
	IT! Series, 3E (Bundle) - Online Instructor License (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626892-95-8	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
B.E. Publishing	**Learn-by-Doing: Google Apps, 2E - Print**	**The Development Team at B.E. Publishing**	**2018**	**6th – 8th**	**978-1-626892-29-3**	**Component**
	Notes: **Strengths:** Text gives step-by-step instructions for students to follow. Screenshots are reflective of the instructions. New skills are easily identified in the text with yellow drop with a star centered in the drop. Text has bold and colored words to draw attention to key concepts. **Weaknesses:** No independent research, all information is given. Information is given, there is no collecting, analyzing and organizing data to make decisions, draw conclusions, and create new understanding. No oral presentation only written form. Limited collaboration for building independent literacy skills. No obvious cross-refers and integration with other subjects. Text does not lead students to foster synthesis and inquiry. No assistance for auditory or tactile learners. **Other:** e-Text is a PDF version of the hard copy.					
	Key Features: Learn-by-Doing: Google Apps, 2E introduces students to the many tools and features of Google Drive, Gmail, Docs, Sheets, Slides, Forms, Drawings, and Sites. Using step-by-step, screenshot-based instructions, students learn key Google Apps skills in an order ranging from basic to intermediate. Each unit concludes with students using the powerful collaboration features of Google Apps, where they will share documents, post comments, and work together to create and edit projects. With fun, relatable themes that keep students engaged and make learning come to life, this textbook serves as a great introduction to the most popular Google Apps.					
	Learn-by-Doing: Google Apps, 2E - Digital eBook (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626892-25-5	

	Learn-by-Doing: Google Apps, 2E - Print + Digital eBook (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626893-56-6	
	Learn-by-Doing: Google Apps, 2E - Online Teacher Resources (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626892-32-3	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
B.E. Publishing	**Learn-by-Doing: Google Apps, 2E - Print**	**The Development Team at B.E. Publishing**	**2018**	**9th - 12th**	**978-1-626892-29-3**	**Basic**
	Notes: **Strengths:** This textbook is well organized throughout Curriculum Guide and Table of Contents. The new skill learned is easy to locate and aesthetically pleasing. The publisher had extensive use of graphics to add value to the learning process with directions and complementary images. Practical approaches used throughout assignments. Most assignments were age appropriate with student interests. **Weaknesses:** This textbook did not take all the information being taught to a deeper knowledge level within assignments. Analyzing, problem solving, trouble shooting, and drawing conclusions were not evident throughout the textbook. There was not an introduction to the lessons explaining why the applications are created a certain way. There is not an audio tool available with this textbook. Online tools for teachers and students is limited. There was not an online textbook for students.					
	Key Features: Learn-by-Doing: Google Apps, 2E introduces students to the many tools and features of Google Drive, Gmail, Docs, Sheets, Slides, Forms, Drawings, and Sites. Using step-by-step, screenshot-based instructions, students learn key Google Apps skills in an order ranging from basic to intermediate. Each unit concludes with students using the powerful collaboration features of Google Apps, where they will share documents, post comments, and work together to create and edit projects. With fun, relatable themes that keep students engaged and make learning come to life, this textbook serves as a great introduction to the most popular Google Apps.					
	Learn-by-Doing: Google Apps, 2E - Digital eBook (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626892-25-5	
	Learn-by-Doing: Google Apps, 2E - Print + Digital eBook (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626893-56-6	
	Learn-by-Doing: Google Apps, 2E - Online Teacher Resources (3 Yr./Transferable Lic.)	The Development Team at B.E. Publishing	2018	6th - 12th	978-1-626892-32-3	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**Shelly Cashman Series® Microsoft® Office 365 & Office 2016 : Introductory**	Cengage Learning	2018	9-12	9781337391757	Comprehensive

Notes:
Strengths: The materials are all web based allowing students to work for any place that has an Internet connection. Modules are easy to navigate and clearly align with state standards. The program includes numerous tools such as videos and presentations to add quality and depth the learning process. Reading tools provide students the ability to read with the text while it is being aiding visually impaired and ELL learners.

The textbook gives additional value to teachers by providing projects that challenge student understanding by creating high rigor modules. Additional follow on projects such as Expand Your Knowledge provide advances learners the opportunity to experience how a project can be further developed.

Students are prepared to take the MOS certification exam for the Microsoft Office Applications.
Weaknesses: Noticed that the graphics do not always show when using Internet Explorer.

Key Features:
The Shelly Cashman Series® Microsoft® Office 365 & Office 2016: MindTap Collection is an online solution that includes the full Shelly Cashman Series® content from introductory to comprehensive levels. This product includes an Introduction (3 modules) Operating Systems (11 Modules), Microsoft® Word (14 Modules), PowerPoint (13 Modules), Excel (14 Modules), Access (13 Modules), Outlook (6 Modules), and Computer Concepts (12 Modules). With this product, students can prepare for any of the MOS certification exams or IC3 and have the curriculum and hands-on practice to pass. Shelly Cashman content is known for its step-by-step direction for computer concepts and Microsoft® applications, with projects and examples that apply directly to students' personal lives and their future careers.

Each Module contains the following key resources:

• MindTap Reader. Shelly Cashman Series® text content in eReader format with integrated study tools
• SAM Training: In SAM trainings, students follow a natural progression of skill acquisition, where they receive an introduction, then observe, practice, and apply their skills in a simulated Office and computing environment.
• SAM Observe Videos. SAM Videos from the Training allow for quick reference and review of each skill.
• SAM Exams: Simulated like SAM trainings, in exams students are tasked with the instructions for the skill and leverage what they learned in the training to perform the higher-stakes assessment.
• SAM Projects: SAM projects provide students with the hands-on practice that is vital for their skill development. These projects are completed live in the Office application and students receive comprehensive feedback and remediation to improve their work.

SAM assignments allow teachers and students to pull reports that link them directly to remediation in the eBook or in SAM trainings. Student Project reports use Microsoft Review tools like Track Changes to automatically provide feedback right on the student project, showing exactly where students made an error and what the error was.

SAM projects are all coded to individual students. Teachers can pull incident reports to see if any students tried using data from another student's file, learning when it happened, and which students were involved.

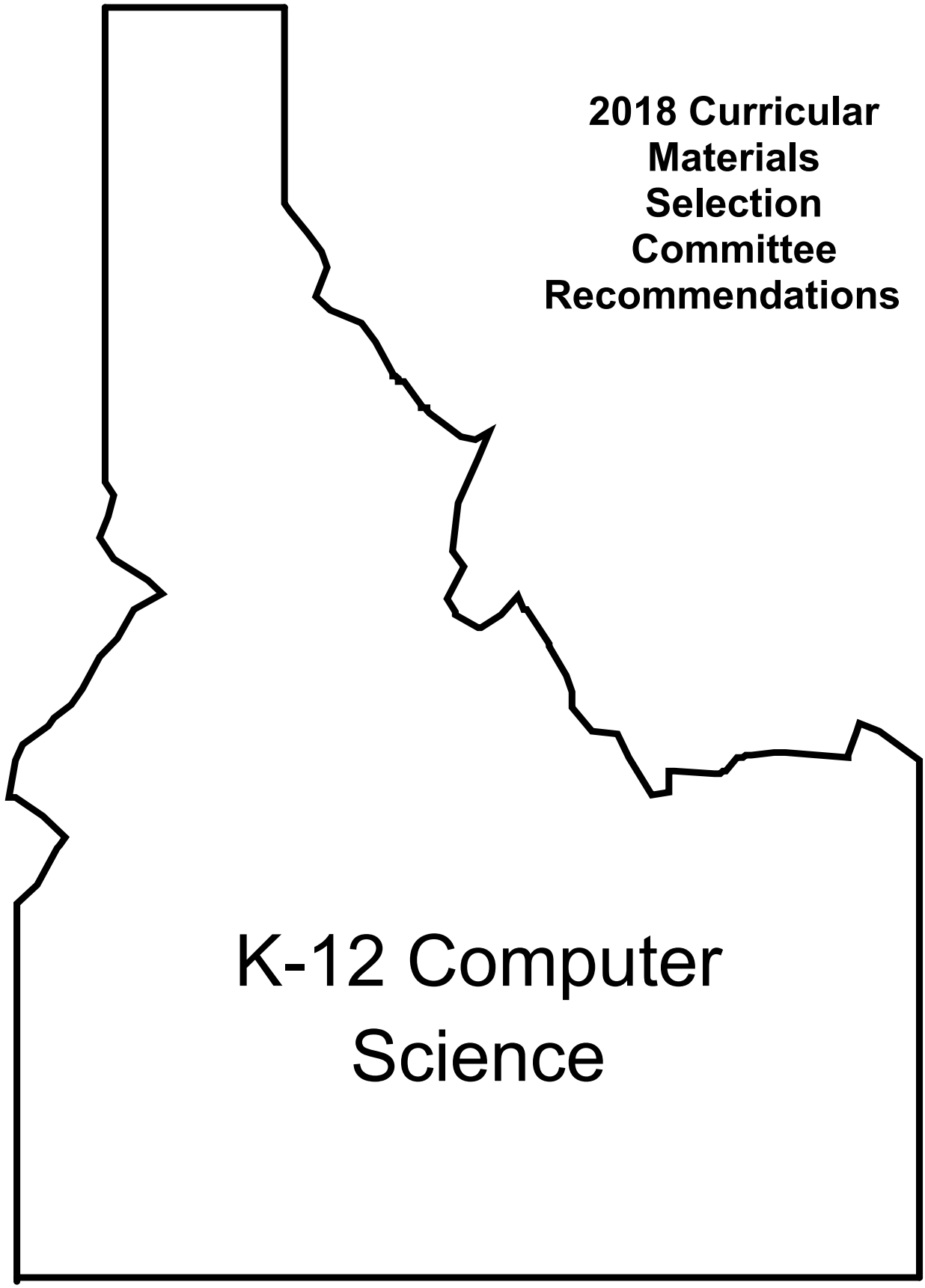
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**Century 21® Computer Skills and Applications, Lessons 1-90**	**Hoggatt/Shank/Smith**	**2015**	**9-12**	**9781111571757**	**Basic**
	Notes: **Strengths:** Well organized, step by step keyboarding and computer application practices. It has excellent cross curricular activities including: digital citizenship and ethics, leadership, and career cluster activities. There are plenty of activities and practice to master the concept of lesson even if the teacher uses one to model. Most of the standards are covered without using the online SAM training, which increases the cost of program. **Weaknesses:** The activities are not written for group work but can be adapted. Using advanced navigation skills to access resources are not evident. Troubleshooting technology systems and software applications is not evident. Research is not conducted in this text. It is either not given or not needed for the activities provided. **Other:** SAM is an online program which could enhance your program but is not necessary.					
	Key Features: Provide your students with the best in keyboarding education from the proven keyboarding leader--now stronger than ever! This latest edition of CENTURY 21 COMPUTER SKILLS AND APPLICATIONS helps students prepare for a lifetime of keyboarding and computer success with innovative solutions updated to reflect today's business challenges. Students tap into the latest keyboarding technology, learn to master computer applications using Microsoft Office 2013, and increase communication skills with relevant activities throughout this best-selling text. Trust the leader who has taught more than 85 million people to type--bringing 100 years of publishing experience and a century of innovations together in a complete line of keyboarding solutions. Proven typing instruction now combines with speech recognition, Internet, e-mail, database, electronic presentations, spreadsheets, and advanced word processing, preparing students for success in today's business environment. End of unit projects incorporate language arts and math skills needed for future careers. Career Clusters are explored throughout the book and Winning Edge features help prepare students for competitive events for DECA, BPA, and FBLA. School and Community features emphasize critical thinking and ask students to apply skills outside of the classroom. This title includes 90 lessons and is written for high school students thinking about their future careers. All keying drills and timed writing assignments are available in Online Keyboarding in SAM, which includes offers automatic grading and replaces MicroType.					
	Century 21™ Computer Skills and Applications, Lessons 1-90, Cengage Learning Testing, powered by Cognero Instant Access	Hoggatt/Shank/Smith	2015	9-12	9781305265073	
	Century 21® Computer Skills and Applications, Lessons 1-90, Wraparound Teacher's Edition	Hoggatt/Shank/Smith	2015	9-12	9781111580063	
	Century 21® Computer Skills and Applications, Lessons 1-90, (1 year access) Online Keyboarding in SAM	Hoggatt/Shank/Smith	2018	9-12	9781337555838	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**Century 21® Jr. Computer Applications with Keyboarding**	**Hoggatt/Shank/Smith/James**	**2016**	**6-8**	**9781133365341**	**Basic**
	Notes: **Strengths:** Utilizes multiple forms of visuals and step by step instructions to guide students through the sections. Lessons are sequential and build on one another. Students are given the chance to work hands on with the material and given opportunities to transfer gained knowledge to new situations and other subjects. Students are given the opportunity to collaborate in groups. **Weaknesses:** Lessons are not designed to allow students on different achievement levels to be successful. Book is hard to navigate and find needed sections and resources. Book is designed to be used with Windows 8 and Office 2013 and not other operating systems. Information is written at a surface level and is very simplistic in nature and does not allow for deep understanding of topics. Some information is outdated such as images from different operating systems and some steps have changed as Windows has updated. As technology changes and updates, this book can become outdated frequently and may need supplemental material to accommodate those updates.					
	Key Features: Looking for a solution to get your students started in the computer world? This introductory text, CENTURY 21™, JR. COMPUTER APPLICATIONS WITH KEYBOARDING, 3E is the perfect companion for navigation of computer basics, file management, the Internet, keyboarding, word processing, desktop publishing, spreadsheets, presentations, and databases. CENTURY 21, JR. provides step-by-step guidance, with engaging activities. Units are divided into easy-to-manage chapters and projects will help students learn the features of Microsoft Office 2013. Special features for reinforcing academics include reading, writing, social studies, science, and math skills across the curriculum while capstone projects provide real-world experience that integrates all skills. Digital Citizenship and 21st Century Skills features discuss timely topics for the ethical use of digital skills and workplace issues. All keying drills and timed writing assignments are available in Online Keyboarding in SAM, which includes offers automatic grading and replaces MicroType.					
	Century 21® Jr. Computer Applications with Keyboarding, Instructor's Resource CD-ROM	Hoggatt/Shank/Smith/James	2016	6-8	9781285065526	
	Century 21® Jr. Computer Applications with Keyboarding, Wraparound Teacher's Edition	Hoggatt/Shank/Smith/James	2016	6-8	9781133365518	
	Century 21® Jr. Computer Applications with Keyboarding, Online Keyboarding in Sam (1-year access)	Hoggatt/Shank/Smith/James	2016	6-8	9781337385756	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
CompuScholar	**CompuScholar: Digital Savvy**	**CompuScholar, Inc.**	**2017**	**6th - 8th**	**9780988707085**	**Comprehensive**
	Notes: **Strengths:** Students learn new skills in many technical areas throughout the course, and are required to demonstrate those skills within chapter activities, mid-term and final projects. Students are encouraged to read, write and present results to the class in many activities. The course contains a mixture of text, videos, and graphics to appeal to a wide range of students. Popular third party tools have been tested and can be used to do things like converting text to audio or supporting web page highlighting. Course assumes no prior knowledge of the subject. All relevant skills are taught with step-by-step instructions. Three supplemental chapters are provided. **Weaknesses:** The online program can be switched into other languages, but much of the course material is only in English. Assessments are only in multiple choice form. **Other:** "Work-with-Me" projects are portfolio based.					
	Key Features: Digital Savvy teaches students fundamental computing skills such as operating systems, web browsers, word processors, spreadsheets, presentations, databases, email and Internet communications, social media, simple web design with HTML and introductory programming with Scratch. All CompuScholar courses are delivered through a turn-key online Learning Management System; there are no physical components. Lessons are delivered to students through a mixture of instructional videos, full-color lesson text and hands-on projects. The online system includes a syllabus and pacing guide, teacher's notes for every lesson, automatically graded quizzes and tests, an electronic grade-book, comprehensive reporting tools, solutions and answer keys.					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Learning.com	**EasyTech with Inquiry, 1 year sub.**	**Learning.com**	**2018**	**K-8**	**9781933367606**	**Comprehensive**
	Notes: **Strengths:** PBL is frequently used and encourages students to review each other's work regularly as they master the standards. Lessons spiral throughout grades allowing students to reconnect to old concepts as they delve deeper. Wide range of difficulties available for advanced students and those who need remediation. Lessons allow students to reflect on their learning and take ownership in their learning. Lessons are adaptive and can meet all students' needs. **Weaknesses:** Online access is required. Every student in the class needs access to their own device. 1:1 is probably the best though a lab setting would also work. While many projects are present and students must review each other's work, collaboration is sparse. It is present, but not as often as one might expect from a PBL program. **Other:** Themes scaffold throughout primary and intermediate grades providing access to content all the way from Kindergarten up to 12th grade.					
	Key Features: Learning.com's K-8 online digital literacy curriculum teaches students the 11 essential digital literacy skills including: Computer Fundamentals, Keyboarding, Email and Online Communication, Web Browsing, Digital Citizenship, Word Processing, Presentations, Spread Sheets, Databases, Visual Mapping, and Computational Thinking. Learning.com curriculum is fully aligned to the 2016 ISTE-S standards, as well the Idaho Information and Communication Standards for grades K-8. EasyTech is a comprehensive online digital literacy curriculum for grades K-8. The curriculum helps students develop and master technology and higher order thinking skills through direct instruction, interactive modules, practice and a variety of real-life application opportunities. Inquiry – Available with EasyTech, Inquiry, provides ready-to-go classroom projects built on the tenets of Project Based Learning. The projects help students learn about productivity tools, Internet research, online communication, and more as they work through real-world problems. For each grade K-8, Inquiry includes six technology-infused projects in ELA, math, science, and social studies to incorporate digital literacy instruction into core subject areas (please see Appendix D for a description of projects per grade). Students work collaboratively as they research information, create digital media, and present their learning to peers. Inquiry's built-in reflections give students the opportunity to evaluate their learning and develop critical thinking skills.					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education	**Introduction to Computers and Information Technology, Student Edition + six 1-year eText access code cards**	**Emergent Learning**	**2016**	**6-8**	**9780134680354**	**Comprehensive**
	Introduction to Computers and Information Technology, Standalone Student Edition	**Emergent Learning**	**2016**	**6-8**	**9781323144183**	
	Notes: **Strengths:** The curriculum is grade appropriate with font, colors and graphics which are engaging to middle school students. The chapters were aligned in a sequential manner, building on each concept as they progressed. The Extend Your Knowledge feature allowed learning to be student led by offering choices of activities. Collaboration of students is highly encouraged and supported through Extend Your Knowledge activities. There are features in the textbook that made content relevant to the students' lives. Information about practicing safe, responsible and ethical technology along with citing sources is taught and encouraged. **Weaknesses:** Although the text is comprehensive and has strong Indicators of Quality, the technology discussed is not current. It introduces the student to Microsoft Office 2013 and Windows 7. The assessments are not clearly aligned to the standards. For ELL students, the TE offers a number of ways that the instructor can modify instruction but that is on the teacher rather than the curriculum. Some activities require several pages of steps to follow and students could easily get lost and confused. The activities provided allow for little opportunities to explore cultural opportunities and point of view.					
	Key Features: Introduction to Computers and Information Technology teaches essential computer technology concepts and skills. 1. Computing Fundamentals explores hardware and software basics, input and output devices, storage, and operating systems, as well as an introduction to programming concepts. 2. Applications teaches introductory skills in work processing, spreadsheets, database, presentation programs, graphics, and multimedia. 3. Communications and Networks covers the latest in communication devices including smart phones and personal digital assistants as well as the network technology they run on. This section also includes units on online safety and employability skills. Other features include: • Keyboarding Essentials, a complete guide to keyboarding techniques including posture, ergonomics, and fingering. • Step-by-step procedures for Microsoft Office. • End-of-chapter exercises and review material to reinforce important topics and allow students to demonstrate their knowledge of the material. • Online resources include bonus activities and cross-curricular group projects, procedures for different versions of Microsoft Office, puzzles, and data files. The text prepares students to take the IC3 Digital Literacy certification exams.					
	Introduction to Computers and Information Technology, Standalone Student Edition with 1-year access code	Emergent Learning	2016	6-8	9781323188255	
	Introduction to Computers and Information Technology, six 1-year eText access codes	Emergent Learning	2016	6-8	9780134722047	
	Introduction to Computers and Information Technology, Teacher's Manual	Emergent Learning	2016	6-8	9781323237076	
	Introduction to Computers and Information Technology, Student Workbook	Emergent Learning	2016	6-8	9781323237120	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education	**Learning Microsoft Office 2016 Level 1 , Student Edition + six 1-year eText access code cards**	**Skintik, et al**	**2017**	**9-12**	**9780134681832**	**Comprehensive**
	Notes: **Strengths:** The material provides students many opportunities to learn about the Microsoft Office Suite. It also provides information and instruction as to how the computer operates and functions. The student is given opportunities to build models and complex simulations as well as interacting, inquiring, and publishing using a variety of digital media and environments. There are many opportunities to research and present their findings via PowerPoint where they can formulate questions and solve problems. They are taught how to provide safe, ethical, legal and responsible use of technology through citing of sources and being responsible. By the end of the course, students will be able to evaluate, configure, differentiate, use and integrate technology tools. With this experience, they will be able to apply knowledge, reason and solve problems. **Weaknesses:** The text does not offer examples representing a wide array of cultures. English Language Learners (ELL) students are given little resources to learn the content. Teachers must create the modifications or accommodations to support the ELL such as vocabulary concepts. ELL Students need repetition and clarification for correct activity completion which the text does not permit. No extra material comes to offer the students. The technology does a poor job of teaching students how to troubleshoot technology tools and software applications. Reading the 2-3 page directions for a single project is difficult at best. Standards are not clearly denoted in the assessments nor are rubrics provided for assignments. **Other:** Highly recommend as a quality curriculum.					
	Key Features: The program covers basic features of the 2016 version of Microsoft Word, Excel, PowerPoint and Access. The program uses a comprehensive approach designed to instruct learners at a variety of ability levels. Once students have been introduced to a skill, they build on what they have learned with more advanced projects. • Try It activities give students the opportunity to practice the software features they're learning in a sample document. • Practice projects encourage students to use critical-thinking skills while learning new software features. Apply projects provide students with projects where they can use all of the skills they have learned in the lesson. • Each chapter concludes with comprehensive projects, Critical Thinking and Portfolio Builder, that incorporate all of the skills learned in the chapter to assess proficiency. • Robust Student and Teacher Online Resources * Digital eText * Exceptional Teacher Support with Teacher Wraparound Edition					
	Learning Microsoft Office 2016 Level 1 , Student Edition with 1-year access code	Skintik, et al	2017	9-12	9780134841168	
	Learning Microsoft Office 2016 Level 1, eText 1-year access code	Skintik, et al	2017	9-12	9780134609621	
	Learning Microsoft Office 2016 Level 1, eText six 1-year access codes	Skintik, et al	2017	9-12	9780134713632	
	Learning Microsoft Office 2016 Level 1, Teacher's Edition	Skintik, et al	2017	9-12	9780134554648	



2018 Curricular Materials Selection Committee Recommendations

K-12 Computer Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**Invitation to Computer Science**	**Schneider/Gersting**	**2019**	**9-12**	**9781337561914**	**Comprehensive**
	Notes: **Strengths:** Curriculum is very thorough. It aligns with the Idaho content standards at 88%. Text is highly academic and would suffice for a computer science principles class but would need to be supplemented for AP Computer Science Principles course or a concurrent credit course. Graphics are grade appropriate. Additional resources are very extensive and provide teachers with an overview including Teaching Tips and Quick Quizzes, Class Discussion Topics, Additional Projects, Additional Resources, and Key Terms. Other resources include PowerPoint slides, example syllabus, solution files, test banks, and flash cards. Text integrates the different components of the chapters and how they are necessary to build on one another to form a well-rounded view of Computer Science. **Weaknesses:** Textbook does not have many relatable graphics. Computing concepts and code is abstract. The text doesn't commit to a coding language which is confusing for students at this level. The text either needs to use pseudo code or commit to one of the five languages it mentions (ADA, C++, C#, Java, or Python). **Other:** This textbook is very thorough in explaining concepts and ideas to students but will require a lot of teacher intervention to break down concepts to students at the high school grade level. Students whose primary language is not English will find the text difficult. An appropriate prerequisite to this course should be Exploring Computer Science.					
	Key Features: This flexible, non-language-specific text uses an algorithm-centered approach to provide a foundation in computing. Learning objectives and a clear hierarchy help introduce algorithms, hardware, virtual machines, software development, applications of computing, and social issues. Updated exercises and practice problems challenge students to analyze, evaluate, and approach problems creatively. Special interest boxes and timely content highlight topics such as privacy, drones, cloud computing, and net neutrality. This edition is organized around the 7 big ideas of the AP Computer Science Principles exam, incorporating Big Idea 1--Creativity into all chapters, and the other Big Ideas: Global Impact, Data and Information, Programming, The Internet, Abstration, and Algorithms in specific chapters. Optional online modules for C++, Java, Python, C#, and Ada integrate seamlessly for the flexibility to teach a specific programming language. Optional MindTap® provides study tools and a digital Lab Manual and lab software with 20 laboratory projects. MindTap for this title also incorporates auto-graded coding labs built in a custom Integrated Development Environment, designed to be easy to use so that students can focus on learning code, rather than a new system. Students can easily test their code as they work and check it for bugs. Teachers get to see how students fared on each attempt. Students have access to Codey, a chat bot who can help them with programming terms, and more.					
	Invitation to Computer Science, MindTap (1-year access)	Schneider/Gersting	2019	9-12	9781337909273	
	Invitation to Computer Science, Cengage Learning, Testing, Powered by Cognero Instant Access	Schneider/Gersting	2019	9-12	9781337562058	
	Invitation to Computer Science, SE + MindTap (1-year access)	Schneider/Gersting	2019	9-12	9781337869997	
	Invitation to Computer Science, SE + MindTap (6-year access)	Schneider/Gersting	2019	9-12	9781337869980	
	Invitation to Computer Science, MindTap (6-year access)	Schneider/Gersting	2019	9-12	9781337870009	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning	**Java Programming**	**Farrell**	**2019**	**9-12**	**9781337397070**	**Component**
	Notes: **Strengths:** This text covers Standard 5 in the Computer Science Standards. It is very strong covering the Java programming. Some of the activities include questions about the content, debugging sections, writing of code in programming exercises, and Game Zone (where you create games). Two Truths and a Lie, Find the Bugs, projects, and end of chapter review questions are available for assessing student comprehension. This is a technical book and therefore, the vocabulary and content is at a higher reading level. The instructor resources include PowerPoints, Solutions, and a test bank. **Weaknesses:** This textbook does not cover all of the Idaho Computer Standards. **Other:** The online simulation Mindtap has not been released. It was not available for review.					
	Key Features: Introduce your beginning programmers to the power of Java™ for developing applications with the engaging, hands-on approach in Farrell's JAVA PROGRAMMING, 9E. With this dynamic text, even first-time programmers can quickly develop useful programs while mastering the basic principles of structured and object-oriented programming. This edition presents reader-friendly explanations and meaningful programming exercises that highlight today's business applications, game creation, debugging exercises, and case problems. All programs incorporate the latest version of Java (9) and Windows 10. New Coverage of JavaFX prepares students to create and deploy more sophisticated applications. Code figures, frequently 25 lines or less, illustrate one concepts at a time while Java keywords appear in color to differentiate them from program-created identifiers. MindTap for this title also incorporates auto-graded coding labs built in a custom Integrated Development Environment, designed to be easy to use so that students can focus on learning code, rather than a new system. Students can easily test their code as they work and check it for bugs. Teachers get to see how students fared on each attempt. Students have access to Codey, a chat bot who can help them with programming terms, and more.					
	Java Programming, MindTap (1-year access)	Farrell	2019	9-12	9781337780391	
	Java Programming, Cengage Learning, Testing, powered by Cognero Instant Access	Farrell	2019	9-12	9781337397216	
	Java Programming, SE + MindTap (1-year access)	Farrell	2019	9-12	9781337861328	
	Java Programming, SE + MindTap (6-year access)	Farrell	2019	9-12	9781337861311	
	Java Programming, MindTap (6-year access)	Farrell	2019	9-12	9781337861335	
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Cengage Learning	**Programming Logic and Design, Comprehensive**	**Farrell**	**2018**	**9-12**	**9781337102070**	**Component**
	Notes: **Strengths:** This text covers Standard 5 in the Computer Science Standards along with the online simulations of Mindtap. It is very strong covering the logic of programming. The online simulation covers the textbook contents, but not the activities and exercises. It adds different activities and codes and allows you to pick the programming language you want to use. Some of the activities include questions about the content, debugging sections, writing of code in programming exercises, and Game Zone (where you create games). This is a technical book and therefore, the vocabulary and content is at a higher reading level. **Weaknesses:** It does not cover all standards. The textbook is limited without the Mindtap online simulation. **Other:** The book is not language specific. Mindtap gives the choice between C++, Java, and Python. If teaching a language specific class, take into consideration that the text is not language specific.					
	Key Features: Teach student programmers the fundamental principles of developing structured program logic and prepare them for success with Joyce Farrell's PROGRAMMING LOGIC AND DESIGN, COMPREHENSIVE, 9E. A popular choice for foundational programming, this comprehensive book takes a unique, language-independent approach to programming					

with a distinctive emphasis on modern conventions. Noted for its clear writing style and complete coverage, the book eliminates highly technical jargon while introducing universal programming concepts and ensuring strong programming style and logical thinking. Coding labs are available for Java, C++, and Python associated with the chapters in this book.

Frequent side notes and Quick Reference boxes clarify important programming concepts while chapter objectives, concise summaries, and key terms guide learning. End-of-chapter practice provides multiple-choice review as well as programming, gaming, and debugging exercises, and a maintenance exercise that challenges students to improve working logic.

MindTap for this title also incorporates auto-graded coding labs built in a custom Integrated Development Environment, designed to be easy to use so that students can focus on learning code, rather than a new system. Students can easily test their code as they work and check it for bugs. Teachers get to see how students fared on each attempt. Students have access to Codey, a chatbot who can help them with programming terms, and more.

Programming Logic and Design, Comprehensive, MindTap (1-year access)	Farrell	2018	9-12	9781337780056
Programming Logic and Design, Comprehensive, Cengage Learning, Testing, powered by Cognero Instant Access	Farrell	2018	9-12	9781337274487
Programming Logic and Design, Comprehensive, SE + MindTap (1-year access)	Farrell	2018	9-12	9781337861281
Programming Logic and Design, Comprehensive, SE + MindTap (6-year access)	Farrell	2018	9-12	9781337861274
Programming Logic and Design, Comprehensive, MindTap (6-year access)	Farrell	2018	9-12	9781337861298

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
CompuScholar	CompuScholar: Web Design	CompuScholar, Inc.	2017	9th - 12th	9780988707030	Comprehensive
	Notes: **Strengths:** This curricular resource has strengths in the areas of consistent presentation on content. Materials give a clear basic understanding of HTML and CSS language for web design through code-snippets, project practice and video examples. Students get the opportunity to work in Komodo Edit. Vocabulary was relevant to understanding of the HTML and CSS language for web design with giving vocabulary through bold words and examples. **Weaknesses:** Many standards are addressed via the supplemental resources that are found at the end of the curriculum. This could present difficulties when teaching. For example if a teacher does not realize where each supplemental activity is located or aligns; students could miss out on that learning opportunity. There is a heavy language barrier with the amount of text in each lesson which could potentially cause issues for low-level learners or English Language Learners. There is no way to quickly search the curriculum for a specific content or lesson. The materials state students need Komodo Edit 8.x, however, when going to the Komodo website the only version available for download is Komodo Edit 11.0.2. The resource does state the student and teacher may use a newer version, but it will cause potential inconsistency throughout the curricular resources. **Other:** It would be helpful if there were basic slides of some kind for teachers to be able to use while presenting content for students. With the makeup of the curricular resource teachers will have to do a lot of leg work to get the materials into an effective presentation form with the current set up. For students and teachers to be successful high quality internet connectivity is highly important; without this videos and lesson will not load.					
	Key Features: This course teaches students how to create web pages using HTML5 and CSS. It covers standard HTML elements, common CSS styles, tables, dynamic menus, embedded audio and video, design guidance, simple JavaScript and jQuery interactivity and more. All CompuScholar courses are delivered through a turn-key online Learning Management System; there are no physical components. Lessons are delivered to students through a mixture of instructional videos, full-color lesson text and hands-on projects. The online system includes a syllabus and pacing guide, teacher's notes for every lesson, automatically graded quizzes and tests, an electronic grade-book, comprehensive reporting tools, solutions and answer keys.					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
CompuScholar	CompuScholar: Windows Programming with C#	CompuScholar, Inc.	2017	9th - 12th	9780988707009	Basic
	Notes: **Strengths:** This curricular resource has strengths in the areas of consistent presentation on content. Materials give a clear basic understanding of C# language through code-snippets, project practice and video examples. Students get the opportunity to work in an industry standard IDE (Microsoft Visual Studio). Vocabulary was relevant to understanding of the C# language with giving vocabulary through bold words and examples. **Weaknesses:** Many standards are addressed via the supplemental resources that are found at the end of the curriculum. This could present difficulties when teaching. For example, if a teacher does not realize where each supplemental activity is located or aligns, students could miss out on that learning opportunity. There is a heavy language barrier with the amount of text in each lesson which could potentially cause issues for low-level learners or English Language Learners. There is no way to quickly search the curriculum for a specific content or lesson. **Other:** It would be helpful if there were basic slides of some kind for teachers to be able to use while presenting content for students. With the makeup of the curricular resource teachers will have to do a lot of leg work to get the materials into an effective presentation form with the current set up of the curricular resources. For students and teachers to be successful high quality internet connectivity is highly important; without this videos and lesson will not load.					

	Key Features: This course teaches introductory coding using the Microsoft C# language. It covers data types, flow control, functions, arrays, debugging, Object Oriented Programming (OOP), graphical program design and additional topics. All CompuScholar courses are delivered through a turn-key online Learning Management System; there are no physical components. Lessons are delivered to students through a mixture of instructional videos, full-color lesson text and hands-on projects. The online system includes a syllabus and pacing guide, teacher's notes for every lesson, automatically graded quizzes and tests, an electronic grade-book, comprehensive reporting tools, solutions and answer keys.					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
CompuScholar	**CompuScholar: Java Programming (Abridged)**	**CompuScholar, Inc.**	**2017**	**9th - 12th**	**9780988707047**	**Basic**
	Notes: **Strengths:** This curricular resource has strengths in the areas of consistent presentation on content. Materials give a clear basic understanding of Java language through code-snippets, project practice and video examples. Students get the opportunity to work in an industry standard IDE (Eclipse). Vocabulary was relevant to understanding of the Java language with giving vocabulary through bold words and examples. **Weaknesses:** Many standards are addressed via the supplemental resources that are found at the end of the curriculum. This could present difficulties when teaching. For example, if a teacher does not realize where each supplemental activity is located or aligns, students could miss out on that learning opportunity. There is a heavy language barrier with the amount of text in each lesson which could potentially cause issues for low-level learners or English Language Learners. There is no way to quickly search the curriculum for a specific content or lesson. **Other:** It would be helpful if there were basic slides of some kind for teachers to be able to use while presenting content for students. With the makeup of the curricular resource teachers will have to do a lot of leg work to get the materials into an effective presentation form with the current set up of the curricular resources. For students and teachers to be successful high quality internet connectivity is highly important; without this videos and lesson will not load.					
	Key Features: This course teaches introductory coding using the Java language. It covers data types, flow control, functions, arrays, debugging, Object Oriented Programming (OOP), Java Swing and additional topics. All CompuScholar courses are delivered through a turn-key online Learning Management System; there are no physical components. Lessons are delivered to students through a mixture of instructional videos, full-color lesson text and hands-on projects. The online system includes a syllabus and pacing guide, teacher's notes for every lesson, automatically graded quizzes and tests, an electronic grade-book, comprehensive reporting tools, solutions and answer keys.					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
CompuScholar	**CompuScholar: Unity Game Programming**	**CompuScholar, Inc.**	**2017**	**9th - 12th**	**9780988707078**	**Component**
	Notes: **Strengths:** Graphics and pictures are comprehensive and helpful. Code snippets are included as well as screenshots of the Unity interface. The vocabulary is bolded and easy to find throughout the text. Videos correspond with most sections. Quizzes align with every section. Started files are included in sections where programming is required. The text is targeted toward high school students interested in learning the foundations of gaming development. This curriculum would make for a fun and engaging elective. Teacher resources are provided that outline lesson objectives, completed coding tasks, and have answer keys for quizzes and assessments. **Weaknesses:** Several standards are missing. This is a very niche curriculum specifically geared to game development. It would not be sufficient to teach as a well-rounded view of Computer Science. If a school were to adopt this curriculum they should know that it would not suffice for an AP Computer Science Principles course nor an AP Computer Science A course. **Other:** Schools must have a solid and consistent internet connection. Desktops or laptops that run Windows, Mac, or Linux operating systems must be used for this course. Chrome books or any other web based device will not work for this curriculum. Unity must be installed on an operating system. An appropriate prerequisite to this course should be Exploring Computer Science.					

	Key Features: This course teaches students how to create video games using the Unity development environment. It covers major Unity features such as sprites, animation, sound effects, scenes, asset management, physics engine, and more. The course also teaches scripting using the C# language, so students will learn about data, flow control, functions, arrays, Object Oriented Programming (OOP) and other topics. All CompuScholar courses are delivered through a turn-key online Learning Management System; there are no physical components. Lessons are delivered to students through a mixture of instructional videos, full-color lesson text and hands-on projects. The online system includes a syllabus and pacing guide, teacher's notes for every lesson, automatically graded quizzes and tests, an electronic grade-book, comprehensive reporting tools, solutions and answer keys.					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Learning.com	**EasyTech with Inquiry, 1 year sub.**	**Learning.com**	**2018**	**K, 1, 2**	**9781933367606**	**Comprehensive**
	Notes: **Strengths:** PBL is frequently used and encourages students to review each other's work regularly as they master the standards. Lessons spiral throughout grades allowing students to reconnect to old concepts as they delve deeper. **Weaknesses:** Online access is required. Every student in the class needs access to their own device. 1:1 is probably the best though a lab setting would also work. While many projects are present and students must review each other's work, collaboration is sparse. It is present, but not as often as one might expect from a PBL program. **Other:** Themes scaffold throughout primary and intermediate grades providing access to content all the way from Kindergarten up to 12th grade.					
	Key Features: Learning.com's K-8 online digital literacy curriculum, teaches students the 11 essential digital literacy skills including; Computer Fundamentals, Keyboarding, Email and Online Communication, Web Browsing, Digital Citizenship, Word Processing, Presentations, Spread Sheets, Databases, Visual Mapping, and Computational Thinking. Learning.com curriculum is fully aligned to the 2016 ISTE-S standards, as well the Idaho Information and Communication Standards for grades K-8. EasyTech is a comprehensive online digital literacy curriculum for grades K-8. The curriculum helps students develop and master technology and higher order thinking skills through direct instruction, interactive modules, practice and a variety of real-life application opportunities. Inquiry – Available with EasyTech, Inquiry, provides ready-to-go classroom projects built on the tenets of Project Based Learning. The projects help students learn about productivity tools, Internet research, online communication, and more as they work through real-world problems. For each grade K-8, Inquiry includes six technology-infused projects in ELA, math, science, and social studies to incorporate digital literacy instruction into core subject areas (please see Appendix D for a description of projects per grade). Students work collaboratively as they research information, create digital media, and present their learning to peers. Inquiry's built-in reflections give students the opportunity to evaluate their learning and develop critical thinking skills.					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Learning.com	**EasyTech with EasyCode Foundations, 1 year sub.**	**Learning.com**	**2018**	**3, 4, 5**	**9781938662300**	**Comprehensive**
	Notes: **Strengths:** PBL is frequently used and encourages students to review each other's work regularly as they master the standards. Lessons spiral throughout grades allowing students to reconnect to old concepts as they delve deeper. **Weaknesses:** Online access is required. Every student in the class needs access to their own device. 1:1 is probably the best though a lab setting would also work. While many projects are present and students must review each other's work, collaboration is sparse. It is present, but not as often as one might expect from a PBL program. **Other:** Themes scaffold throughout primary and intermediate grades providing access to content all the way from Kindergarten up to 12th grade.					
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	EasyTech is a comprehensive online digital literacy curriculum for grades K-8. The curriculum helps students develop and master technology and higher order thinking skills through direct instruction, interactive modules, practice and a variety of real-life application opportunities. Inquiry – Available with EasyTech, Inquiry, provides ready-to-go classroom projects built on the tenets of Project Based Learning. The projects help students learn about productivity tools, Internet research, online communication, and more as they work through real-world problems. For each grade K-8, Inquiry includes six technology-infused projects in ELA, math, science, and social studies to incorporate digital literacy instruction into core subject areas (please see Appendix D for a description of projects per grade). Students work collaboratively as they research information, create digital media, and present their learning to peers. Inquiry's built-in reflections give students the opportunity to evaluate their learning and develop critical thinking skills.					
Publisher	**Title of Material**	**Author**	**Copyright**	**Grade Level**	**ISBN**	**Recommendation**
Learning.com	**EasyTech with EasyCode Pillars, Part 1, 1 year sub.**	**Learning.com**	**2018**	**6, 7, 8**	**9781938662379**	**Comprehensive**
	Notes: **Strengths:** PBL is frequently used and encourages students to review each other's work regularly as they master the standards. Lessons spiral throughout grades allowing students to reconnect to old concepts as they delve deeper. **Weaknesses:** Online access is required. Every student in the class needs access to their own device. 1:1 is probably the best though a lab setting would also work. While many projects are present and students must review each other's work, collaboration is sparse. It is present, but not as often as one might expect from a PBL program. **Other:** Themes scaffold throughout primary and intermediate grades providing access to content all the way from Kindergarten up to 12th grade.					
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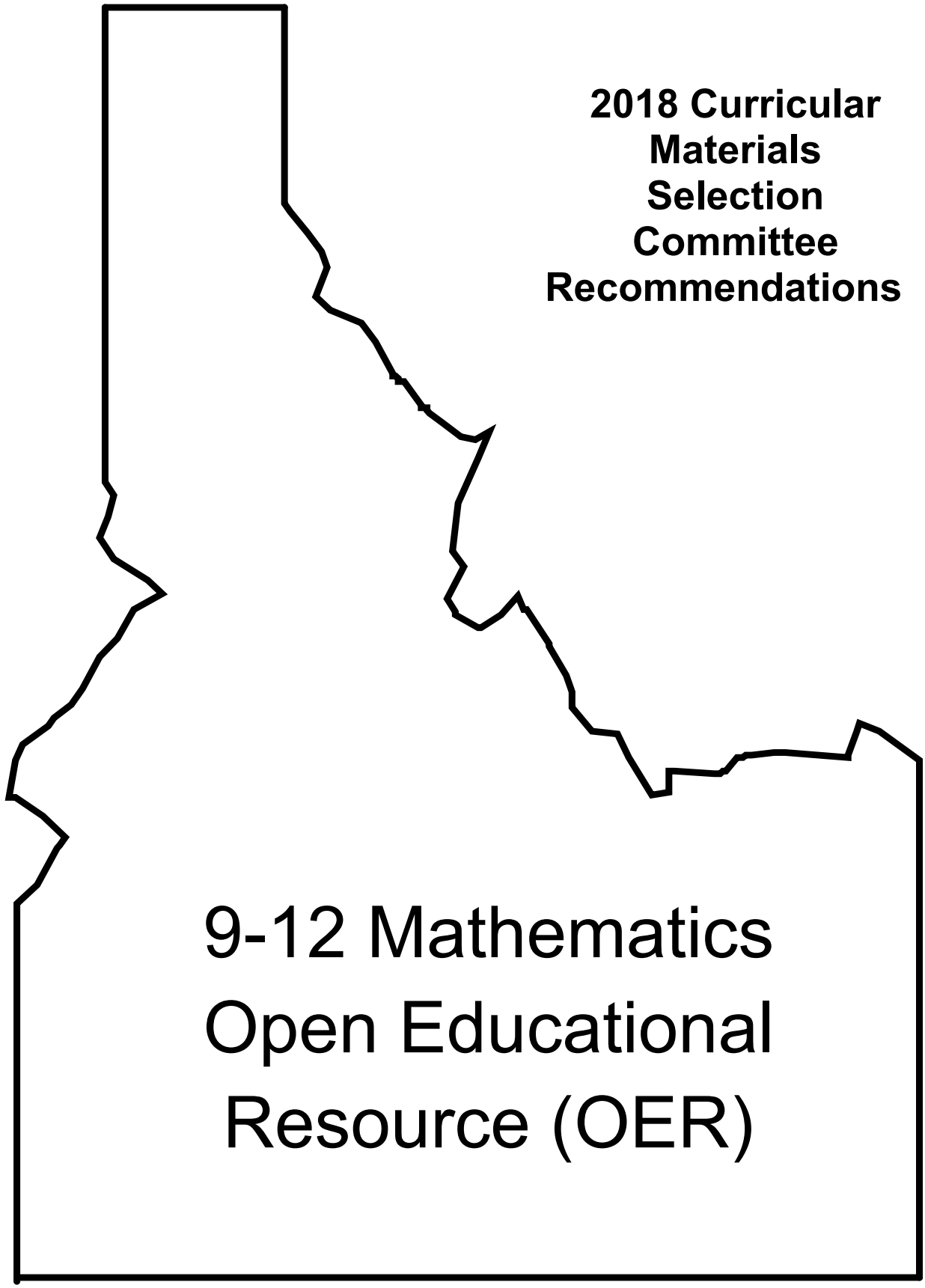
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education	**Computer Programming: Fundamental Concepts Using Java, Student Edition (Hardcover) with six 1-year eText access code cards**	**Liang, Jones**	**2017**	**9-12**	**9780134717180**	**Component**
	Notes: **Strengths:** Programming examples work with the text seamlessly. Teacher's Edition works right alongside Student Edition and provides teaching tips, assessments answers from the text, questions for discussion, and instructional strategies. Vocabulary is italicized in the text and placed in the margins in green text. Program functions are highlighted in blue text. Case studies can use class set of data (ex: students own BMI). Pseudo code flows nicely into the Java language. Each chapter outlines key terms, has chapter summary, and exercises for students to solidify concepts. **Weaknesses:** This is not suitable for an AP Computer Science A course nor an AP Computer Science Principles course. It introduces the Java language but too many concepts are left out for it to be a standalone curriculum for an advanced level of instruction. Also, not all concepts for AP Computer Science Principles are addressed. **Other:** The layout and flow of this curriculum are good however there is not enough content covered. This could be used for an introduction to programming course, but the broad concepts of computer science are not covered. Parts of the text could be used to help supplement an Exploring Computer Science course.					
	Key Features: Computer Programming engages students as they learn the fundamentals of problem-solving processes and techniques first, and then apply them through programming techniques to solve real-world problems. The text helps students acquire knowledge of structured programming techniques and concepts to develop executable programs and create appropriate documentation. Content areas include: • Programming in the workplace • Introduction to programming languages, programming techniques to solve problems, using selection statements, character strings, looping statements, data structures and arrays, modularizing code, intro to object-oriented programming • Build skills in the latest programming languages, including Java 8. • Identifying security risks • Programming Exercises provide novice programmers with opportunities to apply the new skills they have learned on their own. The level of difficulty is rated as easy (no asterisk), moderate (*), hard (**), or challenging (***)					
	Computer Programming: Fundamental Concepts Using Java, 1-year access code	Liang, Jones	2017	9-12	9780134702063	
	Computer Programming: Fundamental Concepts Using Java, six 1-year access codes	Liang, Jones	2017	9-12	9780134820835	
	Computer Programming: Fundamental Concepts Using Java, Teacher's Wraparound Edition	Liang, Jones	2017	9-12	9780134680460	



2018 Curricular Materials Selection Committee Recommendations

9-12 Mathematics Open Educational Resource (OER)

Publisher	Title of Material	Author	Copyright	Grade Level	Location	Recommendation
OER	GSE Geometry	Georgia DOE	2017	9-12	http://www.gavirtuallearning.org/Resources/MathResources/MathShared/SharedGSEGeometry17.aspx	Component
	Notes: **Strengths:** Each topic is presented in a very simple way to make sure students understand the basics. Higher level problems are available to challenge students. There are a lot of videos to help students who are visual learners. Practice that is provided is guiding and focuses on the WAP. The videos attend to a lot of the Mathematical Practices. It's just that the students don't get to when they are doing their homework/projects. Text-to-talk is a huge strength, especially for students that don't read at grade level. Lots of videos to aid in learning. Lots of videos to aid in learning. Text-to-talk. Scaffolding - Starts basic and builds **Weaknesses:** Some students may get frustrated with too much remediation if they don't need it. Manipulatives aren't interactive. Students are watching someone manipulate for them. Students should be manipulating and discovering the math through their manipulations. There isn't very much practice available. Teachers really have to supplement practice material. There is not a lot of opportunities for students to engage in the mathematical practices, that we know of. Everything is in English. Lack independent practice for students. Manipulatives are not interactive. **Other:** Assessments and Discussion Boards were not evaluated because they are not free and we were not given access to them. The material is well written and well-presented but there just is not enough practice. This could very easily be rated as a comprehensive program with a little bit of work and added practice for students.					

PROFESSIONAL STANDARDS COMMISSION

SUBJECT
Emergency Provisional Certificate

REFERENCE

June 2017	Board denied one (1) provisional certificate for the 2016-17 school year.
October 2017	Board approved four (4) provisional certificates for the 2017-18 school year.
December 2017	Board approved seventeen (17) provisional certificates for the 2017-18 school year.
February 2018	Board approved seven (7) provisional certificates for the 2017-18 school year.
April 2018	Board approved three (3) provisional certificates for the 2017-18 school year.
June 2018	Board approved six (6) provisional certificates for the 2017-18 school year.

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-1201 and 33-1203, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN
Goal 2: Educational Attainment, Objective A: Higher Level of Educational Attainment

BACKGROUND/DISCUSSION
One (1) emergency provisional application was received by the State Department of Education from the school district listed below. Emergency provisional applications allow a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/ credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

St. Maries Joint School District #041
Applicant Name: Broyles, James
Content & Grade Range: World Language - Spanish 6-12, Music 6-12 and Orientation Health Occupations 6-12.
Educational Level: BS, Nursing 1969
Declared Emergency: July 9, 2018, St. Maries School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.
Summary of Recruitment Efforts: The positions were posted starting in February 2017 and posted again; April 3, 2017, April 12, 2017, May 17, 2017, June 13, 2017,

January 22, 2018, April 10, 2018, June 4, 2018, June 20, 2018 and July 19, 2018 All three positions had zero applicants. Mr. Broyles has worked in the district previously under multiple provisional and/or alternative authorizations based on the ongoing need, his willingness to fill the positions, and letters of support from a student, staff and the superintendent.

PSC Review: The Authorizations Committee met on August 9, 2018 to review the Provisional Certificate application from St. Maries School District as they continue to struggle with the lack of applicants and the hiring of the appropriately certificated/endorsed teachers. Although St. Maries has been granted multiple emergency provisional certificates and alternative authorizations for this individual, it was noted during the Authorization Committee discussion that this is a unique and special circumstance. The committee recommends approval of the district's request for another Provisional Certificate for the 2018-2019 school year to the State Board of Education without reservation.

IMPACT

If the emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education…." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in occupational fields or emergency situations. When an emergency is declared, the Board is authorized to grant one-year provisional certificates based on not less than two (2) years of college training. The two year minimum requirement could be interpreted to mean the individual has attended a postsecondary institution without regard to the number of credits taken each year, however, the intent of the two year requirement is that the individual attended full time for two or more years. The Board defines a full time student as a student taking 12 or credits (or equivalent) per semester pursuant to Board policy III.P.7. Full-Time Students.

Section 33-512, Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator…" Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts may use an individual as a long-term substitute prior to requesting provisional certification for the individual.

The Department receives applications from the school districts for requests for provisional certifications, Department staff then work with the school districts to ensure the applications are complete. The Professional Standards Commission then reviews requests for the one-year provisional certificates, and those that are

complete and meet the minimum requirements are then brought forward by the Department to the Board for consideration with a recommendation from the Professional Standards Commission.

BOARD ACTION

I move to approve the request by the Professional Standards Commission for approval of a one-year emergency provisional certificate for James Broyles to teach Spanish grades six (6) through twelve (12), Music grades six (6) through twelve (12) and Orientation Health Occupations grades six (6) through twelve (12) in the St. Maries Joint School District #041 for the 2018-19 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

TAB	DESCRIPTION	ACTION
1	STANDING COMMITTEE REPORT – HIGHER EDUCATION TASK FORCE UPDATE	Information Item
2	IDAHO EXPERIMENTAL PROGRAM TO STIMULATE COMPETITIVE RESEARCH (EPSCoR) ANNUAL REPORT	Information Item
3	GRADUATE MEDICAL EDUCATION COMMITTEE – COMMITTEE APPOINTMENTS	Action Item
4	BOARD POLICY III.T. – STUDENT ATHLETES – FIRST READING	Action Item
5	BOARD POLICY III.N. – GENERAL EDUCATION – SECOND READING	Action Item
6	COLLEGE LEVEL EXAM PROGRAM/ADVANCED PLACEMENT COURSE EQUIVALENCY DEVELOPMENT	Information Item

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SUBJECT

Standing Committee Report – Higher Education Task Force Update

REFEFENCE

October 2017	Board assigned each of the 12 Higher Education Task Force recommendations to one or more of the Board's standing committees.
December 2017	Board prioritizes Higher Education Task Force recommendations.
February 2018	Board received update on all Higher Education Task Force recommendations.
April 2018	The Board received an update on progress regarding the Higher Education Task Force recommendations assigned to each of the Board's standing committees.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Bylaws Section I.F.2

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment; Objective A: Access and Transparency

BACKGROUND/ DISCUSSION

The Instruction, Research and Student Affairs (IRSA) committee Chair will provide a summary of several key initiatives that are in progress, in cooperation with staff from the eight public higher education institutions and other educational state agencies. IRSA projects include:

- Research and development of proposed exam-to-course crosswalk for Advanced Placement (AP) and College Level Examination Program (CLEP) within common course list and general education requirements.
- Exploration of possible strategies and solutions to increase access and affordability of textbooks corresponding to courses on the common course list.
- Institutional collaboration towards the development of a unified framework addressing the goals and recommendations of the Instruction, Research, and Student Affairs Committee and the Planning, Policy and Governmental Affairs Committee P-20 Guided Pathways Workgroup. These involve strategies, initiatives, and metrics identified by the Higher Education Task Force and Complete College America.
- Various grant proposals have been submitted in partnership with agency, postsecondary, and industry stakeholders supporting college access for adult learner populations.
- A Request for Proposals (RFP) for the statewide degree audit and student analytics system has been drafted and is under review and pending submission to the State Division of Purchasing.

- Developing strategies and goals to ensure first-time, full-time students complete 30 hours each academic calendar year.

IMPACT

The Chairman's overview will update Board members on efforts underway on projects within the IRSA Committee's area of responsibility.

STAFF COMMENTS AND RECOMMENDATIONS

Staff will be available to provide additional details on current IRSA initiatives, if requested.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) Annual Report

REFERENCE

August 2016	EPSCoR provided their annual report to the Board
October 2017	EPSCoR provided their annual report to the Board

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

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

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

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

Idaho has seven active National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement (RII) awards:

- Track-1 2013-2018 - $20 million plus required 20% state match: Managing Idaho's Landscapes for Ecosystem Services (MILES). State match is funded through the Board's Higher Education Research Council matching grant funds. The current match is $800,000 annually.

- Track-2 Focused EPSCoR Collaborations:

- 2017-2021 - $6 million, Using Biophysical Protein Models to Map Genetic Variation to Phenotypes.
- 2018-2022 - $6 million, Genomics Underlying Toxin Tolerance (GUTT): Identifying Molecular Innovations that Predict Phenotypes of Toxin Tolerance in Wild Vertebrate Herbivores.

- Track-3 Building Diverse Communities: 2014-2019 - $750,000 (up to five years), Indigenous Program for STEM Research, and Regional Native Network of Graduate Education: A National Research and Educational Model.

- Track-4 EPSCoR Research Fellows:
  - 2018-2020 - $216,000, A Multi-omic Approach Toward an Understanding of the Environmental Implications of Antibiotics on Soil Processes, Michael Strickland, University of Idaho
  - 2017-2019 - $194,000, Using In-cell NMR to Follow 13C-fluxomics in Living Cells, Lisa Warner, Boise State University
  - 2017-2019 - $131,000, Investigating Evolutionary Innovations through Metagenomics, Eric Haydn, Boise State University

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

ATTACHMENTS

Attachment 1 – Annual Report Presentation
Attachment 3 – MILES 2017 (year four) Project Advisory Board Report

STAFF COMMENTS AND RECOMMENDATIONS

Idaho EPSCoR was awarded a new Track-1 grant NSF-EPSCoR award in 2013 entitled, “Managing Idaho’s Landscapes for Ecosystem Services”, for $20M. This grant was a 5-year grant that completed in FY2018. Track-1 awards provide up to $20M over 5 years to support improvements to physical and cyber infrastructure and to develop human capital in research areas and require a state matching component. The current match rate is 20% of the award amount. On September 18, 2018, it was announced that Idaho-EPSCoR was awarded a new Track-1 grant from NSF-EPSCoR for the “Linking Genome to Phenome to Predict Adaptive Response of Organisms to Changing Landscapes” proposal. The five-year award amount from NSF-EPSCoR is $20M with $800,000 annually being provided as matching funds through the Board’s Higher Education Research Council and the funds the Board has allocated to the Council for distribution.

BOARD ACTION

This item is for informational purposes only.

Idaho NSF EPSCoR Research Infrastructure Improvement (RII): *Annual Report - 2018*

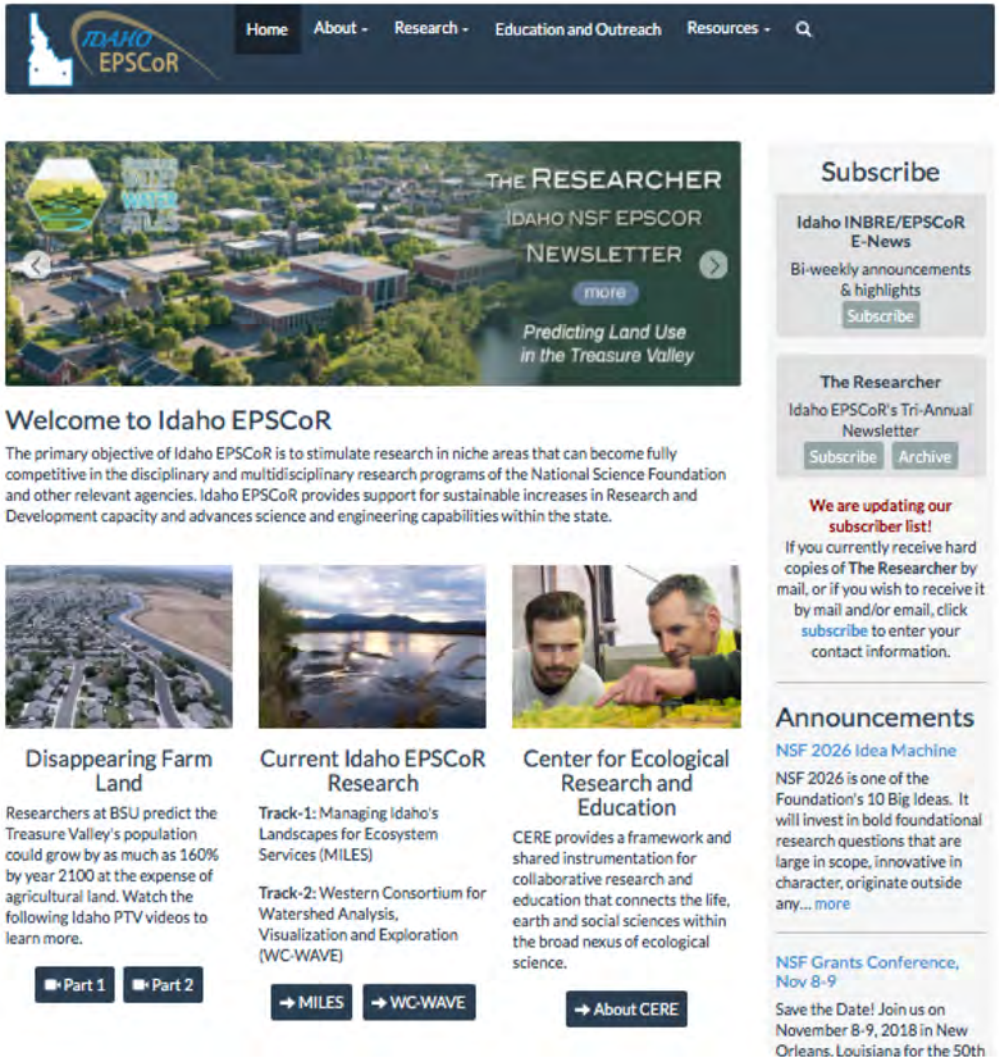
Laird Noh, Idaho EPSCoR Committee Chairman
Janet Nelson, Interim Project Director
Rick Schumaker, Assistant Project Director

Idaho State Board of Education
Lewiston, Idaho
October 18, 2018

2018 Annual Report

www.idahoepscor.org

- Idaho EPSCoR
- Idaho in National Context
- Active EPSCoR RII Awards
- MILES Accomplishments
- RII Track-1 Proposal "GEM3"
- Concluding Remarks



University of Idaho

Idaho State University

Boise State University

Idaho EPSCoR Committee



Laird Noh, Chairman
President of Noh Sheep Company; Idaho State Senator (retired)



David Barneby
Vice-President of Nevada Power and Sierra Pacific Power Companies (retired)



Kelly Beierschmitt
Deputy Laboratory Director, Idaho National Laboratory



Maxine Bell
Idaho State Representative



Matthew J. Borud
Chief Business Development Officer, Idaho Department of Commerce



Gynii Gilliam
President of Jobs Plus Inc.



Doyle Jacklin
Partner, Riverbend Commerce Park



Mark Nye
Idaho State Senator



Skip Oppenheimer
Chairman/CEO of Oppenheimer Companies, Inc.



Leo Ray
President of Fish Breeders of Idaho, Inc.



Mark Rudin
Vice-President for Research, Boise State University



Jean'ne Shreeve
Professor of Chemistry, University of Idaho



Dennis Stevens
Chief of Research and Development, Infectious Disease Section, Veterans Affairs Medical Center



David Tuthill Jr.
Founder of Idaho Water Engineering, LLC.



Cornelis Van der Schyf
Vice-President of Research, Idaho State University



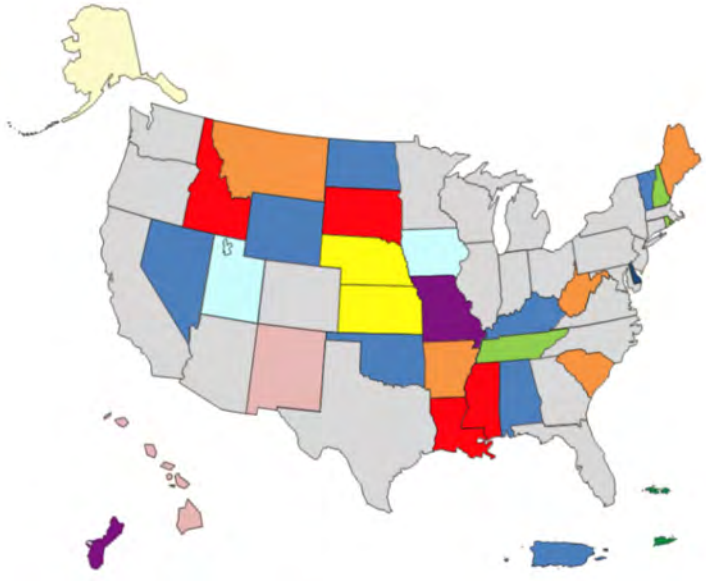
John Wiencek
Provost and Executive Vice President, University of Idaho

IDAHO EPSCoR

Idaho's Research Competitiveness

0.32% of NSF's Total Research funding awarded to Idaho (FY15-17), **up from 0.26%** seven years ago

ONE Idaho
Innovation • Integration • Inspiration



Total NSF funding to Idaho (FY17) = **$24.7M**, a **32% increase** from 2012



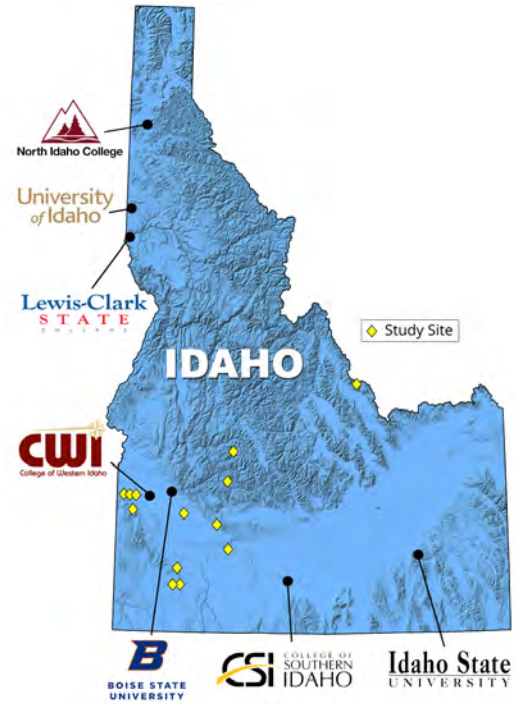
List of Active NSF EPSCoR RII Projects

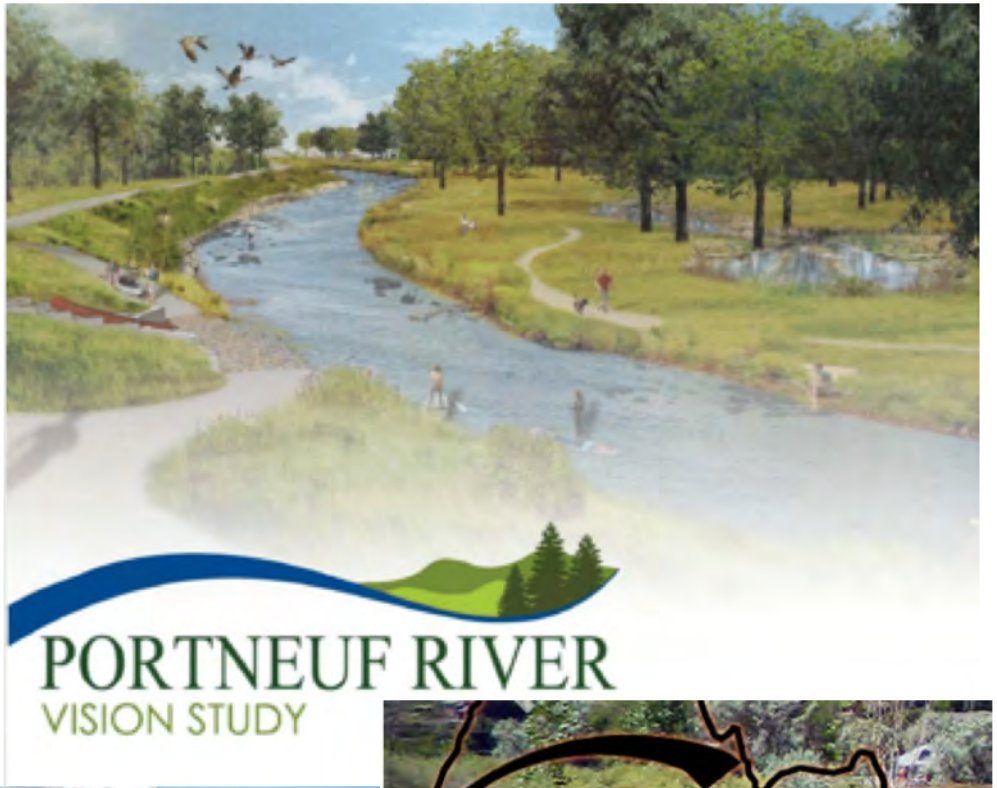
- Track-1: Academic Research Infrastructure
  - Managing Idaho's Landscapes for Ecosystem Services (MILES); (2013-2018) $20,000,000 plus required 20% match
- Track-2: Focused EPSCoR Collaborations
  - Using Biophysical Protein Models to Map Genetic Variation to Phenotypes; (2017-2021) $6,000,000. ID-VT-RI. 1 of 8 awards nationally
  - Genomics Underlying Toxin Tolerance (GUTT): Identifying Molecular Innovations that Predict Phenotypes of Toxin Tolerance in Wild Vertebrate Herbivores; (2018 –2022) $6,000,000. ID-WY-NV.
- Track-3: Building Diverse Communities
  - Indigenous Program for STEM Research and a Regional Native Network of Graduate Education: A National Research and Educational Model; (2014-2019) $750K

List of Active NSF EPSCoR RII Projects

- Track-4: EPSCoR Research Fellows
  - A Multi-omic Approach Towards an Understanding of the Environmental Implications of Antibiotics on Soil Processes; (2018-2020) $216k; Michael Strickland U of I
  - Using in-cell NMR to follow 13C-fluxomics in living cells; (2017-2019); $194k; Lisa Warner, Boise State
  - Investigating Evolutionary Innovations through Metagenomics; (2017-2019); $131k; Eric Haydn, Boise State

NSF EPSCoR MILES Research











New Faculty Hires through NSF EPSCoR



NSF EPSCoR RII – MILES Legacy

LaSES
Lake Social Ecological Systems Lab



Strategic Plan 2018-2021

- Place-based studies provide integrative research opportunities
- Statewide collaboration
- Stakeholders as partners
- 11 New faculty positions
- Integrated research and education
- New Initiatives to sustain research and education



Examples of NSF EPSCoR MILES Outputs

- **128** scholarly publications with partial or primary EPSCoR support since start; **38** cross-disciplinary
- **270+** participants at academic institutions statewide in Yr-5 (55% female, 18% underrepresented minorities)
- Research opportunities for **90** undergraduates in Yr-5 (56% female, 37% underrepresented minorities)
- **47** graduate and **87** undergraduate degrees granted to MILES students since start
- Training provided to **102** K-12 Teachers in Yr-5
- Submitted **272** proposals since 2013 requesting; over **20** for Social Ecological Systems science
- Received **88** grants totaling **$31.3M** since start

Workforce Development and Diversity

- MILES – Adventure Learning
  - 12 Workshops impacting over **20,000** Idaho K-12 teachers and students during the award
- Invested over $1M in more than 300 MURI undergraduate students
  - 38% from underrepresented populations
  - 56% female
  - 18% from 2 and 4 year colleges
- Of MURI students who started in Year 1 Cohort:
  - 91% graduated with a B.S. or B.A. degree
  - 28% either enrolled/applied for graduate school or have been awarded a graduate degree

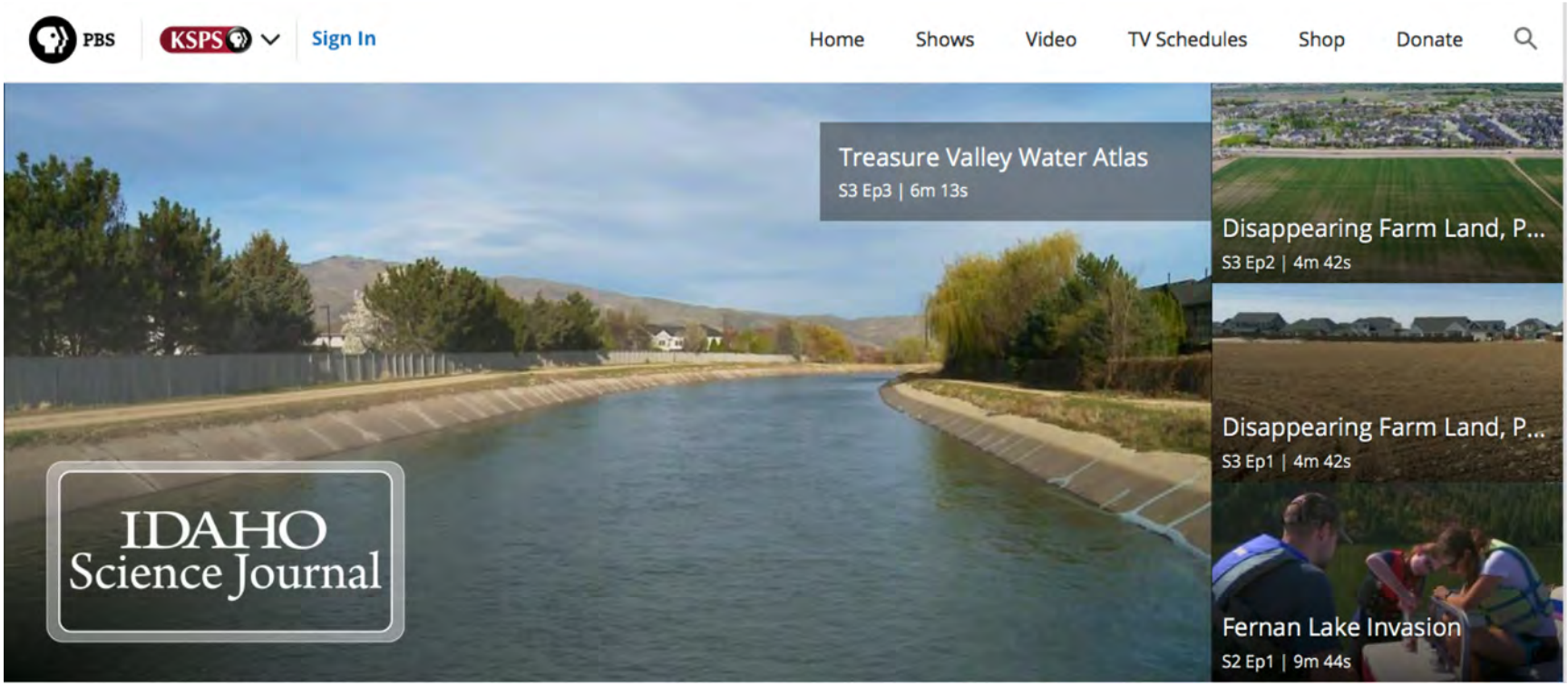




MILES External Engagement

IDAHO PUBLIC TELEVISION
idahoptv.org

Award-winning productions



EPSCoR – Recent Events / Activities

- Idaho EPSCoR Annual Meeting; Pocatello, October 2017 – Lisette Waits received Shreeve Award
- Laird Noh received EPSCoR/IDeA Danek Award, March 2018
- Idaho INBRE / Idaho EPSCoR partner on bi-monthly E-News
- Idaho Conference on Undergraduate Research (ICUR) – Boise, July 2018
- Idaho EPSCoR Annual Meeting; Sun Valley, December 2018



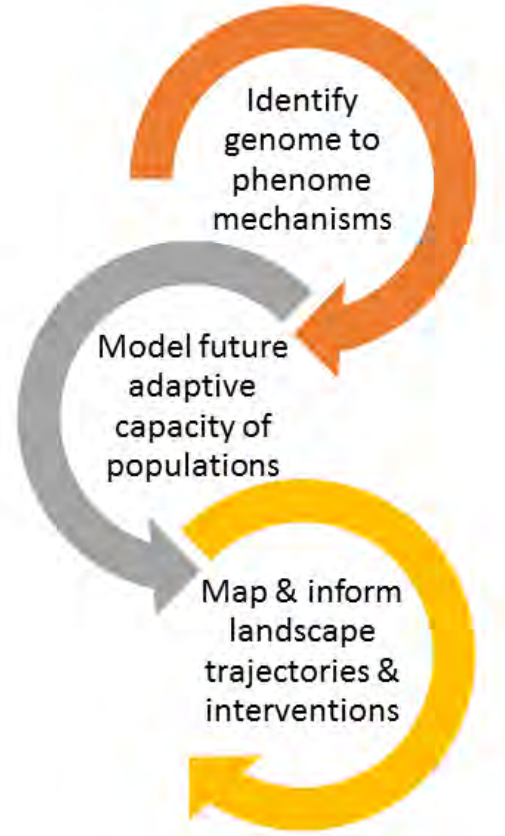




Idaho's NSF EPSCoR Track-1 Proposal

Idaho Track-1 RII: "GEM3"
Genes to Environment: Modeling, Mechanisms, and Mapping - Submitted August 2017

This statewide research theme will advance fundamental knowledge to predict how organisms adapt to external stressors and a changing environment.





Idaho NSF EPSCoR

MILES

IDAHO EPSCoR

ESTABLISHED PROGRAM TO STIMULATE COMPETITIVE RESEARCH (EPSCoR)



https://www.nsf.gov/od/oia/programs/epscor/

IDAHO NSF EPSCOR PROJECT ADVISORY BOARD REPORT ON THE IDAHO EPSCOR RESEARCH INFRASTRUCTURE IMPROVEMENT TRACK–1 COOPERATIVE AGREEMENT

(#IIA–1301792)

YEAR FOUR

POCATELLO, IDAHO

OCTOBER 2017

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INTRODUCTION

The Idaho EPSCoR Project Advisory Board (PAB) met in Pocatello, Idaho on October 11-13, 2017 to review the fourth year of progress toward the Idaho Research Infrastructure Improvement (RII) Track-1 Cooperative Agreement that was funded by the National Science Foundation (NSF) Experimental Program to Stimulate Competitive Research (EPSCoR). The RII project is entitled, "Managing Idaho's Landscapes for Ecosystem Services" (MILES). This was the fourth PAB meeting for the MILES project, and it occurred in conjunction with the project's annual meeting. A roster of PAB members is provided in Appendix A.

NSF EPSCoR funded this 60-month continuing award in June 2013 at $20 million over five years. This award will end in May 2018, and this is the final PAB report. The State of Idaho has committed to contribute $4 million in additional funds toward the project over the five-year period. The University of Idaho (UI) is the fiscal agent for the award, and Boise State University (BSU) and Idaho State University (ISU) receive funding through subcontracts. Dr. Janet Nelson, Vice President for Research and Economic Development at UI, is the Idaho EPSCoR/IDeA Interim Project Director and the Principal Investigator (PI) for the RII Track-1 Cooperative Agreement, replacing Dr. Peter Goodwin. The PAB looks forward to working with Dr. Nelson over the next year and would like to thank Dr. Goodwin for his many years of leadership both to MILES and to the PAB.

This report is being provided by the PAB to the Idaho EPSCoR management team with the understanding that it will be shared with the participating faculty and staff, the Idaho EPSCoR State Committee that provides general oversight for all of the Idaho EPSCoR activities, and the NSF EPSCoR Office. This report also should be shared with the administrators at each university, particularly where leadership at the institution is changing (e.g., new President and Vice Provost for Research at ISU). The report is intended to assist Idaho EPSCoR management and the Executive Leadership Team (ELT) to best meet their goals and objectives as detailed in the Strategic Plan in this final year. It focuses on Year 4 outcomes and timelines as compared with those listed in the Strategic Plan. It also provides feedback on the project's implementation of recommendations from the PAB in Year 3 and on the integration of feedback from the NSF Site Visit that occurred in September 2016.

In this fourth year, the PAB was asked to comment both on the project's fidelity of implementation of the Strategic Plan and related milestones as well as on the response to recommendations by the PAB and the Site Visit. The PAB also was asked to provide guidance related to the sustainability plans underway and to identify other possible areas for sustainability beyond the Track-1 period.

SUMMARY

The PAB noted that all project components are on track based on the Strategic Plan, as evidenced in the annual report, other key outcome documents provided by the project team, and the presentations at the annual meeting. Earlier in the program, the PAB highlighted the fact that this proposal was very ambitious and was tackling very complex problems. The PAB was impressed with the ability of the project leaders to implement the recommendations provided over the past year, while continuing to progress on previous accomplishments. The implementation of recommendations from last year required targeting resources (funds, personnel, time) to the following specific areas of concern:

Integration/Synthesis, Identifying a Unifying Conceptual Model, Convening a Working Group to Identify Research that Includes Economists and Social Scientists, Hosting a Decision Support Workshop with Stakeholders, and Diversity (including writing of the outcomes report from the mentoring workshop and hosting a workshop to focus on best practices in URM recruitment and retention). Project leadership successfully addressed these areas of concern, and the project has made great strides in the past twelve months. Further work will strengthen the project in each of these areas, and the PAB provides suggestions that will facilitate this growth and lead to sustainability beyond the current funding.

PROJECT LEADERSHIP AND MANAGEMENT

This project has afforded the Executive Leadership Team (ELT) the experience of leading a large, complex project with intra- and inter-campus components. These individuals are now important resources for their campuses and the state. They have management insights that can inform and help other large research grants (including the next Track-1). The PAB would like to acknowledge the intensive work of the ELT over the past year to implement the recommendations provided both by the PAB and the NSF Site Visit. Significant effort was undertaken over the last year to address each recommendation, with many positive project outcomes as a result. With the transition in leadership this year, the PAB is pleased to see that Dr. Janet Nelson has stepped forward to lead this project in its final year. Her extensive experience in complex and multi-disciplinary program management, science policy implementation, and academic administration provide an excellent match to the aims of the MILES project.

PROGRESS IN MEETING RECOMMENDATIONS

Integration/Synthesis

Important progress has been achieved to integrate university research and advice into the programs of local, regional, state, and federal environmental agencies, tribes, and into local and regional environmental and educational NGOs. This success is creating a community of SES interests across Idaho with expectations for continued university participation. Integration within and across the three academic institutions is also progressing among the participating faculty, with increased understanding of their relative strengths as the basis for future collaborations. Network maps helped the MILES researchers and leadership teams better understand the relationships among individual researchers and among the universities. The network maps show a significant increase in connections from 2016 to 2017. Common themes have been identified and a post-doc was hired to guide these efforts. An international collaboration (PECS - Programme on Ecosystem Change & Society) is underway to look at other countries' governance issues across social ecological systems and to share the results of the MILES learning with these organizations.

Identifying a Unifying Conceptual Model

A unifying conceptual model was created over the past several months, based on the DPSIR framework of UNEP Global Environmental Outlook 4 (GEO-4) for describing the interactions between society and the environment. It identifies similarities and differences among the issues/drivers and stakeholder perspectives. The model is being tested at each location and refined. The latest version was presented at the annual meeting, and participants were invited to provide feedback. The PAB appreciates that the model can be used to coordinate the SES activities within and across the universities, and to compare them to each other and over time. The PAB was concerned, however, that the model did not explicitly incorporate the societal or the researchers' responses to system impacts. The PAB recommends that the model explicitly incorporate responses to assess outputs and outcomes of SES management. The PAB also recommends simplifying the model to increase its transferability from the developers to the users.

Convening a Working Group to Identify Research that Includes Economists and Social Scientists

The project hired a new Social Scientist at BSU who provided course releases. The new faculty member attracted Social Science graduate students and is working on several projects toward the MILES research goals. Of particular interest, a well-integrated team of new faculty proposed an exciting interdisciplinary project entitled "Social-ecological Dynamics of Large Landscape Conservation in the High Divide". Other examples of projects involve understanding the social influences related to decision making for land conservation, or understanding the social decisions related to landscaping and water use. A presentation at the annual meeting showed continued progress in this area. Multiple faculty and graduate students in environmental science reported transformative expansion of their perspectives on environmental health and sustainability due to their human dimensions, as viewed through the lens of social science. The PAB regards this as a positive outgrowth of collaborations across the environmental and social sciences that are increasing the relevance of environmental research to social issues.

Hosting a Decision Support Workshop with Stakeholders

The current approach to problem solving with stakeholders was created as a result of the MILES program. Originally, the researchers created visualization and virtualization tools and used them to show the potential partners/stakeholders what was possible when these tools were used. Through workshops and iterative discussions with stakeholders, the researchers now approach stakeholders to ask, "What do you need to enhance your decision making?" The researchers have created over a dozen decision support visualization tools, based on the needs of the stakeholder. The datasets created for all of the projects are available in a statewide data management system, which can be accessed by others and allows the data to be referenced (an incentive for the researchers to contribute data).

In addition, there is now an online platform for managing datasets about researchers and their work. This research explores relationships among researchers, publications, and research topics, providing insight to the researchers and leaders regarding potential resources for current and future collaborations.

The PAB was also pleased to hear that across all of the universities, many of the researchers are now well integrated (sometimes on the board) into local community organizations, such as local farm bureaus and environmental or government organizations.

Diversity

The project improved its already successful diversity efforts in Year 4 by hosting several activities to bolster the recruitment and retention of underserved communities. A new Working Group was organized and hosted a large workshop in the spring with a keynote presentation by Dr. Valerie Purdie-Vaughns from Columbia University. A new mentoring training program was initiated, and mentoring and diversity sessions were hosted at the annual meeting. Key partners were invited to present at these sessions, which were very well attended by faculty, students, post-doctorates, and staff. The Idaho Diversity Network has been collaborating with the Idaho Department of Labor, leading to the development of recommendations to the Governor's Workforce Development Council (WFDC) to assist in improving outreach to underrepresented populations. This fruitful collaboration has an ongoing focus on AWARENESS, ADVOCACY, TRAINING, and PROMOTION in an effort to increase the diversity of Idaho's workforce.

Update the Plan/timeline for Collaborative Use of Integrated Modeling

The PAB noted that the three site-specific integrated models appear to be well conceived and on track for timely completion. The aggressive completion timeline will require focused and dedicated attention to achieve deadlines. The comprehensive nature and potential value of these models to stakeholders makes their full completion an important contribution to the MILES legacy.

The full-project conceptual model, with suggested modifications, could be used to guide integration by identifying actions that are likely to increase the positive effect of integration on selected ecosystem services. This will require dissemination of the model among the faculty and graduate student researchers, which in turn will require joint management of the model. Leadership is needed among the researchers to apply the model and update it based on user feedback.

SUSTAINABILITY

The sustainability plans are critically important at the end of Year 4 of this RII Track 1 award. The PAB noted that there are some institutional plans underway to house the efforts of the researchers and educators at each of the three main research campuses. However, a big part of sustainability is gaining institutional commitments for resources that are no longer available through EPSCoR funding. The project is at risk of not meeting the goals of sustainability if the new faculty hires are not supported as the funding ends. This is especially important at Idaho State University where the faculty

are Non Tenure Track. **Before the end of the award period, the Idaho EPSCoR Office, Idaho EPSCoR State Committee, and the ELT need to think about what materials should be prepared for various audiences that have a stake in retaining these highly productive faculty (state, institutional, stakeholders).**

The project is also at risk of not meeting the goals of sustainability if the new relationships among researchers, government agencies, and environmental/educational NGOs are not nurtured. Some of these relationships have the clear potential to diversify the funding sources for applied SES science and technology.

The PAB commends the project for the transformation of research that has occurred since year one of this award. The PAB sees a significant cultural shift in the way the scientists are approaching SES research questions across the state. Researchers are talking with each other in a rich world of collaborative multi-disciplinary science, spanning physical, chemical, environmental, social, economics and more. The social sciences and physical sciences are thoroughly integrated, and the PAB is confident that this impact will be long-lasting. The social and environmental sciences are approaching highly meaningful and rewarding integration with real societal benefits. Participating local and regional agencies have expectations for continued university involvement. Backtracking on integrative, collaborative, place-based SES research would risk diminishing the university brand.

There is a strong need for ongoing institutional financial and other support for these collaborative SES activities. There has been important administrative turnover in the universities over the past few years, and future turnover will occur. It is important for the Idaho EPSCoR State Committee to provide guidance through these transitions to prevent interruptions to the highly successful and still formative SES collaborations.

Multi-investigator, large proposals have been submitted by two campus research centers, and the Idaho EPSCoR Office should help the third in identifying RFPs for future submissions. Perhaps creating a concept map of how these three centers' missions, resources, and tools overlap would help in defining areas for future collaborative work across the centers.

Several productive collaborative research projects are collecting preliminary data that can be used for proposal submissions. Many of these have been initiated by faculty who were hired into the MILES project. The EPSCoR office needs to provide financial support to enable these early career faculty to submit competitive proposals. This may take the form of travel funds to bring faculty together, funding for a grant writer or consultant, or other supports identified by these faculty.

Additionally, the PAB would like to see the project consider what sustainability looks like at each of the other partner sites, particularly the PUIs and community-based partners. Perhaps a working group could consider how these efforts will be sustained through key partnerships and by pursuing other funding sources. The community partners should be deeply involved in these discussions.

Tracking of the participants, specifically undergraduate and graduate students, will be important for documenting the longitudinal impact of MILES on the STEM pipeline for the State of Idaho. The Idaho

STEM Pipeline, Career Information Systems, and IdahoWorks web sites are a good step toward providing pathways for students to stay in the STEM field. Tracking these online interactions in some manner will be important to documenting the long-term impact of MILES beyond Year 5. This could be accomplished by staff in the Idaho EPSCoR Office. Furthermore, the new and growing relationships between university researchers and their community partners can increase the profile of the universities among urban and suburban communities, and thereby expand the centers of instate recruitment from mainly rural/agricultural areas.

The relationships with myriad stakeholder groups in each of these regions will be a lasting legacy of the MILES project. Documentation of the processes that led to this meaningful engagement is being published, and the PAB encourages additional work in this area to ensure that lessons learned are shared broadly both within and beyond Idaho. The relationship with the Coeur d'Alene Tribe and the Shoshone-Bannock Tribes are both culturally and scientifically important, and documenting how these collaborative relationships were initiated, nurtured, and sustained would provide valuable insight for others who are engaging with diverse organizations to achieve a common research and education agenda that benefits all stakeholders.

CONCLUSION

The PAB found the MILES project to be on target with all objectives set forth in the Strategic Plan for Year 4. The leadership team was responsive to recommendations provided by the PAB and the NSF Site Visit during Year 3, incorporating changes to address each concern. Each project component is building a legacy through new faculty hires, stakeholder engagement, recruitment of diverse participants, and documentation of the processes used to reach success in integration of multiple groups toward a shared vision of SES for the State of Idaho.

APPENDIX A. PROJECT ADVISORY BOARD MEMBERS

Dr. Anna Waldron (Chair)

Associate Project Director, Missouri EPSCoR, University of Missouri

Dr. Josh Collins

Chief Scientist, San Francisco Estuary Institute and Aquatic Science Center

Mr. James Hoehn

Higher Education Consultant

Dr. Jeffrey Keay

Deputy Regional Director, Pacific Region, U.S. Geological Survey (ret.)

Dr. Sharon Nunes

Senior Executive, IBM (ret.)

SUBJECT

Graduate Medical Education – Committee Appointments

REFERENCE

December 5, 2017	Board approved a Graduate Medical Education 10-year plan.
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 3 (Workforce Alignment), Objective B (Medical Education)

BACKGROUND/DISCUSSION

The Graduate Medical Education (GME) committee will play a vital role in the further refinement of the 10-year GME plan approved by the Board at the December 5, 2017 special Board meeting and the development of recommendations to the Board on the implementation of the plan.

Consistent with Board Policy III.C, the purpose of the GME Committee is to provide recommendations to the Board on ways to enhance graduate education in the state of Idaho and the development, implementation, and monitoring of the Board's graduate medical education short and long-term plans. The committee will report to the Board through the Instruction, Research and Student Affairs Committee.

A maximum of thirty (30) members can serve on the committee. All committee members are appointed by the Board. Committee members represent postsecondary institutions providing graduate medical education for Idaho, residency sites, the Idaho Medical Association, and the Office of the State Board of Education. Representatives from medical organizations will include a physician and an administrator. For this initial appointment cycle committee members will serve either a two- or four-year term to establish staggered terms of committee members. Future appointments and/or reappointments will maintain four-year terms.

A chair and vice-chair will be nominated and elected by the committee membership at its first meeting. The committee will be supported by the GME Coordinator, hired by the Board's Executive Director.

IMPACT

Approval of nominations will form the initial GME committee membership, which will provide the Board with recommendations on ways to enhance graduate

medical education in Idaho and implementation of the Board's graduate medical education plan.

ATTACHMENTS

Attachment 1 – Idaho GME Nominations – Two Year Terms
Attachment 2 – Idaho GME Nominations – Four Year Terms
Attachment 3 – Idaho GME Curriculum Vitae's (CV's)

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed qualifications of nominees and recommends approval.

BOARD ACTION

I move to approve the nominations of the Graduate Medical Education committee members provided in Attachment 1 for a two (2) year term, effective immediately and expiring on June 30, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the nominations of the Graduate Medical Education committee members provided in Attachment 2 for a four (4) year term, effective immediately and expiring on June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

Institution	Program Director or (Designees)	Hospital Representative	Other Organizations	Expiration
Family Medicine Residency of Idaho				
	St. Luke's – Mark Roberts, MD			June 30, 2020
	St. Alphonsus – Chad Boult, MD			June 30, 2020
	St. Luke's – Joshua Kern, MD			June 30, 2020
Coeur d' Alene Family Medicine Residency	Dick McLandress, MD			June 30, 2020
		Jon Ness		June 30, 2020
		Andy Wilper, MD		June 30, 2020
University of Washington Psychiatry Program	Kirsten Aaland, MD			June 30, 2020
		Lee Biggs, DO		June 30, 2020
Idaho Hospital Association			Brian Whitlock	June 30, 2020
Office of State Board of Education			Randall Brumfield, EdD	No Expiration
University of Utah School of Medicine			Ben Chan, MD	June 30, 2020
West Valley Medical Center/HCA	Betsy Young Hunsicker			June 30, 2020

Attachment 2

Institution	Program Director or (Designees)	Hospital Representative	Other Organizations	Expiration
Family Medicine Residency of Idaho	Justin Glass, MD			June 30, 2022
	Kim Stutzman, MD			June 30, 2022
	St. Alphonsus – Samantha Portenier, MD			June 30, 2022
Idaho State University Family Medicine Residency	Bill Woodhouse, MD			June 30, 2022
	Dan Snell, MD			June 30, 2022
University of Washington Internal Medicine Residency	Moe Hagman, MD			June 30, 2022
Bingham Memorial Internal Medicine Residency	Shields Stutts, MD			June 30, 2022
		Jake Erickson		June 30, 2022
Eastern Idaho Regional Medical Center: Internal Medicine Residency Program	Doug Whatmore, MD			June 30, 2022
Office of State Board of Education			Randall Brumfield, EdD	No Expiry
Idaho Medical Association			Susie Pouliot	June 30, 2022
University of Washington school of Medicine			Mary Barinaga, MD	June 30, 2022
University College of Osteopathic Medicine			Kevin Wilson, DO	June 30, 2022

Kirsten Rose Aaland, MD

VA Hospital • 500 W Fort St. Bldg. 116 • Boise, ID 83702

EDUCATION

University of Florida College of Medicine — **Gainesville, FL**
Doctor of Medicine — May 2010

University of Florida — **Gainesville, FL**
Bachelor of Science in Food Science and Human Nutrition, *Cum Laude* — May 2006

University of Florida — **Gainesville, FL**
Bachelor of Arts in Spanish Language and Literature, *Cum Laude* — May 2006

INTERNSHIP AND RESIDENCY

University of Washington Department of Psychiatry and Behavioral Sciences, — **Seattle, WA**
Idaho Advanced Clinician Track — 2010 - 2012

Boise, ID
Psychiatry Resident — 2012 – 2014
Chief Resident — 2013

EXPERIENCE

Veterans Administration Hospital — **Boise, ID**
Staff Psychiatrist — 2014 – Present
Outpatient, triage, consult-liaison, and inpatient psychiatry.

University of Washington Psychiatry Residency Program — **Boise, ID**
Idaho Advanced Clinician Track
Track Director — May 2016 – Present
Responsibilities include teaching and supervising Psychiatry residents, coordinating didactic curriculum, coordinating rotations at the VA and community hospitals, faculty recruitment and development, building relationships with community partners, and overseeing new resident recruitment.
Interim Track Director — October 2015 – April 2016
Responsibilities were the same.
Assistant Track Director — March 2015 – September 2015
Taught and supervised Psychiatry residents, coordinated clinical rotations at the Boise VA Medical center, and recruited and trained VA clinical supervisors.

LICENSURE

Licensed in Alaska, since 2014
Licensed in Idaho, since 2014
A diplomate of the American Board of Psychiatry and Neurology, since 2014

PROFESSIONAL MEMBERSHIPS

Idaho Medical Association, member since 2015
Ada County Medical Society, member since 2015

American Psychiatric Association, member since 2014
Idaho Psychiatric Association, member since 2014
American Group Psychotherapy Association, member since 2014

BOARDS AND COMMITTEES

Member, Boise VA Chief of Psychiatry Search Committee	August 2017 - Present
Secretary/Treasurer, Idaho Psychiatric Association Board of Directors	April 2017 - Present
Chair, Clinical Competency Committee, ID/UW Psychiatry Residency	Oct 2015 - Present
Chair, Curriculum Committee, ID/UW Psychiatry Residency	Oct 2015 - Present
Co-Chair, Clinical Competency Committee, ID/UW Psychiatry Residency	June 2015 - Oct 2015
Co-Chair, Curriculum Committee, ID/UW Psychiatry Residency	Mar 2015 - Oct 2015

PUBLICATIONS

Cowley DS, Keeble T, Jones J, Layton M, Murray SB, Williams K, Bakker C, et al. Educating Psychiatry Residents to Practice in Smaller Communities: A Regional Track Residency Model. Acad Psychiatry. 2016; 40(5), 846-849.

ABSTRACTS

Cowley DS, Keeble T, Jones J, Layton M, Murray SB, Williams K, Bakker C, et al. Educating Psychiatry Residents to Practice in Smaller Communities: A Regional Track Residency Model [abstract]. In: AADPRT Poster Presentation.; 2016 March 3-5; Austin, Texas.

NATIONAL PRESENTATIONS

Pascoe, Phaedra, Rich, Anne, Aaland, Kirsten, and Borghesani, Paul. "The Lone Psychiatrist: Preparing medical students and psychiatry residents for practicing with rural populations". Association of Academic Psychiatry Annual Meeting. Milwaukee, WI. September 5, 2018.

LOCAL PRESENTATIONS

Life After Residency: Navigating Licensure and Employment. *Psychiatry Resident Didactics.* VA Medical Center. Boise, Idaho. August 30, 2018.
Supervision and Case Presentation. *Psychiatry Resident Didactics*. VA Medical Center. Boise, Idaho. July 12, 2018.
Fibromyalgia and Chronic Pain. *Psychiatry Resident Didactics.* VA Medical Center. Boise, Idaho. March 29, 2018.
Teaching Learners How to Keep the Fire Alive: Focusing on wellness to replenish one's fuel and buffer burnout. *BaCHE (Building a Community of Health Educators) Faculty Development Series.* VA Medical Center. Boise, Idaho. March 22, 2018.
Principles in the care of Transgender and Intersex Patients. *Psychiatry Resident Didactics.* VA Medical Center. Boise, Idaho. December 7, 2017.
Principles in the care of Transgender and Intersex Patients Part 2. *Psychiatry Service Meeting.* VA Medical Center. Boise, Idaho. December 5, 2017.
Principles in the care of Transgender and Intersex Patients Part 1. *Psychiatry Service Meeting.* VA Medical Center. Boise, Idaho. November 21, 2017.
Psychiatric Residents as Teachers: Teaching to Learn. *Psychiatry Resident Didactics.* VA Medical Center. Boise, Idaho. August 10, 2017.
Keeping the Fire Alive: Replenishing Your Fuel and Avoiding Burnout. *Psychiatry Resident Didactics*. VA Medical Center. Boise, Idaho. July 20, 2017.
Supervision and Case Presentation. *Psychiatry Resident Didactics*. VA Medical Center. Boise, Idaho. July 13, 2017.

The R3/R4 Difference: Supervision at Each Stage of Training. *Psychiatry Residency Supervision Training Group.* VA Medical Center. Boise, Idaho. June 12, 2017.
Stalking of the Mental Health Professional. *Psychiatry Service Meeting.* VA Medical Center. Boise, Idaho. March 21, 2017.
Supervision. *Psychiatry Service Meeting.* VA Medical Center. Boise, Idaho. July 18, 2016.
Supervision and Case Presentation. *Psychiatry Resident Didactics.* VA Medical Center. Boise, Idaho. July 14, 2016.
Kohut and Self-Psychology. *Psychiatry Resident* Didactics. VA Medical Center. Boise, Idaho. June 9, 2016.
Educating Psychiatry Residents to Practice in Smaller Communities: A Regional Track Residency Model. *AADPRT Poster Presentation.* Austin, Texas. March 4, 2016.
Fibromyalgia and Chronic Pain. *Psychiatry Resident Didactics.* VA Medical Center. Boise, Idaho. January 21, 2016.
Dreams. *Social Work Didactics.* VA Medical Center. Boise, Idaho. December 8, 2015.
Professional Development. *Psychiatry Resident Didactics.* VA Medical Center. Boise, Idaho. September 17, 2015.
Keeping the Fire Alive: Replenishing Your Fuel and Avoiding Burnout. *Psychiatry Resident Didactics*. VA Medical Center. Boise, Idaho. September 10, 2015.
Key Elements of a Functioning Integrated Care Team. *Social Work Didactics.* VA Medical Center. June 18, 2015.
Love Potion No. 9: The Chemicals of Passion, Intimacy, and Commitment. *Psychiatry Grand Rounds*. St. Alphonsus Hospital. Boise, Idaho. April 16, 2015.
Dreams: A Century since Freud. *Psychiatry Grand Rounds*. VA Hospital. Boise, Idaho. February 20, 2014.
Interdisciplinary Journal Clubs. *Psychiatry and Psychology Journal Club*. VA Hospital. Boise, Idaho. November 7, 2013.
Depression in the Primary Care Setting. *VA Nurse Practitioner Didactic*. VA Hospital. Boise, Idaho. October 9, 2013.
Buprenorphine as a Treatment for Opioid Addiction. *VA Case Conference*. VA Hospital. Boise, Idaho. September 26, 2013.
Mood Disorder Treatment Protocol Review. *Behavioral Health Conference*. Family Medicine Residency of Idaho. Boise, Idaho. September 19, 2013.
Treatment of Gambling Addiction. *VA Case Conference*. VA Hospital. Boise, Idaho. January 2013.
A Review of Medication Management of Bipolar Depression. *Harborview Noon Conference*. Harborview Medical Center. Seattle, Washington. October 2011.
ECT Induced Mania. *Harborview Noon Conference*. Harborview Medical Center. Seattle, Washington. August 2010.

MARY ELIZABETH BARINAGA, MD, FAAFP

PERSONAL DATA

Professional Address 322 East Front Street, Suite 590

Boise, Idaho 83702

Direct Office 208-364-4548

EDUCATION

1991 - 1995 Doctor of Medicine
University of Washington School of Medicine, Seattle, WA

1987 - 1991 Bachelor of Science in Zoology, summa cum laude
College of Idaho, Caldwell, ID

POSTGRADUATE TRAINING

1996 - 1998 Family Medicine Residency
Family Practice Residency of Idaho, Inc., Boise, ID

1995 - 1996 Family Medicine Internship
Family Practice Residency of Idaho, Inc., Boise, ID

PROFESSIONAL EXPERIENCE

2010 - Present Assistant Dean for Regional Affairs and Idaho WWAMI Clinical Medical Education Coordinator
University of Washington School of Medicine, Boise, ID

2010 - Present Teaching Faculty and Staff Family Physician
Family Medicine Residency of Idaho, Inc., Boise, ID

1998 - 2010 Staff Family Physician
Benewah Medical Center, Plummer, ID

FACULTY POSITIONS

2017 – Present Associate Clinical Professor, Department of Family Medicine
University of Washington School of Medicine

2012 - 2017 Assistant Clinical Professor, Department of Family Medicine

University of Washington School of Medicine

2007 - 2012	Clinical Instructor, Department of Family Medicine University of Washington School of Medicine

BOARD CERTIFICATION

2015 -2025	Recertified, American Board of Family Medicine
2005 -2015	Recertified, American Board of Family Medicine
1998 -2005	American Board of Family Practice

LICENSURE AND OTHER CERTIFICATION

Idaho State Board of Medicine, M-7054

Idaho State Board of Medicine Supervising Physician License, SPHY-7054

Idaho State Board of Pharmacy Controlled Substance Registration, CS6895

Washington State Board of Medicine, 025209-MD00036315

U.S. Drug Enforcement Administration, BB5071927

Advanced Cardiac Life Support (ACLS)

Basic Life Support (BLS)

HONORS AND AWARDS

2012	College of Idaho Alumni Service Award
2008	"Team Spirit Award", Benewah Medical Center/Wellness Center, Plummer, ID
2007	"Spirit of Benewah Medical Center" Award, Benewah Medical Center/Wellness Center, Plummer, ID
2005	"Wellness and Fitness Award", Benewah Medical Center/Wellness Center, Plummer, ID

TEACHING EXPERIENCE

2010 - Present	Family Medicine Residents, Boise, ID
2010 - Present	Medical Students, Boise, ID
2003 - 2010	Medical Students, Plummer, ID
2003 - 2010	Family Medicine Residents, Plummer, ID
1998 - 2010	Physician Assistant Students, Plummer, ID

1998 - 2010	Nurse Practitioner Students, Plummer, ID

PROFESSIONAL ORGANIZATION MEMBERSHIP

National Organizations

American Academy of Family Physicians (AAFP)

National Rural Health Association (NRHA)

American Medical Association (AMA)

Society for Teachers of Family Medicine (STFM)

State Organizations

Idaho Academy of Family Physicians (IAFP)

Idaho Rural Health Association (IRHA)

Idaho Area Health Education Center (AHEC) Advisory Board

Idaho Medical Association

Ada County Medical Society

PROFESSIONAL SERVICE

Academic

University of Washington School of Medicine

2016- Present	Vice-Chair, Idaho WWAMI Advisory Board
2013 - Present	Co-Director of Idaho TRUST (Targeted Rural Underserved Track)
2012 - Present	Member, WWAMI Communications and Strategic Planning Committee
2010 - Present	Chair, Idaho Track Steering Committee
2010 - Present	Chair, Idaho WWAMI Admissions Oversight Committee
2007- 2011, 2013 - Present	Member, UWSOM Admissions Committee
2006 - Present	Medical Student Mentor, Underserved Pathway
2016 – 2018	Co-Chair, UW School of Medicine Liaison Committee on Medical Education (LCME) accreditation self-study committee focused on Admissions and Student Support
2016 – 2018	Member, Liaison Committee of Medical Education (LCME) Steering Committee2013
2016	Member, Search Committee Assistant Dean for Rural Programs
2016	Member, Search Committee for Student Career Advisor
2015	Member, USMLE Step 1 Preparation Course Work Group

2014	Member, Time in Seattle Workgroup for Curriculum Renewal
2014	Member, Special Program Workgroup for Curriculum Renewal
2014	Member, Search Committee for UI WWAMI Director
2013	Member, Search Committee for Center for Equity, Diversity and Inclusion (CEDI) Director
2013	Member, Diversity Committee for Curriculum Renewal
2012	Member, Visioning Committee for Curriculum Renewal
2012	Member, Search Committee for UI WWAMI Associate Director
2011 - 2012	Member, Boise State College of Health Sciences Strategic Directions Committee
2011	Member, Second Year of WWAMI in the Region Subcommittee for Curriculum Renewal
2010 - 2016	Member, WRITE Steering Committee
2010 -2015	Member, Required Clerkship Committee
2010 - 2015	Member, Elective Clerkship Committee

Family Medicine Residency of Idaho, Inc.

2010 - Present	Member, FMRI Graduate Medical Education Committee

Professional

National Rural Health Association

2010 - 2017	Member, Executive Committee, Rural Medical Educators
2016-2017	Immediate-Past Chair of Rural Medical Educators
2015 - 2016	Senior Co-Chair of Rural Medical Educators
2014 - 2015	Junior Co-Chair of Rural Medical Educators

American Academy of Family Physicians

2016- Present	Vice-Chair, Rural Health Member Interest Group
2015-2016	Secretary, Rural Health Member Interest Group
2014 - Present	Idaho Delegate, Congress of Delegates
2014 - Present	Member, Rural Health Member Interest Group
2017-2018	Chair, Reference Committee on Advocacy, Congress of Delegates

2016- 2018	Member, Reference Committee on Advocacy, Congress of Delegates
2013 - 2014	Idaho Alternate Delegate, Congress of Delegates

Idaho Academy of Family Physicians

2012 - Present	Treasurer
2006 - Present	Director, Board of Directors
2011 - 2012	President
2010 - 2011	President-Elect

Idaho Rural Health Association

2017- Present	President, Board of Directors
2016-Present	President-Elect, Board of Directors
2014 - Present	Director, Board of Directors

Idaho Medical Association

2017 – Present	Co-Chair, Medical Education Affairs Committee
2015 - Present	Trustee, District 4B, Board of Trustees
2010 - Present	Delegate, House of Delegates
2010 - 2017	Member, Medical Education Affairs Committee

Ada County Medical Society

2015 - Present	Ex Officio Director, Board of Directors

Idaho Area Health Education Center (AHEC)

2010 - 2017	Director, Advisory Board of Directors

Southwest Idaho Area Health Education Center (AHEC)

2017- Present	Director, Advisory Board of Directors

Idaho Department of Health and Welfare

2012 - 2017	Member, Rural Health Care Access and Physician Incentive Program Grant Review Board

Saint Alphonsus Regional Medical Center

2010 - Present	Member, Graduate Medical Education Committee

St. Luke's Health System

2010 - Present	Member, Graduate Medical Education Committee

Idaho State Board of Education

2011 - 2012	Chair, Rural Physician Incentive Program Committee
2010 - 2012	Member, Rural Physician Incentive Program Committee

Idaho Primary Care Association

2010 - 2012	Member, Idaho SEARCH Program Committee

Benewah Medical Center

2008 - 2010	Electronic Health Record Implementation Physician Leader
2000 - 2010	Clinical Advisor, Radiology Department
1999 - 2010	Director, Asthma Management Quality Improvement Program
1998 - 2010	Member, Pharmacy and Therapeutics Committee

CIVIC AND COMMUNITY ACTIVITIES

2018- Present	Volunteer Physician for High School Sports Physicals, Boise, ID
2013 - Present	Volunteer Physician and Preceptor, Marie Blanchard Friendship Clinic, Boise, ID
2011 - Present	Volunteer Physician, Garden City Community Free Clinic, Garden City, ID
2010 - Present	Member, Boise Metro Chamber of Commerce, Boise, ID
2010 - Present	Member, Euzkaldunak Boise Basque Club, Boise, ID
2010 - 2018	Presenter, Tar Wars Smoking Prevention Program
2011 - 2013	Member, Leadership Boise, Boise Metro Chamber of Commerce, Boise, ID

2001 - 2003 Volunteer Physician, St. Maries Volunteer Free Clinic, St. Maries, ID

PRESENTATIONS

Academic

August 2018	Idaho Medical Association 2018 Annual Meeting, Sun Valley, Idaho. Faculty development presentation "Practical Tips and Tools for Teaching in Clinic"
October 2017	Consortium for Longitudinal Integrated Clerkships (CLIC) International Conference, Singapore, Republic of Singapore. Presentation "Leadership training for future rural physicians in University of Washington School of Medicine's Targeted Rural Underserved Track (TRUST)"
October 2017	Consortium for Longitudinal Integrated Clerkships (CLIC) International Conference, Singapore, Republic of Singapore. Innovations poster "TRUST and RTT training to create a Rural/Underserved Physician Pipeline in the WWAMI Region"
May 2017	Rural Medical Educators Annual Meeting, National Rural Health Association, San Diego, CA. Led PeArLS (Personally Arranged Learning Sessions) "Leadership curriculum for rural track students (TRUST)"
October 2016	Consortium for Longitudinal Integrated Clerkships (CLIC) International Conference, Toronto, Ontario, Canada. Innovations poster "The Best of Both Worlds: LIC Training at an Idaho Site Providing both Rural and Urban Exposure for Students"
October 2015	Consortium for Longitudinal Integrated Clerkships (CLIC) International Conference, Ashville, NC. Innovations poster "WRITE and RTT Training at a Unique Rural Site in Idaho"
April 2015	Rural Medical Educators Annual Meeting, National Rural Health Association, Philadelphia, PA. Presentation "Building Leadership Skills for Improved Rural/Underserved Health"
February 2014	Rural Medical Educators Conclave of the National Rural Health Association, Spokane, WA. Presentation "The Rural Underserved Opportunities Program"
September 2013	Consortium for Longitudinal Integrated Clerkships (CLIC) International Conference, Big Sky, MT. Presentation "Engaging Medical Students and Community through Longitudinal Integrated Clerkships in the WRITE Program"
April 2013	Rural Medical Educators Annual Meeting, National Rural Health Association, Louisville, KY. Presentation "Using Technology to do Balant Sessions in the WRITE Program"
April 2013	Association of American Medical College's (AAMC) Group on Regional Medical Campuses Spring Meeting, Atlantic City, NJ. Presentation "Community Engagement at Regional Campuses through Meaningful Longitudinal Experiences"
September 2012	Rendezvous-Consortium for Longitudinal Integrated Clerkships (CLIC), Thunder Bay, Ontario, Canada. Presentation "Community Engagement: The UWSOM's TRUST Program. Integrating Rural Communities with Medical Students Over a Four-Year Rural Longitudinal Medical School Curriculum"
April 2011- 2013	Third- Year Medical Students, Careers in Medicine, Boise, ID

Legislative/State Agency

February 2018	Presentation to Senate Education Committee of the Idaho State Legislature, "Idaho WWAMI Update: Idaho's Medical School for 46 Years", Boise, ID
January 2018	Presentation to the Joint Finance Appropriations Committee of the Idaho State Legislature, "Health Education FY19 Budget Request for Idaho WWAMI"
February 2017	Presentation to Senate Education Committee of the Idaho State Legislature, "Idaho WWAMI Update: Idaho's Medical School for 45 Years", Boise, ID
January 2017	Presentation to the Joint Finance Appropriations Committee of the Idaho State Legislature, "Health Education FY18 Budget Request for Idaho WWAMI"
September 2016	Provided testimony to Healthcare Alternatives Working Group of the Idaho State Legislature, Boise, ID
February 2016	Presentation to Senate Education Committee of the Idaho State Legislature, "Idaho WWAMI Update", Boise, ID
January 2016	Presentation to Joint Finance Appropriations Committee of the Idaho State Legislature "Addressing Idaho's Physician Workforce Needs: WWAMI Expansion and the TRUST Program", Boise, ID
April 2015	Presentation to Idaho State Board of Education "UWSOM Curriculum Renewal", Moscow, ID
February 2015	Presentation to Senate Education Committee of the Idaho State Legislature "WWAMI 2015: 43 Years of Medical Education in Idaho", Boise, ID
January 2015	Presentation to Joint Finance Appropriations Committee of the Idaho State Legislature "Addressing Idaho's Physician Workforce Needs", Boise, ID
April 2014	Presentation to Idaho State Board of Education "UWSOM Curriculum Renewal", Boise, ID
January 2014	Presentation to Joint Finance Appropriations Committee of the Idaho State Legislature "Addressing Idaho's Physician Workforce Needs: WWAMI Expansion and the TRUST Program", Boise, ID
January 2014	Presentation to Senate Education Committee of the Idaho State Legislature "Addressing Idaho's Physician Workforce Needs", Boise, ID
January 2013	Presentation to Joint Finance Appropriations Committee of the Idaho State Legislature "Addressing Idaho's Physician Workforce Needs: WWAMI and TRUST", Boise, ID
January 2012	Presentation to Joint Finance Appropriations Committee of the Idaho State Legislature "WWAMI Office of Graduate Medical Education – Idaho", Boise, ID

R. Lee Biggs DO, MPH, FACOG, CPE

EDUCATION	Philadelphia College of Osteopathic Medicine Philadelphia, PA Doctor of Osteopathic Medicine (DO) - 2000 George Washington University Washington, DC Master of Public Health (MPH) - 1995 North Carolina State University Raleigh, NC Bachelor of Science in Zoology (BS) - 1991
GRADUATE MEDICAL EDUCATION	Residency: Obstetrics & Gynecology Naval Medical Center Portsmouth, Virginia (2003 –2007) Internship: General Surgery Naval Medical Center Portsmouth, Virginia (2000 – 2001)
MEDICAL LICENSURE	North Carolina Board of Medicine, 2002 – Active Virginia Board of Medicine, 2002 – Active
BOARD CERTIFICATION	Diplomate**,** American Board of Obstetrics & Gynecology Fellow, American College of Obstetricians & Gynecologists (FACOG) American College of Physician Executives- Certified Physician Executive (CPE)
PRACTICE LOCATIONS	Chief Medical Officer Hospital Corporation of America (HCA) Eastern Idaho Regional Medical Center, Idaho Falls ID (7/2017 – Present) U.S. Naval Hospital Naples, Italy (7/2015 – 6/2017) Staff Physician, Dept of Ob/Gyn Naval Medical Center Portsmouth, VA (9/2012 – 6/2015) Staff Physician, Dept of Ob/Gyn Sentara-Obici Hospital, Suffolk, VA (1/2013 – 1/2016) Staff Physician, Dept of Ob/Gyn, Locums Coverage

PRACTICE LOCATIONS

Southampton Memorial Hospital, Franklin, VA (1/2013 – 1/2016)
Staff Physician, Dept of Ob/Gyn, Locums Coverage

Mission-McDowell Hospital, Marion, NC (7/2012 – 5/2015)
Staff Physician, Dept of Ob/Gyn, Locums Coverage

Naval Hospital Beaufort, SC, (8/2009 – 8/2012)
Staff Physician, Dept of Ob/Gyn

Beaufort Memorial Hospital, (8/2009 – 8/2012)
Staff Physician, Dept of Ob/Gyn

U.S. Naval Hospital Guam, (8/2007 – 8/2009)
Staff Physician, Dept of Ob/Gyn

Guam Memorial Hospital, (5/2008 – 8/2009)
Staff Physician, Dept of Ob/Gyn, Locums Coverage

TRAINING CERTIFICATION

BLS, ACLS, NRP, ATLS, ALSO

IT/EHR SYSTEM FLUENCY

Cerner, Epic, Meditech, OB TraceVue, Centricity

PROFESSIONAL AFFILIATIONS

American College of Obstetrics & Gynecology, 2003 – present
American College of Physician Executives, 2011 - present
Association of Military Surgeons of the United States, 1997 - present

PUBLICATIONS

Biggs RL, Douglas D, O'Boyle A: The impact of pregnancy on the individual and military organization: a postpartum active duty survey. *Journal of Military Medicine* 2009;174(1):61-75.

Biggs RL, Magann EF, O'Boyle JD: Concurrent interstitial ectopic pregnancy & appendicitis. *Journal of Reproductive Medicine* 2008;53:378-381.

Biggs RL, Niederhauser A, Busch JM: Retained gallstones after laparoscopic cholecystectomy as a cause of chronic pelvic pain. *J Pelvic Med Surg* 2006;12:165-168.

Biggs RL, O'Boyle JD: Women's Healthcare in the US Military: Women Serving on Naval Warships. Department of Defense, Office of the Surgeon General, US Army, Borden Institute, Bethesda MD 2006.

Biggs RL, Lucha PA, Stoll PM: Anal Duct Carcinoma: a case report, review of the literature and experience of the American Osteopathic College of Proctology. *Journal of the American Osteopathic Association* 2001;101:450-453.

Biggs RL: Hypercapnic Respiratory Acidosis: Infusion of Alkali Buffer (THAM) as a Treatment Option. *Journal of the Pennsylvania Osteopathic Medical Association* 1999;43:19-22.

HONORS & AWARDS

2009 Department of Defense (DoD) Patient Safety Award:
Achieving Patient Safety in Obstetrics: An Obstetric Safety Team Initiative
Chief Resident, Ob/Gyn, Naval Medical Center Portsmouth (2006 - 2007)
Resident for Special Excellence in Endoscopic Procedures, Journal of Minimally Invasive Gynecology, 2007

CURRICULUM VITAE

Charles E. (Chad) Boult, M.D., M.P.H., M.B.A.

EDUCATION AND TRAINING

Degrees

H.S.	1966	Sault Ste. Marie High School (Michigan)
B.A.	1970	Albion College (Michigan)
M.D.	1974	Wayne State University School of Medicine (Michigan)
M.P.H.	1989	University of Minnesota School of Public Health / Epidemiology
M.B.A.	2000	University of Minnesota Carlson School of Management

Postdoctoral Training
Internship in internal medicine, Grace Hospital, Detroit, MI, 1974-1975
Residency in family practice, University of Vermont, Burlington, VT, 1975-1978
Fellowship in research methods, University of Minnesota, Minneapolis, MN, 1987-1989
Fellowship in clinical geriatrics, Brown University, Providence, RI, 1989-1990
Fellowship in educational methods, Minnesota Area Geriatrics Educational Center (MAGEC), University of Minnesota, Minneapolis, MN, 1988-1989, 1990-1991
Health and Aging Policy Fellowship, Columbia University, New York, NY, 2009-2010

Medical Licensure
State of Maryland Medicine and Surgery License Number D0057945; expires 09-30-2014

Medical Board Certification
Diplomate, American Board of Family Practice, 1979; re-certified 1986, 1993, 2000, 2007
Certificate of Additional Qualification in Geriatric Medicine, 1988; re-certified 1998, 2008
Eligible, American Board of Preventive Medicine, 1990
Diplomate, American Board of Emergency Medicine, 1982

HONORS AND AWARDS

Honors
Valedictorian of high school class, 1966
Phi Beta Kappa, 1970
Magna Cum Laude, Albion College, 1970
Intern of the Year, 1974-75
Phi Kappa Phi (national graduate school honor society), 1989

Awards
Excellence in Research award, American Geriatrics Society, 2000
First Runner-Up, Research Presentations, American Academy of Family Physicians Scientific Assembly, 2007
David H. Solomon Geriatrics Leadership Award, UCLA, 2008
Excellence in Program Innovation (Guided Care), American Public Health Association, 2008

Medical Economics Award for Innovation in Practice Improvement (Guided Care), American Academy of Family Physicians, 2009
Distinguished Professorship, Academic Geriatric Resource Center, UCLA, 2011

PROFESSI0NAL POSITIONS

Academic Appointments
Visiting Professor, March-April 2012, Department of Social and Preventive Medicine, University of Otago, Dunedin, New Zealand
Senior Advisor, 2010-2011, Center for Medicare and Medicaid Innovation, Centers for Medicare and Medicaid Services, U.S. Department of Health and Human Services
Professor, 2001-2012, Department of Health Policy and Management, Bloomberg School of Public Health (with Joint Appointments in the Schools of Nursing and Medicine), Johns Hopkins University
Professor, 2000-2001, Departments of Family Practice and Community Health and Medicine, University of Minnesota Medical School
Adjunct Associate Professor, 1996-2001, Institute for Health Services Research, School of Public Health, University of Minnesota
Associate member, faculty, 1996-2001, Division of Epidemiology, School of Public Health, University of Minnesota
Associate Professor, 1995-2000, Department of Family Practice and Community Health, University of Minnesota Medical School
Examining member, 1994-2001, Graduate Minor Program in Gerontology, University of Minnesota Graduate School
Assistant Professor, 1990-2000, Department of Family Practice and Community Health, University of Minnesota Medical School
Assistant Professor, 1985-1987, Department of Community and Family Medicine, University of California San Diego Medical School
Assistant Clinical Professor, 1981-1985, Department of Family Medicine, Case Western Reserve University

Leadership Positions
Medical Director: Geriatrics, palliative care and house calls services, St. Alphonsus Healthcare System, 2015 – present
International healthcare improvement consultant, full-time 2014-2015
Director, Improving Healthcare Systems program, Patient-Centered Outcomes Research Institute, 2012-2013
Director, Lipitz Center for Integrated Health Care, Department of Health Policy and Management, Bloomberg School of Public Health, Johns Hopkins University, 2001-2010

Director, Health Services Research, Division of Geriatric Medicine and Gerontology, Department of Medicine, School of Medicine, Johns Hopkins University, 2003-2006
Director, Aging and Geriatric Medicine program, University of Minnesota Medical School, 2000-2001
Co-director, Office of Primary Care, University of Minnesota Medical School, 1997-1998
Co-director for outreach and training, Research Data Assistance Center (HCFA), University of

Minnesota, 1996-1998
Research director, Center on Aging, University of Minnesota, 1995-1998
Medical director, Geriatric Evaluation and Management (GEM) Program, Department of Family Practice and Community Health, University of Minnesota Medical School, 1993-1996
Medical director, geriatrics clinic, University of Minnesota Hospital and Clinic and Department of Family Practice and Community Health, University of Minnesota Medical School, 1991-1993
Director, geriatrics fellowship, UCSD School of Medicine, 1986-1987
Director, family practice residency and Family Medical Center, UCSD School of Medicine, 1985-1987
Associate director, family practice residency, Case Western Reserve University School of Medicine (Fairview General Hospital), 1982-1985

Private Consultations
International:

- Italy
- United Kingdom
- Mexico
- Spain
- Canada
- Germany
- Israel
- Singapore
- New Zealand
- Netherlands
- Denmark
- China
- Australia
- South Korea

United States:

- Patient-Centered Outcomes Research Institute (PCORI)
- National Transitions of Care Collaborative (NTOCC)
- SCAN Health Plan
- Kaiser Permanente
- National Institute on Aging
- United HealthCare
- Blue Cross Blue Shield Association of America
- American Geriatrics Society
- Institute for Healthcare Improvement (IHI)
- Department of Veterans Affairs, Health Services Research and Development Service
- Social HMO II Project (HCFA)
- Nutritional Screening Initiative
- National Association of Directors of Nursing Administration
- Commonwealth Fund, New York, NY

- Scripps Clinic, La Jolla, CA
- State University of New York at Buffalo, Buffalo, NY
- University of Puerto Rico, San Juan, PR
- Albert Einstein Medical Center, Philadelphia, PA
- Independence Blue Cross, Philadelphia, PA
- Blue Cross of California
- Sierra Health Services, Reno, NV
- Blue Shield of California
- Jewish Family and Children's Services, San Francisco, CA
- Metropolitan Jewish Health Care Services, Brooklyn, NY
- Metropolitan Health Plan, Minneapolis, MN
- California Pacific Medical Services Organization, San Francisco, CA
- Group Health Cooperative of Puget Sound, Seattle, WA
- Hennepin County Department of Human Services, Minneapolis, Minnesota
- UCare Minnesota, Minneapolis, MN
- Cigna HealthCare, Oakland, CA

OTHER PROFESSIONAL ACTIVITIES

Society Memberships
AcademyHealth
Delta Omega Honorary Society
American Academy of Family Physicians
American Public Health Association (APHA)
Gerontological Health Section, Councilor
American Geriatrics Society (AGS)
Health Care Systems Committee, 1998-1999, 2001-2006
Representative, Association of Directors of Geriatric Academic Programs, 2005-2006
Clinical Practice Committee, 1995-1999
Public Policy Committee, 1988-1991
Gerontological Society of America (GSA)
Epidemiology Interest Group
American College of Physician Executives (ACPE)
Minnesota Medical Association (MMA)
Minority Affairs Committee, 2001
Committee on Ethics and Medical-Legal Affairs, 1997-2000
Public Health Committee, 1996-1997
Ramsey Medical Society (RMS)
Professionalism and Ethics Council, Chair, 1997-1999
Board of Directors, 1996-1999
Community Relations Committee, 1994-1997
Minnesota Gerontological Society
Research, Education and Practice Committee, 1991-1999
Society of Teachers of Family Medicine (STFM)
Working Group on Cost-Effectiveness, 1985-1987

Participation on Advisory Panels

Case Management Society of America, National Transitions of Care Coalition to improve the quality of care between health care settings, 2006-2012

California Health Care Foundation, development of strategy for funding efforts to improve the health care of older people, 2000-2005

Geriatric Research, Education and Clinical Center (GRECC), Veterans Administration Medical Center, Minneapolis, MN, strategic planning, 2000-2001

Robert Wood Johnson Foundation, development of initiatives for improving systems of health care for chronically ill people, 1998-1999

Rand Corporation, development of adult global quality assessment tools for managed care, 1997

National Institute on Aging / National Center for Health Statistics, development of the Longitudinal Study of Aging II, 1996

Allina Health System, Minneapolis, MN, development of strategic plan for geriatrics, 1996

Robert Wood Johnson Foundation / American Association of Health Plans, development of technology and guidelines for case management in Medicare HMOs, 1995-1997

Robert Wood Johnson Foundation and the State of Minnesota's Department of Human Services, development of the Minnesota Senior Health Options (formerly Long-Term Care Options) Project to integrate funding and delivery of acute and long-term care, 1994-1996

Agency for Health Care Policy and Research, Special Emphasis Panels, 1994-1995

National Institute on Aging, development of funding priorities to support research on promoting functional independence in older persons, 1994

Inventions

Developed (1992) and validated the Pra™, a questionnaire for identifying members of older populations who are at high risk for hospital admission in the future. The Pra™ is widely used by Medicare Advantage plans.

Developed (1995) the ElderHealth Answers,™ a software package for managing and scoring data collected using the Pra.™

Developed (1996) the PraPlus Questionnaire and Telephone Survey™, an expanded instrument for identifying members of older populations who are at high risk for hospital admission in the future. More than 250 health care organizations have licensed the PraPlus™ for use in their screening activities.

Testimony

Minnesota Senate, 2001

Minnesota House of Representatives, 2001

EDITORIAL ACTIVITIES

Peer Review Activities

Review of manuscripts for scientific journals:

The New England Journal of Medicine, 2015-
The Journal of Applied Gerontology, 2011-
Health Affairs, 2009-
Geriatric Nursing, 2009-
Annals of Internal Medicine, 2003-

Critical Reviews in Oncology and Hematology, 2002-
Medical Care, 2001-
International Journal of Aging and Human Development, 2001-
The Journal of Gerontology: Social Sciences, 2001-
The Journal of Health Care for the Poor and Underserved, 2001-
The American Journal of Public Health, 2000-
The Journal of General Internal Medicine, 2000-
The Milbank Quarterly, 1999-
PharmacoEconomics, 1999-
The American Journal of Managed Care, 1999-
Health Services Research, 1997-
The Journals of Gerontology: Medical Sciences, 1997-
The Archives of Family Medicine, 1996-
The Archives of Internal Medicine, 1995-
The Journal of the American Medical Association, 1995-
The Journal of Aging and Health, 1994-
The Journal of the American Geriatrics Society, 1994-
The Gerontologist, 1992-

Review of abstracts for presentations at annual scientific meetings:
American Public Health Association 1999
American Association of Medical Colleges 1998
Geriatric Society of America 1997, 1998
American Geriatric Society 1994, 1996

Study Sections
Loan Repayment Program, National Institute on Aging, 2006-
Beeson-K Award Special Emphasis Panel, National Institute on Aging, 2004-2005
Special Emphasis Panel, National Institute on Aging, 2003-2004
Health Systems Research Study Section, Agency for Healthcare Research and Quality, 2002-2004
Special Emphasis Panels, Agency for Health Care Policy and Research, 1994-1995

Editorships
Editor, "Models and Systems of Geriatric Care" section, Journal of the American Geriatrics Society, 2002-2005
Editor, **"**Models of Care" series, Journal of the American Geriatrics Society, 2000-2002

Editorial Board Membership
Member, Editorial Board, Journal of the American Geriatrics Society, 1998-

Ad Hoc Review of Proposals
The Canada Foundation for Innovation, 2006
The Langeloth Foundation, 2003-2004
The Wellcome Trust, 2000
The UCare Foundation, 2000-2001
The California Health Care Foundation, 1999-2003
The American Federation for Aging Research (AFAR), 1995

The Allegheny-Singer Research Institute, 1994
The Robert Wood Johnson Foundation (RWJF), 1993-1999
The American Academy of Family Physicians Grant Awards Program, 1992-1998

PUBLICATIONS

Journal Articles

1. Reuben DB, Gazarian PhD, Alexander N, Araujo K, Baker D, Bean, JF, **Boult C**, et al. The STRIDE Intervention: Falls Risk Factor Management, Patient Engagement and Nurse Co-management. J Am Geriatr Soc 2017;65(12):2733-2739.
2. Boyd CM, Giovannetti ER, **Boult C** et al. Health care task difficulty among older adults with multimorbidity. Med Care 2014;52 Suppl 3:S118-25.
3. Giovannetti ER, Reider L, Wolff JL, Frick KD, **Boult C**, Steinwachs D, Boyd CM. Do older patients and their family caregivers agree about the quality of chronic illness care? Int J Qual Health Care 2013;25(5):515-24.
4. Marsteller JA, Hsu YJ, Wen M, Wolff J, Frick K, Reider L, Scharfstein D, Boyd C, Leff B, Schwartz L, Karm L, **Boult C**. Effects of Guided Care on providers' satisfaction with care: A three-year matched-pair cluster-randomized trial. Popul Health Manag 2013,16(5):317-25.
5. **Boult C**, Leff B, Boyd CM, Wolff JL, Marsteller JA, Frick KD, Wegener S, Reider L, Frey K, Mroz TM, Karm L, Scharfstein DO. A matched-pair cluster-randomized trial of Guided Care for high-risk older patients. J Gen Intern Med 2013;28(5):612-621.
6. Dattalo M, Giovannetti D, Scharfstein DO, **Boult C,** Wegener S, Wolff JL, Leff B, Frick, K, Reider L, Frey K, Noronha G, Boyd CM. Who participates in chronic disease self-management (CDSM) programs? CDSM participants and non-participants in a population of multi-morbid older adults. Med Care 2012;50(12):1071-5.
7. Giovannetti ER, Wolff JL, Xue Q, Weiss CO, Leff B, **Boult C**, Hughes T, Boyd CM. Difficulty assisting with health care tasks among caregivers of multi-morbid older adults. J Gen Intern Med 2012 Jan;27(1):37-44.
8. **Boult C**, Reider L, Leff B, Frick KD, Boyd CM, Wolff JL, Frey K, Karm L, Wegener ST, Mroz T, Scharfstein DO. The effect of Guided Care teams on the use of health services: results from a cluster-randomized trial. Arch Intern Med 2011;171(5):460-466.
9. Skolasky RL, Green AF, Reider L, Scharfstein D, **Boult C**, Wegener ST. Psychometric properties of the Patient Activation Measure among multi-morbid older adults. Health Serv Res 2011;46(2):457-478.
10. **Boult C,** Wieland GD. Comprehensive primary care for older patients with multiple chronic conditions. JAMA 2010;304(17):1936-1943.
11. Marsteller J, Hsu Y-J, Reider L, Frey K, Wolff J, Boyd C, Leff B, Karm L, Scharfstein D, **Boult C**. Physician satisfaction with chronic care: a randomized trial of Guided Care. Ann Fam Med 2010;8:305-315.
12. **Boult C,** Counsell SR, Leipzig RM, Berenson RA. The urgency of preparing primary care physicians to care for older people with chronic illnesses. Health Affairs 2010;29(5):811-818.
13. Arbaje AI, Maron DD, Yu Q, Wendel VI, Tanner E, **Boult C**, Durso SC. The Geriatric Floating Interdisciplinary Transition Team. J Am Geriatr Soc 2010;58(2):364-70.
14. Boyd CM, Reider L, Frey K, Scharfstein D, Leff B, Wolff J, Groves C, Karm L, Wegener

S, Marsteller J, **Boult C**. The Effects of Guided Care on the Perceived Quality of Health Care for Multi-morbid Older Persons: 18-Month Outcomes from a Cluster-Randomized Controlled Trial. J Gen Intern Med 2010;25(3):235-242.
15. Stock S, Tebest R, Reider L, **Boult C**. The challenge of dementia: a framework for the modeling of future care structures. Monitor Versorgungforschung 2010;1:25-30.
16. Rand-Giovannetti E, Wolff JL, Frick K, **Boult C**. Construct validity of the Work Productivity and Activity Impairment Questionnaire across informal caregivers of chronically ill older patients. Value in Health 2009;12(6):1011-7 .
17. **Boult C**, Green AF, Boult LB, Pacala JT, Snyder C, Leff B. Successful models of comprehensive care for older adults with chronic conditions: evidence for the Institute of Medicine's "Retooling for an Aging America" report. J Am Geriatr Soc 2009;57(12):2328-2337.
18. Giddens JF, Tanner E, Frey K, Reider L, **Boult C**. Expanding the Gerontological Nursing Role in Guided Care. Geriatric Nursing 2009;30(5):358-364.
19. Wolff JL, Giovannetti ER, Boyd CM, Reider L, Palmer S, Scharfstein D, Marsteller J, Wegener S, Frey K, Leff B, **Boult C**. Effects of Guided Care on family caregivers. Gerontologist 2010;50(4):459-470.
20. Young Y, Fan MY, Hebel JR, **Boult C**. Concurrent validity of administering the Functional Independence Measure (FIM™) instrument by interview. Am J Phys Med Rehabil 2009;88(9):766-70.
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27. Goodlin SJ, **Boult C**, Bubolz TA. Risk of developing a need for long-term care. J Am Geriatr Soc 1998; 46(9):S85.
28. Skarin V, **Boult C**. Older adults at high nutritional risk. J Am Geriatr Soc 1997; 45(9):S89.
29. Smith S, Morishita L, **Boult C**. Promoting completion of advance directives in community-dwelling elders. J Am Geriatr Soc 1997; 45(9):S57.
30. Boult L, **Boult C**, Morishita L, Smith S. The process of outpatient geriatric evaluation and management (GEM). J Am Geriatr Soc 1997; 45(9):S46.
31. **Boult C**, Boult L, Morishita L, Pirie P. Recruiting high-risk older participants for a randomized clinical trial. J Am Geriatr Soc 1997; 45(9):S48.
32. Pacala JT, **Boult C**, Reed R, Aliberti E. Predictive validity of the P_{ra} instrument among older recipients of managed care. J Am Geriatr Soc 1997; 45(9):S3.
33. Morishita L, **Boult C**, Boult L, Smith S, Pacala JT. Satisfaction with outpatient geriatric evaluation and management. J Am Geriatr Soc 1997; 45(9):S34.
34. **Boult C**, Kane RL. Future human and economic effects of reducing six chronic diseases. J Am Geriatr Soc 1995; 43(9):SA6.
35. **Boult C**, Altmann M, Gilbertson D, Yu C, Kane RL. Decreasing disability in the 21st century. J Am Geriatr Soc 1997; 45(7):899-900.
36. Pacala JT, **Boult C**, O'Brien J, Bland C. The "Aging Game" improves medical students' attitudes toward caring for elders. J Am Geriatr Soc 1995; 43(9):SA38.
37. Murphy C, Reuben D, **Boult C**. Comparison of two screening instruments that identify elders for comprehensive assessment. J Am Geriatr Soc 1995; 43(9):SA52.
38. Pacala JT, **Boult C**. A typology of case management in large scale HMOs with Medicare TEFRA risk contracts. Gerontologist 1994;34:29.
39. Morishita L, Ebbitt B, **Boult C**. Telephone reliability of the physical functioning dimension of the sickness impact scale and the geriatric depression scale. Gerontologist 1994;34:265.
40. **Boult C**, Dowd B, McCaffrey D, Boult L, Hernandez R, Krulewitch H. Risk for repeated hospital admissions in elderly patients. Ann Intern Med 1994; 120 (Suppl. 2, ACP Journal Club):49.

41. **Boult C**, Gilbertson D. The effects of four diseases on the number of functionally limited elders in the next century. J Am Geriatr Soc 1993; 41(10):SA4.
42. **Boult C**, Dowd B, McCaffrey D, Boult L. Predictive validity of a questionnaire that identifies elders at risk for hospital admission. J Am Geriatr Soc 1993; 41(10):SA49.
43. Boult L, **Boult C**, Pirie P. Test-retest reliability of a questionnaire that identifies elders at risk for hospital admission. J Am Geriatr Soc 1993; 41(10):SA48.
44. Murphy C, **Boult C**, Boult L, Ebbitt B, Luptak M, Kane RL. Targeted outpatient GEM: results of a pilot study. J Am Geriatr Soc 1993; 41(10):SA55.
45. Loret de Mola F, **Boult C**. Characteristics of elders who underuse health care. J Am Geriatr Soc 1993; 41(10):SA62.
46. Luptak MK, **Boult C**. Encouraging elders to record advance directives: results of an outpatient pilot program. Gerontologist 1992; 32(2):72-73.
47. **Boult C**, Boult L, McCaffrey D. Chronic conditions that lead to functional limitation in the elderly. J Am Geriatr Soc 1992; 40(10):SA65.
48. **Boult CE**, Hernandez R, Dowd B, McCaffrey D, Keenan J. A model that estimates elders' probability of admission to a hospital within two years. Gerontologist 1991;31(2):347.

CURRICULUM VITAE

Charles E. Boult, M.D., M.P.H., M.B.A.

PART II

TEACHING

Advisees (research topic)

Post Doc
2004-2006 Kenric Maynor, MD, MPH
2003-2007 Alicia Arbaje, MD, MPH

Doctoral
2008-2012 Matthew Frazier
2008-2012 Tracy Mroz
2007-2009 Lindsay Schwartz
2007-2009 Patricia Markovich
2006-2007 Allison Lipitz
2005-2007 Benjamin Howell
2004-2006 Erin Rand Giovannetti
2003-2007 Chun Ju Hsiao
2003-2007 Leslie Conwell
2003-2006 Alyson Schuster
2002-2010 Joanna Case Famadas
2000-2003 Marilyn Luptak, PhD (A Family View of End-of-Life Decision Making)
1996-2003 Cristina Urdangarin, PhD (Predicting Repeated Hospitalization among Elderly Medicare Beneficiaries)
1992-1999 Robin Whitebird, PhD (Seniors at Risk: Biopsycho-social factors and hospital utilization)
1999-2000 Ann Bowman, PhD (Exercise experiences of elderly people with type 2 diabetes)
1990-1999 Bruce Friedman, PhD (Comparison of Medicare Services Utilization in a Social HMO and A TEFRA Risk HMO
1991-2001 Richard Cash, MD
1991-2001 Pamela Fisher, MD
1991-2001 Daniel Flory, MD
1991-2001 Thomas Fredrickson, MD
1991-2001 Karin Goettl. MD
1991-2001 Caryn Kendra, MD, MPH
1991-2001 Kristin Kirsch, MD
1991-2001 Jeffrey Koll, MD
1991-2001 Jay Mitchell, MD
1991-2001 Christine Murphy, MD
1991-2001 Matthew Rolando, MD

Masters

2012	Tequila Terry
2011-2012	Chek Hooi Wong
2007-2008	Melissa Dattalo
2007-2008	Paul Jacxsens
2006-2009	Monique Yohanan
2004-2005	Margaret Randall
2004-2006	Cynthia Kelleher
2003-2004	Peter Curie
2003-2004	Abi Rayner
1991-2001	Robert B. Elson
1991-2001	John G. Faughnan
1991-2001	Burr Fontaine
1991-2001	Paul Kowal
1991-2001	Scott Loss
1991-2001	Teresa McCarthy
1991-2001	Michael Sandman
1991-2001	Jennifer Weuve

Preliminary Oral Participation (not applicable for MS candidates)

Benjamin Howell	PhD	
Erin Rand-Giovannetti	PhD	
Joanna Case Famadas	PhD	
Leslie Conwell	PhD	
Chun-Ju Hsiao	PhD	
Marisa Wilson	PhD	
Kathleen Haddad	PhD	
Marleen Niefeld	PhD	
Bowman, Ann	PhD	
Friedman, Bruce	PhD	
Luptak, Marilyn	PhD	
Urdangarin, Cristina	PhD	
Whitebird, Robin	PhD	

Final Oral Participation

Joanna Case Famadas	PhD	
Erin Rand-Giovannetti	PhD	
Leslie Conwell	PhD	
Chun-Ju Hsiao	PhD	
Marisa Wilson	PhD	
Mike Griswold	PhD	(chaired final doctoral defense)
Ekaterini Malliou	PhD	
Ellen Freeman	PhD	(chaired final doctoral defense)
Marlene Niefeld	PhD	
Bowman, Ann	PhD	

Elson, Robert B	MS
Faughnan, John G.	MS
Figari, Carlos	MS
Fontaine, Burr	MS
Friedman, Bruce	PhD
Kimura, Shinji	MS
Kowal, Paul	MS
Lam, Robert	MS
McCarthy, Teresa	MS
Sandman, Michael	MS
Urdangarin, Cristina	PhD
Weuve, Jennifer	MPH
Whitebird, Robin	PhD

Classroom Instruction

Frontiers in Gerontology
Innovations in Health Care for Aging Populations
Principles of Geriatrics I
Principles of Geriatrics II, director
Principles of Geriatrics III
Future Health Interventions, director
Interdisciplinary Geriatrics, director
Human Sexuality
Clinical Medicine II
Clinical Medicine IV
Effective Use of Published Information
Policy Evaluation Research

Other Significant Teaching

Clinical teaching of medical students, residents and fellows in hospital, nursing home, home care and outpatient clinics, 1981-2008

Lecturing at residency noon conferences, Grand Rounds, Research Seminars, and Continuing Medical Education conferences, 1981-

RESEARCH GRANTS

"New Evaluation of Guided Care's Effect on Utilization," September 30, 2009-September 30, 2011, the Agency for Healthcare Research and Quality, Principal Investigator: C. Boult, $100,000.

"Guided Care: Integrating High Tech and High Touch", June 2005-May 2010, the Agency for Healthcare Research and Quality, the National Institute on Aging, the John A. Hartford Foundation, the Jacob and Valeria Langeloth Foundation, Principal Investigator: C. Boult, $3,098.079.

"Enhancing the Quality of Medical Home Services," July 2008-June 2012, the John A Harford Foundation, Principal Investigator: C. Boult, $1,700,000.

"Development of a Business Plan for Licensing the PraPlus," AY 2001-2002, Johns Hopkins University Technology Transfer, Principal Investigator: C. Boult, $20,000

"Establishment of an Aging Rodent Colony," AY 2000-01, Minnesota Medical Foundation, Principal Investigator: C. Boult, $15,000

"Risk Assessment and Care Advisors for Chronically Ill Older Populations," AY 1996-00, Robert Wood Johnson Foundation, Co-principal investigator: C. Boult, $530,371

"Identifying High-risk Elderly Enrollees in Managed Care Organizations," AY 1995, Group Health Foundation (The Robert Wood Johnson Foundation), Principal Investigator: C. Boult, $29,085

"The Effects of Outpatient Geriatric Evaluation and Management on Elders' Functional Ability," AY 1994-96, American Academy of Family Physicians Foundation, Principal Investigator: C. Boult, $15,000

"Comparison of Methods for Screening Elderly Populations," AY 1994-95, American Federation for Aging Research, Principal Investigator: C. Boult, $1,250

"Case Management in HMOs," AY 1994, Group Health Foundation (The Robert Wood Johnson Foundation), Principal Investigator: C. Boult, $45,248

"A Trial of Outpatient Geriatric Evaluation and Management (GEM)," AY 1993-98, National Institute on Aging, U.S. Agency for Health Care Policy and Research, Health Care Financing Administration, Principal Investigator: C. Boult, $1,839,073

"Reducing Functional Limitation in the Next Century," AY 1993-94, All-University Council on Aging, University of Minnesota, Principal Investigator: C. Boult, $3,000

"Physician Case Management of Frail Elderly Minnesotans: Results of an Interdisciplinary Pilot Program," AY 1992-93, All-University Council on Aging, University of Minnesota, Principal Investigator: C. Boult, $3,000

"Reliability of an Instrument for Estimating Elders' Probability of Future Hospitalization," AY 1992-93, Division of Epidemiology, School of Public Health, University of Minnesota, Co-investigator, $1,717

"Identifying Elders at Risk," AY 1991-92, Minnesota Medical Foundation, Principal Investigator: C. Boult, $5,000

"Identifying Elders at Risk," AY 1991-92, Center for Urban and Regional Affairs, University of Minnesota, Principal Investigator: C. Boult, $4,687

"NIA Academic Award: Predictors of Functional Ability," 1990-95, National Institute on Aging, AY Principal Investigator: C. Boult, $361,000

"Identifying Elders at Risk," AY 1990-91, Center for Urban and Regional Affairs, University of Minnesota, Principal Investigator: C. Boult, $9,706

"Dependency Implications of Future Demographic Trends: Simulated Possibilities," AY 1988-91, Alfred P. Sloan Foundation, Principal Investigator of project component: C. Boult, $19,977

[Funded effort (5-25%) on numerous other grants and contracts from NIH, HCFA and private foundations for which the Principal Investigators were members of the faculty of the University of Minnesota]

ACADEMIC SERVICE

Johns Hopkins University, 2001-

Served: member, Center on Aging and Health, 2001-

Bloomberg School of Public Health
Served: member, institutional review board, 2007-
member, search committee for Chair of Department of Population and Family Health Sciences, 2002-2003
member, Appointments and Promotions Committee, 2002-2005
member, Ad-hoc Committee to Review Aging Training, 2002-2004
member, Brookdale National Fellowship Program Review Panel, 2002
Department of Health Policy and Management
Directed: Lipitz Center for Integrated Health Care, 2001-
Served: chair, search committee for tenure-track faculty position, 2002-2003
member, Finance Committee 2002-2006
member, Appointments and Promotions/Faculty Development Committee, 2002-
Department of Mental Hygiene
Served: member, search committee for tenure-track positions (2), 2002-2003

School of Medicine
Department of Medicine, Division of Geriatric Medicine and Gerontology
Served: member, Executive committee, 2003-2006
director, program in health services research, 2003-2006
chair, committee to develop a vision for the future of geriatrics, 2003-2004
chair, search committee for clinical chief, 2003-2004
member, Geriatric Education Center Advisory Committee, 2002-2006
preceptor, Beacham Ambulatory Care Center, 2001-2007

University of Minnesota, 1990-2001
Served on the faculties of:
the Medical School
the School of Public Health (Division of Epidemiology, Institute for Health Services Research)
the Graduate School, examining member of the graduate minor program in gerontology
the Hubert H. Humphrey Institute of Public Affairs
Medical School
Created (1991) and directed (1991-1993) the School's first Geriatrics Clinic
Created and directed (1994-1996) a second geriatrics clinic (at Bethesda Lutheran Hospital) that served as the base for a randomized clinical trial of outpatient geriatric evaluation and management (GEM)
Provided care to high-risk frail elderly patients in clinics, a nursing home, a transitional care unit, and Fairview-University Medical Center
Served: member, Dean's Council
member, Education council
member, Dean's Committee on Primary Care
member, Coordinating Committee for the Dean's Scientific Seminar
member, Steering Committees of Clinical Medicine I, II, and IV,

including the Evaluations and Health Care Delivery Systems Subcommittees (chair)
member, Primary Care Education Committee
Served: faculty leader, groups of first-year medical students
Chair, the Health Care Delivery Systems Task Force
co-director, Office of Primary Care Research and Education
Department of Family Practice and Community Health
Served: member, Geriatrics Advisory Committee
member, Faculty Development Committee
member, Community Medicine Committee
member, Electronic Medical Records Committee
member, Senior Research Council
member, Peer Review Panel, UCare Minnesota Foundation

School of Public Health
Served: member, search committee, Clinical Outcomes Research Center
member, Executive Committee, NIA Training Program

PRESENTATIONS

Scientific Meetings

Boult C, Leff B. Boyd C, Wolff J, Wegener S, Semanick L, Frey K, Rand-Giovannetti E. A cluster-randomized controlled trial of Guided Care: baseline data and initial experiences. Annual Meeting of the American Geriatrics Society, 2007.

Arbaje A, Eubank K, Maynor K, Carrese J, Boult C. Home health care professionals' perspectives on the quality of their communication with physicians during older adults' care transitions from hospital to home. Annual Meeting of the American Geriatrics Society, 2007.

Sylvia M, Boult C. A pilot study of Guided Care: cost and utilization outcomes. Annual Meeting of the HMO Research Network, 2007.

Boyd CM, Leff BA, Wolff JL, Semanick L, Noronha G, Karm L, Boult C. Predictors of self-rated quality of primary care for multi-morbid older adults. Annual Meeting of the Society of General internal Medicine, 2007.

Boult C, Leff B, Boyd C, Semanick L, Brager R, Frey KP. Guided Care for multi-morbid older adults. Annual Meeting of the American Public Health Association, 2006.

Sylvia M, Boult C. A pilot study of Guided Care: cost and utilization outcomes. Annual Meeting of AcademyHealth, 2006.

Arbaje AI, Wolff J, Powe NR, Anderson GF, Boult CE. Home environment and the likelihood of readmission among community-dwelling Medicare beneficiaries. Annual Meeting of the American Geriatrics Society, 2006.

McNabney MK, Wolff J, Semanick L, Kasper J, Boult C. Long stay nursing home residents who may not require institutional care. Annual Meeting of the American Geriatrics Society, 2006.

Spiers N, Jagger C, Matthews R, Robinson T, Brayne C, Matthews F, Boult C. Forecasting Future Disability Levels Under Changing Patterns of Diseases. Annual Meeting of the British Society for Population Studies, 2004.

Sylvia M, Shadmi E, Hsiao C, Boyd C, Schuster A, Boult C. Clinical characteristics of older persons identified by predictive modeling as targets for intensive clinical intervention. Annual Scientific Meeting of the American Geriatrics Society, 2004.

Shadmi E, Boyd C, Schuster A, Sylvia M, Boult C. Quality of primary care of older persons with multiple comorbidities. Annual Scientific Meeting of the American Geriatrics Society, 2004.

Boult C. Guided care: integrating high-tech and high-touch for older people with chronic conditions. Complexities of Co-Occurring Conditions Conference (NIMH, NIDA), 2004

Spiers N, Matthews RJ, Jagger C, Brayne C, Boult C, Matthews F, Robinson T. Forecasting future disability levels under changing patterns of diseases. Annual Scientific Meeting of the British Geriatrics Society, 2003.

Boyd C, Darer J, Wu A, Boult C, Fried L. The challenges of following clinical practice guidelines in the care of older patients with multiple comorbid conditions. Annual Scientific Meeting of the American Geriatrics Society, 2003.

Young Y, Fan M, Boult C, Hebel J. Validation of the "successful aging" construct. Annual Scientific Meeting of the Gerontological Society of America, 2002

Young Y, Fan M, Hebel JR, Boult C. Concurrent validity of administering the functional independence measure (FIM) by interview. Annual Scientific Meeting of the American Public Health Association, 2002

Boult C, McCaffrey D. Association between funding and findings: does sponsorship bias results? Annual Scientific Meeting of the American Geriatric Society, 2002

Young Y, Fan M, Boult C, Parrish JM. Actively engaging with life: associations with functional independence and quality of life. Annual Scientific Meeting of the American Geriatric Society, 2002

Boult C. An epidemiologic tool that improves health care for older people. Annual Scientific Meeting of the Gerontological Society of America, 2001.

Fillenbaum GG, Hanlon JT, Dowd B, O'Connor H, Landerman LR, Artz M, Gross C, Boult C, Garrard J, Schmader K. Impact of inappropriate drug use defined by Beers criteria on health service use. Annual Scientific Meeting of the Gerontological Society of America, 2001

Hanlon JT, Fillenbaum GG, Dowd, B, Landerman LR, Artz MA, Gross C, O'Connor H, Boult C, Garrard J, Schmader K. Impact of inappropriate drug prescribing defined by DUR criteria on health services utilization in community dwelling elders. Annual Meeting of the American College of Pharmacotherapy, 2001

Hanlon JT, Fillenbaum GG, Kuchibhatla M, Ruby C, Gross C, Boult C, Garrard J, Schmader K. Impact of inappropriate drug prescribing on mortality and decline in functional status in community dwelling elders. Annual Scientific Meeting of the American Geriatric Society, 2001

Pacala JT, Boult C. An alternative method for risk-adjusting capitation rates for Medicare Plus Choice plans. Annual Scientific Meeting of the American Geriatric Society, 2001

Pacala JT, Boult C. Effects of a care management program on costs and satisfaction in an open-access health plan. Annual Scientific Meeting of the American Geriatric Society, 2001

Hanlon JT, Fillenbaum GG, Kuchibhatla M, Boult C, Gross C, Garrard J, Schmader K. Inappropriate drug use, functional status decline and mortality among community dwelling elderly residents. Annual Scientific Meeting of the Gerontological Society of America, 2000

Boult C, Rassen J, Rassen A, Moore RJ, Bouquillon S. Does case management save money in Medicare HMOs? Annual Scientific Meeting of the American Geriatric Society, 2000

Pacala JT, Boult C, Urdangarin C. Prediction of future Medicare costs based on self-report. Annual Scientific Meeting of the American Geriatric Society, 2000

Hanlon JT, Fillenbaum G, Hu W, Gross C, Garrard J, Ruby C, Schmader K, Boult C. Inappropriate drug prescribing for community dwelling elderly. Annual Scientific Meeting of the American Geriatric Society, 2000

Boult C, Boult LB, Morishita L. Outpatient geriatric evaluation and management: a randomized clinical trial. Annual Scientific Meeting of the American Geriatric Society, 1999

Weuve JL, Boult C, Morishita L. Effects of outpatient geriatric evaluation and management on caregiver burden. Annual Scientific Meeting of the American Geriatric Society, 1999

Urdangarin C, Boult C, Morishita L. The effects of outpatient geriatric evaluation and management (GEM) on function, affect and mortality. Annual Scientific Meeting of the American Geriatric Society, 1999

Goodlin SJ, Boult C, Bubolz TA. Risk of developing a need for long-term care. Annual Scientific Meeting of the American Geriatric Society, 1998

Skarin V, Boult C. Older adults at high nutritional risk. Annual Scientific Meeting of the American Geriatric Society, 1997

Smith S, Morishita L, Boult C. Promoting completion of advance directives in community-dwelling elders. Annual Scientific Meeting of the American Geriatric Society, 1997

Boult L, Boult C, Morishita L, Smith S. The process of outpatient geriatric evaluation and management (GEM). Annual Scientific Meeting of the American Geriatric Society, 1997

Boult C, Boult L, Morishita L, Pirie P. Recruiting high-risk older participants for a randomized clinical trial. Annual Scientific Meeting of the American Geriatric Society, 1997

Pacala JT, Boult C, Reed R, Aliberti E. Predictive validity of the P_{ra} among older recipients of managed care. Annual Scientific Meeting of the American Geriatric Society, 1997

Morishita L, Boult C, Boult L, Smith S, Pacala JT. Satisfaction with outpatient geriatric evaluation and management. Annual Scientific Meeting of the American Geriatric Society, 1997

Boult C, Kane RL. Future human and economic effects of reducing six chronic diseases. Annual Scientific Meeting of the American Geriatric Society, 1995

Boult C, Altmann M, Gilbertson D, Yu C, Kane RL. Decreasing disability in the 21st century. Annual Scientific Meeting of the American Geriatric Society, 1995

Pacala JT, Boult C, O'Brien J, Bland C. The "Aging Game" improves medical students' attitudes toward caring for elders. Annual Scientific Meeting of the American Geriatric Society, 1995

Murphy C, Reuben D, Boult C. Comparison of two screening instruments that identify elders for comprehensive assessment. Annual Scientific Meeting of the American Geriatric Society, 1995

Pacala JT, Boult C. A typology of case management in large scale HMOs with Medicare TEFRA risk contracts. Annual Scientific Meeting of the Gerontological Society of America, 1994

Morishita L, Ebbitt B, Boult C. Telephone reliability of the physical functioning dimension of the sickness impact scale and the geriatric depression scale. Annual Scientific Meeting of the Gerontological Society of America, 1994

Boult C, Gilbertson D. The effects of four diseases on the number of functionally limited elders in the next century. Annual Scientific Meeting of the American Geriatric Society 1993

Boult C, Dowd B, McCaffrey D, Boult L. Predictive validity of a questionnaire that identifies elders at risk for hospital admission. Annual Scientific Meeting of the American Geriatric Society 1993

Boult L, Boult C, Pirie P. Test-retest reliability of a questionnaire that identifies elders at risk for hospital admission. Annual Scientific Meeting of the American Geriatric Society 1993

Murphy C, Boult C, Boult L, Ebbitt B, Luptak M, Kane RL. Targeted outpatient GEM: results of a pilot study. Annual Scientific Meeting of the American Geriatric Society 1993

Loret de Mola F, Boult C. Characteristics of elders who under-use health care. Annual Scientific Meeting of the American Geriatric Society 1993

Luptak MK, Boult C. Encouraging elders to record advance directives: results of an outpatient pilot program. Annual Scientific Meeting of the Gerontological Society of America, 1992

Boult C, Boult L, McCaffrey D. Chronic conditions that lead to functional limitation in the elderly. Annual Scientific Meeting of the American Geriatric Society 1992

Boult CE, Hernandez R, Dowd B, McCaffrey D, Keenan J. A model that estimates elders' probability of admission to a hospital within two years. Annual Scientific Meeting of the Gerontological Society of America, 1991

Invited Seminars – Professional societies

European Union Geriatric Medicine Society's *Second Congress*, Florence, Italy, "Integrated Systems of Care for the Frail Elderly"

International Association of Gerontology's *International State of the Art Conference: Geriatric Assessment Technology*, Florence, Italy, "A Questionnaire That Identifies Elders at Risk: How Well Does it Predict Use of Health Services?"

International Center for the Analysis of Social Development's, *Primary Health Care: Issues and Trends in the Era of Privatization*, San Juan, PR, "The Role of Research in Primary Care"

Maryland Gerontological Society's *Annual Meeting*, Catonsville, MD, "Guided Care"

Academy Health's *Annual Meeting*, Washington, DC, "Case Management for Frail Seniors"

American Public Health Association's *Annual Meeting*, Indianapolis IN, "Using Managed Care to Provide Effective Chronic Care"

Gerontological Society of America's *Annual Meeting*, Washington, DC, "Meeting the Care Needs of Older Persons Across Health Care Settings"

Gerontological Society of America's *Annual Meeting*, Philadelphia, PA, "Emerging Systems of Care for Older Persons" (Presidential Symposium) and "Symposium on Cognitive Impairment"

American Society on Aging's *Annual Meeting*, Los Angeles, CA, "Identification and Management of Health Risk"

American Geriatrics Society's *Annual Meeting*, Washington, DC, "What's New in Geriatric Assessment?"

American Medical Directors Association's *Annual Meeting*, San Antonio, TX, "Innovative Systems of Care for Older Populations"

American Academy of Family Physicians' *Scientific Assembly*, San Francisco, CA, "Therapeutic and Preventive Approaches for Major Health Problems Affecting Older Adults"

Disease Management Association of America's *Annual Meeting,* Chicago, IL, "HRAs for the 21st Century: Modern Survey Tools to Enhance Disease Management"

Society for Prospective Medicine's *Annual Meeting*, Newport, RI, "Identifying High-Risk Seniors"

Minnesota Gerontological Society's *Long Lives in the New Millennium*, St. Paul, MN, "Preparing for the Pandemics: Chronic Illness and Disability"

American Society on Aging's *2000 Summer Series on Aging*, St. Paul, MN, "Ten Promising Health

Care Interventions for Chronically Ill Elders"

Invited Seminars - Academic institutions
University of British Columbia's *Chronic Care Management*, Vancouver, BC, "Guided Care: From Translation to Transformation"
University of Arkansas's *Geriatrics Grand Rounds,* Little Rock, AR, "Guided Care: Integrating High Tech and High Touch"
Georgetown University's *The 21st Century Challenge: Providing and Paying for Long-Term Care*, Washington, DC, "Integrating Medical and Supportive Continuing Services"
Purdue University's *Symposium on Life Course Inequality: Antecedents and Consequences*, West Lafayette, IN, "The Future of Health Care for Older People: Will the Disadvantaged be Left Behind?"
Harvard Medical School/Beth Israel Deaconess Medical Center's *Geriatrics Grand Rounds*, Boston, MA, "Improving the Health Care of Older People"
Johns Hopkins Bloomberg School of Public Health's *Lipitz Seminar*, Baltimore, MD, "Stemming the Tide of Disability among Older Americans"
University of Rochester Geriatric Education Center's *Annual Geriatrics Symposium*, Rochester, NY, "Cost-Effective Care of Older Populations in the Future"
University of Alberta's *Medical Grand Rounds*, Edmonton, Alberta, Canada, "Good Medicine for Old People: What will it Demand of Us?"
University of Pittsburgh's *Internal Medicine Grand Rounds*, Pittsburgh, PA, "Improving the Health Care of Older Populations"
University of Kansas Center on Aging's *Visiting Professor*, Kansas City, KS, "Research Seminar" and "Future Care of Older Populations"
Dartmouth Medical School's *Internal Medicine Grand Rounds,* Hanover, NH, "Geriatrics in the 21st Century"
Albert Einstein Medical Center's *Internal Medicine Grand Rounds*, Philadelphia, PA, "Risk Assessment in Medicare Patients"
University of Puerto Rico School of Medicine's *2nd Conference on Health Promotion*, San Juan, PR, "Innovative Systems of Care for Older Populations"

Invited Seminars - Governmental agencies
Medicare-Medicaid Integration Program's 2003 *Annual Meeting*, Baltimore, MD, "Guided Care: to Improve the Quality of Care for Dually Eligible Seniors with Complex Health Care"
Capital Health Association's 2002 *Geriatric Services Planning Session*, Edmonton, Alberta, "Integrating Acute Geriatric Services"
Medicare-Medicaid Integration Program's 2002 *Annual Meeting*, Baltimore, MD, "Case Management for Dual Eligibles"
Health Care Financing Administration's 1996 *National Research Conference on Managed Care and Persons with Disability*, Harbourtowne, MD, "Identifying High-Risk Medicare HMO Members"
Veterans Administration Medical Center's *Medical Grand Rounds*, Minneapolis, MN, "Stemming the Tide of Disability among Older Americans"
Veterans Administration Medical Center's 1996 *Seminar on Aging*, Minneapolis, MN, "Monitoring and Modifying Health Risks in Older Populations"

Invited Seminars - Trade associations
Forum Managed Care's *Annual Symposium*, Zurich, Switzerland, "Prediction Models for Hospital Admission and Physician Visits in Community-Dwelling Older Persons"
National Disease Management Association's *Annual Conference*, Chicago, IL, "Predicting the Need for Long-Term Care in the Future"
Case Management Society of America's *Annual Conference*, Denver, CO, "Guided Care"
National Chronic Care Consortium's *Primary Care Team: Cornerstone of the CCN*, Detroit, MI, "Innovations in Chronic Care"
The HMO Group's *Clinical Management of the Senior Population in an HMO Environment*, San Francisco, CA, "Identifying the Special Needs of the Senior Population in Managed Care: Assessment Strategies"
The HMO Group's *Clinical Management of the Senior Population in an HMO Environment*, Boston, MA, "Identifying the Special Needs of the Senior Population in Managed Care: Assessment Strategies"
Blue Cross Blue Shield Association's *Best Practices in Medical Management*, San Francisco, CA, "Identification of and Appropriate Interventions for High-Risk Seniors"
American Association of Health Plans' *1996 Institute: Defining Health Care for the 21st Century*, New Orleans, LA, "Classifying the Risk Level of Older Health Plan Members"
Blue Cross Blue Shield Association's *Senior Care Best Practices Forum*, Chicago, IL, "Targeting Elders for Geriatric Evaluation and Management"

Invited Seminars - Extramural continuing education conferences
Summa Health System's *Medical Grand Rounds*, Akron, OH, "Guided Care: Integrating High Tech and High Touch"
Johns Hopkins School of Nursing's *Hot Topics in Advance Practice Nursing*, Baltimore, MD, "The Role of Nursing in the Future Care of Older People with Chronic Conditions"
Case Western Reserve University School of Medicine's *Family Practice Review*, Cleveland, OH, "Future Health Care for Older People with Chronic Illness"
Kaiser Permanente's *2000 Elder Care Symposium*, Long Beach, CA, "Evidence-Based Geriatric Medicine--What Works and What Doesn't?"
Scripps Clinic's *Medical Grand Rounds*, La Jolla, CA, "Innovative Care of Older People"
International Business Communications' *Personalized Health Management*, Beverly Hills, CA, "Screening and Preventive Programs for High-Risk Elderly Patients: Who is at Risk and What is Being Done About It?"
International Business Communications' *Managing the Senior Population in a Managed Care Environment*, Cambridge, MA, "Identifying High-Risk Members of Older Populations and Systems of Care for the 21st Century"
Institute for International Research's *Fourth Annual Medicare Managed Care Congress*, Coral Gables, FL, "Implementing a Health Risk Screening Tool--the First Step Toward Population Based Care"
International Business Communications' *Assessing and Reducing Health Risk in Medicare/Medicaid Populations*, Chicago, IL, "Early Identification of High-Risk Persons"
Alliance for Healthy Aging's *1995 Clinical Leadership Series Institute-- Managing Health Outcomes in an Aging Population: Risks and* for Healthy Aging's *Innovative Approaches to*

Caring for Older Persons, Scottsdale, AZ, "Screening Populations to Identify High-Risk Elderly Persons"

Community service
High school volunteer baseball coach, Baltimore City College, Baltimore, MD, 2010
Community youth basketball coach, Timonium, MD, 2007-2010
Little league baseball coach, Roland Park Recreation, Baltimore, MD, 2002-2008
Youth soccer coach, Mount Washington Recreation, Baltimore, MD, 2002-2003
Little league baseball coach, Parks and Recreation, St. Paul, MN, 2000-2001
Gifted and Talented Parent Advisory Committee, St. Paul Public Schools, MN, 1998-2001
Health Commentator, WLTE-FM, Minneapolis, MN, 1994
Contributing author, Good Age, 1994
Contributing author, Minnesota Senior News, 1994
Health commentator, KARE-TV, Minneapolis, MN, 1994
Speaker, AMA-ABA program to prevent childhood substance abuse, St. Paul, MN, 1994
Panelist, "Health Talk and You," KTCI-TV, Minneapolis, MN, 1991-1996
Secretary-Treasurer and Member of the Board of Directors, National Public Telecomputing Network, 1989-93
Contributing author, Newsletter of Parenting, 1985
Health commentator (daily), WERE-AM, Cleveland, OH, 1984-85

Educational Grants
"Training in Gerontological Health Services Research," 1 T32 AG023485, AY 2004-09, Principal Investigator
"Grants for Graduate Training in Family Medicine," DHHS #5D15PE19111-08, AY 1987-88, Principal Investigator, $84,240
"Family Practice Residency Education," California #80-75002A7, AY 1987-88, Principal Investigator, $103,230
"Interdepartmental Geriatrics Fellowship," California Academic Geriatric Resource Program, AY 1987-88, Principal Investigator, $16,697
"Family Medicine Geriatric Fellowship," California #86-20120 A1, AY 1987-88, Principal Investigator, $44,550
"Grants for Graduate Training in Family Medicine," DHHS #5D15PE19111-07, AY 1986-87, Principal Investigator, $84,240
"Family Practice Residency Education," California #80-75002 A4, AY 1986-87, Principal Investigator, $86,025
"Rural Family Practice Education, San Diego-Imperial County Rural Area Health Education Center, October 1986-September 1987, Principal Investigator, $12,960
"Family Medicine Geriatrics Fellowship," California Office of Statewide Health Planning and Development, AY 1986-87, Principal Investigator, $27,700
"Rural Family Practice Education," San Diego-Imperial County Rural Area Health Education Center, October 1985-September 1986, Principal Investigator, $21,600
"Grants for Graduate Training in Family Medicine," DHHS #5D15PE1534102, AY 1985-88, Co-author, $247,000

Personal statement of research and research objectives

My present research interest centers on the development and testing of novel approaches to organizing, financing and delivering health care to older populations. I am particularly interested in collaborating with others to improve the outcomes experienced by people whose chronic illnesses require care that spans the hospital, post-acute, and home care settings.

Keywords: health services research, geriatrics, outcomes research, interdisciplinary care

Curriculum Vitae

Last Updated: 06/04/2018

PERSONAL DATA

Name: Benjamin R. Chan
Citizenship: United States

EDUCATION

Years	Degree	Institution (Area of Study)
1995 - 1996		University of Notre Dame South Bend, IN
1998 - 2000	B.A.	Stanford University (Psychology, Minor in Human Biology) Stanford, CA
2000 - 2004	M.D.	University of Utah (Medicine) Salt Lake City, UT
2004 - 2007	Resident	George Washington University (General Psychiatry) Washington, D.C.
2007	Fellow	George Washington Hospital (Residency Fellowship in Health Policy (R.F.H.P.)) Washington, D.C.
2007 - 2009	Fellow	University of Maryland (Child & Adolescent Psychiatry) Baltimore, MD
2008 - 2009	Chief Resident	University of Maryland Baltimore, MD
2014 - 2016	M.B.A.	University of Utah Salt Lake City, UT
2014 - 2018	M.Ed.	University of Cincinnati Cincinnati, OH

BOARD CERTIFICATIONS

10/01/2010 - Present	American Board of Psychiatry & Neurology (Psychiatry), Certified
11/01/2011 - Present	American Board of Psychiatry & Neurology (Child & Adolescent Psychiatry), Certified

CURRENT LICENSES/CERTIFICATIONS

2006 - Present	State License (VA) - Physician (MD)
2010 - Present	State License (UT) - Physician (MD)

ACADEMIC HISTORY

Psychiatry (Child Psychiatry), 08/01/2010 - Present

08/01/2010	Hire, Clinical/(Clinical) Track, Instructor (Clinical)
07/01/2013	Promotion, Assistant Professor (Clinical)
07/01/2013	Promotion, Assistant Professor (Clinical)
07/01/2018	Promotion, Associate Professor (Clinical)

PROFESSIONAL EXPERIENCE

Full-Time Positions

2009 - 2010	Mental Health-Primary Care Psychiatrist, Veterans Affairs (VA) Northern California Health Care Systems, Oakland, CA
2010 - 2011	Instructor of Child & Adolescent Psychiatry - Neurobehavior Healthy Outcome Medical Excellence (HOME) Clinic, University of Utah, Salt Lake City, UT
2011 - Present	Hospitalist (Inpatient Attending Child and Adolescent Psychiatrist), University of Utah Neuropsychiatric Institute (UNI), Salt Lake City, Utah

Editorial Experience

2016 - Present	Editor for MedEd Portal Submissions (Medical Education and Psychiatry) Assign reviewers to submissions for medical education and/or psychiatry, organize and read through their feedback, and then incorporate my own feedback for the author(s) to improve their submission. After revisions, work with Editor-in-Chief to determine if article is ready for publication.

Reviewer Experience

Reviewer for MedEdPortal Submissions and Publications
Associate Editors would assign medical education and psychiatry submissions to review and give feedback on how to improve for possible acceptance for submission.

ADMINISTRATIVE EXPERIENCE

Administrative Duties

2008 - 2009	Chief Fellow/Resident, provided teaching in medical school to students, resident physicians, arranged multiple seminars, performed administrative duties.
2012 - 2017	Assistant Dean, Office of Admissions for the University of Utah School of Medicine - in charge of admissions process for 1500+ pre-medical applicants every year, help facilitate process with Interview, Selection, Review, and Luncheon Committee, work with pre-medical advisors in Utah and Idaho, assist in choosing qualified pre-medical applicants admittance to medical school.
2014 - 2017	Assistant Dean, Office of Idaho Affairs - Liaison with Idaho State Board of Education, Idaho Medical Association, and other entities to ensure interests of Idaho medical students are reflected at the University of Utah School of Medicine.
2017 - Present	Associate Dean, Admissions/Idaho Affairs, University of Utah School of Medicine

Professional Organization & Scientific Activities

2006 - 2007	Member, Washington Psychiatric Society, Committee on Disaster Response to the International Community. Worked with local embassies to treat foreign nationals in case of disaster.
2008 - 2009	Regional Representative, American Academy of Child and Adolescent Psychiatry
2012 - 2014	Member, American Academy of Child and Adolescent Psychiatry, Early Career Psychiatrist (ECP) Committee
2015 - Present	Committee Member, Idaho Medical Association, Idaho Graduate Medical Education (GME) Leadership Committee - Committee formed to explore ways to increase GME opportunities within Idaho.
2015 - Present	Committee Member, Idaho Medical Association, Medical Education Affairs Committee - Designed to explore ways to increase opportunities for undergraduate medical education within Idaho, including preceptor rotations.

2016 - Present	Advisory Committee Member, Association of American Medical Colleges, Situational Judgment Test (SJT) - examining how SJT can be added to Medical College Admission Test (MCAT).
2016 - Present	Advisory Committee Member, Association of American Medical Colleges, Anatomy of an Applicant - review candidates and criteria for different types of applicants to be featured within the AAMC for training and learning purposes.
2017 - Present	Board Member, Stanford Alumni Association, Meet with other board members to coordinate and recruit for different Stanford events in Utah.
2017 - Present	Committee Member, Association of American Medical Colleges, Competency Based Medical Education Language Project - I have been asked to help write a "white paper" helping to define terms between undergraduate education, UME, and GME in regards to competencies, milestones, and EPAs.

Grant Review Committee/Study Section

2014 - Present	Rural Physician Incentive Program (RPIP) for Idaho - Committee member who evaluates annual loan repayment applications for Idaho physicians who practice in Health Professional Shortage Areas.
2014 - Present	Rural Health Care Access Program (RHCAP) for Idaho - Committee member who evaluates annual grants that improve Idaho health care communities in their access to primary medical and dental care.

PROFESSIONAL COMMUNITY ACTIVITIES

2015 - Present	Committee Member, Utah Family Medicine Consortium, Explore ways to improve family medicine residency positions, teaching opportunities, and other ways to improve access to primary care in the state of Utah.
2016 - Present	Chair, Stanford University, Outreach Volunteer Alumni Link (OVAL) Utah Chapter Chair - coordinate alumni interviews for undergraduate admissions to Stanford University. Also includes activities such as information sessions and college fairs.

UNIVERSITY COMMUNITY ACTIVITIES

College Level

2010 - 2012	Interviewer, School of Medicine Admissions Interview Committee, Interviewed medical school applicants for admission to the School of Medicine.
2012 - Present	Committee Member, School of Medicine, Education Steering Committee. Guides educational content and programs within the University of Utah School of Medicine.
2012 - Present	Committee Member, School of Medicine Scholarship Committee, Reviews scholarship applications and gives advice and votes on who to award financial scholarships based on merit as well as need at the University of Utah School of Medicine.
2013	Member, School of Medicine, Search Committee for selection of Associate Dean of Student Affairs for UUSOM.

2016 Faculty Speaker, School of Medicine, Spoke at Building the Next Generation of Academic Physicians (BNGAP) about application process for the different health science fields.

Programs, Centers & Institutes

2012 Search Committee, University of Utah Graduate Program in Genetic Counseling, Interviewed and helped select for new Associate Director of UUGPGC program.

SERVICE AT PREVIOUS INSTITUTIONS

2008 - 2009 Coordinator, University of Maryland at Baltimore, Klingenstein Third Generation Foundation Fellowship. Fellow Coordinator of program to encourage med student interest/research into child psychiatry.

2009 - 2010 Member, VA Northern California Health Care System, Quality Improvement Committee, Problem-solved multiple issues to improve health care for Bay Area Veterans.

CURRENT MEMBERSHIPS IN PROFESSIONAL SOCIETIES

American Academy of Child and Adolescent Psychiatry
Idaho Medical Association
Utah Medical Association

TEACHING RESPONSIBILITIES/ASSIGNMENTS

Course and Curriculum Development

2013 - Present Introduces third year medical students to child and adolescent psychiatry as part of their general psychiatry clerkship - also develops curriculum for these same medical students involving didactic lectures, task cards, and syllabus.

Courses Directed

2014 - Present Created and organized a fourth year elective for medical students called "Medical School Admissions: Theory and Practice" - this 2 weeks elective is an opportunity for medical students to not only participate in the process, but to learn about the history of admissions and current practices.

Course Lectures

2011 Instructor (1): MS2013 End of Y2 Assessments - MS2013 End of Y2 OSCE - Full H+P Station Preceptors, University of Utah
2011 Instructor (1): MS2013 Psychiatry Clerkship - Child Psychiatry, University of Utah
2011 Instructor (1): MS2013 Psychiatry Clerkship - Child Psychiatry, University of Utah
2011 Instructor (1): MS2014 B+B - Developmental and Learning Disorders, University of Utah
2011 Instructor (1): MS2013 Psychiatry Clerkship - Child Psychiatry, University of Utah
2011 Instructor (1): MS2013 Psychiatry Clerkship - Child Psychiatry, University of Utah
2012 Instructor (1): MS2013 Psychiatry Clerkship - Child Psychiatry, University of Utah
2012 Instructor, MS2015 End of Y1 Assessments - MS2014 End of Y1 OSCE - Full H+P Station Preceptors, University of Utah

2012	Instructor (1): MS2014 Psychiatry Clerkship - Intro to Child Psychiatry, University of Utah
2012	Instructor (1): MS2014 Psychiatry Clerkship - Intro to Child Psychiatry, University of Utah
2012	Instructor, University of Utah. MS2016 - Preceptor for reviewing First Year Medical Students during their initial standardized patient interviews
2013	Instructor (1): MS2016 End of year 1 exam - MS2016 End of Year 1 OSCE, University of Utah
2013	Instructor (1): MS2016 End of year 1 exam - MS2016 End of Year 1 OSCE, University of Utah
2014	Facilitator, PSYCT: Layers of Medicine - Medical Culture - Small Groups, University of Utah, Psychiatry
2014	Facilitator, PSYCT: Layers of Medicine - Kryptonite- Small Groups, University of Utah, Psychiatry
2014	Facilitator, PSYCT: Layers of Medicine - Power- Small Groups, University of Utah, Psychiatry
2014	Facilitator, PSYCT: Layers of Medicine - Shame- Small Groups, University of Utah, Psychiatry
2014	Facilitator, PSYCT: Layers of Medicine - Medical Missions - Small Groups, University of Utah, Psychiatry
2014	Facilitator, PSYCT: Clinical Medicine - CMC I: LC Expanding and Clarifying the Patient Story; Recording the History, University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC II: Confidentiality and Professionalism, University of Utah, Psychiatry
2015	Primary Instructor, MD ID 7240 (1): MSATP, 32 SCH, 16 students, University of Utah, Office of the Dean/Medicine
2015	Facilitator, PSYCT: Clinical Medicine - CMC II Patient Presentation 1, University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC II Inpatient ELO 2, University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC II Patient Presentations, University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC II Inpatient ELO 3, University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC II Case-based Exam: MSK and Skin , University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC II Inpatient ELO 4, University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC II Inpatient ELO 5, University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC II Patient Presentation , University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC II Inpatient ELO 6, University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC II PE Skills Review, University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC III: LC Activity: Medication Counseling , University of Utah, Psychiatry

2015	Facilitator, PSYCT: Clinical Medicine - CMC III: Inpatient ELO 1 , University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC I: Subjectivity in Medicine, University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC III: LC Oral Patient Presentations , University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC III: Advanced Abd Exam Maneuvers , University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC III: Inpatient ELO 2, University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC III: Advanced Interviewing: What to do when OPQRST doesn't work; The Differential Driven History and Physical, University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC III: Advanced Communication Skills: Motivational Interviewing , University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC III: Professional Communication, Presentation Skills , University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC III: Case Based Exam & Clinical Reasoning, University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC III: Inpatient ELO 3, University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC III: Inpatient ELO 4, University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC III: Inpatient ELO 5 , University of Utah, Psychiatry
2015	Facilitator, PSYCT: Clinical Medicine - CMC III: Discerning Types of Angina , University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine - CMC IV Week 1 History and Physical Skills, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine - MS2018 CMC IV Intro to CMC IV Week 1: Writing Lab, University of Utah, Psychiatry
2016	Primary Instructor, MD ID 7240 (1): MSATP, 62 SCH, 31 students, University of Utah, Office of the Dean/Medicine
2016	Facilitator, PSYCT: Clinical Medicine - CMC IV Week 2 Advanced Interviewing, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine - CMC IV Week 4: Clinical Reasoning Activity, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine - CMC IV Week 4: Physical Exam Practice, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine - CMC IV Week 5 Intro to Inpatient SOAP Note, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine - CMC IV Week 6 Symptom based illness scripts, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine - CMC IV Week 6 Case based clinical reasoning & PE, University of Utah, Psychiatry

2016	Facilitator, PSYCT: Clinical Medicine - CMC IV Week 8 Physical exam case based practice, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine - CMC IV Week 8 SOAP Notes, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine - CMC V: Essential Skills for Success in 3rd Yr Cont, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine - MS2020 CMC I Week 3: Vital signs practice, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine - MS2020 CMC I Week 2: Interviewing and the Health History, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine - MS2020 CMC I Week 2: Standardized Patient video review feedback, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine 1 - CMC I MBTI Session, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine 1 - CMC I Pulmonary Exam, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine 1 - CMC I CV/ PV, University of Utah, Psychiatry
2016	OSCE Grader, PSYCT: Clinical Medicine 1 - CMC I Midterm Assessment, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine 1 - CMC I Abd Exam, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine 1 - CMC I Advanced History Taking Skills, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine 1 - CMC I Infection Control & Venipuncture, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine 1 - CMC I HEENT & CN, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine 1 - CMC I MSK & PN, University of Utah, Psychiatry
2016	Facilitator, PSYCT: Clinical Medicine 1 - CMC I Review for Final Assessment, University of Utah, Psychiatry
2016	OSCE Grader, PSYCT: Clinical Medicine 1 - CMC I Final OSCE Day 1, University of Utah, Psychiatry
2017	Facilitator, PSYCT: Clinical Medicine 2 - Intro to CMC II, University of Utah, Psychiatry
2017	Facilitator, PSYCT: Clinical Medicine 2 - The Mental Status Exam, Pediatric Patients, University of Utah, Psychiatry
2017	Facilitator, PSYCT: Clinical Medicine 2 - Thyroid & Lymph Nodes, University of Utah, Psychiatry
2017	Facilitator, PSYCT: Clinical Medicine 2 - Inpatient ELO Students 1 & 2, University of Utah, Psychiatry
2017	Facilitator, PSYCT: Clinical Medicine 2 - Musculoskeletal Exam, University of Utah, Psychiatry
2017	Facilitator, PSYCT: Clinical Medicine 2 - Inpatient ELO Students 3 & 4, University of Utah, Psychiatry
2017	Facilitator, PSYCT: Clinical Medicine 2 - Case-based Physical Exam; The Assessment and Plan & Patient Interviews, University of Utah, Psychiatry

2017	OSCE Grader, PSYCT: Clinical Medicine 2 - CMC II Midterm OSCE, University of Utah, Psychiatry
2017	Facilitator, PSYCT: Clinical Medicine 2 - Skin Exam, Patient Presentations, University of Utah, Psychiatry
2017	Facilitator, PSYCT: Clinical Medicine 2 - Inpatient ELO Students 5 & 6, University of Utah, Psychiatry
2017	Facilitator, PSYCT: Clinical Medicine 2 - Inpatient ELO student 11 & 12 / Make-up ELO's, University of Utah, Psychiatry
2017	Facilitator, PSYCT: Clinical Medicine 2 - Inpatient ELO student 7 & 8, University of Utah, Psychiatry
2017	Facilitator, PSYCT: Clinical Medicine 2 - Inpatient ELO 9 & 10, University of Utah, Psychiatry
2017	Facilitator, PSYCT: Clinical Medicine 2 - Patient Presentations, PE Review, Case Based Exam Practice, University of Utah, Psychiatry
2017	Facilitator, PSYCT: Clinical Medicine 2 - Female Sexual History, University of Utah, Psychiatry
2017	Facilitator, PSYCT: Clinical Medicine 2 - CMC II Final OSCE Review, University of Utah, Psychiatry
2017	OSCE Grader, PSYCT: Clinical Medicine 2 - CMC II Final OSCE, University of Utah, Psychiatry

Small Group Teaching

2014 - Present	Clinical Method Curriculum Faculty member - Lead a weekly small group (10 medical students) in physical exam skills, medical decision making, and other areas for the Classes of 2018 and 2020.

Trainee Supervision

Fellow

2016	Supervisor, Pagel, University of Utah. Supervised Child & Adolescent Psychiatry Fellow while on the inpatient child & adolescent psychiatry service.
2018	Supervisor, Barratt, University of Utah. Supervised Child & Adolescent Psychiatry Fellow while on the inpatient child & adolescent psychiatry service.
2018	Supervisor, Martineau, University of Utah. Supervised Child & Adolescent Psychiatry Fellow while on the inpatient child & adolescent psychiatry service.

Resident

2017	Supervisor, Dwyer, University of Utah. Supervised Triple Board Resident while on the inpatient child & adolescent psychiatry service.
2018	Supervisor, Gibney, University of Utah. Supervised Triple Board Resident while on the inpatient child & adolescent psychiatry service.

Medical Student

2015 - 2016	Advisor/Mentor, Manotas, University of Utah. Mentored medical student through the match application and process until she successfully matched into psychiatry. *Trainee's Current Career Activities:* Currently a psychiatry resident here at the University of Utah School of Medicine.

2016 - 2017	Advisor/Mentor, Benson, University of Utah. Mentored medical student through the match application and process until she successfully matched into psychiatry. *Trainee's Current Career Activities:* Currently a psychiatry resident here at the University of Utah School of Medicine.
2017 - 2018	Advisor/Mentor, Ford, University of Utah. Mentored medical student through the match application and process until she successfully matched into psychiatry. *Trainee's Current Career Activities:* Currently a psychiatry resident at Tripler Army Psychiatry Residency Program in Hawaii
2017 - 2018	Advisor/Mentor, Kasera, University of Utah. Mentored medical student through the match application and process until she successfully matched into psychiatry. *Trainee's Current Career Activities:* Currently a psychiatry resident at University of North Carolina

Educational Lectures

Didactic Lectures

2011	Taught course on introduction to child and adolescent psychiatry to 3rd year medical students during their Psychiatry Clerkship.
2011	Taught course on introduction to child and adolescent psychiatry to 3rd year medical students during their Psychiatry Clerkship.
2011	Taught course on introduction to child and adolescent psychiatry to 3rd year medical students during their Psychiatry Clerkship.
2011	Taught course on introduction to child and adolescent psychiatry to 3rd year medical students during their Psychiatry Clerkship.
2012	Taught course on introduction to child and adolescent psychiatry to 3rd year medical students during their Psychiatry Clerkship.
2013	Taught third year medical students on how to interview children and adolescents.
2013	Taught third year medical students on psychopathology seen in children and adolescents.

Continuing Education

CE Courses Taught

2018 - Present	Practical Tips and Tools for Teaching in Clinic, University of Utah School of Medicine and University of Washington School of Medicine, taught annually at Idaho Medical Association Conference, Summer of 2018, 50 registrants

PEER-REVIEWED JOURNAL ARTICLES

1. Boroditsky L (2001). Does language shape thought? Mandarin and English speakers' conceptions of time. *Cognitive Psychology*, *43*(1), 1-22.
2. Chan MM, Nohara M, **Chan BR**, Curtis J, Chan GM (2003). Lecithin decreases human milk fat loss during enteral pumping. *J Pediatr Gastroenterol Nutr*, *36*(5), 613-5.
3. Colbert-Getz JM, Pippitt K, **Chan B** (10/31/2015). Developing a situational judgment test blueprint for assessing the non-cognitive skills of applicants to the University of Utah School of Medicine, the United States. *J Educ Eval Health Prof*, *12*(51).

NON PEER-REVIEWED JOURNAL ARTICLES

1. Hartman H, **Chan B** (8/10/2015). How to Create a Student Host Program. *MedEdPORTAL Publications*.

OTHER (Commentary/Letters/Editorials/Case Reports/Video/Film)

Video/Film/CD/Web/Podcast

1. **Chan B** (07/01/2014). Talking Admissions and Med Student Life [Podcast]. Salt Lake City, Utah: University of Utah and iTunes. Available: http://medicine.utah.edu/admissions/.
2. **Chan B** (06/01/2016). YouTube Videos - University of Utah School of Medicine Office of Admissions [Video]. Salt Lake City: YouTube. Available: https://www.youtube.com/channel/UCXeywUsK3alTXt2pvdKVWtg.

RECENTLY PUBLISHED ABSTRACTS (Last 3 Years)

1. **Chan B**, Colbert-Getz J, Pippitt K (02/26/2017). *Situational Judgment Test (SJT) compared to Multiple Mini Interview (MMI), Medical College Admission Test (MCAT), and Grade Point Average (GPA)* [Abstract]. *WGEA (Western Group of Educational Affairs) through the AAMC in Salt Lake City Utah*.
2. **Chan B** (02/26/2017). *Creation of 4th year elective for Medical School Admissions* [Abstract]. *WGEA (Western Group of Educational Affairs) through the AAMC in Salt Lake City Utah*.

UNPUBLISHED POSTER PRESENTATIONS

1. **Chan B** (3/2002). *Expanded Indian Nations at the Paul Ambrose Health Promotion Student Leadership Symposium.* Poster session presented at Association of American Medical Colleges (A.A.M.C.) Conference, Palm Springs, CA.
2. **Chan B** (11/03/2013). *How Increased Emphasis on Recruitment and Retainment Led to a More Equitable 2013 Class for the University of Utah School of Medicine.* Poster session presented at Association of American Medical Colleges (AAMC) Learn, Lead, Serve Annual Conference, Philadelphia.
3. Simonis J, **Chan B** (03/11/2015). *Does Increasing the Minimum Required Pre-Medical Grade Point Average for Application to the University of Utah School of Medicine Decrease Racial Diversity in Medical School?* Poster session presented at Annual Medical Student Scholarly Activity Symposium, Salt Lake City.
4. **Chan B**, Himes D (02/25/2017). *Engagement of accepted medical students as they transition into first year of medical school.* Poster session presented at Western Group of Educational Affairs (WGEA) through the Association of American Medical Colleges, Salt Lake City.
5. Pagel K, **Chan B**, Bilder D (02/25/2017). *Introduction of Child & Adolescent Psychiatry into the 3rd Year Curriculum – Transition into residency and practice of medicine.* Poster session presented at Western Group of Educational Affairs (WGEA) through the Association of American Medical Colleges (AAMC), Salt Lake City.

ORAL PRESENTATIONS

Keynote/Plenary Lectures

National

2018 - Present Symposium on Innovations in Holistic Admissions - Organized and keynote speaker at symposium dedicated to advancing the Holistic Review Admissions process with guest speakers and workshops. Highlighted Standardized Video Interviewing (SVI), Situational Judgment Test (SJT), and Multiple Mini Interview (MMI). Attended by over 50 premedical advisors, admission officers and deans, etc.

Meeting Presentations (Not Published Abstracts and Not Unpublished Posters)

International

2017 P.Schaff, A.Caron, M.Blachman, **B. Chan,** G.Mejicano, S.Pfeil, Critical Transitions: Developing a Healthy Professional Identity from Pre-Med into Practice, Associational of American Medical Colleges (AAMC): Learn Serve Lead Annual Conference, Boston, MA, USA

National

2016 Presented at 2016 AAMC Professional Development Conference in St. Louis, MO - Presentation was entitled, "Expanding our Collaboration Efforts with Constituents to Develop Social and Behavior Science Competencies" - led breakout session.

2017 **B.Chan,** B.Richards, Local Situational Judgment Test (SJT), Association of Americal Medical Colleges (AAMC): Learn Serve Lead Annual Conference, Boston, MA, USA

2017 L.Gruppen,K.Lomis,R.England,E.Holmboe,M.Turco, **B.Chan**, Sharing Findings of the CBME Language Consensu Project, Association of American Medical Colleges (AAMC): Learn Serve Lead Annual Conference, Boston, MA, USA

Local/Regional

2007 Residency Fellowship in Health Policy (R.F.H.P.) Presentation. Discussed legislation of the State Children's Health Insurance Program (S.C.H.I.P.) renewal and the impact it would have upon future policy and health.

2007 Klingenstein Third Generation Foundation Presentation. Presented topic of Video Game Addiction to medical students, residents, and attending physicians.

2012 University of Utah School of Medicine - Pre-medical Advisor Conference - Conducted meeting and presentations with pre-medical advisors from Utah and Idaho.

Invited/Visiting Professor Presentations

International

2018 J.Daboub, **B.Chan**, S.Smith, Perception of Medical School Applicants on the use of a Standardized Video Interview in the UME Selection Process, AAMC Continuum Connections, Orlando FL, USA

National

2018 B.Richards, **B. Chan**, Exploring Use of Measures of Non-Cognitive Traits in Admissions: Standardized Video Interviews (SVI) and Multiple Mini Interviews (MMI), Western Group of Educational Affairs (WGEA) AAMC, Denver CO, USA

2018 B.Richars, **B. Chan**, Innovative Assessment Tools within Admissions: Situational Judgment Test and Multiple Mini Interviews, Western Group on Educational Affairs (WGEA) AAMC, Denver CO, USA

Local/Regional

2010	Gave Lecture to local Utah Chapter of NAMI (National Alliance of Mental Illness) on Atypical Anti-psychotics and Metabolic Syndrome.
2012 - Present	Utah Valley University, Orem, UT - Intermountain Premedical Conference - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2012	Utah Valley University, Orem, UT - GEAR UP (Gain Early Awareness and Readiness for Undergraduate Programs) - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2012	Visiting Professor/Lecturer at Snow College, Ephraim, UT - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2012	Visiting Professor/Lecturer for University of Utah Undergraduate Class - UC 1020 - Successfully Starting to Prepare for Admissions to Medical School.
2012 - Present	Visiting Professor/Lecturer at Weber State University, Ogden, UT - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2012 - Present	Visiting Professor/Lecturer at Dixie State College, St. George, UT - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2012 - Present	Visiting Professor/Lecturer at Southern Utah University, Cedar City, UT - Rural Health Scholars Program - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2012 - Present	Visiting Professor/Lecturer at University of Utah Alpha Epsilon Delta (AED) Honors Society Meeting, Salt Lake City, UT - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2012 - Present	Presentation to Future Doctors Program through the University of Utah Office of Inclusion and Outreach - Present and discuss aspects of the University of Utah School of Medicine and the admissions process to high school students.
2012 - Present	Visiting Professor/Lecturer at Westminster College, Salt Lake City UT - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2012	Visiting Lecture to Granite School District , Salt Lake City, UT- Presented and discussed aspects of the University of Utah School of Medicine and the admissions process to high school students.
2012 - Present	Visiting Professor/Lecturer to University of Utah undergraduate course, Salt Lake City, UT - Bioengineering 101 - Careers in Biomedical Engineering - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2013 - Present	Visiting Professor/Lecturer to University of Utah undergraduate course, Salt Lake City, UT - Physics of the Human Body - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2013 - Present	Visiting Professor/Lecturer to Brigham Young University undergraduate course, Provo, UT - Preview of Medicine course - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2013 - Present	Visiting Professor/Lecturer to University of Utah undergraduate course, Salt Lake City, UT - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.

2013 - Present	Visiting Professor/Lecturer to Utah Valley University undergraduate course, Orem, UT - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2013 - Present	Visiting Professor/Lecturer to the Spring Premedical and Health Science Conference (through Office of Inclusion and Outreach) - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2013 - Present	Visiting Professor/Lecturer to BYU-Idaho premedical students, Rexburg, ID - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2013 - Present	Visiting Professor/Lecturer to Utah State University undergraduate course, Logan, UT - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2013	Visiting Professor/Lecturer to "What's up Doc?" Lecture series, Salt Lake City Library, Salt Lake City, UT - talked about autism and related disorders
2013	Visiting Professor/Lecturer to visiting Wyoming high school students through the Office of Inclusion and Outreach - Presented and discussed aspects of the University of Utah School of Medicine and the admissions process.
2013 - Present	Visiting Professor/Lecturer to Future Female Physicians premedical student organization - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2013 - Present	Visiting Professor/Lecturer to Northwest Nazarene University premedical student organization, Nampa, ID - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2013 - Present	Visiting Professor/Lecturer to College of Idaho premedical student organization, Caldwell, ID - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2013 - Present	Visiting Professor/Lecturer to Boise State University premedical student organization, Boise, ID - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2013 - Present	Visiting Professor/Lecturer to Salt Lake Community College (SLCC) premedical student organization, Salt Lake City, UT- Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2013 - Present	Visiting Professor/Lecturer to Latino Medical Student Association (LMSA) - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.
2013 - Present	Visiting Professor/Lecturer to Idaho State University premedical student organization, Idaho Falls, ID - Present and discuss aspects of the University of Utah School of Medicine and the admissions process.

Grand Rounds Presentations

2006	Neuropsychiatry Grand Rounds Presentation at George Washington University Hospital. Presented latest research on narcolepsy and possible treatments.
2006	Neuropsychiatry Grand Rounds Presentation at George Washington University Hospital. Presented latest research on dementia and possible treatments.
2007	Psychiatry Grand Rounds Presentation at George Washington University Hospital. Presented clinical case conference and led discussion about different treatment modalities.

OTHER SCHOLARLY ACTIVITIES

Other Scholarly Activities

2010 - 2011 Medical Scholars Program through the University of Utah School of Medicine - designed to enable medical school faculty who are dedicated to education to develop greater skills as teachers, pursue scholarly activity in the field of education, and to become part of the educational leadership of the school.

JAKE ERICKSON, MBA/HCM

An accomplished healthcare executive experienced in overseeing operations of hospitals, ambulatory surgery centers, multispecialty clinics, long-term rehabilitation, and nursing home facilities. An effective change agent and a proactive leader who ensures the efficiency of the day-to-day operations of all Bingham Healthcare centers throughout Eastern Idaho. Executive member of Bingham Memorial Hospital's rapidly expanding healthcare system for more than 15 years.

EXPERIENCE

OCTOBER 2017 – PRESENT

CHIEF EXECUTIVE OFFICER, BINGHAM HEALTHCARE

- Accountable for a staff of more than 1,000 employees, managed through an administrative team of five direct reports.
- Oversee all facets of Bingham Healthcare including all hospital operations, 110 employed physician group and 32 outpatient clinics
- Committed to improving the overall health and well-being of the citizens of Eastern Idaho through innovation, compassion, and exceptional service.
- Represents Bingham Healthcare at city and state events and meetings to ensure Eastern Idahoans and rural communities have access to the latest medical services and technology.

DECEMBER 2016 – OCTOBER 2017

CHIEF OPERATING OFFICER, BINGHAM MEMORIAL HOSPITAL

- Responsible for strategic facility planning, physician services outreach and expansion, construction/purchasing negotiations, and project management.
- Managed information technology strategies, and oversaw and negotiated physician employment agreements and joint ventures.
- Added urgent care services to the community as well as opened up several outpatient primary care and specialty clinics throughout the region.

AUGUST 2006 – DECEMBER 2016

ASSISTANT ADMINISTRATOR, BINGHAM MEMORIAL HOSPITAL

- Played an integral role in transforming a small, community-owned hospital from a small facility to an award-winning healthcare provider recognized for innovation, clinical excellence, and outstanding patient care delivered in a caring and compassionate manner.
- Oversaw the following departments: engineering, environmental services, construction, business development, and physician recruitment.
- Ensured Bingham Memorial had the most qualified group of healthcare specialists; initiated and launched physician recruitment efforts that led to a more than 200 percent increase in a world-class medical staff over 15 years.

- Responsible for a 115 percent increase in employee growth over 15 years. Bingham Memorial Hospital became the fifth largest employer in Bingham County.
- Efforts in this role contributed to a 600 percent increase in gross revenue, and ten times more surgeries performed in 2016 than in 2005.

SEPTEMBER 2004 – AUGUST 2006

ANESTHESIA TECHNICIAN, OGDEN REGIONAL MEDICAL CENTER

EDUCATION

SEPTEMBER 2006

MASTER OF BUSINESS ADMINISTRATION, UNIVERSITY OF PHOENIX

MAY 2004

BACHELOR OF SCIENCE BUSINESS ADMINISTRATION, WEBER STATE UNIVERSITY

SKILLS

- Dedicated to leading the way and continuing to improve the quality of care patients receive.
- Dynamic, results-oriented leader with a strong record of accomplishment for achieving and exceeding performance goals.
- Engaging communicator and relationship builder with expertise in organizational planning and increasing visibility of growth.
- Superior interpersonal skills, capable of resolving multiple and complex problems.

Justin A. Glass, MD

Curriculum Vitae

Education:

University of New Mexico School of Medicine, Albuquerque, NM, 1992 – 1997. MD degree 1997.

Post-Sophomore Fellowship in Pathology, University of New Mexico, Department of Pathology, 1994-95.

Trinity University, San Antonio, TX, 1987 – 1991, BS Chemistry 1991, Summa Cum Laude.

Postgraduate Training:

Faculty Development Fellow, University of Washington Family Medicine Residency Network, 2010-2011.

Junior Faculty Mentorship Program, Emory University, 2007-2008

Providence St. Peter Family Medicine Residency, University of Washington Affiliated Residencies, Olympia, WA, 1997 – 2000.

Work Experience:

Program Director, Family Medicine Residency of Idaho (FMRI), Aug 2013-current.

Fulltime position with the following duties:

- Management of the educational program of an 16-11-11 residency with 20 family medicine faculty, 4 pediatricians, 2 behavioral medicine PhD faculty and 2 psychiatrists.

- Provide broad spectrum family medicine care
  - Inpatient medicine including ICU care
  - Prenatal care and L&D care (vaginal deliveries / c-section assists.
  - Outpatient faculty clinic and resident precepting
  - Treadmill, Colposcopy, LEEP, IUD, Nexplanon & skin procedures

Associate Director for Education, FMRI, March 2009 - August 2013.

Fulltime faculty position with the following duties:

- Broad spectrum family medicine care
  - Inpatient medicine including ICU care

- Prenatal care and L&D care (vaginal deliveries / c-section assists.
- Outpatient faculty clinic and resident precepting
- Treadmill, Colposcopy, LEEP, IUD, Nexplanon & skin procedures

- Coordinated the educational program (rotation curricular oversight / didactic program coordination) for FMRI residency network:
  - 11-11-11 core residency
  - 3-3-3 & 2-2-2 rural training tracks
  - Highlights
    - Didactic lecture series that is Webex linked to remote sites to meet the needs of learners in our rural focused residency.
    - Utilization of IT tools to facilitate point-of-care access (mobile phone / laptop) to our curricular lectures / didactics for faculty / residents.
    - Established an incentive system to improve quality / timeliness of both charting and administrative duties (evaluations / procedural) logging in the FMRI system.
    - Chaired a joint faculty / resident committee that oversees educational functions of the residency.

Faculty physician, Family Medicine Residency of Idaho, October 2008-March 2009. Promoted to Associate Director as above in March 2009.

Assistant Professor, Department of Family and Preventive Medicine, Emory University, Decatur, GA, October 2005 – August 2008. Fulltime position supervising residents and medical students in outpatient / inpatient / ICU / obstetrical settings and providing direct patient care.

Family Medicine Physician, Northern Navajo Medical Center, Shiprock, NM
Full-time IHS medical officer, 2000-2005.
Independent contractor (locums), June 2005-August 2007.
Duties included outpatient / inpatient / ICU /obstetrical care.
Medical care was provided for newborn, pediatric and adult patients.

Family Medicine Locums Physician, Pioneer Family Medicine, Lacey, WA, July – September 2005. Duties included outpatient / inpatient medical coverage for a physician on maternity leave. Medical care was provided for newborn, pediatric and adult patients.

Physician, Memorial Clinic Convenient Care Center, Olympia, WA,
February 2000 – August 2000.
Staff physician at urgent care center during / after residency training.

Physician, Providence St. Peter Hospital Satellite ER, Olympia, WA,

August 1999 – August 2000.
Staff physician on weekends at satellite ER during residency training.

Hospital Affiliations:

Physician, Saint Alphonsus Regional Medical Center, Boise, ID
2008 – current
Active Privileges in Family Medicine Department

Physician, Saint Luke's Regional Medical Center, Boise, ID / Meridian, ID
2008 – current
Active Privileges in Family Medicine Department

Awards:

Faculty of the Year Award, Family Medicine Residency of Idaho. 2011-2012.
Faculty of the Year Award, Family Medicine Residency of Idaho. 2009-2010.
Co-Rookie Faculty of the Year, Fam Med Residency of Idaho. 2008-09.
Outstanding Inpatient Teaching Award, Emory Family Med Residency, 2007-08.
Outstanding Outpt Teaching Award, Emory Family Med Residency. 2007-08.
Outstanding Inpatient Teaching Award, Emory Family Med Residency, 2006-07.
Outstanding Outpt Teaching Award, Emory Fam Medicine Residency, 2006-07.
Outstanding Didactic Teach Award, Emory Fam Medicine Residency, 2006-07.
Outstanding Health Care Provider, Navajo Area Indian Health Service, 2004.
Administrative Service Award, Northern Navajo Medical Center, 2001 – 2004.
Excellence in Family Medicine Award, Providence Health System, June 2000.
Alumni Outstanding Academic Achievement Award, UNM SOM, May 1997.
Alpha Omega Alpha, 1996.
Phi Beta Kappa, 1990.

Board Certification:

American Board of Family Medicine, 2000-2014.

Other Certifications:

ACLS, Expires 2020.
NRP, Expires 2018.
BLS, Expires 2020.
ALSO, Instructor / Advisory faculty. Permanent with continued teaching.

Medical Licensure:

Idaho. Granted 6/30/08. Expiration 6/30/2018.
Georgia. Granted April 2005. Inactive as of 2009 due to moving out of state.
Washington. Granted August 1999. Expiration 10/30/19.

Professional Memberships:

American Academy of Family Physicians, 1992 – 2018.
Idaho Academy of Family Physicians, 2008-2018.
Ada Country Medical Society, 2008-2018.
Society of Teachers of Family Medicine, 2018.

Teaching:

Associate Professor, Department of Family Medicine. University of Washington School of Medicine. 2013-current.

Assistant Professor, Department of Family Medicine. University of Washington School of Medicine. 2011 – 2013.

Clinical Instructor, Department of Family Medicine. University of Washington School of Medicine. 2009-2011

Assistant Professor, Department of Family and Preventive Medicine, Emory University, 2005-2008.

Volunteer Assistant Professor of Family and Community Medicine, UNM School of Medicine, 2001 – 2005.
Preceptor for 1st – 4th year medical students at NNMC, 2000 – 2004.

Volunteer Faculty, Providence St. Peter Family Practice Residency, July 2002.

Committee Appointments / Positions:

Vice President, WWAMI Family Medicine Residency Network, 2018.
Medical Executive Committee, St. Alphonsus Regional Med Center, 2013-2018.
Medical Executive Committee, St. Luke's Regional Med Center, 2013-2018.
Medical Education Committee, St. Luke's Regional Medical Center, 2013-2018.
ALSO Advisory Faculty Member, 2011 – current.
Bylaws Committee, St. Alphonsus Regional Medical Center, 2010-2017
Co-chair, Didactic Education Program, Emory University Dept of Family & Preventive Medicine, 2006-2008.
Vice Chief of Staff, Northern Navajo Medical Center, Shiprock, NM, 2003-05.
Chair, Clinical Practices Committee, Northern Navajo Medical Center, 2003-05.
Chair, Grand Rounds CME Conference, Northern Navajo Medical Center, 2001-04.
NNMC Medical Section Representative, 2002-03.
NNMC Resource Allocation Team Member, 2001-2003.
Chief Resident, Providence St. Peter Family Practice Residency, 1999-2000.

Publications:

Wheelock, C., Glass, J., St. Anna, L. Do Inhaled Steroids Reduce Bone Mineral Density and Increase Fracture Risk? *The J of Fam Prac.* August 2012. 61(8): 493-94.

Glass, J., Hoke T., Sun Rhodes, L., Leavitt, J. What are the most effective non-pharmacologic therapies for irritable bowel syndrome? In editorial review for the FPIN network (Help Desk Answer). February 2013.

Research:

Site Investigator, Look Ahead Study (Action for Health in Diabetes), Shiprock Site, National Institutes of Health, 2001 – 2005.

Outside Interests:

Runner (road and trail)
Backpacking / hiking / camping
Volunteer Medical Care Provider
Friends of Haiti, Medical Mission to Grand Boulage, Haiti.
Setup / staffed a mobile rural health clinic.Trips in October of most years.
Open Door Clinic. Atlanta, GA.
Staffed a medical student run free clinic on a monthly basis. 2005-2008.
Emory PA Program's Migrant Health Outreach, Valdosta, GA,
Staffed a mobile clinic in multiple migrant camps. June 2008.

CURRICULUM VITAE

Melissa (Moe) Hagman, MD, FACP

PERSONAL DATA

Professional address University of Washington
Boise VA Medical Center
500 W Fort St Mailstop 111R
Boise, ID 83702
Office 208-422-1000, ext. 7321
Fax 208-422-1388
Cell 208-695-9827

EDUCATION

1995 to 1999	Doctor of Medicine University of Washington, Seattle, WA
1991 to 1995	Bachelor of Science - Zoology major/Chemistry minor College of Idaho (formerly Albertson College of Idaho), Caldwell, ID

POSTGRADUATE TRAINING

2002 to 2003	Internal Medicine Inpatient Chief Residency University of Washington Medical Center, Seattle, WA
2000 to 2002	Primary Care Internal Medicine Residency University of Washington Affiliates, Seattle, WA and Boise, ID
1999 to 2000	Primary Care Internal Medicine Internship University of Washington Affiliates, Seattle, WA

FACULTY POSITIONS

Jul 2016 to Present	Program Director Boise Internal Medicine Residency Program University of Washington, Boise, ID
Jul 2012 to Present	Associate Professor, Department of Medicine Division of General Internal Medicine University of Washington, Boise VA Medical Center, Boise, ID
Jul 2011 to Jun 2016	Associate Program Director Boise Internal Medicine Residency Program University of Washington, Boise, ID
2011 to 2012	Assistant Professor, Department of Medicine Division of General Internal Medicine University of Washington, Boise VA Medical Center, Boise, ID

2008 to 2011	Associate Program Director for Curriculum Internal Medicine Residency Program University of Washington Affiliated Medical Centers, Seattle, WA
2007 to 2011	Assistant Professor, Department of Medicine Division of General Internal Medicine University of Washington Affiliated Medical Centers, Seattle, WA
2003 to 2007	Acting Instructor, Department of Medicine Division of General Internal Medicine University of Washington Affiliated Medical Centers, Seattle, WA

HOSPITAL POSITIONS

2011 to Present	Member, Palliative Care Team Boise VA Medical Center, Boise, ID
2010 to 2011	6NE Medical Director University of Washington Medical Center, Seattle, WA
2010 to 2011	Director, Hospital Medicine Team University of Washington Medical Center, Seattle, WA
2009 to 2011	Staff Physician, Internal Medicine Harborview Medical Center, Seattle, WA
2009 to 2011	Visiting Staff Physician, Internal Medicine Boise VA Medical Center, Boise, ID
2004 to 2011	Member, Palliative Care Consult Team University of Washington Medical Center, Seattle, WA
2003 to 2011	Member, Hospital Medicine Team University of Washington Medical Center, Seattle, WA

HONORS AND AWARDS

National

2015	Gold Humanism Honor Society University of Washington Chapter, Seattle, WA
2012	Top Doctor, America's Top Doctors 2012, Castle Connolly Medical Ltd.
2009	Best Doctor, Best Doctors in America® 2009-2010
2007	Fellow, American College of Physicians
2005	Academic Keys Who's Who in Medical Sciences Education
1998	Alpha Omega Alpha

Regional

2016	Richard M. Tucker WWAMI Faculty Excellence in Teaching Award

	Awarded by the University of Washington Department of Medicine for dedication and excellence in medical student teaching throughout the WWAMI Region
2014	Clinician Educator Award, Northwest Region Society of General Internal Medicine
2013	Richard M. Tucker WWAMI Faculty Excellence in Teaching Award Awarded by the University of Washington Department of Medicine for dedication and excellence in medical student teaching throughout the WWAMI Region
Local	
2015	Pharmacy Phriendly Award Presented by the Boise VA Medical Center Pharmacists
2013	Dr. Judd Lunn Memorial Teacher of the Year Presented by the third-year Idaho Track medical students on behalf of the Idaho WWAMI Medical Education Program
2012	Tina Juul-Dam Award Awarded by the Housestaff of the University of Washington Boise Internal Medicine Residency Program to the Teacher of the Year
2011	University of Washington Medical Center Teamwork, Leadership, and Caring Award
2009	Nominee, Marvin Turck Award Awarded by the University of Washington Department of Medicine for dedication and excellence in teaching
2009	Top Doctor, Hospitalist Category Seattle Metropolitan Magazine Top Doctor Selection
2009	Top Doctor, Hospitalist Category Seattle Magazine 9th Annual Top Doctor Selection
2008	Top Doctor, Hospitalist Category Seattle Magazine 8th Annual Top Doctor Selection
2007	Nominee, Marvin Turck Award From the University of Washington Department of Medicine for dedication and excellence in teaching
2006	University of Washington Dr. Paul Beeson Award From Medical Housestaff for “contributions in teaching and encouraging the pursuit of the highest ideals of a physician: scholarliness, humility, compassion and integrity”
2005	University of Washington Service Excellence Award Winner
2002	University of Washington School of Medicine Resident Excellence in Teaching Award
2000	Providence Seattle Medical Center Layman Award to Outstanding Medicine Intern

BOARD CERTIFICATION

2008	Certified, American Board of Internal Medicine, Hospice and Palliative Medicine Recertification exam scheduled for Nov 2018
2002, 2012	Certified and Recertified, American Board of Internal Medicine, Internal Medicine (Recertified through 2022)

OTHER CERTIFICATION

Jul 2017	Recertification, Collaborative Institutional Training Initiative (CITI), expires 2020
Apr 2017	Recertification, ACLS, expires 2019
Feb 2017	Recertification, BLS, expires 2019
Sep 2016	Society of General Internal Medicine Teaching Educators Across the Continuum of Healthcare (SGIM TEACH) Certification

MEDICAL LICENSURE

2012 to Present	Idaho State Medical License No. M-11626
2001 to 2013	Washington State Medical License No. MD00040136
2000 to 2002	Idaho State Medical License No. M-8053
1999 to 2000	Washington State Medical License No. ML20006306

PROFESSIONAL ORGANIZATIONS

2013 to Present	Member, Idaho Medical Association (IMA) Delegate to IMA, University of Washington Boise Internal Medicine Residency, 2013, 2014, 2016, 2017, 2018 Member, IMA Medical Education Affairs Committee, 2013-current Co-chair, IMA Medical Education Affairs Committee, 2018-current
2011 to Present	Member, Society of General Internal Medicine Northwest Region Immediate Past-President 2014 Northwest Region President 2013 Northwest Region President-Elect 2012 National Meeting Vignette Reviewer 2014, 2015, 2016
2008 to Present	Member, Association of Program Directors in Internal Medicine (APDIM) Lead, West Regional Networking Session at National Meeting, 2015-current Co-Director, ADPIM Chief Residents Meeting, 2012-2015 Member, APDIM Program Planning Committee, 2010-2015
2004 to 2011	Member, Washington State Medical Association
2000 to Present	American College of Physicians (ACP), Fellow Governor, Idaho Chapter, 2016-2020 Member, Executive Council of Board of Governors, 2016-2017 Class Representative, 2020 Governor Class, 2016 Governor-Elect, Idaho Chapter, 2015 Sentinel Reader, McMaster Online Rating of Evidence (MORE) Network, 2016-

current
National Meeting Clinical Vignette Reviewer, episodic including 2014, 2015
Lead, Young Council of Physicians, Governor's Council, Idaho Chapter, 2012-2015
Master of Ceremony, Annual Associate Medical Jeopardy Competition, Washington Chapter, 2003-current
Advisor to Associates, Governor's Council, Washington Chapter, 2003-2010
Associate Representative, Governor's Council, Washington Chapter, 2002-2003
Associate Representative, Governor's Council, Idaho Chapter, 2000-2001

1998 to Present Alpha Omega Alpha

1997 to 1999 Sigma Xi, Scientific Research Society

TEACHING RESPONSIBILITIES

National

Jul 28, 2018 Speaker, "Allergy and Immunology," CME Presentation, American College of Physicians Board Review Course, Seattle, WA

Jul 28, 2018 Speaker, "Solid Tumors," CME Presentation, American College of Physicians Board Review Course, Seattle, WA

Apr 19-21, 2018 Moderator, "Doctors' Dilemma" Competition First, Second, and Final Rounds, American College of Physicians Internal Medicine Meeting 2018, New Orleans, LA

Apr 18, 2018 Speaker, "Palliative Care Pearls," CME Presentations, American College of Physicians, Advances in Therapy Precourse, New Orleans, LA

Mar 18, 2018 Co-Moderator, "Morning Report Workshop," Association of Program Directors in Internal Medicine (APDIM) Chief Residents Meeting, San Antonio, TX

Mar 18, 2018 Co-Moderator, "Resident in Need," Association of Program Directors in Internal Medicine (APDIM) Chief Residents Meeting, San Antonio, TX

Jul 19, 2017 Speaker, "Allergy and Immunology," CME Presentation, American College of Physicians Board Review Course, Seattle, WA

Jul 19, 2017 Speaker, "Solid Tumors," CME Presentation, American College of Physicians Board Review Course, Seattle, WA

Mar 30-31, 2017 Moderator, "Doctors' Dilemma" Competition First and Second Rounds, American College of Physicians Internal Medicine Meeting 2017, San Diego, CA

Mar 19, 2017 Co-Moderator, "Morning Report Workshop," Association of Program Directors in Internal Medicine (APDIM) Chief Residents Meeting, Baltimore, MD

Mar 19, 2017 Co-Moderator, "Resident in Need," Association of Program Directors in Internal Medicine (APDIM) Chief Residents Meeting, Baltimore, MD

Jul 23, 2016 Speaker, "Allergy and Immunology," CME Presentation, American College of Physicians Board Review Course, Seattle, WA

Jul 23, 2016	Speaker, “Solid Tumors,” CME Presentation, American College of Physicians Board Review Course, Seattle, WA
Apr 19, 2016	Co-Moderator, “An Interactive, Team-Based Clinical Problem Solving Competition with a High Value Care Twist,” Association of Program Directors in Internal Medicine (APDIM) Chief Residents Meeting, Las Vegas, NV
Apr 18, 2016	Co-Moderator, “Morning Report Workshop,” Association of Program Directors in Internal Medicine (APDIM) Chief Residents Meeting, Las Vegas, NV
Apr 18, 2016	Co-Moderator, “Resident in Need,” Association of Program Directors in Internal Medicine (APDIM) Chief Residents Meeting, Las Vegas, NV
Jul 25, 2015	Speaker, “Allergy and Immunology,” CME Presentation, American College of Physicians Board Review Course, Seattle, WA
Jul 25, 2015	Speaker, “Solid Tumors,” CME Presentation, American College of Physicians Board Review Course, Seattle, WA
Apr 28, 2015	Co-Moderator, “Four Concrete Skills for Lifelong Learning Workshop,” Association of Program Directors in Internal Medicine (APDIM) Chief Residents Meeting, Houston, TX
Apr 27, 2015	Co-Moderator, “Morning Report Workshop,” Association of Program Directors in Internal Medicine (APDIM) Chief Residents Meeting, Houston, TX
Apr 27, 2015	Co-Moderator, “Resident in Need,” Association of Program Directors in Internal Medicine (APDIM) Chief Residents Meeting, Houston, TX
Apr 27-28, 2015	Co-Course Director, “Associate Program Directors in Internal Medicine Chief Resident Meeting,” Houston, TX
Sept 12, 2014	Co-Moderator, “Clinical Competency Committee Topic-Based Networking Session,” Association of Program Directors in Internal Medicine (APDIM) Meeting, Washington D.C.
Jul 26, 2014	Speaker, “Allergy and Immunology,” CME Presentation, American College of Physicians Board Review Course, Seattle, WA
Jul 26, 2014	Speaker, “Solid Tumors,” CME Presentation, American College of Physicians Board Review Course, Seattle, WA
Apr 7-8, 2014	Co-Course Director, “Associate Program Directors in Internal Medicine Chief Residents Meeting,” Nashville, TN
Apr 7, 2014	Moderator, “Morning Report Workshop,” Association of Program Directors in Internal Medicine (APDIM) Chief Residents Meeting, Lake Buena Vista, Nashville, TN
Apr 7, 2014	Co-Moderator, “Problem Resident Workshop,” Association of Program Directors in Internal Medicine (APDIM) Chief Residents Meeting, Lake Buena Vista, Nashville, TN
October 5, 2013	Co-Moderator, “Clinical Competency Committee Structures/Approaches Topic-

	Based Networking Session," Association of Program Directors in Internal Medicine (APDIM) Meeting, New Orleans, LA
Jul 20, 2013	Speaker, "Allergy and Immunology," CME Presentation, American College of Physicians Board Review Course, Seattle, WA
Jul 20, 2013	Speaker, "Solid Tumors," CME Presentation, American College of Physicians Board Review Course, Seattle, WA
Apr 29-30, 2013	Co-Course Director, "Associate Program Directors in Internal Medicine Chief Residents Meeting," Lake Buena Vista, FL
Apr 29, 2013	Co-Moderator, "Morning Report Workshop," Association of Program Directors in Internal Medicine (APDIM) Chief Residents Meeting, Lake Buena Vista, FL
Oct 13, 2012	Moderator, "Exchanging SOAP Strategies Topic-Based Networking Session," Association of Program Directors in Internal Medicine (APDIM) Fall Meeting, Phoenix, AZ
Jul 28, 2012	Speaker, "Allergy and Immunology," CME Presentation, American College of Physicians Board Review Course, Seattle, WA
Apr 23, 2012	Moderator, "Morning Report Workshop," Association of Program Directors in Internal Medicine (APDIM) Chief Residents Meeting, Atlanta, GA
Jul 23, 2011	Speaker, "Allergy and Immunology," CME Presentation, American College of Physicians Board Review Course, Seattle, WA
Jul 21, 2010	Speaker, "Allergy and Immunology," CME Presentation, American College of Physicians Board Review Course, Seattle, WA
Apr 24, 2010	Speaker, "Internal Medicine 2010 Highlights," American College of Physicians National Annual Session, Internal Medicine 2010 CME, Toronto, Canada
Apr 21, 2010	Speaker, "New GI Drugs and Some Old Drugs with New Tricks," Advances in Therapy, American College of Physicians National Annual Session, Internal Medicine 2010 CME Precourse, Toronto, Canada
Jul 15, 2009	Speaker, "Allergy and Immunology," CME Presentation, American College of Physicians Board Review Course, Seattle, WA
Jul 2008	Speaker, "Allergy and Immunology," CME Presentation, American College of Physicians Board Review Course, Seattle, WA
May 16, 2008	Speaker, "Things That Have Changed My Inpatient Practice of Medicine," American College of Physicians National Annual Session, Internal Medicine 2008 CME, Washington D.C.
Jul 11, 2007	Speaker, "Allergy and Immunology," CME Presentation, American College of Physicians Board Review Course, Seattle, WA
Jul 26, 2006	Speaker, "Allergy and Immunology," CME Presentation, American College of Physicians Board Review Course, Seattle, WA
Jul 20, 2005	Speaker, "Pearls from A Recent Test Taker," CME Presentation, American College of Physicians Board Review Course, Seattle, WA

Regional

Jan 12, 2018	Speaker, “ABIM SEP Module Hospital Medicine 2017 Update,” American College of Physicians Idaho State Annual CME Course, McCall, ID
Nov 2, 2017	Speaker, “ABIM SEP Module Hospital Medicine 2017 Update,” American College of Physicians Washington State Annual CME Course, Seattle, WA
Apr 22, 2017	Co-Speaker, “ABIM SEP Module Hospital Medicine 2016 Update,” American College of Physicians Alaska State Annual CME Course, Anchorage, AK
Apr 21, 2017	Speaker, “Articles that Have Changed My Inpatient Practice of Medicine 2016,” American College of Physicians Alaska State Annual CME Course, Anchorage, AK
Jan 13, 2017	Speaker, “ABIM SEP Module Hospital Medicine 2016 Update,” American College of Physicians Idaho State Annual CME Course, McCall, ID
Nov 10, 2016	Speaker, “ABIM SEP Module Hospital Medicine 2016 Update,” American College of Physicians Washington State Annual CME Course, Seattle, WA
Jan 15, 2016	Speaker, “ABIM SEP Module Hospital Medicine 2015 Update,” American College of Physicians Idaho State Annual CME Course, McCall, ID
Nov 5, 2015	Speaker, “ABIM SEP Module Hospital Medicine 2015 Update,” American College of Physicians Washington State Annual CME Course, Seattle, WA
Jan 17, 2015	Speaker, “Articles That Have Changed My Practice of Inpatient Medicine 2014,” American College of Physicians Idaho State Annual CME Course, McCall, ID
Jan 16, 2015	Speaker, “ABIM SEP Module Hospital Medicine 2014 Update,” American College of Physicians Idaho State Annual CME Course, McCall, ID
Nov 6, 2014	Speaker, “Articles That Have Changed My Practice of Inpatient Medicine 2014,” American College of Physicians Washington State Annual CME Course, Seattle, WA
Nov 6, 2014	Speaker, “ABIM SEP Module Hospital Medicine 2014 Update,” American College of Physicians Washington State Annual CME Course, Seattle, WA
May 10, 2014	Speaker, “Doctors Dilemma®,” American College of Physicians Alaska State Annual CME Course, Anchorage, AK
May 9, 2014	Hands-On Co-Instructor, “Ultrasound Workshop,” American College of Physicians Alaska State Annual CME Course, Anchorage, AK
May 8, 2014	Speaker, “Help Doc, I’m Sick,” American College of Physicians Alaska State Annual CME Course, Anchorage, AK
Feb 21, 2014	Speaker, “ABIM SEP Module Hospital Medicine 2013 Update,” American College of Physicians Eastern Washington Annual CME Course, Spokane, WA
Feb 7, 2014	Workshop Co-Presenter, “Four Concrete Techniques for Lifelong Learning,” Northwest Society of General Internal Medicine Meeting, Seattle, WA
Jan 19, 2014	Speaker, “Articles That Have Changed My Practice of Inpatient Medicine 2013,” American College of Physicians Idaho State Annual CME Course, McCall, ID

Jan 19, 2014	Speaker, “Internal Medicine Jeopardy – Battle of the Minds,” American College of Physicians Idaho State Annual CME Course, McCall, ID
Jan 17, 2014	Speaker, “ABIM SEP Module Hospital Medicine 2013 Update,” American College of Physicians Idaho State Annual CME Course, McCall, ID
Nov 7, 2013	Speaker, “ABIM SEP Module Hospital Medicine 2013 Update,” American College of Physicians Washington State Annual CME Course, Seattle, WA
Oct 12, 2013	Instructor, “Lumbar Puncture,” Introduction to Point of Care Ultrasound CME Course, Red Lodge, MT
Nov 1, 2012	Speaker, “ABIM SEP Module Hospital Medicine 2011 Update,” American College of Physicians Washington State Annual CME Course, Seattle, WA
May 12, 2012	Speaker, “Doc, I’m Sick…What Do I Have?” American College of Physicians Alaska State Annual CME Course, Girdwood, AK
May 11, 2012	Speaker, “Doctors Dilemma®,” American College of Physicians Alaska State Annual CME Course, Girdwood, AK
Feb 3, 2012	Co-Speaker, “Articles That Have Changed My Inpatient Practice of Medicine 2011,” Northwest Society of General Internal Medicine CME Course, Seattle, WA
Feb 2, 2012	Co-Speaker, “Articles That Have Changed My Inpatient Practice of Medicine 2011,” University of Washington Internal Medicine Grand Rounds CME, Seattle, WA
Nov 5, 2011	Speaker, “Pearls for Managing Symptoms at End of Life,” American College of Physicians Washington State Annual CME Course, Seattle, WA
Jun 2, 2011	Speaker, “Teach Like a Champion,” Workshop for Internal Medicine Clerkship Directors (from Washington, Wyoming, Alaska, Montana, and Idaho), University of Washington, Seattle, WA
Apr 28, 2011	Speaker, “Recent Palliative Care Articles to Know About,” Harborview Medical Center Palliative Care CNE Conference, Seattle, WA
Apr 15, 2011	Speaker, “Medication Management at the End of Life,” Current Concepts in Drug Therapy, University of Washington CME Course, Seattle, WA
Mar 24, 2011	Speaker, “Palliative Care,” Women’s Health Update, University of Washington CME Course, Seattle, WA
Mar 11, 2011	Speaker, “Palliative Care,” Update in Hospital Medicine, University of Washington CME Course, Seattle, WA
Mar 2011	Course Chair, Update in Hospital Medicine, University of Washington CME Course, Seattle, WA
Feb 4, 2011	Co-Speaker, “Articles That Have Changed My Inpatient Practice 2010,” Northwest Society of General Internal Medicine CME Course, Portland, OR
Jan 15, 2011	Speaker, “Update in Palliative Care,” Idaho American College of Physicians 34th Annual Winter CME Conference, McCall, ID

Nov 5, 2010	Speaker, “Morning Report,” American College of Physicians Washington State Annual CME Course, Seattle, WA
Nov 2010	Co-Organizer (50%), American College of Physicians Updates for Hospitalists Precourse, Washington State Annual CME, Seattle, WA
Oct 29, 2010	Speaker, “Articles That Have Changed My Practice of Inpatient Medicine 2010,” CNE Presentation, University of Washington Update in Medical-Surgical Nursing, Shoreline, WA
Oct 20, 2010	Speaker, “Palliative Care,” American Association of Critical Care Nurses 39th Annual CNE Symposium, Mountain to Sound Chapter, Shoreline, WA
Sep 12, 2010	Speaker, “Update in GI Drugs,” Update in Family Medicine, University of Washington CME Course, Seattle, WA
May 21, 2010	Visiting Professor, “Management of End-Stage Liver Disease Complications,” Spokane Internal Medicine Residency Program, Spokane, WA
Apr 16, 2010	Speaker, “Update in GI Drugs,” Current Concepts in Drug Therapy, University of Washington CME Course, Seattle, WA
Nov 7, 2009	Speaker, “But Doc, I Saw It on TV and the Internet–Answers to the Questions Your Patients are Asking,” American College of Physicians Washington State Annual CME Course, Seattle, WA
May 7, 2009	Speaker, “Constipation (Hooray!),” Current Concepts in Drug Therapy, University of Washington CME Course, Seattle, WA
May 2009	Course Chair, Current Concepts in Drug Therapy, University of Washington CME Course, Seattle, WA
Mar 25, 2009	Speaker, “Crucial Conversations in the ICU,” CNE Presentation, University of Washington Update in ICU Nursing, Shoreline, WA
Feb 27, 2009	Speaker, “Articles That Have Changed My Inpatient Practice of Medicine,” Madigan Army Medical Center Grand Rounds, Tacoma, WA
Jan 17, 2009	Speaker, “Things That Have Changed My Practice–Inpatient Medicine,” Idaho American College of Physicians 32nd Annual Winter CME Conference, McCall, ID
Nov 12, 2008	Speaker, “Things That Have Changed My Practice–Inpatient Medicine,” Grand Rounds, Michigan State University, Kalamazoo Center for Medical Studies, Kalamazoo, MI
Nov 7, 2008	Speaker, “Palliative Care,” American College of Physicians Washington State Annual CME Course, Seattle, WA
Nov 6, 2008	Speaker, “Things that Have Changed My Practice–Inpatient Medicine,” American College of Physicians Hospitalist Precourse, Washington State Annual CME Course, Seattle, WA
Nov 2008	Co-Chair (50%), American College of Physician Washington State Annual CME Course, Seattle, WA
Sep 9, 2008	Speaker, “End-Stage Liver Disease,” CME Presentation, University of Washington Family Medicine Review Course, Seattle, WA

Apr 24, 2008	Speaker, “Things That Have Changed My Inpatient Practice of Medicine,” Boise VA Medical Center Grand Rounds, Boise, ID
Mar 27, 2008	Speaker, “End-Stage Liver Disease,” Current Concepts in Drug Therapy, University of Washington CME Course, Seattle, WA
Mar 13, 2008	Speaker, “Palliative Care for the Hospitalist,” Society of Hospital Medicine Northwest Regional Chapter Meeting, Seattle, WA
Mar 2008	Course Chair, Current Concepts in Drug Therapy, University of Washington CME Course, Seattle, WA
Nov 2007	Co-Organizer (50%), American College of Physicians Updates for Hospitalists Precourse, Washington State Annual CME, Seattle, WA
Nov 1, 2007	Speaker, “Things that Have Changed My Inpatient Practice of Medicine,” American College of Physicians Updates for Hospitalists Precourse, Washington State Annual CME Course, Seattle, WA
Sep 27, 2007	Speaker, “Communication Among Healthcare Providers,” CNE Presentation, University of Washington Update in Medical/Surgical Nursing, Shoreline, WA
May, Jul 2007	Speaker, “Nurse-Physician Communication,” Madigan Army Medical Center CME, Tacoma, WA
May 31, 2007	Speaker, “Inpatient Procedure Pearls,” Comprehensive Care of the Hospitalized Patient University of Washington CME, Seattle, WA
May 17, 2007	Speaker, “Drug Therapy for Symptom Management at End of Life,” Current Concepts in Drug Therapy University of Washington CME, Seattle, WA
May 2007	Course Chair, Current Concepts in Drug Therapy, University of Washington CME Course, Seattle, WA
Nov 2006	Co-Organizer (50%), American College of Physicians Updates for Hospitalists Precourse, Washington State Annual CME, Seattle, WA
Nov 2006	Speaker, “Keeping Patients Out of Harm’s Way,” CNE Presentation, St. Joseph’s Hospital 3rd Annual Medical/Surgical Conference, Bellingham, WA
Oct 26, 2006	Speaker, “Symptom Management at the End of Life,” CNE Presentation, University of Washington Update in Medical/Surgical Nursing, Shoreline, WA
May 25, 2006	Speaker, “Getting Rid of the Static: Improving Nurse-Physician Communication,” Boise VA Medical Center Grand Rounds, Boise, ID
Apr 27, 2006	Speaker, “Getting Rid of the Static: Improving Outpatient Nurse-Physician Communication,” University of Washington Update in Ambulatory Nursing CNE Course, Shoreline, WA
Mar 23, 2006	Speaker, “Management of Non-Pain, Non-Dyspnea Symptoms in End-of-Life Care,” Harborview Medical Center Palliative Care CNE Conference, Seattle, WA
Nov 3, 2005	Speaker, “Keeping Your Patients Out of Harm’s Way,” CME Presentation, American College of Physicians Updates for Hospitalists Precourse, Washington State Annual CME Course, Seattle, WA

Nov 2005	Organizer (100%), American College of Physicians Updates for Hospitalists Precourse at Washington State Annual Meeting, Seattle, WA
Sep 30, 2005	Speaker, “Keeping Patients Out of Harm’s Way,” CNE Presentation, University of Washington Update in Medical/Surgical Nursing 2005 Conference, Shoreline, WA
May 6, 2005	Speaker, “Pain and Dyspnea Management in End-of-Life Care,” Harborview Medical Center Palliative Care CNE Conference, Seattle, WA
Nov 4, 2004	Speaker, “Inpatient Issues in Liver Disease,” CME Presentation, American College of Physicians Updates for Hospitalists Precourse, Washington State Annual CME Course, Seattle, WA
Nov 2004	Co-organizer (50%), American College of Physicians Updates for Hospitalists Precourse, Washington State Annual CME, Seattle, WA
Oct 21, 2004	Speaker, “Getting Rid of the Static: Improving Nurse-Physician Communication,” University of Washington Update in Medical/Surgical Nursing CNE Course, Shoreline, WA
Sep 2003	Speaker, “Healthcare Issues for Men” and “Healthcare Issues for Women,” Washington State Veterinary Medical Association Annual Convention, Kennewick, WA

Local

Jun 1, 2017	Co-Speaker, “Making Mentoring Meaningful,” Boise VAMC Interprofessional Faculty Development Series Workshop, Boise Veterans Affairs Medical Center, Boise, ID
Oct 6, 2016	Speaker, “Diagnostic Error,” Boise VAMC Interprofessional Faculty Development Series Workshop, Boise Veterans Affairs Medical Center, Boise, ID
Feb 24, 2016	Speaker, “Articles That Have Changed My Inpatient Practice of Medicine 2015,” Grand Rounds, St. Luke’s Regional Medical Center, Boise, ID
Jan 28, 2016	Speaker, “Articles That Have Changed My Inpatient Practice of Medicine 2015,” Grand Rounds, Boise Veteran Affairs Medical Center, Boise, ID
Dec 11, 2015	Speaker, “SGIM TEACH Program: Learning Climate,” Society of General Internal Medicine Workshop, Boise Veterans Affairs Medical Center, Boise, ID
Sept 3, 2015	Speaker, “Gastroenterology,” Med665 Course for Third-Year Medical Students on Internal Medicine Rotation, recurring (March 2016, Summer 2016), Seattle, WA
Mar 19, 2015	Speaker, “Articles That Have Changed My Inpatient Practice of Medicine 2014,” Grand Rounds, Boise Veteran Affairs Medical Center, Boise, ID
Feb 11, 2015	Speaker, “Articles That Have Changed My Inpatient Practice of Medicine 2014,” Grand Rounds, St. Luke’s Regional Medical Center, Boise, ID
April 17, 2014	Speaker, “Palliative Care Tools,” Grand Rounds, Boise Veteran Affairs Medical Center, Boise, ID
Mar 6, 2014	Speaker, “Articles That Have Changed My Inpatient Practice of Medicine 2013,”

	Grand Rounds, Boise Veteran Affairs Medical Center, Boise, ID
Nov 1, 2013	Speaker, “ABIM SEP Module Hospital Medicine 2013 Update,” Grand Rounds, Saint Alphonsus Medical Center, Boise, ID
Oct 1, 2013	Co-Instructor, “Lifelong Learning,” Workshop, UW Boise Internal Medicine Residency Fall Retreat, Boise, ID
2013 to Present	Director/Instructor, UW Boise Internal Medicine Intern Procedure Simulation Course (Central Line, Thoracentesis, Paracentesis, Lumbar Puncture), Boise, ID
Mar 14, 2013	Speaker, “Articles That Have Changed My Inpatient Practice of Medicine 2012,” Grand Rounds, Boise Veteran Affairs Medical Center, Boise, ID
Jan 30, 2013	Speaker, “Articles That Have Changed My Inpatient Practice of Medicine 2012,” Grand Rounds, Saint Alphonsus Medical Center, Nampa, ID
Jan 30, 2013	Speaker, “Articles That Have Changed My Inpatient Practice of Medicine 2012,” Grand Rounds, St. Luke’s Regional Medical Center, Boise, ID
Nov 2012 to Present	Instructor and Organizer, “Weekly Board Review for Residents,” UW Boise Internal Medicine Residency, Boise, ID
Spring 2012 to Present	Faculty, “Annual Resident as Teacher Course,” UW Boise Internal Medicine Residency, Boise, ID, in conjunction with Joyce Wipf, MD (who developed content of course)
Mar 8, 2012	Speaker, “Articles That Have Changed My Inpatient Practice of Medicine 2011,” Grand Rounds, Boise Veteran Affairs Medical Center, Boise, ID
Jun 2011	Director, Internal Medicine Intern Central Venous Catheter Placement Training, Half-day Simulation Course, Seattle, WA
Jun 2011	Director, Orientation to Intern ADLs, Half-Day Orientation Course for New Internal Medicine Interns Regarding Crosscover, Handoffs, ACLS and Communication with Other Professionals, Seattle, WA
Jun 3, 2011	Speaker, “Update in Palliative Care for Psychiatrists,” Psychiatry Grand Rounds, Harborview Medical Center and University of Washington Medical Center, Seattle, WA
Sep 16, 2010	Speaker, “Breaking Bad News,” Neurology Grand Rounds, University of Washington Medical Center, Seattle, WA
Sep 10, 2010	Speaker, “Palliative Care for Oncologists,” University of Washington Selected Topics in Hematology/Oncology Fellows’ Lecture Series, Seattle, WA
Jun 2010	Director, Internal Medicine Intern Central Venous Catheter Placement Training, Half-Day Simulation Course, Seattle, WA
Apr 6, 2010	Speaker, “What is Palliative Care?,” University of Washington MEDEX Grand Rounds, Seattle, WA

Mar 18, 2010	Panel Discussant, “Death with Dignity,” Providence Hospice of Seattle, Seattle, WA
Jul 2, 2009	Speaker, “What to Do When You Are Called to See a Patient with Pain,” Internal Medicine Intern Teaching Conference Series, Seattle, WA
Jun 2009	Director, Internal Medicine Intern Central Venous Catheter Placement Training, Half-Day Simulation Course, Seattle, WA
Sep 19, 2008	Speaker, “Palliative Care for Oncologists,” University of Washington Selected Topics in Hematology/Oncology Fellows’ Lecture Series, Seattle, WA
2008 to 2011	Speaker, “Gastroenterology,” Med665 Course for Third-Year Medical Students on Internal Medicine Rotation, recurring every 12 weeks, Seattle, WA
2008 to 2011	Director, Palliative Care Elective Rotation, Internal Medicine Residents, University of Washington Medical Center, Seattle, WA
Oct 2007 to 2010	Speaker, “Palliative Care,” Internal Medicine Intern Teaching Conference Series, Seattle, WA
Aug 10, 2006	Speaker, “Getting Rid of the Static: Improving Nurse-Physician Communication,” CME Presentation, University of Washington Neurology Grand Rounds, Seattle, WA
Apr 2005-Jun 2008	Director, University of Washington Medical Center Intern Skills Rotation, Seattle, WA Two-week continuously recurring procedure rotation for Internal Medicine Interns beginning July 2005; rotation ceased June 2008
Mar 19, 2005	Speaker, “Let’s Talk About Dying,” Community Education Forum and Resource Fair, Washington State End of Life Consensus Coalition, Seattle, WA
2004 to 2011	Director, Intern Teaching Conference Series, University of Washington Internal Medicine Residency Program, Seattle, WA
2004 to 2006	Instructor and Organizer (100%), “How to Read an ECG” Lecture Series, Seattle, WA Continuous weekly series repeating in 12-week blocks for third-year University of Washington medical students in the Internal Medicine clerkship at Swedish Medical Center, Providence campus
Recurring	Attending, Boise VA Medical Center Internal Medicine Housestaff Inpatient Team
Recurring	Attending, Boise VA Medical Center Resident Report/Intern Report
Recurring	Speaker, Boise VA Medical Center Internal Medicine Teaching Conferences
Recurring	Speaker, Boise VA Medical Center Medical Student Teaching Conferences

SPECIAL LOCAL RESPONSIBILITES

2017 to Present	Member, Boise VAMC, Professional Practices Review Committee
May 2016 to Present	Member, University of Idaho WWAMI Advisory Board
Aug 2015 to Jan 2016	Member, UW Boise Medicine Clerkship Director, Search Committee

2014 to Present	Boise VAMC Representative, VISN 20, Pharmacy and Therapeutics Committee
Oct 2013	Member, UW Boise Internal Medicine Residency Program Director, Search Committee
Nov 2012 to Apr 2013	Member, Boise VA Medical Center Chief of Medicine, Search Committee
July 2011 to Present	Secretary, David A. Hindson Foundation Non-profit organization to support medical education in Idaho, Boise, ID
Jun 2010 to Jun 2011	Member, University of Washington Heart Failure/LVAD Cardiology Clinician, Search Committee
Jan 2010	Member, Internal Medicine Residency Boise Categorical and Seattle Categorical Tracks, Resident Selection Committee
Nov 2009 to Jun 2011	Member, University of Washington/Seattle Cancer Care Alliance Hematology Clinician/Teacher, Search Committee
Jan 2009	Member, Internal Medicine Residency Boise Categorical Track, Resident Selection Committee
Nov 2008 to Jun 2011	Member, Faculty Council on University Relations, University of Washington School of Medicine
Oct 2008 to Jun 2011	Member, Faculty Senate, University of Washington
Jan 2008	Member, Internal Medicine Residency Seattle Categorical Track, Resident Selection Committee
Sep 2006-Jun 2007	Member, University of Washington Internal Medicine Residency Program Director Search Committee
May 2006-May 2008	Member, Clinical Pastoral Education Professional Consultation Committee
Jul 2005 to Present	Institute for Surgical and Interventional Simulation (ISIS) Expert, Internal Medicine
Jul 2005 to Jun 2011	Minor Injury Treatment Area Captain (Physician Leader), University of Washington Medical Center Disaster Response Team
2004 to 2006	Leader (20%), University of Washington Medical Center 6NE Multi-Disciplinary Discharge Rounds (shared responsibility on a rotating basis with other hospitalists)

RESEARCH FUNDING
None

Dec 2015-Feb 2017	Assumed Principle Investigator position from C. Scott Smith, Factors that Influence Patients' Decisions Regarding Treatment in Advanced Cancer: A Qualitative Approach, IRB approved, no funding. Study closed due to difficulty to recruit subjects.
2014-2015	Site Leader, UW Boise, for participation in multi-center Safe and Effective

Discharge (SAFE-D) from the Hospital Educational Initiative as a member of the Educational Research Outcomes Collaborative

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Peer-Reviewed Journals
1. Weppner WG, Fisher A, Hagman M, Inouye L, King I, Smith CS, Wilper AP, Knight C. Taking SGIM's "Teaching Educators Across the Continuum of Healthcare on the Road - A Local, Interprofessional Faculty Development Innovation. J Grad Med Educ. 2017;9(3):378-9. PMID: 28638527

2. Warren MB, Stabler J, Hagman MM. Intravenous melatonin abuse leading to recurrent aortic valve endocarditis: a case report and discussion. BMC Psychiatry. 2016;16(1):39. PMID: 26911800

3. Merel SE, Stafford MM, White AA, Fligner CL, Amory JK, Hagman MM. Providers' Beliefs About Expressing Condolences to the Family of a Deceased Patient: A Qualitative and Quantitative Analysis. J Palliat Med. 2015;18:217-24. PMID: 25493629

4. Hagman MM, Dale JB, Stevens DL. Comparison of adherence to and penetration of a human laryngeal epithelial cell line by group A streptococci of various M protein types. FEMS Immunology and Medical Microbiology. 1999;23:195-204. PMID: 10219591

Book Chapters
1. Stevens DL, Bryant AE, Hagman MM. Nonpneumococcal streptococcal infections and rheumatic fever. In: Goldman L, Schafer AI, eds. Goldman-Cecil Medicine. 26th edition. Amsterdam, Netherlands: Elsevier; 2018, submitted.

2. Christopher AS, Hagman MM. Approach to acute kidney injury. In: Mookherjee S, et al., eds. 10 Minute Chalk Talks. Switzerland; Springer; 2018, submitted.

3. Gendo K, Hagman MM. Endocarditis. In Paauw DS, Burkholder LR, Migeon MB, eds. Internal Medicine Clerkship Guide. 3rd edition. St. Louis, MO: Mosby; 2007.

4. Hagman MM. Palliative Care. In Paauw DS, Burkholder LR, Migeon MB, eds. Internal Medicine Clerkship Guide. 3rd edition. St. Louis, MO: Mosby; 2007.

5. Hagman MM. Bacterial endocarditis. In: McDonough K, Larson E, eds. Manual of Evidence-Based Admitting Orders and Therapeutics. 5th edition. Philadelphia, PA: Saunders; 2007.

6. Hagman MM. Comfort care. In: McDonough K, Larson E, eds. Manual of Evidence-Based Admitting Orders and Therapeutics. 5th edition. Philadelphia, PA: Saunders; 2007.

7. Hagman MM. Complications of cirrhosis. In: McDonough K, Larson E, eds. Manual of Evidence-Based Admitting Orders and Therapeutics. 5th edition. Philadelphia, PA: Saunders; 2007.

8. Hagman MM. Gastroenterology. In Alguire PC, Paauw DS, Eisenstaedt RS, Ferenchick GS, eds. Boards Basics–An Enhancement to MKSAP. Philadelphia, PA: American College of Physicians; 2006.

9. Hagman MM. Cardiac infections. In: Hu K, Crane H, Shah S, eds. Blueprints in Infectious Disease. Blackwell; 2005.

Written Reviews
Davidson HL, Hagman MM, Jerud ES, Khalighi M, Loge AS, White A, Schleyer AM. In the literature: HM-related research you need to know. The Hospitalist May 2011. http://www.the-hospitalist.org/details/article/1056007/In_the_Literature_HM-Related_Research_You_Need_to_Know.html

Invited Publications
Christopher A, Pereda C, Argyle N, Hagman MM. Engaging Trainees to Become Lifelong Learners. Academic Internal Medicine Insight. 2016;14(3).

Abstracts
Hagman MM, Stevens DL. Role of M protein in group A streptococcal adherence to and internalization within human laryngeal cells. Journal of Investigative Medicine. 1997;45:103A.

Audio Publications
1. Hagman MM. Palliative and end-of-life care. Audio Digest Internal Medicine. September 2009:56(17).

2. Hagman MM. Things that have changed my practice–inpatient medicine. Oakstone. September 2008.

Audio Reviews
Brief audio and written reviews of recently published journal articles in Paauw DS, Miller RG eds. Practical Reviews in Internal Medicine. Oakstone Medical Publishing. 2009 to present.

Articles reviewed:
1. Camilleri M, et al. A placebo-controlled trial of prucalopride for severe chronic constipation. N Eng J Med. 2008;358:2344-54.

2. Zhang B, et al. Health care costs in the last week of life: associations with end-of-life conversations. Archives of Internal Medicine. 2009;169:480-8.

3. Mercadante S, et al. Effects of red blood cell transfusion on anemia-related symptoms in patients with cancer. Journal of Palliative Medicine. 2009;12:60-63.

4. Mease PJ, et al. The efficacy and safety of milnacipran for treatment of fibromyalgia: a randomized, double-blind, placebo-controlled trial. Journal of Rheumatology. 2009;36:398-409.

5. Timsit J, et al. Chlorhexidine-impregnated sponges and less frequent dressing changes for prevention of catheter-related infections in critically ill adults: a randomized controlled trial. JAMA. 2009;301:1231-41.

6. Noda H, et al. Low-density lipoprotein cholesterol concentrations and death due to intraparenchymal hemorrhage: the Ibaraki Prefectural Health Study. Circulation . 2009;119:2136-45.

7. Targownik LE, et al. Selective serotonin reuptake inhibitors are associated with a modest increase in the risk of upper gastrointestinal bleeding. American Journal of Gastroenterology. 2009;104:1475-82.
8. Chandratheva A, et al. Population-based study of risk and predictors of stroke in the first few hours after a TIA. Neurology. 2009;72:1941-7.

9. Alibhai SMH, et al. Impact of androgen deprivation therapy on cardiovascular disease and diabetes. Journal of Clinical Oncology. 2009;27:3452-8.

10. Ruygrok ML, et al. Validation of 3 termination of resuscitation criteria for good neurologic survival after out-of-hospital cardiac arrest. Annals of Emergency Medicine. 2009;54:239-47.

11. Li-Ng M, et al. A randomized controlled trial of vitamin D3 supplementation for the prevention of symptomatic upper respiratory tract infections. Epidemiology and Infection. 2009;137:1396-1404.

12. Lombardi VC, et al. Detection of an infectious retrovirus, XMRV, in blood cells of patients with chronic fatigue syndrome. Science. 2009;326:585-9.

13. Gatta L, et al. Sequential therapy or triple therapy for Helicobacter pylori infection: systematic review and meta-analysis of randomized controlled trials in adults and children. American Journal of Gastroenterology. 2009; 104:3069-79.

14. Carson AP, et al. Comparison of A1C and fasting glucose criteria to diagnose diabetes among U.S. adults. Diabetes Care. 2010;33:95-7.

15. Saito YA, et al. A randomized, double-blind, placebo-controlled trial of St John's wort for treating irritable bowel syndrome. American Journal of Gastroenterology. 2010;105:170-7.

16. Rigotti NA, et al. Efficacy and safety of varenicline for smoking cessation in patients with cardiovascular disease: a randomized trial. Circulation. 2010;121:221-9.

17. Lampert R, et al. HRS consensus statement on the management of cardiovascular implantable electronic devices (CIEDs) in patients nearing end of life or requesting withdrawal of therapy. Heart Rhythm. 2010;7:1008-26.

18. Linsky A, et al. Proton pump inhibitors and risk for recurrent *Clostridium difficile* infection. Arch Intern Med. 2010;170:772-8.

19. Moayyedi P, et al. The efficacy of probiotics in the treatment of irritable bowel syndrome: a systematic review. Gut. 2010;59:325-32.

20. Sanyal AJ, et al. Pioglitazone, vitamin E, or placebo for nonalcoholic steatohepatitis. N Engl J Med. 2010;362:1675-85.

21. Wong CL, et al. Does this patient have delirium?: value of bedside instruments. JAMA. 2010;304:779-86.

22. Hull RD, et al. Extended-duration venous thromboembolism prophylaxis in acutely ill medical patients with recently reduced mobility: a randomized trial. Ann Intern Med. 2010;153:8-18.

23. Croswell JM, et al. Cumulative incidence of false-positive test results in lung cancer screening: a randomized trial. Ann Intern Med. 2010;152:505-12.

24. Antoniou T, et al. Trimethoprim-sulfamethoxazole-induced hyperkalemia in patients receiving inhibitors of the renin-angiotensin system: a population-based study. Arch Intern Med. 2010;170:1045-9.

25. Iles-Shih L, et al. Prevalence of significant neoplasia in FOBT-positive patients on warfarin compared with those not on warfarin. Am J Gastroenterol. 2010;105:2030-4.

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102. Paul M, et al. Trimethoprim-sulfamethoxazole versus vancomycin for severe infections caused by methicillin resistant *Staphylococcus aureus*: randomized controlled trial. BMJ. 2015;350:h2219.

103. Cowie MR, et al. Adaptive servo-ventilation for central sleep apnea in systolic heart failure. N Engl J Med. 2015;373:1095-105.

104. Hole J, et al. Music as an aid for postoperative recovery in adults: a systematic review and meta-analysis. Lancet. 2015;386:1659-71.

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106. Biffi A, et al. Association between blood pressure control and risk of recurrent intracerebral hemorrhage. JAMA. 2015;314:904-12.

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121. Jabre P, et al. Early Identification of Patients With Out-of-Hospital Cardiac Arrest With No Chance of Survival and Consideration for Organ Donation. Ann Intern Med. 2016;165:770-8.

122. Chen Y, et al. Physician, Scribe, and Patient Perspectives on Clinical Scribes in Primary Care. J Gen Int Med. 2016;31: 990-5.

123. Wahidi MM, et al. Randomized Trial of Pleural Fluid Drainage Frequency in Patients with Malignant Pleural Effusions-The ASAP Trial. Am J Respir Crit Care Med. 2016; epub ahead of print.

124. Hammond DA, et al. Systematic Review and Meta-Analysis of Acute Kidney Injury Associated with Concomitant Vancomycin and Piperacillin/tazobactam. Clin Infect Dis. 2016; epub ahead of print.

125. Moritz ED, et al. Screening for Babesia microti in the U.S. Blood Supply. N Engl J Med. 2016;375: 2236-45.

126. van Adrichem RA, et al. Thromboprophylaxis after Knee Arthroscopy and Lower-Leg Casting. N Engl J Med. 2016;375: 515-25.

127. Stott DJ, et al. Thyroid hormone therapy for older adults with subclinical hypothyroidism. N Engl J Med. 2017; Apr 3; epub ahead of print.

128. Shepshelovich D, et al. Chills during hemodialysis: prediction and prevalence of bacterial infections – a retrospective cohort study. Am J Med. 2017;130:477-81.

129. Kawazoe Y, et al. Effect of dexmedetomidine on mortality and ventilator-free days in patients requiring mechanical ventilation with sepsis: a randomized clinical trial. JAMA. 2017; 317:1321-8.

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Posters

1. Weppner WG, Wilper AP, King IC, Hagman MM, Inouye LS, Fisher A, Tivis R, Smith CS, Knight C. Taking SGIM's TEACH on the Road – A Local, Interprofessional Faculty Development Innovation. Society of General Internal Medicine Annual Meeting 2017. Washington D.C. April 21, 2017.

2. Joffer J, Hagman MM. Angioedema vs macroglossia related to plasma cell disorder. American College of Physicians Idaho State Annual CME Conference. McCall, ID. January 13, 2017.

3. Hagman MM, Inouye LS, Fisher A, King IC, Smith CS, Weppner WG, Wilper AP, Knight C. Interprofessional faculty development with the TEACH program. Alliance for Academic Internal Medicine Skills Development Conference. National Harbor, MD. Oct 21, 2016.

4. Kelly J, Hagman MM. Culture-negative pylephlebitis. American College of Physicians Idaho State Annual CME Conference. McCall, ID. January 15, 2016.

5. Nugent J, Hagman MM. Essential thrombocytosis. American College of Physicians Idaho State Annual CME Conference. McCall, ID. January 15, 2016.

6. Madison M, Hagman MM. Detection of paroxysmal atrial fibrillation after cryptogenic stroke – the Boise VAMC experience. American College of Physicians Idaho State Annual CME Conference. McCall, ID. January 16, 2015.

7. Merel SE, Stafford MM, White AA, Hagman MM, Fligner CL. Half to two-thirds of providers at an academic medical center express condolences to families of deceased patients. Society of General Internal Medicine, Northwest Regional Conference. Portland, OR. February 1, 2013.

8. Dytiapco E, Hagman MM. Pancreatic ascites – a do-not-forget diagnosis. American College of Physicians Idaho State Annual CME Conference. McCall, ID. January 18, 2013.

BETSY YOUNG HUNSICKER

PROFESSIONAL EXPERIENCE

WEST VALLEY MEDICAL CENTER/HCA, Caldwell, ID *2014-Present*

Chief Executive Officer

- Responsible for 100-staffed bed hospital with over 600 employees and contractors, and over 200 active and affiliate medical staff.
- Organization has experienced over 20% compounded annual growth in revenue and earnings since joining in 2014.
- Achieved Leapfrog A Safety Score 8 periods in a row since 2014. Earned honors from Healthgrades for 90th percentile performance in Patient Safety in 2017 and 2018.
- Achieved Best Places to Work by Modern Healthcare in 2014, 2015, 2017 and 2018.
- Reduced RN turnover to under 10% and overall turnover to less than 14%.

ROSE MEDICAL CENTER/HCA, Denver, CO *2003 – 2014*

Chief Operating Officer (February 2011 - Present)

- Responsible for operations of 250-staffed bed Metropolitan area hospital with over $80M in annual EBDITA
    - Responsible for Surgical Services, Radiology, Cardiology & Cath Lab, Oncology Services, Physical Medicine & Rehabilitation, Laboratory Services, Human Resources, Medical Staff Office, Business Development and Marketing
    - Implemented Studer Culture of Excellence
        - Exceeded 90th percentile in core measure and HACs
        - Less than 12% first year employee turnover
        - Exceeded 75th percentile in HCAHPS
    - Lead Strategic Leadership Team developed by CEO responsible for Physician Engagement

Vice President, Business Development & Operations

- Managed business development efforts within the facility.
- Management responsibility for Radiology, Cardiology and Oncology Services
- Responsibility for staffing and productivity management for 1200-employee hospital. Improved worker productivity by 7% from prior year. Reduced contract labor expense by 40% from prior year.

PACIFICARE HEALTH SYSTEMS, Denver, CO *2000 –2002*
Senior Analyst, Financial Planning & Analysis

MAYO CLINIC, Rochester, MN *1996 – 1999*
Planning Analyst, Section of Strategic and Operational Planning
Administrative Training Program

EDUCATION

Master of Business Administration/Master of Health Sciences in Health Services Administration
University of Florida – 1996 – Gainesville, Florida

Bachelor of Science in Industrial and Systems Engineering
Northwestern University – 1991 – Evanston, Illinois

HONORS & AWARDS

Leader of the Year Nominee
Rose Medical Center, 2004, 2005, 2006, 2007

Matherly Scholar for Leadership and Academic Excellence
University of Florida, College of Business Administration, 1996

Outstanding Graduate in Health Services Administration
University of Florida, College of Health Related Professions, 1996

Publication: "Determining Indirect Caregivers' Contribution to Patient Care."
Magdalena Mateo and Elizabeth Young, Journal of Nursing Administration, Volume 31, Number 3, pp 109-112.

SELECTED ACTIVITIES & ASSOCIATIONS

Board of Directors, Caldwell Foundation for Educational Opportunity
Board of Directors, Treasure Valley YMCA
Board of Directors, Idaho Business for Education
Board of Directors, Idaho Hospital Association
Board of Directors, HCA Hope Fund
Treasurer, Board of Directors, Caldwell Chamber of Commerce
President, Caldwell Swim Club
Commissioner, City of Caldwell Planning and Zoning

Joshua W. Kern, M.D.

WORK HISTORY

ST. LUKE'S HEALTH SYSTEM
VICE PRESIDENT OF MEDICAL AFFAIRS, EAST REGION
10/2017-PRESENT
Serving as physician executive support to medical staff for the three hospitals in the region for St. Luke's. Focus is on hospital focused quality, credentialing, and survey readiness, but also being involved as operational liaison between physicians, hospital administration, and other system leaders.

St. Luke's Clinic Jerome Family Medicine (formerly Family Care Physicians)
8/2008-Present
Full Spectrum family medicine, including endoscopy and full scope of outpatient services.
1/2016- 10/2017 Division Medical Director
Attend division and executive meetings while working with dyad to over-see clinic operations.

St. Luke's Jerome (formerly St. Benedict's)
8/2008-Present Active staff
1/2015- 9/2018 Chief of Staff
1/2013-1/2015 Dept. of Primary Care Chairman and Vice Chief of Staff

Magic Valley Rural Training Track
Program Director starting 10/1/2018
Site Director 3/2012-Present
Teaching Faculty 6/2009-Present
I have served as local site director and now Program Director for the Rural Training Track which is part of the Family Medicine Residency of Idaho, a 1-2 RTT. The program currently trains 2 second year residents and 2 third year residents.

University of Washington
Assistant Clinical Professor
-Educational Quality Improvement Stragetic Planning Committee.

Member 6/2017-Present
Participating in a new committee tasked with transparent process for strategic planning for the longitudinal curriculum initiative. Initial appointment is for 2 years with many meetings being done electronically, but some travel to Seattle is expected.
-WRITE Site Director 1/2014-3/2018
Training medical students through the RUOP program (every summer 2008-2017) and a longitudinal rotation for 22 weeks with a 3rd year medical student (WRITE program).

EDUCATION

National Institute for Program Director Development (NIPPD)
9/2012-6/2013
Fellowship education targeting graduate education and residency program directors. Program is run through Association of Family Medicine Residency Directors. My academic project was entitled "Development of a Medical School Rural Pipeline Program in Association with Existing Family Medicine Residency Rural Training Track

Family Medicine Residency of Idaho
Boise, Idaho
7/2005-6/2008
Chief Resident 6/2007-5/2008
-Broad based Family Medicine residency training with emphasis on training rural family medicine doctors.
-Special procedure training in endoscopy, colonoscopy, colposcopy and primary cesarean-sections.
-Electives in Rheumatology, Obstetrics/Gynecology, and Sports Medicine

University of Washington School of Medicine
Seattle, WA
9/2001-6/2005
Degree Earned: M.D.
-Member of Family Medicine Interest Group
-Electives and research interest in Sports Medicine and Exercise Physiology
-President and founder of the Medical Student Running Club
-Member of the University of Washington Triathlon Club

University of Washington
Seattle, WA
9/1995-6/1999

Degree Earned: B.S. double major in Biochemistry and Cell/Molecular Biology

HONORS

DR. JUDD LUNN MEMORIAL IDAHO WWAMI TEACHER OF THE YEAR 2016
Magic Valley RTT Faculty of the Year 2011-2012
FMRI Board of Directors Leadership and Community Service Award 2008
Rex and Ruth Robinson Scholarship Fund in Chemistry 1998
Summer Institute of Applied Science, Lawrence Livermore National Laboratory-research fellowship 1998
University of Pittsburgh Summer Undergraduate Research- NSF funded fellowship 1998
University of Washington Chemistry Alumni Book Scholarship 1997

WORK EXPERIENCE

University of Washington School of Medicine
Robert Schoene, MD
6/2002-8/2002
I worked with the pulmonologist Dr. Schoene on a research project through a grant allowing me to participate in medical research between first and second years of medical school. Project involved comparing perceived exertion and ventilation on a cycle ergometer compared to elliptical trainer.

University of Washington Biochemistry Department
Seattle, WA
Trisha Davis Lab
9/1999-8/2001
Undergraduate research project transitioned to employment as laboratory technician before medical school. Research involving various proteins of the yeast centromere (spindle pole body). This included both biochemical purification and binding experiments and in vivo mutation experiments in S. cerevisiae.

University of Pittsburgh Chemistry Department
Pittsburgh, PA
6/1998-9/1998
Jumi Shin Lab
Undergraduate research award involving a summer research project related to Leucine Zipper protein-DNA interaction.

PUBLICATIONS

Waterman S, Henderson, J, Kern JW. Does early integration of palliative care services improve outcomes for patients with advanced cancer over usual care? Evidence-Based Practice. in editing process 2018

AAFP Program Directors Workshop, Kansas City, MO. Poster: "Update on American with Disabilities Act in Residency Education: A Resident's Experience" Kern, J. Doyle, C. Stutzman, K. March 2018

Doyle C, Mertz-Hack T, Kern J. Do mental activities such as crossword puzzles and Sudoku reduce risk of developing dementia? Evidence-Based Practice. Accepted for publication 2017 Apr 20.

Consortium for Longitudinal Integrated Clerkships (CLIC) International Conference, Ashville, NC. Innovations poster "WRITE and RTT Training at a Unique Rural Site in Idaho". Presented by co-author, Barinaga, M. October 2015.

Molecular Biology of the Cell. Reconstitution and characterization of budding yeast gamma-tubulin complex. Vinh DB, Kern JW, Hancock WO, et al. 4/2002 Volume 13 Pages 1144-1157

Journal of Biological Chemistry. Yeast Mps1p phosphorylates the spindle pole component Spc110p in the N-terminal domain. Friedman DB, Kern JW, Huneycutt BJ, et al. 5/2001 Volume 276 Pages:17958-17967

HOBBIES

Hobbies include obstacle racing, reading and writing about health and obesity topics.

Richard McLandress, MD
Program Director, **Kootenai Clinic Family Medicine Residency**

Dr. McLandress, a Family Medicine Physician in Coeur d'Alene, Idaho, graduated with Honors from the University of Washington as an undergraduate in 1970 and from the School of Medicine in 1974. He completed residency at Family Medicine Spokane and has been caring for the residents of Coeur d'Alene since. Dr. McLandress has special interest in wilderness medicine, public health and clinical ethics.

McLandress' family ties to UW run deep — as far back as 1905 when his grandmother rowed with the first Husky women's crew team. His grandfather was also a graduate, as are two of his brothers. Continuing the family tradition, his daughter is a product of UW School of Medicine.
McLandress has been committed to helping address the national and regional shortfall of family medicine physicians, especially in rural areas. In 1977 he co-founded Family Medicine Coeur d'Alene, where he has been practicing family medicine ever since. Twenty-five years later he spearheaded an effort to establish the first family medicine residency in northern Idaho — the Kootenai Clinic Family Medicine Residency, which he has directed since its inception.

Four decades after finishing his own formal medical training, what does McLandress emphasize to the next generation of doctors? The importance of the continuity of care that family medicine practitioners can provide, the necessity and value of lifelong learning, and the importance of work-life balance: vacation, time with loved ones, time away from medicine, and — of course — time with family.

Awards:

Idaho Family Physician of the Year 2017
University of Washington, Alumni Award for Excellence in Mentoring, Teaching & Leadership 2018

Professional Activities:

- Clinical Associate Professor, University of Washington School of Medicine 1977-present
- Director, Kootenai Health Family Medicine Residency Family Medicine Coeur d' Alene.
- Chair, Ethics Committee, Kootenai Medical Center, 1990-2013.
- Member, Idaho State Board of Education, Governor's Task Force on Medical Education. 1996-1998
- Chair, Department of Family Medicine, Kootenai Medical Center 1982-1984
- Chair, Emergency Department, Kootenai Medical Center 1980-1982

Community Activities:

- Board of Directors, Panhandle Health District #1 1982- present
- Chairman, Community Task Force on Immunization 1997 - present
- Member, Spokane-Rathdrum Sole-Source Aquifer Task Force 1995 - present
- Chairman, Institutional Review Board, Kootenai Medical Center 1982-1998
- Chairman, Kootenai Medical Center Physicians Advisory Committee, 1988-1998
- Member, Blue Cross of Idaho Pharmacy and Therapeutics Committee 1990-1997
- President, Kootenai-Benewah County Medical Society 1996-1998
- Member, Board of Directors, Idaho Health Professional Loan Repayment Program 1995-2004
- Member, Board of Directors, Idaho Rural Community Program1996-1999
- Founding Member, Board of Directors, Excel Foundation School District #2711986-1994

Jon Ness, Chief Executive Officer. Jon Ness joined Kootenai Health in 2010 as the Chief Executive Officer (CEO). Kootenai Health is an independent, community-owned hospital serving northern Idaho and has grown by over 90 percent in the past several years. Kootenai Health is currently 299-bed hospital, which also owns and operates Kootenai Clinic and Kootenai Care Network – a 500 physician network. Prior to joining Kootenai Health, Jon served as the Chief Operating Officer of Billings Clinic. He has over 33 years' experience as a healthcare executive, leading organizations in Idaho, Montana, North Dakota, and Virginia. Jon currently serves on several local and regional boards including Northwest Hospital Alliance and the Idaho Hospital Association. Jon previously served as a member of the Coeur d'Alene 2030 Community Advisory Committee and the Jobs Plus Board. Jon earned his bachelor's and master's degrees from North Dakota State University. He spent two years in the Peace Corps serving in the Marshall Islands in the central Pacific.

Samantha Portenier, M.D.

Professional Experience

Medical Doctor

Saint Alphonsus Medical Group – Elm	2000 -current

Site Director

FMRI Rural Training Program	2004-current

Teaching Experience

Teaching Assistant of Biochemistry and Microbiology Uof I	1992-1993
Family Medicine Residency of Idaho RTT attending	2000-current
Site Director Family Medicine Residency RTT	2004-current

Education

Lewis Clark State College, **Bachelor of Science Degree**	2001
Honor roll, President's list	
University of Idaho, research Microbiology	2002
Focus Aspergillosis reproduction	
University of Nevada School of Medicine, **Medical Doctorate**	2007
National Institute for Program Director Development **Fellowship**	2013

Residency

FMRI Rural Training Track, Caldwell Idaho	1997-2000

Awards

Outstanding student of Family Practice, Richard Inskip	1997
Nevada area health outstanding student	1997
Family Practice Residency RTT Preceptor of the Year	2003
Family Practice Residency RTT Preceptor of the Year	2008
Family Practice Residency RTT Preceptor of the Year	2017

Certifications

1995 USMLE Part I, 1997 USMLE Part II ,1998 USMLE Part III,
2000 American Board of Family Medicine
2006 American Board of Family Medicine
2013 AFMRD
2016 American Board of Family Medicine

Appointments

2004 Chairman Maternal Child Committee WVMC
2005 Chairman Maternal Child Committee WVMC
2005 Secretary/Treasurer Medical Staff WVMC
2006 Chief of Staff WVMC
2007 Chief of Staff WVMC
2007 Chairman Planning Committee SAMG
2011 Caldwell RTT Representative to National RTT conclave, Columbus, Ohio
2012 Caldwell RTT Representative to National RTT conclave, Memphis, TN
2018 Chairman WVMC PPEC

Volunteer Work

4-H leader Canyon County 4-H
Event Director Idaho All Girls Rodeo Association
Medical Director Idaho Youth Games
Adult Breakaway Director District 2 High School Rodeo
District 2 High School Rodeo Board Member

Achievements

In 2004 I began as the site director of the Family Medicine Residency of Idaho Rural Training Track and expanded to two residents per year in 2006 and now three residents per year in 2011. We have a 92% retention rate of our graduates working in rural area and 52% in our referral area.

Personal Interests

Enjoying time with my family and friends
Outdoor activities: riding horses, rodeo, training performance horses, Farming, Gardening

Overview

Experienced association management professional with expertise in all aspects of medical society management, including government affairs, communications, membership, financial management, strategic planning, board relations and office operations. A trusted resource with extensive knowledge of Idaho's rural health care system, including patient access to care issues, health insurance affordability and availability, the medical education pipeline, physician recruitment and retention, scope of practice, liability reform, and other topics affecting health care and the profession of medicine. Skilled leader with a proven track record of successfully working with and advocating for physicians. Driven by a desire to do the right thing.

Experience

Idaho Medical Association November 2007 – Present
Chief Executive Officer

Hired as the fourth CEO in the organization's 125+ year history, and the first female to hold the position. Idaho Medical Association is the leading organization representing physicians in all specialties, practice settings and geographic locations in our state, and is recognized as the voice of medicine in Idaho. IMA's mission is to unify and advocate for all Idaho physicians, promote the art and science of medicine, and remain dedicated to improving the health and well-being of all Idahoans.

Wyoming Medical Society May 1998 – October 2007
Executive Director, Sept 2005-Oct 2007
Associate Executive Director, Jan 2003-Aug 2005
Director of Communications, May 1998-Dec 2002

Professional Affiliations

Idaho College of Osteopathic Medicine 2017-Present
Advisory Committee Member

Idaho State Board of Education 2016-2017
Medical Education Committee Member

American Medical Association Litigation Center 2013-Present
Executive Committee Member

Special Advisory Committee to the American Medical Association CEO 2013-2015
Member

American Medical Association Advocacy Resource Center 2012-Present
Past Chair, Executive Committee

Idaho Rural Health Access Program / Rural Physician Incentive Program 2008-Present
Board Chair, 2017

Idaho Simulation Network 2008-Present
Board Vice Chair, 2018

Idaho Liability Reform Coalition 2008-Present
Board Member

American Association of Medical Society Executives 2008-Present
State CEO Committee Member

American Association of Medical Society Executives 1998-Present
Member

Gubernatorial Appointments

Idaho Healthcare Coalition 2014-Present
Steering Committee Member

Governor's Medicaid Redesign Workgroup 2012-2014
Member

Idaho Medical Home Collaborative 2010
Member

Idaho Health Care Council 2009
Member

Wyoming Governor's Workgroup on Master Settlement Fund 1999
Member

Volunteer Activities

Connecting Cathedral Women 2016-Present
Founding Co-Chair

Cathedral of the Rockies Church Council 2015-Present
Vice Chair, 2018

COTR Pastor-Parish Relations Committee 2015-2018
Chair

Women's Winter Gathering 2015-2018
Organizing Committee, Registration Chair

Mission Trip to Orphanage in Tijuana, Mexico October 2015
Team Member

Ohana Oasis Retreat for Bereaved Parents 2013-2018
Founding Board Member

Wyoming Komen Race for the Cure 2000-2004
Committee Chair
Cheyenne Soccer Association 1995-2000
Youth Coach

Education

Benedictine College 1990-1994
Atchison, KS

- Graduated summa cum laude with a Bachelor of Arts degree
- Major in English; Minors in Journalism and French

Awards/Honors Received

- 2007 Honoree, Wyoming Business Review "40 Under 40"
- 2004 Graduate, Leadership Wyoming
- 2002 Graduate, Leadership Cheyenne
- 1993 & 1994 Academic All-American, Soccer ~ National Association of Intercollegiate Athletics

Hobbies and Interests

- Avid outdoorswoman who enjoys hiking, backpacking, mountain biking, road cycling and running
- Dog lover, book reader, traveler, wannabe foodie, wine taster and beer sampler
- Major priorities: my faith, spending time with my favorite veterinarian and our families

W. MARK ROBERTS, M.D., M.M.M.

An energetic, innovative physician executive who consistently leverages clinical and business expertise to develop strategies in response to changes in the healthcare industry, innovating new ways to influence practices in patient care treatment and delivery, generating financial contributions with active participation in fundraising activities and communication with donors. A respected natural leader with a unique combination of entrepreneurial thinking, creativity and problem-solving skills, as well as business acumen and a demonstrated track record in medical sciences and research.

PROFESSIONAL EXPERIENCE

St. Luke's Health System, Boise, Idaho 2012-present

Administrator Clinical Research

Recruited as first Medical Director of Research reporting to system Chief Operating Officer to expand clinical research throughout a six-hospital, 100+ clinic regional healthcare system throughout Idaho, to develop academic and business affiliations and improve the efficiency, compliance and financial performance of the St. Luke's Research Department. In 2013, began oversight for medical education including oversight for medical, physician assistant and nurse practitioner students and medical residents in one of three programs. The job title was change in April, 2018 without a change in duties.

- Developed an implemented 100-day plan to reduce new research project review time by >100%, restructure departmental organization to improve productivity, constructed new financial reporting process and created an internal and external marketing plan.
- Increased clinical trial activity and enrollments by 40% broadly across oncology and other specialty areas in first three years.
- Integrated Mountain States Tumor Institute and other specialty research clinics, Nursing Research and the Office of Research Administration into a single entity, St. Luke's Research Department, served by two internal Institutional Review Board Committees.
- Created an Applied Research Division focusing on healthcare delivery, population health, quality of life and economic research models; initial projects focused in concussion and complex pediatric care.
- Improved research economic performance with estimated savings of $8 million per year following a business model for strategic, focused growth.
- Formed the Student and Graduate Medical Education Committee consisting of internal and external leaders from affiliated student and residency programs. Created a Learning Oversight Committee to manage student rotation requests.

Long Beach Memorial Medical Center and Miller Children's Hospital, Long Beach, California 2000-2011

Chief Academic Officer (2010-2011)

Recruited to strengthen the academic efforts of a 462-bed major tertiary medical center and a 324-bed affiliated children's hospital with $2.7 billion in combined gross revenue. Provided executive leadership of all academic affiliations involving a primary affiliation with the University of California, Irvine (UCI), the University of California, Los Angeles (UCLA) and the University of Southern California (USC). Directed Graduate Medical Education and the Center for Health Education operations with responsibility for a staff of nine.

- Implemented the Academic Committee and the Supporting Academic Advisory Committee, recruited membership and developed a strategic plan for research and education.
- Formalized affiliations with more than 20 universities, colleges and related institutions for medical and non-physician teaching programs. Ensured contracts were consistent, decreasing potential risk management issues as well as meeting regulatory and audit requirements.
- Reduced the Institutional Review Board (IRB)'s project average review time by 80%, from six months to 35 days, increasing research projects from 250 to 300 within one year.
- Implemented an employee wellness program engaging 800 employees in lifestyle changes, as physician ambassador for The Good Life Committee. Attracted 200 employees in a yearlong commitment, which resulted in a combined total weight loss of one ton of pounds.

Chief Medical Officer/Medical Director, Miller Children's Hospital (2007-2010)

Served as the first full-time chief medical officer for a children's hospital. Reported to the chief executive officer with responsibility for quality improvement, patient safety, case management, medical affairs, risk management and patient satisfaction.

- Actively led an $80 million successful system-wide electronic medical record (EPIC) 'big-bang' implementation, achieving 90% compliance with computerized physician order entry within the first six months. Initiated system-wide hand hygiene program efforts, resulting in improvement from the 50% to 99% range in two years.

- Spearheaded physician efforts for design and funding, through philanthropic and legislative means, for a $200 million 120,000-square foot four-story tower patient tower expansion. Opened on time and on budget on December 2009. Personally raised $1 million in contributions from community members, and participated with the foundation and executive team in fundraising activities.

- Recruited and supervised medical directors in hard-to-fill specialties establishing new pediatric centers of excellence, including transitional care through adulthood, cardiac surgery, and child abuse and neglect.

- Developed and applied a formula for physician compensation for patient care coverage, administrative accountabilities and teaching, resulting in consistent, fair-market value-driven contracts.

- Mediated and successfully resolved a pediatric intensive care unit (PICU) medical group conflict.

- Developed pediatric and maternal transport teams for high-risk obstetric as well as neonatal and pediatric ICUs, increasing referrals by 50%.

- Led a system-wide patient and family-centered care program, improving patient satisfaction measures, including an emergency department satisfaction increase from the 50th percentile to above the 75th percentile.

- Launched phase one Fam-Fit, a Long Beach community demonstration project aspiring to reduce adult and childhood obesity, to include employee wellness programs at 12 local businesses.

Associate Chief Medical Officer/Medical Director, Miller Children's Hospital (2004-2007)

Provided part-time medical staff leadership while managing a 24/7/365 solo private pediatric hematology/oncology practice.

- Fashioned safety and performance improvement projects, culminating in the LeapFrog Group Best Children's Hospital Awards for 2006 and 2007.

- Led the California Children's Hospital Association in developing statewide quality improvement projects, including recommendations to CHART, as chair of the Physician Leadership Group.

- Created pediatric and neonatal 'Best Practice teams' to set standards of care that minimize unexplained patient care variation.

- Participated in the successful relicensing of Long Beach Memorial Medical Center's Women's Center into Miller Children's Hospital, increasing disproportionate share funding by $20 million while preserving two medical staffs (MCH pediatrics and women's).

Medical Director, Pediatric Hematology Oncology, Miller Children's Hospital (2000-2007)

- Created and implemented more than 30 performance improvement projects, and successfully marketed the improvements in care with a resulting increase in annual referrals of pediatric cancer patients by more than 50% during the seven-year period of leadership.

- Initiated a failure modes effect analysis safety project for chemotherapy ordering, reducing variances by 90%.

- Developed cost improvement projects for the pharmacy, blood product usage and laboratory test ordering, which reversed cost margin deficits of $1 million and $0.6 million in FY01 and FY02, respectively, to positive margins of $140,000 in FY03 and $500,000 in FY04.

- Directed efforts to increase California Children's Services (CCS) and the psychosocial team billing leading to a doubling of revenue in two years.

University of Texas M. D. Anderson Cancer Center, Houston, Texas 1994-2000

Associate Professor and Special Assistant to the Physician-In-Chief

Worked as a grant-sponsored physician scientist involved in major research for childhood leukemias while simultaneously serving as an assistant to the chief medical officer (from 1997 to 2000) of a 507-bed internationally recognized cancer hospital.

- Established an international patient referral policy, preventing confusion for visiting patients and families, saving the institution in excess of $100,000 per year, and avoiding adverse publicity.

- Solved diverse administrative and financial patient-related problems, resulting in higher patient and staff satisfaction.

St. Jude Children's Research Hospital, Memphis, Tennessee 1988-1994

Assistant Professor

Worked six years as physician scientist and as the principal investigator for grant-sponsored research in childhood leukemias at a renowned children's cancer research center and hospital.

EDUCATION AND POSTGRADUATE TRAINING

University of Southern California, Marshall School of Business, Los Angeles, California

Master of Medical Management (M.M.M.), 2010
Beta Gamma Sigma Business Honor Society; #1/28 in class

University of Missouri, Kansas City, Kansas City, Missouri

Medical Doctorate (M.D.)
Curators Scholar, Honors with Distinction, Merck Award, Alpha Omega Alpha Medical Honor Society
Bachelor of Arts, Biology, 1976-1982

Memorial Academy (a MemorialCare-system leadership training program), 2003

St. Jude Children's Research Hospital, Memphis, Tennessee, 1985-1988:
Pediatric Hematology/Oncology Fellowship
American Cancer Society Clinical Fellow, ESA Foundation Judy Lester Fellowship Award

Children's Mercy Hospital, Kansas City, Missouri, Pediatrics Residency, 1982-1985

PROFESSIONAL AFFILIATIONS

Make-A-Wish Foundation of Idaho, Board of Directors member and Chair, Fund Development Committee
St. Luke's United Way, Executive Cabinet member
CHOICE Yeah! (Childhood Obesity Initiative) Council member
Comprehensive Cancer Alliance for Idaho Medical Advisory Committee member
The Cancer Connection, Idaho – Ambassador
American College of Physician Executives
American College of Healthcare Executives

PROFESSIONAL AWARDS/RECOGNITIONS

America's Top Pediatricians, 2010
Cambridge Who's Who Among Executives and Professionals, 2008-2009
Best Doctors in America, 2005-2008
America's Top Oncologists, 2007

Memorial/UCI Center for Health Education, Hubert Houssels Memorial Award, 2004
Miller Children's Hospital:
Physician of the Year, Ambulatory Center, 2004
Physician of the Year, Pediatric Hematology/Oncology, 2001-2004
ABC 7 and MemorialCare Partnership, Excellence in Health Care Award, 2002
University of Missouri Kansas City School of Medicine Alumni Achievement Award, 1997
Best Doctor in America, Central Region, 1996
The University of Texas, M. D. Anderson Cancer Center, Faculty Excellence Award, 1994-1995
National Childhood Cancer Foundation Chairman's Award, 1994
American Society of Clinical Oncology Young Investigator Award, 1988

Daniel Snell M.D., MPH

CURRENT PROFESSIONAL POSITION

Partner and Practicing Anesthesiologist with SEI Anesthesia, Pocatello, Idaho	2014-Present
Chief Medical Officer, Portneuf Medical Center (PMC), Pocatello, Idaho	

PREVIOUS PROFESSIONAL POSITIONS

Practicing Anesthesiologist with Anesthesia Associates of Pocatello Physicians Association, Pocatello Idaho	2007-2014
Medical Director of Acute Pain, PMC, Pocatello, Idaho	2011-2012
Medical Director of Perioperative Services, PMC	2010-2012

EDUCATION

University of Arizona Department of Anesthesia, Residency	2004-2007
University of Arizona Department of Surgery, Internship	2003-2004
University of Utah School of Medicine, M.D.	1999-2003
University of Utah School of Public Health, MPH	1998-1999
Brigham Young University, BS in Molecular Biology	1990-91,1993-97

BOARD CERTIFICATION

American Board of Anesthesiology	2008-Present

PROFESSIONAL LEADERSHIP

Hospital Board of Trustees, PMC	2016-Present
Credentials Committee member, PMC	2015-2016
Medical Staff President, PMC	2013-2015
President of Anesthesia Service Line, PMC	2012-Present
Pharmacy and Therapeutics Committee member, PMC	2011-Present
Medical Executive Committee member, PMC	2010-2016
Trauma Committee member, PMC	2010-2014
Physician Roundtable member, PMC	2008-Present
Medical Staff Quality Committee member, PMC	2008-2011

PROFESSIONAL SOCIETY MEMBERSHIPS

American Society of Anesthesiologist	2007-Present

PROFESSIONAL LICENSURE

State of Idaho	2007-Present

VOLUNTEER EXPERIENCE

Youth sports coach for many years
Volunteer at Utah State Hospital, Provo Utah 1993-1994
Church volunteer in Japan 1991-1993

OUTSIDE INTERESTS

Spending time with my family, woodworking, outdoor activities

PUBLICATIONS

-*Maintaining the Miracle: an Owner's Manual for the Human Body,* Contributing author.
-William D. Holmes, MD, Justin J. Finch, MD, Daniel Snell, MD, MPH, and S. Brett Sloan, MD, *The Trigeminocardiac Reflex and Dermatologic Surgery.* American Society for Dermatologic Surgery, Awaiting publication.

REFERENCES

Available upon request

CURRICULUM VITAE

B. SHIELDS STUTTS, M.D., F.A.C.C.

1Jun 2018

Current Professional

Address:

Bingham Memorial Hospital
98 Poplar St.
Second Floor MOB
Blackfoot, ID 83221

Phone: 208-785-3897 (Office Phone)
Fax: 208-785-3504 (Office)

Places Lived:

Dunnellon, FL; Yankeetown, FL; Clearwater, FL; Stevenson, AL; Kingston, TN; Chamblee, GA; Crabapple, GA; New Orleans, LA; Lakenheath, England; Idaho Falls, ID; San Antonio, TX.; Prescott, AZ; and Blackfoot, ID

Education:

High School: Milton High, Alpharetta, GA, Graduated 1961

College: University of New Orleans, New Orleans,

LA, Graduated 1965; B. S. in Biology

Medical School: Tulane University, New Orleans,

LA, Graduated Cum Laude 1969

Internship: Charity Hospital of Louisiana Tulane Division, New Orleans, LA, 1969-1970

Residency: Charity Hospital of Louisiana Tulane Division, New Orleans, LA, 1970-1973

Cardiology Fellowship: Wilford Hall, Lackland, AFB, San Antonio, TX, 1976-1978

Board Certification:

American Board of Internal Medicine 20 June 1973

American Board of Internal Medicine, Specialty of Cardiology 20 June 1979

Military Service: USAF 1973 -1980 Lt. Col.

Private Practice:

1980 -1986 San Antonio, TX.
1986 - 2004 Idaho Falls, ID
2004 - 2007 San Antonio, TX
2007 (1Mar07)-(29Feb12) 2012 Prescott, AZ
2012 (1Mar12) till Present Blackfoot, ID

Medical Societies:

Alpha Omega Alpha 1969 - Present

Musser - Burch Society of Tulane University 1969 - Present

Society of Air Force Physicians 1973 -1980

American College of Cardiology 1976 - Present
Elected to Fellowship 2 Feb 1980

American Heart Association (AHA) 1976 – Present

American Medical Association 1980 – Present

Vascular Biology Working Group 1998 – Present

American Society of Echocardiography 2004 –

Present

Society of Cardiovascular Magnetic Resonance
2004 – 2012

Society of Cardiovascular Computed Tomography
2006-2012

American Society of Nuclear Cardiology 2006-2012

Served as President of San Antonio Chapter
American Heart Association 1985 - 1986

Served on Idaho Chapter of
American Heart Association
Board of Directors 1988 --
1993
Council on Clinical
Cardiology (AHA) 1981-
Present

Medical Societies con't:

Laennec Society (AHA) 1981- Present

Idaho Falls Medical Society 1986 - 2004

Idaho Medical Association 1986 – 2004 2017-
Present

Elected as Trustee Idaho Medical Association

District 6 2001- 2004

Arizona Medical Association 2007- 2012

Elected to Board of Arizona Medical Association
2010-12

Education (teaching) Appointments:

Clinical Instructor Tulane School of Medicine 1973

Clinical Instructor Texas School of Medicine San
Antonio 1978 -1980

Clinical Instructor/Preceptor for Idaho State

University Family Practice Residency, NP, and PA Programs 1999 – 2004

Appointment to Clinical Associate Professor of Medicine/Cardiology University of Texas Health Sciences in San Antonio, Texas 6 Dec 2005 – 2007

Clinical Preceptor for Midwestern Arizona College of Osteopathic Medicine 2010 - 2012

Director of Internal Medicine Residency Program at Bingham Memorial Hospital (Rocky Mountain OPTI-Rocky Vista University College of Osteopathic Medicine - Parker, CO) 2012 till Present

Clinical Professor of Medicine for Pacific Northwest University of Health Sciences- 2012 till Present

Clinical Professor of Medicine Rocky Vista University College of Osteopathic Medicine 2013 till Present

Honors Received:

Undergraduate: University of New Orleans (Previously L.S.U. in New Orleans) Deans List (1962 through 1965), Honor Council (selected to represent College of Sciences), Alpha Theta Epsilon- Honor Society, Alan and John B. Gates Scholarship for Excellence, and Who's Who in American Colleges and Universities

Medical School: Elected to Alpha Omega Alpha Sophomore Year

Medical School: Graduated Cum Laude 1969

Post Graduate: Chief Resident of Medicine Tulane Division 1972-1973

Outstanding Teacher Award; Department of Medicine (Wilford Hall USAF Medical Center) 1978 and 1979

San Antonio's 2006 Top Doctors - Cardiology (Scene Monthly November 2006, http://sceneinsamonthly.blogspot.com)

America' Top Cardiologists 2006 – Consumers' Research Council of America, http://consumersresearchcncl.org

Doctor of the Year- 2008 Yavapai Regional Medical Center Prescott, AZ

America's Top Cardiologists 2014- Consumers' Research Council of America, http://consumersresearchcncl.org

Bingham Memorial Hospital June 2017 Physician Servant's Heart Award

General Activities:

Undergraduate: Co-founder of Delta Nu Alpha Biology Club University of New Orleans

General Activities con't:

Representative to Student Body Council University of New Orleans

Appointed to Honor Council by Dean of Sciences University of New Orleans

Editor of Arête Honor Society Publication University of New Orleans

Elected Vice President of Student Body University of New Orleans

Graduate: AHA Instructor Trainer for Advanced Life Support

Guest Lecturer to San Antonio Nurse's Educational Consortium

Co-Founder of San Antonio Cardiovascular Society

Serving as Interim President

President of San Antonio Chapter of American Heart Association 1985 - 1986

Co-founder Mended Hearts Club of Idaho Falls 1987

Medical Director of Cardiac Rehabilitation E.I.R.M.C. 1987 - 2004

Clinical Instructor to Idaho State Family Practice Program 2000 - 2004

Idaho Falls Symphony Society Board Member 2002 - 2004

Trustee of District 6 for Idaho Medical Association 2000 - 2004

National Faculty Speaker for GlaxoSmithKline

National Faculty Speaker for Astra Zeneca

General Activities Con't:

National Faculty Speaker for Pfizer

Professional Hospital Activities:

Chairman of Pharmacy Committee Eastern Idaho Medical Center (E.I.R.M.C.) Idaho Falls, Idaho

- Chairman of Department of Medicine E.I.R.M.C.
- Chairman of Critical Care Committee E.I.R.M.C.
- Chairman of Cardiovascular Services Committee E.I.R.M.C.
- Secretary-Treasurer of Medical Staff E.I.R.M.C.
- President of Medical Staff E.I.R.M.C.
- Council for Medical Staff Credentialing E.I.R.M.C.
- Council for Ancillary Staff Credentialing E.I.R.M.C.

- Council of Past Medical Staff Presidents
  E.I.R.M.C.

Committee for Graduate Medical Education Bingham Memorial Hospital (BMH) Blackfoot, Idaho

Peer Review Committee BMH

Director of Internal Medicine Residency Program BMH

Physician Representative to Informational Technology Committee BMH

Abstracts (presentations) and Publications:

Current status of 5-Hydroxytryptamine in Collagen-vascular Diseases: Thesis at Tulane University School of Medicine, 1969.

Serotonin in Rheumatoid Arthritis, SLE, Osteoarthritis and Normals: National Meeting of the Arthritis Foundation, Boston, June 1969.

Abstracts (presentations) and Publications con't:

Angina Pectoris - The Anamnesis: Cardiology Service Core Curriculum, Wilford hall Medical Center Publication - 1977, 1978, 1979, 1980.

Left Ventricular Function: Cardiology Service Core Curriculum, Wilford Hall Medical Center Publication - 1977, 1978, 1979, 1980.

Slope versus Left Atrial Emptying Index in predicting severity of Mitral Stenosis: Regional Meeting of the American College of Physicians, Biloxi, MS - Feb. 1978.

New physical sign during myocardial Ischemia - Limb Venous Engorgement, nine cases: Regional Meeting of the American College of Physicians, San Antonio, TX- March 1979

Cyanosis following Right Pneumonectony - Importance of Patent Foramen Ovale: Regional

Meeting of the American College of Physicians, San Antonio, TX- March 1979.

New Physical Sign During Myocardial Ischemia - Limb Venous Engorgement, Nine Cases: American Heart Journal (96-97), 814, June 1979.

Echocardiographic Systolic Time Intervals in the Assessment of Left Ventricular Function in Patients with Coronary Artery Disease: Archives of Internal Medicine, 240 (2), February 1980.

Behavior of Serum Myoglobin During Coronary Angiography: Regional Meeting of the American College of Physicians, St. Louis, MO - March 1980.

Behavior of Serum Myoglobin During Cardiac Catheterization - Concise Communication: Journal of Nuclear Medicine, September 1981.

Chronology of Professional Activities Since Completing Internal Medicine Residency in July 1973:

July 1973 - July 1980 United States Airforce (served 3 years overseas as Internist/Gastroenterologist- 2 years Cardiology Fellowship, and 2 years on Staff at Wilford Hall Medical Center in San Antonio, TX).

July 1980 to October 1986 Private Practice as Cardiologist in San Antonio, TX.

October 1986 to July 2004 Private Practice as Cardiologist in Idaho Falls, ID.

July 2004 to March 2007 Private Practice as Cardiologist in San Antonio, TX.

March 2007 to March 2012 Practiced as Cardiologist for Yavapai Regional Medical Center Prescott, AZ.

March 2012 until Present Practicing as Cardiologist for Bingham Memorial Hospital Blackfoot, ID.

Director of Internal Medicine Residency Program Bingham Memorial Hospital 2012 until Present



Kimberly K. Stutzman, MD

Practice Experience:
Family Medicine Residency of Idaho, July 2007 to present
Program Director Caldwell and Magic Valley Rural Training Track, October 2016 to present
Associate Director of Education and Rural Medicine, August 2013 to October 2016
Assistant Director of Education and Medical Student Clerkship director, July 2008 – August 2013
Practicing Physician, Mid-Columbia Family Health Center, White Salmon, WA, October 1995 to 2007

Fellowships:
University of Washington Faculty Development Fellowship 2008-2009
Society of teachers of Family Medicine Emerging Leaders Fellowship 2012-2013

Residency:
Spokane Family Medicine, Family Practice, 1991-1994
University of Washington Family Medicine Department, Chief resident, 1994-1995

Education:
University of Michigan Medical School, MD June 1991
Oregon State University, BS in Biochemistry/Biophysics, June 1987

Certification:
Board Certified in Family Medicine, 1994
Recertified in 2000, 2007, 2017
Fellow, American Board of Family Medicine
Advanced Trauma Life Support
Advanced Cardiac Life Support
Neonatal Resuscitation, STABLE
Advanced Life Support in Obstetrics Instructor

Honors:
Rookie Faculty of the Year, Family Medicine Residency of Idaho, 2008
Society of Teachers in Family Medicine Resident Teacher Award, Spokane Family Medicine, 1994
Terence C. Davies Award in Family Medicine, University of Michigan, 1991

Publications/Posters/Presentations/Lectures:
- Safety in Maternity Care, ALSO Course, Boise Idaho Spring 2009, 2010, 2011, 2012, 2014, 2016
  - Course Director 2017
- LIC+RTT=Excellence in Education, Kimberly Stutzman, RTT Collaborative, Anderson, SC April 2017
- Year in the Life of an RTT, Kimberly Stutzman, RTT Collaborative, Anderson, SC April 2017
- Educational Preparedness for Women for Practicing Medicine in Rural Northwest, Kimberly Stutzman, RTT Collaborative, Anderson, SC April 2017
- Year in the Life of an RTT, Kimberly Stutzman, WWAMI RTT Network Group, March 2017
- Physician Wellness = SO Satisfaction, Winslow Gerrish, PhD, Kim Stutzman, MD, AAFP National Conference for Medical Students and Residents August 2016

- "Patient- and Community-Centered Care in the Rural Landscape: Is It Great to Be a Small-Town Doc? ", Kimberly Stutzman, MD, David Schmitz, MD, AAFP National Conference for Medical Students and Residents ,August 2015 , 2016, 2017, 2018.
- "Patient- and Community-Centered Care in the Rural Landscape: Is It Great to Be a Small-Town Doc? ", Kimberly Stutzman, MD, Steve Harmon, DO, AAFP National Conference for Medical Students and Residents, August 2014.
- "Outpatient Emergency Management: What to Do When the Emergency Happens Outside the Emergency Room", Kimberly Stutzman, MD, Justin Glass, MD, AAFP National Conference for Medical Students and Residents, August 2014
- "Walk a Mile in Your Team's Shoes: Experiential Practice Management Training", Kimberly Stutzman, MD, Bonnie Reed, MD, poster presentation, STFM Spring Conference May 2014
- "Residency by Proxy: Developing Meaningful Content and Structure to Support Significant Others", Winslow Gerrish, PhD, Kimberly Stutzman, MD, STFM Spring Conference May 2014
- "Moving Forward: Five Models of Peer Mentoring for Women in Academic Medicine", Suzanne Harrison, MD, Heather Paladine, MD, Linda Prine,MD, Jo Marie Reilly, MD, Kimberly Stutzman, MD, STFM Spring Conference May 2014
- "Transforming Healthcare One Village at a Time", lecture presentation with Lisa Sun-Rhodes, MD, National Conference for Medical Students and Residents for the American Academy of Family Physicians, August 2013
- "Student Run Friendship Clinic" poster, STFM emerging leaders fellowship, STFM Spring conference April 2013
- "Rural Medicine: How Meeting the Need Can Meet Your Needs", lecture presentation with Shannon Bentley, MD and Christina Marchion ,MD, , National Conference for Medical Students and Residents for the American Academy of Family Physicians, July 2012
- "Living Longer, Living Better, lecture presentation at Idaho WWAMI Mini-Med School, Boise, ID, February 2012
- "Rural Family Physicians: Leaders in Our Communities", lecture presentation lecture presentation with David Schmitz, MD, Randy Logenecker, MD and Amy McIntyre, MD, National Conference for Medical Students and Residents for the American Academy of Family Physicians, July 2011
- "Women in Rural Medicine", Table discussion leader, Society of Teachers in Family Medicine annual meeting, New Orleans, LA, February 2011
- "The Patient Centered Medical Home as Taught in Rural Rotations", lecture presentation with David Schmitz, MD at Society of Teachers in Family Medicine annual meeting, New Orleans, LA, February 2011
- "Creating Curricular Change to Meet the Challenge of the Patient Centered Medical Home", Poster presentation at Society of Teachers in Family Medicine annual meeting, Vancouver, BC, January 2010
- "Mapping a Rural Career: How the Journey of a Lifetime Can Fit YOU!", lecture presentation with David Schmitz, MD, National Conference for Medical Students and Residents for the American Academy of Family Physicians, July 2010
- "Pelvic Organ Prolapse" topic development for Pepid on line learning tool December 2009
- "Prevention and Health Promotion", lecture presentation at Idaho WWAMI Mini-Med School, Boise, ID, March 2009

Professional Society Memberships:
American Academy of Family Physicians, 1989 to present

Washington Academy of Family Physicians, 1989 to 2007
County Delegate 1996-2000
Washington Medical Association, 1995-2007
County Delegate 1996-2000
Idaho Academy of Family Physicians, 2007 to present
Idaho Rural Health Association, 2010 to present
Society of Teachers of Family Medicine, 2007 to present
Galen's Medical Society, 1988 - 1991
Phi Chi Medical Fraternity, 1987 - 1991

Medical Interests:
Rural Health Care, Undergraduate Medical Education, Community Health Care
References available on request.

CURRICULUM VITAE
DOUGLAS N. WHATMORE
ML# M-6630 Idaho

PRESENT POSITION: **Physician in private practice, Idaho Falls, ID (1994- present)**

BUSINESS ADDRESS: **Eastern Idaho Medical Consultants, LLC**
2985 Cortez Avenue
Idaho Falls, ID 83404
(208) 535-4300

BOARD CERTIFICATION:

1. **National Board of Medical Examiners 1977**
2. **Internal Medicine 1980**
3. **Cardiology 1987**
4. **Critical Care Medicine (ABIM) 1989-1999**

CURRENT POSITION:

Program Director, Internal Medicine Residency Program
Eastern Idaho Regional Medical Center

PREVIOUS POSITIONS:

1. **Medical Co-Director, Intensive Care Units (2000-2015)**
   Eastern Idaho Regional Medical Center
   - **Responsible for overall management of patient care in the ICU, assuring quality of care, developing protocol and procedure guidelines, multidisciplinary rounds, teaching of staff**

2. **Medical Director, Cardiology**
   Eastern Idaho Regional Medical Center

3. **Chief, Critical Care Medicine Service**
   Department of Surgery
   Walter Reed Army Medical Center

4. **Chief, Critical Care Medicine Section**
   Pulmonary and Critical Care Medicine Service
   Department of Medicine
   Walter Reed Army Medical Center

5. **Director, Surgical ICU**
   Walter Reed Army Medical Center

6. **Program Director**
   Multidisciplinary Critical Care Medicine Fellowship Training Program
   (Medicine, Pulmonary, Anesthesiology and Surgery)
   Walter Reed Army Medical Center
   - **Overall director of the combined Fellowship Program**
   - **Developed and ran the multidisciplinary program, growing it from two Fellows per year to six to eight**

7. **Program Director**
   Critical Care Medicine Fellowship (ABIM) Training Program
   Walter Reed Army Medical Center

8. **Consultant in Critical Care Medicine**
   Office of the Surgeon General
   - **Advisor to the Surgeon General on Critical Care**
   - **Responsible for the management and direction of Critical Care Medicine for the U.S. Army**
   - **Selected candidates for all Army CCM Fellowships**
   - **Responsible for assignment of Critical Care specialists to Army hospitals**
   - **Responsible for review and approval of ICU plans for Army hospitals**

ANCILLARY POSITIONS:

1. **Chair, Cardiovascular Services Committee**
   Eastern Idaho Regional Medical Center

2. **Project Officer, 1988-1994**
   Special Care Unit Monitoring Equipment and Clinical Information System
   Walter Reed Army Medical Center
   - Developed plans and criteria for a multimillion dollar replacement of the ICU monitoring systems and managed the purchase and installation of the system

3. **Pre-Reviewer, ACGME RRC, 1994**
   Subspecialty of Critical Care Medicine

EDUCATION:

Undergraduate:

1. **Case Institute of Technology**
Cleveland, Ohio 1965-1966
Chemical Engineering

2. **Arizona State University**
Tempe, Arizona 1971-1972
Anthropology

3. **San Francisco State University**
San Francisco, California 1972-1974
Molecular Biology

Graduate:

New York Medical College
Valhalla, New York 1974-1977
Doctor of Medicine 1977

PROFESSIONAL TRAINING:

1. **INTERNSHIP**

TYPE:	**Categorical Medicine**
LOCATION:	**Walter Reed Medical Center** **Washington, D.C. 20307-5001**
DATES:	**July 1977 - June 1978**

2. **RESIDENCY:**

TYPE:	**Internal Medicine**
LOCATION:	**Walter Reed Army Medical Center** **Washington, D.C, 20307-5001**
DATES:	**July 1978 - June 1980**

3. **FELLOWSHIP:**

TYPE:	**Cardiovascular Disease**
LOCATION:	**Walter Reed Army Medical Center** **Washington, D.C. 20307-5001**
DATES:	**July 1980 - June 1982**

4. **FELLOWSHIP:**

TYPE:	**Critical Care Medicine**
LOCATION:	**Walter Reed Army Medical Center**

Washington, D.C. 20307-5001
DATES: July 1985 - June 1987

PREVIOUS MEDICAL APPOINTMENTS:

1. **Program Director**
   Critical Care Medicine Fellowship Training Program (ABIM)
   Walter Reed Army Medical Center
   1989 - 1991

2. **Director, Surgical Intensive Care Unit**
   Walter Reed Army Medical Center
   1989 - 1991

3. **Quality Assurance Officer, Critical Care Medicine Service**
   Walter Reed Army Medical Center
   1987- 1990

4. **Assistant Chief, Critical Care Medicine Service**
   Walter Reed Army Medical Center
   July 1989 - April 1990

5. **Staff, Critical Care Medicine Service**
   Walter Reed Army Medical Center
   July 1987 - June 1989

6. **Chief, Cardiology Service**
   Martin Army Community Hospital
   Ft. Benning, Georgia 31905-6100
   July 1982 - June 1985

7. **Director, CCU-ICU**
   Martin Army Community Hospital
   Ft. Benning, Georgia 31905-6100
   July 1982 - June 1985

8. **Assistant Chief, Department of Medicine**
   Martin Army Community Hospital
   Ft. Benning, Georgia 31905-6100
   March 1984 - June 1984

9. **Acting Chief, Department of Medicine**
   Martin Army Community Hospital
   Ft. Benning, Georgia 31905-6100
   June 1984 - July 1984

TEACHING APPOINTMENTS:

1. **Instructor in Medicine**
   Uniformed Services University of the Health Sciences (USUHS)
   Bethesda, Maryland
   12 November 1981 - 30 September 1982

2. **Teaching Fellow in Medicine, USUHS**
   1 July 199 - 12 November 1981

3. **Assistant Professor of Medicine, USUHS**
   January 1988 - June 1994

4. **Clinical Assistant Professor of Anesthesiology, USUHS**
January 1988 - June 1994

5. **Director, ACLS Training**
Walter Reed Army Medical Center
January 1988 - June 1994

6. **Affiliate Facility, ACLS Subcommittee**
American Heart Association
1989 - June 1994

7. **Program Director**
Critical Care Medicine Fellowship Training Program (ABIM)
Walter Reed Army Medical Center
April 1990 - July 1991
July 1993 - June 1994

8. **Program Director**
Multidisciplinary Critical Care Medicine Fellowship Training Program
Walter Reed Army Medical Center
April 1990 - June 1994

9. **Teaching Faculty, General Surgery Residency Program**
Walter Reed Army Medical Center
1990 - 1992

10. **ACLS Instructor 1984 - 1994**

11. **ATLS Instructor 1985 - 1994**

MEDICAL COMMITTEES:

1. **Medical Staff Committee, Martin ACH, March 1982 - 1985**

2. **Critical Care Committee, Martin ACH, March 1982 - 1985**

3. **Mock Code Sub Committee, Martin ACH, March 1982 –1985**

4. **Heat Stroke Protocol Sub Committee, Martin ACH, March 1983 - 1985**

5. **DNR Protocol Sub Committee, Martin ACH, March 1984 -1985**

6. **Resuscitation Equipment Sub Committee, Martin ACH, March 1985**

7. **CPR Committee, Walter Reed Army Medical Center, January 1988 - June 1994**
Chairman, October 1989 - July 1992

8. **Ad Hoc Ethics Panel, Walter Reed Army Medical Center, July 1988 - January 1990**

9. **Ethics Committee, Walter Reed Army Medical Center, July 1988 - January 1990**

10. **Therapeutic Agents Board, Walter Reed Army Medical Center, July 1988 - June 1994**

11. **Chairman, Special Care Unit Council**
Walter Reed Army Medical Center, May 1989 - May 1994

12. **Project Officer, Special Care Unit Monitor Replacement Equipment**
Walter Reed Army Medical Center, July 1989 - June 1994

13. **Project Officer, ICU Collocation and Redesign**
Walter Reed Army Medical Center, 1989 - 1990

14. **JCAHO Ad Hoc Group,**

Walter Reed Army Medical Center, December 1989 - June 1994

15. **Task Force on ICU Collocation,**
Walter Reed Army Medical Center, March 1990 - 1991

16. **Task Force on Clinical Space Utilization**
Fourth Floor, Walter Reed Army Medical Center, 1990 - 1991

17. **Critical Care Tower Committee, 1990 - 1992**

18. **Executive Committee, Army 10th Annual Scientific Meeting**
American College of Physicians, 1993

19. **Cardiovascular Service Committee**
Eastern Idaho Regional Medical Center (Current)

20. **Critical Care Committee**
Eastern Idaho Regional Medical Center 1994-2015

21. **Trauma Committee**
Eastern Idaho Regional Medical Center

22. **Infection Control Committee**
Eastern Idaho Regional Medical Center (Current)

23. **Sepsis Committee**
Eastern Idaho Regional Medical Center

24. **Ethics Committee**
Eastern Idaho Regional Medical Center (Current)

25. **Graduate Medical Education Committee (Current)**
Eastern Idaho Regional Medical Center

26. **Internal Medicine Program Evaluation Committee (Current)**
Eastern Idaho Regional Medical Center

27. **Internal Medicine Program Clinical Competency Committee (Current)**
Eastern Idaho Regional Medical Center

MEDICAL SOCIETIES:

1. **American College of Physicians**

2. **Society of Critical Care Medicine**
Vice President, Uniformed Services Section, 1990-1992
President, Uniformed Services Section, 1992-1994
Member, Task Force on National and International Disasters
1989-1994

3. **American Thoracic Society**

4. **American Heart Association**

STATE LICENSURE: Idaho

PROFESSIONAL AWARDS:

1. **Army "A" Proficiency Designator in Critical Care Medicine**
2. **Chief Resident Award for Teaching Martin ACH, 1982-1985**
3. **Joint Services Commendation Medal**
4. **Army Commendation Medal**
5. **Meritorious Service Medal**
6. **Legion of Merit**

LIFE SUPPORT QUALIFICATIONS:

1. Instructor, ACLS, 1984 – 1994
2. Instructor, ATLS, 1985 - 1994
3. Director, ACLS Training
   Walter Reed Army Medical Center, 1988 - 1994

PUBLICATIONS:

PAPERS:

1. Snyder, R., Archer, F., Endy, T., Allen, T., Condon, B.F., Kaiser, J., Whatmore, D.N., Harrington, G., McDermott, C.J., "Catheter Infection: Comparison of Two Catheter Maintenance Techniques" Annals of Surgery Vol 208, No. 5, Nov. 1988.

TEXTS:

1. Whatmore, D.N. "Shock" in Combat Casualty Care Guidelines: Operation Desert Storm, Zajtchuk, R. (Ed.) Office of the Surgeon General, TMM Publications, Washington, D.C. 1991

2. Whatmore, D.N. "Cardiovascular Pharmacology" in Combat Casualty Care Guidelines: Operation Desert Storm, Zajtchuk, R. (Ed.), Office of the Surgeon General, TMM Publications, Washington, D.C. 1991.

3. Whatmore, D.N. "Fluid Replacement" in Combat Casualty Care Guidelines: Operation Desert Storm, Zajtchuk, R. (Ed.), Office of the Surgeon General, TMM Publications, Washington, D.C. 1991

4. Coordinator, Critical Care Guidelines Section, Combat Casualty Care Guidelines: Operation Desert Storm, Zajtchuk, R. (Ed.), Office of the Surgeon General, TMM Publications, Washington, D.C. 1991

5. Whatmore, D. N. "Metabolism and Nutrition in the Trauma Patient" for Anesthesia and Critical Care Medicine, Condon, B.F. (Ed.), Textbook of Military Medicine, Office of the Surgeon General, TMM Publications, Washington, D.C. In preparation.

ABSTRACTS:

1. Incidence of Electrocardiographic and Cardiac Enzyme Abnormalities as an Indicator of Ischemic Heart Injury in Vascular Patients Undergoing Surgery - Snyder, Endy, Graeber, Condon, Collins, and Whatmore. Critical Care Medicine 15:400, 1987

POSTER PRESENTATIONS:

1. Incidence of Electrocardiographic and Cardiac Enzyme Abnormalities as an Indicator of Ischemic Heart Injury in Vascular Patients Undergoing Surgery. Whatmore, Snyder, Endy Graeber, Condon, and Collins. Society of Critical Care Medicine 16th Annual Educational and Scientific Symposium, 1987

PRESENTATIONS:

1. Asymmetric Septal Hypertrophy Medical Grand Rounds Martin Army Community Hospital, June 1983

2. Acute MI - Diagnosis and Treatment Family Practice Program

Martin Army Community Hospital, 1983, 1984

3. **Dysrhythmia: Pathophysiology, Identification, and Treatment**
   Family Practice Program
   Martin Army Community Hospital, 1983, 1984

4. **The Rationale Use of Vasopressors, Vasodilators, and Inotropes,**
   Army CRNA Advanced Course, May 1987

5. **Critical Care of the Combat Casualty, C4a Course Class 16**
   Fort Sam Houston, Texas, 16 May 1991

6. **Pressors, Inotropes, and Vasodilators**
   Sunrise Sessions, Society of Critical Care Medicine
   20th Annual Educational and Scientific Symposium,
   24 May 1991
7. **Intro to Info 101 - Information Systems in the ICU**
   American College of Physicians Present Concepts in Internal Medicine
   8th Annual ACP/Army Regional Meeting, 27 October, 1991

8. **Pressors, Inotropes, and Vasodilators in the ICU, Critical Care Grand Rounds,**
   Madigan Army Medical Center, Tacoma, Washington, 17 September 1992

VIDEO TAPES:

1. **ICU Nurse Course**
   Martin Army Community Hospital
   Ft. Benning, Georgia 1984

   a. **Acute MI**
   b. **Dysrhythmias**
   c. **Shock**
   d. **Pacemaker Therapy**
   e. **Ischemic Heart Disease**

RESEARCH:

1. National Heart, Lung, and Blood Institute sponsored trial, ALLHAT, Sub-Investigator (Antihypertensive and Lipid-Lowering Treatment to prevent Heart Attack Trial), Study Investigator since 1997, study completion 2002.

2. Sub-Investigator, Venticute in ARDS, a multinational, multicenter randomized trial fo Recombivant Surfactant. ARDS portion of trial completed July 2000.

3. Sub-Investigator, VALID - Venticute in Acute Lung Injury (Pneumonia of aspiration of gastric contents leading to intubation, mechanical ventilation, and severe oxygen impairment), a multicenter, multinational study. 2003 to 2008. Omnicare.

4. Sub-Investigator, Metoclopramide vs. Erythromycin in ICU patients intolerant of gastric feedings. Enrollment May 2002 - April 2005.

5. Sub-Investigator, ADDRESS Study, F1K-MC-EVCL: Efficacy and Safety of Drotrecogin alfa (activated) in Adult Patients with Early Stage Sepsis. 2002-2004. Eli Lilly.

6. Sub-Investigator, F1K-MC-EVBR, A Randomized Double-Blind, Placebo Controlled Trial of Prophylactic Heparin in Patients with Severe Sepsis and Higher Disease Severity who are Undergoing Treatment with Drotrecogin alfa (activated). 2002-2005. Eli Lilly.

7. Sub-Investigator, EXCLAIM Study, A Double-Blind, Placebo Controlled, Parallel Multicenter Study on Extended VTE Prophylaxis in Acutely Ill Medical Patients with Prolonged Immobilization. 2002-2006. Aventis Pharmaceuticals.

8. Investigator, F1K-MC-EVBQ (EXTEND), A Phase IIIb Study to Determine Efficacy and Safety of Extended Drotrecogin Alfa (Activated) Therapy in Patients with Persistent Requirement for Vasopressor Support After 96-Hour Infusion with Commercial Drotrecogin Alfa (Activated). 2005-2007. Eli Lilly.

9. **Investigator, Athena Trial. Protocol EFC5555. A Placebo-Controlled, Double-Blind, Parallel Arm Trial to Assess Efficacy of Dronedarone 400mg bid for Prevention of Cardiovascular Hospitalization or Death from Any Cause in AF/AFL Patients. Feb 2006-Jan 2008. Sanofi-Aventis.**

10. **Investigator, F1K-MC-EVDK (RESPOND) A Phase II Study to Evaluate Dose and Duration of Treatment of Drotrecogin Alfa (Activated) Using Serial Measurements of Protein C in Patients with Severe Sepsis and Multiple Organ Failure. Oct 2006-present. Eli Lilly.**

11. **Investigator, Protocol E5564-G000-301 (ACCESS). A Comparison of Eritoran Tetrasodium and Placebo in patients with Severe Sepsis. Dec 2006-present. Eisai.**

12. **Investigator, Protocol E4968 (Dionysos). Randomized double blind trial to evaluate the efficacy and safety of dronedarone (400mg BID) versus amiodarone (600mg daily for 28 days, then 200mg daily thereafter) for at least 6 months for the maintenance of sinus rhythm in patients with atrial fibrillation (AF). October 2007 to November 2008. Sanofi-Aventis,**

13. **Investigator, Protocol 11702 (Einstein VTE). Einstein VTE/PE Study Phase III Oral direct factor Xa inhibitor rivaroxaban in patients with acute symptomatic deep-vein thrombosis or pulmonary embolism. May 2007-present. Bayer.**

14. **Investigator, Protocol 11899 (Einstein EXT). Einstein Extension Study Phase III Once-daily oral direct factor Xa inhibitor in the long-term prevention of recurrent symptomatic venous thromboembolism in patients with symptomatic deep-vein thrombosis or pulmonary embolism. May 2007 to present.**

RELATED EXPERIENCE:

1. **United States Navy Hospital Corpsman**
   -Honor Graduate of both "A" School and "B" School

2. **Emergency Medical Technician, Maricopa County AZ**

3. **Registered Nurse, California**
   - Challenged the boards for RN as a Hospital Corps "B" School graduate
   - Emergency Room, Sequoia Hospital, Redwood City CA

RESEARCH INTERESTS:

1. **Mediator - Receptor Interactions and the Mediation of Inflammation**
2. **Clinical Automation, Neural Networks and Computer Modeling of Disease**
3. **Non-Linear Dynamics of Critical Illness**
4. **ICU Dementia as a result of loss of neural connectivity and mitochondrial loss/dysfunction**
5. **Role of mitochondrial dysfunction in Sepsis and Aging**
6. **Inflammation and Autoimmune Disease**

BRIAN A. WHITLOCK

PROFESSIONAL EXPERIENCE

PRESIDENT & CEO
Idaho Hospital Association – Boise, Idaho (August 2015-Present)

- Principal spokesperson for Idaho Hospital Association
- Lead state and federal advocacy and legislative representation for IHA agenda on key political issues
- Manage the development of new policies and programs that serve member hospitals
- Coordinate media and communications efforts on behalf of member hospitals and healthcare issues
- Primary liaison with other health related organizations and business entities on hospital/health care developments and issues
- Serve as liaison and staff support to IHA board appointed committees

DIRECTOR, STATE AND REGIONAL GOVERNMENTAL AFFAIRS
Idaho National Laboratory – Boise, Idaho (August 2006-August 2015)

- Manage Executive and Legislative Branch and regulatory agency relationships with Idaho and neighboring state governments for one of the largest employers in the state
- Consult with INL's leadership team on strategic issues relating to INL's performance of a multi-year, multi-billion dollar lab management contract with the US Department of Energy
- Negotiated a landmark agreement between the state of Idaho and DOE allowing INL to expand its nuclear research and development mission
- Helped establish the Center for Advanced Energy Studies in Idaho Falls, and secured millions in state funding for this unique collaborative effort between INL and the three Idaho universities and the University of Wyoming
- Advocate with state agencies for nearly 4000 researchers, scientists and employees of INL and garner state support for complex, cutting-edge research that promotes energy security and sustainability
- Advise the Governor's Leadership in Nuclear Energy (LINE) Commission

CHIEF OF STAFF
Governor Dirk Kempthorne – Boise, Idaho (January 2003-May 2006)

- Responsible for the day-to-day operations of state agencies and the successful development, coordination and implementation of the Governor's agenda
- Ensured that 17,000 state workers and a $4 billion budget were consistent with the Governor's directives and Legislative intent
- Negotiated on behalf of the Governor, acted as his spokesman on high-profile and on-going issues, and served as the principle liaison with the Idaho Congressional Delegation, the Idaho Legislature, and city and county officials
- Coordinated Governor Kempthorne's regional environmental efforts and his work on energy and other issues with the White House and Federal agencies during his tenure as Chairman of the National Governors Association
- Directly supervised all state department and agency directors and the staff within the Office of the Governor
- Worked with the business community to build coalitions of support for significant legislation and public policy improvements

ADMINISTRATOR
State of Idaho Division of Financial Management – Boise, Idaho (January 2001-January 2003)

- Developed and communicated the Governor's budget priorities to legislators, state agencies, and the public
- Provided agency oversight and ensured that state government provided efficient and effective services to the people of the state of Idaho
- Directed the state of Idaho's budget of nearly $4 billion, and utilized extensive experience in communications and policy management to guide a seasoned staff of budget analysts and economists during one of the most difficult economic periods in several decades for state governments
- Directed the implementation of efficiencies that saved over $80 million in taxpayers' dollars

POLICY DIRECTOR
Governor Dirk Kempthorne – Boise, Idaho (January 2000-January 2001)

- Coordinated the efforts of the Governor's eight Policy Advisors and was the key person in implementing the Governor's agenda in the Legislature

COMMUNICATIONS DIRECTOR
Governor Dirk Kempthorne – Boise, Idaho (January 1999-January 2000)

- Directed all internal and external communications for the Governor and served as his lead speechwriter

DIRECTOR OF COMMUNICATIONS AND FIELD OPERATIONS
U.S. Senator Dirk Kempthorne – Boise, Idaho (January 1993-January 1999)

- Supervised all media contacts and directed the Senator's eight state offices and staff members

PUBLIC INFORMATION OFFICER
City of Boise – Boise, Idaho (February 1991-January 1993)

- Established the City of Boise's first Public Information Office, and handled all media contacts for the Mayor and City Council

DEPUTY PRESS SECRETARY
U.S. Senator James A. McClure – Washington, DC (February 1990-January 1991)

- Produced news releases and weekly columns detailing the Senator's work in Washington for Idaho media interests

NEWS REPORTER
KIVI Television – Nampa, Idaho (December 1986-February 1990)

- Worked as the lead reporter covering local, state and federal government issues for the ABC television affiliate in Boise, Idaho.
- Responsible for developing story ideas and served as a backup anchor for both news and sports

NEWS REPORTER/WEEKEND ANCHOR
KEPR Television – Pasco, Washington (August 1985-December 1986)

- Shot, wrote and edited television news stories for nightly broadcast
- Wrote, produced and anchored weekend newscast

EDUCATION

BRIGHAM YOUNG UNIVERSITY
Provo, Utah

- Bachelor of Arts in Communications (1985)

CURRICULUM VITAE
Andrew P. Wilper, MD, MPH, FACP
May 24, 2018

Education:

Harvard School of Public Health
Master's in Public Health, July 2006-June 2008
Focus in Health Policy and Management

University of Washington School of Medicine
M.D., August 1999-June 2003

University of Idaho
B.A., Spanish, August 1995-May 1999
Minor, Microbiology

Postgraduate Training:

Leadership VA 2012-2013 – An intensive four-week leadership development training course for emerging leaders in the VA.

Harvard Faculty Development Program and Fellowship in
General Internal Medicine, Boston, MA, July 2006-June 2008

Oregon Health Science University (OHSU), Portland, OR
Internal Medicine Internship 2003-2004
Primary Care Internal Medicine Residency 2004-2006

Faculty Positions Held:

Acting Instructor of Medicine, Division of General Internal Medicine,
University of Washington School of Medicine,
Boise Veterans Affairs Hospital, Boise, ID, 7/2008-7/2011

Assistant Professor of Medicine Clinician-Teacher Pathway, Division of General Internal Medicine,
University of Washington School of Medicine, Boise Veterans Affairs Hospital, Boise, ID, 7/2011-6/2016

Associate Professor of Medicine Clinician-Teacher Pathway, Division of General Internal Medicine,
University of Washington School of Medicine, Boise Veterans Affairs Hospital, Boise, ID, 7/2016-present

Hospital Positions Held:

Chief of Staff, Boise VA Medical Center, 10/2016 to present

Associate Chief of Staff for Medicine, Chief Medicine Service, 3/2013 to 9/2016

Boise VA Chief Health Informatics Officer, 9/2014- 11/2016

Acting Chief, Medicine Service 7/2012-3/2013

Hospitalist, Somerville Hospital, Somerville, MA,

inpatient and intensive care unit coverage, 24-48 hours per month 2006-2008

Honors:

1999 Summa cum laude, University of Idaho
1998 Phi Beta Kappa
1995 University of Idaho Honors Program
2003 American College of Physicians, Idaho Chapter Outstanding Student in Internal Medicine
2006 Alpha Omega Alpha Medical Honors Society
2010 Fellow, American College of Physicians
2014 WWAMI Distinguished Teacher Nominee
2015 Northwest Society of General Internal Medicine Clinician Educator of the year

Board Certification:

Internal Medicine, American Board of Internal Medicine, granted 08/25/2006
Clinical Informatics, American Board of Preventative Medicine, granted 1/1/15

Current Licenses to Practice:

Massachusetts, Active 2006-2013
Idaho Supervising physician license, 2011-present

Professional Organizations:

Member, Society for General Internal Medicine, 2006-present
Fellow, American College of Physicians, 2008-present
Member, Mountain States Tumor and Research Institute, 2008-2010

Patient Care Responsibilities:

Boise VAMC Primary care clinic (0.1 FTE) and hospitalist medicine (0.2 FTE)

Teaching Responsibilities:

I supervise medical students and house staff on inpatient medicine rotations two months per year. During these months I hold attending rounds several times per week. In addition, I present ambulatory conference for the residents 3-5 times per year. These include one-hour lectures on dizziness, peptic ulcer disease, vitamin D, resistant hypertension, value-based care, and other case-based presentations.

Curriculum of Inquiry-course co-director, 2009-2013, and project mentor 2013-present. I originated and co-planned a curriculum named the Curriculum of Inquiry to introduce second year internal medicine residents to research with the aim that they will initiate an academic research or quality improvement project while in Boise. The curriculum consists of two two-hour lectures over a four week period, with an additional four-week block set aside for residents to complete their project. All of the Boise Internal Medicine residents participate in the curriculum over the academic year. Residents originate novel quality improvement or research projects and meet with faculty mentors and present their results monthly at a works in progress meeting. I presented the curriculum's structure and preliminary results at the 2010 Northwest Regional Society of General Internal Medicine Meeting, and again as a work shop at the 2012 meeting. I secured funding to further analyze the results of the curriculum. These results were published in a peer reviewed journal.

Leadership Skills for Residents-Course Director. (75% responsible for course content). Seminar series for senior residents emphasizing professionalism and leadership skills. 2013-present. I originated and planned a professional development seminar series for the senior residents of the Boise Internal Medicine Residency. This five part series includes reading and discussion on hierarchy, personal boundaries, project management, stress management, and conflict resolution. The sessions are facilitated by a PhD psychologist on faculty with the Family Medicine Residency of Idaho. In 2016, this project expanded to include interdisciplinary faculty and trainees.

-Teaching Educators Across the Continuum of Health Care (TEACH) implementation at the Boise VAMC. Organized and helped to deliver bi-monthly longitudinal interprofessional faculty development program at the Boise VAMC.

Invited Lectures:

Grand Rounds:

September 29, 2016 Boise VAMC. Health Insurance in the Era of the Affordable Care Act.

December 19, 2013 Boise VAMC. Health Reform 4.0

December 1, 2011. Boise VAMC. Health and Health Insurance in the U.S.

February 16, 2010. St. Luke's Regional Medical Center, Boise, ID. History of Health Insurance in the United States.

February 16, 2010. Mercy Medical Center, Nampa, ID. History of Health Insurance in the United States.

September 3, 2009. Boise VAMC Emergency Department Waits and Primary Care Availability in the U.S.

March 28, 2008. St. Elizabeth's Hospital, Boston, MA. Dismayed in the U.S.A. A History of Health Care Reform in the U.S

Public Presentations:

March 15th, 2017 Professional Boundaries. Presentation to the Ada County Medical Society.

March 1st, 2017 Legislative Testimony, A Primer for Physicians. Presentation to Advocacy 101.

October 18th, 2016 Don't Just Manage Conflict-Lead it! Presentation to the Ada County Medical Society.

April 7th, 2016 EKG Interpretation. Idaho Association of Physician Assistants Annual Meeting

April 7th, 2016 Cardiac Conduction Abnormalities. Idaho Association of Physician Assistants Annual Meeting

October 22, 2013 Noon Conference. Approach to the Dizzy Patient.

October 4, 2013. Noon conference, Resistant Hypertension.

January 3, 2013. Boise VAMC. Health Care Costs and Value. Resident noon conference.

April 14, 2013. EKG Interpretation. CME Presentation to Idaho Academy of Physicians Assistants.

February 25, 2012. Resistant Hypertension. CME Presentation to Terry Reilly Health System Winter Retreat.

August 4, 2010. Establishing an Infectious Disease Network in Idaho. Invited "honored guest" to deliver plenary presentation to Idaho INBRE meeting.

August 10, 2010. Establishing an Infectious Disease Network in Idaho. Presented project overview and preliminary data analysis to Public Health District Directors of the state of Idaho.

March 30, 2010. Idaho Primary Care Work Hours. Presented to Family Medicine Residency of Idaho Faculty Development Session.

April 2010. Health and Health Insurance in the U.S. Presented to Idaho Health Care For All.

October 28, 2010. Health Reform in the U.S. WWAMI Student Lecture.

Recent Continuing Education:
Association of Program Directors in Internal Medicine National Meeting (2008)
Advanced Cardiac Life Support (2010, 2012, 2014, 2016)
Basic Life Support (2010, 2012, 2014, 2016)
Association of Chiefs and Leaders of General Internal Medicine (2012)
Clinical Informatics board review (2014)
LEAN yellow belt certification (April 2015)

Editorial Responsibilities-None

National Responsibilities

Department of Veterans Affairs Disciplinary Appeals Board Member 2015-present

Society for General Internal Medicine, Board of Regional Leaders 2011-2012

Chair, Precourses, Society of General Internal Medicine 2013 National Meeting

Chair, Preventive Medicine abstract review committee, Society of General Internal Medicine 2015 National Meeting

Reviewer-Clinical Medicine Workshops, Society of General Internal Medicine 2015 National Meeting

Regional Responsibilities:

President, Northwest Regional Society for General Internal Medicine, 2011

Member, VISN 20 Academic Affiliations Advisory and Research Group 2011-present

Advisory Board Member, WWAMI Area Health Education Council 2012-2013

Activity Director, Faculty Development Workshop for Medical Providers Who Teach: Train the Trainers December 13th 2014. State-wide faculty development in conjunction with the University of Washington.

Local Responsibilities:

Boise VAMC

Chair, Clinical Executive Board, 2016-present

Chair, Professional Standards Board, 2016-present

Chair, Protected Peer Review Committee, 2016-present

Co-Chair and lead, Boise VA Facility Invasive Procedure Committee, 2012-2016

Member, Boise VA Professional Standards Board, 2012-2016

Member, Boise VA Clinical Executive Board, 2012-2016

Member, Boise VA Protected Peer Review Committee, 2008-2016

Physician Utilization Management Advisor 2012-2014

Core faculty member, University of Washington School of Medicine Boise Internal Medicine Residency. 2013-2016

Associate Program Director, University of Washington School of Medicine Internal Medicine Residency Boise Track. 2008-2010

Associate Program Director, University of Washington School of Medicine Boise Internal Medicine Residency. 2010-2013

Boise VA Security Administrator and lead clinician for Idaho Health Data Exchange, a regional health information exchange 2010-2016

Chair, Recruitment Committee, Boise Internal Medicine Residency, 2012

Member, Boise VAMC Patient Care Redesign Task Group

Member, Patient Centered Medical Home Implementation Team 2009-2011

Lead, Boise VAMC inpatient redesign 2011-2012

January 2011 Boise VAMC, Center of Excellence in Primary Care Education. Assistant Director for Educational Outcomes and grant co-author, 2011-2013, $55,204/year x five years.

VA LEAD program mentor 2013

UW Boise Internal Medicine Residency Clinical Competency Committee, 2010-present

UW Boise Internal Medicine Residency Recruitment Committee, 2010-present

Idaho ACP Boise VA McCall Winter Conference Planning Committee and Chair, 2010-present

Community

Author of 2018 Idaho House Bill 451 creating an income tax credit for charitable contributions made to accredited residency training programs in the state of Idaho. Bill effective July 2018.

Founder and President, David A. Hindson Education Foundation Inc. , a 501c3 nonprofit corporation whose mission is to further medical education in Idaho. 2008-present

Medical Director, Terry Reilly Health Systems Service-Volunteer Teaching Clinic 2011-2015

Physician Volunteer, Friendship Clinic, 2015-present

Wyakin Warrior Foundation-Community Mentor-2015-present

Lead faculty liaison to regional WWAMI office for University of Washington Department of Medicine clinical faculty appointments and promotions, 2013-2016

Graduate Medical Education Committee, Family Medicine Residency of Idaho, 2008-2011

Health Policy research adviser, Idaho Chapter of the American Association of Retired People (AARP)-2009

Oregon Health and Science University

Chairman, OHSU House Officers Association 2005-2006

Wallace Medical Concern (free medical clinic) physician volunteer 2005-2006

Elected Internal Medicine representative to the OHSU Graduate Medical Education Committee 2004-2006

Elected Internal Medicine representative and organizer of OHSU House Officers Association 2004-2006

Health Disparities Curriculum Committee 2006. Granted $4000 from GME office for development

Research Funding:

July 2010. Mountain States Tumor Research Institute Clinical Track Small Project Grant (peer reviewed), $5,000 to conduct a study entitled “Tracking the Institution of Systems Based Practice.”

September 2009- September 2011. $51,281/year (.26 FTE/year) Senior Researcher for NCRR Administrative Supplement to the Idaho INBRE Program parent award for a collaborative project with the University of Washington’s Clinical and Translational Science Award (ITHS). Establish a data collection network in the state of Idaho to detect infectious diseases utilizing the VAMC’s network of rural clinics, with the long term aim of creating a system to improve health care in rural areas. My roles include administrative oversight, data gathering and analysis planning.

June 2009. Mountain States Tumor Research Institute Clinical Track Small Project Grant (peer reviewed), $5,000 to conduct a study entitled “Access to Ambulatory Physician Services in the State of Idaho.”

May 2009. Research grant, $1,000 from the Idaho Office of Rural Health and Primary Care to complete Access to Ambulatory Care and Idaho Primary Care Physician Work force Study.

Bibliography:

a) Manuscripts to Refereed Journals

1) *Wilper AP, Woolhandler S, Lasser KE, et al. Waits To See An Emergency Department Physician: U.S. Trends And Predictors, 1997-2004. Health Affairs (Millwood) Mar-Apr;27(2):w84-95. Epub 2008 Jan 15.

2) *Wilper AP, Woolhandler S, Lasser KE, et al. Chronically Ill and Uninsured: a National Study of Disease Prevalence and Access to Care in uninsured U.S. Adults. Ann Intern Med. 2008 Aug 5;149(3):170-6

3) Wilper AP, Woolhandler S, Lasser KE, et al. Health and Health Care Behind Bars, a National Study. Am J Public Health. 2009 Apr;99(4):666-72. (featured article)

4) Herring A, Wilper AP, Woolhandler S, et al. Trends in U.S. Emergency Department Length-of-Stay by Patient and Hospital Factors, 2001-2005. Acad Emerg Med. 2009 Jul;16(7):609-16. Epub 2009 Jun 15

5) *Wilper AP, Woolhandler S, Lasser KE, et al. Health Insurance and Mortality in U.S. Adults. American Journal of Public Health. Am J Public Health. 2009 Dec;99(12):2289-95. Epub 2009 Sep 17 (featured article)

6) Wilper AP, Woolhandler S, Lasser KE, et al. Hypertension, Diabetes and Elevated Cholesterol among Insured and Uninsured Adults". Health Aff (Millwood). 2009 Nov-Dec;28(6):w1151-9. Epub 2009 Oct 20

7) Wilper AP, Woolhander S, Nardin R. The Impact of Insurance Status on Migraine Headache Care. Neurology. 2010 Apr 13;74(15):1178-83

8) Lopez, L, Wilper, A, et al. Racial and Gender Differences in Emergency Room Triage Assessment and Test Ordering for Chest Pain, 1997-2006. Acad Emerg Med. 2010 Aug;17(8):801-8.

9) *Wilper AP, Weppner WG, Smith CS. Changes in Idaho Primary Care Physician Work Hours, 1996-2009. JAMA. 2010 Oct 6;304(13):1443-5

10) J.F. Dick, A.P. Wilper, et. al. Can Residency Program Curricula Enhance Selection of Primary Care Careers? Factors Affecting Primary Care Career Choice in One Internal Medicine Training Program. Tach Learn Med. 2011 Jan: 23(1):53-7

11) Zalman L, Wilper AP et al. Undiagnosed and Uncontrolled Hypertension and Hyperlipidemia among Immigrants in the US. J Immigr Minor Health. 2012 Aug 23.

12) Wilper AP et al. Instituting Systems-Based Practice and Practice-Based Learning and Improvement: A Curriculum of Inquiry. Med Educ Online. 2013 Sep 16;18:21612.

13) *Christopher A, Wilper AP et al. (senior author) Trends in U.S. Physician Work Hours and Career Satisfaction. Am J Med. 2014 Jul;127(7):674-80.

14) *Christopher A, Wilper AP et al. (senior author) Access to Care and Chronic Disease Outcomes Among Medicaid-Insured Persons Versus the Uninsured. Am J Public Health. 2016 Jan;106(1):63-9

15) Weppner, WG, Wilper AP et al. Taking SGIM's Teaching Educators Across the Continuum of Healthcare on the Road - A Local, Interprofessional Faculty Development Innovation Journal of Graduate Medical Education. J Grad Med Educ. 2017 Jun;9(3):378-379

16) Hunt, L, Wilper AP et al. Primary care collaborative practice in quality improvement: A description of an interprofessional curriculum. American Journal of Health-System Pharmacy. In Press

Syllabus Materials

1) Wilper A. Hypertension. University of Washington Boise Track Primary Care Seminar Series. 2009.

2) Wilper A. Hypertension. University of Washington Boise Track Primary Care Seminar Series. 2010.

Invited United States Senate Testimony

1) U.S. Senate subcommittee on Primary Care and Aging, January 29, 2013
http://www.help.senate.gov/hearings/hearing/?id=dc487385-5056-a032-522c-082a29c4a406

Invited guest editorial

1) Nieman Watchdog "Fewer Emergency Rooms, but More Patients" February 25, 2008. Available at http://www.niemanwatchdog.org/index.cfm?fuseaction=Background.view&backgroundid=232

2) Idaho Statesman "Right Diagnosis, Wrong Cure" March 13, 2016. Available at http://www.idahostatesman.com/opinion/readers-opinion/article65792312.html

Letters to the Editor

1) Invited Letter to the Editor, American Journal of Public Health. May, 2009

2) Invited Letter to the Editor, American Journal of Medicine. November, 2015

Abstracts:

1) Wilper AP. Eczema Herpeticum, a case report. Presented at the Oregon state chapter ACP meeting, February 2006.

2) Wilper AP et al. Waits to See an Emergency Department Physician, Trends and Predictors. Presented as Oral Abstract in Health Policy, 2007 National Society of General Internal Medicine Meeting.

3) Wilper AP et al. Chronically Ill and Uninsured, A National Study of Illness Prevalence, Diagnosis, Control and Access to Care. Presented as Oral Abstract in Health Policy, 2008 National Society of General Internal Medicine Meeting.

4) Lopez L, Wilper AP, et al., Racial and Gender Differences in Emergency Room Triage Assessment and Test Ordering for Chest Pain. Accepted as poster presentation, 2009 National Society of General Internal Medicine Meeting.

5) Herring A, Wilper AP, et al., Increasing Wait Time to See a Physician Among Children Presenting to US Emergency Departments, 1997-2006. Submitted for presentation at the 2009 Society for Academic Emergency Medicine meeting.

6) Herring A, Wilper AP, et al., Increasing Return Visits to US Emergency Departments, 2001-2006. Submitted for presentation at the 2009 Society for Academic Emergency Medicine meeting.

7) Smith CS, Wilper AP, et al., Owning our Outcomes: Implementing quality improvement projects in resident continuity clinic. Plenary presentation at the 2009 Northwest Regional Society of General Internal Medicine Meeting.

8) Dick JF, Wipf JE, Wilper, AP, et al. Can Residency Program Curricula Enhance Selection of Primary Care Careers? Factors Affecting Primary Care Career Choice in one Internal Medicine Training Program. Accepted as poster presentation, 2009 National Society of General Internal Medicine Meeting.

9) Wilper, AP, Smith, CS. A Curriculum of Inquiring: Instituting Systems Based Practice. Poster presentation, 2010 Northwest Regional Society of General Internal Medicine Meeting.

10) Wilper, AP. Availability of Primary Care Physician Ambulatory Services in Idaho. Plenary presentation, 2010 Northwest Regional Society of General Internal Medicine Meeting.

11) Wilper, AP. Availability of Primary Care Physician Ambulatory Services in Idaho. Poster presentation, 2010 National Society of General Internal Medicine Meeting.

12) Wilper AP, Weppner W et al. Temporo-spatial Surveillance of Influenza Like Illness: Preliminary Results from the Idaho Infectious Disease Reporting Network. Poster Presentation, International Society for Disease Surveillance, December 2010. Park City, UT

13) Weppner W, Wilper AP et al. Syndromic Surveillance of Influenza-Like-Illness Using Automated VA Data: Preliminary Results from the Idaho Infectious Disease Reporting Network. Poster Presentation, International Society for Disease Surveillance, December 2010. Park City, UT

14) Zallman, L, Wilper AP et al. Undiagnosed and Uncontrolled Hypertension and Hyperlipidemia among Immigrants in the United States. Society of General Internal Medicine Annual Meeting, Phoenix AZ, May 5, 2011

15) Christopher A, Wilper AP. Trends in U.S. Physician Work Hours and Career Satisfaction. North West Society of General Internal Medicine Meeting, February 3, 2012. Award for Best Oral Presentation.

16) Orchard D, Wilper AP et al. Readmissions to the Boise VAMC. North West Society of General Internal Medicine Meeting, 2013

17) Wilper AP, Tivis, R. Diabetes Control: Is Travel Time to Primary Care Provider Associated with Changes in Hemoglobin A1c? A Preliminary Geospatial Analysis. North West Society of General Internal Medicine Meeting, February 2013

18) Wilper AP, Tivis, R. Diabetes Control: Is Travel Time to Primary Care Provider Associated with Changes in Hemoglobin A1c? A Preliminary Geospatial Analysis. National Society of General Internal Medicine Meeting, Denver, CO, April 2013

19) Gerrish WG, Wilper AP. Developing and Implementing an Effective Leadership Curriculum for Senior Residents. Society of Teachers in Family Medicine annual meeting, April 2015.

20) Christopher AC, Wilper AP, et al (PI and senior author). Outpatient Visit Frequency and Chronic Disease Control Among Medicaid-insured versus Uninsured Individuals: A National Perspective. Oral Abstract National Society of General Internal Medicine Meeting, Toronto, Canada, April 2015

21) Christopher AC (presenter) , Wilper AP (PI and senior author) , et al. Access to Care and Chronic Disease Outcomes Among Medicaid-Insured Persons Versus the Uninsured. American Public Health Association National Meeting. Chicago, Il. November 2015.

22) Wilper AP et al. Interprofessional Leadership Seminars. A Novel Approach to Teamwork and Leadership Training. North West Society of General Internal Medicine Meeting, February 2016.

23) Hansen A., Doucette, M., Wilper AP et al. A Novel Integrated Spine Care Program: The First Year. North West Society of General Internal Medicine Meeting, February 2016.

24) Hagman M., Wilper AP et al. Interprofessoinal Faculty Development with TEACH. Alliance of Academic Internal Medicine national meeting, 2016.

25) Hansen A., Wilper AP et al., Integrated Spine Clinic Evaluation. American Academy of Pain Medicine. 2017

26) Weppner WG, Wilper AP et al, Taking TEACH on the Road - A Local, Interprofessional Adaptation of SGIM's "Teaching Educators Across the Continuum of Healthcare" Plenary Presentation, Northwest Society for General Internal Medicine 2017 regional meeting.

26) Hansen AE, Tivis R, Gordon T, Stewart LA, Maddox CL, Livingston C, Brouillard R, Dillon WG, Fassig E, Wilper AP, Doucette M. The Boise Veterans Affairs Integrated Spine Care Program: Multidisciplinary Pain Management for a Complex Population. Pain Medicine 2017; 18: 611-612.

Other – Workshops

1) Media Skills for Physicians, Faculty Panelist. National Society for General Internal Medicine meeting, Minneapolis, MN. April 29, 2010.

2) Wilper AP, Weppner WG, Smith CS. Inquiry and Advocacy: Teaching Residents to be Agents of Clinical and Health System Change. Presented at the Northwest Regional Society of General Internal Medicine Meeting, February 3, 2012.

3) Teaching Educators Across the Continuum of Health Care. Organizer and presenter. Day long work shop kicking of longitudinal interdisciplinary faculty development program at the Boise VAMC.

KEVIN WILLIAM WILSON, DO, FACOI, FACP

Associate Dean for Clinical Affairs

Education

- Residency in Internal Medicine 1989-1992
  Detroit Osteopathic Hospital
- Internship 1988-1989
  Detroit Osteopathic Hospital
- Doctor of Osteopathy June 1988
  Michigan State University College of Osteopathic Medicine
  East Lansing, Michigan
- *Oakland University* 1980-1984
  Rochester, Michigan
  Major: Biology

Professional Experience

- Director of Medical Education and Program Director June 2009-June 2017
  Verde Valley Medical Center
  - Creating a new program in Internal Medicine
  - Curriculum development for Internal Medicine program
  - Formulating rotation specific objectives
  - Completing the ACGME application
  - AOA Accreditation 2012, 100% score on AOA Crosswalk
  - 100% Board pass rate among program graduates
  - 13th out of 112 Programs in-service exam scores, 2016 Internal Medicine
- Osteopathic Physician 1992–2017
  Cottonwood Internal Medicine
  - Owner, practicing in/outpatient Internal Medicine
- Assistant Clinical Professor 2009-2017
  Midwestern University, AZCOM
  - Preceptor for medical students in Internal Medicine
- Medical Director of Behavioral Health Unit 2004-2009
  Verde Valley Medical Center
  - Provide inpatient care for geriatric psychiatric patients and in-service education for nursing and ancillary staff

Certification/Membership

- Fellow of the American College of Osteopathic Internists 2013
  (ACOI practice management and professional committee 2017)
- Fellow of the American College of Physicians 2012
- Association of Osteopathic Directors and Medical Educators 2010
  (Education program planning committee 2016 and 2017)
- American Board of Osteopathic Internal Medicine 1992

Certificate #1340, 9/17/1992
Lifelong

Appointments

- Assistant Clinical Professor 2010 - 2017
  Midwestern University, AZ College of Osteopathic Medicine
- Delegate District 7 2005-2007
  Arizona Osteopathic Medical Association
- Board of Directors 1997-1999, 2006-2010
  Verde Valley Medical Center
- Chief of Staff 1997-1998, 2006-2008
  Verde Valley Medical Center
- Chair Department of Medicine 2002-2004
  Verde Valley Medical Center

Awards

- Intern of the Year 1988-1989
  Detroit Osteopathic Hospital
- Resident of the Year 1990-1991, 1991-1992
  Detroit Osteopathic Hospital
- Highest Quality Measures in Primary Care in Arizona 2015, 2016
  Cottonwood Internal Medicine
  Award by Blue Cross/Blue Shield

Scholarly Activity/Presentations

- Flagstaff Osteopathic Medical Conference August 2016
  Flagstaff Medical Center
  "Update on the ACGME/AOA Merger"
- Midwestern University Faculty Development May 2015
  Mountain Vista Medical Center
  "Giving Feedback"
- Poster Judge for the Arizona Chapter ACP meeting 2010-2016

Teaching Roles

- Preceptor for medical students in Internal Medicine 2009-2017
  Midwestern University, AZCOM
- Preceptor for Internal Medicine residents 2010-2017
  Verde Valley Medical Center
- Lecturer for Internal Medicine residents 2010-2017
  Verde Valley Medical Center
- MKSAP Club 2010-2017
  Verde Valley Medical Center
- Harrison's Club 2010-2017
  Verde Valley Medical Center

Community Service

- Old Town Mission Physician 2004-2010
  - Primary care clinic for indigent population in Cottonwood, AZ
- AYSO Soccer Coach 1999-2006

CURRICULUM VITAE

WILLIAM M. WOODHOUSE, MD, FAAFP

DATE: September 5, 2018

CONTACT INFORMATION:

Office: Idaho State University
Family Medicine Residency Program
465 Memorial Drive
Pocatello, ID 83201
Phone: (208) 282 – 4508 (Program)
(208) 282 – 2978 (Administrative office)
(208) 234 – 4700 (Appointments)
Fax: (208) 282 - 4818

OCCUPATION:

Family Physician
Teacher
Writer
Health Policy Advocate
Medical-legal Expert Consultant

ACADEMIC APPOINTMENTS:

1994 – present Idaho State University Family Medicine Residency Program
- Associate Dean of Graduate Medical Education & Professional Relations
- Clinical Professor in Department of Family Medicine, 2009
- Director of Clinical Grants Division
- Director of External Relations for Health Affairs, 2013 – 2018
- Associate Director, 1996 – 2014
- Co-interim director, Idaho State University Family Practice Residency Program, 1995 – 1996

1995 – present Department of Family Medicine, University of Washington
- Clinical Associate Professor, June 10, 2013 – present
- Clinical Assistant Professor, 1995-2013

1995 – 2008 Instructor, Idaho State University Physician Assistant Program

2002 Northwest AIDS Education and Training Center Faculty

1992 Visiting attending faculty, University of Wyoming Family Practice Residency at Casper

LICENSURE:

Wyoming State Medical License 1984 – 2019
Idaho State Medical License 1994 – 2019

CERTIFICATION:

Diplomat, American Board of Family Medicine since 1986
Re-certified: 1992, 1998, 2004, 2014; Expires 12/31/2024

Fellow, American Academy of Family Physicians since 1995

Advanced Cardiac Life Support
Instructor, 1986 – present (1/2020)
Provider, 1984 – present

Pediatric Advanced Life Support, Provider Course, 2/21/2016

Crucial Accountability Course, Certificate of Completion, Portneuf Medical Center, 2014

Collaborative Institutional Training Initiative (CITI)
Health Information Privacy and Security (HIPS) for Clinicians 8/31/2011
Human Subjects Research / IRB Refresher Course: 7/23/2014
Expiration Date: 7/22/2019

Campus Security Authority Online Training Program
Title IX Course, 2013
General CSA Course (VAWA Compliant Version), 2013
CSA Recertification Course, 2016

Fundamental Critical Care Support, Society of Critical Care Medicine
Instructor, 2005 – present
Provider, 2003 – present

Advanced Trauma Life Support, Provider - Re-certified 5/1/93

Neonatal Resuscitation Program, Regional Trainer

Advanced Life Support in Obstetrics, Provider, Certified 9/29/95

EDUCATION:

Post-graduate:	1983 – 1986	Resident Physician, University of Wyoming Family Practice Residency at Casper
Medical School:	1979 – 1983	University of Iowa College of Medicine, Iowa City, IA MD received May 1983
Undergraduate:	1976 – 1979	University of Iowa, Iowa City, IA BS, General Sciences, With Distinction, August 1980
High School:	1973 – 1975	Muscatine High School, Muscatine, IA Diploma

HOSPITAL PRIVILEGES:

1994 – present Active Medical Staff; Portneuf Medical Center 777 Hospital Way – Pocatello, ID 83201 (formerly Bannock Regional Medical Center – 651 Memorial Drive)

2013 – present	Physician Round Table
2002 – present	Institutional Review Board, Member
2006 – present	Family Medicine Service Line
2011 – 2017	Chair, Ethics Committee
2003 – 2011	Continuing Medical Education Committee
2004 – 2008	Board Planning Committee / Strategic Planning and Oversight Committee
2003 – 2009	Information Services Steering Committee; previously Information Technology Strategic Planning Committee
1994 – 2006	Department of Family Practice
2005	Physician Leadership Group
2005	Executive Task Force on Service and Utilization
2003 – 2004	Hospital Design/Construction Committee
2002 – 2003	Hospital Consolidation Service Placement Committee

1994 –2002 Active Medical Staff
Pocatello Regional Medical Center (merger with Portneuf Medical Center, 2002)
777 Hospital Way - Pocatello, ID 83201
1996 Chair, Department of Family Practice

1997 Chair, Pharmacy and Therapeutics Committee
1997 – 2002 Community Board, Member

1986 – 1994 Private Practice - Sheridan, WY
Memorial Hospital of Sheridan County
1401 West Fifth Street - Sheridan, WY
Active Medical Staff
1993 Vice Chief-of-Staff
1992 Chairman, Medicine Committee

PROFESSIONAL ORGANIZATIONS:

Idaho Academy of Family Physicians
Board Member: 1997 – 2013
President: 2002 – 2003

American Academy of Family Physicians House of Delegates
Alternate Idaho delegate: 2005 – 2006
Idaho delegate: 2007 – 2012
Reference Committee on Public Policy, Member: 2008
Reference Committee on Health of the Public & Science
Member: 2009
Chair: 2010
Reference Committee on Practice Enhancement, Member: 2011
Reference Committee on Education, Member: 2012

Idaho Medical Association

President: 2018-2019
President-elect: 2017 – 2018
Trustee, District Seven: 2010 – 2017
Medical Education Affairs Committee: 2013 – present
Co-chair, 2015 – 2017
GME Subcommittee, Chair, 2016 – 2017
IMA House of Delegates
Delegate: 1995, 1996, 2002, 2006 – 2017
Reference Committee Member: 2007, 2012
Chair, Reference Committee A: 2008
IMA Foundation Board: 2015 – present
Interim Chair: 2017
Idaho Medical Political Action Committee (IMPAC) Board, Member: 2016 – present
Committee for the Uninsured: 2006 – 2010

Society of Teachers of Family Medicine
Co-chair, Group on Health Policy and Access: 2005 – 2007

Physicians for a National Health Program
Idaho Chapter Contact / Spokesperson
PNHP Leadership Training Institute: May 2004

COMMITTEES:

State of Idaho:

Office of the Governor

2015 – 2017	Member, Idaho Healthcare Coalition Board, State Healthcare Innovation Plan (SHIP) Chair, District 6 Regional Health Care Collaborative, Medical Health Neighborhood
2011 – 2016	Idaho Medical Home Collaborative, Idaho Department of Insurance Payment Reform Workgroup
2012 – 2016	Medicaid Expansion / Redesign Workgroup
2009 – 2016	Idaho Health Professions Education Council
2011 – 2014	Idaho Health Care Council
2010	Idaho Health Care Workforce Partnership, Workforce Development Council, Department of Labor
2009	Idaho Health Care Summit, Governor's Select Committee on Health Care
1999 – 2001	Immunization Registry Oversight Committee, Office of Early Childhood Development

State Board of Education

2002 – 2003	Health Professions Committee, Idaho State Board of Education

State Department of Health and Welfare

2000 – present	State physician loan repayment programs, Office of Rural Health and Primary Care • Joint Health Care Access and Physician Incentive Grant Review Board 2013 – 2019 • Rural Health Care Access Program (RHCAP) Board, 2000 – 2013 • Rural Physician Incentive Program (RPIP) Oversight Committee, 2009 – 2013 (ISBOE) • State Loan Repayment Program (SLRP) Board, 2014 – present
2014	Primary Care Physician Workforce Summit. Bureau of Rural Health
2006 – 2011	Pharmacy and Therapeutics Committee, Division of Medicaid
1998 – 2006	AIDS Drug Assistance Program Advisory Committee
2005	Idaho HIV Comprehensive Care Planning Committee, Idaho STD/AIDS Program
2002 – 2005	Health Professional Recruitment and Retention Coordinating Council, State Office of Rural Health
2001 – 2005	Board member, Idaho Immunization Provider Advisory Committee. Mountain States Group
1999 – 2002	Idaho Adult Immunization Coalition Steering Committee
1995 – 2002	Immunized-By-Two Task Force, Steering Committee Chair, Registry Workgroup

2004 – 2010	Board of Directors, Idaho Rural Health Association Board, Institute of Rural Health, Idaho State University
1998 – 2001	Idaho Health Policy Collaborative (formerly Inter-agency Working Group), Idaho Rural Health Education Center

Local:

2011 – 2015	Gateway to Health, Community Health Assessment, Steering Committee, Southeast District Health Department and Portneuf Health Care Foundation

1996 – 2005	Community HIV Resource Committee, Southeastern District Health Department
1998 – 2003	Southeast Idaho Immunization Coalition, Southeastern District Health Department

University:

1997 – present	Human Subjects Committee, Idaho State University
2014 – present	Idaho State University Animal Facility, Occupational Health Medical Specialist
2013 – present	Health Sciences Administrative Council, ISU Division of Health Sciences
2013 – present	Campus Security Authority (CSA), Department of Family Medicine
2017	Chair, Promotion & Tenure Review Committee, Department of Family Medicine
2013	Investigative Review Committee, academic ethics case, ISU College of Pharmacy
1998 – 2011	Idaho Conference on Health Care Planning Committee, Kasiska College of Health Professions, Idaho State University
2009 – 2010	Health Education and Research Advisory Council, Idaho State University, Office of Academic Affairs
2006 – 2015	Medical Education Committee, Office of the President, Idaho State University
2010, 2012	Internal Review Team, Family Practice Residency Network, University of Washington
2001 – 2011	Graduate Advisory Committee, Department of Health and Nutrition Sciences, Idaho State University
2006 – 2007	Vice-president for Research Search Committee, Idaho State University
2004 – 2005	Evidence-based Practice Ad-hoc Curriculum Committee, Kasiska College of Health Professions, Idaho State University
2004 – 2005	Interactive Classroom Working Group, Kasiska College of Health Professions, Idaho State University
2004	Chief Research Officer Search Committee, Idaho State University
2003-2004	Chair, Post-graduate Uninsured Resident Committee, Kasiska College of Health Professions
2001-2002	Graduate Advisory Committee, Master of Public Health and Master of Health Education Programs, Department of Health & Nutrition Sciences
2000 – 2002	Search Committee for Director of the Institute of Rural Health Studies, Idaho State University
1999 – 2000	Advisory Council on Health Education & Research, Idaho State University
1999 – 2001	Department representative, College of Health Professions Faculty Advisory Council (CHPFAC), Idaho State University
1999 – 2000	Interdisciplinary Working Group, College of Health Professions, Idaho State University

PUBLICATIONS:

Peer-reviewed

Baergen R, **Woodhouse W**. "Surrogates and Extra-Familial Interests." *The Journal of Clinical Ethics*. Winter 2013. PMID: 24597420

Trimmer K, Cellucci L, Wiggins C, **Woodhouse W**; "Electronic Medical Records: TAM, UTAUT, and Culture". *Int. J. of Healthcare Information Systems and Informatics*. 4(3), 56-68 July- September 2009 55

"Eldest and last…" Contribution to "Life in 55 Words: Part I". William T.Grant, Feature Editor. *Family Medicine*, April 2008 Vol. 40, No. 4

Beachboard J, Wiggins C, Trimmer K, Pumphrey L, **Woodhouse W**. "Entrepreneurial IT Governance in a Rural Family Practice Residency Program" chapter Advance Series in Health Information Systems & Informatics, Volume 1 IGI Publishing. 2007

"Easy Love." *JAMA*. July 26, 2006;296:372.

Periodicals

"The Impact of Family Medicine." Idaho State University Magazine. p18-19. Spring/Summer 2011.

- Reprinted in University of Washington Department of Family Medicine Newsletter, Summer 2011

"Pocatello Family Medicine Receives Quality Award" Press release via Idaho State University Department of University Relations, March 2, 2008

- "ISU Family Medicine Award" *The Retort,* Idaho Academy of Sciences. Winter 2008. Volume 44, No.1
- "Pocatello Family Medicine receives quality award from Qualis Health." *News and Notes*. Idaho State University. March 14,2008
- "Pocatello Family Medicine Receives Quality Award From Qualis Health." *Frontier Footnotes.* Idaho Area Health Information Education Center. Winter 2008

"Skiing Large" *Cross-country Skier Magazine*, November 2007

"Cross-country, Country Western." *Cross-country Skier Magazine*, November 2006

Idaho Family Physician Newsletter

- "Battles". Spring 2003.
- "HIPAA Compliance or HIPPO Defiance". Winter 2002. Volume 25, Issue 3
- "What Do We Believe?" Fall 2002. Volume 25, Issue 2
- "The Idaho Immunization Registry". Spring 2000, Volume23, Issue 1

Texts

Reviewer / consultant, Immunizations: A training resource for physician offices in Idaho. Immunize Idaho, Primary Health, Inc. 1999

"High Altitude Illness" chapter in the Manual of Family Practice. First Edition, 1997, edited by Robert B. Taylor, MD.

Newspaper

"While lawmakers dawdle, Idaho's poor in peril." *Idaho Statesman*, March 16, 2013

"Medicaid Expansion: The Cost of Doing Nothing". *Idaho State Journal*, January 23, 2013

"Charting the Future of Health Care in Idaho." Feature article, Insight Section, *Idaho State Journal*. September 2, 2007

"Would for-profit hospital benefit area?" ("Health Care as an Extractive Industry") *Idaho State Journal*. May 11, 2007

"The Cyanide Canary." Feature article, Insight Section. *Idaho State Journal*, October 22, 2006

GRANTS / EXTERNAL FUNDING:

2017 – present Capital funding request for ISU Health and Wellness Center; Collaboration with Kasiska Division of Health Sciences, ISU Facilities Services and ISU Central Administration; Submitted to Permanent Building Fund
Amount requested: $32,085,000

2016 – present Statewide GME Expansion Initiative developed as co-chair of IMA Medical Education Committee and GME Leaders Workgroup. Collaboration with Governor's Budget Office, Idaho State Board of Education and IBOE Medical Education Committee.
FY 2017-18 Department of Family Medicine / RTT: $375.000
ISU DHS / Psychiatry Residency: $250,000
Idaho 10-Year GME Plan, funding proposal
ISU FMR component: $1,605,000 / year
Pharmacotherapy Residency component: $130,000 / year

Idaho Medical Association Foundation Grants.

2018 Lumbar puncture clinical simulator
Award: $5,561.92

2017 Support of family medicine resident rural rotations and participation in professional organization meetings.
Award: $3000.00.
Invited addendum submitted to cover Rural Perinatal Clinic Travel costs.
Award: $2,500.00

2016 Stipend support for family medicine residents on Idaho rural rotations..
Award: $2,500.00

Portneuf Health Trust Grants.

2017 Letter of intent for computerized OB simulator system.
Amount requested: $10,114.04. LOI withdrawn due to alternative funding availability.

2013 Proposal for dental equipment prepared and submitted on behalf of the Pocatello Free Clinic. Amount requested: $20,839.
Award: $25,000

2015-2018 Patient-Centered Medical Home, Level 3 Recognition, 2011 Standards, for Health West / ISU Family Medicine Clinic. National Committee for Quality Assurance.
Score: 89/100. Certification date: April 16, 2015. Collaborated with Stephanie Heaton, Health West and John Holmes, Pharm D to prepare application. Recognition enhances clinical reimbursement from Medicaid, Medicare and State Health Innovation Plan.

2015 Legislative line item appropriation increase, collaborated with IMA Medical Education Committee, professional organizations, Idaho Board of Education, Governor's office and legislative committees to put forward ~ 10% GME funding increase.
Residency support, LBB page 1-90; line item 5: $502,200 / ISU FMR portion: $90,900

2012, 2013 Recreational Trails Program Grant, Idaho Department of Parks and Recreation. Proposal for new grooming snowmobile prepared and submitted on behalf of Pocatello Cross Country Ski Foundation. Not approved, 2012. Revised, resubmitted and approved, 2013.
Award: $15,500

2011-2016 Primary Care Training and Enhancement / Residency Training in Primary Care Program. Title VII, Health Resources and Services Administration. "The Baby Boomer Medical Home Project". Grant # D58HP23221. Project Director. Coordinated preparation of proposal, wrote majority of content. Approved
Award: $1,123,155

2011 Residency Redistribution Request, Center of Medicare and Medicaid Services, Patient Protection and Affordable Care Act. Wrote proposal on behalf of Portneuf Medical Center to expand Graduate Medical Education slots from ~13.5 FTEs to 22 FTEs.

Approved.
Additional FTE's. IME: 3.75 / DME: 3.75 New ongoing funding: ~ $340,000 / year.

2011 Residency Redistribution Request, Center of Medicare and Medicaid Services, Patient Protection and Affordable Care Act. Wrote proposal on behalf of Madison Memorial Hospital for two new Graduate Medical Education FTE slots for the ISU Madison – Rexburg Rural Training Track. Approved.
Additional FTE's. IME: 2.0 / DME: 2.0 New ongoing funding: ~ $140,000 / year.

2012 New Access Point Grant. Health Resources and Services Administration. Bureau of Primary Health Care. Collaborated with Health West, Inc. and Nattie Prack, grant writer, to develop proposal for transition of Pocatello Family Medicine to a federally qualified health center. Submitted: 2010;Resubmitted and approved: 2012
Award: $650,000 / year.

2010-2011 Division of Health Sciences Enhancement Grant, Idaho State University, "Prescription Drug Refill Practices in US Medical Practices" Collaborated with John Holmes, PharmD and Rex Force, Pharm D to prepare proposal and carry out project.
Award: $9,649.00

2010-2011 Portneuf Health Care Foundation. "A Partnership For Service, Education And Recruitment" Wrote proposal in collaboration with Health West, Inc. to fund NAP proposal development and transition to a federally qualified health center.
Award: $194,300

2010-2015 Primary Care Residency Expansion Grant. Health Resources and Services Administration, Bureau of Health Professions, Patient Protection and Affordable Care Act. "Idaho PCRE Project." Grant # T89HP20754. Expand resident complement from 18 to 21 residents. Approved.
Award: $960,000 over five years

2008-2011 Residency Training in Primary Care Grant, Title VII, Health Resources and Services Administration. "Active Families for Life: The Therapeutic Lifestyle Center". Project Director. Coordinated preparation of proposal, wrote majority of content.
Award: $930,070

2013 Family Medicine Cares – USA, Resident Service Award Application. American Academy of Family Physicians Foundation. "The Pocatello Smiles Project" collaboration with Pocatello Free Clinic. Assisted / mentored Sarah Tiggelaar, MD, R-2 with grant application. Amount requested: $16,500; Not funded.

2009 Project HealthDesign Proposal. Robert Wood Johnson Foundation. "The MED-TOC Project" Not approved.

2005-2008 Residency Training in Primary Care Grant, Title VII, Health Resources and Services Administration. "Quality as Culture: Teaching the New Model of Practice ". Project Director. Coordinated preparation of proposal, wrote majority of content. Approved.
Award: $563,841

2005 Computer Systems Advisory Committee supplemental academic computing fund grant. Application prepared on behalf of Daniel Jones, MD. Approved.
Award: $1,051

2004-2006 Ryan White Title III Capacity Development Grant, HIV / AIDS Bureau, Health Resources and Services Administration. Collaborated with David Hachey, PharmD to prepare application and administer project. Approved.
Award: $147,933

2003-2004 Ryan White Title III Planning Grant, HIV / AIDS Bureau, Health Resources and Services Administration. Collaborated with David Hachey, PharmD and Carolyn Chaney, RN to prepare application and administer project. Approved.
Award: $50,000

2004-2005 Federal Line Item Appropriation request developed to fund electronic clinical database at the ISU Family Practice Residency and Family Practice Residency of Idaho in Boise. Incorporated into the Idaho State University's Telehealth Idaho continuation proposal. Project term: 2004-2005. Approved.
Total Telehealth award $1,444,052. EMR portion: $962,701.

2002-2005 Residency Training in Primary Care Grant, Title VII, Health Resources and Services Administration. "Multidisciplinary Women's Health Initiative". Coordinated preparation of proposal, wrote majority of content, administered project. Approved.
Award: $351,000

2000 Children's Health Insurance Program Mini Outreach Contract, Idaho Department of Health and Welfare, Contributed to proposal content and editing.
Award: $19,355

1998 – 2006 Ryan White Title III EIS contract site. Ongoing collaboration with Family Practice Residency of Idaho to obtain HIV clinic funding. Assist with clinic management and grant administration.
Funds received: $22,070 → $62,500 each year.

1999 – 2002 Graduate Training in Family Medicine Grant, Title VII, Health Resources and Services Administration. Rural Perinatal Clinic / Cross-cultural Medicine Curriculum. Coordinated preparation of proposal, wrote majority of content, administered project. Approved.
Award: $400,000

1998 - 2007 Release Time Support for External Funding. Idaho State University Research Coordinating Council. Funded preparation of Title VII Graduate Training in Family Medicine Grant proposals.
Awards: $7291.44 in 1998, $10,161 in 2001, $10,890 in 2007

2003 Healthy Tomorrows Partnership for Children Grant (HTPC-General), Maternal and Child Health Bureau, Health Resources and Services Administration. "Juvenile Detention Health Initiative." Collaborated with Nancy Mann, MD to prepare application. Approved but not funded.

1997 Grant application, Faculty Development in Family Medicine Grant, Title VII, Health Resources and Services Administration, not approved

1996 Grant application, Academic Medical Center / Community Health Network Childhood Immunization Demonstration Project, Centers for Disease Control; Approved but not funded.

Peer Review

2007 – present Peer reviewer, Family Medicine Digital Resource Library, Society for Teachers of Family Medicine

2006 – present	Manuscript reviewer for Journal of Family Practice
2006 – present	Manuscript reviewer for Journal of the American Board of Family Medicine
2005, 2007	Proposal peer reviewer, Hawaii International Conference on System Sciences,
1997 – present	Publication proposal reviewer for Williams & Wilkins
1999 – present	Manuscript reviewer for American Family Physician
2004	Grant peer reviewer, Ryan White Care Act Title III, Early Intervention Services Program Objective Review Committee, Health Resources and Services Administration.
1997-2016	Grant technical peer reviewer, Primary Care Training Grants, Title VII, Health Resources and Services Administration, Division of Independent Review. 1997, 2001, 2004, 2007, 2016
1995	Program committee member, Western Regional Meeting of the Society of Teachers of Family Medicine

RESEARCH:

"Patient-Centered Research for Standards of Outcomes in Diagnostic Tests: The PROD Study"; WWAMI Region Practice & Research Network; Research champion / technical expert group / clinical stakeholder. 2016 – 2018. Funding: $25,690.00, Patient Centered Outcomes Research Institute (PCORI), Subaward No. UWSC9481

Site Physician Investigator – MEDication Focused Outpatient Care for Underutilization of Secondary Prevention (MED FOCUS). National Heart Lung & Blood Institute. 2014 – 2017

ISU Center for Healthcare Research and Quality (CHRQ). Higher Education Research Council Proposal. V Culbertson, R Force & **W Woodhouse**, Co-principal investigators. Not funded

Medical Director, Family Medicine Clinical Research Center, Idaho State University Department of Family Medicine, 2000 – 2005.

Co-principal investigator - "Action to Control Cardiovascular Risk in Diabetes (ACCORD)." National Heart, Lung & Blood Institute

Co-principal investigator - "Antihypertensive and lipid-lowering treatment to prevent heart attack trial (ALLHAT)." National Heart, Lung & Blood Institute

Co-principal investigator – "ONTARGET/TRANSCEND". Hamilton Health Sciences Corporation, McMasters University, Boehringer-Ingelheim

Principal investigator - "Losartan Effectiveness and Tolerability (LET) Study". Merck

Principal investigator - "A randomized, double-blind, multicenter, comparative phase III study of gatifloxacin versus ceftriaxone in the treatment of community-acquired pneumonia requiring hospitalization." Bristol-Myers Squib

Co-investigator - "Controlled Onset Verapamil Investigation of Cardiovascular Endpoints (CONVINCE trial)."

Principal investigator - "Candesartan cilexitil in heart failure assessment of reduction in mortality and morbidity (CHARM)." Astra

PRESENTATIONS:

Peer reviewed

- Society of Teachers of Family Medicine

- "The Transition of Care Coordinator Resident: a New Integrated TOC Curriculum" John Holmes, PharmD; Sharla Clark, DO; **William Woodhouse, MD**, Mitch Mendenhall, MD, R-3, Squire Hepworth, MD, R-2**.** Lecture / discussion. Prepared proposal. 2016 Annual Spring Conference, Minneapolis, MN. May 1, 2016
- "Active Families For Life: Making Multidisciplinary Care Accessible in the Patient-centered Medical Home." Lecture / Discussion. 2016 Annual Spring Conference. New Orleans, LA. April 28, 2011
- "The Quality as Culture Project" **Woodhouse W**, Hoffmann S. Lecture. Conference on Practice Improvement, Savannah, GA. December 6th, 2008.
- "Quality as Culture: How to make Quality Stick" **Woodhouse W**, Hoffman S, Bearden T, Resident. Seminar, 2008 Annual Spring Conference, Baltimore, MD. May 3, 2008..
- "Recruiting Physicians From Rural Practice and Orienting Them to the Academic Environment" - 1995 Western Regional Meeting, San Diego, CA

- North American Primary Care Research Group Annual Meeting.
  - "Patient and Provider Reported Outcomes in Imaging Tests: The PROD Study". Zigman-Suchsland M, Witwer E, Truitt A, Hardy V, Zhang Y, **Woodhouse W**, Chou R, Findlay S, Fitzpatrick A, Jarvik J, Bossuyt P, Thompson M. Poster presentation P412. November 12, 2018, Chicago, IL.
  - "QT-Prolongation with Citalopram: Assessment of Patient Safety (QCAPS)". Holmes J, Borzadek E, Pugmire B, Foster J, Placek M, Cole D, **Woodhouse W**, Force R. November 11, 2013. Ottawa, Ontario, Canada. Poster
  - "Untoward consequences of a quality improvement intervention in patients with depression." Force RW, Pugmire BA, Holmes JT, Borzadek EZ, Foster JN, Johnson C, Wilde T, **Woodhouse WM**. November 11, 2013. Ottawa, Ontario, Canada. Presentation
- Hardy V, Zigman Suchsland M, Zhang Y, Vigil P, Collins K, **Woodhouse W**, Chou R, Findlay S, Lavallee D, Thompson M. "What patient centered outcomes do primary care clinicians consider when ordering imaging tests?". Abstract. Submitted to the American College of Radiology 2018 Annual Meeting. May 20-23, 2018
- "Electronic Medical Records Use – An Examination of Resident Physician Intentions." 41st Hawaiian International Conference on System Sciences, January, 2008. Ken Trimmer, John Beachboard, Carla Wiggins, Bill Woodhouse.
- "Catalyst and cauldron: A community-based, university-affiliated family practice residency program facilitates interdisciplinary health professional education." – 1999 Interdisciplinary Health Care Team Conference, Louisville, KY

Non-peer reviewed

- Portneuf Medical Center
  - "The Opioid Epidemic & Physician Prescribing Practices" April 25, 2018
  - "The Evolving Health Care Access Landscape: Who's In, Who's Out and Who's Paying the Bill in the ACA Era". Presented at The New PTA: Prevention, Treatment and Access in Family Medicine 2014 Conference. Pocatello, ID. June 28th, 2014.
  - "Idaho's Immunization Problem" to residents and Medical Staff
  - "Update on ACLS" to residents and Medical Staff
- "Medicaid Redesign and Expansion" Idaho Association of District Boards of Health Annual Meeting. June 6th, 2013, Pocatello, ID. With Stephen Weeg
- "Making Sense of Students and Residents: Generations, Developmental Stages and Challenges" Lecture / Discussion Idaho Academy of Family Physicians 63rd Annual Conference. May 21,2011; Repeated for Portneuf Medical Center Grand Rounds, December 14, 2011.
- "Idaho Health Care Panel" single payer representative, Idaho Medical Association 114th Annual Meeting, July 2006
- "Health Care as a Common Good" plenary presentation to Idaho Rural Health Association Biennial Meeting, May 2006
- "Evidence-based Medicine lecture series" and "High Altitude Illnesses" – 1999 Elk Island Primary Care Conference, God's Lake, Manitoba

- College of Health Professions:
  - "Health Care as a Common Good"
    - ECON 303 Economics of Health Care. Economics Dept, April 21 2008
    - HCA 230: Health Insurance and Reimbursement. HCA Dept: April 16, 2008, April 15, 2009
    - HCA 340 Health Policy. HCA Department, October 15, 2007
    - HCA 115 US Health Care System. HCA Department, September 19, 2007
    - HE599 US and Global Health. MPH Department, September 6, 2007
  - "A Simulated Death Experience." Presented annually with Dr. John Dickey to physician assistant students.
  - "Approach to the Patient with Gastrointestinal Disease" and "Approach to the Patient with Liver Disease" presented annually to physician assistant students.
  - "Soooo… You want to be a Doctor." presented to Introduction to the Health Professions class, 2003 and 2006; Meet a Professional Night, ISU Pre-Health Professionals Association, November 2011, November 2012
  - "Marketing Your Self and Your Services to Health Care Providers" presented to Speech-Language Pathology Clinical Colloquium students.
  - "AIDS in Southeast Idaho" presented to Organizational Behavior in Community Systems graduate seminar, Department of Nursing, April 2003
  - "Providing Culturally Acceptable Health Care to Native Americans" Organized and moderated conference. April 28,1995
- Idaho Conference on Healthcare, Idaho State University, Pocatello, ID:
  - "Health Care as a Common Good." Plenary Session. October 25, 2007
  - "Quality as Culture", October 25, 2007. Woodhouse, Bearden, Krawtz, Murdock, Korasick and Ogden.
  - "EMR Implementation: An old dog's journey into night.", 2006
  - "Nickel and Diming Healthcare" Moderator, 2005
  - "A Seminar on the Uninsured" Sponsored by Institute of Rural Health Studies and Health Care Administration Program, March 2003 and repeated at Idaho Conference on Health Care, 2003
  - "AIDS in Southeast Idaho: Closer than you think…", 2002
  - "Advanced directives: Living wills and mental health", 2001
  - Facilitator - "Children's Mental Health Act", 1997
- Community
  - "Maintaining the 'temple': A maintenance guide for the human body." Parish nursing program. Grace Lutheran Church, Pocatello, Idaho, May 12, 2016
  - "Primary Care and the Future of Health Care in Idaho" New Knowledge Adventures, Idaho State University. January 27, 2015
  - "Family Medicine at Idaho State University" Presented to Pocatello Rotary Club, September 25, 2014
  - "The Patient Protection and Affordable Care Act" Presented to League of Women Voters. September 13, 2012
  - "Coffee Cans and Spaghetti Dinners: A folk remedy for our sick health care system." Presented to Idaho Health Care For All and general public. Boise, ID. October 1, 2012
  - "Health Care as a Common Good" Presented to Pocatello Rotary Club, August 13,2009
  - "A failed health care system. What this means to business." Presented to Pocatello Rotary. June 2004
- A sampling of previous residency didactic topics:
  - Practice Management Curriculum - Continuing sessions
  - Evidence-Based Medicine Curriculum
  - End-of-life Care Curriculum with John Dickey, presented to family practice residents.
  - "Colorectal Cancer Screening"
  - "Acute Coronary Syndromes"
  - "Evidence-Based Care Of Type 2 Diabetes"

- "Dysfunctional Uterine Bleeding"
- "Treatment of Alcohol Withdrawal Syndrome"
- "Learning to Die - Surviving the Loss of Patients in Your Practice"
- "Professional Boundaries"
- "Hyperbilirubinemia"
- **"**Getting It Right the First Time: Evaluating Potential Practice Sites"
- "Providing Culturally Acceptable Health Care to Native Americans", Conference Coordinator and Moderator
- "Wilderness Medicine Symposium" Presented - "High Altitude Illness", Coordinator and Moderator

COMMUNITY SERVICE:

2003 – present	Pocatello Cross-country Ski Foundation Board Member Grant funding consultant Dry-land training program coordinator
1995 – present	Provider, Pocatello Free Clinic Grant funding consultant
1995 – present	Instructor, Neonatal Resuscitation and ACLS to hospital medical staffs
1995 – 2007	Gate City Youth Soccer League Soccer coach, USSA "D" Certificate "Knee Injury Prevention" training for coaches, 2006
1997 – 2002	Medical support, Hewlett-Packard International Women's Challenge, professional women's bicycle stage race
2000 – 2002	Chair, Youth Board, Grace Lutheran Church, Pocatello, ID
1997 – 2002	Community Board, Pocatello Regional Medical Center
1997 – 2001	Basketball coach, Girls city league, Hotshots
1992 – 2001	Presenter, "Tar Wars" anti-smoking campaign to fifth graders
2000	Leader, Alaska 2000 Mission, basketball camp and vacation bible school mission trip to McGrath, Alaska. Grace Lutheran Church, Alaska Missions Committee
1998 – 1999	Newborn Care presentation to Childbirth Education Class, Bannock Healthline
1997	Presenter, "Surviving the Deaths of Patients" to local Hospice groups
1987 – 1994	Vice-president, Sheridan County Hospice Board,
1994	Presenter, Bicycle helmet use promotion to grade schools
1994	Medical support, Bighorn Mountain Run, wilderness ultra-marathon
1993 – 1994	Treasurer, Sheridan All-Seasons Center Association, Organization to build community indoor ice facility
1990 – 1993	Board Member, Sheridan County Wellness Council

AWARDS:

2013	"Volunteer of the Year" Pocatello Free Clinic
2008	"Award of Excellence in Healthcare Quality", Qualis Health, received on behalf of the Department of Family Medicine's Quality as Culture Project and Pocatello Family Medicine, March 2008
2006-7	Reigned as King, Krewe of Snowshoe, Mardi Gras 2006
2003	Procedural Skills Teaching Award, Presented by Class of 2001-2003, Idaho State University Family Practice Residency
2002	"Big Shot" Award, Idaho Immunization Program, "For outstanding achievement toward the improvement of Idaho's childhood immunization coverage"

PERSONAL:

Birth:	December 22, 1957, Muscatine, IA
Marital Status:	Married to Meg

Grown children:	2 daughters: Emily and Madeline; 1 son: Murphy; Meg's son: Tucker
Memberships:	World Masters Cross-country Ski Association
	Idaho Cycling Enthusiasts
Interests:	Hiking, mountaineering and backcountry
	Endurance sport:
	Nordic skiing marathons: American Birkebeiner, Masters Nationals, West Yellowstone Rendezvous
	Road and trail running: Pocatello Marathon, Just Cuz' Half Marathon
	Bicycling
	Motorcycle touring
	The printed word: reading and writing for publication
	All live musics and theater
	Owns a banjo (which should never be confused with 'plays a banjo')

SUBJECT

Board Policy III.T. Student Athletes - First Reading

REFERENCE

August 2012	Board approved second reading of amendments to Board Policy III.T. creating a separate section of Board policy to address student athletes (Formally within III.X.)
April 2016	Board approved first reading of amendments to Board Policy III.T. to improve the timeliness of the reporting requirements in subsection 6.
June 2016	Board approved the second reading of proposed amendments to Board Policy III.T.6.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.T.6.

ALIGNMENT WITH STRATEGIC PLAN

Board governance item – Student Safety

BACKGROUND/DISCUSSION

Board Policy III.T. Student Athletes, outlines requirements for institutions to develop policies pertaining to student athletes, student athlete conduct and limits on knowingly recruiting student athletes that have been convicted of a felony. Pursuant to Board Policy III.T.6. reporting requirements, student athletes are required to immediately report any incident which may result in a legal investigation or criminal charges.

Boise State University brought forward a concern regarding the limited scope of the required reporting. Board staff and counsel have worked with the legal counsel at each of the four-year institutions to identify any additional amendments needed to the policy and to gain consensus on any proposed amendments.

Consensus was reached on amending the term “legal investigation” with “student code of conduct or criminal investigation” and other corresponding edits to subsection 6. One additional amendment was identified after the group completed their work to expand the reference in subsection 3 to a term inclusive of the National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) regulations. The proposed amendment would replace the reference to “NCAA regulations” with “applicable athletic conference regulations.”

IMPACT

The clarification to the types of incidences reported will remove any ambiguity around what a student athlete must report to the head coach and athletic director.

ATTACHMENTS

Attachment 1 – Section III.T. Student Athletes

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments would clarify the types of incidents that student athletes must report to their head coach and to the athletic director.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board policy III.T.6, as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: T. Student Athletes ~~June 2016~~December 2018

1. Each public college and university shall have a written policy governing the conduct of student athletes. At a minimum, those policies shall include:

   a. A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which shall include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult.

   b. This statement will be kept in the office of the athletic director. Failure to accurately disclose all incidents may result in immediate suspension from the team.

2. Institutions shall not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction shall be granted only by the President of the college or university upon recommendation of the athletic director and faculty athletics representative. Such decisions shall be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.

3. A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, shall be removed from the team and shall not be allowed to participate again in intercollegiate athletics at any Idaho public college or university. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving athletic financial aid subject to the applicable athletic conference ~~NCAA~~ regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.

4. Subject to applicable law, all institutions shall implement a drug education and testing program and shall require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.

5. Institutions shall require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches shall be required to verbally review the team rules with team members at the meeting. Attendance at this meeting shall be mandatory. Each team member shall receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: T. Student Athletes ~~June 2016~~December 2018

Reporting Requirements

a. Student athletes shall immediately report any incident which may result in a ~~legal~~ student code of conduct or criminal investigation of them or ~~criminal~~ charges against them to their head coach and to the athletic director. Coaches shall be obligated to inform the athletic director of any knowledge of ~~a legal~~an investigation of one or more of their athletes. The athletic director shall report the same to the chief student affairs officer and to the institutional president, who shall report the same to the Executive Director of the State Board of Education as soon as possible after learning of the charges. The report to the Executive Director shall include a description of the alleged violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, text, memo, etc.)

b. Coaches shall immediately report the conviction of any student athlete to the athletic director and the institutional president, who shall report the conviction to the Executive Director of the State Board of Education as soon as possible. This report shall include a description of the violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, memo, etc.).

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: T. Student Athletes December 2018

1. Each public college and university shall have a written policy governing the conduct of student athletes. At a minimum, those policies shall include:

   a. A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which shall include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult.

   b. This statement will be kept in the office of the athletic director. Failure to accurately disclose all incidents may result in immediate suspension from the team.

2. Institutions shall not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction shall be granted only by the President of the college or university upon recommendation of the athletic director and faculty athletics representative. Such decisions shall be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.

3. A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, shall be removed from the team and shall not be allowed to participate again in intercollegiate athletics at any Idaho public college or university. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving athletic financial aid subject to the applicable athletic conference regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.

4. Subject to applicable law, all institutions shall implement a drug education and testing program and shall require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.

5. Institutions shall require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches shall be required to verbally review the team rules with team members at the meeting. Attendance at this meeting shall be mandatory. Each team member shall receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.

6. Reporting Requirements

   a. Student athletes shall immediately report any incident which may result in a student code of conduct or criminal investigation of them or charges against them to their head coach and to the athletic director. Coaches shall be obligated to inform the athletic director of any knowledge of an investigation of one or more of their athletes. The athletic director shall report the same to the chief student affairs officer and to the institutional president, who shall report the same to the Executive Director of the State Board of Education as soon as possible after learning of the charges. The report to the Executive Director shall include a description of the alleged violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, text, memo, etc.)

   b. Coaches shall immediately report the conviction of any student athlete to the athletic director and the institutional president, who shall report the conviction to the Executive Director of the State Board of Education as soon as possible. This report shall include a description of the violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, memo, etc.).

SUBJECT

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

REFERENCE

June 1996	The Board adopted a common course listing for general education core.
December 2016	The Board approved the first reading of Board Policy III.N. Clarify oral communication competencies
February 2017	The Board approved the second reading of Board Policy III.N.
August 2017	The Board approved the first reading of Board Policy III.N. Amending the makeup of the committee and setting a timeline for competency review.
October 2017	The Board approved the second reading of Board Policy III.N.
August 2018	The Board approved the first reading of proposed amendments to Board Policy III.N.

APPLICABLE STATUTES, RULE OR POLICY

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

ALIGNMENT TO STRATEGIC PLAN

Goal 1: Educational System Alignment - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students. Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system. Objective A: Data Access and Transparency; and Objective B: Alignment and Coordination - Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

Goal 2: Educational Attainment **-** Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy. Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

BACKGROUND / DISCUSSION

The proposed policy amendments provide for a common course indexing system within the General Education Matriculation (GEM) framework that would assist students in transferring to and between postsecondary institutions. This would be implemented for all institutions beginning in the Fall 2019 academic semester. Board staff has worked with GEM faculty discipline groups, the State General Education Committee, and the Council on Academic Affairs and Programs to develop a common indexing convention for a core set of freshman and

sophomore level curricula (100 and 200 level courses) within the GEM framework. Common course indexing includes three elements: common course prefix, common course number, common course title, and common GEM discipline area designation.

Amendments also require that recommendations to the state common course list be reviewed by the State General Education Committee before presentation to the Board's Instruction, Research and Student Affairs Committee. Institutions choosing to discontinue the delivery of a course on the list will need to notify the Board office a year in advance and provide rationale for discontinuance. The Board will review and approve the common course list on an annual basis.

IMPACT

According to a June 2018 report by the Education Commission of the States, seventeen states have implemented a common course policy. Development of a state common course list will provide greater transparency of course articulation and seamless transfer for Idaho's students. It will also provide greater consistency for equivalent courses to be offered with considered GEM designation across all institutions.

ATTACHMENTS

Attachment 1 – Board Policy III.N, General Education –Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

Changes to policy align with Board goals to develop greater transparency within the system as it relates to course offerings, degree requirements, and transfer articulation. Pursuant to findings from this year's general education summit, limited modifications to the common course list for the 2019-20 academic year have been identified and will be brought forward to the Board for approval at its December 2018 regular Board meeting. Summarily, this amendment to policy helps address the Governor's Higher Education Task Force recommendations towards delivering clear postsecondary pathways for students. There were no changes between the first and second reading. Staff recommends approval.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education **Attachment 1**

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education **October 2017**

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new knowledge and opportunities as they arise, as well as effectively communicate and collaborate with increasing diverse communities and ways of knowing. In combination with a student's major, general education curriculum prepares students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. General education course work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General education helps instill students with the personal and civic responsibilities of good citizenship. General education prepares graduates as adaptive, life-long learners.

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

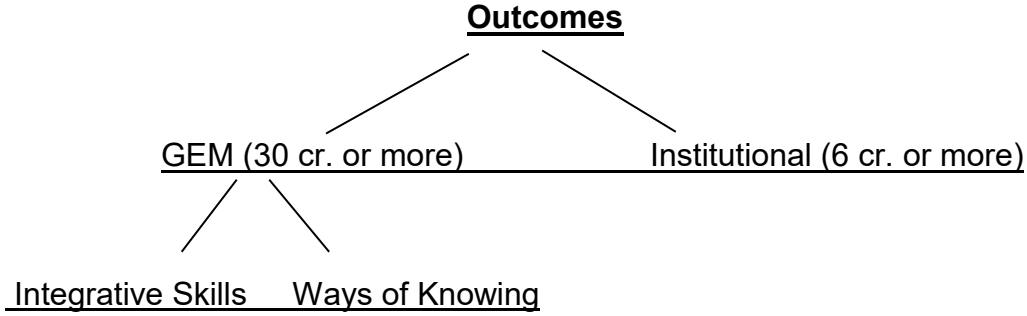
1. The state of Idaho's general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:

   The general education curricula must be thirty-six (36) credits or more.

   a. Thirty (30) credits or more of the general education curricula must fit within the general education Matriculation (GEM) competency areas defined in subsection 4 of this policy.

      Six (6) or more credits of the general education curricula are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

Fig. 1: General education framework reflecting AAC&U Essential Learning Outcomes



2. The intent of the general education framework is to:

    a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses;
    b. Establish shared rubrics that guide course/general education program assessment; and
    c. Create a transparent and seamless transfer experience for undergraduate students.

3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Those competencies are:

    a. Written Communication
    b. Oral Communication
    c. Mathematical Ways of Knowing
    d. Scientific Ways of Knowing
    e. Humanistic and Artistic Ways of Knowing
    f. Social and Behavioral Ways of Knowing

4. GEM courses in each area shall include the following competencies.

    a. Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.

        i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
        ii. Adopt strategies and genre appropriate to the rhetorical situation.
        iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
        iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
        v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
        vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
        vii. Read, interpret, and communicate key concepts in writing and rhetoric.

    b. Oral Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.

        i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.

ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
vi. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.

c. Mathematical Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate the following competencies.

i. Read, interpret, and communicate mathematical concepts.
ii. Represent and interpret information/data.
iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
iv. Apply quantitative reasoning to draw and support appropriate conclusions.

d. Scientific Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.

i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
iv. Describe the relevance of specific scientific principles to the human experience.
v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.

e. Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.

i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.

v. Interpret artistic and/or humanistic works through the creation of art or performance.
vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

f. Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

5. General Education Requirement

a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by courses prefixes.

General education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	2
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Credits	6

i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses

should be avoided unless deemed necessary by the institution.

ii. Additional GEM courses, beyond the general education curricula, may be required within the major for degree completion.

b. This subsection pertains to Associate of Applied Science (AAS) degrees.

i. The general education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any general education course including institutionally designated courses	3

c. GEM courses and institutionally designated courses shall transfer as meeting associated general education competency requirement at any institution pursuant to Board policy Section III.V.

6. Governance of the general education Program and Review of Courses

a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually or as directed by the Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas.

b. Common Course Indexing is developed for courses offered within the GEM framework to provide greater transparency and seamlessness within transfer processes at Idaho's postsecondary institutions. Common indexed courses are accepted as direct equivalents across institutions for transfer purposes. Common course indexing shall include common course prefix, common course number, common course title, and common GEM discipline area designation. The common course number shall be three digits in sequence, but can be preceded by a single digit if four numbers are utilized by the institution (x###).

The common course list shall be approved by the Board on an annual basis and shall be maintained by the Board office. Proposed additions or removal of courses on the common course list must be reviewed by the GEM Committee prior to Board approval. The discontinuation of a common-indexed course delivered at an institution must be approved by the Board. The request to discontinue a course must be submitted in writing by the institution to the Board office. The request shall

be submitted no less than a year in advance and provide rationale for the inability to offer the course.

c. The General Education Matriculation Committee (GEM Committee): The GEM Committee shall consist of a representative from each of the institutions appointed by the Board; a representative from the Division of Career-Technical Education; as an ex officio member, a representative from the Idaho Registrars Council; and the Office of the State Board of Education Chief Academic Officer, who shall serve as chair to the committee. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the general education framework for each institution. The Committee shall make recommendations to the Board regarding the general education framework and the common course list. The Committee shall update general education competencies every three years. GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. The committee reports to the Council on Academic Affairs and Programs.

d. The institutions shall identify all general education courses in their curricula and identify them on the state transfer web portal.

SUBJECT

College Level Exam Program/Advanced Placement Course Equivalency Development

REFERENCE

December 2016	Board approved first reading of Board Policy III.L
February 2017	Board approved second reading of Board Policy III.Y.
June 2018	Board approved the first reading of amendments to Board Policy III.Y. establishing system-wide policy for awarding credit for AP exams.
August 2018	Board approved the second reading of amendments to Board Policy III.Y establishing system-wide policy for awarding credit for AP exams.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Y. Advanced Opportunities and III.L Continuing Education and Prior Learning

ALIGNMENT WITH STRATEGIC PLAN

Goal 1 (Educational System Alignment), Objective B (Alignment and Coordination) Goal 2 (Educational Attainment), Objectives A (Higher Level of Educational Attainment) and B (Timely Degree Completion)

BACKGROUND/DISCUSSION

The opportunity to earn postsecondary credit(s) through the demonstration of knowledge, usually through performance on comprehensive exams or portfolio development is generally called the assessment of prior learning, or *prior learning assessment* (PLA). PLA methods provide a bridge for student learning acquired outside of the traditional postsecondary classroom environment.

Examples of the most popular prior learning assessments include: Advanced Placement (AP), College Level Examination Program (CLEP), academic department challenge exams, and student portfolio evaluation. For active service military personnel and military veterans, the Joint Services Transcript (JST) and DANTES Subject Standardized Tests (DSST) are traditional forms of PLA. Research indicates that adult and non-adult learners who earn credit through PLA are more likely to persist, take more courses over a longer period of time, and graduate with a postsecondary credential.

For these reasons access to PLA is essential to helping reduce costs for students, while achieving the State Board's educational attainment goal that 60% of 25-34 year olds hold a post-secondary credential by 2025. Though Board Policy III.L., Continuing Education and Prior Learning, provides definitions and guidance for PLA it does not provide direction for institutions as to how PLA should be implemented across the system; therefore, a need exists to develop consistent and

transparent approaches to delivering and recognizing PLA methods, as well as awarding credit and articulating transfer credit for PLA.

For the state general education summit in September 2018, faculty representatives were charged with evaluating the feasibility of a proposed exam-to-course crosswalk for AP and CLEP as it corresponds to individual courses on the common course list to be implemented in the 2019-20 academic year. For exams that do not have a specific course match, Board staff requested faculty evaluate the feasibility of a proposed crosswalk for AP and CLEP exams to one of the six general education discipline areas.

With the Board having approved policy guaranteeing credit to be awarded for all Advanced Placement exams completed with a minimum score of "3", this effort will help ensure that courses are articulated with consistency across institutions. The same effort will be made for CLEP exams, looking at a minimum threshold for common scoring and course equivalency methods.

IMPACT

This report will provide the Board with an update on work being done to provide for a more transparent process for awarding credit based on prior learning assessments.

ATTACHMENT

Attachment 1 – AP and CLEP Prior Learning Assessment Overview
Attachment 2 – AP and CLEP Crosswalk

STAFF COMMENTS AND RECOMMENDATIONS

Staff will be working with institutions in the coming months with respect to aligning and adopting a common crosswalk for AP and CLEP exams. This will help ensure that students who complete these exams with the necessary scores are aware of how the credit will be articulated to a specific course and/or general education requirement. This will help provide greater transparency to students and advisors as to how credit is awarded and transferred, and ensure that the credit earned will make meaningful degree progress for a student.

In addition to AP and CLEP, Board staff will continue to work with institutions on the development of crosswalks for other forms of PLA, such as those related to military training and instruction and work-based learning.

BOARD ACTION

This item is for informational purposes only.

AP and CLEP:

Prior Learning Assessment Overview

September 20, 2018

CollegeBoard

Introductions

Gini Beran

- Director, CLEP Outreach

Suzanne McGurk

- Senior Director, AP & CLEP Higher Education Policy

What is the College Board?

Mission: To connect students to college success

- One hundred year-old, not-for-profit cross-sector membership association
- Created by higher education institutions to bring order to the college admissions process
- 6,000 member institutions – postsecondary, secondary, non-profits
- Members must be regionally accredited degree-granting higher education institutions and systems, and K-12 institutions and systems, along with aligned not-for-profits
- Membership brings discounts on some products and events, but most importantly provides opportunities to lead the organization through governance participation

What is AP?

Advanced Placement

Advanced Placement Program® (AP)

- Enables willing and academically prepared students to pursue college-level studies while still in high school.
- The program consists of college-level courses developed by the AP Program that high schools can choose to offer, and corresponding exams that are administered once a year.
- 38 courses and exams covering primarily gen ed courses

Exam Administration

- School-based testing annually available in May
- Over 4 million exams administered in 2018
- Essay and short response items along with multiple choice

Earning college credit

- Score scale: 1-5
- ACE-recommended credit-granting score: 3
- 2,900 colleges grant credit for AP exams
- Exam fee is $94 (an option under Advanced Opportunities funding)

AP Courses and Exams

Arts
Art History
Music Theory
Studio Art: 2-D Design Portfolio
Studio Art: 3-D Design Portfolio
Studio Art: Drawing Portfolio

English
English Language & Composition
English Literature & Composition

World Languages
Chinese Language & Culture
French Language & Culture
German Language & Culture
Italian Language & Culture
Japanese Language & Culture
Latin
Spanish Language & Culture
Spanish Literature & Culture

Sciences
Biology
Chemistry
Environmental Science
Physics 1
Physics 2
Physics C: Electricity & Magnetism
Physics C: Mechanics

Math
Calculus AB
Calculus BC
Statistics

Computer Science
Computer Science A
Computer Science Principles

Social Sciences
Comparative Government & Politics
U.S. Government & Politics
Human Geography
Macroeconomics
Microeconomics
Psychology

History
European History
U.S. History
World History

Capstone
Capstone: Seminar
Capstone: Research

What Is CLEP?

College-Level Examination Program (CLEP)

- Credit-by-exam program that validates knowledge and translates learning into credit
- 33 exams covering introductory college course content
- Mostly multiple-choice, with some essays and listening sections

Exam administration

- All exams are computer-based
- Delivered at 2,000 test centers
- Immediate score reports (except exams with essays)

Earning college credit

- Score scale: 20–80
- ACE-recommended credit-granting score: 50
- 2,900 colleges grant credit for CLEP exams
- $87 fee (covered by Advanced Opportunities funding)

CLEP Exam Titles

33 CLEP Exam titles in 5 categories

History and Social Science

- American Government
- History of the United States I
- History of the United States II
- Human Growth and Development
- Introduction to Educational Psychology
- Principles of Macroeconomics
- Principles of Microeconomics
- Introduction to Psychology
- Introduction to Sociology
- Social Sciences and History
- Western Civilization I
- Western Civilization II

Business

- Information Systems
- Principles of Management
- Financial Accounting
- Introductory Business Law

Composition and Literature

- American Literature
- Analyzing and Interpreting Literature
- College Composition
- College Composition Modular
- English Literature
- Humanities

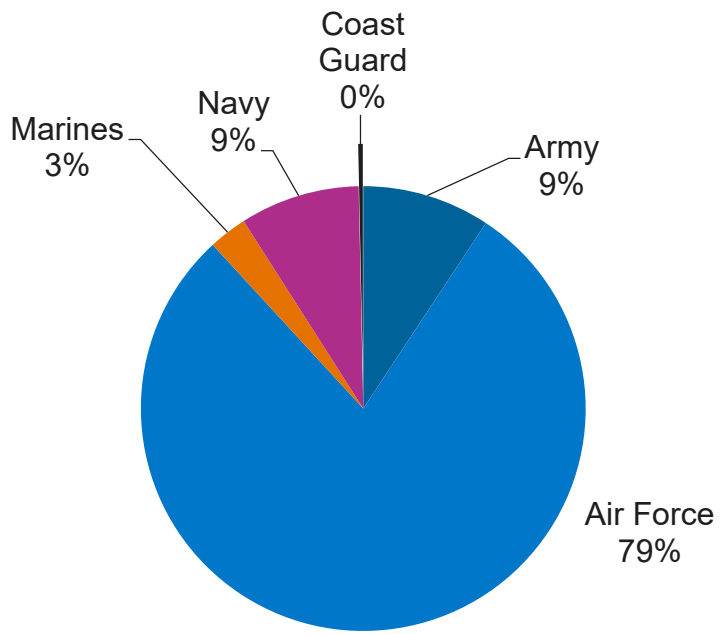
Science and Mathematics

- Calculus
- College Algebra
- Precalculus
- College Mathematics
- Biology
- Chemistry
- Natural Sciences

World Languages

- French Language
- German Language
- Spanish Language

CLEP and the Military



Service Members

- For more than 40 years, Department of Defense has funded CLEP testing for eligible Service Members
- DANTES-funded candidates made up 27% of CLEP examinees in 2017-18 (45,177)
- 2017-18=**1.84** CLEP exams was the average number of exams taken by DANTES funded candidates

Veterans

- 1.1 million Veterans were enrolled in post-secondary education in 2011-12*
- Beginning August 1, 2018, the Forever GI Bill appropriately reimburses Veteran student for both exam and test center fees

*USDOE, August 2016

Modern States

Freshman Year for Free

AP & CLEP Courses

- Free online, on demand courses in
  33 CLEP subjects and 13 AP subjects
- Taught by university professors
- CLEP voucher provided at course conclusion
- www.modernstates.org



Why Common Policy Works

For students and Institutions

Student Benefits

- Students seek colleges that offer AP credit awards
- Allows students to move to the next course and be more engaged
- Recognizes and rewards extra efforts in high school

Institution Benefits

- Recruitment angle
- Enhances retention rates
- Students more likely to major in areas where credit was earned
- Students more likely to graduate

Artificial Barriers

Keep Student Success in Mind

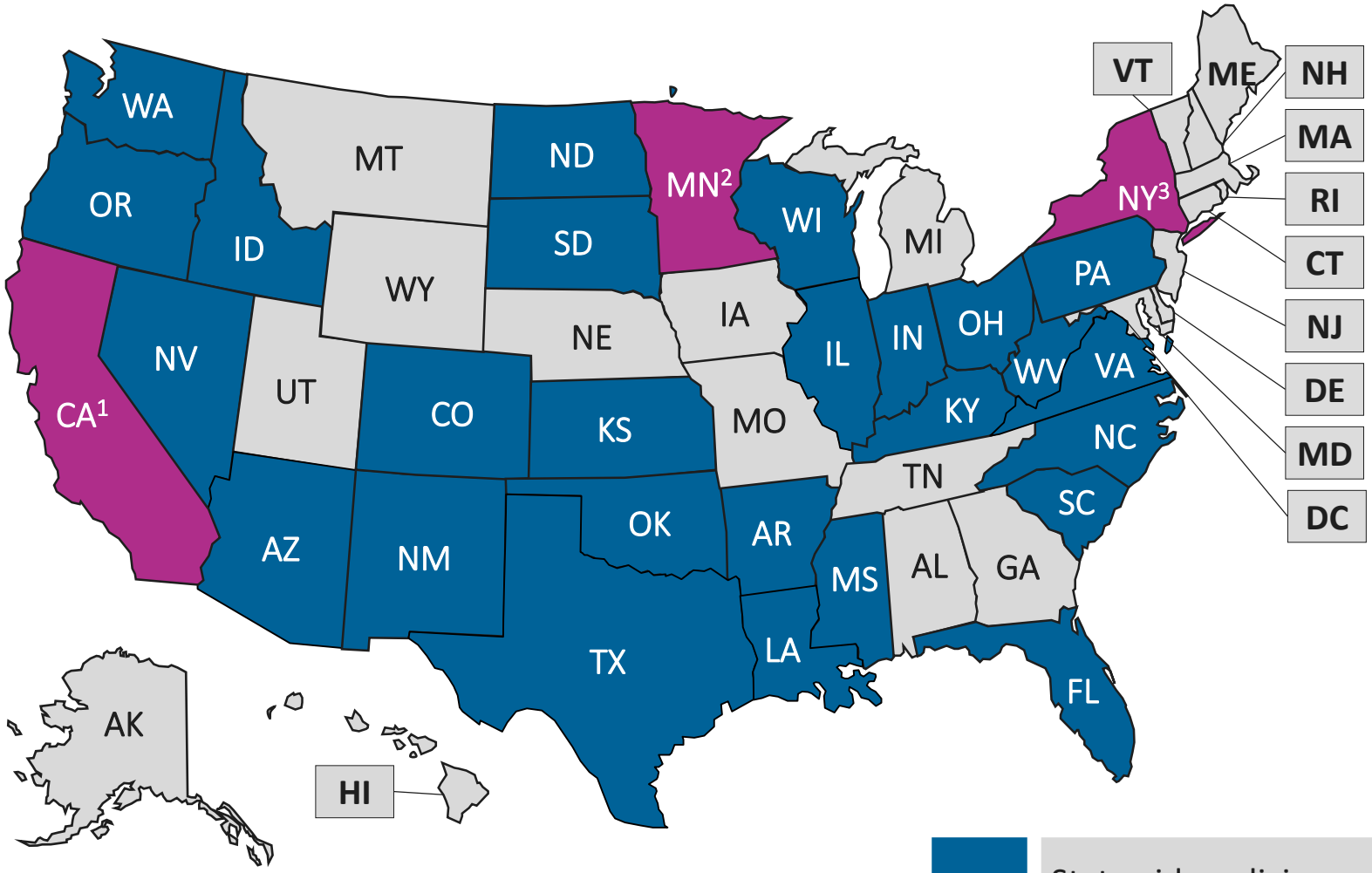
Consider all aspects of policy and rules when creating a strong PLA policy. Avoid restrictions based on:

- Credit hour limits that are less than what is allowed by accrediting agency for external credits
- Limit restrictions based on majors v. non-majors
- Arbitrary deadlines
- Fees charged to post credit

Consider:

- Treating PLA options like transfer work
- Screening new students for CLEP potential
- Asking students if they sent AP scores
- Make your policy easy to find
- Always consider ways to make the policy successful for students

AP Policies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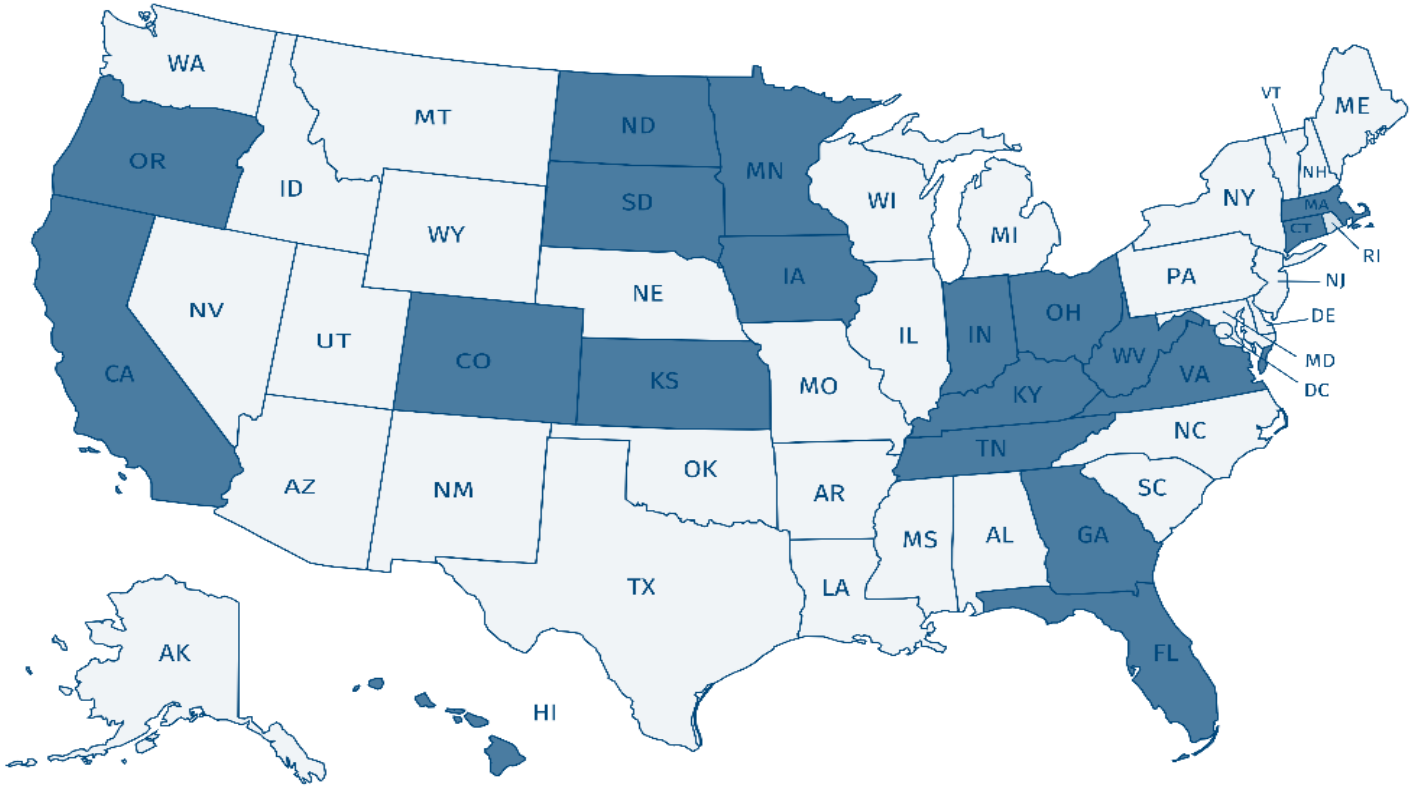
Statewide policies
One or more systemwide policies

CLEP Policies



State-specific new policies:

- Florida
- Colorado
- Pennsylvania
- Michigan

Exam Development

AP and CLEP

- **Rely extensively on college faculty to determine the composition of the exams**
  - Faculty committees lead the work for each subject
  - Extensive faculty surveys are utilized when decided to change exam content
  - 2-yr, 4-yr, public and private institutions
- **All exams go through multi-step validation process**
  - Items are relevant to purpose of the exam
  - Items are fair and lead to a decision
  - Items are non-biased for all types of test takers
  - Items are rigorously field tested prior to going live
  - Developed by subject matter experts with requisite experience
  - Content is fair for the length of the exam
  - The exam does what it is supposed to do
  - Ongoing review of item and test performance
- **Scoring is highly monitored**
  - Scoring rubrics for all short and long response items are rigorously vetted and adhered to
  - Results of all items are reviewed to compare how different groups performed to see if items need adjustments

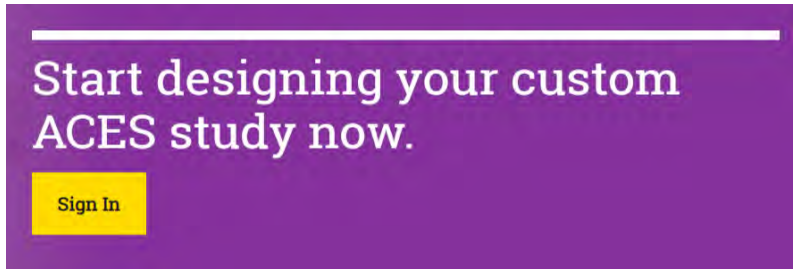
Research

AP and CLEP

The research shows students who score at least 3 on an AP exam or a 50 on a CLEP exam are more likely to:

- Be retained
- Do at least as well in the next course as students who took the prerequisite course on campus
- Persist to graduation
- Graduate on time
- Earn a higher GPA

Placement validity study service (free!)



CLEP Placement Validity website:
https://aces.collegeboard.org/aces-studies/clep-placement-validity-study

AP Placement Validity website:
https://aces.collegeboard.org/pdf/aces-ap-sample-report.pdf

Online automated validity study service

- Called Admitted Class Evaluation Service™ (ACES ™)
- Lets institutions conduct free, customized validity studies
- Helps institutions examine their AP & CLEP credit and placement policies

Redesigned system launched in February 2018

- New approach
- Provides more relevant and useful information back to institutions
- Streamlined user interface and sign-on process
- New reports, analyses, and features

How it works

- Institutions upload data and create a customized validity study
- Minimum exams required to create a study is 15 (per subject)
- Study is confidential, and only institution sees results
- Ability to do a parallel group analysis

Thank You.

Questions and Answers

General Education Common Course Listing	Proposed AP Exam Equivalency (Board Policy Awards Credit for all AP Scores of 3 and Higher)	Proposed CLEP Exam w/ Score of 50 and Higher (50 Corresponds to Grade of "C")
Written Communications		
ENGL 101: Writing and Rhetoric I	English Language & Composition	College Composition OR College Composition Modular
ENGL 102: Writing and Rhetoric II	English Language & Composition	College Composition OR College Composition Modular
Oral Communications		
COMM 101: Fundamentals of Oral Communication		
Mathematical Ways of Knowing		
MATH 123: Math in Modern Society		College Mathematics
MATH 130: Finite Mathematics		
MATH 143: College Algebra		College Algebra
MATH 147: College Algebra and Trigonometry		College Algebra
MATH 160: Survey of Calculus	Calculus AB	Calculus
MATH 170: Calculus I	Calculus AB	Calculus
MATH 153: Statistical Methods	Statistics	
Scientific Ways of Knowing		
ANTH 101: Biological Anthropology		
BIOL 100: Concepts of Biology	Biology	Biology
BIOL 227: Human Anatomy and Physiology I		
CHEM 100: Concepts of Chemistry		
CHEM 101: Introduction to Chemistry	Chemistry	
CHEM 102: Essentials of Organic and Biochemistry		
CHEM 111: General Chemistry I	Chemistry	Chemistry
PHYS 111: General Physics I	Physics I	
PHYS 112: General Physics II	Physics II	
GEOl 101: Physical Geology		
GEOL 102: Historical Geology		

Social and Behavioral Ways of Knowing		
ANTH 102: Cultural Anthropology		
ECON 201: Principles of Macroeconomics		
ECON 202: Principles of Microeconomics	Macroeconomics	Principles of Macroeconomics
HIST 101: World History I	Microeconomics	Principles of Microeconomics
HIST 102: World History II	World History	
HIST 111: United States History I	World History	
HIST 112: United States History II	US History	History of the US I
POLS 101: American National Government	US History	History of the US II
PSYC 101: Introduction to Psychology	US Government & Politics	American Government
SOC 101: Introduction to Sociology	Psychology	Introductory Psychology
SOC 102: Social Problems		Introductory Sociology
Humanistic and Artistic Ways of Knowing		
MUSI 100: Introduction to Music		
PHIL 101: Introduction to Philosophy	Music Theory	
PHIL 103: Introduction to Ethics		
ENGL 175: Literature and Ideas		
ART 100: Introduction to Art	English Literature and Composition	Analyzing and Interpreting Literature
FREN 101: Elementary French I	Art History	
FREN 102: Elementary French II	French Language and Culture	French Language
GERM 101: Elementary German I	French Language and Culture	French Language
GERM 102: Elementary German II	German Language and Culture	German Language
SPAN 101: Elementary Spanish I	German Language and Culture	German Language
SPAN 102: Elementary Spanish II	Spanish Language and Culture	Spanish Language
	Spanish Language and Culture	Spanish Language

General Education Area (Non-Common Course Numbered)	Proposed AP Exam Equivalency (Board Policy Awards Credit for all AP Scores of 3 and Higher)	Proposed CLEP Exam w/ Score of 50 and Higher (50 Corresponds to Grade of "C")
Written Communications	(None)	(None)
Oral Communications	(None)	(None)
Mathematical Ways of Knowing	Calculus BC	Precalculus
Scientific Ways of Knowing	Computer Science A	Natural Sciences
	Computer Science Principles	
	Environmental Science	
	Physics B	
	Physics C: Electricity and Magnetism	
	Physics C: Magnetism	
Social and Behavioral Ways of	Comparative Government and Politics	Human Growth and Development
Knowing	European History	Introduction to Educational Psychology
	Human Geography	Social Sciences and History
		Western Civilization I: Ancient Near East to 1648
		Western Civilization II: 1648 to the Present
Humanistic and Artistic Ways of	Chinese Language and Culture	American Literature
Knowing	Italian Language and Culture	English Literature
	Japanese Language and Culture	Humanities
	Latin	
	Spanish Literature and Culture	
	Studio Art: 2-D Design Portfolio	
	Studio Art: 3-D Design Portfolio	
	Studio Art: Drawing Portfolio	

TAB	DESCRIPTION	ACTION
1	**LEWIS-CLARK STATE COLLEGE ANNUAL PROGRESS REPORT**	Information Item
2	**DIVISION OF VOCATIONAL REHABILITATION ANNUAL PROGRESS REPORT**	Information Item
3	**DIVISION OF CAREER TECHNICAL EDUCATION – CAREER TECHNCIAL EDUCATOR PATHWAYS**	Information Item
4	**CISCO NETWORKING ACADEMY**	Information Item
5	**IDAHO REGIONAL OPTICAL NETWORK UPDATE**	Information Item
6	**BOARD POLICY I.Q. ACCOUNTABILITY OVERSIGHT COMMITTEE – SECOND READING**	Motion to Approve
7	**BOARD POLICY IV.I. EASTERN IDAHO TECHNICAL COLLEGE – SECOND READING**	Motion to Approve

LEWIS-CLARK STATE COLLEGE

SUBJECT

Lewis-Clark State College Annual Progress Report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.4.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: Educational System Alignment
GOAL 2: Educational Attainment

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Lewis-Clark State College to provide an annual 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.

IMPACT

Lewis-Clark State College implemented its new strategic plan on July 1, 2018. The plan is integrated into institutional assessment and planning cycles and guides the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – Lewis-Clark State College Annual Report

STAFF COMMENTS AND RECOMMENDATIONS

As part of Lewis-Clark State College's annual progress report the Board will have the opportunity for an informal discussion with a group of students to discuss their experiences at the college.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

1893 125 2018

LEWIS-CLARK STATE COLLEGE

Progress Report to the Idaho State Board of Education

Cynthia L. Pemberton | Oct. 17, 2018

LCSC – We Connect Learning to Life

- **Mission-Centric: Educating students to become successful leaders, engaged citizens and lifelong learners**
  - Bachelor's degree-seeking liberal arts/science and professional programs, CTE, and workforce and community education
- **Anchored in Core Themes**
  - Opportunity, Success & Partnerships
- **Guided by 2018-2022 Strategic Plan** (four goal areas, derived from and linked to Core Themes)
  1. Excellence in teaching and learning
  2. Optimal enrollment and student success
  3. Relationships and partnerships
  4. Leveraging resources to maximize strengths and efficiency

LEWIS-CLARK STATE COLLEGE

Year 1 Presidential Priorities: Implementing & Living our Strategic Plan

- **Communication & Connection**
  - *Listen & Learn, Walk About Challenge*
- **Enrollment & Retention**
  - *All hands in, All hands on*
- **Facilities/ CTE**
  - *Finish it and Build it*
- **Accreditation**
  - *Demonstrates the institution's academic quality*
    - *NWCCU Mission Fulfillment and Sustainability*
    - *Visit, Oct 29-31, 2018*
- **TBD**

LEWIS-CLARK STATE COLLEGE

Strategic Plan Goal 1: Excellence in Teaching and Learning – Implemented and evidenced through strengthening and expanding instructional and co-curricular programming

- **Academic reorganization implemented as of Summer 2018 –** serves to strengthen instructional programming (employed program prioritization principles to guide considerations)
  - 3 Academic Schools: Career & Technical Education, Liberal Arts & Sciences, Professional Studies
- **Expand course, program and delivery options**
  - Focus on industry needs, strategic use of resources, and assisting students to progress and complete
  - Dental Hygiene with NIC Fall 2019
- **Ensure high quality program outcomes**
  - 88% of programs meet or exceed quality benchmark
- **Expand co-curricular programming**
  - Internships and apprenticeships (academic, CTE, and Workforce Training)

HERC Undergraduate Research funds $20,000

LEWIS-CLARK STATE COLLEGE

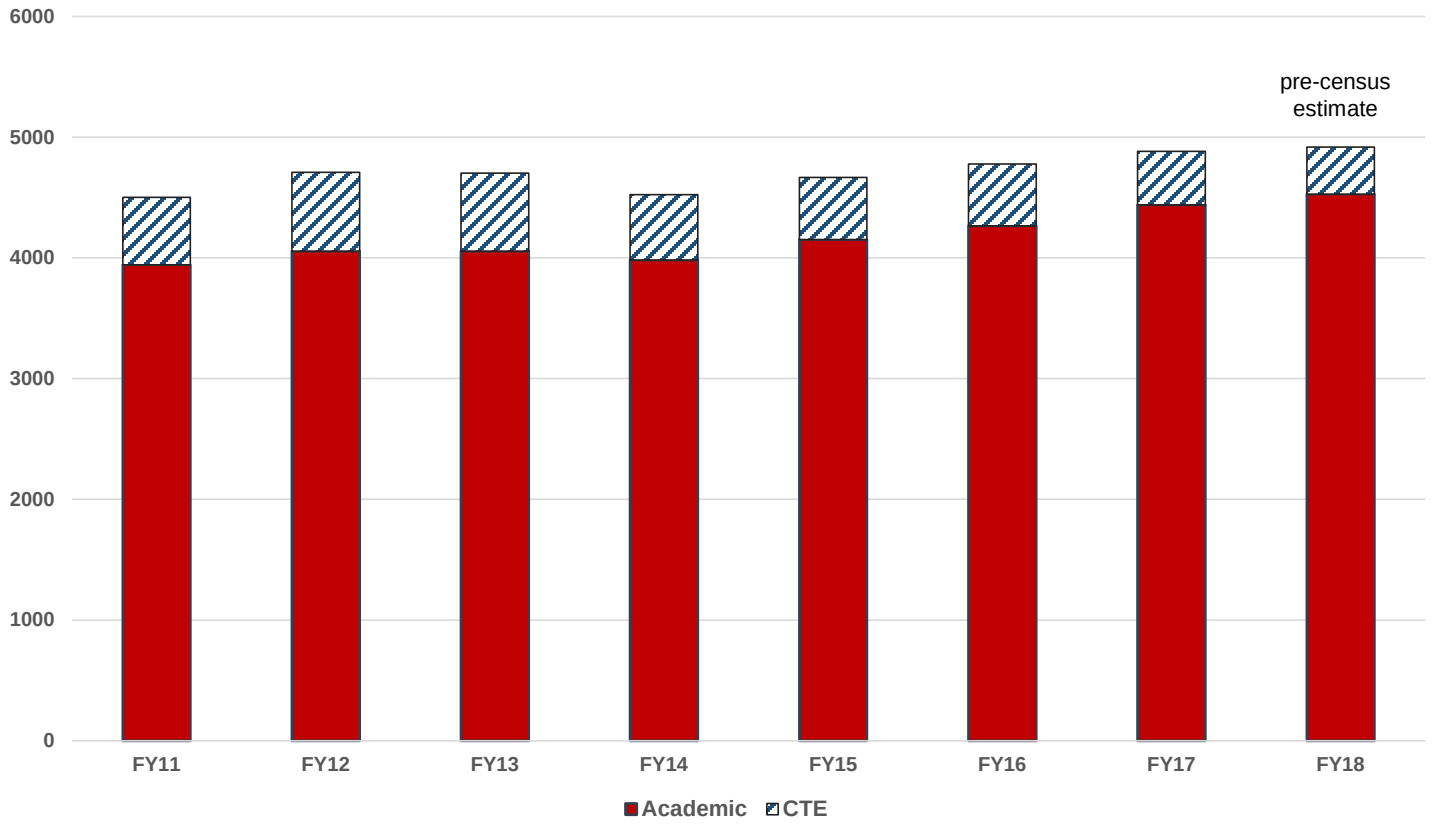
Strategic Plan Goal 2: Optimal Enrollment and Student Success – Implemented and evidenced through student enrollment, retention and completion

- **Increase the college's student FTE**
  - Fall 2018 enrollments down (both FTE and Head Count); students are choosing to work
  - Of note: Workforce Training numbers are up
- **Increase the number of non-traditional adult learners enrolled in degree programs**
  - Spring 2019 soft-launch of Adult Learner Program for students aged 25 and older
- **Increase credential output**
  - Retention rate down from high in 2015, relatively flat (slight decline) since 2016
  - Record number of degrees Spring 2018: 1,033

LEWIS-CLARK STATE COLLEGE

ATTACHMENT 1

Annual Student Enrollment

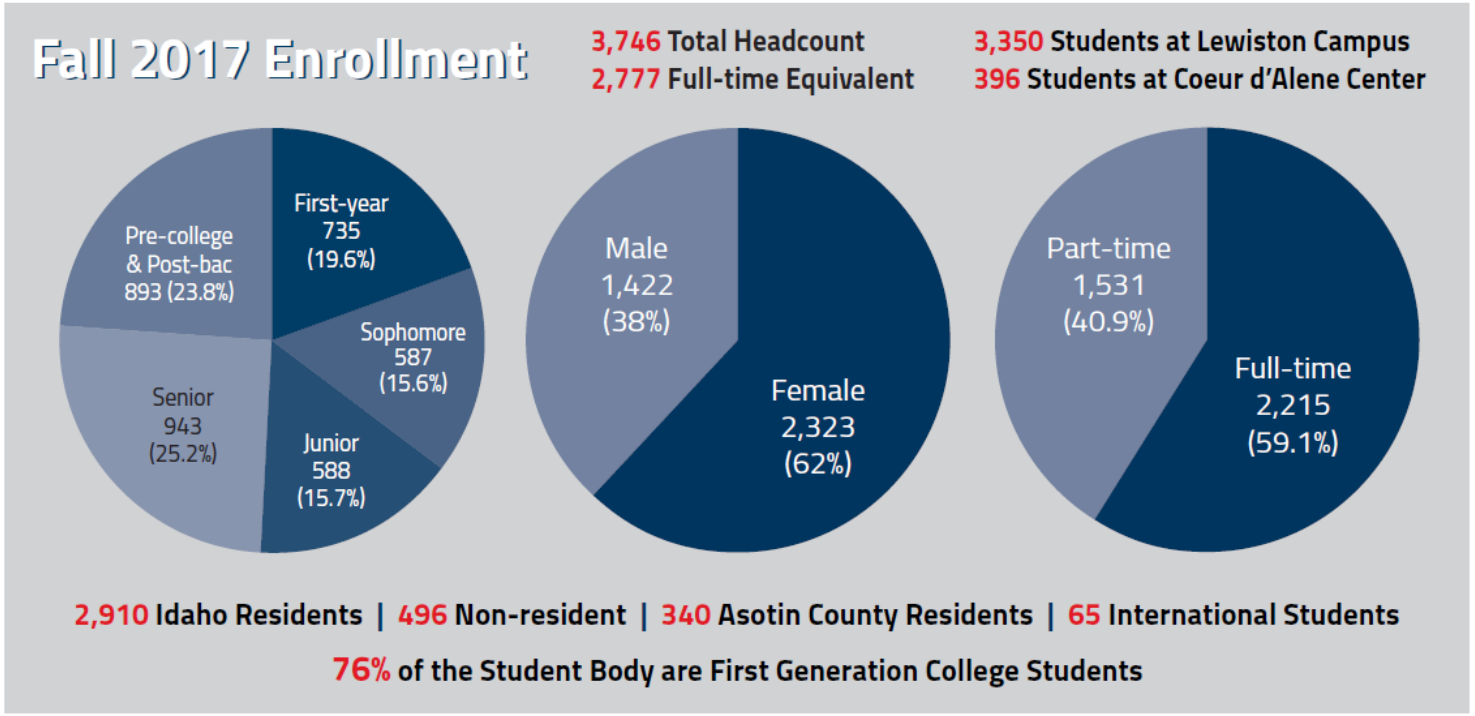


LEWIS-CLARK STATE COLLEGE

ATTACHMENT 1

Fall 2017 Enrollment Demographic Breakdown

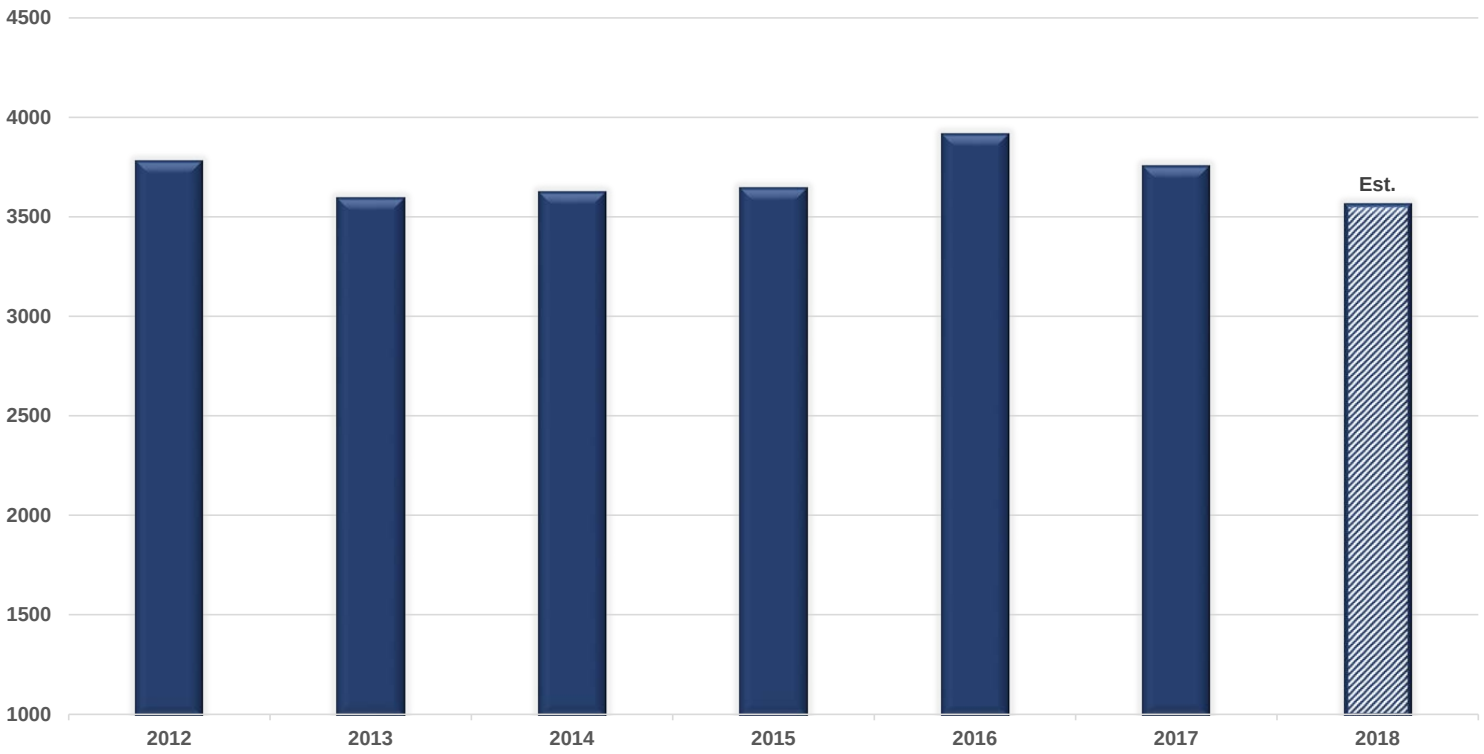
(Fall 2018 information available after census day)



LEWIS-CLARK STATE COLLEGE

ATTACHMENT 1

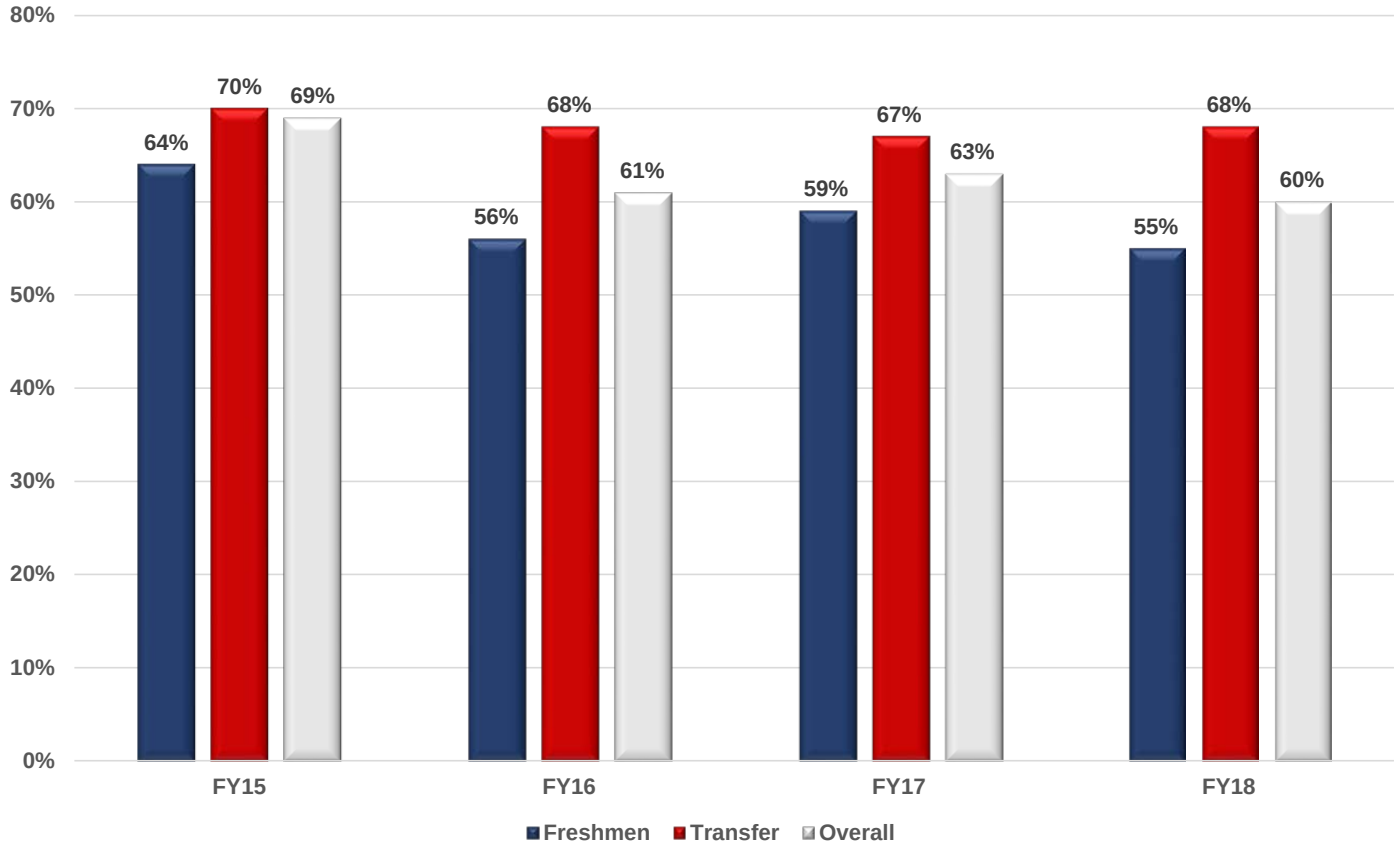
Fall Census Day (2018) Headcount



LEWIS-CLARK STATE COLLEGE

ATTACHMENT 1

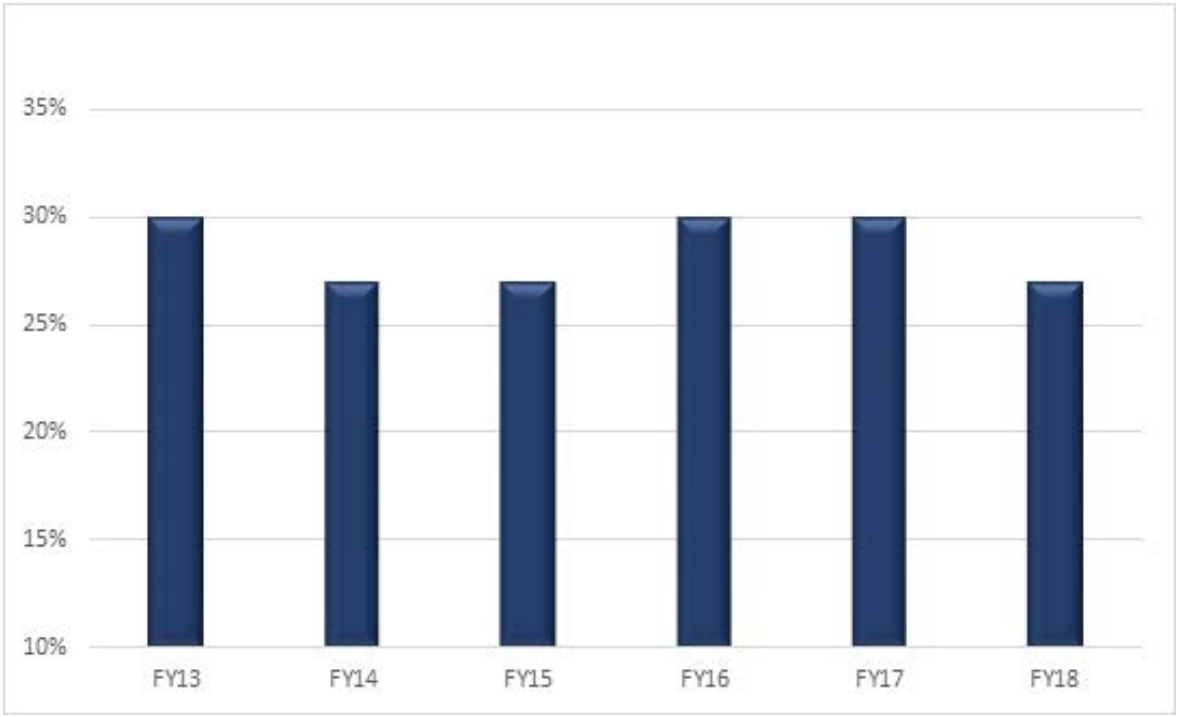
Retention Rates



Note: Rates reflect the total full-time new (freshmen and transfer) students who are retained or graduate the following year. Not IPEDS retention.

LEWIS-CLARK STATE COLLEGE

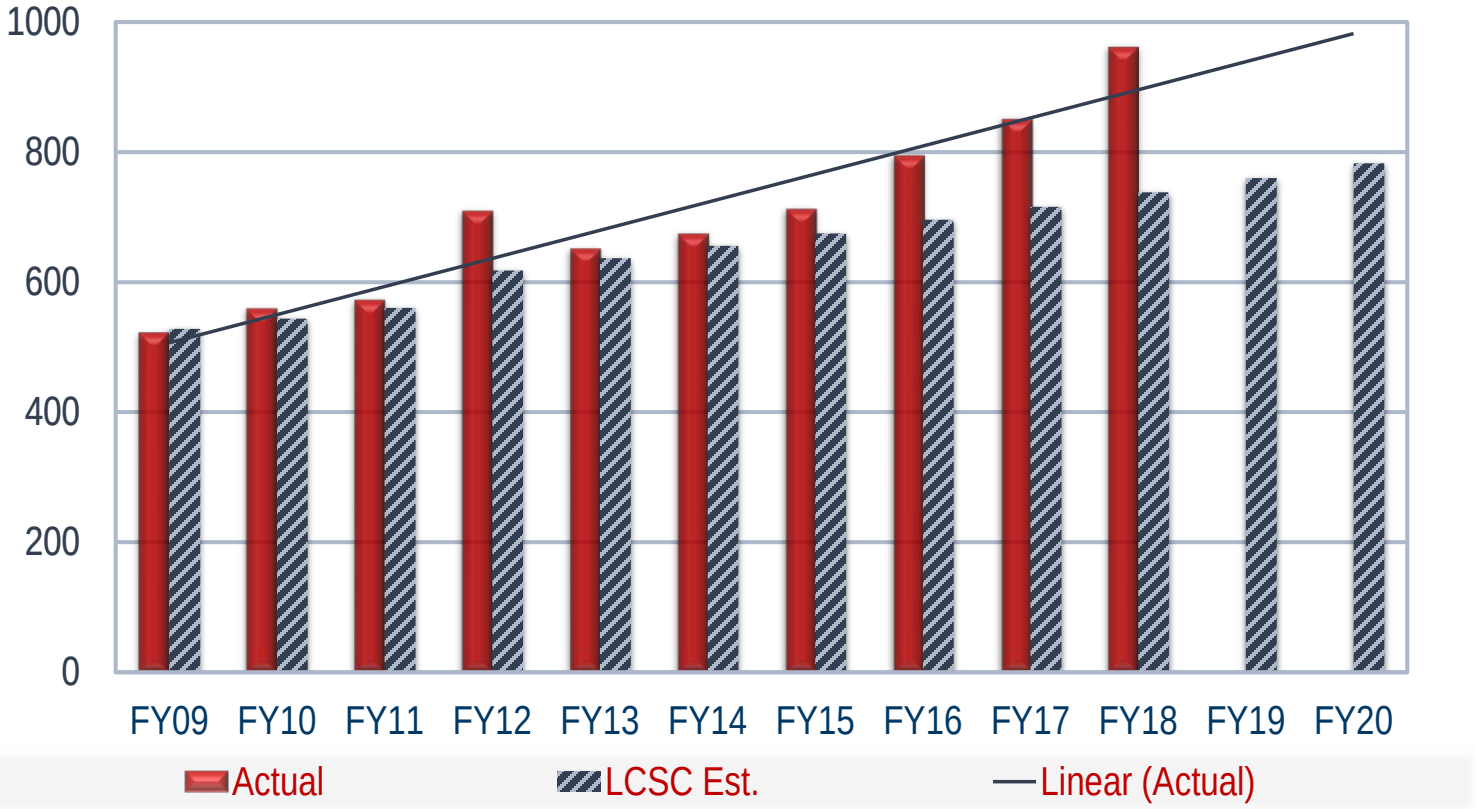
Graduation Rates



LEWIS-CLARK STATE COLLEGE

ATTACHMENT 1

LCSC Graduates



LEWIS-CLARK STATE COLLEGE

Strategic Plan Goal 3: Relationships & Partnerships – Fostering inclusion and connection throughout campus culture and processes; and, in relationship to our community and region.

- **Expand inclusive practices programming for faculty, staff and students**
  - Center for Teaching & Learning: Inclusive Practices Certificate
- **Develop community and other partnerships to enhance student learning and enrich the region**
  - Work Scholars Program: 61 work sites (44 on campus; 17 in community)

LEWIS-CLARK STATE COLLEGE

Strategic Plan Goal 4: Increase and leverage institutional resources to achieve enrollment, employee retention and campus planning objectives

- **Diversify revenue streams to allow for investment in campus programs and infrastructure**
  - Exploring options regarding public-private partnership for living-learning center residence hall
- **Bring the average employee compensation to 80% of policy**
  - Employed program prioritization principles to reallocate dollars within physical plant to bring those employees closer to 80% goal
- **Increase grant funding**
  - EDA and Laura Moore Cunningham grants received towards CTE building construction/equipment ($1.62M)

LEWIS-CLARK STATE COLLEGE

Capital Projects Overview

Year	Project
FY 2019	Career Technical Education Center *Ground breaking Spring 2019, anticipated program occupation Fall 2020*
FY 2020	Mechanical Technical Building Repurpose & Potential Women's Sport addition facilities *(FY 2020 and/or 2021)*
FY 2021	Living-Learning Center Possibilities
FY 2022	Wittman Complex Remodel
FY 2023	Career Technical Center Expansion
FY 2024	Sam Glenn Complex Replacement

LEWIS-CLARK STATE COLLEGE

Community Partnerships, Collaboration & Economic Development

- $840,000 National Science Foundation grant – metal manufacturing, with CEDA and UI
- Tri-Partnership CTE Project with City of Lewiston & Lewiston School District
- Clearwater Paper – Millwright Program
- Schweitzer Engineering – Electronics Engineering Curriculum and Program development
- NIC – Dental Hygiene relaunch Fall 2019

LEWIS-CLARK STATE COLLEGE

College Advancement Success

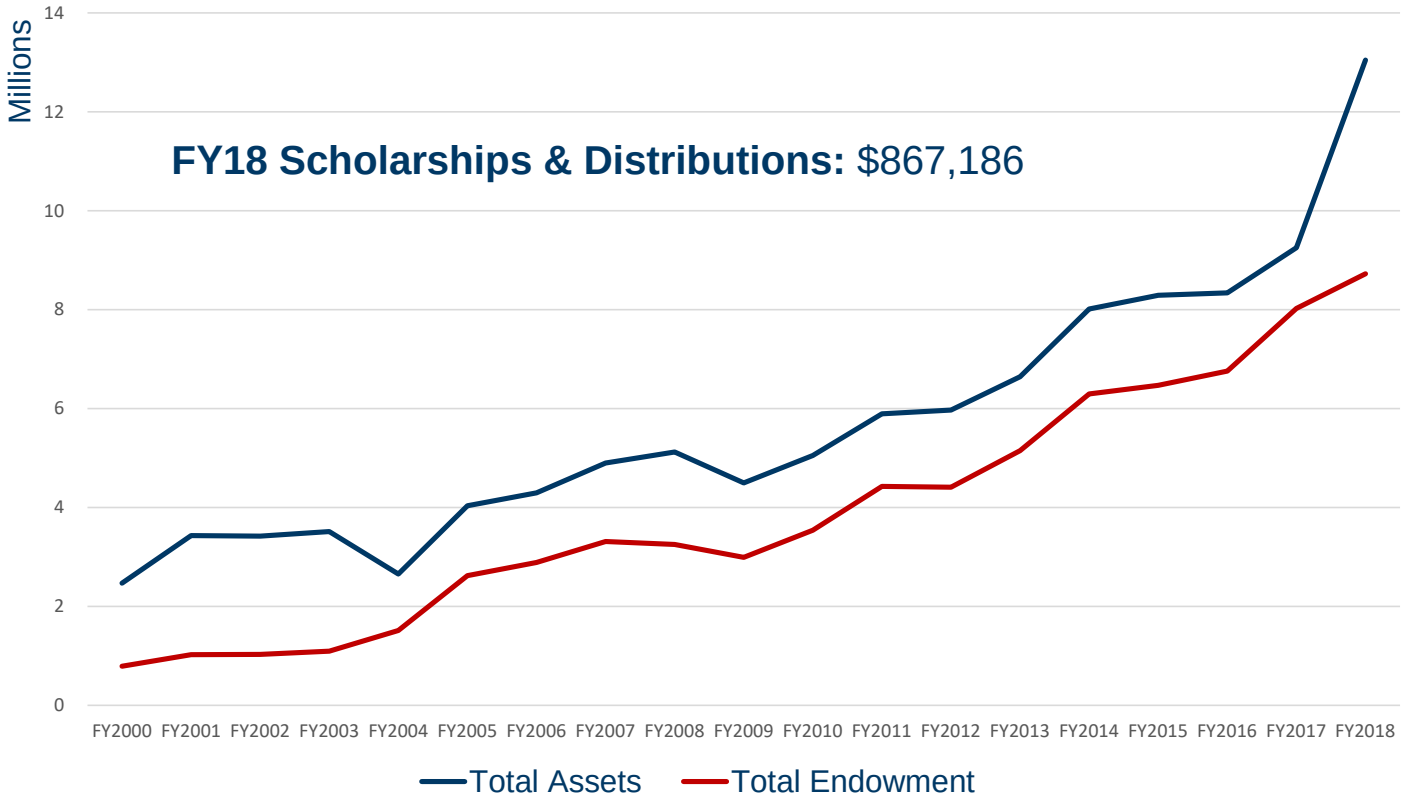
- **Scholarship Endowment $8,727,486**
  - Endowment donations up 38%
- **Advancement FY18 Revenues $4,010,638**
  - Annual Fund donations up 17%
- **Total Assets FY18 $13,047,742**

LCSC's largest donation: *Dr. & Mrs. Schweitzer and Schweitzer Engineering Laboratories have pledged $3 million toward the Career & Technical Education Center.*

LEWIS-CLARK STATE COLLEGE

ATTACHMENT 1

College Advancement Success



LEWIS-CLARK STATE COLLEGE

FY18 Highlights

- RECORD NUMBER OF GRADUATES: LCSC had a record number of graduates for the fourth year in a row in 2018. Since honoring 502 students in 2008, LCSC has seen a 90 percent increase as 962 students graduated in May of 2018.
- LARGEST DONATION IN LCSC HISTORY: $3 million from Schweitzers/SEL
- 125TH ANNIVERSARY: Founded in 1893, LCSC kicked off its yearlong 125th anniversary celebration with a flag raising ceremony on Jan. 27, 2018. The college is the second oldest higher education institution in Idaho.
- GRANTS IN ACTION: Successful first years for National Science Foundation Metal Manufacturing ($840K) and CAMP ($2M) grants.
- WORK SCHOLARS PROGRAM: The program has expanded from 11 fall students in 2015 to 45 in 2018. The average Work Scholar GPA is 3.5 and 90 percent of graduates have either found work in their career field of study or are attending graduate school.
- BEST IN THE NATION: Best College Reviews ranked LCSC as the No. 1 school for non-traditional students and as having the 18th best online RN to BSN program in the nation.
- MOST AFFORDABLE: A 2018 national report by U.S. News & World Report highlighted LCSC's affordability as it continues to offer the lowest tuition among four-year public institutions in Idaho with in-state tuition being $1,000 less than the average of the three universities.
- ENROLLMENT GROWTH: Despite recent leveling out, LCSC's enrollment has grown by nearly 20 percent since 2008.
- FIRST GENERATION: LCSC's number of first generation students grew to 76 percent of total enrollment in the fall of 2017. The college will holds its second annual First-generation College Celebration on Nov. 8.

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho Division of Vocational Rehabilitation Annual Report

REFERENCE

December 21, 2017 The Board received the Idaho Division of Vocational Rehabilitation's annual report.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Objective B: Alignment and Coordination.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for the Idaho Division of Vocational Rehabilitation (Division) to provide an annual 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.

Jane Donnellan, Administrator of the Division of Vocational Rehabilitation, will provide an overview of the Division's progress in carrying out the agency's strategic plan.

IMPACT

To inform the Board of the Division's activities and progress.

ATTACHMENTS

Attachment 1 – Idaho Division of Vocational Rehabilitation Presentation

BOARD ACTION

This item is for informational purposes only.

Idaho Division of Vocational Rehabilitation

State Board of Education Presentation

October 2018

IDVR PROGRAM STRUCTURE

- Vocational Rehabilitation
- Extended Employment Services
- Council for the Deaf and Hard of Hearing

VOCATIONAL REHABILITATION

OUR MISSION

"To prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers."

OUR VISION

"An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions"

ORGANIZATIONAL STRUCTURE

U. S. Department of Education



Office of Special Education and Rehabilitative Services(OSERS)



Rehabilitation Services Administration (RSA)



State Board of Education (SBOE)



Division of Vocational Rehabilitation

VR DELIVERY SYSTEM

Individualized Service



Employer Resource



Competitive Applicants



Jobs

Attachment 1

Region 1 Coeur d'Alene

Region 2 Lewiston

Region 4 Twin Falls

Region 5 Pocatello

Region 6 Idaho Falls

Treasure Valley Regions

Region 3 Treasure Valley Special Programs

Region 7 Caldwell

Region 8 Boise

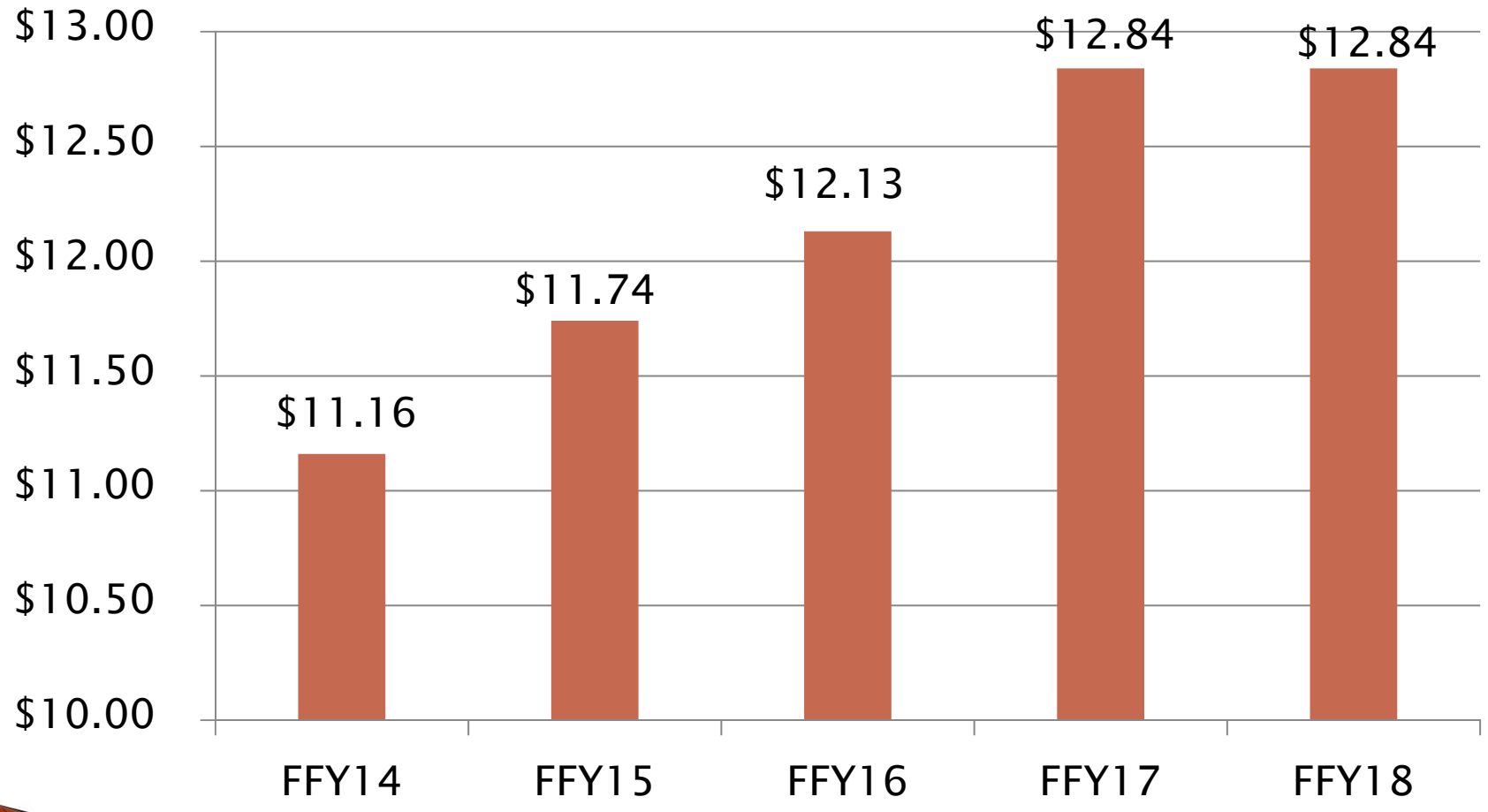


VR ACCOMPLISHMENTS

- 1,281 Successful Outcomes
- In 2018 there was a 351% increase in customer wages after receiving IDVR services
- 76% of VR customers who achieved or maintained employment reported their wages as their primary means of support

Attachment 1

VR CUSTOMER AVERAGE HOURLY WAGE



RANGE OF CUSTOMER WAGES AND OCCUPATIONS

Range of Wages and Occupations

$8.50/hour – Stock Clerks, Sales Floors
$10.50/hour – Nursing Aides, Orderlies, and Attendants
$14.50/hour – Welders and Cutters
$17/hour – Truck Drivers, Heavy or Tractor Trailer
$24/hour – Teachers, Secondary School
$26/hour – All Other First-Line Supervisors –Production, Construction and Maintenance
$32/hour – Registered Nurses
$40/hour – Property and Real Estate Managers and Administrators
$69/hour – Computer Network Architect

VR IDAHO

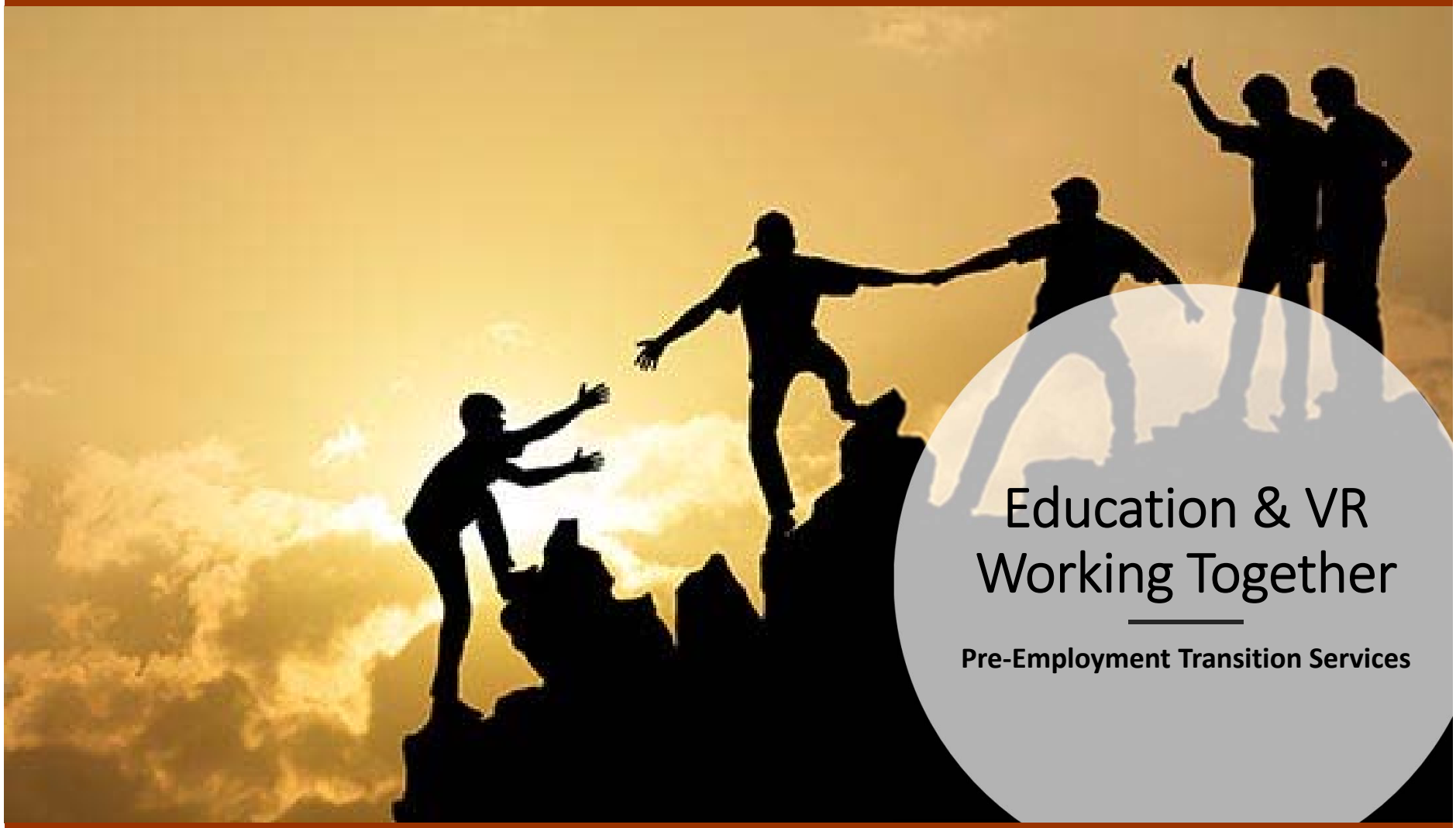
Attachment 1

WIOA PRIMARY PERFORMANCE INDICATOR AND DATA AVAILABILITY

*This information is based on only those Exiters who complete their program on, or after July 1, 2016.

Performance Indicators	ANNUAL REPORT PROGRAM YEAR & REPORT DELIVERY DATE				
	PY 2016 Oct 2017	PY 2017 Oct 2018	PY 2018 Oct 2019	PY 2019 Oct 2020	PY 2020 Oct 2021
	% Of Data Available on Report Delivery Date*				
Employment Rate *Second Quarter After Exit*	0%	100%	100%	100%	100%
Employment Rate *Fourth Quarter After Exit*	0%	50%	100%	100%	100%
Median Earnings *Second Quarter After Exit*	0%	100%	100%	100%	100%
Credential Attainment Rate	0%	50%	100%	100%	100%
Measurable Skill Gains	100%	100%	100%	100%	100%
Effectiveness in Serving Employers *(If based on 4th quarter retention)*	0%	50%	100%	100%	100%

First year of "full" WIOA data

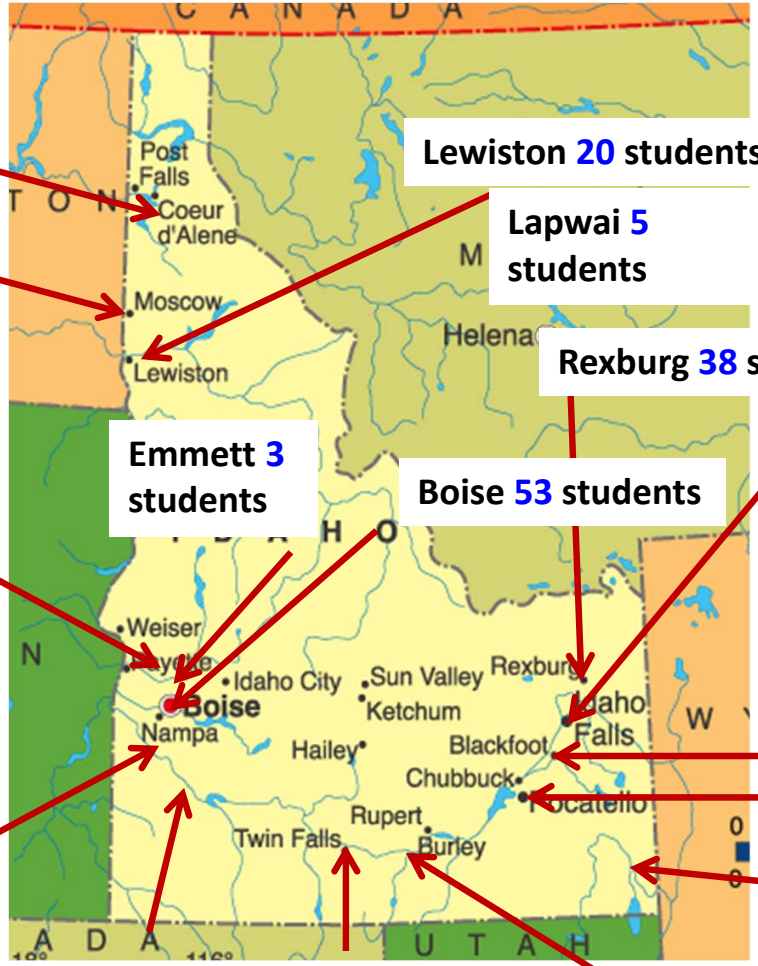

Education & VR
Working Together
Pre-Employment Transition Services

PRE-EMPLOYMENT TRANSITION SERVICES

- Job exploration counseling
- Work-based learning experiences, which may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
- Workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy

Attachment 1

PAID SUMMER WORK EXPERIENCE



Coeur d' Alene 44 students

Lewiston 20 students

Lapwai 5 students

Moscow 15 students

Rexburg 38 students

Emmett 3 students

Boise 53 students

Idaho Falls 39 students

Fruitland 8 students

Blackfoot 18 students

Pocatello 35 students

Nampa/Caldwell 44 students

Preston 4 students

Mountain Home 5 Students

Twin Falls 10 students

Burley 17 students

VR IDAHO

Attachment 1

POST SECONDARY EDUCATION OPTIONS

SOLE LEAD (Selkirk Outdoor Leadership and Education Leadership Environmental Awareness Development) 6 students

University of Idaho Vandal Academy 12 students

Lewis Clark State College CREW (College Readiness Education Workshop) 3 students

Boise State PREP (Postsecondary Rewarding Education is Possible) Academy 17 students



Idaho State University Academy NeXT (New Exciting Transitions) Academy 16 students

Idaho State University Bengal Experience 18 students

BUSINESS OUTREACH AND ENGAGEMENT



SFY 2020 BUDGET REQUESTS

- $8,000 to support the Council for the Deaf and Hard of Hearing (CDHH) to provide training opportunities for licensed interpreters to meet continuing education hours

A JOURNEY TO SUCCESS



QUESTIONS?

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Career Technical Education (CTE) Educator Pathways

REFERENCE

August 2018	Board approved proposed rule amendments to IDAPA 08.02.02. Docket number 08-0202-1805 CTE Occupational Specialist Certification Requirements.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1202, Idaho Code

Idaho Administrative code, IDAPA 08.02.02.015.04, Certification Standards for Career Technical Educators

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination

Goal 3: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

Career Technical Education teachers may qualify for certification to teach career technical programs through three standard routes. There is a degree-based route to CTE certification similar to degree programs for standard instructional certificated teachers, an industry experience route, and a route for existing standard instructional certificated teacher to earn a CTE educator certificate.

The degree-based pathway requires the individual to complete a Board approved educator preparation program and 1,000 clock hours of related work experience or a practicum in their respective field of specialization. The Division of Career Technical Education (Division) must approve all practicums. Degree based programs may be used in seven discipline areas. These are agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; marketing technology education; and technology education.

Industry based certification includes three levels of certification, an interim Limited Occupational Specialist Certificate; Standard Occupational Specialist Certificate; and Advanced Occupational Specialist Certificate. Individuals must meet the requirements of each level of certification to move on to the next level. The interim certificate is a three-year non-renewable certificate and comprises two pathways holders may choose for moving to the Standard Occupation Specialist Certificate. The two pathways are:

- Pathway I – Coursework
- Pathway II – Cohort Training Model

To meet the minimum eligibility requirements an individual must be at least 22 years of age; document recent employment in the area they are seeking certification and endorsement in and possess either a high school diploma or general education development (GED) certificate. In addition to this minimum standard, the individual must also meeting one of the following three standards:

- Have six years or 12,000 hours of recent employment in the occupation they are seeking certification and endorsement in. Up to 48 months credit or 8,000 hours of journeyman or postsecondary training in a career technical education program can be counted toward the six year or 12,000 hours requirement;
- Have a baccalaureate degree in the specific occupation or related area and two years or 4,000 hours of recent experience (at least half of which must have been during the immediate previous five years); or
- Have completed a formal apprenticeship program in the occupation or related area and have two years or 4,000 hours of recent experience (at least half of which must have been during the immediate previous five years).

IMPACT

This item will provide the Board with an update on the Division's efforts to recruit and retain highly effective CTE educators and the various routes individuals may pursue to become a CTE educator.

ATTACHMENTS

Attachment 1 – Recruiting and Retaining CTE Teachers in Idaho
Attachment 2 – Teacher Pathways to the CTE Classroom

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.03, Rules Governing Thoroughness, all public high schools are required to offer "career technical education and the instruction necessary to assure students are college and career ready at the time of graduation." Each school district and charter high school chooses how he or she will meet this requirement. Depending on the district or schools resources, they could be done through comprehensive CTE programs or a single program with limited course offerings. Depending on the program, the school may receive additional funding (Added Cost Funding) for the CTE programs from the Division and additional salary based apportionment for teachers working in a CTE classroom who hold an Occupational Specialist certification. For a program to qualify as a CTE program it must have CTE teacher who holds either a degree based certificate or one of the industry based certificates. There are some programs, such as computer science and engineer that a school may choose whether to have courses taught by an individual with a standard instructional certificate or a CTE program taught by a CTE certificated teacher.

Career Technical Education certification standards are set to assure the teacher has a minimum level of either education and/or experience to provide a quality

education to the students participating in the program. Based on the current standards, the minimum requirements for entering the classroom range from 22 years of age and a high school diploma or GED with six years (or 12,000 hours) of industry experience to 22 years of age and a baccalaureate degree in an occupational area and two years (4,000) hours of experience. The standard in human resource terms for calculating the number of hours for full-time employment in a year is 2,080 hours.

BOARD ACTION

This item is for informational purposes only.

Attachment 1

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Career & Technical Education

Recruiting and Retaining CTE Teachers in Idaho

In today's cutting-edge, technology-driven society, the teaching specialty of Career and Technical Education (CTE) stands out as one that prepares youth and adults for high-skill, in-demand careers.

Providing a quality CTE Teacher pipeline is a critical part of expanding quality CTE programs in Idaho at both the secondary and post-secondary level. A successful CTE teacher pipeline requires that we not only recruit more CTE teachers but that we retain those teachers in the classroom.

An attached document "Teacher Pathways to the CTE Classroom" outlines the requirements, according to differing applicant backgrounds, by which individuals can become certified CTE teachers:

1. Educator Preparation Program. An individual can enroll in and complete a CTE teacher degree program at an accredited Idaho university in one of five areas: Agricultural Science and Technology, Business Technology, Family and Consumer Science, Marketing Technology, and Technology Education.

2. Private Sector to Teacher Program. Industry experts with ample experience in a given field (including from the military) can have a second or third career as a CTE teacher.

   NOTE:
   The process for these teachers includes verifying a minimum number of hours and/or education in their endorsed field to assure they have the appropriate content knowledge and providing them with the necessary skills to be successful in the classroom.

   An industry expert, just like an individual pursuing a degree educator-preparation program, requires support to develop the core and foundation standard knowledge to become a successful teacher. They must understand the basic tools of the teaching trade to effectively manage a classroom, reach a wide array of students, keep them safe, analyze the occupation and develop curricula to teach the needed skills, assess student learning and modify teaching to expand understanding, assist students in career planning, and extend the classroom through work-based learning and participation in Career Technical Student Organizations.

   Through the successful completion of select university courses, or through successful participation in Idaho's *InSpIRE to Educate* teacher cohort coupled with in-school mentors and observational coaching, we have established a process to assure these industry experts become successful classroom teachers.

3. Already Licensed Teacher. A current non-CTE endorsed teacher who wishes to become a CTE endorsed teacher.

650 West State Street, Suite 324
P.O. Box 83720
Boise, ID 83720

p: 208.334.3216
info@cte.idaho.gov
cte.idaho.gov

Regardless of the path they entered, all new CTE teachers need to be solidly on-boarded into the profession and supported in the classroom. This is important to assure their success in their first few years, increasing their retention rate in the profession.

Industry experience and teacher preparation education are crucial factors in developing a successful CTE instructor. In order to apply for the CTE teaching credential, an individual needs experience in one of the following industries or sectors that CTE covers:

- Agriculture and natural resources
- Arts, media, and entertainment
- Building and construction
- Business and finance
- Education, child development, and family services
- Energy, environment, and utilities
- Engineering and architecture
- Fashion and interior design
- Health science and medical technology
- Hospitality, tourism, and recreation
- Information and communication technologies
- Manufacturing and product development
- Marketing, sales, and service
- Public services
- Transportation

All CTE teachers must demonstrate ample industry experience in one of the above teaching areas to be certified. Various levels of industry experience are required as follows:

- Educator-prepared CTE teacher. An individual seeking teacher certification through an educator preparation program is required to complete a minimum of 1,000-hours occupational experience in the related teaching area before the university will issue the *Institutional Recommendation* needed for certification.

- Private sector industry expert with Baccalaureate degree. An individual who has earned a non-teaching Baccalaureate degree in the area related to the desired teaching area must demonstrate a minimum of 4,000 hours industry experience in that subject area.

- Private sector industry expert with minimum high school diploma/GED diploma. An individual who has no additional education beyond a high school or GED diploma must demonstrate a minimum of 12,000 hours industry experience in the desired teaching area.

- Already licensed non-CTE teacher. If the teacher is seeking the full degree-preparation CTE endorsement, in addition to the prescribed postsecondary program of study toward certification, this individual must complete a minimum of 1,000 hours of occupational experience in the related CTE teaching area.

Attachment 2

IDAHO Career & Technical Education

TEACHER PATHWAYS TO THE CTE CLASSROOM

Each Pathway may have more than one option for obtaining a CTE teacher credential.

Background of Applicant	Certification Options	Requirements	Examples or Notes
Educator-Preparation Program degree-based	Initial Certificate for Idaho Program Graduates	▪ Degree: Teacher preparation program w/student teaching completed ▪ Complete Praxis content test with passing score ▪ Include *Institutional Recommendation* as one element of application packet	▪ CTE teacher preparation program includes 1,000-hour related work experience requirement
Private Sector to Teacher industry expert	Limited Occupational Specialist (LOS) *Non-renewable certificate*	▪ Be at least 22 years of age ▪ Document 4,000-12,000 hours (amount dependent on offset of related postsecondary educational) of employment in area for which certification is requested, at least half of which must have been in previous five (5) years ▪ Possess high school diploma or GED, or up to a Baccalaureate degree (results in determination of industry hours required) ▪ Meet requirements of occupationally-related state agencies when applicable (i.e.: CNA and EMT instructor licensure)	▪ Up to 48 months (8,000 hours) postsecondary- or journeyman-training in teaching area applied for can be counted toward the six (6) years or 12,000 industry hours on a month-to-month basis ▪ During three-year validity period of LOS Certificate, candidate must complete pre-service training (Summer Academy), and enroll in and successfully complete prescribed university coursework or InSpIRE Cohort training
	Standard Occupational Specialist (SOS)	▪ Must complete one of the two pedagogy pathways noted in LOS section (above) prior to application: o University Coursework – coursework in: principles/foundations of CTE, methods of teaching, and two of the three following: career pathways and guidance, occupational analysis and curriculum development, and measurement and evaluation o InSpIRE Cohort Training – complete pre-service training (Summer Academy), and two-year Cohort training	▪ Renewable certificate every five (5) years
	Advanced Occupational Specialist (AOS)	▪ Eligible for Standard Occupational Specialist Certificate ▪ Provide evidence of completion of teacher training degree program or 18 semester credits of ICTE-approved education- or content-related course work	▪ Renewable certificate every five (5) years ▪ Must hold AOS certificate in order to achieve CTE Administrator Certificate
Already licensed teacher adding CTE degree or occupationally-based endorsement	Alternative Authorization – Teacher to New	▪ Enrolled in coursework on plan of study for completing an approved teacher preparation program towards certification; includes completed Praxis content test with passing score ▪ Renewable yearly for a total of three years; must show ample progress on program of study each year ▪ Must include 1,000 hours of related work experience	▪ Alternative Authorization – Teacher to New allows teaching full-time while completing program requirements
	Limited Occupational Specialist (LOS); Standard Occupational Specialist (SOS); or Advanced Occupational Specialist (AOS)	▪ Industry Experience: 4,000-12,000 hours depending on related postsecondary education, half of which must have been in the most recent five years	▪ May need additional coursework to move from Limited Occupational Specialist to renewable Occupational Specialist (OS) Certificate – most often the Principles/Foundations of CTE course ▪ Once on renewable OS Certificate, may fold Standard Instructional Certificate and OS Certificate together on same credential, renewable every five (5) years

SUBJECT

Cisco Networking Academy

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness, Objective A: Workforce Alignment.

BACKGROUND/DISCUSSION

Cisco Networking Academy provides information and communication technology (ICT) and networking courses to high schools, community colleges and universities globally. Students learn how to design, build and secure intelligent networks, while developing soft skills like leadership, collaboration and entrepreneurship. Classroom instruction, online learning, interactive games, simulations, and hands-on practice are continuously refreshed and updated. Cisco Networking Academy offers a comprehensive teaching and learning program licensed free to not-for-profit organizations, including course content, lab exercises, simulation software, gaming, interactive teaching guides, assessments, and grade books.

The Cisco Networking Academy provides access to:

- High-quality international curriculum that combines in-depth technical training with problem-solving and entrepreneurial skills students need to get a job or create their own businesses
- Courses that can be combined to create pathways that complement existing academic or vocational programs and prepare students for certification Learning Platform that helps instructors manage classes, track student success, deliver online assessments, and connect with other educators and IT experts online
- Cisco Packet Tracer for online network simulations that assist learning by creating and managing many kinds of networks
- Software labs and new emerging technologies via remote lab environments
- Career advice, employment connections, and skills competitions for your students
- Support and instructor professional development throughout the year
- Discounts for class-related lab equipment
- Access to training partners who provide more in-depth preparation as needed

IMPACT

This update will provide the Board with information on the Cisco Network Academy and how secondary and postsecondary programs are using the tool within broader networking system programs to meet workforce needs.

ATTACHMENTS

Attachment 1 – NetAcade Overview
Attachment 2 – Talent Bridge Matching Engine

STAFF COMMENTS AND RECOMMENDATIONS

In FY 2017 there were 12 active locations participating in the Cisco Networking Academy in Idaho: five technical colleges, two private-not-for-profit postsecondary institutions, and four public high schools, and the Idaho Digital Learning Academy. All public high schools could participate in the academy through the Idaho Digital Learning Academy. The scope or range of courses available varies at each location based on local resources and needs. Typically, secondary schools participate in the academy as one part of a broader Career Technical Education Networking Technology pathway.

Secondary schools providing a complete program in any of the Cisco certification areas provide students with an opportunity to earn Cisco Certification prior to leaving high schools. Students who participate in some of the courses may matriculate to one of the postsecondary programs in a participating technical college, finish their course work, and have an opportunity to earn their Cisco certification as a postsecondary student. Like the Microsoft Imagine Academy and their corresponding certifications, the Cisco Networking academy provides another tool for school districts to use in preparing students for the workforce.

BOARD ACTION

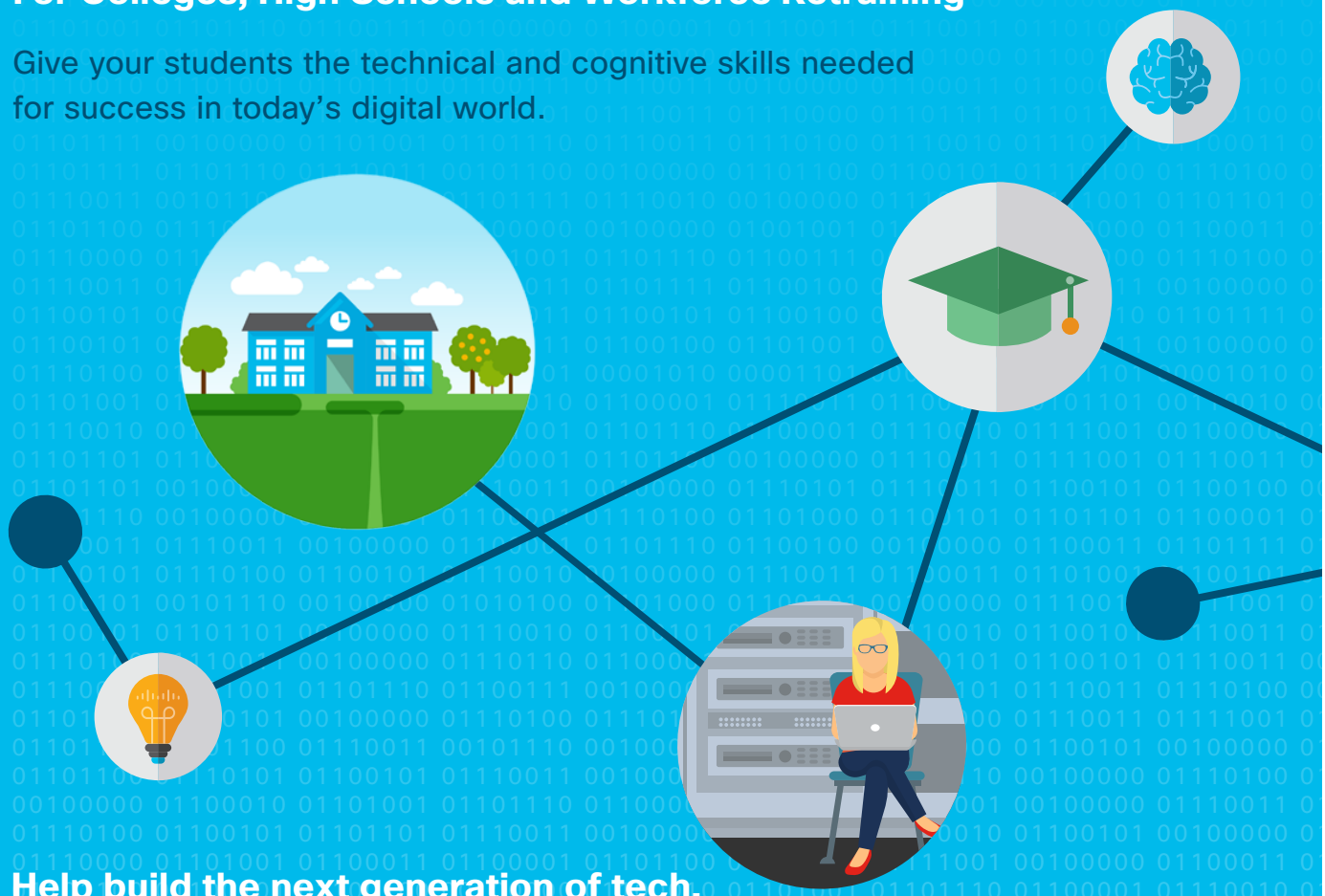
This item is for informational purposes only.

Cisco Networking Academy

IT and Digital Networking Courses

For Colleges, High Schools and Workforce Retraining

Give your students the technical and cognitive skills needed for success in today's digital world.



Help build the next generation of tech.

- Licensed at no cost to nonprofit campuses
- Hands-on practice, simulations and games
- Courses available in 19 languages
- Instructor training and development
- Lab equipment discounts
- Cutting-edge teaching and learning platform
- Adaptable for diverse learning styles
- Personalized feedback and flexible pathways

Since the program began in 1997, nearly **8 million students** have enrolled in Networking Academy courses. This public-private partnership is Cisco's largest corporate social responsibility program.

www.NetAcad.com
@cisconetacad
@cisconetworkingacademy

Networking Academy courses are designed to develop the breadth and depth of knoweldge and skills that employers desire.

Students are prepared for Cisco and other highly valued IT certifications to increase employability and salaries.

Courses can be implemented immediately, as self-paced options or part of certificate or degree programs. No textbook purchases required. Free tools include online assessments, teaching guides, and classroom management tools.

LEARNING PATHWAYS

Security
Personal, cyber and networking security courses to meet the demand for security professionals.

Programming
Certification-aligned skills in popular languages including C, C++, and Python.

Networking
Comprehensive networking curriculum to prepare students for the connected world.

IoT (Internet of Things)
Students ideate, prototype and articulate the business value of end-to-end IoT solutions.

OS & IT
Basic IT skills such as desktop support and Linux are foundational for technology careers.

Business
Business and entrepreneurial skills to help students become effective problem solvers.

Digital Literacy
Basic introductory courses for learners to explore and discover the digital world.

"Students not only learn technology, they learn to implement it as part of a team, helping others and taking advantage of their individual strengths.

They end up understanding the big picture, the 'why' of what they're learning."

– **R. Gonzalez**, Consulting Engineer and Academy Instructor

"Taking the academy courses was the best decision I ever made. It has defined my career, my future, and my life."

– **S. Lynch**, Cisco Meraki Engineer and Academy Instructor Trainer

"Networking Academy's learning tools emerged from collaboration with scientists at leading university and research organizations. These digital environments are recognized as cutting-edge advances and practical aides that help students learn network engineering more deeply."

– **Dr. R. Mislevy**, Measurement & Statistics, Educational Testing Service



Get started at NetAcad.com

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Connect with Career Opportunities Around the World

Find a great job or internship at Cisco or Cisco partners with the new Talent Bridge Matching Engine Pilot Program

Now, you have a single resource for identifying exciting career opportunities—the Networking Academy Talent Bridge Matching Engine. Gain instant visibility to Cisco's ecosystem of employers with this new pilot resource, exclusive to Networking Academy students and graduates.

Find and apply for open jobs

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IDAHO REGIONAL OPTICAL NETWORK

SUBJECT

Idaho Regional Optical Network (IRON) update

REFERENCE

June 2013	Board approved Boise State University request for contract extension for IRON.
October 2013	Board received an update from IRON and recognition for the institution's participation in the network commemorating the Network's fifth anniversary.
June 2017	Board directed the Business Affairs and Human Resource Committee to review the proposed FY 2019 Budget Request, including request for $800,000 in ongoing funds to support increases in the institutions' share in maintenance and operations of IRON.
August 2017	Board approved the FY 2019 Budget request, including $800,000 of ongoing funds for the support of the institutions participation in IRON.
September 29, 2017	Board prioritized system-wide needs FY 2019 budget setting IRON funding as the second priority.
April 2018	Board approved allocation of the FY 2019 appropriation for the college and universities, including $800,000 of new monies for increased costs (maintenance and operations) of the institutions' participation in IRON.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective A: Data Access and Transparency.

BACKGROUND/DISCUSSION

IRON is a regional optical network that focuses on serving research and education in Idaho. Researchers and educators use IRON to transfer "big data" between the research universities, other educational entities, the national laboratory system, and the health sector. IRON was chartered as a not-for-profit, Idaho corporation in 2007. The goal was to provide high speed, low cost, bandwidth, access, and connectivity to the commodity internet, Internet2, and surrounding regional networks for Idaho's higher education, research, and healthcare institutions. Charter Associates include Boise State University (BSU), Brigham Young University-Idaho (BYU-I), Idaho Hospital Association, Idaho National Laboratory, Center for Advanced Energy Studies (CAES), Idaho State University (ISU), State of Idaho – Department of Administration, University of Idaho (UI), and Washington State University.

IRON began as a cooperative effort. The objective was to establish a Regional Optical Network (RON), a dedicated high-performance network for higher education and research institutions to secure access to the nation's two very high speed (10 gigabits/second), fiber optic broadband networks: Internet2 and the National Lambda Rail (NLR). IRON was the 38th RON established in the United States and since then, IRON Charter Associates, vendors, contractors, and service providers have invested more than $2.5 million to create a regional broadband infrastructure. IRON's fiber routes stretch from Coeur d'Alene to Salt Lake City and from Seattle to Idaho Falls. IRON continues to expand access across the state, linking new sites and upgrading connectivity and bandwidth to continually meet the performance and reliability requirements of Idaho's growing research community. In 2014, IRON completed a statewide backbone upgrade to 10 Gbps with the completion of new segments linking Boise, Salt Lake City, Pocatello, and Idaho Falls. New access points were added in Twin Falls on the College of Southern Idaho (CSI) campus and a new, high-performance fiber ring was built between associate locations around Idaho Falls connecting the Idaho National Laboratory (INL), CAES, UI, ISU and BYU-I.

IRON works on behalf of its Charter and General Associates to negotiate for long-term connectivity between Associates, Internet2 and the public internet in the least expensive manner possible. IRON purchases connectivity from local, regional and national providers on behalf of its Associates to realize savings through aggregated bandwidth, and the superior performance provided by a private network.

IMPACT

This update will provide the Board with the opportunity to ask questions and gain a better understanding of the strategic direction IRON is moving in.

ATTACHMENTS

Attachment 1 – IRON Charter and General Associates (membership)

STAFF COMMENTS AND RECOMMENDATIONS

During the 2018 Legislature, the Board requested and received an additional $800,000 ongoing state funding in the College and Universities System-wide Needs FY 2019 appropriation for increased maintenance and operations of the Idaho Regional Optical Network's (IRON) enhanced infrastructure and high-speed connectivity for Idaho's universities. The impetus behind the funding is to fund the institutions share of the cost to enhance the current 10G network to 100G and additional strategic enhancements to the system on a system-wide basis. The institutions will continue to cover their share of existing costs of participation through their individual budgets.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

IRON
Charter Associates

University of Idaho

Idaho State University

Boise State University

BYU Idaho

Idaho Hospital Association

INL Idaho National Laboratory

Idaho Department of Administration

Washington State University

General Associates

ICfL Idaho Commission for Libraries

CSI College of Southern Idaho

CAES Center for Advanced Energy Studies

North Idaho College

Northwest Nazarene University

Lewis-Clark State College

SUBJECT

Board Policy I.Q. Accountability Oversight Committee – Second Reading

REFERENCE

April 2010	Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee (later renamed I.Q.).
April 2015	Board approved the first reading of amendments to Board Policy I.Q. Accountability Oversight Committee
June 2015	The Board approved the second reading of proposed amendments to Board Policy I.Q. allowing the Superintendent to designate an alternate in his/her place on the committee.
December 2015	The Board approved the first reading of proposed amendments to Board Policy I.Q.
February 2016	The Board approved the second reading of proposed amendments to Board Policy I.Q. adding an additional at-large member with experience in Special Education.
May 2016	The Board approved the first reading of proposed amendments to Board Policy I.Q.
June 2016	The Board approved the second reading of proposed amendments to Board Policy I.Q. removing the requirement that the chair be an at large member.
August 2018	The Board approved the first reading of proposed changes to Board Policy I.Q. adding two (2) members to the committee and designating representation.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

IDAPA 08.02.03.111. and 112, Rules Governing Thoroughness (Assessment and Accountability)

ALIGNMENT WITH STRATEGIC PLAN

GOAL 2: Educational Attainment, Objective A: Higher Level of Educational Attainment.

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (committee) was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. The committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee. The committee is composed of two Board members, the Superintendent of Public Instruction (or designee), and five (5) at-

large members, one of which must have experience serving in a school district in a special education capacity. With the exception of the Board members serving on the committee, all other members are appointed by the Board.

The current makeup of the committee has provided for balanced discussions at the committee level and recommendations that take into account various perspectives. By having a mix of administrators who are impacted by the results of our state accountability system and individuals with experience in administering and using assessment data, the committee is able to bring forward recommendations that have taken into consideration multiple views.

IMPACT

The proposed changes would expand the committee membership from eight (8) to ten (10) members and assure a balance of expertise is maintained on the committee to provide for thorough recommendations to the Board on the state's accountability system.

ATTACHMENTS

Attachment 1 – Board Policy I.Q. Accountability Oversight Committee – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

The expansion of the committee by two positions will allow for broader representation on the committee while remaining a manageable size. There were no comments received between the first and second reading. There have been no changes to the policy.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy I.Q. Accountability Oversight Committee as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: Q. Accountability Oversight Committee ~~June 2016~~October 2018

1. Overview
   The Accountability Oversight Committee will function as an ad hoc committee of the Idaho State Board of Education and be staffed by the Board's Accountability Program Manager.

2. Duties and Responsibilities
   a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.

   b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

3. Meetings and Operating Procedures
   The committee shall meet twice annually, additional meetings may be called by the chair as needed.

4. Membership
   The committee membership shall consist of:

   - Two members of the Idaho State Board of Education, appointed by the Board president;
   - The Superintendent of Public Instruction or designee; and
   - One member with experience serving in a school district in a special education capacity
   - One member with experience serving in a school district with a focus on assessment and accountability
   - One member with experience as a school district superintendent
   - One member with experience as a school principal or charter school administrator
   - One person with experience working with student achievement assessments and data
   - ~~Five~~Two members at-large~~. appointed by the Board, one of which will have experience serving in a school district in a special education capacity~~.

5. Terms of Membership
   Board members appointed to the committee serve at the pleasure of the president of the Board. All other ~~C~~committee members are appointed by the Board and shall serve two-year terms. An incumbent member may be recommended for re-appointment. All terms shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term.

   Appointments shall be staggered to ensure that no more than two (2) appointments will become vacant in any given year.

   An appointee who has reached the end of his or her term shall remain in service as a committee member until re-appointment, or until the appointment of a new member by the Board. Committee officers will be nominated and elected by a vote of the committee.

   The Superintendent of Public Instruction or designee will serve as an ex-officio member of the committee.

6. Reporting
   This committee shall report directly to the Board through the Planning, Policy and Governmental Affairs Committee.

SUBJECT

Board Policy IV.E. Eastern Idaho Technical College – Second Reading

REFERENCE

August 2003	Board approved the first reading of amendments to Board Policy IV.E. Eastern Idaho Technical College (EITC), amending the process for appointments to the EITC Advisory Council.
October 2003	Board approved the second reading of amendments to Board Policy IV.E.
June 2017	Board approved legislative idea repealing the sections of code establishing EITC.
August 2017	Board approved legislation removing EITC from Idaho Code.
August 2018	Board approved first reading of amendments to Board Policy IV.E. Eastern Idaho Technical College, repealing the section in its entirety.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Board governance and educational system oversight item

BACKGROUND/DISCUSSION

With the establishment of the College of Eastern Idaho and the repeal of Eastern Idaho Technical College, Board Policy IV.E. Eastern Idaho Technical College has become obsolete. The Board's Executive Director is authorized by the Board to make technical corrections to Board policy. Through this authority, references to EITC will be removed from the Board's Governing Policies and Procedures and replaced with the College of Eastern Idaho. The removal of an entire section of Board Policy is beyond the scope of a technical correction and requires Board action. The proposed amendments will completely remove section IV.I. Eastern Idaho Technical College from Board Policy.

IMPACT

Once the second reading is approved Section IV.I will be removed from the Board's Governing Policies and Procedures.

ATTACHMENTS

Attachment 1 – Board Policy IV.E. Eastern Idaho Technical College – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

There were no comments received between the first and second reading. There have been no changes to the policy.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy IV.I. Eastern Idaho Technical College, repealing the section in its entirety.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

~~Idaho State Board of Education~~
~~GOVERNING POLICIES AND PROCEDURES~~
~~SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES~~
~~SUBSECTION: Q. Accountability Oversight Committee~~ ~~October 2003~~

~~1. Purpose~~

~~Eastern Idaho Technical College (EITC) is responsible for fostering and promoting career technical education services in Region VI in Idaho under Idaho Code.~~

~~2. EITC Advisory Council~~

~~a. The EITC Advisory Council shall be appointed by the Board as provided for in Idaho Code §33-2212.~~

~~b. The EITC Advisory Council consists of the State Division of Career Technical Education Administrator and the EITC President as ex-officio members, and other members appointed by the Board, each to a term of three (3) years. An appointment to the EITC Advisory Council cannot be made until the nomination process has concluded.~~

~~i. Incumbent Reappointment~~

~~In the event that the incumbent candidate is interested in reappointment, the Advisory Council shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The Board may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).~~

~~ii. Open Appointment~~

~~1) The EITC Advisory Council, on behalf of the Board, will advertise the vacancy in regional newspapers. Such advertisement will solicit interested persons to apply for the vacant position on the EITC Advisory Council.~~

~~2) Each applicant must provide a written statement expressing his or her interest in becoming a member of the EITC Advisory Council. Each applicant must also provide evidence of his or her qualifications for the position and each applicant must identify his or her primary residence.~~

~~3) The EITC Advisory Council will review all applications for the vacant~~

~~position and conduct interviews as deemed necessary. The purpose of the review of applications is to eliminate from further consideration all but the most qualified applicants.~~

4) ~~The EITC Advisory Council will forward only the most highly qualified applicants, in order of preference, through the EITC President to the State~~

~~Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the EITC Advisory Council.~~

5) ~~The EITC Advisory Council shall solicit such nominations beginning with the acceptance of any resignation or as soon as a vacancy occurs for any other reason, and shall appoint a replacement within ninety (90) days of the beginning of solicitation for nominations.~~

3. ~~Policies and Procedures~~

~~a. The EITC Advisory Council will operate under the Career Technical Administrators Handbook for Advisory Committees.~~

~~The EITC Advisory Council will submit an annual report to the Board through the EITC President. The report will include recommendations for consideration by the Board.~~

TAB	DESCRIPTION	ACTION
	AMENDMENT TO BOARD POLICY	
1	Board Policy II.F. – Policies Regarding Nonclassified Employees – Second Reading	Motion to approve
	BOISE STATE UNIVERSITY	
2	Amendment to Multi-Year Employment Agreement for Bryan Harsin - Head Football Coach	Motion to approve

SUBJECT

Board Policy II.F. – Policies Regarding Non-classified Employees – second reading

REFERENCE

June 2016	The Idaho State Board of Education (Board) approved the second reading of amendment to Board Policy II.F. (pertaining to courtesy vehicles and use of state vehicles for personal use)
August 2016	Board approved first reading of amendment to Board Policy II.F (courtesy vehicle policy)
October 2016	Board approved second reading of amendments to Board Policy II.F. 2.b.vi (pertaining to courtesy vehicles and the first reading of amendment to Board policy II.F. 2. and 3. pertaining to annual leave)
November 2016	Board approved second reading of amendments to Board Policy II.F.2 and 3 (pertaining to annual leave)
August 2018	Board approved first reading of amendments to Board Policy Section II.F.2.b.vi. (pertaining to automobile exclusion and courtesy vehicles)

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

This agenda item is a non-strategic Board governance agenda item.

BACKGROUND/ DISCUSSION

In October 2016, following extended discussions between Board staff and the State Risk Management office, the Board approved the second reading of amendments to Board Policy II.F. bringing it into alignment with state regulations with respect to state-owned or leased vehicles and the insurance requirements applicable when local dealerships provide courtesy vehicles to institution personnel who choose to make personal use of those vehicles. Recently the State Risk Management Office contacted the Board office and requested amendments to the policy to clarify existing Risk Management requirements.

The proposed amendments rephrase the requirement that courtesy vehicles be covered by Risk Management and adds a reference to the Idaho Tort Claims Act when the vehicles are used on state business.

IMPACT

The proposed amendments will provide additional clarification for the institutions in the implementation of the Board's policy and State Risk Management requirements.

ATTACHMENTS

Attachment 1 – Board Policy II.F. – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendment is the result of discussions with the State Risk Management office. Language has been added to the policy to clarify insurance requirements applicable when local dealerships provide courtesy vehicles to institution personnel who choose to make personal use of those vehicles. There are no changes from the approved first reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of the proposed amendment to Board Policy Section II.F.2.b.vi. Policies Regarding Non-classified Employees, Automobile Exclusion and Courtesy Vehicles as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

1. Employment Terms

   a. All non-classified employees, except those set forth in Section II.F.1.b. below, serve at the pleasure of the chief executive officer, and may be dismissed at any time, with or without cause, and without notice, at the discretion of the chief executive officer.

   b. Employment Contracts

      i. An institution may provide employment contracts to its non-classified employees. If an institution chooses to offer employment contracts to its non-classified employees, the employment contract must include the period of the appointment, salary, pay periods, position title, employment status and such other information as the institution may elect to include in order to define the contract of employment. Non-classified employees have no continued expectation of employment beyond their current contract of employment.

      ii. Non-classified employees, who serve pursuant to contracts of employment containing a stated salary are not guaranteed such salary in subsequent contracts or appointments, and such salary is subject to adjustment during the contract period due to financial exigency (as provided for in Section II.N of Board Policy) or through furlough or work hour adjustments (as provided for in Section II.B.2.c of Board Policy).

      iii. Each employee must acknowledge receipt and acceptance of the terms of the employment contract by signing and returning a copy to the institution initiating the offer of appointment. Failure or refusal of the employee to sign and return a copy of the employment contract within the time specified in the contract is deemed to be a rejection of the offer of employment unless the parties have mutually agreed in writing to extend the time. Nothing in this paragraph prohibits the institution from extending another offer to the employee in the event the initial offer was not signed and returned in a timely manner. Any alteration by the employee of the offer is deemed a counter-offer requiring an affirmative act of acceptance by an officer authorized to enter into contracts of employment binding the institution.

      iv. Each contract of employment shall include a statement to the following effect and intent: "The terms of employment set forth in this contract of employment are also subject to the Governing Policies and Procedures of the State Board of Education (or the Board of Regents of the University of Idaho, in the case of University of Idaho), and the policies and procedures of the institution." The contract shall also state that it may be terminated at

any time for adequate cause, as defined in Section II.L. of Board Policy, or when the Board declares a state of financial exigency, as defined in Section II.N. of Board Policy. The contract shall also state that it may be non-renewed pursuant to Section II.F.5. of Board Policy.

v. No contract of employment with such an employee may exceed one (1) year without the prior express approval of the Board, with the exception of employment agreements for athletic directors and coaches as set forth in Section II.H. of Board Policy. Employment beyond the contract period may not be legally presumed. Renewal of an employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board.

2. Compensation

a. Salary – All non-classified employees shall receive a fixed salary. A payment in addition to the fixed salary for an employee on annual contract or agreement may be authorized by the chief executive officer for documented meritorious performance, to compensate a professional annual employee for short-term work assignments or additional duties beyond what is outlined in an employee's contract or agreement, or as incentive pay. Incentive pay may be paid for achievement of specific activities, goals or certifications as may be established by an institution in conjunction with certain programs or initiatives. All initial salaries for non-classified employees are established by the chief executive officer, subject to approval by the Board where applicable. The Board may make subsequent changes for any non-classified employee salary or may set annual salary guidelines and delegates to its executive director authority to review compliance with its annual guidelines. Any annual salary increase outside Board guidelines requires specific and prior Board approval before such increase may be effective or paid to the non-classified employee. With the exception of the chief executive officers, and other positions whose appointment is a reserved Board authority, approval of salaries shall be effective concurrently with Board approval of annual operating budgets for that fiscal year.

b. Salaries, Salary Increases and other Compensation related items

i. Salaries for new appointments to dean, associate/assistant dean, vice president, and president/vice president direct-report positions may not exceed the median rate for such position established by the College and University Professional Association for Human Resources (CUPA-HR), or its equivalent, without prior Board approval.

ii. Appointments to acting or interim positions shall be at base salary rates no greater than ten percent (10%) more than the appointees' salary rate immediately prior to accepting the interim appointment or ninety-five percent (95%) of the prior incumbent's rate, whichever is greater.

iii. Overtime Compensation – Non-classified employees in positions that are defined as overtime eligible under the Fair Labor Standards Act (FLSA) earn cash compensation or compensatory time off at a rate of one and one-half (1½) hours for each overtime hour worked.

iv. Credited State Service - The basis for earning credited state service will be the actual hours paid not to exceed forty (40) per week.

v. Pay Periods - All non-classified employees are paid in accordance with a schedule established by the state controller.

vi. Automobile Exclusion and Courtesy Vehicles – With the exception of courtesy vehicles provided for use by local car dealerships, no employee will receive an automobile or automobile allowance as part of his or her compensation, unless expressly authorized by the Board. The use of institution-registered courtesy vehicles is subject to the following requirements:

1) Courtesy vehicles will be covered by Risk Management in accordance with the Risk Management Liability program and Idaho Tort Claims Act when used on state business.~~The institution will verify that all courtesy vehicle use is insured in accordance with the requirements of Idaho's Risk Management Program.~~

2) Personal use of courtesy vehicles is not allowed unless the assigned employee acquires at his/her own cost, personal automobile insurance with at least the following coverage:
   a) Employee to provide a personal automobile insurance policy with at least $500,000 combined single limits;
   b) Personal automobile policy must include a non-owned automobile endorsement clause.~~for courtesy vehicles which are controlled by the institution and insured through Risk Management.~~

~~3) Personal and permissive use of a courtesy vehicle is excluded from coverage under the State of Idaho's Risk Management Program, unless the institution has verified that the employee has obtained insurance which meets the following requirements:~~

~~Employee to provide a personal automobile policy with at least $500,000 combined single limits~~

~~Personal automobile policy must include a non-owned automobile endorsement or clause~~

~~The State of Idaho and the State Agency must be named as additional insured on the employee's personal auto policy~~

3. Annual Leave

   a. Non-classified employees at the institutions, agencies earn annual leave at the equivalent rate of two (2) days per month or major fraction thereof of credited state service. Twelve-month employees employed at the entities named above may accrue leave up to a maximum of 240 hours. An employee who has accrued the maximum will not earn further leave until the employee's use of annual leave reduces the accrual below the maximum.

      Notwithstanding the preceding paragraph, non-classified employees in positions which are overtime eligible under the FLSA earn annual leave in accordance with and subject to the maximum leave accruals in Section 67-5334, Idaho Code (Personnel System). Non-classified employees in positions which are not overtime eligible under the FLSA as of November 30, 2016, but become overtime eligible under the federal Department of Labor's final rule updating the FLSA's overtime regulations which goes into effect on December 1, 2016, shall continue to accrue vacation leave as set forth in the preceding paragraph, provided the employee remains in the same position.

   b. Non-classified employees appointed to less than full-time positions earn annual leave on a proportional basis dependent upon the terms and conditions of employment.

   c. Professional Leave - At the discretion of the chief executive officer, non-classified employees may be granted professional leave with or without compensation under conditions and terms as established by the chief executive officer.

   d. Pursuant to section 59-1606(3), Idaho Code, when a classified employee's position is changed to non-classified, or when a classified employee is moved into a non-classified position, and that employee, due to the employee's years of service, has an annual leave balance in excess of 240 hours, then the institution may pay the employee as supplemental pay the balance that is in excess of 240 hours.

4. Performance Evaluation

Each institution or agency must establish policies and procedures for the performance evaluation of non-classified employees, and are responsible for implementing those policies in evaluating the work performance of employees. The purposes of employee evaluations are to identify areas of strength and weakness, to improve employee work performance, and to provide a basis on which the chief executive officers and the Board may make decisions concerning retention, promotion, and merit salary increases. All non-classified employees must be evaluated annually. Any written recommendations that result from a performance evaluation must be signed by the appropriate supervisor, a copy provided to the employee and a copy placed in the official personnel file of the employee. Evaluation ratings that result in findings of inadequate performance of duties or failure to perform duties constitute adequate cause as set forth in Section II.L. of Board Policy.

5. Non-Renewal of Non-classified Contract Employees

   a. Notice of the decision of the chief executive officer to not renew a contract of employment must be given in writing to the non-classified employee at least sixty (60) calendar days before the end of the existing period of appointment for annual appointments. For appointments of less than one year, the written notice must be at least thirty (30) days prior to the end of the existing period of appointment. Reasons for non-renewal need not be stated. Non-renewal without cause is the legal right of the Board. If any reasons for non-renewal are provided to the employee for information, it does not convert the non-renewal to dismissal for cause and does not establish or shift any burden of proof. Failure to give timely notice of non-renewal because of mechanical, clerical, mailing, or similar error is not deemed to renew the contract of employment for another full term, but the existing term of employment must be extended to the number of days necessary to allow sixty (60) (or thirty days where applicable) calendar days' notice to the employee.

   b. Except as set forth in this paragraph, non-renewal is not grievable within the institution nor is it appealable to the Board. However, if an employee presents bona fide allegations and evidence to the chief executive officer of the institution that the non-renewal of the contract of employment was the result of discrimination prohibited by applicable law, the employee is entitled to use the internal discrimination grievance procedure set forth in Section II.M. to test the allegation. If the chief executive officer is the subject of the allegations, the employee may present the bona fide allegations and evidence to the Executive Director. The normal internal grievance procedure for discrimination must be used unless changed by mutual consent of the parties. The ultimate burden of proof rests with the employee. The institution is required to offer evidence of its reasons for non-renewal only if the employee has made a prima facie showing that the

recommendation of non-renewal was made for reasons prohibited by applicable law. Unless mutually agreed to by the parties in writing, the use of the discrimination grievance procedure will not delay the effective date of non-renewal. Following the discrimination grievance procedures, if any, the decision of the institution, is final, subject to Section II.F.5.c., below.

c. If, and only if, the chief executive officer is the subject of the alleged discrimination prohibited by applicable law, the non-classified contract employee may petition the Board to review the final action of the institution. Any petition for review must be filed at the Office of the State Board of Education within fifteen (15) calendar days after the employee receives notice of final action. The Board may agree to review the final action, setting out whatever procedure and conditions for review it deems appropriate, or it may choose not to review the final action. The fact that a review petition has been filed will not stay the effectiveness of the final action, nor will the grant of a petition for review, unless specifically provided by the Board. Board review is not a matter of right. An employee need not petition for Board review in order to have exhausted administrative remedies for purposes of judicial review. Nothing in this section should be construed as any prohibition against filing a complaint with any appropriate state or federal entity, including but not limited to the Equal Employment Opportunity Commission (EEOC) or the Idaho Human Rights Commission (IHRC).

6. Tenure

Non-classified employees are generally not entitled to tenure. Certain, very limited, exceptions to this general rule are found in Subsection G.6 of these personnel policies and procedures.

BOISE STATE UNIVERSITY

SUBJECT

Amendment to Multi-Year Employment Agreement for Bryan Harsin – Head Football Coach

REFERENCE

December 2013	Idaho State Board of Education (Board) approved material term sheet and directed Boise State University (BSU) to return with a contract for February
February 2014	Board approved employment agreement for 2014-2019
February 2015	Board approved employment agreement for 2015-2020
April 2017	Board approved employment agreement for 2017-2022

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access
Building and maintaining successful Intercollegiate Athletics programs both increases donor relations and fundraising for all of Boise State University (BSU) and also attracts students to BSU from various geographic regions and socioeconomic groups.

BACKGROUND/DISCUSSION

Bryan Harsin is the Head Football Coach at BSU. In April 2017, the Board approved a new, nearly five-year Employment Agreement for Coach Harsin. The BSU football team (Team) has continued to have successful seasons under Coach Harsin and BSU requests to enter into an amended employment agreement with Coach Harsin. The new contract makes substantive changes only to the incentive elements of the compensation structure. The contract is similar to the standard form utilized by BSU, including the single extension year language based on eight games won.

The contract amendment is for five years with an automatic extension with eight wins in a season.

IMPACT

No state funds are used for this contract as amounts are paid only from program revenue, media rights fees, donations and other non-state funds. Terms of the current contract and proposed new contract are as follows:

	Current	Proposed
Base Pay		
2017	$ 1,350,000	$ -
2018	$ 1,450,000	$ 1,450,000
2019	$ 1,550,000	$ 1,550,000
2020	$ 1,650,000	$ 1,650,000
2021	$ 1,750,000	$ 1,750,000
2022		$ 1,850,000

Supplemental pay (only one eligible in each category):		
Category 1		
Division champion	*	$ 50,000
Category 2		
Participates in a bowl		$ 35,000
Conference champion		$ 75,000
Participates in a Host Bowl		$ 100,000
Participates in semi-final Playoff	*	$ 125,000
Category 3		
Participates in Championship Bowl		$ 150,000
Wins Championship Bowl	*	$ 250,000

Supplemental pay:		
Win 6 conference games	*	$ 25,000
Win 7 conference games	*	$ 25,000
Win 8 conference games	*	$ 50,000
Win against BYU at home		$ 10,000
Win against BYU away	*	$ 15,000
Win against Power 5 opponent	*	$ 25,000
Division champion	*	$ 50,000
Conference champion	*	$ 100,000
Participate in non-Host Bowl		$ 35,000
Win non-Host Bowl		$ 15,000
Participate in Host Bowl	*	$ 100,000
Participates in CFP semi-final playoff	*	$ 150,000
Participates in CFP championship	*	$ 200,000
Wins CFP championship	*	$ 300,000
Conference coach of the year	*	$ 25,000
National coach of the year	*	$ 50,000

		Current		Proposed
Academic Incentive Payout (amount are cumulative):				
955 or higher	*	$ 20,000	*	$ 25,000
975 or higher	*	$ 10,000	*	$ 20,000
985 or higher	*	$ 5,000	*	$ 15,000
990 or higher	*	$ 15,000	*	$ 10,000
Maximum potential supplemental and Incentive		$ 475,000		$ 1,185,000

* A component of maximum potential

Buyout provision (if coach terminates):			
Prior to January 10, 2019	$	-	$ 500,000
Prior to January 10, 2020	$	-	$ 350,000
Prior to January 10, 2021	$	-	$ 250,000
Prior to January 10, 2022	$	-	$ 150,000
Prior to January 10, 2023	$	-	$ 100,000

These negotiated amounts reflect a portion of the costs which would be incurred by BSU in seeking out a new head coach, assistant coaches and support staff and associated costs, including moving costs and vacation payout.

The base compensation for this year remains unchanged, but the academic and athletic performance incentives apply to the current football season.

ATTACHMENTS

Attachment 1 – Proposed Contract
Attachment 2 – Redline of Proposed Contract to Model Agreement
Attachment 3 – Redline of Proposed Contract to Current Contract
Attachment 4 – 2013-2017 APR Summary
Attachment 5 – Maximum Compensation Calculation
Attachment 6 – Base Salary and Incentive Comparison – Compared to other Mountain West Conference football coaches
Attachment 7 – Liquidated Damages Comparison

STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes include a tiered buyout provision. The original contract included a buyout provision that was for the first year of the contract only. The proposed contract calls for a buyout provision each year starting at $500,000 and going down to $100,000 for the final year of the contract.

There is a provision in Coach Harsin's contract that provides allowable funding and number of assistant coaches. The proposed changes also include a floor of $2,200,000 for assistant coaches. The original contract allowed for an amount equal to $2,200,000 for nine assistant coaches. The proposed contract changes that amount to "at least $2,200,000" and provides for ten assistant coaches. The sources of funds are local (i.e. non-appropriated) funds.

The proposed contract also includes a higher bonus for the Academic Progress Rate (APR) scores of the students. The original contract allowed for a bonus of up to $50,000 based on the APR scores of the student athletes. The proposed contract provides a bonus of up to $70,000 based on the student athlete APR scores.

Additional bonuses are paid for particular performances during the season and post-season. These bonuses are similar to bonuses seen in other coach contracts within the Mountain West. The total maximum potential annual bonuses are valued at $1,185,000. This brings the total maximum compensation calculation (including base salary, academic incentives, and athletic incentives) to the following:

- Year 1: $2,835,004
- Year 2: $2,935,004
- Year 3: $3,035,004
- Year 4: $3,135,004
- Year 5: $3,235,004

BOARD ACTION

I move to approve the request by Boise State University to enter into the multi-year agreement with Bryan Harsin, Head Football Coach as proposed in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT
2018-2023

This Employment Agreement ("Agreement") is entered into by and between Boise State University ("University") and Bryan Harsin ("Coach").

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director). Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and Program and shall perform such other duties in the University's athletic Department (Department) as the Director may reasonably assign and as may be described elsewhere in this Agreement. Coach shall, to the best of his ability and consistent with University policies, perform all duties and responsibilities customarily associated with an NCAA Football Bowl Subdivision head football coach.

1.3.1 Coach is expected to devote full-time to Coaching and recruitment involving the Team as the head Coach. If Coach is reasonably required to perform any such additional duties that are not defined in the Agreement, Coach will be notified of his responsibility to perform these duties within a reasonable time frame.

1.3.2. Coach will attend staff meetings, public relation functions, dinners, awards banquets and make appearances as reasonably directed by the Director unless excused by the Director. The Director shall not unreasonably withhold approval for non-attendance. Such functions shall include, but are not limited, to the following:

a) Television, radio and other public appearances as in the Agreement
b) The annual BAA Bar-b-que
c) The BAA/Alumni Auction Dinner
d) Athletic Department staff meetings called by the Director
e) Athletic Department Graduation Reception
f) Bronco Golf Series Tournaments
g) Other similar Department activities and events

1.3.3. Coach agrees to supervise any staff serving under Coach and to insure, to the best of his ability, that all staff persons follow all applicable University policies, NCAA, and Conference rules and regulations at all times. Director will keep Coach informed, in writing, of

which persons serve under Coach.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of four (4) years and three (3) months, commencing on October 29, 2018, and terminating, without further notice to Coach, on January 10, 2023, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. Other than as set forth in Section 2.3, this Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

2.3. Extensions to Initial Term. The term of this Agreement shall be extended by one (1) additional year for each season in which the football team has at least eight (8) victories in a Season (including bowl games). Meaning, one (1) additional year is added for each eight (8) win season on contract terms no less favorable to Coach than the contract terms then applicable to the final year of this Agreement prior to the extension, provided, however, the base salary for the additional year will reflect a raise of $100,000 over the base salary then applicable to the final year of this Agreement prior to the extension.

2.3.1. By way of example, and for the avoidance of doubt, section 2.3 is to be interpreted so that the term of this Agreement will function as a rolling five year term as long as the football team wins eight (8) games in a Season. If any Season results in less than eight (8) victories, then the term shall not extend for an additional year, rendering this Agreement as a potential rolling four (4) year term if a Season with eight (8) victories follows such year or a potential rolling three (3) year term if a subsequent Season is fewer than eight (8) victories. Subsequent seasons of eight (8) victories or more, or fewer than eight (8) victories, will have the same effects as described in this section until this Agreement is terminated as otherwise provided herein.

ARTICLE 3

3.1. Regular Compensation.

3.1.1. In consideration of Coach's services, the University shall provide to Coach:

a) A base salary as follows:
January 11, 2018 to January 10, 2019 - $1,450,000;
January 11, 2019 to January 10, 2020 - $1,550,000;
January 11, 2020 to January 10, 2021 - $1,650,000;
January 11, 2021 to January 10, 2022 - $1,750,000;

January 11, 2022 to January 10, 2023 - $1,850,000.

all generally payable in biweekly installments in accordance with normal University procedures and all of which is to be paid from non-appropriated funds;

b) The opportunity to receive such employee benefits calculated on the base salary (within the limits of such plans and benefits) as the University provides generally to non-faculty, non-classified, professional staff employees; and

c) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level, including moving expenses. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

d) The opportunity to receive additional benefits as the Director deems necessary and appropriate including a vehicle, complimentary tickets, and club membership, as set forth in a separate letter.

3.2. Supplemental Compensation

3.2.1. Additional Pay based upon performance relating to regular Season and post-Season competition shall be based on the following:

a) $25,000 if the Team wins six (6) games against Conference opponents

b) $25,000 if the Team wins seven (7) games against Conference opponents

c) $50,000 if the Team wins eight (8) games against Conference opponents

d) $10,000 if the Team wins against Brigham Young University (BYU) at home or at a neutral field, in a non–Conference, regular season game, or

e) $15,000 if the Team wins against BYU at BYU in a non–Conference, regular season game.

For the sake of clarity and the avoidance of doubt, this provision shall not apply to bowl games against BYU.

f) $25,000 if the Team wins against a Power 5 conference opponent (defined as a member in the Pac-12 conference, the Southeastern conference (SEC), the Big Ten conference, the Big 12 conference, or the Atlantic Coast conference (ACC) in a non-Conference, regular season game.

For the sake of clarity and the avoidance of doubt, this provision shall not apply to bowl games against Power 5 conference opponents.

g) $50,000 if the Team is the Mountain Division Champion

h) $100,000 if the Team is the Mountain West Conference Champion

i) $35,000 if the Team participates in a non-Host/CFP Bowl game

j) $15,000 if the Team wins a non-Host/CFP Bowl game

k) $100,000 if the Team participates in a Host Bowl as part of the College Football Playoff (CFP)

l) $150,000 if the Team participates in one of the two semi-final Playoff Bowl games in the CFP

m) $200,000 if the Team participates in the CFP Championship Bowl game

n) $300,000 if the Team wins the CFP Championship Bowl game

o) $25,000 if Coach earns MWC Coach of the Year

p) $50,000 if Coach earns National Coach of the Year

Coach shall be eligible for supplemental compensation from each of the provisions listed above, except that in the event the Team shall participate in a Host/CFP Bowl, then the supplemental compensation relating to participation in a non-Host/CFP Bowl game, i) and j) above, shall be inapplicable, since the Host Bowl incentives will be applicable. Any additional pay for performance earned pursuant to this section shall be paid on February 1st following the football Season in which earned, as long as Coach remains continuously employed as head Coach to that date.

3.2.2. Academic Incentive Pay may be earned as follows:

a) $25,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals between 955 and 974; and

b) $20,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals between 975 and 984; and

c) $15,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals between 985 and 989; and

d) $10,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 990 or higher.

These amounts are cumulative. By way of example, and for the avoidance of doubt, if the Team APR equals 990 or higher, Coach will earn $70,000 in Academic Incentive Pay. Any pay earned pursuant to this section shall be paid as soon as reasonably practical following APR rating determination and verification by the NCAA, as long as Coach remains continuously employed as head Coach to that date. The parties anticipate that pay earned pursuant to this section shall be paid on or before December 1 of the applicable year.

3.2.3. Notwithstanding the effective date of this Agreement coming nine months into the first of the five year term, the supplemental consideration set forth in Section 3.2 is

intended by the parties to apply to the January 11, 2018 to January 10, 2019 term and the athletic contests, achievements, and academic performance during that term.

3.3. Media Programs, Public Appearances and Endorsements.

3.3.1. Coach shall appear on or participate in, as requested by the Director, and make all reasonable efforts to make successful University sanctioned television, radio and internet Productions concerning the University and the Program. Agreements requiring the Coach to participate in Productions and public appearances related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media Productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University's reasonable requests in order for the Productions to be successful and agrees to provide his services to and perform on the Productions and to cooperate with the University's reasonable requests related to their performance, broadcasting, and telecasting.

3.3.2. It is understood that neither Coach nor any assistant coaches shall appear, without the prior written approval of the Director (such approval not to be unreasonably withheld), on any competing Production (including but not limited to a coach's show, call-in show, or interview show) or news segment, except that this prohibition shall not apply to news media interviews and appearances which are non-recurring and for which no compensation is received.

3.3.3. Coach or any assistant coaches shall have no right, title or interest of any kind or nature whatsoever in or to any materials, works or results related to the Productions, or in any component part thereof and the University shall own all rights to the Productions and shall be entitled, at its option, to produce and market the Productions or negotiate with third parties for the production and marketing of the Productions. The University shall be entitled to retain all revenue generated by the Productions. Upon prior written approval of the Director (such written approval not to be unreasonably withheld), Coach may use the materials, works or results related to the Productions so long as such use does not violate University or NCAA policy and does not result in Coach receiving compensation for such use.

3.3.4. Without the prior written approval of the Director (such written approval not to be unreasonably withheld), Coach shall not appear in any form of Production for commercial endorsement or compensation.

3.4. Intellectual Property Rights.

3.4.1. Coach may not use the marks or intellectual property of the University, including without limitation its logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, without a specific, written licensing agreement relating to the same. Coach agrees that all logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, including all copyright and other intellectual property rights therein, which relate to the University, including any of its athletic programs, or which would compete with the University's registered marks, that are developed or created by Coach or by others at Coach's direction, shall be owned solely by the University. Coach may, upon written approval of

Director (such written approval not to be unreasonably withheld) develop or create such intellectual property rights that are not related to the University and that would not compete with the University's registered marks.

3.4.2. Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for historical and archival purposes in records and publications related to Coach's performance of his duties as the University's head football coach. Further, Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use his name, image, nickname, signature, voice and photograph for the limited purpose of selling or distributing commemorative items which depict him during his tenure as the head coach of the Team in a historically accurate and positive light, so long as his name, image, nickname, signature, voice and photograph, as the case may be, (i) is displayed on the item together with former Team members and/or coaches, or (ii) is not shown predominantly on the item. Coach consents to the University's appropriation of his privacy rights in connection with the grant of the limited license in this section.

3.4.3. During the term of this Agreement, including an extension or renewal pursuant to Section 2.2 or 2.3, the use of Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for any other purposes than those outlined in Section 3.4.2 of this Agreement shall be governed by a separate agreement.

3.5. Summer Camp—Operated By University. Coach agrees that the University has the priority right to operate youth football camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist with reasonable requests related to the marketing, supervision, and general administration of the University's football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer football camps, the University shall pay Coach supplemental compensation during each year of his employment as head football coach at the University.

3.6. Apparel and/or Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside interests to the University in accordance with Section 4.3 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.7. General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by applicable law or the

terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1(a) and paid directly from the University to Coach, and within any applicable compensation limits established by such plans and except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and Coaching of Team members which enable them to compete and reasonably protect their health, safety, and well-being;

4.1.3. Observe and work reasonably to uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the Conference, and the NCAA; supervise and take reasonable steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's director of compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit A. The applicable laws, policies, rules, and regulations include: (a) State Board of Education Governing Policies and Procedures and Rule Manual; (b) University's Policy Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Conference.

4.2. Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, would reflect adversely upon the University, the Department or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director (such approval not to be unreasonably withheld), who may consult with the President, enter into separate

arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use, the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. Coach shall obtain prior written approval from the University's President (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. Notwithstanding the limitations in Sections 4.2 and 4.3, Coach's obligation under Section 4.2 and this Section 4.3 shall not extend to and shall specifically exclude buying, selling, owning, holding, investing in and otherwise receiving and deriving income from debt and/or equity investments that consist of or are in the nature of non-controlling interests in publicly traded securities or non-controlling interests in private equity funds and similar investments entities or vehicles that are managed, directed or controlled by brokerage firms, registered investment advisors, private equity firms, hedge funds and similar advisors and managers whereby Coach has no more than a direct or indirect non-controlling minority stake with limited rights, authority or ability to control or influence business decisions and management. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the Conference, or the NCAA.

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Program, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Trustees. Coach shall be provided an annual budget of at least $2,200,000 per year for the employment of the ten (10) on-field assistant coaches.

4.5. Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports franchise requiring performance of duties set forth herein prior to the expiration of this Agreement, without giving prior notice to the Director. Coach shall deliver such notice in writing, or by electronic mail, and shall give such notice as soon as reasonably practical but no less than 48 hours prior to such activity.

ARTICLE 5

5.1. Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties in the event he engages in conduct which amounts to good or adequate cause to terminate Coach; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in this Agreement, Boise State University policies, and Idaho State Board of Education policies.

5.1.1. In addition to the definitions contained in applicable policies, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension or termination of this Agreement:

a) A deliberate or major or repetitive violation of Coach's duties under this Agreement or the intentional refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after receiving written notice from the University;

c) A deliberate or major or repetitive violation by Coach of any applicable law (other than minor traffic offenses) or the policies, rules or regulations of the University, the University's governing board, the Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent (such consent not to be unreasonably withheld);

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's reasonable judgment, reflect adversely on the University, the Department or its athletic programs;

f) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA;

g) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

h) A deliberate or major or repetitive violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2. Suspension or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond within at least 14 days after the receipt of the University's written notice. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4. If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2. Termination of Coach for Convenience of University.

5.2.1. At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2. In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay or continue to pay Coach, as applicable, as liquidated damages and not a penalty, the applicable regular compensation as set forth in section 3.1.1(a) plus an additional amount at the annual rate of $200,000, excluding all deductions required by law, payable on the regular paydays of the University until the expiration of the term of this Agreement ends, or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid to the Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the applicable gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to the Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance of 3.1.1(b) as if he remained a University

employee until the term of this Agreement ends or until Coach obtains other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits outside of section 3.1.1 (a) and (b), except as otherwise required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to Coach by University after the date Coach obtains other employment, to which Coach is not entitled under this provision. Coach acknowledges that the University will withhold taxes and other payroll deductions from the payments due Coach pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

5.2.3. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the negotiations of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3. Termination by Coach for Convenience.

5.3.1. The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost if he resigns before the end of the term of the Agreement.

5.3.2. The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Such termination shall be effective ten (10) days after written notice is given to the University unless otherwise agreed to by the parties. Such termination must occur at a time outside the Team's Regular Season (excluding bowl game) so as to minimize the impact on the Program.

5.3.3. If the Coach terminates this Agreement for convenience, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for convenience prior to January 10, 2023, to commence, or enter into an agreement to commence, "Similar or Related Employment" (as defined in this section 5.3.3), then he (or his designee) shall pay to the University, as liquidated damages and not as a penalty, the following

sum: if the termination occurs between October 29, 2018 and January 10, 2019, the sum of five-hundred-thousand dollars ($500,000); if the termination occurs between January 11, 2019 and January 10, 2020, the sum of three hundred-fifty-thousand dollars ($350,000); if the termination occurs between January 11, 2020 and January 10, 2021, the sum of two-hundred-fifty-thousand dollars ($250,000); if the termination occurs between January 11, 2021 and January 10, 2022, the sum of one-hundred-fifty-thousand dollars ($150,000); and if the termination occurs between January 11, 2022 and January 10, 2023, the sum of one-hundred-thousand dollars ($100,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. For purposes of this Section 5.3.3, "Similar or Related Employment" means employment in football, coaching, or any capacity in sports (whether by title of the position or by performing the duties regularly associated with such position), including, but not limited to, employment (a) as a coach in any division of NCAA or NAIA athletics, (b) with a National Football League (NFL) team, or (c) in sports related media. If Coach terminates for convenience and does not immediately commence Similar or Related Employment, and therefore does not pay the liquidated damages, but then at a future date within twelve (12) months of termination for convenience commences, or enters into an agreement to commence in the future, employment as a collegiate head football coach, or professional (NFL) head football coach, or as an assistant coach at a university that is a member of the Conference, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts, or agrees to accept, such employment as a collegiate or professional head coach or assistant coach at a member institution of the Conference. By way of example only and for the avoidance of doubt, if Coach terminates for convenience on May 1, 2019, and accepts employment as a collegiate or professional head coach on January 5, 2020, Coach, or his designee, would owe the University three hundred fifty thousand dollars ($350,000). However, if Coach terminates for convenience on May 1, 2019, and accepts employment as a collegiate or professional football head coach on June 1, 2020, neither Coach nor his designee would owe the University any liquidated damages.

5.3.4. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the negotiation of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, that the University will lose the benefit of its investment in the Coach, and that the University may face potentially increased compensation costs if Coach terminates this Agreement for convenience, all of which amounts are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for any and all damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3.5. Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments with the exception of any amounts earned by the date of termination but not yet paid due to normal payroll procedures.

5.4. Termination due to Disability or Death of Coach.

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the Position of head coach, or dies.

5.4.2. If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries hereunder.

5.4.3. If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the Position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5. Interference by Coach. In the event of termination or suspension, Coach shall comply with all reasonable requests relating to the University's ability to transact business or operate its intercollegiate athletics program.

5.6. No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7. Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Policies.

5.8. Annual Leave Upon Termination. In the event of non-renewal or termination of Coach's employment under any provision of this section 5, Coach will use or forfeit all accumulated annual leave prior to the final date of employment and terminate Coach's employment with no annual leave balance.

ARTICLE 6

6.1. Board Approval. This Agreement shall not be effective until and unless approved by the University's Board of Trustees and executed by both parties as set forth below. In addition,

the payment of any compensation pursuant to this Agreement shall be subject to the approval of the University's Board of Trustees, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules or policies regarding furloughs or financial exigency.

6.2. University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, vehicles, personnel records, recruiting records, Team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director. However, Coach shall be entitled to retain copies of any practice scripts, playbooks, statistics, or recruiting records (to the extent allowed under applicable privacy and confidentiality laws) utilized during his employment by the University. Further, Coach shall be entitled to retain any other personal property developed by Coach prior to his employment by the University or developed on his own time and not for use in his position as the Program's head football coach.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.8. Non-Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further

agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion so long as such production by the University is consistent with applicable law, NCAA, University or Conference policy.

6.9. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	President 1910 University Drive Boise, Idaho 83725-1000
the Coach:	Bryan Harsin Last known address on file with University's Human Resource Services
with a copy to:	Russ Campbell and Patrick Strong Balch Sports 1901 Sixth Avenue North, Suite 1500 Birmingham, Alabama 35203

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date certified mail is signed for, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.10. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.11. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.12. Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case (such consent not to be unreasonably withheld), use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.13. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.14. Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees.

6.15. Opportunity to Consult with Attorney. Both parties acknowledge that they have had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

ARTICLE 7

7.1. Definitions. The following terms as used in the Agreement will be defined as indicated:

a) "APR" means Academic Progress Rate as used by the NCAA to track academic progress of NCAA eligible student athletes and NCAA athletic programs.

b) "Athletic Director" or "Director" means the Boise State University Director of Athletics.

c) "BAA" means the Bronco Athletic Association.

d) "CFP" mean the College Football Playoff (as the successor to the Bowl Championship Series organization) and its affiliated or contracted Host Bowls, semi-final Playoff Bowls and Championship Bowl games.

e) "Coaching" means to direct, supervise, mentor and lead the athletes participating on the Team and/or in the Program.

f) "Conference" means the athletic conference in which the University is a member for purposes of inter-collegiate Football competition as of the date of the applicable event. At the time of the execution of this Agreement, the Conference is the Mountain West Conference. Change of Conference affiliation is at the sole discretion of the President.

g) "Department" means the Boise State University Department of Intercollegiate Athletics.

h) "NCAA" means the National Collegiate Athletic Association.

i) "Position" means the position of head football coach.

j) "President" means the Boise State University President.

k) "Productions" means any and all television, radio, podcast, website, webcast, digital, electronic and/or internet (or other similar or newly developed media format) productions or programs concerning or affiliated in any way with the University, the Team, the Program or the Department.

l) "Program" means the Football program, including the Team and the staff, equipment and operations assigned to, or affiliated with, the Team as decided at the sole, reasonable discretion of the Director. Non-capitalized use of the term "program" in reference to fringe benefit programs, media programs or to athletic programs generally are defined by the ordinary use in context.

m) "Season" means the NCAA regulated football season commencing on the first day of fall practice and ending immediately after the last game of the football regular season or, if applicable to the Team being selected to play in a post-season bowl ("bowl eligible"), after the post-season bowl game involving the University Team.

n) "Team" means the Boise State University Broncos intercollegiate football team.

In witness whereof the parties have hereunto set their hands on the date below noted:

UNIVERSITY	COACH
Martin E Schimpf, Interim President Date	Bryan Harsin Date

Approved by the Board on the _____ day of _____, 201__.

~~**(MODEL ATHLETICS MULTI-YEAR CONTRACT)**~~

EMPLOYMENT AGREEMENT
2018-2023

This Employment Agreement ~~((~~"Agreement~~)~~") is entered into by and between ~~(~~Boise State University ~~(College)),~~("University") and ~~(~~Bryan Harsin ("Coach~~).~~").

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ Coach as the head coach of its intercollegiate ~~(Sport)~~ football team (Team~~) (or Director of Athletics).~~). Coach ~~(Director)~~ represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

~~1.2.~~ 1.2. Reporting Relationship. Coach shall report and be responsible directly to the ~~University (College)'s~~University's Director ~~or the Director's designee.~~of Athletics (Director). Coach shall abide by the reasonable instructions of Director or the ~~Director's~~Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the ~~University (College)'s Chief executive officer (Chief executive officer~~University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and Program and shall perform such other duties in the ~~University (College)'s~~University's athletic ~~program~~Department (Department) as the Director may reasonably assign and as may be described elsewhere in this Agreement. ~~The University (College) shall have the right, at any time, to reassign~~ Coach ~~to~~ shall, to the best of his ability and consistent with University policies, perform all duties ~~at the University (College) other than as~~ and responsibilities customarily associated with an NCAA Football Bowl Subdivision head football coach ~~of~~ .

1.3.1 Coach is expected to devote full-time to Coaching and recruitment involving the Team~~, provided that Coach's compensation and benefits shall not be affected by~~ as the head Coach. If Coach is reasonably required to perform any such ~~reassignment, except~~additional duties that are not defined in the ~~opportunity to earn supplemental compensation~~Agreement, Coach will be notified of his responsibility to perform these duties within a reasonable time frame.

~~1.3.~~ 1.3.2. Coach will attend staff meetings, public relation functions, dinners, awards banquets and make appearances as ~~provided in sections 3.2.1 through (Depending on supplemental pay provisions used)~~ reasonably directed by the Director unless excused by the Director. The Director shall not unreasonably withhold approval for non-attendance. Such functions shall ~~cease.~~include, but are not limited, to the following:

a) Television, radio and other public appearances as in the Agreement
b) The annual BAA Bar-b-que
c) The BAA/Alumni Auction Dinner
d) Athletic Department staff meetings called by the Director
e) Athletic Department Graduation Reception
f) Bronco Golf Series Tournaments
g) Other similar Department activities and events

1.3.3. Coach agrees to supervise any staff serving under Coach and to insure, to the best of his ability, that all staff persons follow all applicable University policies, NCAA, and Conference rules and regulations at all times. Director will keep Coach informed, in writing, of which persons serve under Coach.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~_____ (__~~four (4) years and three (3) months, commencing on ~~_____~~October 29, 2018, and terminating, without further notice to Coach, on ~~_____~~January 10, 2023, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. ~~This~~Other than as set forth in Section 2.3, this Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of ~~the~~University's Board of ~~Education~~Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this ~~agreement~~Agreement count in any way toward tenure at the University ~~(College).~~.

2.3. Extensions to Initial Term. The term of this Agreement shall be extended by one (1) additional year for each season in which the football team has at least eight (8) victories in a Season (including bowl games). Meaning, one (1) additional year is added for each eight (8) win season on contract terms no less favorable to Coach than the contract terms then applicable to the final year of this Agreement prior to the extension, provided, however, the base salary for the additional year will reflect a raise of $100,000 over the base salary then applicable to the final year of this Agreement prior to the extension.

2.3.1. By way of example, and for the avoidance of doubt, section 2.3 is to be interpreted so that the term of this Agreement will function as a rolling five year term as long as the football team wins eight (8) games in a Season. If any Season results in less than eight (8) victories, then the term shall not extend for an additional year, rendering this Agreement as a potential rolling four (4) year term if a Season with eight (8) victories follows such year or a potential rolling three (3) year term if a subsequent Season is fewer than eight (8) victories. Subsequent seasons of eight (8) victories or more, or

fewer than eight (8) victories, will have the same effects as described in this section until this Agreement is terminated as otherwise provided herein.

ARTICLE 3

3.1. Regular Compensation.

3.1.1 ~~_____~~. In consideration of Coach's services ~~and satisfactory performance of this Agreement~~, the University ~~(College)~~ shall provide to Coach:

a) ~~An annual~~A base salary ~~of $_____ per year,~~ as follows:
January 11, 2018 to January 10, 2019 - $1,450,000;
January 11, 2019 to January 10, 2020 - $1,550,000;
January 11, 2020 to January 10, 2021 - $1,650,000;
January 11, 2021 to January 10, 2022 - $1,750,000;
January 11, 2022 to January 10, 2023 - $1,850,000.

all generally payable in biweekly installments in accordance with normal University ~~(College)~~ procedures~~,~~ and ~~such salary increases as may~~all of which is to be ~~determined appropriate by the Director and Chief executive officer and approved by the University (College)'s Board of (Regents or Trustees)~~ paid from non-appropriated funds;

b) The opportunity to receive such employee benefits calculated on the base salary (within the limits of such plans and benefits) as the University ~~(College)~~ provides generally to non-faculty ~~exempt~~, non-classified, professional staff employees; and

c) The opportunity to receive such employee benefits as the ~~University (College)'s~~ Department ~~of Athletics (Department)~~ provides generally to its employees of a comparable level, including moving expenses. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

d) The opportunity to receive additional benefits as the Director deems necessary and appropriate including a vehicle, complimentary tickets, and club membership, as set forth in a separate letter.

~~3.2~~3.2. Supplemental Compensation

~~3.2.1. Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of~~

~~Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.2 Each year the Team is ranked in the top 25 in the (national rankings of sport's division) , and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board of (Regents or Trustees) as a document available to the public under the Idaho Public Records Act.~~

~~3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the overall development of the intercollegiate (men's/women's) (Sport) program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief executive officer wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director.~~

3.2.1. Additional Pay based upon performance relating to regular Season and post-Season competition shall be based on the following:

a) $25,000 if the Team wins six (6) games against Conference opponents

b) $25,000 if the Team wins seven (7) games against Conference opponents

c) $50,000 if the Team wins eight (8) games against Conference opponents

d) $10,000 if the Team wins against Brigham Young University (BYU) at home or at a neutral field, in a non–Conference, regular season game, or

e) $15,000 if the Team wins against BYU at BYU in a non–Conference, regular season game.

For the sake of clarity and the avoidance of doubt, this provision shall not apply to bowl games against BYU.

f) $25,000 if the Team wins against a Power 5 conference opponent (defined as a member in the Pac-12 conference, the Southeastern conference (SEC), the Big Ten conference, the Big 12 conference, or the Atlantic Coast conference (ACC) in a non-Conference, regular season game.

For the sake of clarity and the avoidance of doubt, this provision shall not apply to bowl games against Power 5 conference opponents.

g) $50,000 if the Team is the Mountain Division Champion

h) $100,000 if the Team is the Mountain West Conference Champion

i) $35,000 if the Team participates in a non-Host/CFP Bowl game

j) $15,000 if the Team wins a non-Host/CFP Bowl game

k) $100,000 if the Team participates in a Host Bowl as part of the College Football Playoff (CFP)

l) $150,000 if the Team participates in one of the two semi-final Playoff Bowl games in the CFP

m) $200,000 if the Team participates in the CFP Championship Bowl game

n) $300,000 if the Team wins the CFP Championship Bowl game

o) $25,000 if Coach earns MWC Coach of the Year

p) $50,000 if Coach earns National Coach of the Year

Coach shall be eligible for supplemental compensation from each of the provisions listed above, except that in the event the Team shall participate in a Host/CFP Bowl, then the supplemental compensation relating to

~~3.2.5 The Coach shall receive the sum of (amount or computation) from the University (College) or the University (College)'s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for~~ participation in a non-Host/CFP Bowl game, i) and j) above, shall be inapplicable, since the Host Bowl incentives will be applicable. Any additional pay for performance earned pursuant to this section shall be paid on February 1st following the football Season in which earned, as long as Coach remains continuously employed as head Coach to that date.

3.2.~~media programs and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum~~2. Academic Incentive Pay may be earned as follows:

a) $25,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals between 955 and 974; and

b) $20,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals between 975 and 984; and

c) $15,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals between 985 and 989; and

d) $10,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 990 or higher.

These amounts are cumulative. By way of example, and for the avoidance of doubt, if the Team APR equals 990 or higher, Coach will earn $70,000 in Academic Incentive Pay. Any pay earned pursuant to this section shall be paid ~~(terms or conditions of payment)~~ .as soon as reasonably practical following APR rating determination and verification by the NCAA, as long as Coach remains continuously employed as head Coach to that date. The parties anticipate that pay earned pursuant to this section shall be paid on or before December 1 of the applicable year.

3.2.3. Notwithstanding the effective date of this Agreement coming nine months into the first of the five year term, the supplemental consideration set forth in Section 3.2 is intended by the parties to apply to the January 11, 2018 to January 10, 2019 term and the athletic contests, achievements, and academic performance during that term.

3.3. Media Programs, Public Appearances and Endorsements.

3.3.1. Coach shall appear on or participate in, as requested by the Director, and make all reasonable efforts to make successful University sanctioned television, radio and internet Productions concerning the University and the Program. Agreements requiring the Coach to participate in ~~Programs~~ Productions and public appearances related to his duties as an employee of University ~~(College)~~ are the property of the University ~~(College).~~. The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media ~~productions~~Productions and all parties desiring public appearances by ~~the~~ Coach. Coach agrees to cooperate with the ~~University (College)~~University's reasonable requests in order for the ~~Programs~~Productions to be successful and agrees to provide his services to and perform on the ~~Programs~~Productions and to cooperate ~~in~~with the University's reasonable requests related to their ~~production~~performance, broadcasting, and telecasting.

3.3.2. It is understood that neither Coach nor any assistant coaches shall appear, without the prior written approval of the Director (such approval not to be unreasonably withheld), on any competing ~~radio or television program~~Production (including but not limited to a coach's show, call-in show, or interview show) or ~~a regularly scheduled~~ news segment, except that this prohibition shall not apply to ~~routine~~ news media interviews and appearances which are non-recurring and for which no compensation is received.

3.3.3. Coach or any assistant coaches shall have no right, title or interest of any kind or nature whatsoever in or to any materials, works or results related to the Productions, or in any component part thereof and the University shall own all rights to the Productions and shall be

entitled, at its option, to produce and market the Productions or negotiate with third parties for the production and marketing of the Productions. The University shall be entitled to retain all revenue generated by the Productions. Upon prior written approval of the Director (such written approval not to be unreasonably withheld), Coach may use the materials, works or results related to the Productions so long as such use does not violate University or NCAA policy and does not result in Coach receiving compensation for such use.

3.3.4. Without the prior written approval of the Director~~,~~ (such written approval not to be unreasonably withheld), Coach shall not appear in any form of Production for commercial ~~endorsements which are broadcast on radio or television that conflict with those broadcast on the University (College)~~'s ~~designated media outlets.~~endorsement or compensation.

3.~~2.6 **(SUMMER CAMP OPERATED BY UNIVERSITY (COLLEGE))**~~4. Intellectual Property Rights.

3.4.1. Coach may not use the marks or intellectual property of the University, including without limitation its logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, without a specific, written licensing agreement relating to the same. Coach agrees that ~~the University (College)~~all logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, including all copyright and other intellectual property rights therein, which relate to the University, including any of its athletic programs, or which would compete with the University's registered marks, that are developed or created by Coach or by others at Coach's direction, shall be owned solely by the University. Coach may, upon written approval of Director (such written approval not to be unreasonably withheld) develop or create such intellectual property rights that are not related to the University and that would not compete with the University's registered marks.

3.4.2. Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for historical and archival purposes in records and publications related to Coach's performance of his duties as the University's head football coach. Further, Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use his name, image, nickname, signature, voice and photograph for the limited purpose of selling or distributing commemorative items which depict him during his tenure as the head coach of the Team in a historically accurate and positive light, so long as his name, image, nickname, signature, voice and photograph, as the case may be, (i) is displayed on the item together with former Team members and/or coaches, or (ii) is not shown predominantly on the item. Coach consents to the University's appropriation of his privacy rights in connection with the grant of the limited license in this section.

3.4.3. During the term of this Agreement, including an extension or renewal pursuant to Section 2.2 or 2.3, the use of Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for any other purposes than those outlined in Section 3.4.2 of this Agreement shall be governed by a separate agreement.

3.5. Summer Camp—Operated By University. Coach agrees that the University has the ~~exclusive~~priority right to operate youth ~~(Sport)~~ football camps on its campus using University ~~(College)~~ facilities. The University ~~(College)~~ shall allow Coach the opportunity to earn supplemental compensation by assisting with the ~~University (College)'s~~University's camps in ~~Coach's~~Coach's capacity as a University ~~(College)~~ employee. Coach hereby agrees to assist ~~in~~with reasonable requests related to the marketing, supervision, and general administration of the ~~University (College)'s~~University's football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the ~~University (College)'s~~University's summer football camps, ~~the~~ the University ~~(College)~~ shall pay Coach ~~(amount) per year as~~ supplemental compensation during each year of his employment as head ~~(Sport)~~ football coach at the University ~~(College). This amount shall be paid (terms of payment)~~.

~~**(SUMMER CAMP—OPERATED BY COACH)**~~ 3.6. Apparel and/or Equipment. Coach ~~may operate a summer youth (Sport) camp at the University (College) under the following conditions:~~

~~a) The summer youth camp operation reflects positively on the University (College) and the Department;~~

~~b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University (College) personnel, equipment, or facilities without the prior written approval of the Director;~~

~~c) Assistant coaches at the University (College) are given priority when the Coach or the private enterprise selects coaches to participate;~~

~~d) The Coach complies with all NCAA (NAIA), Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps;~~

~~e) The Coach or the private enterprise enters into a contract with University (College) and _____ (campus concessionaire) for all campus goods and services required by the camp.~~

~~f) The Coach or private enterprise pays for use of University (College) facilities including the _____.~~

~~g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final~~

~~accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.~~

~~h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--$1 million; (2) catastrophic coverage: camper and staff--$1 million maximum coverage with $100 deductible;~~

~~i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University (College) against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)~~

~~j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University (College) while engaged in camp activities. The Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws~~

~~In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University (College) shall be released from all obligations relating thereto.~~

~~3.2.7 Coach~~ agrees that the University ~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University ~~(College). Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name), or give a lecture at an event sponsored in whole or in part by (Company Name), or make other educationally-related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head (Sport) coach.~~. In order to avoid entering into an agreement with a competitor of ~~(Company Name)~~ any University selected vendors, Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. Coach shall also report such outside ~~income~~interests to the University ~~(College)~~ in accordance with ~~NCAA (or NAIA) rules~~Section 4.3 of this Agreement. Coach further agrees that Coach will

not endorse any athletic footwear, apparel and/or equipment products, ~~including (Company Name),~~ and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.~~3~~7. General Conditions of Compensation. All compensation provided by the University ~~(College)~~ to Coach is subject to deductions and withholdings as required by applicable law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1~~,~~(a) and paid directly from the University to Coach, and within any applicable compensation limits established by such plans and except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and ~~coaching~~Coaching of Team members which enable them to compete ~~successfully~~ and reasonably protect their health, safety, and well-being;

4.1.3. Observe and work reasonably to uphold all academic standards, requirements, and policies of the University ~~(College)~~ and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University ~~(College),~~ the ~~University (College)'s~~University's governing board, the ~~conference~~Conference, and the NCAA ~~(or NAIA);~~; supervise and take ~~appropriate~~reasonable steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the ~~Department's Director of Compliance~~Department's director of compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the ~~University (College)'s~~University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University ~~(College)~~ and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit ~~C~~A. The applicable laws, policies, rules, and regulations include: (a) State Board of Education ~~and Board of Regents of the University of Idaho~~ Governing Policies and Procedures and Rule Manual; (b) ~~University (College)'s~~University's Policy Handbook; (c) ~~University (College)'s~~University's Administrative Procedures Manual; (d) the policies of the

Department; (e) NCAA ~~(or NAIA)~~ rules and regulations; and (f) the rules and regulations of the ~~(Sport) conference of which the University (College) is a member~~Conference.

~~4.2~~4.2. Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would ~~otherwise~~unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University ~~(College),~~, would reflect adversely upon the University ~~(College)~~, the Department or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director~~,~~ (such approval not to be unreasonably withheld), who may consult with the ~~Chief executive officer~~President, enter into separate arrangements for outside activities and endorsements which are consistent with ~~Coach's~~Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use ~~the University (College)'s~~nor may Coach authorize third parties to use, the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the ~~Chief executive officer.~~President (such approval not to be unreasonably withheld).

4.3 ~~NCAA (or NAIA) Rules. In accordance with NCAA (or NAIA) rules,~~. Outside Income. Coach shall obtain prior written approval from the ~~University (College)'s Chief executive officer~~University's President (such approval not to be unreasonably withheld) for all athletically ~~-related and other business-~~related income and benefits from sources outside the University ~~(College)~~ and shall report the source and amount of all such income and benefits ~~to~~ in accordance with the ~~University (College)'s Chief executive officer whenever reasonably requested, but in no event less than annually before~~Department's Outside Income Reporting Form. Notwithstanding the ~~close~~limitations in Sections 4.2 and 4.3, Coach's obligation under Section 4.2 and this Section 4.3 shall not extend to and shall specifically exclude buying, selling, owning, holding, investing in and otherwise receiving and deriving income from debt and/or equity investments that consist of ~~business on June 30th~~or are in the nature of ~~each year~~non-controlling interests in publicly traded securities or ~~the last regular University (College) work day preceding June 30th.~~non-controlling interests in private equity funds and similar investments entities or vehicles that are managed, directed or controlled by brokerage firms, registered investment advisors, private equity firms, hedge funds and similar advisors and managers whereby Coach has no more than a direct or indirect non-controlling minority stake with limited rights, authority or ability to control or influence business decisions and management. The report shall be in a format reasonably satisfactory to University ~~(College).~~. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University ~~(College)~~ booster club, University ~~(College)~~ alumni association, University ~~(College)~~ foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University ~~(College),~~, the ~~University (College)'s~~University's governing board, the ~~conference~~Conference, or the NCAA ~~(or NAIA).~~.

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the ~~Team~~Program,

but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of ~~Chief executive officer~~President and the ~~University (College)'s~~University's Board of ~~(~~Trustees~~ or Regents)~~. Coach shall be provided an annual budget of at least $2,200,000 per year for the employment of the ten (10) on-field assistant coaches.

4.5. Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports ~~team,~~franchise requiring performance of duties set forth herein prior to the expiration of this Agreement, without ~~the~~giving prior ~~approval of~~notice to the Director. ~~Such approval~~Coach shall ~~not unreasonably be withheld.~~deliver such notice in writing, or by electronic mail, and shall give such notice as soon as reasonably practical but no less than 48 hours prior to such activity.

ARTICLE 5

5.1. Termination of Coach for Cause. The University ~~(College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties in the event he engages in conduct which amounts to good or adequate cause to terminate Coach; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in ~~applicable rules~~this Agreement, Boise State University policies, and ~~regulations~~Idaho State Board of Education policies.

5.1.1. In addition to the definitions contained in applicable ~~rules and regulations~~policies, University ~~(College)~~ and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension~~, reassignment,~~ or termination of this Agreement:

a) A deliberate or major or repetitive violation of Coach's duties under this ~~agreement~~Agreement or the intentional refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this ~~agreement~~Agreement within 30 days after receiving written notice from the University ~~(College);~~;

c) A deliberate or major or repetitive violation by Coach of any applicable law (other than minor traffic offenses) or the policies, rules or regulations of the University ~~(College),~~, the ~~University (College)'s~~University's governing board, the ~~conference~~Conference or the NCAA ~~(NAIA),~~ including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working ~~days'~~days' absence of Coach from duty without the ~~University (College)'s~~University's consent~~;~~ (such consent not to be unreasonably withheld);

e) Any conduct of Coach that constitutes moral turpitude or that would, in the ~~University (College)'s~~University's reasonable judgment, reflect adversely on the University ~~(College)~~, the Department or its athletic programs;

~~f) The failure of Coach to represent the University (College) and its athletic programs positively in public and private forums;~~

~~g~~f) The failure of Coach to fully and promptly cooperate with the NCAA ~~(NAIA)~~ or the University ~~(College)~~ in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University ~~(College),~~, the ~~University (College)'s~~University's governing board, the ~~conference~~Conference, or the NCAA ~~(NAIA);~~;

~~h~~g) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University ~~(College),~~, the ~~University (College)'s~~University's governing board, the ~~conference~~Conference, or the NCAA ~~(NAIA),~~, by one of ~~-~~ Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

~~i) A~~h) A deliberate or major or repetitive violation of any applicable law or the policies, rules or regulations of the University ~~(College),~~, the ~~University (College)'s~~University's governing board, the ~~conference~~Conference, or the NCAA ~~(NAIA),~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2. Suspension~~, reassignment,~~ or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond~~.~~ within at least 14 days after the receipt of the University's written notice. After Coach responds or fails to respond, University ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

5.1.3. In the event of any termination for good or adequate cause, the ~~University (College)'s~~University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the

University ~~(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4. If found in violation of NCAA ~~(NAIA)~~ regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA ~~(NAIA)~~ enforcement procedures. This section applies to violations occurring at the University ~~(College)~~ or at previous institutions at which the Coach was employed.

5.2. Termination of Coach for Convenience of University ~~(College).~~

5.2.1. At any time after commencement of this Agreement, University ~~(College),~~ for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2. In the event that University ~~(College)~~ terminates this Agreement for its own convenience, University ~~(College)~~ shall be obligated to pay or continue to pay Coach, as applicable, as liquidated damages and not a penalty, the ~~salary~~applicable regular compensation as set forth in section 3.1.1(a~~),~~) plus an additional amount at the annual rate of $200,000, excluding all deductions required by law, payable on the regular paydays of the University ~~(College)~~ until the expiration of the term of this Agreement ends, or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid to the Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the applicable gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to the Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance of 3.1.1(b) as if he remained a University ~~(College)~~ employee until the term of this Agreement ends or until Coach obtains ~~reasonably comparable employment or any~~ other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits~~,~~ outside of section 3.1.1 (a) and (b), except as otherwise ~~provided herein or~~ required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment~~,~~ and to advise University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to ~~him~~Coach by University after the date ~~he~~Coach obtains other employment, to which ~~he~~Coach is not entitled under this provision. Coach acknowledges that the University will withhold taxes and other payroll deductions from the payments due Coach pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

5.2.3. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the ~~contract~~ negotiations of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University ~~(College),~~ which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University ~~(College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University ~~(College).~~ The liquidated damages are not, and shall not be construed to be, a penalty.

5.3~~.~~ Termination by Coach for Convenience.

5.3.1. The Coach recognizes that his promise to work for University ~~(College)~~ for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University ~~(College)~~ is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost ~~were~~if he ~~to resign or otherwise terminate his employment with the~~ University ~~(College)~~resigns before the end of the ~~contract~~ term of the Agreement.

5.3.2. The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University ~~(College). Termination.~~ Such termination shall be effective ten (10) days after written notice is given to the University ~~(College).~~unless otherwise agreed to by the parties. Such termination must occur at a time outside the Team's Regular Season (excluding bowl game) so as to minimize the impact on the Program.

5.3.3~~.~~ . If the Coach terminates this Agreement for convenience ~~at any time~~, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. If the Coach terminates this Agreement for ~~his~~ convenience prior to January 10, 2023, to commence, or enter into an agreement to commence, "Similar or Related Employment" (as defined in this section 5.3.3), then he (or his designee) shall pay to the University ~~(College),~~ as liquidated damages and not as a penalty, the following sum: ~~_____~~.if the termination occurs between October 29, 2018 and January 10, 2019, the sum of five-hundred-thousand dollars ($500,000); if the termination occurs between January 11, 2019 and January 10, 2020, the sum of three hundred-fifty-thousand dollars ($350,000); if the termination occurs between January 11, 2020 and January 10, 2021, the sum of two-hundred-fifty-thousand dollars ($250,000); if the termination occurs between January 11, 2021 and January 10, 2022, the sum of one-hundred-fifty-thousand dollars ($150,000); and if the termination occurs between January 11, 2022 and January 10, 2023, the sum of one-hundred-thousand dollars ($100,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. For purposes of this Section 5.3.3, "Similar or Related Employment" means employment in football, coaching, or any capacity in sports (whether by title of the position or by performing the duties regularly associated with such position), including, but not limited to, employment (a) as a coach in any division of NCAA or NAIA athletics, (b) with a National Football League (NFL) team, or (c) in

sports related media. If Coach terminates for convenience and does not immediately commence Similar or Related Employment, and therefore does not pay the liquidated damages, but then at a future date within twelve (12) months of termination for convenience commences, or enters into an agreement to commence in the future, employment as a collegiate head football coach, or professional (NFL) head football coach, or as an assistant coach at a university that is a member of the Conference, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts, or agrees to accept, such employment as a collegiate or professional head coach or assistant coach at a member institution of the Conference. By way of example only and for the avoidance of doubt, if Coach terminates for convenience on May 1, 2019, and accepts employment as a collegiate or professional head coach on January 5, 2020, Coach, or his designee, would owe the University three hundred fifty thousand dollars ($350,000). However, if Coach terminates for convenience on May 1, 2019, and accepts employment as a collegiate or professional football head coach on June 1, 2020, neither Coach nor his designee would owe the University any liquidated damages.

5.3.4. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the ~~contract negotiations~~negotiation of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University ~~(College)~~ will incur administrative and recruiting costs in obtaining a replacement for Coach, ~~in addition to~~that the University will lose the benefit of its investment in the Coach, and that the University may face potentially increased compensation costs if Coach terminates this Agreement for convenience, all of which ~~damages~~amounts are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University ~~(College)~~ shall constitute adequate and reasonable compensation to University ~~(College)~~ for ~~the~~any and all damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. ~~This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University (College).~~

5.3.5. Except as ~~provided~~provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments with the exception of any amounts earned by the date of termination but not yet paid due to normal payroll procedures.

5.4. Termination due to Disability or Death of Coach.

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the ~~University (College)'s~~University's disability insurance carrier, becomes unable to perform the essential functions of the ~~position~~Position of head coach, or dies.

5.4.2. If this Agreement is terminated because of ~~Coach's~~Coach's death, ~~Coach's~~Coach's salary and all other benefits shall terminate as of the last day worked, except that the ~~Coach's~~Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit

plan now in force or hereafter adopted by the University ~~(College)~~ and due to the ~~Coach's~~Coach's estate or beneficiaries ~~thereunder~~hereunder.

5.4.3. If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the ~~University (College)'s~~University's disability insurance carrier, or becomes unable to perform the essential functions of the ~~position~~Position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University ~~(College).~~.

5.5. Interference by Coach. In the event of termination~~,~~ or suspension, ~~or reassignment,~~ Coach ~~agrees that Coach will not interfere~~shall comply with all reasonable requests relating to the ~~University (College)'s student-athletes or otherwise obstruct the University (College)'s~~University's ability to transact business or operate its intercollegiate athletics program.

5.6. No Liability. The University ~~(College)~~ shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7. Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University ~~(College)~~ employees, if the University ~~(College)~~ suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University ~~(College)~~ from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education Rule Manual (IDAPA 08) and Governing Policies and Procedures~~, IDAPA 08.01.01 et seq.,~~ Manual, and the University ~~(College) Faculty-Staff Handbook~~Policies.

5.8. Annual Leave Upon Termination. In the event of non-renewal or termination of Coach's employment under any provision of this section 5, Coach will use or forfeit all accumulated annual leave prior to the final date of employment and terminate Coach's employment with no annual leave balance.

ARTICLE 6

6.1. Board Approval ~~(if required: multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy).~~ This Agreement shall not be effective until and unless approved ~~of~~by the ~~University (College)'s~~University's Board of ~~(Regents or~~ Trustees~~)~~ and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this ~~agreement~~Agreement shall be subject to the approval of the ~~University (College)'s~~University's Board of ~~(Regents or~~ Trustees~~)~~~~,~~, the ~~Chief executive officer~~President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of ~~(Regents~~

~~or~~ Trustees~~)~~ and ~~University (College)'s~~University's rules or policies regarding furloughs or financial exigency.

6.2. University ~~(College)~~ Property. All personal property ~~(excluding vehicle(s) provided through the _____ program),~~ material, and articles of information, including, without limitation, keys, credit cards, vehicles, personnel records, recruiting records, ~~team~~Team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the ~~University (College)'s~~University's direction or for the ~~University (College)'s~~University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University ~~(College).~~. Within twenty-four (24) hours of the expiration of the term of this ~~agreement~~Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director. However, Coach shall be entitled to retain copies of any practice scripts, playbooks, statistics, or recruiting records (to the extent allowed under applicable privacy and confidentiality laws) utilized during his employment by the University. Further, Coach shall be entitled to retain any other personal property developed by Coach prior to his employment by the University or developed on his own time and not for use in his position as the Program's head football coach.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

~~6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University (College).~~

~~6.8~~6.7. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes ~~therefor~~therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.~~9~~ ~~8.~~ Non-Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the ~~University (College)'s sole discretion~~University's sole discretion so long as such production by the University is consistent with applicable law, NCAA, University or Conference policy.

6.~~10~~9. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University ~~(College):~~: Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: ~~Chief executive officer~~ President
1910 University Drive
Boise, Idaho 83725-1000

the Coach: Bryan Harsin
Last known address on file with
~~University (College)'s~~University's Human Resource Services

with a copy to: Russ Campbell and Patrick Strong
Balch Sports
1901 Sixth Avenue North, Suite 1500
Birmingham, Alabama 35203

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date ~~of mailing by~~ certified mail is signed for, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.~~11~~10. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.~~12~~11. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.~~13~~12. Non-Use of Names and Trademarks. The Coach shall not, without the ~~University (College)'s~~University's prior written consent in each case~~,~~ (such consent not to be

unreasonably withheld), use any name, trade name, trademark, or other designation of the University ~~(College)~~ (including contraction, abbreviation or simulation), except in the course and scope of his official University ~~(College)~~ duties.

6.~~14~~13. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.~~15~~14. Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by ~~University (College)'s~~University's Board of ~~(Regents or~~ Trustees~~), if required under Section II.H. of Board Policy~~.

6.~~16~~15. Opportunity to Consult with Attorney. ~~The Coach acknowledges~~Both parties acknowledge that ~~he has~~they have had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

ARTICLE 7

7.1. Definitions. The following terms as used in the Agreement will be defined as indicated:

a) "APR" means Academic Progress Rate as used by the NCAA to track academic progress of NCAA eligible student athletes and NCAA athletic programs.

b) "Athletic Director" or "Director" means the Boise State University Director of Athletics.

c) "BAA" means the Bronco Athletic Association.

d) "CFP" mean the College Football Playoff (as the successor to the Bowl Championship Series organization) and its affiliated or contracted Host Bowls, semi-final Playoff Bowls and Championship Bowl games.

e) "Coaching" means to direct, supervise, mentor and lead the athletes participating on the Team and/or in the Program.

f) "Conference" means the athletic conference in which the University is a member for purposes of inter-collegiate Football competition as of the date of the applicable event. At the time of the execution of this Agreement, the Conference is the Mountain West Conference. Change of Conference affiliation is at the sole discretion of the President.

g) "Department" means the Boise State University Department of Intercollegiate Athletics.

h) "NCAA" means the National Collegiate Athletic Association.

i) "Position" means the position of head football coach.

j) "President" means the Boise State University President.

k) "Productions" means any and all television, radio, podcast, website, webcast, digital, electronic and/or internet (or other similar or newly developed media format) productions or programs concerning or affiliated in any way with the University, the Team, the Program or the Department.

l) "Program" means the Football program, including the Team and the staff, equipment and operations assigned to, or affiliated with, the Team as decided at the sole, reasonable discretion of the Director. Non-capitalized use of the term "program" in reference to fringe benefit programs, media programs or to athletic programs generally are defined by the ordinary use in context.

m) "Season" means the NCAA regulated football season commencing on the first day of fall practice and ending immediately after the last game of the football regular season or, if applicable to the Team being selected to play in a post-season bowl ("bowl eligible"), after the post-season bowl game involving the University Team.

n) "Team" means the Boise State University Broncos intercollegiate football team.

In witness whereof the parties have hereunto set their hands on the date below noted:

UNIVERSITY ~~(COLLEGE)~~ COACH

~~Chief executive officer~~ Martin E Schimpf, Interim President Date ~~Bryan~~ Harsin Date

*Approved by the Board ~~of (Regents or Trustees)~~ on the ____ day of _____, ~~2010.~~

~~[*Note: Multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy]~~

_____, 201__.

EMPLOYMENT AGREEMENT
~~2017-2022~~
2018-2023

This Employment Agreement ("Agreement") is entered into by and between Boise State University ("University") and Bryan Harsin ("Coach").

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director). Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and Program and shall perform such other duties in the University's athletic Department (Department) as the Director may reasonably assign and as may be described elsewhere in this Agreement. Coach shall, to the best of his ability and consistent with University policies, perform all duties and responsibilities customarily associated with an NCAA Football Bowl Subdivision head football coach.

1.3.1 Coach is expected to devote full-time to Coaching and recruitment involving the Team as the head Coach. If Coach is reasonably required to perform any such additional duties that are not defined in the Agreement, Coach will be notified of his responsibility to perform these duties within a reasonable time frame.

1.3.2. Coach will attend staff meetings, public relation functions, dinners, awards banquets and make appearances as reasonably directed by the Director unless excused by the Director. The Director shall not unreasonably withhold approval for non-attendance. Such functions shall include, but are not limited, to the following:

a) Television, radio and other public appearances as in the Agreement
b) The annual BAA Bar-b-que
c) The BAA/Alumni Auction Dinner
d) Athletic Department staff meetings called by the Director
e) Athletic Department Graduation Reception
f) Bronco Golf Series Tournaments
g) Other similar Department activities and events

1.3.3. Coach agrees to supervise any staff serving under Coach and to insure, to the best of his ability, that all staff persons follow all applicable University policies, NCAA, and

Conference rules and regulations at all times. Director will keep Coach informed, in writing, of which persons serve under Coach.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of four (4) years and ~~nine (9~~three (3) months, commencing on ~~April 23, 2017~~October 29, 2018, and terminating, without further notice to Coach, on January 10, ~~2022~~2023, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. ~~This~~Other than as set forth in Section 2.3, this Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

2.3. Extensions to Initial Term. The term of this Agreement shall be extended by one (1) additional year for each season in which the football team has at least eight (8) victories in a Season (including bowl games). Meaning, one (1) additional year is added for each eight (8) win season on contract terms no less favorable to Coach than the contract terms then applicable to the final year of this Agreement prior to the extension, provided, however, the base salary for the additional year will reflect a raise of $100,000 over the base salary then applicable to the final year of this Agreement prior to the extension.

2.3.1. By way of example, and for the avoidance of doubt, section 2.3 is to be interpreted so that the term of this Agreement will function as a rolling five year term as long as the football team wins eight (8) games in a Season. If any Season results in less than eight (8) victories, then the term shall not extend for an additional year, rendering this Agreement as a potential rolling four (4) year term if a Season with eight (8) victories follows such year or a potential rolling three (3) year term if a subsequent Season is fewer than eight (8) victories. Subsequent seasons of eight (8) victories or more, or fewer than eight (8) victories, will have the same effects as described in this section until this Agreement is terminated as otherwise provided herein.

ARTICLE 3

3.1. Regular Compensation.

3.1.1. In consideration of Coach's services, the University shall provide to Coach:

a) A base salary as follows:
~~January 11, 2017 to January 10, 2018 - $1,350,000;~~
January 11, 2018 to January 10, 2019 - $1,450,000;
January 11, 2019 to January 10, 2020 - $1,550,000;

January 11, 2020 to January 10, 2021 - $1,650,000;
January 11, 2021 to January 10, 2022 - $1,750,000~~.~~;
January 11, 2022 to January 10, 2023 - $1,850,000.

all generally payable in biweekly installments in accordance with normal University procedures and all of which is to be paid from non-appropriated funds;

b) The opportunity to receive such employee benefits calculated on the base salary (within the limits of such plans and benefits) as the University provides generally to non-faculty, non-classified, professional staff employees; and

c) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level, including moving expenses. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

d) The opportunity to receive additional benefits as the Director deems necessary and appropriate including a vehicle, complimentary tickets, and club membership, as set forth in a separate letter.

3.2. Supplemental Compensation

3.2.1. Additional Pay based upon performance relating to regular Season and post-Season competition shall be based on the following:

~~Category 1~~

a) $25,000 if the Team wins six (6) games against Conference opponents

b) $25,000 if the Team wins seven (7) games against Conference opponents

c) $50,000 if the Team wins eight (8) games against Conference opponents

d) $10,000 if the Team wins against Brigham Young University (BYU) at home or at a neutral field, in a non–Conference, regular season game, or

e) $15,000 if the Team wins against BYU at BYU in a non–Conference, regular season game.

For the sake of clarity and the avoidance of doubt, this provision shall not apply to bowl games against BYU.

f) $25,000 if the Team wins against a Power 5 conference opponent (defined as a member in the Pac-12 conference, the Southeastern conference (SEC), the Big Ten conference, the Big 12 conference, or the Atlantic Coast conference (ACC) in a non-Conference, regular season game.

For the sake of clarity and the avoidance of doubt, this provision shall not apply to bowl games against Power 5 conference opponents.

~~a)~~g) $50,000 if the Team is the Mountain Division Champion

~~Category 2~~

h) $100,000 if the Team is the Mountain West Conference Champion

~~b)~~i) $35,000 if the Team participates in a ~~bowl~~ non-Host/CFP Bowl game~~; or~~

~~c)~~j) $~~75~~15,000 if the ~~team is the Conference Champion; or~~Team wins a non-Host/CFP Bowl game

~~d)~~k) $100,000 if the Team participates in a Host Bowl as part of the ~~CFP; or~~College Football Playoff (CFP)

~~e)~~l) $~~125~~150,000 if the Team participates in one of the two semi-final Playoff Bowl games in the CFP~~.~~

~~Category 3~~

~~f)~~m) ~~$150~~$200,000 if the Team participates in the CFP Championship Bowl game~~; or~~

~~g)~~n) $~~250~~300,000 if the Team wins the CFP Championship Bowl game~~.~~

o) $25,000 if Coach earns MWC Coach of the Year

p) $50,000 if Coach earns National Coach of the Year

Coach shall be eligible for supplemental compensation from each ~~Category~~of the provisions listed above~~. Coach~~, except that in the event the Team shall ~~only~~participate in a Host/CFP Bowl, then the supplemental compensation relating to participation in a non-Host/CFP Bowl game, i) and j) above, shall be ~~eligible to earn one amount (the highest amount) from each Category.~~ inapplicable, since the Host Bowl incentives will be applicable. Any additional pay for performance earned pursuant to this section shall be paid on February 1st following the football Season in which earned, as long as Coach remains continuously employed as head Coach to that date.

3.2.2. Academic Incentive Pay may be earned as follows:

a) $25,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals between 955 and 974; and

~~a)~~ $20,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals ~~955 or higher; and~~

b) ~~$10,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals~~between 975 ~~or higher~~and 984; and

c) $~~5~~15,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals between 985 ~~or higher~~and 989; and

d) $~~15~~10,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 990 or higher.

These amounts are cumulative. By way of example, and for the avoidance of doubt, if the Team APR equals 990 or higher, Coach will earn $~~50~~70,000 in Academic Incentive Pay. Any pay earned pursuant to this section shall be paid ~~on October 1st each year~~as soon as reasonably practical following APR rating determination and verification by the NCAA, as long as Coach remains continuously employed as head Coach to that date. The parties anticipate that pay earned pursuant to this section shall be paid on or before December 1 of the applicable year.

~~3.3~~ 3.2.3. Notwithstanding the effective date of this Agreement coming nine months into the first of the five year term, the supplemental consideration set forth in Section 3.2 is intended by the parties to apply to the January 11, 2018 to January 10, 2019 term and the athletic contests, achievements, and academic performance during that term.

3.3. Media Programs, Public Appearances and Endorsements.

3.3.1. Coach shall appear on or participate in, as requested by the Director, and make all reasonable efforts to make successful University sanctioned television, radio and internet Productions concerning the University and the Program. Agreements requiring the Coach to participate in Productions and public appearances related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media Productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University's reasonable requests in order for the Productions to be successful and agrees to provide his services to and perform on the Productions and to cooperate with the University's reasonable requests related to their performance, broadcasting, and telecasting.

3.3.2. It is understood that neither Coach nor any assistant coaches shall appear, without the prior written approval of the Director (such approval not to be unreasonably withheld), on any competing Production (including but not limited to a coach's show, call-in show, or interview show) or news segment, except that this prohibition shall not apply to news media interviews and appearances which are non-recurring and for which no compensation is received.

3.3.3. Coach or any assistant coaches shall have no right, title or interest of any kind or nature whatsoever in or to any materials, works or results related to the Productions, or in any component part thereof and the University shall own all rights to the Productions and shall be entitled, at its option, to produce and market the Productions or negotiate with third parties for the production and marketing of the Productions. The University shall be entitled to retain all revenue generated by the Productions. Upon prior written approval of the Director (such written approval

not to be unreasonably withheld), Coach may use the materials, works or results related to the Productions so long as such use does not violate University or NCAA policy and does not result in Coach receiving compensation for such use.

3.3.4. Without the prior written approval of the Director (such written approval not to be unreasonably withheld), Coach shall not appear in any form of Production for commercial endorsement or compensation.

3.4. Intellectual Property Rights.

3.4.1. Coach may not use the marks or intellectual property of the University, including without limitation its logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, without a specific, written licensing agreement relating to the same. Coach agrees that all logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, including all copyright and other intellectual property rights therein, which relate to the University, including any of its athletic programs, or which would compete with the University's registered marks, that are developed or created by Coach or by others at Coach's direction, shall be owned solely by the University. Coach may, upon written approval of Director (such written approval not to be unreasonably withheld) develop or create such intellectual property rights that are not related to the University and that would not compete with the University's registered marks.

3.4.2. Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for historical and archival purposes in records and publications related to Coach's performance of his duties as the University's head football coach. Further, Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use his name, image, nickname, signature, voice and photograph for the limited purpose of selling or distributing commemorative items which depict him during his tenure as the head coach of the Team in a historically accurate and positive light, so long as his name, image, nickname, signature, voice and photograph, as the case may be, (i) is displayed on the item together with former Team members and/or coaches, or (ii) is not shown predominantly on the item. Coach consents to the University's appropriation of his privacy rights in connection with the grant of the limited license in this section.

3.4.3. During the term of this Agreement, including an extension or renewal pursuant to Section 2.2 or 2.3, the use of Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for any other purposes than those outlined in Section 3.4.2 of this Agreement shall be governed by a separate agreement.

3.5. Summer Camp—Operated By University. Coach agrees that the University has the ~~exclusive~~priority right to operate youth football camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist with reasonable requests related to the marketing, supervision, and general administration of the University's football camps. Coach also agrees that Coach will perform all obligations

mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer football camps, the University shall pay Coach supplemental compensation during each year of his employment as head football coach at the University.

3.6. Apparel and/or Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside interests to the University in accordance with Section 4.3 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.7. General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by applicable law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1(a) and paid directly from the University to Coach, and within any applicable compensation limits established by such plans and except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and Coaching of Team members which enable them to compete and reasonably protect their health, safety, and well-being;

4.1.3. Observe and work reasonably to uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the Conference, and the NCAA; supervise and take reasonable steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know,

recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's director of compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit A. The applicable laws, policies, rules, and regulations include: (a) State Board of Education Governing Policies and Procedures and Rule Manual; (b) University's Policy Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Conference.

4.2. Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, would reflect adversely upon the University, the Department or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director (such approval not to be unreasonably withheld), who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use, the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. Coach shall obtain prior written approval from the University's President (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. Notwithstanding the limitations in Sections 4.2 and 4.3, Coach's obligation under Section 4.2 and this Section 4.3 shall not extend to and shall specifically exclude buying, selling, owning, holding, investing in and otherwise receiving and deriving income from debt and/or equity investments that consist of or are in the nature of non-controlling interests in publicly traded securities or non-controlling interests in private equity funds and similar investments entities or vehicles that are managed, directed or controlled by brokerage firms, registered investment advisors, private equity firms, hedge funds and similar advisors and managers whereby Coach has no more than a direct or indirect non-controlling minority stake with limited rights, authority or ability to control or influence business decisions and management. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the Conference, or the NCAA.

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Program, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Trustees. Coach shall be provided an annual budget of at least $2,200,000 per year for the employment of the ~~nine (9~~ten (10) on-field assistant coaches.

4.5. Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.~~7~~6. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports franchise requiring performance of duties set forth herein prior to the expiration of this Agreement, without giving prior notice to the Director. Coach shall deliver such notice in writing, or by electronic mail, and shall give such notice as soon as reasonably practical but no less than 48 hours prior to such activity.

ARTICLE 5

5.1. Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties in the event he engages in conduct which amounts to good or adequate cause to terminate Coach; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in this Agreement, Boise State University policies, and Idaho State Board of Education policies.

5.1.1. In addition to the definitions contained in applicable policies, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension or termination of this Agreement:

a) A deliberate or major or repetitive violation of Coach's duties under this Agreement or the intentional refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after receiving written notice from the University;

c) A deliberate or major or repetitive violation by Coach of any applicable law (other than minor traffic offenses) or the policies, rules or regulations of the University, the University's governing board, the Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent (such consent not to be unreasonably withheld);

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's reasonable judgment, reflect adversely on the University, the Department or its athletic programs;

f) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA;

g) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

h) A deliberate or major or repetitive violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2. Suspension or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond within at least 14 days after the receipt of the University's written notice. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4. If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2. Termination of Coach for Convenience of University.

5.2.1. At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2. In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay or continue to pay Coach, as applicable, as liquidated damages and not a penalty, the applicable regular compensation as set forth in section 3.1.1(a) plus an additional amount at the annual rate of $200,000, excluding all deductions required by law, payable on the regular paydays of the University until the expiration of the term of this Agreement ends, or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid to the Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the applicable gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to the Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance of 3.1.1(b) as if he remained a University employee until the term of this Agreement ends or until Coach obtains other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits outside of section 3.1.1 (a) and (b), except as otherwise required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to Coach by University after the date Coach obtains other employment, to which Coach is not entitled under this provision. Coach acknowledges that the University will withhold taxes and other payroll deductions from the payments due Coach pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

5.2.3. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the negotiations of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3. Termination by Coach for Convenience.

5.3.1. The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost if he resigns before the end of the term of the Agreement.

5.3.2. The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Such termination shall be effective ten (10) days after written notice is given to the University unless otherwise agreed to by the parties. Such termination must occur at a time outside the Team's Regular Season (excluding bowl game) so as to minimize the impact on the Program.

5.3.3. If the Coach terminates this Agreement for convenience, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for convenience prior to January 10, ~~2022~~2023, to commence, or enter into an agreement to commence, "Similar or Related Employment" (as defined in this section 5.3.3), then he (or his designee) shall pay to the University, as liquidated damages and not as a penalty, the following sum: if the termination occurs between ~~January 11, 2017~~October 29, 2018 and January 10, ~~2018~~2019, the sum of five-hundred-thousand dollars ($500,000); if the termination occurs between January 11, 2019 and January 10, 2020, the sum of three hundred-fifty-thousand dollars ($350,000); if the termination occurs between January 11, 2020 and January 10, 2021, the sum of two-hundred-fifty-thousand dollars ($250,000); if the termination occurs between January 11, 2021 and January 10, 2022, the sum of one-hundred-fifty-thousand dollars ($150,000); and if the termination occurs between January 11, 2022 and January 10, 2023, the sum of one-hundred-thousand dollars ($100,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. For purposes of this Section 5.3.3, "Similar or Related Employment" means employment in football, coaching, or any capacity in sports (whether by title of the position or by performing the duties regularly associated with such position), including, but not limited to, employment (a) as a coach in any division of NCAA or NAIA athletics, (b) with a National Football League (NFL) team, or (c) in sports related media. If Coach terminates for convenience and does not immediately commence Similar or Related Employment, and therefore does not pay the liquidated damages, but then at a future date within twelve (12) months of termination for convenience commences, or enters into an agreement to commence in the future, employment as a collegiate head football coach, or professional (NFL) head football coach, or as an assistant coach at a university that is a member of the Conference, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts, or agrees to accept, such employment as a collegiate or professional head coach or assistant coach at a member institution of the Conference. By way of example only and for the avoidance of doubt, if Coach terminates for convenience on May 1, ~~2017~~2019, and accepts employment as a collegiate or professional head coach on January 5, ~~2018~~2020, Coach, or his designee, would owe the University ~~five~~three hundred fifty thousand dollars ($~~500~~350,000). However, if Coach terminates for convenience on May 1, ~~2017~~2019, and accepts employment as a collegiate or professional football head coach on ~~March~~June 1, ~~2018~~2020, neither Coach nor his designee would owe the University any liquidated damages.

5.3.4. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the negotiation of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, that the University will lose the benefit of its investment in the Coach, and that the University may face potentially increased compensation costs if Coach terminates this Agreement for convenience, all of which amounts are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for any and all damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3.5. Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments with the exception of any amounts earned by the date of termination but not yet paid due to normal payroll procedures.

5.4. Termination due to Disability or Death of Coach.

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the Position of head coach, or dies.

5.4.2. If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries hereunder.

5.4.3. If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the Position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5. Interference by Coach. In the event of termination or suspension, Coach shall comply with all reasonable requests relating to the University's ability to transact business or operate its intercollegiate athletics program.

5.~~7~~6. No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.~~8~~7. Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Policies.

5.~~9~~8. Annual Leave Upon Termination. In the event of non-renewal or termination of Coach's employment under any provision of this section 5, Coach will use or forfeit all accumulated annual leave prior to the final date of employment and terminate Coach's employment with no annual leave balance.

ARTICLE 6

6.1. Board Approval. This Agreement shall not be effective until and unless approved by the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the University's Board of Trustees, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules or policies regarding furloughs or financial exigency.

6.2. University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, vehicles, personnel records, recruiting records, Team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director. However, Coach shall be entitled to retain copies of any practice scripts, playbooks, statistics, or recruiting records (to the extent allowed under applicable privacy and confidentiality laws) utilized during his employment by the University. Further, Coach shall be entitled to retain any other personal property developed by Coach prior to his employment by the University or developed on his own time and not for use in his position as the Program's head football coach.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach.

The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.8. Non-Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion so long as such production by the University is consistent with applicable law, NCAA, University or Conference policy.

6.9. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	President 1910 University Drive Boise, Idaho 83725-1000
the Coach:	Bryan Harsin Last known address on file with University's Human Resource Services
with a copy to:	Russ Campbell and Patrick Strong Balch Sports 1901 Sixth Avenue North, Suite 1500 Birmingham, Alabama 35203

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date certified mail is signed for, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.10. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.11. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.12. Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case (such consent not to be unreasonably withheld), use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.13. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.14. Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees.

6.15. Opportunity to Consult with Attorney. Both parties acknowledge that they have had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

ARTICLE 7

7.1. Definitions. The following terms as used in the Agreement will be defined as indicated:

a) "APR" means Academic Progress Rate as used by the NCAA to track academic progress of NCAA eligible student athletes and NCAA athletic programs.

b) "Athletic Director" or "Director" means the Boise State University Director of Athletics.

c) "BAA" means the Bronco Athletic Association.

d) "CFP" mean the College Football Playoff (as the successor to the Bowl Championship Series organization) and its affiliated or contracted Host Bowls, semi-final Playoff Bowls and Championship Bowl games.

e) "Coaching" means to direct, supervise, mentor and lead the athletes participating on the Team and/or in the Program.

f) "Conference" means the athletic conference in which the University is a member for purposes of inter-collegiate Football competition as of the date of the applicable event. At the time of the execution of this Agreement, the Conference is the Mountain West Conference. Change of Conference affiliation is at the sole discretion of the ~~University~~ President.

g) "Department" means the Boise State University Department of Intercollegiate Athletics.

~~h) "FBS" means the Football Bowl Subdivision membership category and participation level of the NCAA.~~

~~i)~~h) "NCAA" means the National Collegiate Athletic Association.

~~j)~~i) "Position" ~~will mean~~means the position of head football coach.

~~k)~~j) "President" means the Boise State University President.

~~l)~~k) "Productions" means any and all television, radio, podcast, website, webcast, digital, electronic and/or internet (or other similar or newly developed media format) productions or programs concerning or affiliated in any way with the University, the Team, the Program or the Department.

~~m)~~l) "Program" ~~shall mean~~means the Football program, including the Team and the staff, equipment and operations assigned to, or affiliated with, the Team as decided at the sole, reasonable discretion of the Director. Non-capitalized use of the term "program" in reference to fringe benefit programs, media programs or to athletic programs generally are defined by the ordinary use in context.

~~n)~~m) "Season" ~~will mean~~means the NCAA regulated football season commencing on the first day of fall practice and ending immediately after the last game of the football regular season or, if applicable to the Team being selected to play in a post-season bowl ("bowl eligible"), after the post-season bowl game involving the University Team.

~~o)~~n) "Team" means the Boise State University Broncos intercollegiate football team.

In witness whereof the parties have hereunto set their hands on the date below noted:

UNIVERSITY	COACH
~~Robert Kustra,~~Martin E Schimpf, Interim President Date	~~_____~~Bryan Harsin _____Date

Approved by the Board on the _____ day of _____, 201__.

BOISE STATE UNIVERSITY

Football APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2013-14	2014-15	2015-16	2016-17
Football	977	991	968	968
National % Rank by Sport	***70-80***	***80-90***	***50-60***	***50-60***

REPORT YEAR
Raw Score for single year
Percentile Rank for Sport

MULTI-YEAR (4-Year Rolling Average)

Football	981	982	979	976

Coach Bryan Harsin Maximum Compensation Calculation - 2018-2023

			2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3.1.1a	Annual Base Salary		$ 1,450,000.00	$ 1,550,000.00	$ 1,650,000.00	$ 1,750,000.00	$ 1,850,000.00
3.2.1	Additional Pay based on Performance - Conference Wins		$ 100,000.00	$ 100,000.00	$ 100,000.00	$ 100,000.00	$ 100,000.00
3.2.1	Additional Pay based on Performance - BYU Win		$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00
3.2.1	Additional Pay based on Performance - Power 5 Win		$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 25,000.00
3.2.2	Additional Pay based on Performance - MW Div/Conference Title		$ 150,000.00	$ 150,000.00	$ 150,000.00	$ 150,000.00	$ 150,000.00
3.2.1	Additional Pay based on Performance - CPF Bowl Appearance/Win		$ 750,000.00	$ 750,000.00	$ 750,000.00	$ 750,000.00	$ 750,000.00
3.2.1	Additional Pay based on Performance - Coach of the Year		$ 75,000.00	$ 75,000.00	$ 75,000.00	$ 75,000.00	$ 75,000.00
3.2.2	Additional Pay based on Academic Achievement		$ 70,000.00	$ 70,000.00	$ 70,000.00	$ 70,000.00	$ 70,000.00
	Total potential annual compensation under Employment Agreement		$ 2,635,000.00	$ 2,735,000.00	$ 2,835,000.00	$ 2,935,000.00	$ 3,035,000.00
	Royalties under License Agreement with Bryan Harsin Enterprises LLC		$ 200,004.00	$ 200,004.00	$ 200,004.00	$ 200,004.00	$ 200,004.00
	Total potential annual compensation		**$ 2,835,004.00**	**$ 2,935,004.00**	**$ 3,035,004.00**	**$ 3,135,004.00**	**$ 3,235,004.00**

<table>
<tr><th>Coach</th><th>School</th><th>Salary</th><th>Incentives</th></tr>
<tr><td>Troy Calhoun</td><td>Air Force</td><td>NA</td><td></td></tr>
<tr><td>Bryan Harsin</td><td>Boise State</td><td>$1,450,000</td><td>See Contract</td></tr>
<tr><td>Mike Bobo</td><td>Colorado State</td><td>$1,800,000</td><td>
<table>
<tr><th>Achievement</th><th>Compensation</th></tr>
<tr><td>Winning Six (6) Conference Regular Season Games</td><td>$25,000</td></tr>
<tr><td>Winning a Seventh (7th) Conference Regular Season Game</td><td>$35,000</td></tr>
<tr><td>Winning an Eighth (8th) Conference Regular Season Game</td><td>$50,000</td></tr>
<tr><td>Qualifying to Play in the Conference Championship Game</td><td>$50,000</td></tr>
<tr><td>Winning the Conference Championship Game</td><td>$100,000</td></tr>
<tr><td>Being Selected to Play in a Bowl Game</td><td>$50,000</td></tr>
<tr><td>Being Selected to Play in a Host Bowl as part of the College Football Playoff</td><td>$100,000</td></tr>
<tr><td>Being Selected to Play in the Semifinal of the College Football Playoff</td><td>$175,000</td></tr>
<tr><td>Being Selected to Play in the Final of the College Football Playoff</td><td>$225,000</td></tr>
<tr><td>Winning a College Football Playoff</td><td>$150,000</td></tr>
<tr><td>Winning the Conference Coach of the Year Award</td><td>$20,000</td></tr>
<tr><td>Winning the Paul Bear Bryant, Associated Press or Home Depot National Coach of the Year Award (limited to one)</td><td>$75,000</td></tr>
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Jeff Tedford	Fresno State	$1,600,000	**1) Achievement of Annual NCAA APR** a) At or above 935 provides $120,000 b) At or above 940 provides $130,000 c) At or above 945 provides $140,000 d) At or above 950 provides $150,000 e) At or above 955 provides $160,000 f) At or above 960 provides $175,000 *Only one may be awarded.* **2) Annual Team GPA (Fall/Spring Semesters)** a) 2.6 to 2.699 provides $75,000 b) 2.7 to 2.799 provides $85,000 c) 2.8 to 2.899 provides $95,000 d) 2.9 and above provides $105,000 *Only one may be awarded.* **3) Annual Federal Graduation Rate** a) At or above 57% provides $85,000 b) At or above 58% provides $95,000 c) At or above 59% provides $105,000 d) At or above 60% provides $115,000 e) At or above 61% provides $125,000 f) At or above 62% provides $135,000 *All percentages refer to four-year cohort. Only one may be awarded.* **4) Achievement of regular-season wins** a) At or above 6 wins provides $100,000 b) At or above 7 wins provides $150,000 c) At or above 8 wins provides $200,000 d) At or above 9 wins provides $250,000 e) At or above 10 wins provides $300,000 f) At or above 11 wins provides $400,000 *Only one may be awarded; assumes affiliation with Mountain West Conference. Any change in either the membership or the conference affiliation requires adjustments to reflect the appropriate level of competition. Adjustment will be based on BCS conference power rankings.*

			5) Conference Success a) Regular Season Co-Conference Championship (OR) Divisional Champion with advancement to championship game provides $150,000.00 b) Regular-Season Conference Champion (OR) winner of conference championship game provides $250,000.00 *Only one of four may be awarded; assumes affiliation with Mountain West Conference. Any change in either the membership or the conference affiliation requires adjustments to reflect the appropriate level of competition.* **6) Bowl Participation** a) Participation in a conference-associated or at-large bowl provides $100,000.00 (OR) $200,000 for winning said bowl b) Participation in a bowl with a payout exceeding $1.4 million provides $200,000 (OR) $300,000.00 for winning said bowl c) Participation in a New Year's Six Bowl provides $300,000.00 (OR) $450,000 for

			winning said bowl d) Participation in College Football Playoff National Championship Semifinal game provides $400,000.00 e) Participation in College Football Playoff National Championship game provides $500,000.00 (OR) winning said College Football Playoff National Championship provides $1,000,000 *Only one may be awarded.* **7) Final College Football Playoff National Standing** a) Top 25 provides $150,000 b) Top 10 provides $250,000 *Only one may be awarded.* **8) Individual Honors** a) Conference Coach of the Year Awards provides $50,000 b) National Coach of the Year Award provides $100,000 *Only one National Coach of the Year award will be provided & only one from among the four apply: Walter Camp; Eddie Robinson; Paul "Bear" Bryant; and the American Football Coaches Association.* **9) Football Game Attendance** a) Paid attendance of 130,000 or more provides for $200,000. b) Paid attendance of 152,000 or more provides for $300,000. *For purposes of defining and measuring attendance for this bonus, the number of attendees will be based on the total number of fully paid attendees including box tickets and shall not include those receiving complimentary tickets or those receiving tickets through promotional discounts. Only one may be awarded.* **10) Completion Bonus** If the Employee is still retained as the Head Football Coach on November 30, 2021, he will be entitled to receive a one-time bonus of $350,000.

Nick Rolovich	Hawaii	$425,004	A. Conference Achievements. These bonuses under this Subsection A are cumulative. i. Team Wins the West Division of the Mountain West Conference (MWC) and Participates in the MWC Championship Game [redacted] ii. Team Wins the MWC Championship [redacted] B. Bowl Game Achievements. It is understood that Coach shall receive only one (1) incentive payment under this Subsection B per contract year, which shall be based on the highest goal achieved. i. Team Participates in a Bowl Game (Payable only if no Conference Achievements in Subsection A are earned) [redacted] ii. Team Wins a Bowl Game [redacted] iii. Team Participates in Non-Playoff New Year's Six Bowl Game [redacted] iv. Team Wins Non-Playoff New Year's Six Bowl Game [redacted] v. Team Participates in Four-Team Playoff Bowl Game [redacted]

			vi. Team Wins Four-Team Playoff Bowl Game [redacted] vii. Team Wins National Championship [redacted] C. Coach of the Year Achievements. These bonuses under this Subsection C are cumulative and apply in full if any such award is solo or shared. i. Conference Coach of the Year [redacted] ii. National Coach of the Year (Eddie Robinson, Sporting News, Walter Camp, Bobby Dodd, Woody Hayes, Paul "Bear" Bryant, George Munger, Home Depot, AP, Liberty Mutual, Bobby Bowden) [redacted] D. Academic Progress Rate (APR) Achievements. It is understood that Coach shall receive only one (1) incentive payment under this Subsection D per year, beginning with the results from the 2015-16 academic year, which shall be based on the highest goal achieved. i. Single year APR of 960 or greater [redacted] ii. Single year APR of 980 or greater [redacted]

Jay Norvell	Nevada	$500,000	Athletic Performance: a. For winning or tying the Conference West Division: $25,000. b. For winning the Conference Championship Game: $50,000. c. For receiving the Conference Coach of the Year Award or Co-Coach of the Year Award: $10,000. d. For Bowl Appearance: $10,000 (inclusive of MWC Division and Conference Championship bonus) e. Bowl Win: $25,000 (inclusive of Conference West Division and Conference Championship Game bonus, excluding Bowl Appearance bonus) f. NY6 Bowl: $100,000 (inclusive of Conference West Division and Conference Championship bonus)
Bob Davie	New Mexico	$822,690	1. Win MWC Championship $50,000.00 2. Top 25 ranking at end of the season $25,000.00 3. Top 25 ranking at any point during season $10,000.00 4. BCS Bowl Game $150,000.00 5. Victory over top-25 team $10,000.00 6. Non-BCS Bowl Game $20,000.00 7. Conference Coach of the Year $10,000.00 8. National Coach of the Year $25,000.00 9. Average Paid Annual Attendance (excluding students) if 19,000 is reached $25,000.00 and if 21,000 is reached, an additional $25,000.00

Rocky Long	San Diego State	$236,304	A. Mountain West Conference (or successor or substitute conference) Title or Co-Title	$75,000
			B. Participant in Mountain West Conference (or successor or substitute conference) Championship Game	$25,000
			C. Two Wins over Top 25 Teams. Teams must be ranked in the USA Today or AP poll at the time of victory.	$75,000
			D. Bowl Appearances (non-cumulative)	
			i. Non-CFP Bowl with payout less than $1,500,000	$50,000
			ii. Non-CFP Bowl with payout greater than $1,500,000	$75,000
			iii. CFP Bowl (New Year's Day Six) Appearance	$150,000
			iv. CFP Semifinal Participant	$200,000
			v. CFP Final Participant	$300,000
			vi. CFP National Championship	$400,000
			E. Final Ranking in Top 15 in USA Today Coaches Poll or AP Poll	$50,000
			F. Final Ranking in Top 16-25 in USA Today Coaches Poll or AP Poll	$25,000
			G. Annual APR above 950 or 4-year Average APR above 940 for the Football Team during any year of the Term	$15,000
			H. Win over highest CFP ranked Mountain West	$25,000

			I. Win over Football Team which is member of Power 5 Conference. Current Power 5 Conferences are defined as Atlantic Coast Conference, Big Ten Conference, Big 12 Conference, Pacific-12 Conference, and Southeastern Conference. May receive multiple awards. $10,000 J. Individual student-athlete is named to 1st team All American (AP, AFCA, Walter Camp, Sports Illustrated or USA Today) or receive the Heisman Trophy. Eligible for one award per year. $10,000
Brent Brennan	San Jose State	$587,916	Incentive compensation criteria: a) $25,000 if the football team wins the West Division of the Mountain West Conference. b) $25,000 if the football team wins the Mountain West Conference Championship Game. c) $10,000 if Employee is named Conference Coach of the Year. d) $20,000 if the football team wins 7 games in the regular season (excluding Bowl game). e) $20,000 if the football team wins eight or more games in the regular season (excluding Bowl game).

			f) $10,000 if the football team has at least a .500 record (i.e., 6-6) and participates in a bowl game other than a "New Year's 6" game. g) $5,000 if the football team has at least a .500 record, participates in a bowl game and wins the bowl game. h) $100,000 if the football team participates in a "New Year's 6" bowl game. i) $10,000 if the football team's single year APR is 970 or higher beginning with the 2017-18 academic year.

Tony Sanchez	UNLV	$600,000	Athletic Performance: a. For appearing in the Conference Championship Game: $25,000.00. b. For winning the Conference Championship Game: $25,000.00. c. For receiving the Conference Coach of the Year Award or Co-Coach of the Year Award: $10,000.00. d. Intentionally omitted. e. Intentionally omitted. f. Intentionally omitted. g. For appearing in any BCS Bowl Game: $100,000.00. h. For appearing in any other Bowl Game: $50,000.00. i. For ranking top 25 in ESPN or Coaches poll: $25,000.00. j. For appearing in any New Year's Day Bowl (NY6): $100,000.00. j. For achieving a 960 APR: $10,000.00. k. In addition, for achieving wins during the regular season, the University will pay to Employee the specific sum listed below next to the designated number of wins (i.e. the amounts are not cumulative): i. For achieving seven (7) wins, the sum of $20,000.00. ii. For achieving eight (8) wins, the sum of $30,000.00. iii. For achieving nine (9) wins, the sum of $40,000.00. iv. For achieving ten (10) wins, the sum of $50,000.00.

Matt Wells	Utah State	$900,000	10. Coach will be paid cash incentive bonuses for the following achievements (per occurrence; cumulative in nature): $25,000 for winning a conference division championship (solo or shared); $50,000 for winning a conference championship (solo or shared); $100,000 for achieving team participation in a national play-off game; $50,000 for winning national playoff game; $50,000 for participation in a non- play-off bowl game; $10,000 for maintaining an Academic Progress Rate score (APR) of 960 or above; $50,000 for Top 10 national ranking at end of season $25,000 for a Top 20 Ranking at the end of the season; $10,000 for a Top 25 Ranking at the end of the season; (AP, Coaches/USA); $15,000 for Conference Coach of the Year (solo or shared); $25,000 for National Coach of the Year (solo or shared); $5,000 for each rival game victory against BYU or Utah ; $200,000 for appearing in a national championship game; $200,000 for winning national championship game.

Craig Bohl	Wyoming	$1,420,000	3. Additional Guaranteed Annual Compensation: During the term of Employee's appointment as Head Football Coach, Employee shall receive (from non- State funds), in addition to the Base Salary, annual guaranteed compensation (hereinafter the "Guaranteed Annual Compensation") at the rates specified in this Section. The Guaranteed Annual Compensation will be earned and payable in twelve (12) equal installments on a monthly basis. The Guaranteed Annual Compensation shall not be recognized as eligible compensation for purposes of participation in the Wyoming State Retirement System or TIAA-CREF. The rate for the Guaranteed Annual Compensation shall be as follows: a. For the calendar year commencing January 1, 2017-$1,100,000 b. For the calendar year commencing January 1, 2018-$1,100,000 c. For the calendar year commencing January 1, 2019-$1,200,000 d. For the calendar year commencing January 1, 2020-$1,150,000 e. For the calendar year commencing January 1, 2021-$1,250,000 f. For the calendar year commencing January 1, 2022-$1,250,000 g. For the calendar year commencing January 1, 2023-$1,300,000

I. In-Season and Post Season Incentive Fees-Tier 1

A. Mountain West Conference (MWC) regular season victories: $50,000 when the Employee as Head Football Coach wins five (5) MWC regular season games payable not later than January 31 of the succeeding calendar year. The terms "regular season" for the purposes of this Agreement do not include the MWC championship game or post season bowl games.

B. Season Ticket Incentives: For season tickets sold at full price as established by the University, payable not later than January 31 of the succeeding calendar year.) (Compensation levels are not cumulative)

(1)	Under 5,000 tickets sold/year	$0
(2)	5,000 to 5, 999 tickets sold /year	$20,000
(3)	6,000 to 6,999 tickets sold/year	$30,000
(4)	7,000 to 7,999 tickets sold/year	$40,000
(5)	8,000 to 8,999 tickets sold/year	$60,000
(6)	9,000 to 9,999 tickets sold/year	$80,000
(7)	10,000 or more tickets sold/year	$100,000

C. Incentive Compensation for Academic Performance Goals:
(Compensation levels are not cumulative)

(1)	Cumulative team GPA greater than or equal to 2.80	$100,000
(2)	Cumulative team GPA between a 2.70 and 2.79	$75,000
(3)	Cumulative team GPA between a 2.50 and 2.69	$50,000
(4)	Cumulative team GPA under 2.50	$0

II. In-Season and Post Season Incentive Fees-Tier II:

A. Outright MWC Division Champion: $50,000 (#Co-Championship earns no incentive compensation award)

B. Regular Season Victory over Power Five (P5)/Autonomous 5 (A5) Conference Member: $100,000 per win in regular season. The parties further acknowledge that the conferences that comprise the P5/A5 could change and that member schools of the individual conferences comprising the P5/A5 could change. The composition of the P5/A5 on the first week of the college football season for each calendar year of the term of this Restated Employment Agreement shall control for the purpose determining whether a University of Wyoming football opponent is a member of the P5/A5. This incentive applies to games played during the regular season and not post season games. This incentive does not impair the final authority of the Athletic Director under Paragraph 7A to schedule football game opponents.

C. Post Season Bowl Game Selection: One month (1) current Base Salary. Payment shall be made from resources of the Cowboy Joe Club ("CJC") as denoted in the CJC bylaws.

D. Post Season Bowl Game Victory: $25,000. This incentive is in addition to the incentive set forth in Subparagraph (C) immediately above.

E. MWC Coach of the Year: One-month current Base Salary. This incentive will be paid from resources of the CJC.

F. MWC Conference Championship: $100,000. This incentive award is in lieu of the incentive outlined in CJC bylaws which provided for payment of one month's base salary. No additional one-month base salary will be paid in addition to this incentive award.

G. Top 25 Finish in the College Football Playoff Standings: $100,000

The incentive amounts payable under this Paragraph 4.II. for the regular season and post season in a particular year **shall not exceed** the following amounts, and shall be payable not later than January 31 of the succeeding calendar year:

Year 1: January 1, 2017 – December 31, 2017	$200,000
Year 2: January 1, 2018 – December 31, 2018	$200,000
Year 3: January 1, 2019 – December 31, 2019	$200,000
Year 4: January 1, 2020 – December 31, 2020	$250,000
Year 5: January 1, 2021 – December 31, 2021	$250,000
Year 6: January 1, 2022 – December 31, 2022	$250,000
Year 7: January 1, 2023 – December 31, 2023	$300,000

Liquidated Damages
Head XX Coaches in Mountain West Conference

Coach	School	Length of Contract	2018-19 Salary (total comp)	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Troy Calhoun	Air Force		NA	NA		NA
Bryan Harsin	Boise State	1/11/18 - 1/10/23	$ 1,450,000	Yes	Sliding Scale	See Contract
Mike Bobo	Colorado State	1/1/18 - 12/31/22	$ 1,800,000	Yes	Sliding Scale	In the event that Bobo so terminates this Agreement during the Term to accept a head coaching position at another university or any coaching position in the NFL, because the Parties agree that the harm to the University cannot otherwise be reasonably calculated, Bobo, or his designee, shall pay to the University as liquidated damages, and not as a penalty, the following amounts (referred to as "Liquidated Damages"): (i) $3,500,000 if such termination occurs between the Effective Date and December 31, 2018; (ii) $3,000,000 if such termination occurs between January 1, 2019 and December 31, 2019; (iii) $2,000,000 if such termination occurs between January 1, 2020 and December 31, 2020; (iv) $1,000,000 if such termination occurs between January 1, 2021 and December 31, 2021; and (v) $0 if such termination occurs between January 1, 2022 and December 31, 2022.
Jeff Tedford	Fresno State	12/1/16 - 12/1/21	$ 1,600,000	Yes	Flat Rate	The Consultant automatically cancels this Consulting Services Agreement if Consultant chooses to resign his position as the University's Head Football Coach prior to the completion of the Contract Term, according to the following: a) If Consultant resigns his position as the University's Head Football Coach before the conclusion of the 2017 football season, Consultant will pay the Athletic Corporation an early-departure fee of $1,500,000; or b) If Consultant resigns his position as the University's Head Football Coach before the conclusion of the 2018 football season, Consultant will pay the Athletic Corporation an early-departure fee of $1,500,000; or c) If Consultant resigns his position as the University's Head Football Coach before the conclusion of the 2019 football season, Consultant will pay the Athletic Corporation an early-departure fee of $1,500,000.
Nick Rolovich	Hawaii	11/30/15 - 11/29/20	$ 425,004	Yes	Flat Rate	B. If Coach voluntarily terminates this Agreement without the requisite sixty (60) days' notice or to accept a new coaching position with a college or professional team, then Coach shall pay the University as liquidated damages, a lump sum amount of $150,000 (One Hundred Fifty Thousand and no/100 Dollars) within ninety (90) days of the date on which the termination occurs. This

Jay Norvell	Nevada	1/1/18 - 12/31/21	$ 500,000	Yes	Base Salary remaining for term	6.2.a.2. Liquidated Damages If the Employee terminates this Agreement for convenience, all obligations of the University shall cease as of the effective date of the termination, and the Employee or Employee's designee shall pay to the University, as liquidated damages and not a penalty, the following sums calculated as of the effective date of termination: If Employee terminates for convenience prior to January 1, 2018, Employee shall pay to the University an amount equal to Employee's Initial Base Salary as defined in Article 5.1 of this Agreement for the period remaining through January 1, 2018, and an amount equal to Employee's Base Salary as defined in Article 5.1 of this Agreement for the period of January 1, 2018, through the period remaining in the Term (partial months shall be prorated). If Employee terminates for convenience on or after January 1, 2018, Employee shall pay to the University an amount equal to Employee's Base Salary as defined in Article 5.1 of this Agreement for the period remaining in the Term (partial months shall be prorated). The liquidated damages shall be due and payable within twenty (20) calendar days of the effective date of the termination, or in accordance with a payment schedule agreed upon by the President of the University and the Employee in writing, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.
Bob Davie	New Mexico	7/1/16 - 12/31/21	$ 822,690	Yes	Sliding Scale	7. TERMINATION BY REQUEST OF COACH DAVIE: Coach Davie may terminate this Agreement without cause at any time upon thirty (30) days' notice to the VPIA. In the event that Coach Davie terminates this Agreement pursuant to this paragraph, the University shall have no further liability except for base salary and benefits accrued to the date of termination, a pro rata share of the Other Compensation described in paragraph 3.b.4, 3.b.5 and 3.b.6, above, to the date of termination, and any incentive payments earned by Coach Davie under paragraph 3(d) as of the date of termination. Coach Davie understands and agrees that his termination of this Agreement pursuant to this paragraph prior to the expiration of the term of this Agreement will cause irreparable harm to the reputation and athletic programs of the University in an amount not capable of precise calculation or quantification. Therefore, Coach Davie agrees to pay to the University, as liquidated damages (the "Liquidated Damages") and not as penalty, a sum of $760,000.00 in the event that he terminates this Agreement pursuant to this paragraph at any time prior to the end of the first full (July 1- June 30) contract year, the sum of $650,000.00 in the event he terminates this Agreement pursuant to this paragraph at any time prior to the end of the second full (July 1- June 30) contract year, the sum of $450,000.00 in the event he terminates this Agreement pursuant to this paragraph at any time prior to the end of the third full (July 1- June 30) contract year, the sum of $350,000.00 in the event he terminates this Agreement any time prior to the end of the fourth full (July 1- June 30) contract year, the sum of $250,000.00 in the event he terminates this Agreement between the end of the fourth full contract year and November 30, 2019, and no payment from December 1, 2019 through the expiration of the term of this Agreement. The Liquidated Damages shall be the University's sole and exclusive quantification and limitation of Coach Davie's damages owed to the University pursuant to this Section 7 and the University shall seek no other remedies or damages whatsoever against Coach Davie related to his termination of this Agreement without cause.
Rocky Long	San Diego State	1/20/17 - 1/31/22	$ 236,304	Yes	Sliding Scale	**Employee Early Resignation. Employee agrees not to seek, apply for or be interviewed for any other positions prior to the end of the term of this Letter of Appointment without prior notice to the Director of Athletics.** If Employee accepts another position prior to the end of the term of this Letter of Employment, Employee is responsible for paying the University the buyout amounts (the "Buyouts") identified below: a. $1,500,000 in the first year of the appointment; b. $1,000,000 in the second year of the appointment; c. $1,000,000 in the third year of the appointment; d. $1,000,000 in the fourth year of the appointment; e. $1,000,000 in the fifth year of the appointment.
Brent Brennan	San Jose State	9/1/17 - 12/11/21	$ 587,916	None	NA	None

Tony Sanchez	UNLV	2/1/17 - 1/31/22	$ 600,000	Yes	Base Salary remaining for term	6.2.a.2. Liquidated Damages If the Employee terminates this Agreement for convenience between the Effective Date and January 31, 2022, all obligations of the University shall cease as of the effective date of the termination, and the Employee or Employee's designee shall pay to the University, as liquidated damages and not a penalty, an amount equal to Employee's Base Salary as defined in Article 5.1 of this Agreement for the period remaining in the Term (partial months prorated) calculated as of the effective date of termination. The liquidated damages shall be due and payable within twenty (20) calendar days of the effective date of the termination, or in accordance with a payment schedule agreed upon by the President of the University and the Employee in writing, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.
Matt Wells	Utah State	7/1/17 - 12/31/19	$ 900,000	Yes	Flat Rate	21. Should coach elect to terminate his employment prior to the end of the contract, USU shall be entitled to receive from Coach or his subsequent employer $800,000. It is expressly understood that this payment is not intended as a penalty, but rather a reasonable approximation of liquidated damages suffered by USU which may result from any voluntary breach of contract by Coach. The parties agree that in the event Coach terminates this contract after the team's final regular season game in 2019, the liquidated damages provisions of this Section 21 shall be null and void; and no damages shall be owed by Coach whatsoever.
Craig Bohl	Wyoming	1/1/17 - 12/31/23	$ 1,420,000	Yes	Sliding Scale	B. In the event Employee terminates this Agreement to accept employment in intercollegiate athletics or professional sports on or before the dates outlined below, Employee shall owe the University the following liquidated damages (hereinafter the "University Liquidated Damages"): (1) $6,510,000.00 if such termination occurs between the Effective Date and December 31, 2017. (2) $5,530,000.00 if such termination occurs between January 1, 2018, and December 31, 2018. (3) $4,480,000.00 if such termination occurs between January 1, 2019, and December 31, 2019. (4) $3,430,000.00 if such termination occurs between January 1, 2020, and December 31, 2020. (5) $2,310,000.00 if such termination occurs between January 1, 2021, and December 31, 2021. (6) $1,190,000.00 if such termination occurs between January 1, 2022, and December 31, 2022. (7) $0 if such termination occurs between January 1, 2023 and December 31, 2023.

TAB	DESCRIPTION	ACTION
1	**FY 2019 SOURCES AND USES OF FUNDS**	Information item
2	**OUTCOMES BASED FUNDING**	Motion to approve
3	**BOISE STATE UNIVERSITY** Contract Addendum - Touchnet Information Systems, Inc.	Motion to approve
4	**BOISE STATE UNIVERSITY** Reduction to 2019 Summer Student Fees	Motion to approve
5	**UNIVERSITY OF IDAHO** Purchase and Sale Agreement – Rock Creek Ranch	Motion to approve
6	**LEWIS-CLARK STATE COLLEGE** Career Technical Education Building Project – Funding and Construction Authorization	Motion to approve

SUBJECT

FY 2019 College and Universities "Summary of Sources and Uses of Funds"

REFERENCE

October 2017 Board received annual Sources and Uses update

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.B.4.b., V.B.5.c. and V.B.6.b.

BACKGROUND/DISCUSSION

The College and Universities receive funding from a variety of sources. A summary of the revenue sources is as follows:

Revenue types include:

Approp: General Funds – State appropriation of state funds

Approp: Endowment Funds – Idaho State University (ISU), University of Idaho (UI) and Lewis-Clark State College (LCSC) are the beneficiaries of income from state endowment lands

Approp: Student Fees – Tuition and Fees approved by the Board; Legislature appropriates spending authority

Institutional Student Fees – Fees approved by the institution presidents

Federal Grants & Contracts – Extramural grants and contracts awarded by the Federal government

Federal Student Financial Aid – Funds passed through to students

State Grants and Contracts – Grants and contracts awarded by the State: may include state scholarships and work study funds

Private Gifts, Grants and Contracts – Other non-governmental gifts, grants and contracts

Sales and Services of Educational Activities – Includes: (i) revenues that are related incidentally to the conduct of instruction, research, and public service and (ii) revenues of activities that exist to provide instructional and laboratory experience for students and that incidentally create goods and services that may be sold to students, faculty, staff, and the general public. Examples would include sales of scientific and literary publications, testing services, etc.

Sales and Services of Auxiliary Enterprises – An institutional entity that exists predominantly to furnish goods or services to students, faculty, or staff, and that charges a fee directly related to the cost of the goods or services. Examples include residence halls, food services, student unions, bookstores, copy centers, health centers, etc.

Indirect Costs/Other – Also known as Facilities and Administrative (F&A) cost recovery, on many grants an institution may charge a grantor for indirect costs. The expense to the grant is not a specifically identifiable cash outlay but a "recovery" of general overhead costs.

The institutions' expenditures fall into the following standard functional categories:

Expenditure Categories:

Instruction – expenses for all activities that are part of an institution's instruction program (credit and noncredit courses; academic, vocational, and technical instruction; remedial and tutorial instruction; etc.)

Research – all expenses for individual and/or project research as well as that of institutes and research centers

Public Service – expenses for activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution (e.g. conferences, institutes, radio and television, consulting, museums, etc.)

Library – expenses for retention, preservation, and display of educational materials and organized activities that directly support the operation of a catalogued or otherwise classified collection

Student Services – expenses incurred for offices of admissions, registrar and financial aid, student activities, cultural events, student newspapers, intramural athletics, student organizations, etc.

Physical Plant – all expenses for the administration, supervision, operation, maintenance, preservation, and protection of the institution's physical plant.

Institutional Support – expenses for central, executive-level activities concerned with management and long-range planning for the entire institution, such as planning and programming operations and legal services; fiscal operations; activities concerned with community and alumni relations, including development and fund raising; etc.

Academic Support – expenses incurred to provide support services for the institution's primary missions: instruction, research, and public service (includes academic administration, galleries, audio/visual services, etc.)

Athletics – expenses for intercollegiate sports programs are a separately budgeted auxiliary enterprise

Auxiliary Enterprises – an enterprise which exists to furnish goods or services to students, faculty, staff, other institutional departments, or incidentally to the general public, and charges a fee directly related to, although not necessarily equal to, the cost of the goods or services. The distinguishing characteristic of an auxiliary enterprise is that it is managed to operate as a self-supporting activity. Examples include residence halls, food services, student unions, bookstores, copy centers, health centers, etc.

Scholarships/Fellowships – includes expenses for scholarships and fellowships (from restricted or unrestricted funds) in the form of grants to students.

Federal Student Financial Aid – funds passed through to students

Other – institution specific unique budgeted expenditures

IMPACT

The attached worksheets provide a high level overview of the institutions' sources of funding and expenditures based on the standard categories listed above. The trend analysis shows how the allocation of budgeted revenues and expenditures has changed since fiscal year 2012 excluding any mid-year adjustments (e.g. holdbacks).

ATTACHMENTS

Attachment 1 – Aggregate Trend Report
Attachment 2 – Aggregate Annual Report
Attachment 3 – Boise State University Trend Report
Attachment 4 – Boise State Annual Report
Attachment 5 – Idaho State University Trend Report
Attachment 6 – Idaho State University Annual Report
Attachment 7 – University of Idaho Trend Report
Attachment 8 – University of Idaho Annual Report
Attachment 9 – Lewis-Clark State College Trend Report
Attachment 10 – Lewis-Clark State College Annual Report

STAFF COMMENTS AND RECOMMENDATIONS

Starting in FY 2013, federal student aid was disaggregated from Federal Grants & Contracts on the revenue side and from Scholarships/Fellowships on the expense side since federal aid only passes through the institution to the eligible students.

Institution staff will be available to answer questions from the Board.

BOARD ACTION

This item is for informational purposes only.

College and Universities
Sources and Uses of Funds

	a	b	c	d	e	f	g	h	i	
		2012	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	i vs b
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
	Revenues by Source:									
1	Approp: General Funds	$251,916,503	$269,919,595	$279,452,595	$298,525,915	$309,424,472	$334,984,591	$344,306,056	$353,675,100	33%
2	Approp: Endowment Funds	9,616,600	9,927,400	10,729,200	12,528,000	13,980,000	15,840,000	15,840,000	16,443,200	65%
3	Approp: Student Fees	202,215,526	216,238,128	227,240,000	241,252,060	247,102,865	251,030,760	256,485,890	268,793,143	45%
4	Institutional Student Fees	71,649,406	79,135,463	86,355,074	84,993,859	85,300,154	90,003,071	111,514,766	113,955,324	67%
5	Federal Grants & Contracts	415,693,822	112,497,648	115,546,707	112,713,666	126,045,621	110,262,677	110,076,614	113,150,409	-72%
6	Federal Student Financial Aid	0	312,522,291	307,937,134	288,465,659	290,298,904	284,572,355	280,182,279	283,966,784	100%
7	State Grants & Contracts (1)	21,583,007	22,152,755	21,682,868	22,847,714	21,567,928	22,915,957	23,926,250	25,155,177	21%
8	Private Gifts, Grants & Contr	53,920,532	64,120,559	67,276,644	63,564,826	65,936,856	63,578,497	62,774,068	58,818,849	20%
9	Sales & Serv of Educ Act	30,744,992	24,044,782	24,780,015	26,730,054	26,407,658	26,475,373	27,653,237	26,485,847	-25%
10	Sales & Serv of Aux Ent	113,931,176	116,207,575	114,684,647	108,802,298	106,589,926	102,304,302	100,893,081	95,832,858	-8%
11	Indirect Cost Recovery	22,647,183	21,792,012	19,517,154	17,810,995	18,149,490	17,923,636	27,158,944	27,333,128	32%
12	Other	26,774,339	31,897,012	38,387,194	35,284,442	38,071,357	42,086,843	41,791,454	52,545,732	73%
13	**Total Revenues**	$1,220,693,086	$1,280,455,220	$1,313,589,232	$1,313,519,488	$1,348,875,232	$1,361,978,061	$1,402,602,639	$1,436,155,551	20%
14										
15	**Expenditures by Function**									
16	Instruction	$301,572,754	$318,647,448	$333,078,432	$346,136,944	$372,035,687	$366,337,251	$380,073,534	$397,950,694	29%
17	Research	127,060,429	138,537,678	138,668,790	133,858,279	133,054,905	139,165,294	139,315,744	139,654,317	8%
18	Public Service	47,316,195	48,191,701	50,471,780	52,407,594	53,214,750	57,577,749	52,029,256	55,515,888	6%
22	Academic Support	49,906,432	52,845,452	57,204,583	59,818,983	61,968,783	64,484,850	64,533,318	68,130,993	43%
19	Library	20,878,394	22,471,260	22,866,050	24,139,803	25,320,033	26,357,423	26,564,846	26,743,147	28%
20	Student Services	35,749,087	40,597,148	41,517,946	44,381,614	47,944,525	49,748,598	51,576,063	52,969,210	54%
21	Institutional Support	88,930,254	91,353,187	94,527,863	99,533,947	100,638,685	105,187,040	122,517,090	114,877,934	35%
22	Physical Plant	63,567,095	69,663,266	73,626,803	73,943,495	79,788,207	78,028,862	85,168,976	101,444,260	36%
23	Scholarships/Fellowships	330,513,313	29,479,224	32,740,699	32,630,710	35,123,507	34,422,546	35,433,991	38,111,560	-88%
24	Federal Student Financial Aid	0	312,522,291	307,937,134	288,465,659	290,298,904	284,572,355	280,182,279	283,966,784	100%
25	Auxiliary Enterprises (2)	92,340,574	92,031,875	95,364,479	88,373,548	83,664,258	87,290,168	87,859,972	81,853,544	-4%
26	Athletics	58,102,906	64,064,804	62,856,999	62,584,986	67,091,842	69,713,376	71,453,880	71,729,047	25%
27	Other-Incl One-Time	2,641,078	1,659,729	1,843,465	9,583,149	5,349,192	18,323,284	4,461,724	5,018,236	47%
28										
29	**Total Bdgt by Function**	$1,218,578,511	$1,282,065,063	$1,312,705,023	$1,315,858,712	$1,355,493,278	$1,381,208,795	$1,401,170,673	$1,437,965,614	20%

(1) Includes state grants, scholarships, and work study
(2) Auxiliary Enterprises includes University of Idaho's Student Recreation Center

Lewis-Clark State College
Summary of Sources and Uses of Funds
Fiscal Year 2019

		A	B	C	D	E	F		G	H
		Operating Budgets								
		Board Approved Budgets			CEO Approved	Estimated Budgets			Total	%
		General Education	Career-Technical Education	Special Programs	Auxiliary Enterprise	Instit Accounts	Grants & Contracts		Operating Budgets	of Total
	SOURCES OF FUNDS:									
	State Appropriations									
1	General Account	$17,180,300	$4,804,200						$21,984,500	30.7%
2	General Acct - One time funds	6,000	64,000						70,000	0.1%
3	Endowment Funds	2,205,000							2,205,000	3.1%
4	Student Fees	16,244,700							16,244,700	22.7%
5	One-time Other Funds								0	0.0%
6	Millennium Funds								0	0.0%
7										
8	Total Appropriations	$35,636,000	$4,868,200	$0	$0	$0	$0		$40,504,200	56.6%
9										
10	Other Student Fees				$1,305,550	$1,897,950			3,203,500	4.5%
11	Federal Approp/Grants/Contracts						$1,077,900		1,077,900	1.5%
12	Federal Student Financial Aid						17,300,000	(3)	17,300,000	24.2%
13	State Grants & Contracts						2,089,700	(2)	2,089,700	2.9%
14	Private Gifts, Grts & Contr					1,860,000	332,400		2,192,400	3.1%
15	Sales & Serv of Educ Act					1,181,000			1,181,000	1.7%
16	Sales & Serv of Aux Ent				2,765,240	778,000			3,543,240	5.0%
17	Indirect Costs					215,000			215,000	0.3%
18	Other					268,050			268,050	0.4%
19										
20	Total Revenue	$35,636,000	$4,868,200	$0	$4,070,790	$6,200,000	$20,800,000		$71,574,990	100.0%
21	**USES OF FUNDS:**									
22	Instruction	$16,717,981	$4,052,215			$2,131,784	$1,817,500		$24,719,480	34.5%
23	Research	161,136					343,700		504,836	0.7%
24	Public Service	349,845				223,468	333,600		906,913	1.3%
25	Academic Support	2,870,398	613,131			219,964			3,703,493	5.2%
26	Libraries	1,392,453				10,374			1,402,827	2.0%
27	Student Services	4,537,940	112,251			569,876	1,005,200		6,225,267	8.7%
28	Institutional Support	5,113,769	26,603			553,950			5,694,322	8.0%
29	Physical Plant	3,247,559				500,000			3,747,559	5.2%
30	Scholarships & Fellowships					627,584			627,584	0.9%
31	Federal Student Financial Aid						17,300,000	(3)	17,300,000	24.2%
32	Auxiliary Enterprises	11,400			3,396,388				3,407,788	4.8%
33	Athletics (1)	1,227,519			658,550	1,363,000		(1)	3,249,069	4.5%
34	Other-Incl One-Time	6,000	64,000						70,000	0.1%
35										
36	Total Uses	$35,636,000	$4,868,200	$0	$4,054,938	$6,200,000	$20,800,000		$71,559,138	100.0%
37										
38										
39	Incr/(Decr) to Balance	$0	$0	$0	$15,852	$0	$0		$15,852	
40										
41										
42	Employee FTE	364.00	58.95		16.83	21.95	27.94		489.67	
43										

44 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education
45 column not the auxiliary enterprise column.
46 (2) Includes state grants, scholarships, and work study
47 (3) Includes Pell Grants and Direct Student Loan Funds

College & Universities Summary
Summary of Sources and Uses of Ongoing Funds
Fiscal Year 2019

		A	B	C	D	E	F	G	H
		Operating Budgets							
		Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%
		General Education	Career-Technical Education	Special Programs	Auxiliary Enterprise	Instit Accounts	Grants & Contracts	Operating Budgets	of Total
	SOURCES OF FUNDS:								
	State Appropriations								
1	General Account	$294,509,000	$16,978,400	$46,707,900	$0	$0	$0	$358,195,300	24.8%
2	General Acct - One time funds	1,254,200	226,000	215,400	0	0	0	1,695,600	0.1%
3	Endowment Funds	16,443,200	0	0	0	0	0	16,443,200	1.1%
4	Student Fees	268,568,607	0	224,536	0	0	0	268,793,143	18.6%
5	One-time Other Funds	1,100,000	0	0	0	0	0	1,100,000	0.1%
6	Millennium Funds	0	0	0	0	0	0	0	0.0%
7									
8	Total Appropriations	$581,875,007	$17,204,400	$47,147,836	$0	$0	$0	$646,227,243	44.8%
9									
10	Other Student Fees	$0	$0	$1,941,800	$24,011,998	$88,001,526	$0	$113,955,324	7.9%
11	Federal Approp/Grants/Contrac	$0	$0	$0	$0	$0	$113,150,409	113,150,409	7.8%
12	Federal Student Financial Aid	$0	$0	$0	$0	$0	$283,966,784	283,966,784	19.7%
13	State Grants & Contracts	$0	$0	$0	$0	$34,867	$25,120,310 (3)	25,155,177	1.7%
14	Private Gifts, Grts & Contr	$0	$0	$0	$14,619,044	$35,690,735	$8,509,070	58,818,849	4.1%
15	Sales & Serv of Educ Act	$0	$0	$0	$0	$26,485,847	$0	26,485,847	1.8%
16	Sales & Serv of Aux Ent	$0	$0	$0	$83,293,890	$12,538,968	$0	95,832,858	6.6%
17	Indirect Costs	$0	$0	$0	$0	$27,333,128	$0	27,333,128	1.9%
18	Other	$1,750,793	$0	$124,000	$13,299,579	$33,440,017	$2,831,343	51,445,732	3.6%
19									
20	Total Revenue	$583,625,800	$17,204,400	$49,213,636	$135,224,511	$223,525,088	$433,577,916	$1,442,371,351	100.0%
21	**USES OF FUNDS:**								
22	Instruction	$272,894,998	$16,226,415	$13,683,136	$0	$78,041,493	$17,104,652	$397,950,694	27.6%
23	Research	$27,003,117	$0	$21,518,433	$0	$8,268,082	$89,080,485	145,870,117	10.1%
24	Public Service	$2,211,925	$0	$13,796,667	$0	$6,135,677	$33,371,619	55,515,888	3.8%
25	Academic Support	$48,279,470	$613,131	$0	$0	$19,178,392	$60,000	68,130,993	4.7%
26	Libraries	$25,758,333	$0	$0	$0	$984,325	$489	26,743,147	1.9%
27	Student Services	$37,179,819	$112,251	$0	$0	$13,971,783	$1,705,357	52,969,210	3.7%
28	Institutional Support	$83,684,749	$26,603	$0	$0	$31,166,582	$0	114,877,934	8.0%
29	Physical Plant	$67,506,934	$0	$0	$0	$33,819,976	$117,350	101,444,260	7.0%
30	Scholarships & Fellowships	$6,023,694	$0	$0	$0	$26,139,321	$5,948,545	38,111,560	2.6%
31	Federal Student Financial Aid	$0	$0	$0	$0	$0	$283,966,784	283,966,784	19.7%
32	Auxiliary Enterprises (2)	$11,400	$0	$0	$80,995,463	$846,681	$0	81,853,544	5.7%
33	Athletics (1)	$12,812,519	$0	$0	$56,492,728	$2,423,800	$0	71,729,047	5.0%
34	Other (Incl One-Time Funds)	$2,354,200	$226,000	$215,400	$0	$0	$2,222,636	5,018,236	0.3%
35									
36	Total Uses	$585,721,158	$17,204,400	$49,213,636	$137,488,191	$220,976,112	$433,577,916	$1,444,181,413	100.0%
37									
38									
39	Incr/(Decr) to Balance	($2,095,358)	$0	$0	($2,263,680)	$2,548,976	($0)	($1,810,062)	
40									
41									
42	Employee FTE	4,750.36	200.14	373.28	576.06	1,295.30	367.81	7,562.95	
43									

44 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education
45 column not the auxiliary enterprise column.
46 (2) Auxiliary Enterprises includes University of Idaho's Kibbie Dome operations
47 (3) Includes state grants, scholarships, and work study

Boise State University
Sources and Uses of Funds

	a	b **2012**	c **2013**	d **2014**	e **2015**	f **2016**	g **2017**	h **2018**	i **2019**	i vs b
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
	Revenues by Source:									
1	Approp: General Funds	$68,005,800	$74,496,000	$77,703,500	$83,460,500	$86,302,700	$93,744,600	$96,991,900	$100,841,300	38%
2	Approp: Endowment Funds	0	0	0	0	0	0	0	0	0%
3	Approp: Student Fees	70,126,300	76,318,400	82,819,800	90,629,600	93,423,300	95,988,900	102,866,700	118,188,200	66%
4	Institutional Student Fees (2)	27,302,419	31,241,972	37,736,289	37,827,575	33,142,081	38,341,469	61,889,411	60,111,062	157%
5	Federal Grants & Contracts	114,526,277	32,100,129	32,742,131	26,946,770	43,000,000	28,000,000	31,000,000	32,000,000	-66%
6	Federal Student Financial Aid		93,000,000	93,000,000	85,000,000	95,000,000	100,000,000	100,000,000	105,000,000	100%
7	State Grants & Contracts (1)	3,379,468	2,502,674	2,597,409	2,742,190	3,400,000	5,000,000	5,000,000	5,000,000	73%
8	Private Gifts, Grants & Contr	17,222,042	24,613,704	30,515,015	28,501,024	30,138,214	28,740,642	26,335,037	26,052,355	49%
9	Sales & Serv of Educ Act	0	0	0	0	0	0	0	0	0%
10	Sales & Serv of Aux Ent	54,170,604	53,138,693	54,301,532	54,579,692	53,577,283	47,313,670	49,851,373	49,915,991	5%
11	Indirect Cost Recovery	5,395,226	5,430,885	5,539,503	4,349,889	4,317,000	4,000,000	13,600,000	13,600,000	203%
12	Other	15,075,691	20,444,074	26,188,400	23,030,296	26,490,835	28,003,601	29,034,075	37,533,097	249%
13	**Total Revenues**	$375,203,827	$413,286,531	$443,143,579	$437,067,536	$468,791,413	$469,132,882	$516,568,496	$548,242,005	56%
14										
15	**Expenditures by Function**									
16	Instruction	$92,024,606	$102,215,854	$112,366,933	$116,927,364	$138,977,056	$124,501,577	$134,743,367	$143,836,721	49%
17	Research	19,967,082	30,867,286	32,111,329	24,547,890	23,830,164	28,050,519	30,788,167	34,619,061	105%
18	Public Service	12,177,939	13,479,370	13,788,180	15,300,187	15,843,894	18,842,465	15,059,345	16,187,483	18%
22	Academic Support	18,826,838	19,966,959	22,892,201	25,052,930	25,977,315	26,930,138	27,848,358	29,562,534	78%
19	Library	6,902,947	7,291,196	7,287,094	7,556,320	7,909,739	8,072,725	8,202,604	8,265,950	17%
20	Student Services	12,117,207	16,026,556	16,541,328	18,390,266	19,460,886	19,137,485	21,030,085	22,396,926	76%
21	Institutional Support (3)	28,989,836	29,764,591	33,325,817	37,054,222	37,101,030	39,212,664	54,433,048	47,732,041	104%
22	Physical Plant	15,398,849	20,339,348	21,262,303	19,701,035	22,388,588	21,771,220	27,406,606	41,782,030	82%
23	Scholarships/Fellowships	96,328,558	10,846,409	13,164,621	11,728,102	13,438,598	9,671,912	7,954,200	9,620,325	-89%
24	Federal Student Financial Aid		93,000,000	93,000,000	85,000,000	95,000,000	100,000,000	100,000,000	105,000,000	100%
25	Auxiliary Enterprises	38,755,931	36,169,293	41,568,212	39,687,332	35,601,382	39,640,969	43,195,914	43,000,826	31%
26	Athletics	33,540,533	37,883,119	36,051,747	35,842,187	39,067,625	41,841,325	42,826,476	43,087,697	31%
27	Other-Incl One-Time	530,400	0	0	3,114,400	1,273,700	5,361,700	0	0	-100%
28										
29	**Total Bdgt by Function**	$375,560,726	$417,849,981	$443,359,765	$439,902,235	$475,869,977	$483,034,699	$513,488,170	$545,091,594	54%
30										
31	**Incr/(Decr) to Balance**	($356,899)	($4,563,450)	($216,186)	($2,834,699)	($7,078,564)	($13,901,817)	$3,080,326	$3,150,411	

(1) Includes state grants, scholarships, and work study
(2) FY18 Includes $18.2M in Student Fee Rev in Facility Fee Reserve
(3) FY18 includes $10.3 M OE in Facility Fee Reserve

Boise State University
Summary of Sources and Uses of Funds
Fiscal Year 2019

		A	B	C	D	E	F		G	H
		Operating Budgets								
		Board Approved Budgets			CEO Approved	Estimated Budgets			Total	%
		General Education	Career-Technical Education	Special Programs	Auxiliary Enterprise	Instit Accounts	Grants & Contracts		Operating Budgets	of Total
	SOURCES OF FUNDS:									
	State Appropriations									
1	General Account	$99,811,800		$1,029,500					$100,841,300	18.4%
2	General Acct - One time funds								0	0.0%
3	Endowment Funds								0	0.0%
4	Student Fees	118,188,200							118,188,200	21.6%
5	One-time Other Funds								0	0.0%
6	Millennium Funds								0	0.0%
7										
8	Total Appropriations	$218,000,000	$0	$1,029,500	$0	$0	$0		$219,029,500	40.0%
9										
10	Other Student Fees				$9,414,500	$50,696,562			$60,111,062	11.0%
11	Federal Approp/Grants/Contracts						32,000,000		32,000,000	5.8%
12	Federal Student Financial Aid						105,000,000		105,000,000	19.2%
13	State Grants & Contracts						5,000,000	(2)	5,000,000	0.9%
14	Private Gifts, Grts & Contr				11,872,505	14,179,850			26,052,355	4.8%
15	Sales & Serv of Educ Act								0	0.0%
16	Sales & Serv of Aux Ent				49,915,991				49,915,991	9.1%
17	Indirect Costs					13,600,000			13,600,000	2.5%
18	Other				12,432,370	25,100,727			37,533,097	6.8%
19										
20	Total Revenue	$218,000,000	$0	$1,029,500	$83,635,366	$103,577,139	$142,000,000		$548,242,005	100.0%
21	**USES OF FUNDS:**									
22	Instruction	$114,471,086				$26,365,635	$3,000,000		$143,836,721	26.4%
23	Research	5,476,459				4,142,602	25,000,000		34,619,061	6.4%
24	Public Service	1,702,392		1,029,500		4,455,591	9,000,000		16,187,483	3.0%
25	Academic Support	20,990,611				8,571,923			29,562,534	5.4%
26	Libraries	8,014,326				251,624			8,265,950	1.5%
27	Student Services	14,220,101				8,176,825			22,396,926	4.1%
28	Institutional Support	30,533,313				17,198,728			47,732,041	8.8%
29	Physical Plant	19,539,512				22,242,518			41,782,030	7.7%
30	Scholarships & Fellowships					9,620,325			9,620,325	1.8%
31	Federal Student Financial Aid						105,000,000		105,000,000	19.3%
32	Auxiliary Enterprises				43,000,826				43,000,826	7.9%
33	Athletics (1)	3,052,200			40,035,497				43,087,697	7.9%
34	Other (Incl One-Time Funds)								0	0.0%
35										
36	Total Uses	$218,000,000	$0	$1,029,500	$83,036,323	$101,025,771	$142,000,000		$545,091,594	100.0%
37										
38										
39	Incr/(Decr) to Balance	$0	$0	$0	$599,043	$2,551,368	$0		$3,150,411	
40										
41										
42	Employee FTE	1,662.89		3.82	352.88	433.50	190.00		2,643.09	

43

44 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education

45 column not the auxiliary enterprise column.

46 (2) Includes state grants, scholarships, and work study

47

48

Idaho State University
Sources and Uses of Funds

	a	b **2012**	c **2013**	d **2014**	e **2015**	f **2016**	g **2017**	h **2018**	i **2019**	i vs b
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
	Revenues by Source:									
1	Approp: General Funds	$68,913,825	$74,049,598	$76,984,198	$80,576,998	$83,420,416	$89,882,035	$92,730,600	$95,963,100	31%
2	Approp: Endowment Funds	2,121,500	2,125,600	2,227,800	2,599,200	3,004,200	3,609,600	3,609,600	3,739,400	70%
3	Approp: Student Fees	53,342,096	56,204,528	58,471,100	62,791,260	65,869,140	65,757,908	63,788,380	60,236,736	38%
4	Institutional Student Fees	22,400,287	24,954,791	25,705,455	26,349,054	28,278,309	27,171,452	24,443,860	27,576,085	15%
5	Federal Grants & Contracts	121,810,845	18,717,019	18,104,976	19,199,454	16,937,084	13,594,412	13,411,450	12,110,964	-89%
6	Federal Student Financial Aid		99,897,691	105,763,134	99,790,102	95,468,347	92,887,734	92,794,149	92,775,267	100%
7	State Grants & Contracts (1)	10,321,739	11,786,781	11,804,673	13,261,587	10,275,456	10,226,496	8,537,371	8,396,912	-1%
8	Private Gifts, Grants & Contr	16,558,590	18,948,455	14,777,870	12,872,988	12,100,469	10,349,541	9,289,083	7,124,898	-29%
9	Sales & Serv of Educ Act	5,427,392	5,478,282	5,872,971	6,110,464	6,142,639	6,701,628	6,616,070	6,712,487	29%
10	Sales & Serv of Aux Ent	21,275,772	23,003,482	23,489,102	23,656,934	22,634,104	24,002,566	22,207,962	23,852,709	6%
11	Indirect Cost Recovery	5,811,957	4,921,127	3,854,651	3,378,106	3,659,490	3,530,636	3,188,944	3,318,128	-44%
12	Other	4,772,178	4,460,138	4,523,306	4,592,684	3,408,407	4,591,021	3,756,058	3,866,281	-17%
13	**Total Revenues**	$332,756,181	$344,547,492	$351,579,236	$355,178,831	$351,198,061	$352,305,029	$344,373,527	$345,672,967	7%
14										
15	**Expenditures by Function**									
16	Instruction	$92,732,030	$99,085,733	$100,888,469	$105,478,597	$107,558,260	$110,073,277	$112,154,230	$114,873,727	26%
17	Research	36,568,011	36,293,273	31,882,624	31,660,093	27,832,775	26,007,479	22,675,344	18,135,846	-33%
18	Public Service	5,166,057	4,931,209	6,012,450	6,461,619	6,351,800	5,688,177	3,390,942	3,459,951	7%
22	Academic Support	13,196,267	14,610,603	14,877,138	14,712,979	15,340,116	17,078,316	16,513,940	18,022,070	29%
19	Library	4,923,422	5,310,128	5,317,235	5,712,097	6,050,201	6,311,636	6,257,014	6,284,173	27%
20	Student Services	7,592,089	8,273,681	8,296,818	8,996,565	9,188,667	10,276,493	9,704,845	9,761,488	28%
21	Institutional Support	22,336,175	23,672,120	25,099,214	25,579,656	25,852,593	26,296,651	24,157,987	24,189,767	10%
22	Physical Plant	17,545,953	19,067,230	20,038,512	20,818,034	22,219,131	21,204,858	21,707,069	22,950,791	29%
23	Scholarships/Fellowships	105,199,169	4,422,581	4,524,535	5,814,688	5,608,873	7,181,345	6,847,864	7,843,991	-93%
24	Federal Student Financial Aid		99,897,691	105,763,134	99,790,102	95,468,347	92,887,734	92,794,149	92,775,267	100%
25	Auxiliary Enterprises	17,382,243	18,438,882	19,075,067	18,860,333	18,578,048	17,950,685	18,130,504	17,750,124	7%
26	Athletics	8,182,213	8,743,625	8,766,400	8,832,502	9,516,645	9,820,708	9,924,602	10,274,181	23%
27	Other-Incl One-Time	2,110,678	1,594,729	1,832,465	2,766,239	1,974,092	6,914,284	2,900,224	2,406,636	103%
28										
29	**Total Bdgt by Function**	$332,934,307	$344,341,485	$352,374,061	$355,483,504	$351,539,548	$357,691,643	$347,158,714	$348,728,012	8%
30										
31	**Incr/(Decr) to Balance**	($178,126)	$206,007	($794,825)	($304,673)	($341,487)	($5,386,614)	($2,785,187)	($3,055,045)	

(1) Includes state grants, scholarships, and work study

Idaho State University
Summary of Sources and Uses of Funds
Fiscal Year 2019

		A	B	C	D	E	F		G	H
		Operating Budgets								
		Board Approved Budgets			CEO Approved	Estimated Budgets			Total	%
		General Education	Career-Technical Education	Special Programs	Auxiliary Enterprise	Instit Accounts	Grants & Contracts		Operating Budgets	of Total
	SOURCES OF FUNDS:									
	State Appropriations									
1	General Account	$79,800,400	$12,174,200	$3,804,500					$95,779,100	27.7%
2	General Acct - One time funds	22,000	162,000						184,000	0.1%
3	Endowment Funds	3,739,400							3,739,400	1.1%
4	Student Fees	60,012,200		224,536					60,236,736	17.4%
5	One-time Other Funds								0	0.0%
6	Millennium Funds								0	0.0%
7										
8	Total Appropriations	$143,574,000	$12,336,200	$4,029,036	$0	$0	$0		$159,939,236	46.3%
9										
10	Other Student Fees				$8,155,608	$19,420,477			$27,576,085	8.0%
11	Federal Approp/Grants/Contracts						12,110,964		12,110,964	3.5%
12	Federal Student Financial Aid						92,775,267		92,775,267	26.8%
13	State Grants & Contracts					34,867	8,362,045	(2)	8,396,912	2.4%
14	Private Gifts, Grts & Contr				671,539	2,136,853	4,316,506		7,124,898	2.1%
15	Sales & Serv of Educ Act					6,712,487			6,712,487	1.9%
16	Sales & Serv of Aux Ent				13,480,116	10,372,593			23,852,709	6.9%
17	Indirect Costs					3,318,128			3,318,128	1.0%
18	Other				686,400	348,538	2,831,343		3,866,281	1.1%
19										
20	Total Revenue (3)	$143,574,000	$12,336,200	$4,029,036	$22,993,663	$42,343,943	$120,396,125		$345,672,967	100.0%
21	**USES OF FUNDS:**									
22	Instruction	$68,128,029	$12,174,200	$3,412,836		$21,253,628	$9,905,034		$114,873,727	32.9%
23	Research	5,523,167				2,180,522	10,432,157		18,135,846	5.2%
24	Public Service	0		616,200		321,875	2,521,876		3,459,951	1.0%
25	Academic Support	12,242,643				5,719,427	60,000		18,022,070	5.2%
26	Libraries	6,038,974				244,710	489		6,284,173	1.8%
27	Student Services	7,971,822				1,607,101	182,565		9,761,488	2.8%
28	Institutional Support	16,135,507				8,054,260			24,189,767	6.9%
29	Physical Plant	20,103,266				2,730,175	117,350		22,950,791	6.6%
30	Scholarships & Fellowships	5,447,750				217,490	2,178,751		7,843,991	2.2%
31	Federal Student Financial Aid						92,775,267		92,775,267	26.6%
32	Auxiliary Enterprises				17,750,124				17,750,124	5.1%
33	Athletics (1)	4,056,200			6,217,981				10,274,181	2.9%
34	Other (Incl One-Time Funds)	22,000	162,000				2,222,636		2,406,636	0.7%
35										
36	Total Uses (3)	$145,669,358	$12,336,200	$4,029,036	$23,968,105	$42,329,188	$120,396,125		$348,728,012	100.0%
37										
38										
39	Incr/(Decr) to Balance	($2,095,358)	$0	$0	($974,442)	$14,755	$0		($3,055,045)	
40										
41										
42	Employee FTE	1,235.39	141.19	21.25	100.86	224.90	107.11		1,830.70	
43										

44 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education
45 column not the auxiliary enterprise column.
46 (2) Includes state grants, scholarships, and work study
47 (3) Adjustments to revenue and expense may be necessary due to enrollment fluctuations.

University of Idaho
Sources and Uses of Ongoing Funds

	a	b	c	d	e	f	g	h	i	
		2012	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	i vs b
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
	Revenues by Source:									
1	Approp: General Funds	$99,891,100	$104,793,100	$107,524,800	$116,199,600	$119,755,200	$129,331,000	$132,401,400	$134,816,200	29%
2	Approp: Endowment Funds	6,164,400	6,466,800	7,166,400	8,356,800	9,171,600	10,099,200	10,099,200	10,498,800	64%
3	Approp: Student Fees	67,004,730	71,428,200	72,756,100	73,465,100	72,543,525	73,783,952	73,799,310	74,123,507	26%
4	Institutional Student Fees	16,569,000	17,926,600	18,098,760	16,661,630	20,077,664	21,491,150	22,217,495	23,064,677	35%
5	Federal Grants & Contracts	155,156,700	61,180,500	64,299,600	66,067,442	65,508,537	67,496,665	64,657,375	67,961,545	-58%
6	Federal Student Financial Aid		93,624,600	85,174,000	80,675,557	78,830,557	73,384,621	69,288,130	68,891,517	100%
7	State Grants & Contracts (1)	4,881,800	5,163,300	5,280,786	5,443,937	6,492,472	6,489,461	8,711,156	9,668,565	66%
8	Private Gifts, Grants & Contr	18,139,900	18,558,400	20,183,759	20,490,814	21,698,173	22,508,314	24,985,460	23,449,196	25%
9	Sales & Serv of Educ Act	24,017,600	17,266,500	17,907,044	19,619,590	19,365,019	18,573,745	19,837,167	18,592,360	-35%
10	Sales & Serv of Aux Ent	36,091,700	37,530,400	33,781,163	27,843,422	27,419,639	27,640,766	25,508,296	18,520,918	-35%
11	Indirect Cost Recovery	11,340,000	11,340,000	10,023,000	10,023,000	10,023,000	10,100,000	10,100,000	10,200,000	-2%
12	Other	6,298,070	6,392,800	7,175,488	7,361,462	7,931,115	9,114,521	8,786,271	10,878,304	-17%
13	**Total Revenues**	$445,555,000	$451,671,200	$449,370,900	$452,208,354	$458,816,502	$470,013,394	$470,391,260	$470,665,589	4%
14										
15	**Expenditures by Function**									
16	Instruction	$96,773,742	$96,847,048	$99,242,944	$102,807,496	$103,620,808	$108,981,380	$109,053,579	$114,520,766	16%
17	Research	70,333,066	71,178,677	74,496,556	77,436,409	81,083,004	84,768,367	85,350,759	86,394,574	7%
18	Public Service	28,069,242	27,683,100	28,848,035	29,603,447	30,345,034	31,725,567	32,770,828	34,961,541	4%
22	Academic Support	15,326,781	15,547,604	16,791,965	16,897,039	17,544,543	16,999,876	16,518,950	16,842,896	15%
19	Library	8,001,488	8,795,223	9,092,324	9,633,254	10,047,322	10,607,077	10,730,412	10,790,197	37%
20	Student Services	12,332,858	12,525,006	12,334,623	12,749,338	14,814,225	15,465,311	15,066,400	14,585,529	45%
21	Institutional Support	32,786,254	33,010,401	31,168,096	32,037,276	32,169,802	34,101,703	38,302,854	37,261,804	4%
22	Physical Plant	27,737,523	27,195,047	29,267,914	30,185,307	31,388,261	31,411,092	32,321,846	32,963,880	16%
23	Scholarships/Fellowships	105,082,386	13,965,734	14,748,643	14,668,320	15,672,736	17,024,989	20,030,421	20,019,660	-79%
24	Federal Student Financial Aid		93,624,600	85,174,000	80,675,557	78,830,557	73,384,621	69,288,130	68,891,517	100%
25	Auxiliary Enterprises	33,383,000	34,436,000	31,423,000	26,421,283	25,908,228	26,293,544	23,407,740	17,694,806	-40%
26	Athletics	14,077,060	15,057,460	15,472,700	15,202,829	15,606,072	15,005,500	15,618,100	15,118,100	10%
27	Other-Incl One-Time	0	0	0	3,420,800	1,194,700	4,214,500	1,038,700	2,541,600	100%
28										
29	**Total Bdgt by Function**	$443,903,400	$449,865,900	$448,060,800	$451,738,356	$458,225,292	$469,983,527	$469,498,719	$472,586,870	4%
30										
31	**Incr/(Decr) to Balance**	$1,651,600	$1,805,300	$1,310,100	$469,998	$591,210	$29,867	$892,541	($1,921,281)	

(1) Includes state grants, scholarships, and work study

University of Idaho
Summary of Sources and Uses of Funds
Fiscal Year 2019

		A	B	C	D	E	F		G	H
		Operating Budgets								
		Board Approved Budgets			CEO Approved	Estimated Budgets			Total	%
		General Education	Career-Technical Education	Special Programs	Auxiliary Enterprise	Instit Accounts	Grants & Contracts		Operating Budgets	of Total
	SOURCES OF FUNDS:									
	State Appropriations									
1	General Account	$91,500,700		$41,873,900					133,374,600	28.3%
2	General Acct - One time funds	1,226,200		215,400					1,441,600	0.3%
3	Endowment Funds	10,498,800							10,498,800	2.2%
4	Student Fees	74,123,507							74,123,507	15.7%
5	One-time Other Funds	1,100,000							1,100,000	0.2%
6	Millennium Funds	0							0	0.0%
7										
8	Total Appropriations	178,449,207		42,089,300	0	0	0		220,538,507	46.9%
9										
10	Other Student Fees			1,941,800	5,136,340	15,986,537			23,064,677	4.9%
11	Federal Approp/Grants/Contracts						67,961,545		67,961,545	14.4%
12	Federal Student Financial Aid						68,891,517		68,891,517	14.6%
13	State Grants & Contracts						9,668,565	(2)	9,668,565	2.1%
14	Private Gifts, Grts & Contr				2,075,000	17,514,032	3,860,164		23,449,196	5.0%
15	Sales & Serv of Educ Act					18,592,360			18,592,360	4.0%
16	Sales & Serv of Aux Ent				17,132,543	1,388,375			18,520,918	3.9%
17	Indirect Costs					10,200,000			10,200,000	2.2%
18	Other	1,750,793		124,000	180,809	7,722,702			9,778,304	2.1%
19										
20	Total Revenue	180,200,000		44,155,100	24,524,692	71,404,006	150,381,791		470,665,589	100.0%
21	**USES OF FUNDS:**									
22	Instruction	73,577,902		10,270,300		28,290,446	2,382,118		114,520,766	24.2%
23	Research	9,626,555		21,518,433		1,944,958	53,304,628		86,394,574	18.3%
24	Public Service	159,688		12,150,967		1,134,743	21,516,143		34,961,541	7.4%
25	Academic Support	12,175,818				4,667,078			16,842,896	3.6%
26	Libraries	10,312,580				477,617			10,790,197	2.3%
27	Student Services	10,449,956				3,617,981	517,592		14,585,529	3.1%
28	Institutional Support	31,902,160				5,359,644			37,261,804	7.9%
29	Physical Plant	24,616,597				8,347,283			32,963,880	7.0%
30	Scholarships & Fellowships	575,944				15,673,922	3,769,794		20,019,660	4.2%
31	Federal Student Financial Aid	0					68,891,517		68,891,517	14.6%
32	Auxiliary Enterprises	0			16,848,125	846,681			17,694,806	3.7%
33	Athletics (1)	4,476,600			9,580,700	1,060,800			15,118,100	3.2%
34	Other-Incl One-Time	2,326,200		215,400					2,541,600	0.5%
35										
36	Total Uses	180,200,000		44,155,100	26,428,825	71,421,153	150,381,791		472,586,869	100.0%
37										
38										
39	Incr/(Decr) to Balance	0		0	(1,904,133)	(17,147)	(0)		(1,921,280)	
40										
41										
42	Employee FTE	1,488.08	0.00	348.21	105.49	614.95	42.76		2,599.49	
43										

44 (1) The General Education program supports intercollegiate athletics, which is an auxiliary enterprise. General Education support for athletics
45 is reported in the General Education column, not the auxiliary enterprise column.
46 (2) Includes state grants, scholarships, and work study
47

Lewis-Clark State College
Sources and Uses of Funds

	a	b	c	d	e	f	g	h	i	
		2012	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	i vs b
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
	Revenues by Source:									
1	Approp: General Funds	$15,105,778	$16,580,897	$17,240,097	$18,288,817	$19,946,156	$22,026,956	$22,182,156	$22,054,500	42%
2	Approp: Endowment Funds	1,330,700	1,335,000	1,335,000	1,572,000	1,804,200	2,131,200	2,131,200	2,205,000	60%
3	Approp: Student Fees	11,742,400	12,287,000	13,193,000	14,366,100	15,266,900	15,500,000	16,031,500	16,244,700	49%
4	Institutional Student Fees	5,377,700	5,012,100	4,814,570	4,155,600	3,802,100	2,999,000	2,964,000	3,203,500	-42%
5	Federal Grants & Contracts	24,200,000	500,000	400,000	500,000	600,000	1,171,600	1,007,789	1,077,900	-96%
6	Federal Student Financial Aid		26,000,000	24,000,000	23,000,000	21,000,000	18,300,000	18,100,000	17,300,000	100%
7	State Grants & Contracts (1)	3,000,000	2,700,000	2,000,000	1,400,000	1,400,000	1,200,000	1,677,723	2,089,700	-44%
8	Private Gifts, Grants & Contr	2,000,000	2,000,000	1,800,000	1,700,000	2,000,000	1,980,000	2,164,488	2,192,400	20%
9	Sales & Serv of Educ Act	1,300,000	1,300,000	1,000,000	1,000,000	900,000	1,200,000	1,200,000	1,181,000	0%
10	Sales & Serv of Aux Ent	2,393,100	2,535,000	3,112,850	2,722,250	2,958,900	3,347,300	3,325,450	3,543,240	42%
11	Indirect Cost Recovery	100,000	100,000	100,000	60,000	150,000	293,000	270,000	215,000	170%
12	Other	628,400	600,000	500,000	300,000	241,000	377,700	215,050	268,050	-69%
13	**Total Revenues**	$67,178,078	$70,949,997	$69,495,517	$69,064,767	$70,069,256	$70,526,756	$71,269,356	$71,574,990	7%
14										
15	**Expenditures by Function**									
16	Instruction	$20,042,376	$20,498,813	$20,580,086	$20,923,487	$21,879,563	$22,781,017	$24,122,358	$24,719,480	18%
17	Research	192,270	198,442	178,281	213,887	308,962	338,929	501,474	504,836	197%
18	Public Service	1,902,957	2,098,022	1,823,115	1,042,341	674,022	1,321,540	808,141	906,913	-47%
22	Academic Support	2,556,546	2,720,286	2,643,279	3,156,035	3,106,809	3,476,520	3,652,070	3,703,493	48%
19	Library	1,050,537	1,074,713	1,169,397	1,238,132	1,312,771	1,365,985	1,374,816	1,402,827	31%
20	Student Services	3,706,933	3,771,905	4,345,177	4,245,445	4,480,747	4,869,309	5,774,733	6,225,267	61%
21	Institutional Support	4,817,989	4,906,075	4,934,736	4,862,793	5,515,260	5,576,022	5,623,201	5,694,322	19%
22	Physical Plant	2,884,770	3,061,641	3,058,074	3,239,119	3,792,227	3,641,692	3,733,455	3,747,559	25%
23	Scholarships/Fellowships	23,903,200	244,500	302,900	419,600	403,300	544,300	601,506	627,584	-97%
24	Federal Student Financial Aid		26,000,000	24,000,000	23,000,000	21,000,000	18,300,000	18,100,000	17,300,000	100%
25	Auxiliary Enterprises	2,819,400	2,987,700	3,298,200	3,404,600	3,576,600	3,404,970	3,125,814	3,407,788	11%
26	Athletics	2,303,100	2,380,600	2,566,152	2,707,468	2,901,500	3,045,843	3,084,702	3,249,069	34%
27	Other-Incl One-Time	0	65,000	11,000	281,710	906,700	1,832,800	522,800	70,000	119%
28			0	0	0	0	0	0	0	
29	**Total Bdgt by Function**	$66,180,078	$70,007,697	$68,910,397	$68,734,617	$69,858,461	$70,498,926	$71,025,070	$71,559,138	8%
30										
31	**Incr/(Decr) to Balance**	$998,000	$942,300	$585,120	$330,150	$210,795	$27,830	$244,286	$15,852	

(1) Includes state grants, scholarships, and work study

SUBJECT

Outcomes Based Funding

REFERENCE

August 2016	The Idaho State Board of Education (Board) approved Outcomes Based Funding as a systemwide line item to be requested of the Governor and Legislature for FY2018.
October 2016	The Board waived the requirement in Board Policy V.S. to calculate the Enrollment Workload Adjustment.
October 2017	Governor's Task Force for Higher Education provided recommendations to the Governor.
August 2018	The Board approved Outcomes Based Funding as a systemwide line item to be requested of the Governor and Legislature for FY2020.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 2: Educational Attainment, Objective A: Higher Level of Educational Attainment; Objective B: Timely Degree Completion; Objective C: Access;
GOAL 3: Workforce Readiness, Objective A: Workforce Alignment.

BACKGROUND/DISCUSSION

The Governor's Task Force for Higher Education provided the final report to the Governor that included a recommendation for establishing an Outcomes Based Funding (OBF) model for higher education to replace the Enrollment Workload Adjustment (EWA) funding model currently in Board Policy V.S. The Board's Business Affairs and Human Resources committee was established as the steering committee for exploring implementation of the recommendation and a technical committee was established to develop an OBF model. The technical committee membership is provided in Attachment 1. The technical committee met regularly to develop the models presented in Attachments 2, 3, and 4.

The technical committee recommends a model that is broken into three different categories; one for the 4-year institutions, one for the 2-year institutions, and one for Career Technical Education (CTE). Each category has its own formula allowing performance outcomes to be targeted to the missions of each group. The funding for each category is independent of the funding in another category. Institutions may benefit from two different categories if they award both academic and technical degrees and certificates.

The recommended model includes awarding funding for completion of degrees or certificates. The completion metric is weighted differently based on system priorities. Additional premiums are paid for certificates and degrees that are

determined to address high demand job needs in Idaho, low-income students, and on-time completion of a degree or certificate.

Initial first-year funding was calculated by looking at the historical EWA funding and the historical amount funded through line items for the institutions. For FY2020, the OBF model replaces the institution line items requests and the EWA calculation. The OBF line item was approved at the August 2018 Regular Board meeting.

The recommended model identifies four categories of outcomes that warrant a payoff:

- Completion of degrees or certificates (including a measure of progress toward completion if a student transfers);
- Completion of a degree or certificate in STEM, health, business, or education;
- Completion of a degree or certificate for a low-income student; and
- On-time completion of a degree or certificate (meaning four years for a baccalaureate degree, two years for an associate degree, or one year for an intermediate technical certificate).

The model recommended by the technical committee only accounts for the first year of the model. The implementation plan, including the amount of base funding included in the model, will be determined by the Board.

IMPACT

Approval of an OBF model will result in transitioning from funding institutions based on the number and level of credits taught at the institution to funding the institutions based on a determined set of outcomes. This will strategically position the state to begin paying for what we value – graduates not just credit hours.

ATTACHMENTS

Attachment 1 – Technical Committee Membership
Attachment 2 – College and Universities Model
Attachment 3 – Community Colleges Model
Attachment 4 – Career Technical Education Model

STAFF COMMENTS AND RECOMMENDATIONS

OBF is the number one priority, as approved by the Board, for the FY2020 budget. The recommended model is the result of over six months of work by representatives from each of the institutions, CTE, the Governor's office, the Legislative Services Office, the business community, Board staff, and input from a national consultant from HCM Strategists. No other institutional line items were approved by the Board for the colleges and universities budget requests.

The technical committee reviewed proposals regarding the populations to be included in the model for additional funding. It was determined by the technical

committee that the categories of degrees tied to jobs should remain broad in scope in order to allow for some flexibility in the job market and the skills needed for those jobs. It was also determined that under-represented populations and under-prepared students were being captured by the Pell-eligible population at a high percentage. The definitions for on-time completion were discussed and the technical committee recommends four consecutive years for a baccalaureate degree and two consecutive years for an associate degree, with the clock starting upon enrollment after high school graduation.

Staff recommends approval.

BOARD ACTION

I move to waive Board Policy V.S. Allocation of Lump Sum Appropriation for the Fiscal Year 2020 budget.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the College and Universities Outcomes Based Funding model as outlined in Attachment 2, and the 3-year implementation plan as follows:

FY2020: $11,000,000 of new state funding and _____ of existing base funding,
FY2021: _____ of new state funding and _____ of existing base funding,
FY2022: _____ of new state funding and _____ of existing base funding.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the Community Colleges Outcomes Based Funding model as outlined in Attachment 3, and the 3-year implementation plan as follows:

FY2020: $3,000,000 of new state funding and _____ of existing base funding,
FY2021: _____ of new state funding and _____ of existing base funding,
FY2022: _____ of new state funding and _____ of existing base funding.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the Career Technical Education Outcomes Based Funding model as outlined in Attachment 4, and the 3-year implementation plan as follows:

FY2020: $2,000,000 of new state funding and _____ of existing base funding,
FY2021: _____ of new state funding and _____ of existing base funding,
FY2022: _____ of new state funding and _____ of existing base funding.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Name	Position	Represents
Trina Mahoney	Budget Director	University of Idaho
Lori Stinson	Provost	Lewis-Clark State College
Vince Miller	Director of Institutional Research	Idaho State University
Mark Heil	VP and Chief Financial Officer	Boise State University
Ann Lewis	Director of Institutional Effectiveness	North Idaho College
Todd Schwarz	Executive VP and Chief Academic Officer	College of Southern Idaho
Tony Meatte	VP of Finance and Administration	College of Western Idaho
Byron Miles	VP of Finance and Administration	College of Eastern Idaho
Kathleen Watkins	Chief Financial Officer	Career Technical Education
Kurt Liebich	President and CEO, RedBuilt LLC and New Wood Resources	Business Community
David Hahn	Senior Financial Management Analyst, DFM	Division of Financial Management
Janet Jessup	Budget and Policy Analyst, LSO	Legislative Services Office

College and Universities

Metric	Weight	Payoff
Completion		
1-year equivalent (30 or more credits after degree completion)	0.10	$ -
>=1-year cert.	0.25	$ -
Associate	0.50	$ -
Bachelor	1.00	$ -
Master	0.75	$ -
Doctorate/Professional	0.50	$ -
High Impact Multiplier by CIP by Completion		
>=1 year certificate	0.20	$ -
Associate	0.20	$ -
Bachelor	0.20	$ -
Master	0.20	$ -
Doctorate/Professional	0.20	$ -
At-Risk Multiplier (associate or higher)		
Pell eligible (associate)	0.40	$ -
Pell eligible (bachelor)	0.40	$ -
On-Time Graduation Multiplier (Idaho Residents)		
Associate On-Time (two years consecutive)	0.40	$ -
Bachelor On-Time (four years consecutive)	0.40	$ -

Community Colleges

Metric	Weight	Payoff
Completion		
1-year equivalent (30 or more credits after degree completion)	0.50	$ -
>=1-year cert.	0.50	$ -
Associate	1.00	$ -
Bachelor	0.00	$ -
High Impact Multiplier by CIP by Completion		
>=1 year cert.	0.33	$ -
Associate	0.33	$ -
Bachelor	0.00	$ -
At-Risk Multiplier (1-year cert or higher)		
Pell eligible (>=1-year cert.)	0.33	$ -
Pell eligible (associate)	0.33	$ -
On-Time Graduation Multiplier (Idaho Residents)		
Associate On-Time (two years consecutive)	0.33	$ -
Bachelor On-Time (four years consecutive)	0.33	$ -

Career Technical Education

Metric	Weight	Payoff
Completion		$ -
Basic Technical Certificate (BTC)	0.10	$ -
Intermediate Technical Certificate (ITC)	0.50	$ -
Advanced Technical Certificate (ATC)	0.90	$ -
Associate of Applied Science (AAS)	1.00	$ -
High Impact Multiplier by CIP by Completion		
Basic Technical Certificate (BTC)	0.50	$ -
Intermediate Technical Certificate (ITC)	0.50	$ -
Advanced Technical Certificate (ATC)	0.50	$ -
Associate of Applied Science (AAS)	0.50	$ -
At-Risk Multiplier (associate or higher)		
Pell eligible (BTC)	0.20	$ -
Pell eligible (ITC)	0.20	$ -
Pell eligible (ATC)	0.20	$ -
Pell eligible (AAS)	0.20	$ -
On-Time Graduation Multiplier (Idaho Residents)		
AAS On-Time (two years consecutive) (3-year programs)	0.30	$ -

BOISE STATE UNIVERSITY

SUBJECT

Contract Addendum One to TouchNet Information Systems Inc.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

The TouchNet agenda item is a non-strategic Board governance agenda item.

BACKGROUND/DISCUSSION

TouchNet is the system software used by Boise State University (BSU) to process most credit card and debit card transactions made to BSU including tuition and fee payments as well as payments for other services such as auxiliary sales and departmental e-Commerce transactions. The system is compliant with Payment Card Industry – Data Security Standard (PCI-DSS) rules regarding credit card data and is integrated with PeopleSoft and BSU's banking partner, Wells Fargo.

The TouchNet five-year contract, which was approved by the executive director of the Idaho State Board of Education (Board) in August 2017, is in effect until June 2022; the cost of the agreement is $967,730.27. Addendum One is for implementation of an additional TouchNet module, e-Bill Solution, which is an addition to the existing contract. The total cost for the additional module over the term of the agreement plus the one-time implementation fee will not exceed $290,653.69, which includes a maximum annual increase of 5% over the previous year beginning in July 2019.

	Annual Fees
1/1/19 - 6/30/19 (prorated $69,500/6 months)	$ 34,750.00
7/1/19 - 6/30/20	$ 72,975.00
7/1/20 - 6/30/21	$ 76,623.75
7/1/21 - 6/30/22	$ 80,454.94
Implementation (one time only)	$ 25,850.00
Total not to exceed fees	$290,653.69

This brings the total five-year cost of the TouchNet agreement to $1,258,383.96. The original terms of the primary contract remain in effect through June 30, 2022 and apply to this additional module.

Payment Plans benefits

Current software offers limited payment plan options for housing/meals and tuition/fees without the ability for automatic payments. BSU currently creates collection agreements for in-house past due balances without the option to set up scheduled/automatic payments. The payment plan module will improve services through:

- Ability to create many different payment plans including the new subscription payment option for Extended Studies. Once implemented it can be leveraged by other colleges as new concepts are developed.
- Ability for an auto pay alternative, which many of our students and parents have requested.
- Increasing our recovery rate for past due accounts and providing easier alternatives for payment. Collection agreements for past due accounts will be easier for the student with ability to set up an auto-pay.
- Disclosures and e-signed agreements are saved electronically in the system providing access for both the customer and Boise State.

TouchNet e-Refunding benefits

The module also provides additional options for students and parents receiving a refund for previously paid charges:

- Ability to refund full or partial dollar amounts to the card used for payment. Preferred by parents who pay with their cards, instead of a check being sent to the student.
- Utilizing e-refunding will reduce manual work which will reduce errors and time spent on reconciliation, freeing up staff resources to serve students.
- 1098T tax form and e-Statements will be accessible online for authorized users (often parents).

IMPACT

The implementation of this module will provide new solutions to customers and campus department requested services including the ability for creation of different payment options, allow e-refunding to credit cards rather than issuing a check, and reduce manual work currently required in the refunding process.

BSU will use local funds for this project.

ATTACHMENTS

Attachment 1 – First Addendum with TouchNet
Attachment 2 – Current TouchNet Contract

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I. requires the institution to receive approval from the Board for contracts that are valued over $1,000,000. The original contract value was $967,730.27. This addendum, valued at $290,653.69 increases the total value of the contract to more than $1,000,000, thus requiring Board approval.

This project amends an existing contract for the implementation of new payment processes, including the refunding capabilities of the system. This project would allow BSU to provide more flexible options to students and parents. The project is requested for convenience and not as a matter of security or necessity.

The systems integration consultant contract was awarded to Huron on September 6, 2018. The payment processing systems may be an area where the consultant recommends consolidation. Board Policy V.I.3.b. states, "when feasible, such development will be undertaken as a joint endeavor by the four institutions." It may not be feasible at this time to consider a joint endeavor by the four institutions given that they may be on different payment systems, but the recommendations from the systems integration consultant may provide an opportunity for this system, or like systems, to be adopted across the institutions.

Approval of this item will not change the contract terms with respect to the length of the contract term, only the additional expense of up to $290,653.69.

BOARD ACTION

I move to approve the request by Boise State University to amend the TouchNet Third Application Subscription Program Agreement for the purchase and implementation of TouchNet e-Bill Solution Software at an additional cost not to exceed $290,653.69 as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

FIRST ADDENDUM TO THIRD APPLICATION SUBSCRIPTION PROGRAM AGREEMENT

This First Addendum ("First ASP Addendum") to the Third Application Subscription Program Agreement effective as of August 22, 2017 (the "Third ASP Agreement"), is made between TouchNet and Client, as those terms are defined in the Third ASP Agreement, as of the "Effective Date" which is the last date shown in the signature block hereto.

TouchNet	**Client**
TouchNet Information Systems, Inc. 15520 College Boulevard Lenexa, Kansas 66219 Phone: (913) 599-6699	Boise State University 1910 University Drive Boise, Idaho 83725-0399 Phone: (208) 426-1011

TouchNet is the developer of certain computer program applications (defined in the Third ASP Agreement as "TouchNet Software" and described in the First Addendum to Schedule B hereto) that Client wishes to use and access remotely on TouchNet's servers.

TouchNet, subject to the provisions of the Third ASP Agreement, desires to grant to Client access rights to the additional TouchNet Software identified in the First Addendum to Schedule B hereto.

NOW, THEREFORE, the parties, intending legally to be bound, agree as follows:

1. **Definitions**. Unless otherwise defined herein, all terms defined in the Third ASP Agreement shall have the meaning ascribed to such terms in the Third ASP Agreement when used in this First ASP Addendum.

2. **Modification of the Third ASP Agreement.** The attached First Addenda to Schedules A and B are added to the Third ASP Agreement.

3. **Integration Provision.** Except as expressly modified by this First ASP Addendum, the Third ASP Agreement shall remain in full force and effect. As of the Effective Date of this First ASP Addendum, the Third ASP Agreement, as amended by this First ASP Addendum constitutes the entire understanding of the parties as regards the subject matter hereof and cannot be modified except by written agreement of the parties.

IN WITNESS WHEREOF, the parties have executed this First ASP Addendum through the signatures of their respective authorized representatives as of the respective dates shown below.

TOUCHNET INFORMATION SYSTEMS, INC.	BOISE STATE UNIVERSITY
SIGNATURE: _____	SIGNATURE: _____
BY: _____	BY: _____
TITLE: _____	TITLE: _____
DATE: _____	DATE: _____

**Contract must be executed by Client on or before September 30, 2018, or TouchNet may elect to reject the contract, inclusive of pricing.*

First Addendum to Schedule A
APPLICATION SUBSCRIPTION PROGRAM

TERM OF APPLICATION SUBSCRIPTION PROGRAM ADDENDUM

Subject to the terms and conditions of the Third ASP Agreement, TouchNet grants to Client under all of TouchNet's intellectual property rights (including patent and copyrights owned or controlled by TouchNet) and Client accepts, a non-exclusive, non-transferable Subscription to use the TouchNet Software (identified in the First Addendum to Schedule B hereto) for the purpose of offering Services to End Users of the System for a period commencing upon the Effective Date of this First ASP Addendum and continuing so that it co-terminates with the Third ASP Agreement on June 30, 2022.

COSTS & PAYMENTS

Application Subscription Program Fees

The annual Application Subscription Program Fee ("ASP Fee") for the TouchNet Software described in the First Addendum to Schedule B hereto is payable in advance and as prescribed below. TouchNet reserves the right to increase the annual ASP Fees shown below according to the terms of Schedule A of the Third ASP Agreement. An annual ASP Fee of $69,500.00[1] for this First ASP Addendum shall be due and payable upon the execution of this First ASP Addendum. This amount will be prorated to come due in concordance with invoicing for the next annual period of the Third ASP Agreement. In order to synchronize the billing period with the period for the Third ASP Agreement, the invoice for the initial period of the First ASP Addendum may include more than six (6) months but not more than eighteen (18) months for the billable period. For each subsequent year, the annual ASP Fee noted herein for the right to access and use the TouchNet Software identified on the First Addendum to Schedule B hereto will be added to the annual ASP Fee noted in Schedule A of the Third ASP Agreement. The annual ASP Fee, adjusted by TouchNet as permitted herein, shall be payable according to the terms of the Third ASP Agreement.

Professional Services Fees

The one-time Professional Service Fee is payable upon the TouchNet Software described in the First Addendum to Schedule B hereto being loaded at the TouchNet DataCenter. The Professional Service Fee of $25,850.00 shall be due and payable within thirty (30) days of Client's receipt of the invoice.

If Client requests TouchNet personnel travel on-site for any training, equipment installation, set-up and/or professional services in connection with this First ASP Addendum, then Client shall be responsible for reasonable travel, lodging, and food expenses incurred by TouchNet in connection with the same. The parties do not anticipate any travel during this First ASP Addendum.

[1] This figure reflects a discount of $10,750.00.

First Addendum to Schedule B

TOUCHNET SOFTWARE

The Client's right to use the TouchNet Software shall consist of the following-described computer programs residing on the TouchNet DataCenter:

TouchNet e-Bill Solution Software. The TouchNet e-Bill Solution Software is restricted to one (1) Campus Entity, one (1) Production Environment and one (1) Test Environment. It includes the following TouchNet Software applications:

Student Application. The Student application contains the following functionality:

Bill Inbox performs the following functions.

- *Consolidated Statements.* The Bill Inbox lists the most recent statement(s) delivered to the student. For each bill listed, the Bill Inbox provides account summary information that includes the statement date, the statement due date, and the amount due.
- *Action Buttons.* For each bill listed in the Bill Inbox, End-Users may click the 'Pay' button for making a payment or the magnifying glass button to view the bill detail.

Bill Detail performs the following actions.

- *Bill Presentment.* The Bill Detail screen presents the most recent billing statement posted to the student account. The student bill includes all line item detail for the billing statement provided by the student information system. The bill is presented in PDF or HTML formats.
- *Current Activity* – Current Activity shows all activity posted to the student account after the billing date that can include charges and credits.
- *Bill History.* End-Users may access previous billing statements by clicking on the Bill History drop-down menu and selecting a bill. The End-User will be presented with the billing statement from that date.
- *Print.* End-Users may print the current or historical billing statement stored on the eBill database.

Bill Payment functionality includes:

- *Pay* – the ability to pay towards the account using a credit card or electronic checks.
- *Payment History* – the ability to lookup all payments posted to the student account through eBill.
- *Preferred Payment Methods* – Preferred Payment Methods are payment identities frequently used by the End-User. Within the credit card identity, account nicknames, name on the card, account number, and expiration date are identified. In a similar way, the checking account identity contains account nickname, the account number, and the routing number. Preferred Payment Methods are stored on the eBill database.
- *1098-T Statements* - provides the functionality to distribute student 1098-T's electronically.

E-mail. Billing Profile shows the primary billing e-mail address for the student, as well as an optional secondary e-mail account. The secondary e-mail address is saved on the eBill database and will only be used for billing-related notifications.

Authorized Users. This profile allows the End-User to establish an access profile for a third-party user (i.e. parent, guardian, or an employer) and within each profile; the name, e-mail address, username, and password for the third-party user are contained.

Operations Center. The Operations Center is the administrative function of the TouchNet eBill Software Solution. It allows the following functionality:

- Ability to view student account information by entering the student ID number, including login history, payment history, and current bills.
- Set general eBill settings, including timing for batch processes, e-mail server settings, and returned e-mail accounts.
- Schools can add a general message to the student body.
- View usage and payment activity through eBill.

TouchNet eRefunds. TouchNet eRefunds provides the functionality to distribute student refunds electronically directly into the student's bank account. TouchNet eRefunds includes the following:

- 1 Campus Entity
- 1 Production Environment
- 1 Test Environment

TouchNet eDeposits. TouchNet Bill+Payment Student enables students and parents to make deposit payments for items such as tuition, laptops, or housing through the web using credit card, electronic check, or PIN debit. Deposit payments update the school's deposit accounts in real-time.

- 1 Campus Entity
- 1 Production Environment
- 1 Test Environment

TouchNet Payment Plans. TouchNet Payment Plans is a web-based solution for creating and managing tuition installment plans for use with the Campus Entity's Student Information System. The TouchNet Software is limited to the following:

- 1 Campus Entity
- 1 Production Environment
- 1 Test Environment

Functionality includes:

- **Real-time Integration** with Campus Entity's Student Information System when student accounts are initiated, updated, and payments.
- **E-mail Notifications** to alert students to changes on their accounts or if there are any problems with payments.
- **Student Account Access** allows the students to view the status of a payment plan through the web. The student may change to a different plan, change their payment method, or payoff their remaining balance.
- **Plan Administration** gives the ability to plan administrators to create and manage student installment plans that include payment dates, payment amounts, fees and interest rates, determine the number of payments, amounts of each payment, and bring plans online and offline.
- **Web Enrollment** allows students to enroll and update payment plan information and select a preferred method of payment over the web.
- **Scheduled Payments** allows students to meet those payment deadlines by setting up automatic payment processing.
- **Operations Center** allows administrators of the payment plans the ability to access individual student plan information, including number of payments and stored payment method. Administrators may also change the student's preferences. The operations center also gives administrators access to payment plan reports.
- **TouchNet Integration** with TouchNet eBill, TouchNet Student Disbursements, and TouchNet Payment Gateway to provide students and administrators with a centralized location for managing accounts online.

Additional Campus Entity licenses are available for an additional License fee and Professional Services cost.

Mobile Bill+Payment
Pay tuition and fees and view statements from any smart phone.

- Get account balances and real-time activity
- Review financial aid details
- Make payments with stored payment profiles
- View scheduled payments and payment plan installments
- Receive text alerts: new online statements, payment due dates, and refunds available

Mobile Bill+Payment requires TouchNet Bill+Payment and TouchNet Payment Gateway to operate

ORIGINAL

THIRD APPLICATION SUBSCRIPTION PROGRAM AGREEMENT

This Third Application Subscription Program Agreement ("Third ASP Agreement") is made as of the last date shown in the signature block hereof (the "Effective Date") between TouchNet and Client (as both are described in the table below). This Third ASP Agreement terminates the following agreements in order to bundle all of Client's rights to license and use the TouchNet Software listed on Schedule B hereto into one ASP Agreement as of the Effective Date hereof: the Second Application Subscription Program Agreement dated January 10, 2014, First Addendum to Second Application Subscription Program Agreement dated November 18, 2014, Second Addendum to Second Application Subscription Program Agreement dated September 27, 2016, Third Addendum to Second Application Subscription Program Agreement dated December 20, 2016, and Fourth Addendum to Second Application Subscription Program Agreement dated December 8, 2016.

TouchNet	**Client**
TouchNet Information Systems, Inc. A Kansas Corporation 15520 College Boulevard Lenexa, Kansas 66219 Phone: 913-599-6699 Fax: 913-599-5588	Boise State University 1910 University Drive Boise, ID 83725-0399 Phone: 208-426-1011 Fax: 208-426-3779

TouchNet is the developer of certain computer program applications (described below as "TouchNet Software") that Client wishes to use and access remotely on TouchNet's servers.

TouchNet, subject to the provisions of this Third ASP Agreement, desires to grant to Client access rights to the TouchNet Software.

NOW, THEREFORE, the parties, intending legally to be bound, agree as follows:

1. **Definitions.** The capitalized terms used in this Third ASP Agreement, except where specifically defined to the contrary herein, shall have the meanings as set forth below in the following Subsections to this Section 1.

(a) **Campus Entity.** The term "Campus Entity" means a college or university campus or facility which offers a degree program in its own name. A Campus Entity may have multiple branch locations from which classes or other services are offered; however, a branch shall not be considered a Campus Entity unless it offers a degree program in its own, separate name. A Client may have multiple Campus Entities, and the Application Subscription Program fees will vary depending upon (among other factors) the number of Campus Entities included within the Client.

(b) **Confidential Information.** The term "Confidential Information" means: (i) the TouchNet Software; (ii) information, if

disclosed in writing, that bears a stamp, label, or legend indicating the confidential, secret, proprietary, or similar status thereof; (iii) information, if disclosed orally, that is followed-up (within ten (10) days following the oral disclosure) with a written memorandum that describes the information claimed to be confidential and that describes the time, place, and circumstances of the oral disclosure; (iv) the content of Client's Student Information System to the extent such content consists of information concerning which Client is itself under a confidential obligation, the trade secrets of Client, and personally identifying information protected under the Privacy Laws; and (v) information disclosed by TouchNet that comprises or consists of drawings, specifications, and models; computer data, whether printed, stored on disk, tapes, or in machine-readable form; product and marketing documentation; and financial information. Confidential Information does not include information that:

(i) is already known by the Recipient prior to disclosure by the Discloser, as evidenced by written (contemporaneously dated) documents in the Recipient's files;

(ii) is or becomes publicly available through no wrongful act or omission by the Recipient;

(iii) is rightfully received by the Recipient from third parties without accompanying secrecy obligations;

(iv) is independently developed by Recipient, as demonstrated through written (contemporaneously dated) documentation in Recipient's files; or

(v) is approved in writing by the Discloser for release to the public.

(c) **Client**. The term "Client" means the entity identified in the table above, as "Client." The term shall also include any intra-college department, other college, or campus associated with the main campus specified above and all affiliates of the Client.

(d) **Interface Software**. The term "Interface Software" means all software that the Client will need to install on its own Student Information System in order to access and interface with the TouchNet Software. This software may be provided by TouchNet and/or by the vendor of the particular component of Client's Student Information System and is owned by the respective parties.

(e) **Application Subscription Program**. The term "Application Subscription Program" means a plan offered by TouchNet to Client for Client's right to use TouchNet Software, remotely hosted by TouchNet, as set forth in this Third ASP Agreement and for the designated time frame stated in Schedule A.

(f) **Test Environment**. The term "Test Environment" means, as an option, TouchNet will provide a test environment that will be

configured the same as, or similar to, the Client's production environment hosted in TouchNet's DataCenter. The test environment will be hosted in TouchNet's DataCenter, beginning approximately 2 weeks after the Client's production system is available for use, or 2 weeks after this Third ASP Agreement has been executed, whichever occurs later. The test environment will receive a lower service level than the production environment. The test environment will not receive monitoring of critical system or services, nor will it receive 24 hour notification or support.

(g) **Client Set Up Site**. The term "Client Set Up Site" means Client's computer DataCenter where Client's Information Systems reside.

(h) **Services**. The term "Services" means all services offered by the TouchNet Software that can be accessed by End Users.

(i) **End User**. The term "End User" means any person who commences a transaction on or makes any use of the TouchNet Software to obtain or communicate information or access Services.

(j) **Custom Software**. The term "Custom Software" means any computer program or modification to any computer program which is developed, created, or programmed by or for TouchNet on behalf of Client for the purpose of enabling the TouchNet Software to perform one or more functions or to possess one or more features not already present in the standard TouchNet Software. At the time Custom Software is made available for access by Client, such Custom Software shall thereafter be considered TouchNet Software as well.

(k) **Professional Services**. The term "Professional Services" means those services defined in Schedule C.

(l) **Documentation**. The term "Documentation" means the user manuals and guides to operations issued by TouchNet from time-to-time for the specific modules of the TouchNet Software to which Client has subscribed hereunder.

(m) **Discloser**. The term "Discloser" means the party to this Third ASP Agreement who discloses or otherwise makes available to Recipient Confidential Information.

(n) **Effective Date**. The term "Effective Date" means the last of the dates shown in the signature block at the end of this Third ASP Agreement.

(o) **Normal Business Hours**. The term "Normal Business Hours" means the hours of 7:00 a.m. until 7:00 p.m., Central Daylight or Central Standard Time (as the case may be), Monday through Friday other than TouchNet holidays, as designated by TouchNet.

(p) **Notice**. The term "Notice" means a notification given in the manner prescribed in Section 18(c) hereof.

(q) **Privacy Laws.** The term "Privacy Laws" means the Gramm-Leach-Bliley Act ("GLBA"); the Children's Online Privacy Protection Act ("COPPA"); the Health Insurance Portability and Accountability Act ("HIPAA"); and the Family Educational Rights and Privacy Act ("FERPA"), the Payment Card Industry Data Security Standards ("PCI DSS"), and the National Automated Clearing House Association Standards ("NACHA") pertaining to electronic payments, as amended, together with regulations promulgated thereunder.

(r) **Recipient.** The term "Recipient" means a party to this Third ASP Agreement who receives or otherwise learns of or discovers Confidential Information of the other party to this Third ASP Agreement.

(s) **Student Information System.** The term "Student Information System" means Client's computer system, including all computers, peripherals, and cables and connectors; hardware and software (whether in source code or object code); and the student- and/or faculty-related information and data stored, managed, accessed, and manipulated therein or thereby.

(t) **Application Subscription Program Fees.** The term "Application Subscription Program Fees" means the dollar amount that Client shall pay TouchNet, in accordance with the terms on Schedule A, as consideration for the access rights granted herein.

(u) **TouchNet DataCenter.** The term "TouchNet DataCenter" means a location operated by TouchNet where the TouchNet Software resides. For the duration of this Third ASP Agreement, TouchNet DataCenter's and all Client data in TouchNet's possession or control pursuant to this Third ASP Agreement shall be located within the continental United States of America.

(v) **TouchNet Software.** The term "TouchNet Software" means all computer programs described in Schedule B hereto (in object code form only) that either (i) will be made available for Client's access on TouchNet's servers at the TouchNet DataCenter or (ii) will be furnished to Client for use on Client's information system as a part of the Interface Software (pursuant to the license of Section 2(f)); together with all updates, error corrections, and enhancements generally made available to TouchNet's other clients.

(w) **Trademarks.** The term "Trademarks" means all service marks, trade names, trade dress and/or "get-up" of TouchNet, whether or not registered by TouchNet, and all goodwill of the business related thereto, including (but not limited to) TOUCHNET®, TSERVE®, GLOBAL CAMPUS®, PAYPATH®, Set the Curve®, u.Commerce®, Seek-N-Secure®, and How Money Moves on Campus®.

(x) **Third Party Licensor.** The term "Third Party Licensor" means any entity from which TouchNet obtains a license or other similar

rights to integrate or otherwise make available to its clients (as a part of the TouchNet Software) computer programs not owned by TouchNet.

2. **Grant of Rights.**

(a) **Access.** Subject to the terms and conditions of this Third ASP Agreement, TouchNet grants to Client, and Client accepts, a non-exclusive, non-transferable right to access the TouchNet Software on TouchNet's servers at the TouchNet DataCenter. Upon payment of the first annual Application Subscription Program Fee, as prescribed in Section 4, TouchNet shall furnish to Client access information, including appropriate IP addresses, log-on procedures, and user identification and password(s), provided that Client has taken all implementation steps as prescribed by TouchNet.

(b) **Sub-License and Assignment Prohibited.** Neither the access rights nor any other rights granted to Client herein may be sub-licensed, assigned, transferred, or otherwise given or furnished by Client to any person or entity.

(c) **Non-Exclusivity.** Client acknowledges that TouchNet may license, make access available to, or offer to license or make access available to other TouchNet clients or prospects the TouchNet Software and products having similar functions, whether or not such clients are competitors of Client.

(d) **Reverse Engineering and Copying.** Client shall not, under any circumstances, directly or indirectly, download, copy, modify, decompile, reverse engineer, or otherwise attempt to discover the source code for the TouchNet Software. Client shall not assert and shall not represent to any third party that it has any ownership rights in, or the right to sell, transfer or sub-license, the TouchNet Software.

(e) **Own Operations.** Client shall use the TouchNet Software solely for processing data in the ordinary course of its operations and shall not use the TouchNet Software in connection with a service bureau or in any other similar way to process, store, analyze, manipulate, or otherwise handle the data of other persons or entities.

(f) **Interface Software.** The Interface Software provided by TouchNet is furnished and licensed (on a nonexclusive basis and without right of sublicense) to Client solely for the purpose of enabling Client to access (and interface with) the TouchNet Software residing at the TouchNet DataCenter. Such Interface Software may not be used for any other purpose whatsoever. Unless otherwise specifically agreed, installation and configuration of the Interface Software shall be the sole responsibility of Client.

(g) **Custom Software Programming.** If Custom Software is to be created by TouchNet, then the parties shall agree, in an addendum to this Third ASP Agreement, upon the specifications, functions, and

features; the development period; and the remuneration to be paid to TouchNet for the Custom Software, such remuneration to be different from and in addition to the fees provided for herein. In case of a conflict between the provisions of this Third ASP Agreement and any such addendum, the provisions hereof shall control. All Custom Software shall, upon creation, be the exclusive property of TouchNet and be deemed a part of the TouchNet Software, and all provisions hereof relating to rights made available to Client, restrictions upon Client, and reservations by TouchNet for the TouchNet Software shall be equally applicable to such Custom Software. Client is permitted to develop software programs independent of the TouchNet Software and to integrate those software programs into the TouchNet Marketplace uPay module for the purpose of facilitating electronic payment transactions. Such Client-developed software programs shall be the property of Client.

3. **Purchase Order.** All purchase orders are acknowledged by the parties to be mere expressions of intent to buy and are not binding in any way. TouchNet will accept Client's Purchase Order if the terms, prices, and conditions reflected are consistent with those detailed in this Third ASP Agreement and/or subsequent addenda. Client acknowledges that it has reviewed such terms and conditions and agrees to be bound thereby.

4. **Payment of Fees.** Payment of Fees shall be made in accordance with the terms, at the times, and in the amounts as detailed in Schedule A.

5. **Late Charges.** Late payments of Fees are subject to a late charge equal to the lesser of eighteen percent (18%) per year or the highest rate permitted by applicable law.

6. **Taxes.** Client is an agency of the State of Idaho and, as such, is generally exempt from: (i) payment of state sales and use taxes and from personal property tax for property purchased for its use; and (ii) payment of federal excise tax under a permanent authority from the District Director of the Internal Revenue Service. Exemption certificates will be furnished as required upon Client's receipt of a written request. If, subsequent to the Effective Date of this Third ASP Agreement, Client loses its tax-exempt status, any taxes imposed by any governmental body on TouchNet with respect to the TouchNet Software (with the exception of taxes measured against TouchNet's net income) shall be the sole responsibility of Client.

7. **Availability Guarantee and Credit Allowance.**

(a) **Availability Guarantee.** TouchNet's objective is to make the TouchNet Software available pursuant to this Third ASP Agreement twenty-four hours a day, seven days a week, except for scheduled maintenance. In addition, TouchNet guarantees that Client will be able to access the TouchNet Software ninety-nine percent (99%) of the time (excluding scheduled maintenance) in any given month ("Availability Guarantee").

(b) **Remedy**. In the event that Client's access to the TouchNet Software hereunder becomes unavailable, Client shall immediately furnish notice of such unavailability to TouchNet. Unless Client's access to the TouchNet Software hereunder is rendered unavailable for reasons beyond TouchNet's control, such as events described in Subsection (d) to this Section 7 or Section 18(b) hereof, and Client's access to the TouchNet Software hereunder, during any month, falls below the Availability Guarantee, then TouchNet will grant to Client a credit based on a sliding scale, as set forth in the table below, ranging from twenty percent (20%) to one hundred percent (100%) of one-twelfth of the annual Application Subscription Program Fees for any single month in which the Availability Guarantee is not satisfied. Scheduled maintenance shall not be counted in the calculation of any Credit. All Credits (based upon the Availability Guarantee) shall be calculated based on the total hours in a particular month, and all months shall be deemed to be comprised of thirty (30) days. For purposes of calculating Credits, any period of unavailability shall be counted from the time such unavailability is reported to TouchNet until such time that access is restored.

Software Access During Applicable Month (excluding Scheduled Maintenance, Catastrophic Events and Events of Force Majeure)	**Credit for Such Month**
Greater than or equal to 99%	0%
Less than 99% but greater than or equal to 98%	20%
Less than 98% but greater than or equal to 95%	25%
Less than 95% but greater than or equal to 90%	50%
Less than 90%	100%

(c) **Scheduled Maintenance**. Client acknowledges and agrees that TouchNet will, from time to time, need to perform routine maintenance or repair, and that during such periods of maintenance or repair, the TouchNet Software may not be available for Client's use. TouchNet's objective is to minimize the duration of any such unavailability and will endeavor to perform routine maintenance outside of Normal Business Hours. Routine maintenance typically will occur on the third Wednesday of every month between the hours of 2 to 6 a.m. C.S.T. TouchNet, to the extent possible, will give Client at least twenty-four (24) hours' advance notice of any change to the routine maintenance schedule.

(d) **Catastrophic Events**. Disruptions in the interconnection with TouchNet servers resulting from the neglect or other fault of Client and/or its agents or contractors and "Catastrophic Events" such as power outages, wide-ranging failures in the Internet (or its successor global

communications network), or in telecommunications services, and similar calamities, are outside TouchNet's control and are not TouchNet's responsibility. Except as stated in this Section 7 and the Availability Guarantee, TouchNet makes no representations or warranties with respect to up-time, availability, or the like.

8. **Backup and Retrieval.** TouchNet will perform incremental backups daily and full backups weekly. TouchNet utilizes a secondary site for purposes of disaster recovery. Client systems are replicated to the secondary site. In the event the primary production site becomes inaccessible, TouchNet will commence a recovery utilizing the secondary site within four (4) hours and will furnish such recovery service at no additional charge. Full data tapes, magnetic discs and/or other optical media will be stored off-site in a secured vault. Off-site storage of back up media shall take place at least weekly. During this Third ASP Agreement, all of Client's data in TouchNet's possession or control will only be located in the TouchNet DataCenter's, secondary and/or backup site(s) that are within the continental United States of America.

9. **Warranty and Limitations.**

(a) **Warranty.** TouchNet warrants that the TouchNet Software will perform substantially in accordance with the Documentation (not, however, that the TouchNet Software is error-free, since all software contains some programming errors) provided that this warranty does not apply to performance problems caused by (i) events beyond TouchNet's reasonable control, including vandalism, civil disturbance, fire, flood, storm, or other exposures to the elements or to temperature extremes; (ii) unavailability or malfunctioning of telecommunication services; (iii) tampering, failure of electric power, abuse, or misuse; (iv) Client operator mistakes; (v) equipment, software, or other items (whether or not included within the TouchNet Software) not developed, manufactured, created, or produced by TouchNet; (vi) a failure to comply with the Documentation or this Third ASP Agreement or to use TouchNet Software in accordance with its intended purpose; (vii) modifications of TouchNet Software not performed by TouchNet or its authorized representatives; (viii) combinations or integrations of TouchNet Software with devices or software not provided by TouchNet or its authorized representatives; or (ix) Client's use of TouchNet Software as part of an invention by Client or as part of a new configuration, which, in either case, includes materials or methods not supplied or approved by TouchNet.

(b) **DISCLAIMER OF WARRANTIES.** EXCEPT AS STATED IN SUBSECTION (a) ABOVE, TOUCHNET DOES NOT MAKE, AND HEREBY DISCLAIMS, ANY AND ALL EXPRESS OR IMPLIED WARRANTIES, GUARANTEES, AND REPRESENTATIONS OF ANY KIND WHATSOEVER, WITH RESPECT TO THE TOUCHNET SOFTWARE AND ANY RIGHT OF ACCESS THERETO, OR OTHERWISE, INCLUDING, WITHOUT LIMITATION, IMPLIED WARRANTIES OF MERCHANTABILITY,

FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.

(c) **Limitations**. Except as provided in Section 10 below, Client's exclusive remedy for any cause of action arising out of this Third ASP Agreement shall be (i) for TouchNet to use reasonable business efforts to provide or restore Client's access to the TouchNet Software in compliance with the Documentation and (ii) in the event of an infringement claim, to procure for Client the right to continue using the infringing TouchNet Software; or to replace or modify the TouchNet Software so as to cure the infringement without materially adversely affecting Client's use of the TouchNet Software; or, if TouchNet determines that the foregoing steps are impractical, to terminate this Third ASP Agreement and refund a pro-rata portion of the fees paid by Client. In no event, however, and except as provided in Section 10 "Indemnification" below, will TouchNet's obligation to Client for any claim under this Third ASP Agreement be greater than the fees Client has paid to TouchNet under this Third ASP Agreement during the twelve (12) month period preceding the date of the claim. TouchNet shall not be liable (under Sections 9 or 10 hereof, or otherwise) for any indirect, incidental, exemplary, punitive, special or consequential damages arising out of this Third ASP Agreement or the use of the TouchNet Software. The limitations in this Subsection (c) shall apply to any and all claims whether based in contract, tort, strict liability, or otherwise.

10. **Indemnification.**

(a) **Indemnity Obligation**. TouchNet shall indemnify and hold harmless Client from and against any and all losses, expenses, damages, liabilities and obligations, including, without limitation, reasonable court costs and attorneys' fees (collectively, "Losses") suffered or incurred by Client to third parties if and only to the extent that (i) such Losses are directly caused by TouchNet's gross negligence or intentional misconduct, or by TouchNet's material breach of its representations, warranties or covenants in this Third ASP Agreement, and (ii) such Losses arise out of injury or death to persons, or infringement upon or violation of any patent, copyright, trade secret, or similar proprietary right of any third party, or any theft or misappropriation of personal confidential data with respect to Client's customers (other than by Client's owners, agents, employees or others under Client's direction or control).

(b) **Notice of Claim**. If at any time a third party makes a claim against Client ("Claim") which could result in liability to TouchNet under this Third ASP Agreement, Client promptly (but in no event later than thirty (30) days from the date of such Claim) shall notify TouchNet thereof, stating the basis for the Claim and the amount thereof, and permit TouchNet to assume the defense of the Claim. If TouchNet fails to notify Client of its election to defend the Claim within thirty (30) days after

receiving notice of the Claim from Client, TouchNet shall be deemed to have waived its right to defend such Claim.

(c) **Defense of Claim**. If TouchNet assumes the defense of a Claim, Client, at its expense, may participate in the defense, but TouchNet shall have the right to direct and control the defense of the Claim, and Client shall cooperate with TouchNet and make available to TouchNet all of Client's books and records reasonably necessary and useful in connection with the defense. Without Client's prior written consent, TouchNet shall not consent to the entry of a judgment or award, or enter into a settlement, which does not include a release of Client of all liability with respect to the Claim. If TouchNet chooses to defend the Claim, Client shall not admit any liability with respect to, or settle, compromise or discharge the Claim, without TouchNet's prior written consent (which shall not be unreasonably withheld, conditioned or delayed). If TouchNet elects not to defend the Claim, Client may defend against the Claim in such manner as it reasonably deems appropriate. Client is an agency of the State of Idaho. Nothing herein shall be construed as a waiver of Client's sovereign immunity or any other protection afforded Client as an agency of the State of Idaho, including but not limited to the protections afforded Client under the Idaho Tort Claims Act.

(d) **Client Inventions**. If (i) Client uses the TouchNet Software as part of an invention of Client (where such invention includes materials and/or methods not supplied or approved by TouchNet) or (ii) Client uses the TouchNet Software as a part of a new configuration (where such configuration includes material and/or methods not supplied or approved by TouchNet) and either of such Client uses of the TouchNet Software results in a claim of patent, copyright, trade secret, or other proprietary right claim by a third party, then Client shall be exclusively responsible therefore.

(e) **Exclusive Remedy**. This Section 10 shall constitute Client's sole and exclusive remedy with respect to any Claims.

11. **Third Party Products.** In the event of any failure of equipment, software, or other items (whether or not included within the TouchNet Software), if the software, equipment, or other item was developed, manufactured, created, or produced by third parties, TouchNet will use reasonable business efforts to assign to Client any and all of TouchNet's warranty rights against such third parties; however, this is the extent of TouchNet's obligations with respect to such third party equipment, software, or other items.

12. **Set Up; Installation; and Data Access.**

(a) **Set Up.** Client is responsible for set up and installation of Interface Software and any and all equipment necessary at the Client Set Up Site to communicate with the TouchNet DataCenter. The foregoing

shall be accomplished at Client's sole expense and in accordance with the timeline and tasks described on Schedule C. Remote installation and set up at the TouchNet DataCenter shall be performed during Normal Business Hours. If installation and set-up is delayed by fault of Client, Client shall pay TouchNet all reasonable costs, charges, and losses attributable to such delay.

(b) **Data Access.** If, to perform the services contemplated by this Third ASP Agreement, TouchNet requires access to Confidential Information within Client's Student Information System, then Client (i) will make such information available to TouchNet or its subcontractors (as Client's contractor) through such means as TouchNet may reasonably specify and (ii) represents to TouchNet (and its subcontractors) as set forth herein that Client is authorized to disclose and make such information available to TouchNet and to permit TouchNet (or its subcontractors) to use, adapt, augment, supplement, and/or modify such information in the manner contemplated by the respective parties hereto.

(c) **Obligation of Nondisclosure.** Without limiting the generality of Section 13, TouchNet agrees to hold in confidence (and to require its subcontractors to hold in confidence) any Confidential Information to which TouchNet (or its subcontractors) may be exposed during access to Client's Student Information System (including all personally identifying information covered by Privacy Laws).

(d) **FERPA.** If Client's Confidential Information is subject to FERPA, Client, for purposes of compliance with 34 C.F.R. §99.31(a)(1), hereby designates TouchNet as a Client "official" with a legitimate educational interest in the Confidential Information. TouchNet's designation as an "official" of Client is solely for the purposes of FERPA compliance and for no other purpose whatsoever, and to the extent Client has policies, rules, and procedures binding on Client "officials" generally, such policies, rules, and procedures will apply to TouchNet only insofar as such compliance is directly relevant to compliance by TouchNet and Client with FERPA. TouchNet agrees: (i) to abide by FERPA's limitations on re-disclosure of Personally Identifying Information in education records; (ii) to not use or disclose education records created or received from, by, or on behalf of Client or its students for any purpose other than the purpose for which such disclosure is made; and, (iii) to not use or disclose such education records except as permitted by this Third ASP Agreement, as required by law, or as authorized by Client in writing.

13. **Confidential Information.**

(a) **Limitation on Use and Disclosure.** Except as otherwise permitted under this Third ASP Agreement, the Recipient will not knowingly disclose to any third party, or make any use of, Discloser's Confidential Information. The Recipient will use at least the same standard of care and security to maintain the confidentiality of the

Discloser's Confidential Information that it uses to maintain the confidentiality of its own Confidential Information of equal importance, but in no event may the standard of care and security be below that customary and reasonable under the circumstances. At a minimum, the Recipient shall maintain the Confidential Information (i) in a secure location or (ii) if stored on Client's Student Information System, under circumstances requiring secure password access. Only employees of Recipient who have a reasonable need to know of the Confidential Information in order to perform their responsibilities may be given access to the Discloser's Confidential Information.

(b) **Court Order.** Notwithstanding the provisions of Subsection (a) of this Section 13, Recipient may be permitted to disclose the Confidential Information of Discloser when ordered to do so by an administrative, arbitral, legislative, or judicial body having jurisdiction over the Recipient, provided (i) that Recipient first gives Discloser reasonable Notice of the administrative, arbitral, legislative, or judicial proceeding in order to permit Discloser to prevent or limit the ordered disclosure and (ii) that Recipient cooperates (at Discloser's expense) fully in preventing or limiting the ordered disclosure.

(c) **Burden of Proof.** The burden of proving an exception to the definition of Confidential Information, as described in Section (b) and/or the applicability of the exception to nondisclosure set forth in Subsection 13(b) above shall be upon the Recipient.

14. **TouchNet's Trademarks.** The TouchNet Trademark or Trademarks will be displayed by the TouchNet Software, on the Documentation, and in the copyright and/or patent notices, or otherwise. Client shall not remove, conceal, alter, or deface the TouchNet Trademark from or on the TouchNet Software or any computer screen print-outs. TouchNet grants Client a limited non-exclusive and non-transferable license without right of sub-license to use and display the Trademarks during the term of this Third ASP Agreement solely in the manner in which TouchNet has displayed them on the TouchNet Software.

15. **Term and Termination.**

(a) **Term.** The access rights granted in Section 2(a) hereof commence on the Effective Date and continue for the time period specified in Schedule A, unless sooner terminated as permitted in Subsections (b) through (g) of this Section.

(b) **Right of Termination and Opportunity to Cure.** A party has the right to terminate this Third ASP Agreement if the other party breaches a material provision of this Third ASP Agreement and, if a cure period is available, fails to cure the breach within the applicable cure period, as defined below in Section 15(c), following written Notice of the breach. If no cure period is available, this Third ASP Agreement shall immediately terminate after the non-breaching party provides written Notice of the breach. If a cure period is available and the Noticed breach

is not cured to the reasonable satisfaction of the non-breaching party within the applicable cure period, this Third ASP Agreement will automatically terminate at the end of said cure period without need for further notice or action by the non-breaching party. If a cure period is available and the Noticed breach is cured to the reasonable satisfaction of the non-breaching party within the applicable cure period, then this Third ASP Agreement shall continue in effect as if no breach had occurred.

(c) **Available Cure Periods**. There shall be no cure period for a breach of Section 13 or Section 14. The cure period for a breach of Section 2(d), Section 2(e), and/or Section 4, shall be ten (10) days after the non-breaching party provides written Notice of the breach. The cure period for a breach of any other provision of this Third ASP Agreement shall be thirty (30) days after the non-breaching party provides written Notice of the breach.

(d) **Right of Termination for Theft or Misappropriation of Personal Confidential Information**. In addition to Section 15(b) above, if there is a breach of Section 13 that constitutes a theft or misappropriation of Client's personal Confidential Information which is due to the gross negligence or intentional misconduct of TouchNet, TouchNet, subject to and in accordance with applicable state and federal Privacy Laws, shall provide Client written Notice of the theft or misappropriation within three (3) business days of when the theft or misappropriation becomes known to TouchNet. Client will have six (6) months from the date of receipt of written Notice from TouchNet of the theft or misappropriation to provide written Notice to TouchNet of its intent to terminate, and to terminate, this Third ASP Agreement. If Client elects to terminate this Third ASP Agreement pursuant to this Section, TouchNet will have no right to cure the breach of this Third ASP Agreement in order to prevent Client from terminating the Third ASP Agreement.

(e) **Availability of Funds**. TouchNet acknowledges that Client is an agency of the State of Idaho and, as such, Client's payments herein provided for shall be paid from Idaho State Legislature appropriations. TouchNet further acknowledges that Client's ability to comply with its payment obligations herein may be limited or precluded by act of the State Legislature (if the State Legislature fails, neglects, or refuses to appropriate sufficient funds as may be required for Client to comply with its payment obligations, or requires Client to return or "give-back" funds previously committed) or the Executive Branch (if the Executive Branch mandates any cuts or holdbacks in Client's appropriations). Accordingly, this Third ASP Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho beyond the term of any particular appropriation of funds by the State's Legislature. However, if Client experiences a budget cut by the State Legislature during the term of this Third ASP Agreement, then Client may request that

the parties (both of whom shall act in good faith) negotiate to reduce the products, services, and/or pricing provided pursuant to this Third ASP Agreement in an amount that is commensurate with the reduction in Client's budget. The parties acknowledge that such an occurrence may result in Client experiencing a reduction in the functionality that is provided pursuant to this Third ASP Agreement, which may encompass the possibility that Client would be limited to the ability to only accept credit card payments. However, such reduction in functionality would reduce costs to as low as twenty percent (20%) of the annual payment. The parties also acknowledge if Client elects to invoke this provision, and negotiate for a reduction in products, services and/or pricing hereunder, the effect of such an election will not discharge the parties from their rights and obligations pursuant to this Third ASP Agreement until such time as an addendum hereto reflecting the new terms is fully executed between the parties.

(f) **Right of Termination for Discrimination**. The parties agree to be bound by and comply with all applicable state and federal laws, rules, regulations, and executive orders governing equal employment opportunity, immigration, and nondiscrimination, including the Americans with Disabilities Act, and the terms and conditions of Section 601, Title VI, Civil Rights Act of 1964, in that "No person in the United States shall, on the grounds of race, color, national origin, or sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." In addition, "No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (Section 504 of the Rehabilitation Act of 1973). Furthermore, for contracts involving federal funds, the applicable provisions and requirements of Executive Order 11246 as amended, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, Section 701 of Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 (ADEA), 29 USC Sections 621, et seq., the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, U.S. Department of Interior regulations at 43 CFR Part 17, and the Americans with Disabilities Action of 1990, are also incorporated into this Agreement. Specifically, the parties to this agreement and any subcontract shall abide by the requirements of 41 CFR 60-1.4(a), 60-300.5(a), and 60-741.5(a) where applicable. These regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status. The parties shall comply with pertinent amendments to such laws made during the term of the agreement and with all federal and

state rules and regulations implementing such laws. This provision must be included in every subcontract relating to this agreement.

(g) **Right of Termination for Knowing and Willful Employment of Illegal Aliens**. The parties acknowledge that TouchNet will not receive either state ARRA funds or federal ARRA funds during the term of this Third ASP Agreement. TouchNet acknowledges that this Third ASP Agreement is subject to Executive Order 2009-10 [http://gov/idaho.gov/mediacenter/execorders/eo09/eo_2009_10.html] pertaining to the verification and assurance that all employees are eligible for employment in the United States. TouchNet verifies that it does not knowingly or willfully hire or engage any illegal aliens or persons not authorized to work in the United States and it takes steps to verify that it does not hire or engage any illegal aliens or persons not authorized to work in the United States. TouchNet acknowledges that any knowing and willful misrepresentation in this regard or any knowing or willful employment of illegal aliens or persons not authorized to work in the United States constitutes a material breach of this Third ASP Agreement and shall be cause for the imposition of monetary penalties of up to five percent (5%) of the Third ASP Agreement price, per violation, and/or termination of this Third ASP Agreement.

(h) **Effect of Termination.** Upon termination of this Third ASP Agreement by either party, Client's access to the TouchNet Software will be terminated immediately and Client shall return immediately to TouchNet or, at TouchNet's request, will destroy all copies of Interface Software, Documentation, user manuals, and computer screen print-outs of the TouchNet Software, and Client will certify to TouchNet in writing, over the signature of a duly authorized representative of Client, that it has done so.

(i) **Survival of Obligations.** All obligations relating to non-use and non-disclosure of Confidential Information will survive termination of this Third ASP Agreement. Without limiting the generality of the foregoing, the specific obligations, as set forth in Sections 2(d), 9(c), 13, and 18(h), shall survive any termination or expiration of this Third ASP Agreement.

(j) **No Prejudice to Other Rights or Remedies.** Termination of this Third ASP Agreement will be without prejudice to the terminating party's other rights or remedies under this Third ASP Agreement or at law or in equity.

16. **Support.** During the term of this Third ASP Agreement, TouchNet will provide Client with unlimited telephone support over its technical support line. Such support will be provided to Client at no charge in addition to the fees payable as prescribed in Section 4 hereof.

17. **Intentionally Omitted.**

18. **General.**

(a) **Independent Contractors.** Nothing contained herein shall constitute TouchNet and Client as partners, agents, joint venturers or in any capacity other than licensor and licensee of computer software, respectively. TouchNet and Client are independent contractors. Neither shall have the right to bind or obligate the other in any manner whatsoever.

(b) **Force Majeure.** Neither party shall be liable to the other for delay or failure to perform any obligation hereunder resulting from an event of force majeure, including (without limitation) acts of God or of the public enemy, fire, storm, flood, explosion, earthquake, hurricane, riots, wars, hostilities, civil commotion, strikes or labor disputes, interruption of supply, law or regulation, governmental action, or any other cause beyond the control of that party.

(c) **Notices.** Any notice or communication required or permitted to be given hereunder may be hand-delivered or sent by registered or certified mail, return receipt requested, by facsimile transmission, or by email. Notices must be sent to a party at its address shown on the first page of this Third ASP Agreement, or to such other place as the party may subsequently designate in writing for its receipt of Notices. A Notice given in the manner prescribed in this Section shall be deemed received (i) when delivered, in the case of personal delivery; (ii) on the third business day following deposit of an item in the U.S. mail, properly addressed and postage prepaid; and (iii) on the date of transmission if sent by facsimile or email. However, where Notice is given to either notify the other party of a breach of this Third ASP Agreement or of a party's exercise of its termination rights, if such Notice is given by facsimile or email to the other party, a confirmation copy must be either personally delivered or sent by U.S. mail in the manner otherwise permitted for a Notice hereunder.

(d) **Counterparts.** This Third ASP Agreement may be executed in counterparts, each of which shall be an original, and all of which, taken together, shall constitute one and the same instrument.

(e) **Entire Agreement.** This Third ASP Agreement, with attached Schedules, constitutes the entire agreement of the parties with respect to the subject matter hereof and supersedes any prior expression of intent or understanding, oral or written, relating to the subject matter of this Third ASP Agreement. Schedules referenced herein by letter or number are incorporated into this Third ASP Agreement as though fully set out herein. Such Schedules include the following:

SCHEDULE	DESCRIPTION
Schedule A	Fees and Term of Agreement
Schedule B	TouchNet Software

Schedule C	Equipment and Client Tasks for Set Up, Installation, and Implementation of Software

(f) **Waiver.** Any waiver of a failure or delay in performance shall be effective only if in writing and only in accordance with its terms. The waiver of one breach or default shall not constitute the waiver of any subsequent breach or default and shall not act to amend or negate the rights of the parties under this Third ASP Agreement.

(g) **Right to Use Client's Name.** Client agrees that TouchNet may use Client's name in marketing literature to identify Client as an exemplary user of the TouchNet product only, and not as an endorsement of the TouchNet product following the prior written approval of:

Rachael Bickerton
Director, Trademark Licensing and Enforcement
Boise State University, Mail Stop 1060
1910 University Drive, Boise, ID 83725
(T): 208-426-1358
(F): 208-426-4058
E-mail: licensing@boisestate.edu

If TouchNet desires to use Client's name for any other purpose, TouchNet must have prior written approval of Client's Director, referenced above.

(h) **Governing Law.** This Third ASP Agreement shall be governed by and construed in accordance with the substantive laws of the state of Idaho.

(i) **Public Records:** TouchNet acknowledges that Client is obligated to comply with the requirements of the Idaho Public Records law, Idaho Code Section 9-335, *et seq.* Accordingly, information or documents received from TouchNet may be open to public inspection and copying unless confidential and/or exempt from disclosure. Such confidential and/or exempt information or documents includes, but is not limited to, "information, including a formula, pattern, compilation, program, computer program, device, method, technique, process, or unpublished or in progress research that: (a) Derives independent economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by other persons who can obtain economic value from its disclosure or use; and (b) Is the subject of efforts that are reasonable under the circumstances to maintain its secrecy." Idaho Code Section 9-340D(1). If TouchNet desires to designate any of its individual documents or information as "confidential" and/or "exempt," it shall place such designation on each page of such document and shall indicate the basis for such exemption. TouchNet shall indemnify and defend Client against all liability, claims, damages, losses, expenses, actions, attorney fees and suits whatsoever for Client honoring

such a designation. If Client receives a public records request for materials designated "confidential" and/or "exempt" by TouchNet, Client shall promptly notify TouchNet of the request in order to permit TouchNet to act to prevent the disclosure (at TouchNet's expense), if TouchNet so elects and to the extent permitted by applicable law. Such election must be made by TouchNet, if at all, within such time that Client must respond to a public records request as set forth in Idaho Public Records law. Client will cooperate with TouchNet upon reasonable request if TouchNet elects to prevent a disclosure.

(j) **Severability.** If any one or more of the provisions of this Third ASP Agreement shall be invalid, illegal, or unenforceable in any respect under any applicable statute, rule of law, or public policy, such provision shall be considered inoperative to the extent of such invalidity, illegality, or unenforceability and the remainder of this Third ASP Agreement shall continue in full force and effect. The parties agree to replace any such invalid, illegal, or unenforceable provision with a new provision that has the most nearly similar permissible legal and economic effect.

(k) **Headings.** Headings are included in this Third ASP Agreement as a matter of convenience only and shall not be controlling with regard to the interpretation of this Third ASP Agreement.

(l) **Security Standards Compliance**. TouchNet agrees to maintain compliance with all applicable Privacy Laws, PCI DSS and the NACHA standards pertaining to electronic payments.

(m) **Security Breaches**. In the event of unauthorized access to cardholder data stored by TouchNet for Client, TouchNet shall promptly notify Client of the same, and will comply with the reporting and notification requirements of PCI DSS applicable to such an event, as well as with all applicable state and federal laws. Client's customer notification will be delivered by the Client in conformance with the PCI DSS requirements, and all applicable state and federal laws, and in good faith cooperation with TouchNet.

(n) **Insurance**. During the term of this Third ASP Agreement, TouchNet, a wholly owned subsidiary of Heartland Payment Systems, LLC, a Global Payments company, will keep in force the following insurance at its expense:

(i) Commercial General Liability coverage in amounts of at least One Million Dollars ($1,000,000) per occurrence and Two Million Dollars ($2,000,000) aggregate, naming Client and the State of Idaho as additional insureds;

(ii) Workers' Compensation and Disability Coverage in accordance with the laws of any applicable state covering TouchNet's employees;

(iii) Professional liability, Errors and Omissions, and Cyber liability insurance in the amount of at least Fifteen Million Dollars ($15,000,000);

(iv) Crime insurance in the amount of at least Five Million Dollars ($5,000,000) with third party coverage; and

(v) Comprehensive Automobile Liability insurance covering any auto (including owned, hired and non-owned autos) with a combined single limit of liability for bodily injury and property damage of One Million Dollars ($1,000,000) per occurrence.

(vi) Prior to commencement of services, TouchNet will provide to Client a Certificate of Insurance demonstrating its conformance with this Section 18, and where applicable, the policies will provide for thirty (30) days advance written notice to Client prior to any cancellation of coverage. The Certificate of Insurance shall be mailed to:

Boise State University
Attn: Risk Management
1910 University Drive
Boise, ID 83725

IN WITNESS WHEREOF, the parties have executed this Third ASP Agreement through the signatures of their respective authorized representatives as of the respective dates shown below.

TOUCHNET INFORMATION SYSTEMS, INC.

SIGNATURE: _____
BY: Daniel J. Toughey
TITLE: Senior Vice President
DATE: August 8, 2017

BOISE STATE UNIVERSITY

SIGNATURE: _____
BY: JoEllen DiVucci
TITLE: AVPFA
DATE: 8/22/17

**Contract is null and void if not executed by Client on or before August 18, 2017.*

SCHEDULE A

APPLICATION SUBSCRIPTION PROGRAM

TERM OF THIRD APPLICATION SUBSCRIPTION PROGRAM AGREEMENT

Subject to the terms and conditions of this Third ASP Agreement, TouchNet grants to Client under all of TouchNet's intellectual property rights (including patent and copyrights owned or controlled by TouchNet) and Client accepts, a non-exclusive, non-transferable Subscription to use the TouchNet Software for the purpose of offering Services to End Users of the System for a period commencing on July 1, 2017 and continuing through June 30, 2022.

COSTS & PAYMENTS[1]

The annual Application Subscription Program Fee ("ASP Fee") is payable in advance and as prescribed below. The ASP Fee of $167,634.79 for the TouchNet Software described in Schedule B hereto shall be due and payable upon execution of this Third ASP Agreement. This amount will be prorated to align with Client's fiscal year running July 1 through June 30th, such that the invoice for the initial period of the Third ASP Agreement may include more than six (6) months but not more than eighteen (18) months for the billable period. Each subsequent year, TouchNet shall invoice Client for the annual ASP Fee, adjusted by TouchNet as permitted herein, at least sixty (60) days in advance of the next annual period of this Third ASP Agreement, and such invoice shall be payable by Client thirty (30) days in advance of the next annual period.

TouchNet reserves the right to increase the annual ASP Fee by not more than five percent (5%) per year over the applicable amount for the immediately preceding year. TouchNet may increase the annual ASP Fees by giving Client notice (via the invoice) at least sixty (60) days in advance of the next annual period of this Third ASP Agreement.

TOUCHNET READY PARTNER PROGRAM COSTS AND PAYMENTS – TOUCHNET DATACENTER

The parties also agree and understand that Client shall have the right to continue to access for its sole use only the T2 Systems, Adirondack Solutions, Hobsons, Seattle Technology Group, ACEware, RegisterBlast, PhotoShelter, Inc./Photoshelter, and NuPark Inc./NuPark Inc. TouchNet Ready Partners. The annual per partner Hosting/Access Fee shall continue to be waived for the following partners: T2 Systems, Adirondack Solutions, and Hobsons. Client shall pay an annual per partner Hosting/Access Fee of $1,500.00, totaling $7,500.00, for the following partners: Seattle Technology Group, ACEware, RegisterBlast, PhotoShelter, Inc./Photoshelter, and NuPark Inc./NuPark Inc. TouchNet will invoice Client for the per partner annual Hosting/Access Fee of $7,500.00 immediately upon the execution of this Third ASP Agreement and Client's payment is due within thirty (30) days of its receipt of the invoice. The annual per partner Hosting/Access Fee is subject to the annual escalation limits noted above.

[1] All pricing will expire if contract is not executed on or before August 18, 2017.

The annual per partner Hosting/Access Fee will be prorated to align with Client's fiscal year running July 1 through June 30th, such that the invoice for the initial period of the Third ASP Agreement may include more than six (6) months but not more than eighteen (18) months for the billable period. Each subsequent year, TouchNet shall invoice Client for the annual per partner Hosting/Access Fee, adjusted by TouchNet as permitted herein, at least sixty (60) days in advance of the next annual period of this Third ASP Agreement, and such invoice shall be payable by Client thirty (30) days in advance of the next annual period.

Consequently, Client may access the following TouchNet Ready Partners:

- T2 Systems
- Adirondack Solutions
- Hobsons
- Seattle Technology Group
- ACEware
- RegisterBlast
- PhotoShelter, Inc./Photoshelter
- NuPark Inc./NuPark Inc.

With respect to any future TouchNet Ready Partner purchases and payment of any applicable fees, including those provided for herein, such fees shall be due and payable within thirty (30) days upon Client's receipt of invoice. For future purchases, the initial per-partner annual Hosting/Access Fee when invoiced, will be pro-rated such that payments for the per-partner annual Hosting/Access Fee for subsequent years may be aligned with invoicing for the next annual Hosting/Access Fees, which currently are payable pursuant to this Third ASP Agreement, and the invoice shall be issued immediately upon execution of a contract, addendum, or exhibit to this Third ASP Agreement reflecting said purchase. The per-partner annual Hosting/Access Fee is subject to the escalation limitations reflected above for the TouchNet Software. Implementation Fees will be invoiced immediately upon the completion of Implementation.

If Client requests TouchNet's employees travel to Client's campus at any time, Client is responsible for reasonable travel, lodging, and food expenses incurred by TouchNet in connection with on-site training, equipment installation, set-up and professional services rendered in connection with this Third ASP Agreement, if applicable. As of the date of execution of this Third ASP Agreement, no travel is anticipated by the parties.

SCHEDULE B

TOUCHNET SOFTWARE

The Client's right to access and use the TouchNet Software shall consist of the following-described computer programs residing on the TouchNet DataCenter:

TouchNet Payment Gateway Suite is the foundation and central payment hub for the TouchNet U.Commerce System. It consists of a core of transaction management routines, integration software, administration support routines (the TouchNet Payment Gateway Operations Center), and Credit Card, ACH, Debit Card Engines, and Campus Card payment method. Each payment method is an individually licensed product. TouchNet Payment Gateway is licensed with:

- One (1) Campus Entity
- Operations Center – administrative interface for administrators, managers, staff, and others to access and manage reports and system parameters
- One (1) payment method each (from the following payment modules . . .)

Additional Campus Entity licenses are available for additional License and Professional Services Fees.

Credit Card Engine. Payment Gateway Credit Card provides the ability to interface payment transactions to a selected credit card processor in order to accept credit card and signature debit card payments. Payment Gateway Credit Card software includes:

- Local database for transaction reporting
- Credit and signature debit card transaction reports
- Interface to one (1) designated Credit Card Processor

Credit Card Processors supported include FDC Nashville/Envoy, First Data North, First Data South, First Horizon, GPS East, Moneris, Moneris eSelect Plus, Elavon, Paymentech, Tsys (formerly VisaNet/Vital), and RBS Lynk. Credit card processor interfaces not listed may be available as a custom project and a development cost may apply.

ACH Engine. Payment Gateway ACH is used to generate a NACHA compliant file to submit Automatic Clearing House transactions to a participating bank. Payment Gateway ACH software includes:

- Local database for transaction reporting
- ACH transaction reports
- User interface that enables a user to enter bank routing information, account number, and check number; then express intention to create a webCheck.
- Local database that validates bank routing numbers entered by the user.

Debit Engine. Payment Gateway Debit provides functionality to accept and process ATM Network PIN debit payment transactions when used with applications such as TouchNet Bill+Payment and TouchNet Cashiering. Payment Gateway Debit enables both PIN and PINless debit transactions, dependent on the application and hardware available for the transaction. PINless debit may be used over the web under specific situations where authentication is

available through known information about the user. PIN debit may be used for point-of-sale transactions where the user is present and PIN pad hardware is integrated for the transaction. Payment Gateway Debit software includes:

- Local database for transaction reporting
- Debit transaction reports
- One (1) interface to designated ATM Debit Processor

TouchNet Payment Gateway Debit Software is not available for all types of transactions and must be used in conjunction with the proper applications and hardware. Supported Payment Card Processors for PIN Debit include: Atlanta BuyPass via Secure Transport, FDC-North, FDC-South, GPS-East, Moneris, Moneris eSelect Plus, Elavon, Paymentech-Tampa; Tsys (formerly Vital), and RBS Lynk. Supported Payment Card Processors for PINless Debit include: Atlanta BuyPass via Secure Transport, FDC-North, GPS-East, Moneris, Moneris eSelect Plus, and Elavon.

Bill+Payment Client. Bill+Payment Client is the payment application of the Bill+Payment Suite that enables a secure link from the Student Information System in order to collect and process payment card data. This functionality includes the following:

- Real-time posting of payment transactions to the Student Information System
- Selection of credit/debit card, ACH, and PIN (and PIN-less) debit payment methods provided each of the payment methods is properly licensed within TouchNet Payment Gateway
- Maintains institutions logo, header and footer for branding purposes
- 1 Campus Entity
- 1 Production Environment
- 1 Test Environment

Bill Payment Account Center. Bill+Payment Account Center is the repository of the core services required by the TouchNet Bill+Payment Suite. Bill+Payment Account Center enables students to view their real-time account balance, make payments using credit cards or electronic checks, and register their parents or guardians as authorized users. Payments made through the Bill+Payment Account Center are linked to an institution's credit card processor and bank for authorization and settlement via the TouchNet Payment Gateway. Bill+Payment Account Center posts successful payments to the appropriate student accounts in real-time and automatically sends email notifications to students via their school-assigned email addresses.

TouchNet Marketplace enables campuses to build and operate secure web-based storefronts and online payment pages. It connects buyers and sellers electronically, making is easy for students, parents, alumni, and the community to conduct eCommerce with the campus 24 hours a day seven days a week. TouchNet Marketplace allows institutions to control security by placing financial transactions in the hands of appropriate campus authorities, while the responsibility for storefront contents is given to authorized departments on campus.

The TouchNet Marketplace Licensed Software is restricted to one (1) Campus Entity, one (1) Production Environment and one (1) Test Environment.

TouchNet Marketplace software consists of the following modules:

Universal Pay

Universal Pay (uPay) offers you secure payment processing for your existing web pages and in-house web applications. uPay allows you to link campus-developed web sites directly to external payment pages secured by the TouchNet Marketplace Suite and the TouchNet Payment Gateway. You can offer secure processing for both one-time and recurring payments with confirmation data returned after payments have been processed.

Universal Stores

The Universal Stores (uStores) feature of TouchNet Marketplace Suite allows individual managers and departments to establish online retail stores quickly, efficiently, and easily through a non-technical, web-based interface. You can customize the look and feel of stores, edit images and buttons, accept multiple payment types, and view reports - all with little to no programming support.

Operations Center

The Operations Center is the application's administrative interface for administrators, store managers, and store staff to access and manage stores, products, payments, fulfillments, and reports.

TouchNet Ready Partner Program – TouchNet DataCenter: TouchNet actively seeks certain third party companies and organizations to participate in our pre-integrated partner program. The purpose is to help our clients centralize and unify campus commerce electronic payments into the TouchNet Software. The TouchNet Software needed to best utilize the program is both TouchNet Payment Gateway and TouchNet Marketplace. TouchNet Ready Partners are primarily integrated through TouchNet Marketplace, however, in some cases they may be validated only through Payment Gateway. For clients that have licensed access to both these TouchNet Software modules, the following charges apply to support the program costs including DataCenter operations and customer/technical services.

TouchNet Ready Program Charges – TouchNet DataCenter	Client Licensed for Payment Gateway & Marketplace Full Use uPay	Client Licensed for only Payment Gateway
Per Partner Annual Hosting/Access Fee	3 Free – none remain	$ 2,500@
Each Additional Partners Annual Fee	$ 1,500@	$ 2,500@
Per Partner One-Time Implementation Fee	$ 1,250@	$ 1,750@

Note: TouchNet Partner Program charges are subject to the escalation limitations of Schedule A for the TouchNet Software.

SCHEDULE C

EQUIPMENT AND CLIENT TASKS FOR SET UP, INSTALLATION AND IMPLEMENTATION OF SOFTWARE

TouchNet Software Implementation Services

Defined Engagement and Project Management: A TouchNet implementation lead will work closely with Client's project leaders to review and tailor standard project plans to illustrate key tasks, milestones and deliverables for the TouchNet implementation. The implementation lead will coordinate all TouchNet Software installation, configuration, training and "go-live" activities with Client.

Timeline: Implementation timelines vary greatly based upon products purchased, key business drivers for when those products are implemented as well as resource availability both with Client as well as TouchNet. TouchNet will work with Client's key stakeholders and resources to adjust standard project plans to best accommodate resource availability and constraints. The parties will work in good faith to expedite the implementation of the Bill+Payment Client software.

System Testing: TouchNet will perform system integration testing after software is installed and configured to ensure integration with the Host ERP. TouchNet's testing efforts are not considered to be exhaustive as subsequent testing should be conducted by Client to ensure adherence with applicable Client business rules as well as gain familiarity with the new TouchNet Software.

Training: TouchNet's Professional Services team is committed to helping Client get acquainted with its newly licensed software. To that end, TouchNet's standard product training employs a "train the trainer" approach, which leverages a mix of both onsite and remote training technologies, such as Microsoft LiveMeeting. The implementation manager will determine Client's training needs during the initial project meeting with key stakeholders. More significant training, such as on-site support for Client's "go live," or training scheduled once the applications are in production, can be purchased at an additional cost.

User Acceptance Testing: It is the responsibility of Client to ensure adequate resources and time is allocated to perform user acceptance testing of the new TouchNet Software. Many new business processes and functions are introduced as a part of the implementation of TouchNet Software and it is recommended highly that Client take the time during user acceptance testing to validate and refine some of those new processes.

"Go-live" Support: The TouchNet implementation lead will be assisting throughout the implementation of the TouchNet Software. During the "go-live" and for a period of 2 weeks beyond, the TouchNet implementation lead will continue to support Client remotely.

Client Duties During the Implementation

General

Human Resource Needs: Client will need to identify appropriate project related resources including, but not limited to, project lead, technical lead and key stakeholders to be leveraged for functional requirements and/or functional testing.

Business office or functional users of the new TouchNet Software are critical for requirements as well as testing purposes.

Physical Resource Needs: Client will need to reserve applicable training facilities for any on-site related activities (i.e. training) once the specified timelines are agreed to. The facilities will need an overhead projector, workstations for attendees (if the desired environment) and preferably a whiteboard or similar drawing surface.

Payment Processing Needs: In preparation for the TouchNet implementation, the following items should be gathered as they will be critical to expediting the implementation:

- Verification of credit card processor
- Merchant ID information
- Bank account and routing information and initial discussions with them regarding the transmission of any ACH related data

DataCenter Implementations

Technical Requirements: There are 2 items necessary to be completed by the Client's Technical staff.

- Provide necessary IP information for TouchNet Software to access the applicable Client Information Systems and make necessary changes to firewall(s)
- Client will need to install a small connector piece of software which enables TouchNet Software to communicate with the Student Information System

This is a basic list of duties to be performed by Client. A complete list may be obtained from the TouchNet implementation specialist assigned to the Client during installation.

If Client must re-schedule an installation after a date has been determined, a surcharge of 50% of the total Professional Services Fees will apply, and the project implementation will be rescheduled based upon TouchNet's availability at that time. The maximum time allowed for installation under this Third ASP Agreement for all products is six (6) months. If delays beyond six (6) months are caused by Client, additional Professional Services Fees may apply.

Client is responsible for reasonable travel, lodging, and food expenses incurred by TouchNet during the on-site training.

The TouchNet Software, in some cases, will require the Client to assist TouchNet in accessing files on the Client's Student Information System to accomplish the interface between TouchNet Software and other software on Client's Student Information System and to permit certain functionality to be tested. Also, it is the Client's responsibility to assist TouchNet and/or its subcontractors in setting up links between the TouchNet Software and Client's Student Information System. Such responsibility includes, but is not limited to, granting remote or other access thereto, granting of administrative (or similar) rights and privileges, and assisting TouchNet (or its subcontractors) in understanding the configuration and environment of Client's Student Information System.

BOISE STATE UNIVERSITY

SUBJECT
2019 Summer Student Fees

REFERENCE
April 2018 — Idaho State Board of Education (Board) approved FY 2019 Student Tuition & Fee Rates (Academic Year 2018-2019)

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

ALIGNMENT WITH STRATEGIC PLAN
Goal 2: Educational Attainment, Objective B: Timely Degree Completion and Objective C: Access

Goal 3: Workforce Alignment, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION
Boise State University's (BSU's) summer 2019 fees were approved by the Board at the April 18, 2018 meeting.

During the 2018 summer term, BSU formed a working group to consider the advantages of increasing summer enrollment as a means to help students stay on track and graduate on-time. This working group identified many benefits of increasing summer enrollment including improving on-time completion, lowering the overall cost to students who find it difficult to undertake the "free credits" offered in the fall and spring semesters under the current tuition structure (those credits being the 3 credits between 12 and 15 credits where the student does not pay any additional amount), and encouraging students to take advantage of opportunities to improve career readiness without sacrificing on-time completion. This working group recommended that BSU provide a meaningful discount for summer courses in order to encourage more students to enroll and to make summer more affordable.

BSU is proposing a summer 2019 fee of $280 per credit hour, a 20 percent reduction from current part-time tuition rates. In addition, BSU recommends a $35 per credit hour additional fee for non-resident students and a $75 per credit hour additional fee for graduate students. This is a pilot program to explore the increase in student demand generated from this lower price point.

Proposed Summer 2019 Fees

	Summer 2018 Fee	Summer 2019 Fee Previously Approved	Proposed Summer 2019 Fee
Education Fee	$205.29	$239.31	$187.91
Facilities Fee	52.69	61.80	49.44
Information Technology Fee	9.61	11.12	8.90
Intercollegiate Athletics	9.64	10.74	8.59
Student Health Center	4.30	4.32	4.32
Student Union	6.40	5.82	5.82
Campus Recreation	6.85	6.47	6.47
Associate Student Body	1.65	1.09	1.09
Student Activity Fee	8.57	9.33	7.46
Total Resident Fees	**$305.00**	**$350.00**	**$280.00**
Non-Resident Summer Fee	$0.00	$0.00	$35.00
Graduate Part-Time Fee (Summer Only)	$85.00	$98.00	$0.00
Graduate Summer Fee	$0.00	$0.00	$75.00

IMPACT

1. Increases in on-time completion

   For many students, taking 15 credits a semester is challenging due to other commitments. Taking summer classes will help students balance their work, school and life commitments while completing 30 credit hours a year.

   - 57% of Boise State's recent undergraduate degree completers worked full-time while attending.
   - 30% of Boise State's recent undergraduate degree completers had parental responsibilities while attending.
   - 72% of first-time, full-time freshman who graduated within four years took at least one summer class during their Boise State tenure.

2. Improving Access

   Lowering summer fees will increase access to summer courses and lower the cost of education for those students who require summer courses in order to graduate on-time.

3. Improving Career Readiness

   Without disrupting their degree track, students can utilize summer to complete internships, undertake study abroad, and work towards minors and certificates – supporting Boise State University's Beyond the Major initiative. In addition, students who engage in these opportunities during the fall/spring semesters can do so and stay on track to graduate in their primary degree program.

   BSU anticipates the increase in summer enrollment will yield sufficient revenue to offset the reduction in summer fees.

STAFF COMMENTS AND RECOMMENDATIONS

This item represents changes from the fee schedule approved by the Board in April 2018. The proposed fee changes would result in a fee decrease for students enrolling in courses during the summer semester. There is proposed a new fee for non-resident students during the summer semester. The following table shows the percentage change for each category of student.

	Original	Proposed	% Change
Resident Undergraduate	$ 350	$ 280	-20%
Non-Resident Undergraduate	$ 350	$ 315	-10%
Resident Graduate	$ 448	$ 355	-21%
Non-Resident Graduate	$ 448	$ 390	-13%

The graduate summer fee is also new, but is being charged in lieu of the current practice at BSU of charging the part-time graduate rate ($98) for graduate summer courses. In the fall and spring semesters, the graduate part-time fee of $98 will apply.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to set the summer 2019 resident undergraduate fee at $280.00 per credit, the non-resident undergraduate fee at $315 per credit, the resident graduate fee at $355 per credit and the non-resident graduate fee at $390 per credit.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO

SUBJECT

Purchase Agreement - Rinker Rock Creek Ranch

REFERENCE

December 21, 2017	Approval by the Idaho State Board of Education (Board) for the University of Idaho (UI) to include the Rinker family name in the name of the facility should the UI acquire title to the real property

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 2: INNOVATION AND ECONOMIC DEVELOPMENT The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

Objective B: Innovation and Creativity – Increase creation and development of new ideas and solutions that benefit society.

BACKGROUND/DISCUSSION

Rock Creek Ranch is nearly 10,400 acres of privately-owned land adjacent to an additional 11,000 acres of publically-owned land in the Wood River Valley in southeast Idaho. The Rinker family bought the ranch in the 1980s and continued the long-time practice of grazing the land. In 2013 the family began looking for ways to preserve the land. The Natural Resource Conservation Service purchased the development rights in 2014 and shortly thereafter the ranch was purchased by the Wood River Land Trust (with financial assistance from The Nature Conservancy) at a below-market sales price. Shortly after, UI was invited as a partner to expand the research and outreach opportunities of this property. Attachment 1 contains a copy of UI's web site describing the Rock Creek Ranch collaboration.

In 2016, the Trust, the Conservancy and UI formalized their relationship through a Memorandum of Understanding (MOU), which outlines how they will collaborate on choosing research along with other management decisions. Additionally, an advisory committee of key stakeholders has been engaged to provide research and management suggestions. Attachment 2 contains a copy of the MOU.

The MOU contains the agreement of Trust and the Conservancy to grant UI an option to buy the Rock Creek Ranch property. Fundraising by the Nature Conservancy has eliminated their debt incurred to acquire the property and

correspondingly reduced the sales price of the property. Debt still outstanding for the Wood River Land Trust is currently at approximately $1.2 million and is accruing interest at approximately $60 per day. UI now proposes to pay a purchase price for the property equal to the Wood River Land Trust debt plus accrued interest to the date of closing. This is a bargain purchase price that is significantly below market value of the property. The Trust, the Conservancy and UI have agreed to such a purchase, subject to the approval of the Board. A copy of the Purchase and Sale Agreement is contained in Attachment 3. UI is now requesting that approval of the terms of purchase as set out in Attachment 3.

UI will operate the property in a fashion that is collaborative with the Conservancy, the Trust and other key stakeholders similar to the group involved in the original MOU. Contemporaneously with acquisition of title, the operating MOU will be updated. The updated operating MOU will outline the nature of the collaboration that is intended to be the hallmark of the Rinker Rock Creek Ranch project. The operational vision is for a program of research, education and outreach focused on sustainable rangeland management in the heart of Idaho where ranching, conservation, and recreation intersect, with a goal of healthy rangeland, healthy streams and riparian areas, and maintenance of historic wildlife, all in conjunction with livestock management and public recreation opportunities. The facility will focus on innovative, interdisciplinary and collaborative activities addressing important and pressing challenges impacting ranching and conservation on western rangelands. The Ranch will provide opportunities for managed public access and recreation, and will serve as a podium for education on conserving and enhancing fish and wildlife habitat and livestock management on Idaho rangelands. This operation will create a living laboratory virtually identical to the many acres of public rangeland in the state of Idaho today.

IMPACT

UI proposes to use strategic reserves to internally finance the purchase price of approximately $1.3 million (including accrued interest) depending on the date of closing. UI will be reimbursed from the proceeds of the sale of the property donated by the Rinker family discussed with the Board in December 2017. This property is valued in the range of $600,000 to $1 million.

The purchase price is the only specific commitment of funds by UI. UI plans to operate the property as a research facility for rangeland operations including grazing cattle in conjunction with the ranching operation based at the Nancy M Cummings Research Education and Extension Center. General operations of the Rinker Rock Creek Ranch will be absorbed into the operating budget of UI. Specific research and education projects will be funded through grants, appropriated funds and general university funds, as funding becomes available. A material focus of the collaboration between UI and the other stakeholders will be obtaining funding for research, education and conservation on the property.

ATTACHMENTS

Attachment 1 – CNR Web Page
Attachment 2 – Current MOU
Attachment 3 – Purchase and Sale Agreement
Attachment 4 – Appraisal Cover Letter

STAFF COMMENTS AND RECOMMENDATIONS

There are two separate pieces of property involved in this action. In December 2017, the property donated by the Rinker family in Blaine County was discussed by the Board and approved as part of the consent agenda. The following language was in the agenda item.

"The Rinker family has donated to the University of Idaho Foundation a parcel of property located in Blaine County. The Foundation is instructed, as a term of the donation, to sell the donated parcel and supply the net proceeds of the sale for use in the debt retirement and acquisition of the Rock Creek Ranch."

That piece of property will be sold at a market price estimated between $600,000 and $1 million. The proceeds from the sale of that donated piece of property will be used to partially reimburse UI for the purchase of the Rock Creek Ranch. An appraisal has been completed and is available from UI, but was not included here.

The purchase agreement does provide an option for the seller to repurchase the property from UI for the same purchase price, plus two percent (2%) interest.

The current MOU between UI, the Wood River Land Trust, and the Nature Conservancy has a term of 5 years and will expire June 28, 2021. The MOU may be renewed for another 5-year term upon agreement from all parties.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to purchase the Rinker Rock Creek Ranch Property as described in Attachment 3 Exhibit A, for an amount not to exceed $1,252,388 in substantial conformance with the terms of purchase set out in Attachment 3; and further, to authorize the Vice President of Finance and Administration of the University of Idaho to execute and deliver all necessary transaction documents for closing the purchase.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Rock Creek Ranch



Unique Collaboration to Focus on Science, Outreach and Management of Rock Creek Ranch

A new collaboration is building good science and best practices for Idaho's rangeland owners and managers in south central Idaho.

The 10,400-acre Rock Creek Ranch, near Hailey, is owned by The Nature Conservancy and the Wood River Land Trust, and is managed to conserve the area's grasslands and to prevent future development. The University of Idaho joined the two landowners as the research and outreach arm of the three-pronged collaboration.

The first project is the Rock Creek Restoration and Reconnection Project, intended to improve water quality, stream function and provide fish passage between Rock Creek and the lower Big Wood River. A second phase of the project, addressing the needs of the northern part of the ranch, is slated for 2017.

A $1.1 million project is planned to improve riparian areas, wet meadows, and fish and wildlife habitat. It would also address recreational elements and public access.

One-hundred-fifty cows from UI's Nancy M. Cummings Research, Extension and Education Center at Salmon are grazing the property as grazing management is a key component of the future of the property. The UI Rangeland Center will lead research at Rock Creek that focuses on the intersection of wildlife, recreation and sustainable ranching.

Rock Creek Documents

FAQ > PDF

MOU > PDF

Rock Creek Info Sheet > PDF

UI research will encompass the many aspects of the watershed – including wildlife habitat, water quality, grazing and more. The ranch has sage grouse, pygmy rabbits, elk and other wildlife species.

As restoration and research projects evolve in the coming years, it will be the site of tours, outreach and education for landowners, ranchers, students, legislators and more.

For more information, please contact:

John Foltz
Special Assistant to the President for Agricultural Initiatives
jfoltz@uidaho.edu

Karen Launchbaugh
Director - Rangeland Center
klaunchb@uidaho.edu

John Hall
Superintendent - Nancy M. Cummings Research, Extension and Education Center
jbhall@uidaho.edu

Current Research Projects at Rock Creek Ranch

- Impact of Feed Efficiency Ranking on Range Grazing Characteristics in Primiparous Cows
- Comparison of Traditional and Intensive Management Systems for Beef Cattle
- Genetic and Genomic Indicators of Range Adaptability
- Effects of Stream and Wet Meadow Restoration on Greater Sage-Grouse General Use and Relative Abundance

MEMORANDUM OF UNDERSTANDING
BETWEEN
UNIVERSITY OF IDAHO
WOOD RIVER LAND TRUST
AND
THE NATURE CONSERVANCY

CONCERNING THE ROCK CREEK RANCH COLLABORATION

This Memorandum of Understanding **(the "MOU")** is made by and between the Regents of the University of Idaho a public corporation, educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho **(the "UI"),** the Wood River Land Trust, an Idaho non-profit corporation **(the "Land Trust")** and The Nature Conservancy, a District of Columbia non-profit corporation **(the "Conservancy").** UI, Land Trust and Conservancy are separately and jointly referred to as **"Party"** or **"Parties,"** respectively.

I. RECITALS

WHEREAS, THE UNIVERSITY OF IDAHO, as the state's land-grant research university, is committed to enhancing the scientific, economic, social, legal, and cultural assets of our state, and to developing solutions for complex problems facing society; delivers on this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at its residential main campus, regional centers, extension offices, and research facilities throughout the state; and, through its outreach activities, serves the state while strengthening its teaching, scholarly and creative capacities;

WHEREAS, THE WOOD RIVER LAND TRUST is a 501(c)(3) tax-exempt nonprofit organization, with a mission to protect and restore land, water, and wildlife habitat in the Wood River Valley and its surrounding areas. The Land Trust works cooperatively with private landowners and local communities to ensure these areas are protected now and for future generations;

WHEREAS, THE NATURE CONSERVANCY is a 501(c)(3) tax-exempt nonprofit organization established to conserve the lands and waters on which all life depends;

WHEREAS, The Land Trust and Conservancy used their collective efforts to acquire from Rock Creek Ranch, LLC, and the Rinker Trust in a generous bargain sale the 10,394 acre Rock Creek Ranch (see map - Exhibit A), and all appurtenances, including, but not limited to, water, water rights (described in Exhibit B), minerals and mineral rights in Blaine County, Idaho **(the "Property" or the "Ranch");**

WHEREAS, the Land Trust owns the Property in fee simple, subject, among other things, to a note in favor of the Conservancy, secured by a real estate mortgage;

WHEREAS, the Land Trust and the Conservancy have entered into a side-agreement, which provides, among other things, that until the Land Trust sells the Property, it shall ". . . mutually agree in writing to

all agreements related to management and disposition of the Property, including, but not limited to, management cost-sharing arrangements, conservation easements, and agreements with IDFG, Natural Resources Conservation Service, other non-profit organizations, or conservation buyers;"

WHEREAS, through the vision and extraordinary generosity of the Rinker family, the Land Trust and the Conservancy can ensure that Rock Creek Ranch will be protected in perpetuity, providing multiple benefits for the public and for the abundant fish and wildlife on the Property;

WHEREAS, THE NATURAL RESOURCE CONSERVATION SERVICE **(the "NRCS")** acquired two Grassland Reserve Program conservation easements **("GRP Easements")** on the majority of the ranch from the Rinker family, the purpose of which is to protect the grazing uses and related conservation values on the Property by conserving, restoring and enhancing grassland, shrubland, forbs, wildlife habitat and biodiversity;

WHEREAS, the GRP Easements perpetually restrict certain uses of the property and require a grazing management plan be developed by the NRCS, Land Trust, Conservancy and the grazing lessee using the Property;

WHEREAS, the Ranch historically has been used for livestock grazing and haying operations and currently remains substantially undeveloped and dominated by native flora and fauna;

WHEREAS, the Ranch has significant upland and big game habitat, established wildlife migration corridors and numerous wildlife species, including sage grouse;

WHEREAS, the Ranch has approximately 89 miles of streams and corresponding riparian corridors, providing valuable fish and wildlife habitats associated with these aquatic resource areas;

WHEREAS, for many years the public has been allowed controlled access to the private areas of the Ranch through the IDFG's Access Yes program;

WHEREAS, the Parties believe the Rock Creek Ranch, in combination with its associated water rights and public lands grazing leases (described in Exhibit B) managed by the Ranch can provide the citizens of Blaine County and Idaho numerous benefits, including fish and wildlife habitat conservation, research and education into management of healthy rangelands, continuation of a working ranch and public recreational use **(the "Project");**

WHEREAS, the Parties have agreed to pursue a common vision for the Property over the next three to five years ("pilot period") with the intent that during this pilot period a framework can be established that addresses the long-term needs of the Property and the Parties, and that resolves the future ownership of the Property;

WHEREAS, if the pilot period proves successful, the Parties' are committed to continue collaborating through the renewal of the MOU or another agreement that similarly provides a framework for ongoing collaboration, regardless of the eventual ownership of the Property; and

WHEREAS, the Parties understand that if they fail to achieve a sustainable framework during the pilot period, they may terminate this MOU as provided below;

NOW, THEREFORE, for and in consideration of the mutual promises contained in this MOU, the Parties agree as follows:

II. PURPOSES

This MOU describes the cooperative principles and procedures that the UI, Land Trust and Conservancy will use to manage and enhance the Ranch to achieve their broad goal: *Establish a sustainable rangeland research and education facility in the heart of Idaho where ranching, recreation, and conservation intersect. The facility would be home to a collaboration for important and up-to-date research on 21st century ranching and conservation practices. While providing for public access and recreation, the facility also will serve as a podium for education on conserving fish and wildlife habitat and enhancing livestock production on Idaho rangelands.*

III. AREAS OF COLLABORATION - UI, Land Trust and Conservancy

The Parties are fully committed to collaborating in good faith to achieve the following outcomes:

1) Advisory Committee. A group of existing and potential members will be invited to participate on an Advisory Committee, which will advise and assist as appropriate the Parties in the development and implementation of management plans for the Ranch. Each member will bring expertise and/or resources in one or more of the key Project elements, such as research, management and/or education applications to rangeland and riparian habitats, fish and wildlife, water, grazing and livestock, public lands, public access, recreation, rural economics, weed control, fire and monitoring.

   The Advisory Committee will function under a charter (**"Charter"**) developed promptly after signing of this MOU, so that input from the Advisory Committee will be timely in development of the first management plan. The Advisory Committee will be led by the Parties and will include six or more partners. The Charter will stipulate, among other things, how the Advisory Committee will operate, its role, how often and when it will meet, expected participation, and appointment of successor members.

2) Management Plans. The Parties will develop both near term (1-Year) and longer term (3-5 Year) plans for the management of the Ranch (**the "Plans"**). The Plans will address, at a minimum, the topics outlined below and shall comply with the GRP Easements. The Plans will be developed by consensus of the Parties with input from the Advisory Committee. The Plans will identify **Outcomes**, **Timelines**, **Budgets** and **Leadership** for each topic covered. All funding commitments and all other financial commitments to provide materials or perform services must be expressly set forth in writing in the budget and the committing Party's agreement to any such commitment must be evidenced by the Party's signature to the written budget. See Section IX below. Financial commitments by UI may require approval of the Board of Regents of the University of Idaho or by its executive director.

a) Livestock Operations and Infrastructure. Consistent with the Purposes of this MOU, other elements of the Plans and the NRCS GRP easements, a livestock operations section of the Plans, including necessary infrastructure needs, will be developed in collaboration with the NRCS range staff. The livestock operations section of the Plans will address both the fee lands of the Ranch and the public land leases held by the Ranch, as well as, native range, seeded pastures and irrigated pastures.

b) Fish and Wildlife Habitat. The Plans will address maintenance, enhancement and restoration of fish and wildlife habitat, including, at a minimum, action to address water quantity and quality, weeds and fire.

c) Research and Education Programs. Topics of interest include:
   i) Wet meadow habitat - current condition and needed improvements
   ii) Grazing impacts of livestock on wildlife - especially impacts on sage-grouse.
   iii) Riparian condition and improvements
   iv) Management of invasive plants
   v) Conservation of fish and amphibians
   vi) Social and economic impacts of ranching and healthy rangelands on local communities

d) Outreach. A priority for the Parties is to share the knowledge and experiences gained through the research done on the Ranch with diverse audiences, including land managers, educators, researchers, policy makers, community leaders and students. The Parties will develop a suite of outreach strategies including, but not limited to, publications, workshops, field tours, technical exchanges, and presentations.

e) Access for Public Recreation. The Parties acknowledge the importance to local communities of providing a wide range of recreational opportunities on the Ranch including, but not limited to, bird watching, dog walking, hiking, mountain biking, hang gliding, motorized uses and hunting. The Plans will include a balanced approach to recreational uses, consistent with the GRP Easements, reducing wildlife disturbance during crucial life history periods, reducing habitat damage, and minimizing conflicts with other uses of the Ranch. The Plans will address, at a minimum, kinds of use, use periods, access signage, access routes (including roads and trails), access management structures, level of integration with surrounding public land recreation and communications to recreational users.

f) Monitoring. Essential to accomplishing the goals of this MOU is establishment of a sustainable monitoring program that supports all aspects of the Plans' outcomes. This includes collecting baseline data and ongoing monitoring associated with management and research activities. The Parties will develop a repository for all monitoring information that is available to the Parties and, as appropriate, to the Advisory Committee and other audiences.

3) Income Produced On The Property And Project Accounting. The Parties intend that:
   a) Any lease, rental or similar income generated by activities on the Property will be used for the benefit and management of the Property consistent with outcomes described in the Plans.
   b) All payments and expenses for specific income generating activities will be described in separate grazing or other agreements.

c) Each Party will maintain its own accounting for activities it specifically undertakes as part of the Project, while committing to share financial information, as appropriate, to support joint grant requests/awards, developing Project budgets as part of Plans and for similar purposes.

4) Marketing and Communications. The Parties agree to:
   a) Coordinate all public communications about the Ranch and the Project
   b) Coordinate communications with Advisory Committee, key Agencies, Elected Officials and funders
   c) Provide a single point of contact within each Party for marketing and communications
   d) Develop a communications plan providing for consistent and timely communications without requiring joint approvals each time that actions consistent with the communications plan are taken
   e) Include logos and acknowledgement of all the Parties in signs, brochures and public communications about the Ranch, the Project or implementation of the Plans, unless otherwise mutually agreed by the Parties.

5) Fundraising. The Parties recognize that without adequate funds they will be unable to achieve the purposes of this MOU. The Parties are fully committed to collaborate to:
   a) Secure private and public funds to support goals of the Project
   b) Collaborate in developing a fundraising plan to meet the Plans budget, including a "case statement" for the Project
   c) Collaborate in hosting events at the Ranch to raise funds for the Project
   d) Coordinate on donor development and funding requests to reduce redundancy and potential conflict with donors who support the UI, Land Trust or Conservancy outside of the Project
   e) Manage funds consistent with the Plans
   f) Honor donor intent in use of the funds. Should this MOU be terminated, the receiving party will hold and continue to use the funds for the purpose for which they were donated, unless such purpose no longer exists, in which case the funds will be used consistent with the donor agreement and the receiving party's policies.

6) Annual Review. The Parties will conduct an annual review at the end of each calendar year to evaluate progress towards implementing the Plans and this MOU. A brief annual report summarizing accomplishments from the prior year will be developed by January 31st of the subsequent year. The report will help with communications to partners, stakeholders and donors.

IV. RESPONSIBILITIES OF LAND TRUST AND CONSERVANCY

As co-owners of the Property, as holders of the public land grazing leases and as Parties to this MOU the Land Trust and Conservancy will:

1) Taxes, Fees and Assessment.
   a) Pay all taxes, levies, assessments, grazing permit fees and other similar expenses associated with owning the Property.
   b) Take all necessary actions to protect and preserve the water rights and public lands grazing permits for their intended uses under the Plans and protect them from loss by forfeiture or

abandonment due to non-use.

2) Option to Buy. If requested by UI, The Land Trust and the Conservancy will grant the UI an option to buy the Property under terms and conditions set forth in a separate agreement mutually agreed to by the Parties.

3) Access and Use. Subject to the terms of this MOU, the UI is granted free of charge access to and use of the Property for any and all activities related to the Project and implementation of the Plans, however, consent will be obtained from the Land Trust and Conservancy before using the Property for purposes not related to the Project and implementation of the Plans.

4) Staff and Volunteers. In addition to commitments made in **Section III**, the Land Trust and Conservancy will:
   a) Each provide a primary lead for the implementation of this MOU
   b) Provide in-kind technical support
   c) Organize volunteers as may be appropriate in implementing the Plans
   d) Facilitate Advisory Committee meetings
   e) Coordinate patrols of the Property to help manage recreational users

V. RESPONSIBILITIES OF UNIVERSITY OF IDAHO

As a Party to and consistent with other terms of this MOU the UI will make reasonable efforts, subject to available funding, to accomplish the following:

1) Research. Support faculty and students from multiple disciplines and departments at the UI who have interest in developing, implementing and publishing research projects associated with the Ranch that are consistent with the purposes of this MOU.

2) Education. Support development of learning opportunities at the Ranch that further UI students' education in agriculture and natural resource management.

3) Outreach. Encourage faculty and students to communicate their work associated with the Ranch to diverse audiences using a variety of outreach strategies, including publications, workshops, presentations and field tours.

4) Staff and Students.
   a) Provide a primary lead for the implementation of this MOU
   b) Provide in-kind technical support
   c) Assist with the general management activities at the Ranch, including installation and repair of infrastructure, weed control, and fire management,
   d) Assist with coordination of patrols of the Property to help manage recreational users

VI. EFFECTIVE DATE AND AMENDMENTS

This MOU shall take effect upon signing by all Parties and shall remain in effect for a period of five years from that date unless earlier terminated. None of the Parties may assign or transfer all or any

portion of this MOU without the prior written consent of the other Parties.

The MOU may be renewed at the end of the five-year period by mutual written agreement of the Parties.

The provisions of this MOU may only be amended or waived by mutual written agreement of the Parties.

Any Party may terminate this MOU at any time and for any reason by giving ninety days prior written notice to the other Parties.

Upon termination, any improvements made to Ranch during the term of this MOU, such as fences, irrigation works, livestock water developments, habitat enhancements, permanent structures, road or trail improvements and similar improvements will remain with and become part of the Property.

VII. NO PARTNERSHIP, JOINT VENTURE OR AGENCY

No partnership, joint venture or agency is established by this MOU. No Party is authorized or empowered to act as an agent, employee or representative of another Party, nor transact business or incur obligations in the name of another Party or for the account of another Party. No Party shall be bound by any acts, representations, or conduct of another Party.

VIII. USE OF INTELLECTUAL PROPERTY

The Parties agree that any intellectual property, which is jointly authored or invented through activities covered under this MOU, may be used by any Party for non-profit, non-commercial purposes without obtaining consent from the other Parties and without any obligation to account to the other Parties. All other intellectual property used in the implementation of the MOU will remain the property of the Party that provided it.

IX. FINANCIAL COMMITMENTS

The Parties acknowledge and agree that this MOU does not create any financial or funding commitments on any of the Parties beyond those agreed to above or upon joint execution of a subsequent agreement that specifically delineates the terms and nature of such obligations and that references this MOU. Such subsequent agreements will be subject to funding being specifically available for the purposes outlined therein.

X. USE OF ORGANIZATION LOGO AND NAME

Except as provided in III.4.e, above, the Parties may not use the others' name and/or logo in any way without prior written consent from the other Parties.

XI. CONFIDENTIALITY

1) During the course of the MOU, the Parties may have access to materials, data, strategies, other

information relating to the other Parties and their programs, or systems, which are intended for internal use only. Any such information, that is designated as CONFIDENTIAL shall not be used, published, or divulged by the other Parties to any person, firm, or corporation or in any advertising or promotion, in any manner or connection whatsoever without first having obtained the written permission of the other Parties, provided however, the Parties acknowledge that UI is subject to the public records laws of the state of Idaho and the requirements of such laws supersede this section.

2) Confidential Information. "Confidential information" ("CI") shall mean any information: that belongs to and is disclosed by one PARTY ("DISCLOSER") to another PARTY ("RECIPIENT"); that the PARTY disclosing the information, is of a scientific, technical, or specialized nature, has value to the DISCLOSER; that is not in the public domain; and that has generally been considered and treated by the DISCLOSER as confidential prior to the time of disclosure. CI includes, but is not limited to, technical data, financial data, plans, programs, plants, processes, products, costs, equipment, operations, customers and other information or experience pertaining to the previously mentioned subject matter.

   a) CI shall not include information that: (a) is shown to have been known or is subsequently developed by RECIPIENT independent of any disclosure by DISCLOSER; or (b) is or becomes available to the public through no breach of this MOU; or (c) is lawfully obtained from a third party without restriction and without breach of this or any other agreement; or (d) is required by court order, law, or other governmental regulation or authority to be disclosed, provided DISCLOSER receives reasonable notice to allow it to request a protective order and RECIPIENT reasonably cooperates with DISCLOSER's efforts to receive a protective order (this section shall not be construed to require RECIPIENT to pursue any claim, defense, cause of action, or legal process or proceeding on behalf of DISCLOSER); or (e) is ascertained by any Party to create a risk to trial subject or to public health and safety.

   b) To be protected under this MOU, CI disclosed in written or other tangible form must be labeled "Confidential". Oral or visual disclosures for which protection is sought must be identified at the time of disclosure as being disclosed in confidence, and a written instrument confirming that the information disclosed orally and/or visually should be held in confidence must be delivered to RECIPIENT within five (5) working days of such oral and/or visual disclosure. E-mail is one form of "written instrument" for the purpose stated in this section.

XII. LIABILITY

While the Land Trust is fee owner of the Property it will bear full risk of any loss or damage to persons or property pertaining to the Property. The Land Trust agrees to indemnify and hold the UI and Conservancy harmless for any and all manner of actions, claims, demands, suits and damages, actual or threatened resulting from acts or omissions of the Land Trust.

The Conservancy will bear full risk of any loss or damage to persons or property relating to its access to and use of the Property. The Conservancy agrees to indemnify and hold the Land Trust harmless for any and all manner of actions, claims, demands, suits and damages, actual or threatened, in connection with Conservancy activities on or use of the Property by the Conservancy, their employees, contractors, guests, invitees, licensees or agents.

The UI will bear full risk of any loss or damage to persons or property relating to its access to and use of the Property. Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, University shall indemnify and hold the Land Trust, its agents and assigns, harmless from and/or against any and all claims, damages, and liabilities (including reasonable attorney's fees) that may be suffered or incurred and that arise as a direct result of and which are caused by the University's possession, operations, or performance under this indemnification agreement. The University's liability coverage is provided through a self-funded liability program administered by the Idaho Bureau of Risk Management. Limits of liability, and this indemnification, are $500,000 Combined Single Limits, which amount is the University's limit of liability under the Idaho Tort Claims Act and this Agreement.

XIII. NOTICES

Any notice required by this MOU will be in writing and hand delivered, sent by overnight courier, such as FedEx, or by certified mail, return receipt requested to the Parties at the addresses contained in the MOU or changed by notice to the other Parties.

University of Idaho
John Foltz
Special Assistant to the President for Agricultural Initiatives
President's Office | The University of Idaho
875 Perimeter Drive MS 2203 Moscow, ID 83844-2203

Wood River Land Trust
Scott Boettger, Executive Director
119 East Bullion Street
Hailey, Idaho 83333

The Nature Conservancy
Toni Hardesty, State Director
Idaho Field Office
116 North 1st, Hailey, ID 83333

XV. MEDIATION OF DISPUTES

Except for any claim for which a Party deems a temporary restraining order necessary, all claims, disputes, or alleged breaches of this MOU shall first be subject to mediation, prior to any Party filing an action in a court of law. Any Party shall have the right to begin the process by giving the other Parties a written notice requesting mediation and describing the issues involved. The Parties agree to appoint and equally share the cost of a mutually acceptable mediator within sixty (60) days after notice. The mediation shall occur within thirty (30) days after the selection of the mediator, unless the Parties agree otherwise. Nothing in this paragraph will prevent any Party's right to a trial or trial by jury in a court of law. In the event of mediation, each Party shall bear that Party's own attorney fees. In the event of litigation to enforce this MOU, the prevailing Party shall be awarded its attorney fees and costs.

XVI. MISCELLANEOUS

This MOU incorporates any attached exhibits into the terms and conditions of the MOU. It is the intention of the Parties that if any part of this MOU is invalid, for any reason, that invalidity will not void the rest of the MOU. This Agreement is intended to benefit only the Parties hereto and no other individual or entity; any benefit derived from this agreement by any non-Party individual or entity is incidental hereto and does not give rise to any rights under this Agreement. Idaho law governs this MOU. Ambiguities, if any, will not be construed against any Party as a result of preparation of this MOU. The individuals whose signatures appear below represent and warrant that the respective entity each represents and is authorized to enter into, execute and deliver this MOU on behalf of the entity each represents and that this MOU is binding upon that entity in accordance with its terms and conditions. Paragraph headings shall not be used in the interpretation or construction of this MOU. This MOU may be signed in more than one counterpart that when compiled shall be considered one original.

IN WITNESS WHEREOF, the Parties have signed this Memorandum of Understanding below.

University of Idaho

Chuck Staben — 6/28/2016

Chuck Staben
President

Date

Wood River Land Trust

6/28/2016

Scott Boettger
Executive Director

Date

The Nature Conservancy

Toni Hardesty — 6/28/2016

Toni Hardesty
State Director

Date

EXHIBIT A

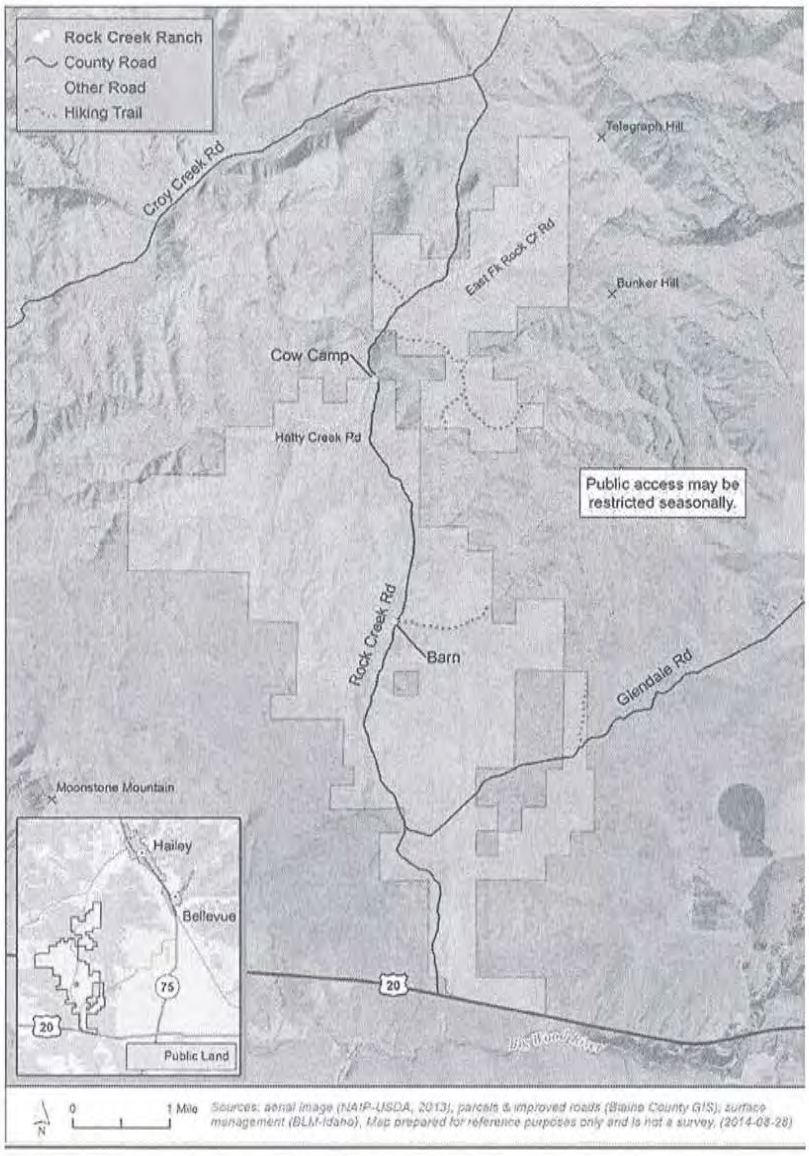
Rock Creek Ranch
County Road
Other Road
Hiking Trail
Croy Creek Rd
Telegraph Hill
East Fk Rock Cr Rd
Bunker Hill
Cow Camp
Hatty Creek Rd
Public access may be restricted seasonally.
Rock Creek Rd
Barn
Glendale Rd
Moonstone Mountain
Hailey
Bellevue
75
20
20
Public Land
0
1 Mile
Sources: aerial image (NAIP-USDA, 2013), parcels & improved roads (Blaine County GIS), surface management (BLM-Idaho). Map prepared for reference purposes only and is not a survey. (2014-08-28)

EXHIBIT B

WATER RIGHTS & GRAZING PERMITS/LEASES

Water Right No.
37-1151D,
37-1152,
37-22398,
37-22464,
37-627,
37-1151B,
37-22501,
37-1212,
37-22502,
37-22264,
37-1150,
37-22465,
37-4192,
37-11311,
37-11303,
37-11305,
37-11306,
37-11308,
37-11309,
37-11310,
37-11312,
37-12157
Totaling 30.98 cfs

Grazing Permits for the following US Department of Interior Grazing allotments:

ID	80214	Kent Canyon
ID	80215	Poison Creek
ID	80239	Scattered Tracts
ID	80237	Little Rock Creek

Idaho Department of Lands Grazing lease:

No. G700036

PURCHASE AND SALE AGREEMENT

THIS PURCHASE AND SALE AGREEMENT ("**Agreement**") is made as of the date of the signatures below by and among THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO, a state educational institution and body politic and corporate organized and existing under the constitution and laws of the State of Idaho ("**Buyer**") and the WOOD RIVER LAND TRUST, an Idaho non-profit corporation, and the NATURE CONSRVANCY a District of Columbia non-profit corporation registered to conduct business in the State of Idaho, (together the "**Seller**").

SECTION 1
PURCHASE AND PURCHASE PRICE

1.1 **Purchase and Sale**. On the terms and subject to the conditions of this Agreement, Seller hereby agrees to sell to Buyer, and Buyer hereby agrees to purchase from Seller the subject property described in ***Exhibit A*** hereto, together with all rights, title and interest, in the buildings, structures (surface and sub-surface) and other improvements, including such fixtures as shall constitute subject property, located thereon, and all water rights, easements, if any, benefiting the subject property; and all rights and appurtenances pertaining to the subject property, including any right, title and interest of Seller in and to rights of way; all tenements, hereditaments, buildings, appurtenances, rights, privileges, licenses, leases, permits, easements, and rights-of-way incident thereto (collectively, the "**Subject Property**");

1.2 **Purchase Price.** The purchase price ("**Purchase Price**") for the Subject Property, shall be ONE MILLION TWO HUNDRED FIFTY-TWO THOUSAND THREE HUNDRED AND EIGHTY-EIGHT DOLLARS ($1,252,388). The distribution at closing of the Purchase Price shall be $1,220,888 to the Wood River Land Trust and $31,500 to The Nature Conservancy. The parties recognize and agree that the Purchase Price is substantially below a fair market value for the Property, and therefore the Buyer agrees to the reservation by Seller of the right to repurchase the Property under certain terms and conditions provided in the Repurchase Agreement and Memorandum of Repurchase Agreement attached hereto as ***Exhibits B-1*** and ***B-2*** and made a part of this Agreement. At closing, the parties agree to fully execute the Repurchase Agreement, and execute and record the Memorandum of Repurchase Agreement attached thereto. Assuming that Seller has fully complied with all of Seller's obligations under the terms of this Agreement and the closing of this transaction is delayed past November 1, 2018 at Buyer's request, the Purchase Price shall be increased by the sum of $67.265_ per day for each day after November 1, 2018 that this Agreement remains in effect and the transaction has not closed.

1.3 **Conveyance of Title.** Title to the Subject Property shall be conveyed by a Special Warranty Deed, which is attached hereto as ***Exhibit C.*** Title to the Subject Property shall be good and marketable and shall be free and clear of all liens, leases, encumbrances, easements, assessments, restrictions, tenancies (whether recorded or unrecorded) and other exceptions to title, except the Permitted Exceptions, as defined below and except for any claim or encumbrance of any nature based on activities and the various mining laws relating to the

McCoy mine site located in Section 31 T2N R18E, Boise Meridian. Between the date of this Agreement and the earlier of closing or the termination of this Agreement, Seller shall not enter into any lease or occupancy agreement affecting the Subject Property or any portion thereof unless first approved in writing by Buyer. Buyer acknowledges that Seller has certain grant agreements, listed in ***Exhibit D***, pertaining to habitat restoration on the Property that were entered into prior to this Agreement and which have on-going obligations that will survive transfer of the Property. Buyer agrees not to interfere with Seller's ability to meet these obligations.

SECTION 2
BUYER'S DUE DILIGENCE

2.1 **Inspection Period**. The "Inspection Period" shall be the period from the date hereof to 5:00 p.m. (MDT) October 20, 2018.

2.2 **Review and Inspection.** Seller has provided due diligence materials to Buyer, which include all reports, test records and other information in the possession of Seller relating to the presence of any hazardous materials (as defined below) on the Subject Property. Within fifteen (15) days after the execution of this Agreement by all parties, Buyer shall notify Seller of any additional due diligence materials which Buyer requests be provided by Seller. During the Inspection Period, Buyer shall review the Due Diligence Materials and is hereby granted a license to enter upon the Subject Property to inspect the Subject Property and to conduct non-invasive tests and investigations at its sole cost and expense. Buyer shall be responsible for any damage caused by such tests and investigations, except to the extent relating to pre-existing conditions (except to the extent aggravated by the tests or inspections). Seller shall cooperate with Buyer, or its agents, in arranging such inspections. During the Inspection Period, Buyer may conduct an environmental investigation of the Property including, without limitation, relating to the environment, health and/or safety, at Buyer's sole cost and expense, to be conducted by an environmental engineering firm selected by Buyer (the **"Environmental Study"**). Buyer's due diligence shall include Buyer's review and approval, as evidenced by separate signature, of: (i) all conservation easements or comparable encumbrances which have been placed on the Subject Property; and, (ii) all rights reserved by Seller in the Subject Property by Deed and as described by the Repurchase Agreement attached hereto as Exhibit B; and, (iii) any other grant, reservation, conveyance or encumbrance that restricts or directs any subsequent use or disposition of the Subject Property.

2.3 **Buyer's Acceptance or Rejection**. Buyer shall be entitled, in its sole and absolute discretion, on or before the expiration of the Inspection Period, to decline to accept the condition of the Subject Property (the "**Inspection Contingency**"). In such case, Buyer shall give Seller written notice of such ("**Notice of Disapproval**") before the expiration of the Inspection Period. If Buyer shall give Seller a Notice of Disapproval before expiration of the Inspection Period, this Agreement shall terminate effective the date of the Notice. In the event that Buyer fails to timely deliver to Seller a Notice of Disapproval as aforesaid, then Buyer shall be deemed to have waived the Inspection Contingency. Upon termination, the parties shall have no further obligation or liability each to the other.

2.4 **Title Inspection.**

(a) **Initial Review**. Buyer has requested a preliminary title report pertaining to the Subject Property, together with a copy of all instruments described in the preliminary report evidencing exceptions to title thereto (the preliminary report and copies of exceptions are referred to herein as the "**Title Report**"). On or before the expiration of fifteen days after Buyer's receipt of the Title Report, Buyer shall approve or disapprove of the Title Report. If, by the expiration of the 15-day review period, Buyer delivers to Seller written notice of Buyer's disapproval of the Title Report, and Seller does not agree in writing within fifteen (15) days of receipt of Buyer's disapproval to eliminate such matter prior to Closing, then this Agreement shall terminate (the "**Title Contingency**"). If Buyer fails to timely deliver written notice of Buyer's disapproval of the Title Report, then Buyer shall be deemed to have approved the Title Report and all exceptions shown therein (the "**Permitted Encumbrances**").

(b) **Supplement**. If, after the initial review of the Title Report, the Closing Agent subsequently issues a supplement to the Title Report that discloses a matter that affects Buyer's fee ownership, use or operation of the Subject Property which was not disclosed in the Title Report, Buyer shall have ten (10) days following Buyer's receipt of the supplement to review and approve or disapprove such matter disclosed in the supplement. If Buyer so approves of such matter disclosed in the supplement or fails to timely disapprove such matter in accordance with this Section, then it shall become one of the Permitted Encumbrances. If such matter disclosed in the supplement is timely disapproved of by Buyer and Seller does not agree in writing to eliminate such matter prior to the Closing, then this Agreement shall terminate.

(c) **Removal of Liens**. Buyer shall not be obligated to object to any title defect that is capable of satisfaction by the payment of money. If on the Closing Date there shall be any title defect which is capable of satisfaction by the payment of money, then Seller hereby directs the Closing Agent to use a portion of the Purchase Price to satisfy the same, sufficient for the Closing Agent to issue a title policy to Buyer, either free of any such defect or with insurance which "insures over" such defect.

SECTION 3
REPRESENTATIONS, WARRANTIES AND RELATED AGREEMENTS OF SELLER

Seller represents and warrants to Buyer, jointly and severally, that as of the date hereof, which representations and warranties shall be true and accurate in all respects as of the Closing Date as if such representations and warranties had been made at the Closing Date, as follows:

3.1 **Authority; No Conflict**.

(a) This Agreement constitutes the legal, valid, and binding obligation of Seller enforceable against Seller in accordance with its terms. Seller has the absolute and unrestricted right, power, authority, and capacity to execute and deliver this Agreement and the other documents contemplated to be executed and delivered at the Closing by Seller.

(b) To the best of Seller's knowledge neither the execution nor delivery of this Agreement nor the consummation or performance of any of the transactions contemplated hereby will, directly or indirectly, contravene, conflict with, or result in a violation of any of the terms or requirements of, or give any governmental body the right to revoke, withdraw, suspend, cancel, terminate, or modify, any material permit, lease, license or other governmental authorization that is held by Seller or that otherwise relates to the Subject Property.

3.2 **Consents and Approvals**. The execution and delivery of this Agreement and the performance of Seller's obligations hereunder do not require the consent, approval or action of or any filing with or notice to any other person, firm or corporation.

3.3 **Permits**. To the best of Seller's knowledge, no default has occurred in the due observance or condition of any permit or lease which is appurtenant or related to the Subject Property which has not been heretofore corrected; and (d) all such permits and/or leases are assignable to Buyer.

3.4 **Assessments, Fees.** To the best of Seller's knowledge, the Subject Property is not subject to any existing, pending or future impact fees, bonds or assessments and Seller does not know of any present or proposed public improvements which could give rise to the same.

3.5 **Attachments, Executions.** To the best of Seller's knowledge, there are no attachments, executions, assignments for the benefit of creditors, or voluntary or involuntary proceedings contemplated by, or pending or threatened against Seller which could encumber or affect the condition of the title to the Subject Property.

3.6 **Defaults.** No default has occurred or will have occurred or event that with the passage of time will be a default under any existing or prior lease or permit related to the Subject Property.

3.7 **Title.** Seller has good, valid and marketable title to the Subject Property; no right to acquire the Subject Property has been granted to any other party; and, the Subject Property is free and clear of all liens, claims, security interests, pledges, charges, or encumbrances of any nature except for the Permitted Encumbrances.

3.8 **Compliance with Applicable Laws**. To the best of Seller's knowledge, the Subject Property has been held and used in a manner which complies with all applicable laws, ordinances, regulations, decrees and orders, of the United States and all other applicable governmental entities, including without limitation all city, county, state and federal statutes, regulations, laws and ordinances applicable to the environment and environmental protection. To the best of Seller's knowledge, no event has occurred or circumstances exists that (with or without notice or lapse of time) (a) may constitute or result in a violation by Seller of a failure on the part of Seller to comply with any Law, or (b) may give rise to any obligation on the part of Seller to undertake, or bear all or any portion of the cost of, any remedial action of any nature.

3.9 **Litigation/Absence of Undisclosed Liabilities**. There are no actions, suits, investigations or proceedings pending or, to the knowledge of Seller, threatened against Seller at law or in equity or before any federal, state, municipal or governmental department, commission, board, bureau, agency or instrumentality relating to the Subject Property.

3.10 **Condemnation.** There is no pending, or, to the knowledge of Seller, threatened, condemnation proceedings or condemnation actions against the Subject Property or any of the rights-of-way located adjacent thereto.

3.11 **Zoning**. The Subject Property is currently zoned for its present use.

3.12 **Environmental Matters**. Other than those conditions disclosed and described in that certain report made by Assessment and Compliance Services (ACS) titled "Phase I Environmental Site Assessment of 10,400 Acres Along Rock Creek" dated November 2013, and ACS's "Limited Follow-Up Sampling at the McCoy Mine Property, Blaine County, Idaho" dated 2/6/14, provided by Seller to Buyer, and past actions of persons or entities relating thereto, Seller represents and warrants all of the following:

(a) Seller has no knowledge of any "Hazardous Materials" (as hereinafter defined), having ever been used, produced, released, stored, transported, disposed of, generated, deposited or otherwise existing in, over, under or upon the Subject Property by any person or entity whatsoever in violation of any Environmental Laws (as hereinafter defined). The term "Hazardous Materials" shall collectively refer to underground storage tanks, petroleum and petroleum products, asbestos, PCBs, urea formaldehyde and any hazardous or toxic substances, pollutants, contaminants, wastes or materials as defined under any "Environmental Laws." The term "Environmental Laws" shall collectively refer to the Comprehensive Environmental Response, Compensation and Liability Act of 1980, The Toxic Substances Control Act, the Clean Water Act 33 U.S.C. § 1251 1387, the Resource Conservation and Recovery Act as amended, or any other similar federal, state or local law, rule or regulation respecting Hazardous Materials together with all rules and regulations promulgated thereunder and all amendments thereto.

(b) Seller, and to Seller's knowledge, all other persons or entities who have occupied or are occupying the Subject Property, or any portion thereof, have, at all times, fully complied with all Environmental Laws and all other laws, rules and regulations (collectively, "Laws") as well as all permits, licenses, certificates and approvals relating to the development and use of the Subject Property (collectively, "Permits"). To Seller's knowledge, (A) no notice of violation of any Environmental Law or any other Law (and no complaint, order, directive, claim, citation or notice relating to any Environmental Law or other Law) has been issued with respect to the Subject Property, and (B) no notice of noncompliance with any Permit relating to the development or use of the Subject Property has been issued.

(c) To the best of Seller's knowledge, prior to and during Seller's ownership of the Subject Property, (a) no Hazardous Materials have been located on the Subject Property in violation of applicable Environmental Laws (as defined below) or have been released in, on, under or from the Subject Property; (b) no underground storage tanks have been located on the Subject Property; (c) the Subject Property has never been used as a dump for waste material; and (d) the Subject Property and its prior uses comply with, and at all times have complied with, any applicable governmental law, regulation or requirement relating to environmental, health and/or safety matters or Hazardous Materials ("Environmental Laws").

The term Hazardous Materials shall mean and include the following, including mixtures thereof: any hazardous substance, pollutant, contaminant, waste, by-product or constituent regulated under the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. Section 9601 et seq.; oil, petroleum products and any derivative thereof, and natural gas, natural gas liquids, liquefied natural gas and synthetic gas usable for fuel; pesticides regulated under the Federal Insecticide, Fungicide, and Rodenticide Act, 7 U.S.C. Section 136 et seq.; asbestos and asbestos-containing materials, PCBs and other substances regulated under the Toxic Substances Control Act, 15 U.S.C. Section 2601 et seq.; source material, special nuclear material, by-product material and any other radioactive materials or radioactive wastes, however produced, regulated under the Atomic Energy Act or the Nuclear Waste Policy Act of 1982; chemicals subject to the OSHA Hazard Communication Standard, 29 C.F.R. Section 1910.1200 et seq.; and industrial process and pollution control wastes, whether or not hazardous within the meaning of the Resource Conservation and Recovery Act, 42 U.S.C. Section 6901 et seq.

3.14 **Survival and Indemnification.** The representations and warranties set forth in this Section 3 shall constitute continuing representations and warranties, shall be deemed to be true and correct as of the date of closing of Buyer's purchase of the Subject Property and shall survive closing and the delivery of the Deed to the Subject Property. Seller agrees to indemnify, defend with counsel of Buyer's choosing and hold harmless Buyer from and against any and all liabilities, claims, suits, judgments, damages, expenses, losses, diminution in value, fees, penalties, fines and costs (including, without limitation, reasonable attorneys' fees and reasonable attorneys' fees on any appeal), judgments, proceedings and causes of action of any kind whatsoever, arising out of or in any way connected with Seller's breach of the representations and warranties set forth in this Section 3.

SECTION 4
REPRESENTATIONS AND WARRANTIES OF BUYER

Buyer represents and warrants to Seller that as of the date hereof, which representations and warranties shall be true and accurate in all respects as of the Closing Date as if such representations and warranties had been made at the Closing Date as follows:

4.1 **Effect of Agreement.** Subject to the approval of Buyer's governing board, this Agreement constitutes a legal, valid and binding obligation of Buyer enforceable in accordance with its terms and each of the documents to be executed and delivered by Buyer pursuant to this Agreement will constitute a valid and binding obligation of Buyer enforceable in accordance with its terms. The execution of this Agreement and the consummation of the transactions contemplated hereby do not constitute or result in a breach or default (or an event which with notice of lapse of time or both could become a default) under or result in any violation of (a) any agreement or instrument to which Buyer is a party, or (b) any order, judgment, decree, license, permit, statute, law, rule or regulation to which Buyer is subject.

SECTION 5
CONDITIONS TO CLOSING BY BUYER

The obligation of Buyer to consummate on the Closing Date the transactions contemplated by this Agreement shall be subject to the satisfaction or waiver by Buyer, prior to

or concurrently with the Closing on the Closing Date, of the conditions set forth as follows, each of which is hereby individually deemed material:

5.1 **Accuracies of Representations and Warranties of Seller**. Examination by Buyer shall not have disclosed any material inaccuracies in the representations and warranties of Seller and such representations and warranties shall be true and correct at and as of the Closing Date with the same effect as though such representations were made at and as of such date. It is understood that in determining whether there has been a material misrepresentation or material adverse event, all occurrences and adverse events shall be aggregated to determine the applicability or breach of the provisions of this Agreement.

5.2 **Compliance with Certain Provisions**. Seller shall have performed all obligations to be performed by Seller under this Agreement prior to the Closing Date and shall have delivered all documents required to be delivered hereunder.

5.3 **No Proceedings**. On the Closing Date, no suit, action or other proceeding, or injunction or final judgment relating thereto, shall be threatened or be pending by someone other than a party to this Agreement before any court or governmental or regulatory official, body or authority in which it is sought to restrain or prohibit or to obtain damages or other relief in connection with this Agreement or the consummation of the transactions contemplated hereby, and no investigation that might result in any such suit, action or proceeding shall be pending or threatened.

5.4 **No Material Change**. There shall have been no material adverse change in the Subject Property.

5.5 **Approvals**. Buyer has obtained approval from its governing board to purchase the Subject Property as provided by the terms of this Agreement, which approval shall be granted or withheld by the governing board in its sole discretion.

5.6 **MOU.** Execution by all parties of the "Memorandum of Understanding Between University of Idaho and The Rock Creek Advisory Board Concerning Collaboration at the Rock Creek Ranch."

5.7 Current Conditions Report. Approval by all parties of a Current Conditions Report to be prepared by Seller.

5.8 **Deliveries to be Made by Seller at Closing**. At the Closing, the following shall be delivered by Seller to Buyer or the Closing Agent:

(a) Possession of the Subject Property;

(b) Executed Warranty Deed, attached as Exhibit C;

(c) Executed Repurchase Agreement and Memorandum of Repurchase Agreement, attached as Exhibits B-1 and B-2.

(d) Executed Closing Instructions consistent with the terms of this Agreement.

(e) All other documents reasonably required to consummate this transaction according to the terms of this Agreement.

SECTION 6
CONDITIONS TO CLOSING BY SELLER

The obligation of Seller to consummate on the Closing Date the transactions to be consummated by it pursuant to this Agreement shall be subject to the satisfaction, prior to the Closing, of the following:

6.1 **Accuracy of Representations and Warranties of Buyer**. Examination by Seller shall not have disclosed any material inaccuracies in the representations and warranties of Buyer set forth herein, and such representations and warranties shall be true and correct at and as of the Closing Date with the same effect as if such representations were made at and as of such date. It is understood that in determining whether there has been a material misrepresentation or material adverse event, all occurrences and adverse events shall be aggregated to determine the applicability or breach of the provisions of this Agreement.

6.2 **Compliance with Certain Provisions**. Buyer shall have performed all obligations to be performed by Buyer under this Agreement prior to or at the Closing Date and shall have delivered all documents required to be delivered hereunder.

6.3 **Approvals**. The sale of the Subject Property shall have received all approvals required to consummate the transactions contemplated hereby.

6.4 **No Proceedings**. On the Closing Date, no suit, action or other proceeding, or injunction or final judgment relating thereto, shall be threatened or be pending by someone other than a party to this Agreement before any court or governmental or regulatory official, body or authority in which it is sought to restrain or prohibit or to obtain damages or other relief in connection with this Agreement or the consummation of the transactions contemplated hereby, and no investigation that might result in any such suit, action or proceeding shall be pending or threatened.

6.5 **MOU.** Execution by all parties of the "Memorandum of Understanding Between University of Idaho and The Rock Creek Advisory Board Concerning Collaboration at the Rock Creek Ranch."

6.6 **Current Conditions Report.** Approval by all parties of Current Conditikons Report to be prepared by Seller.

6.7 **Deliveries to be Made by Buyer at Closing**. At Closing, the following shall be delivered by Buyer to Seller or the Closing Agent:

(a) The Purchase Price;

(b) The executed Repurchase Agreement and Memorandum of Repurchase Agreement attached as Exhibits B-1 and B-2;

(c) Executed Closing Instructions consistent with the terms of this Agreement; and,

(d) All other documents reasonably required to consummate this transaction according to the terms of this Agreement.

SECTION 7
CLOSING

7.1 **Closing**. Blaine County Title, Inc shall serve as the Closing Agent. Closing shall occur on or before November 1, 2018; provided, Buyer shall be afforded additional time to close, through the end of 2018, if reasonably necessary to secure the approval of Buyer's governing board for Buyer's purchase of the Subject Property. In such case, The Purchase Price shall be increased as provided in Section 1.2 above.

7.2 **Expenses**. Buyer shall be responsible for the premium for a standard ALTA Title Policy consistent with the Title Report, the payment of fifty percent (50%) of closing fees and payment of all recording fees. Seller shall be responsible fifty percent (50%) of closing fees. The fees and expenses of Seller's designated representatives, accountants and attorneys shall be borne by Seller, and the fees and expenses of Buyer's designated representatives, accountants and attorneys shall be borne by Buyer.

7.3 **Adjustments and Prorations**. Taxes and assessments, if any, utility charges, if any, and any other ongoing assessments to which the Subject Property is subject shall be prorated between Buyer and Seller, effective the Closing Date.

SECTION 8
SURVIVAL OF REPRESENTATIONS AND WARRANTIES/INDEMNIFICATION

8.1 **Survival of Representations and Warranties**. All of the representations and warranties set forth in this Agreement shall constitute continuing representations and warranties, shall be deemed to be true and correct as of the date of Closing, and shall (along with all indemnification, defense and hold harmless obligations related thereto) survive Closing and delivery of the Deed.

SECTION 9
MISCELLANEOUS

9.1 **Commissions**. No broker or person is due a commission with respect to the transactions described in this Agreement, and, subject to the laws of the State of Idaho, Seller and Buyer shall each indemnify the other and hold the other harmless against and in respect of any other claim for brokerage or other commissions relative to this Agreement or to the transaction contemplated hereby.

9.2 **Section 1445 Affidavit**. At or prior to closing, Seller shall deliver to Buyer an affidavit in compliance with Section 1445 of the Internal Revenue Code providing Seller's United States taxpayer identification number and business address and stating whether or not Seller is a "foreign person" as defined in the Internal Revenue Code and regulations applicable thereto ("**Code**"). If Seller fails to deliver such affidavit or is a "foreign person" as defined in the Code, Buyer shall be entitled to withhold from the Purchase Price, and to pay to the Internal Revenue Service, such amounts as are required to be withheld by the Code, and Seller agrees to cooperate with Buyer and to furnish Buyer with such tax forms and information as are reasonably required to insure Buyer's compliance with the Code.

9.3 **Condemnation.** Should any entity having the power of condemnation bring an action or otherwise indicate an intent prior to the time of closing to acquire all or any portion of,

or any interest in, the Subject Property, Buyer, at Buyer's sole option, may elect either (i) to terminate Buyer's obligation to purchase the Subject Property by giving written notice to Seller at any time prior to the time of closing, or (ii) to complete the purchase of the Subject Property with Seller immediately appointing Buyer its attorney-in-fact to negotiate with said condemning entity as to its interest in the Subject Property and assigning to Buyer all amounts to be awarded for the Subject Property, up to the Purchase Price, with all remaining proceeds less Buyer's costs to be awarded to Seller. Seller agrees to provide Buyer, within ten (10) days after Seller's receipt of same but in no event later than the time of closing, written notice of any actual or threatened condemnation proceeding.

9.4 **Successors.** This Agreement shall be binding on the heirs, successors, assigns and personal representatives of the parties hereto. No assignment by any party hereto shall be permissible without the written consent of the other parties hereto.

9.5 **Attorneys Fees**. In the event either party initiates or defends any legal action or proceeding in any way connected with this Agreement, the prevailing party in any such action or proceeding (in addition to any other relief which may be granted, whether legal or equitable), shall be entitled to recover from the losing party in any such action its reasonable costs and attorneys' fees (including, without limitation, its reasonable costs and attorneys' fees on any appeal). All such costs and attorneys' fees shall be deemed to have accrued on commencement of any legal action or proceeding and shall be enforceable whether or not such legal action or proceeding is prosecuted to judgment.

9.6 **No Waiver**. The failure of any party hereto at any time to require performance by any other party of any provision of this Agreement shall not affect the right of such party to require performance of that provision and any waiver by any party of any breach of any provision of this Agreement shall not be construed as a waiver of any continuing or succeeding breach of such provisions, a waiver of the provision itself or a waiver of any right under this Agreement.

9.7 **Default.**

(a) Neither party shall be deemed to be in default of this Agreement except upon the expiration of thirty (30) days from receipt of written notice from the other party specifying the particulars in which such party has failed to perform its obligations (or breached any of its representations or warranties) under this Agreement unless such party, prior to expiration of said thirty (30) day period, has rectified the particulars specified in said notice of default.

(b) In the event of a default, the non-defaulting party may:

(i) Terminate this Agreement upon written notice to the defaulting party, and recover from the defaulting party all damages incurred by the non-defaulting party;

(ii) Seek specific performance of this Agreement, and, in addition, recover all damages incurred by the non-defaulting party. The parties declare it to be their intent that this Agreement may be specifically enforced;

(iii) Perform or pay any obligation or encumbrance necessary to cure the default and offset the cost thereof from monies otherwise due the defaulting party or recover said monies from the defaulting party; and

(iv) Pursue all other remedies available at law, it being the intent of the parties that remedies be cumulative and liberally enforced so as to adequately and completely compensate the non-defaulting party.

The provisions of this Section 9.7 shall survive closing and the delivery of a Deed to the Subject Property.

9.8 **Governing Law**. This Agreement is being delivered and is intended to be performed in the State of Idaho and shall be construed, interpreted, governed and enforced in accordance with the laws of the State of Idaho. Venue for any judicial proceeding regarding this Agreement or this transaction shall be in Blaine County, Idaho.

9.9 **Notices.**

(a) All notices given pursuant to this Agreement shall be in writing and shall be given by personal service, by United States mail or by United States express mail or other established express delivery service (such as Federal Express), postage or delivery charge prepaid, return receipt requested, addressed to the appropriate party at the address set forth below:

Seller: Wood River Land Trust
Scott Boettger, Executive Director
119 E Bullion St
Hailey, ID 83333

And: The Nature Conservancy
Lou Lunte, Deputy State Director
950 W. Bannock, suite 210
Boise, Idaho 83702

Buyer: University of Idaho
Brian Foisy, Vice President, Finance & Administration
875 Perimeter Dr MS3168
Moscow, ID 83844-3168

The person and address to which notices are to be given may be changed at any time by any party upon written notice to the other party. All notices given pursuant to this Agreement shall be deemed given upon receipt.

(b) For the purpose of this Agreement, the term "receipt" shall mean the earlier of any of the following: (i) the date of delivery of the notice or other document to the address specified pursuant to subparagraph (a) above as shown on the return receipt, (ii) the date of actual receipt of the notice or other document by the person or entity specified pursuant to subparagraph (a) above, or (iii) in the case of refusal to accept delivery or inability to deliver the notice or other document, the earlier of (A) the date of the attempted delivery or refusal to accept delivery, (B) the date of the postmark on the return receipt, or (C) the date of receipt of notice of refusal or notice of non-delivery by the sending party.

9.10 **Counterparts**. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which, taken together, shall constitute one in the same instrument.

9.11 **Captions and Headings**. The captions and headings in this Agreement are for reference only and shall not be deemed to define or limit the scope or intent of any of the terms, covenants, conditions or agreements contained herein.

9.12 **Entire Agreement**. This Agreement, together with the Exhibits and other documents delivered pursuant to and as specified in this Agreement, sets forth the entire agreement and understanding between the parties as to the subject matter hereof, and merges and supersedes all prior discussions, agreements and understandings of every and any nature between them, except as otherwise provided herein, and no party shall be bound by any condition, definition, warranty or representation, other than as expressly set forth or provided for in this Agreement, or as may be, on or subsequent to the date hereof, set forth in writing and signed by the party to be bound thereby. This Agreement may not be changed or modified, except by agreement in writing, signed by all of the parties hereto.

9.13 **Severability.** Unless otherwise provided herein, if any provision of the Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby and the unenforceable provision shall be deemed modified to the limited extent required to permit its enforcement in a manner most closely approximating the intention of the parties as expressed herein.

9.14 **Construction**. This Agreement is to be deemed to have been prepared jointly by the parties hereto after arms-length negotiations, and any uncertainty or ambiguity existing herein shall not be interpreted against any party, but according to the application of the rules of interpretation of contracts.

IN WITNESS WHEREOF, the parties have hereunto set their hands as of the day and year first above written.

SELLER

Wood River Land Trust **Dated:** _____, 2018

_____
Scott Boettger, Executive Director

The Nature Conservancy **Dated:** _____, 2018

_____
Toni Hardesty, State Director

BUYER

Board of Regents of the University of Idaho **Dated:** _____, 2018

By: _____
Brian Foisy,
Vice President of Finance and Administration

EXHIBITS

Exhibit	
A	Legal Description of Subject Property
B-1	Repurchase Agreement
B-2	Memorandum of Repurchase
C	Special Warranty Deed
D	Grant Agreements

Exhibit A

Legal Description of Subject Property

EXHIBIT A to SPECIAL WARRANTY DEED

PARCEL I

Subparcel A

TOWNSHIP 1 NORTH, RANGE 17 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 14: SW1/4NE1/4, NW1/4SE1/4, SW1/4NW1/4, W1/2SW1/4, E1/2SE1/4
Section 15: E1/2E1/2
Section 22: NE1/4NE1/4
Section 23: SE1/4SE1/4, SW1/4SE1/4, W1/2, SW1/4NE1/4, NW1/4SE1/4
Section 24: N1/2SW1/4, SW1/4SW1/4, SE1/4SW1/4, SW1/4SE1/4
Section 25: W1/2, W1/2E1/2, E1/2SE1/4
Section 26: E1/2NE1/4, W1/2NE1/4, SE1/4, W1/2
Section 27: E1/2SE1/4, E1/2NW1/4, NE1/4
Section 34: S1/2NE1/4, NE1/4NE1/4
Section 35: NW1/4, NW1/4NE1/4

TOWNSHIP 1 NORTH, RANGE 18 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 30: Lots 2, 3, 4, SE1/4NW1/4, E1/2SW1/4

Subparcel B

TOWNSHIP 1 NORTH, RANGE 17 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 13: NW1/4, N1/2NE1/4

Subparcel C

TOWNSHIP 1 NORTH, RANGE 17 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 1: Lot 1, S1/2NE1/4, SE1/4, S1/2SW1/4
Section 2: SE1/4
Section 11: NE1/4, NE1/4SE1/4
Section 12: N1/2, N1/2SW1/4, SE1/4SW1/4, SW1/4SE1/4

TOWNSHIP 1 NORTH, RANGE 18 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 7: Lot 1, NE1/4NW1/4
Section 6: Lots 4, 5, 6 and 7, E1/2W1/2

TOWNSHIP 2 NORTH, RANGE 18 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 31: Lots 3 and 4, E1/2SW1/4

Subparcel D

TOWNSHIP 1 NORTH, RANGE 17 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 13: S1/2NE1/4, N1/2SE1/4
Section 14: NW1/4NE1/4, SW1/4SE1/4, E1/2W1/2
Section 15: SW1/4NE1/4, SW1/4, W1/2SE1/4
Section 21: Lot 1, NE1/4NW1/4, N1/2NE1/4, S1/2N1/2, S1/2
Section 22: Lots 1, 2, 3, NW1/4NW1/4, NW1/4NE1/4, S1/2NE1/4, S1/2

Section 23: N1/2NE1/4, SE1/4NE1/4, NE1/4SE1/4

TOWNSHIP 1 NORTH, RANGE 18 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 18: Lot 2

TOWNSHIP 1 NORTH 17 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO
Section 22: Guy Lode Patented Mining Claim - Lot No. 37 - Surface Rights Only

PARCEL II

A parcel of land located within Section 13, Township 1 South, Range 17 East, Boise Meridian, Blaine County, Idaho and also within Section 18, Township 1 South, Range 18 East, Boise Meridian, Blaine County, Idaho, more particularly described as follows:

Commencing at a brass cap marking the one-quarter corner common to said Section 13 and 18, which point is the REAL POINT OF BEGINNING; thence
North 89°39'14" East, 2,488.38 feet along the North boundary of the SW1/4, said Section 18, Township 1 South, Range 18 East, Boise Meridian, to a one-inch diameter iron pipe marking the center one-quarter corner, said Section 18; thence
North 89°39'15" East, 1,328.71 feet along the North boundary of the SE1/4, said Section 18, Township 1 South, Range 18 East, Boise Meridian to a one-inch diameter iron pipe marking the center - east one-sixteenth corner of said Section 18; thence
South 0°24'42" East, 1,977.57 feet along the east boundary of the W1/2SE1/4, said Section 18 to a one inch diameter pipe on the northerly right-of-way of Idaho State Highway No. 20; thence
The following five courses and distances along said northerly boundary of said Idaho State Highway No. 20;

South 55°08'47" West, 132.69 feet to a right-of-way monument; thence
North 79°19'13" West, 2,329.75 feet to a right-of-way monument; thence
North 79°18'53" West, 2,565.20 feet to a right-of-way monument; thence
North 49°52'49" West, 284.19 feet to a right-of-way monument; thence
North 79°18'23" West, 373.18 feet to the approximate centerline of Rock Creek on the easterly Boundary of Idaho State Fish and Game property; thence
North 6°00'52" West, 828.13 feet along said easterly boundary of Idaho State Fish and Game property to the North boundary of said SE1/4, Section 13, Township 1 South, Range 17 East, Boise Meridian; thence
North 88°28' 11" East, 1,759.18 feet along said north boundary of the SE1/4, Section 13 to the POINT OF BEGINNING.

Also known as Tax Lot 7912

PARCEL III

A parcel of land located in Blaine County, Idaho, being a portion of following Sections: Sections 12 and 13 located in Township 1 South, Range 17 East, Boise Meridian; Section 5, Section 6 and Section 7 located in Township 1 South, Range 18 East, Boise Meridian; Section 31, Township 1 North, Range 18 East, Boise Meridian and all of Section 36, Township 1 North, Range 17 East, Boise Meridian, Blaine County, Idaho more particularly described as follows:

Beginning at the Northeast corner of said Section 13, Township 1 South, Range 17 East, Boise

Meridian, said point being the REAL POINT OF BEGINNING; thence
S. 00°30'48" E., 2,643.25 feet to the E1/4 corner of said Section 13; thence
S. 88°45'57" W., 2,630.50 feet to the C1/4 corner of said Section 13; thence
N. 00°17'58" W., 2,644.64 feet to the N1/4 corner of said Section 13; thence
N. 00°04'09" E., along the West boundary of the SE1/4 of said Section 12, Township 1 South, Range 17 East, B.M. 3,196.40 feet to the centerline of existing Rock Creek Road; thence
Along said centerline the following 9 courses,
N. 73°05'12" W., 205.13; thence
N. 83°17'56" W., 280.65 feet; thence
N. 61°45'29" W., 301.08 feet; thence
N. 52°46'12" W., 565.03 feet; thence
N. 58°05'19" W., 314.68 feet; thence
N. 43°51'11" W., 121.77 feet; thence
N. 33°57'31" W., 239.71 feet to a point of curvature; thence
Along a curve to the Right, having a radius of 200.00 feet, a delta of 60°24'43" and an arc length of 210.88 feet; thence
N. 26°27'13" E., 944.55 feet to the North boundary of the NW1/4 of said Section 12; thence
Leaving said centerline of existing Rock Creek Road
S. 87°49'45" W., 55.84 feet to the Northeast corner of the NW1/4NW1/4 of said Section 12; thence
N. 00°32'03" W., 2,627.84 feet to the Northwest corner of the NE1/4SW1/4 of said Section 1, Township 1 South, Range 17 East, B.M.; thence
N. 88°30'21"E., 1,311.87 feet to the C1/4 corner of said Section 1; thence
N. 00°51'47" W., 866.31 feet to the N1/4 corner of said Section 1; thence
N. 89°52'37" W., 598.82 feet to the Southwest corner of Section 36, Township 1 North, Range 17 East, B.M.; thence
N. 00°04'55" E., 2,629.84 feet to the W1/4 corner of said Section 36; thence
N. 01°08'07" E., 2,628.69 feet to the NW corner of said Section 36; thence
S. 89°45'37" E., 2,643.23 feet to the N1/4 corner of said Section 36; thence
N. 89°06'18" E., 2,667.38 feet to the NE corner of said Section 36; thence
S. 00°01'06" W., 2,642.15 feet to the El/4 corner of said Section 36; thence
S. 01 °09'07" W., 2,659.02 feet to the SE corner of said Section 36; thence
S. 89°59' 57" W., 2,106.92 feet to the NW corner of said Section 6, Township 1 South, Range 18 East, B.M; thence
S. 01°18'36" E., 787.55 feet to the W1/4 corner of said Section 6; thence
S. 00°18'36" E., 1,320.26 feet to the SW corner of Government Lot 5 of said Section 6; thence
S. 89°46'53" E., 1,180.67 feet to the SE corner of Government Lot 5; thence
S. 00°52'05" W., 1,320.27 feet to the SE corner of Government Lot 6 of said Section 6; thence
N. 89°46'55" W., 1,153.53 feet to the SE corner of said Section 6; thence
S. 00°21 '00" E., 1,324.83 feet to the SW corner of Government Lot 1 of said Section 7, Township 1 South, Range 18 East, B.M.; thence
S. 89°50'35" E., 1,155.60 feet to the Southeast corner of Government Lot 1; thence
N. 00°26'25" W., 1,323.62 feet to the Northwest corner of Government Lot 1; thence
S. 89°46'55" E., 1,343.15 feet to the N1/4 corner of said Section 7; thence
N. 00°23'09" E., 1,320.18 feet to the Northwest corner of the SW1/4SW1/4 of said Section 6, Township 1 South, Range 18 East, B.M; thence
S. 89°47'38" E., 1,337.90 feet to the Northeast corner of the SW1/4SW1/4 of said Section 6; Thence
N. 00°09'02" E., 1,319.86 feet to the Southwest corner of Government Lot 1 of said Section 6; thence

N. 00°25'50" W., 797.81 feet to the Northwest corner of Government Lot 1; thence
S. 89°51 '30" E., 896.14 feet to the S 114 corner of said Section 31, Township 1 North, Range 18 East, B.M.; thence
N. 00°32'51" E. along the West boundary of the SE1/4 of said Section 31,586.58 feet to the centerline of existing Glendale Road; thence
Along said centerline the following 7 courses
N. 85°10'40" E., 452.22 feet to a point of curvature; thence
Along a curve to the Left having a radius of 300.00 feet, a delta of 58°51'10" and an arc length of 308.15 feet; thence
N. 26°08' 18" E., 251.12 feet to a point of curvature; thence
Along a curve to the Right having a radius of 250.00 feet, a delta of 43°17'32" and an arc length of 188.90 feet; thence
N. 69°25'51" E., 135.09 feet; thence
N. 28°50'45" E., 297.99 feet; thence
N. 49°45'31" E., 155.85 feet to the Easterly boundary of the NW1/4SE1/4 of said Section 31; thence
Leaving said centerline of existing Glendale Road,
S. 00°29'32" W., 1,551.55 feet to the Southeast corner of the SW1/4SE1/4 of said Section 31; thence
S. 89°55'05" E., 431.72 feet to the Northeast corner of Government Lot 4 of said Section 5, Township 1 South, Range 18 East, B.M.; thence
S. 00°46'53" E., 797.23 feet to the SE corner of said Government Lot 4; thence
S. 00°12'05" E., 2,646.00 feet to the Southeast corner of the SW1/4SW1/4 of said Section 5; thence
N. 89°45'01" W., 1,327.97 feet to the Southwest corner of Lot 5; thence
S. 00°17'07" E., 1,319.89 feet to the Southeast corner of the NE1/4NE1/4 of said Section 7; Township 1 South, Range 18 East, B.M.; thence
N. 89°51 '19" W., 1,341.55 feet to the Southwest corner of the NE1/4N1/4 of said Section 7; thence
S. 00°21 '43" E., 1,321.04 feet to the Southeast corner of the SW1/4NE1/4 of said Section 7; thence
N 89°54' 14' W., 3,840.47 feet to the W1/4 corner of said Section 7; thence
S. 00°14'50" E., 2,655.25 feet to the REAL POINT OF BEGINNING.

Also known as Tax Lot 7508

AND

A parcel of land located in Blaine County, Idaho being a portion of the following Sections: Sections 1 and 2 Township 1 South, Range 17 East, Boise Meridian and Section 35, Township 1 North, Range 17 East, Boise Meridian, more particularly described as follows:

Beginning at the N1/4 corner of said Section 1; said point being the REAL POINT OF BEGINNING; thence
S. 00°51'47" E., 866.31 feet to the C1/4 of said Section 1; thence
S. 88°30'21" W., 1,311.87 feet to the Southwest corner of Government Lot 3 of said Section 1; thence
S. 00°32'03" E., 1,313.92 feet to the Southeast corner of the NW1/4SW1/4 of said Section 1; thence
S. 88°09'56" W., 1,319.52 feet to the Southwest corner of the NW1/4SW1/4 of said Section 1;

thence
S. 88°34'27" W., 2,642.47 feet to the Southwest corner of the NW1/4SE1/4 of said Section 2; thence
N. 00°31 '49" W., 1,321.99 feet to the C1/4 of said Section 2; thence
N. 88°34'44" E., 1,324.94 feet to the Southwest corner of Government Lot 1 of said Section 2; thence
N. 00°32'45" W., 976.12 feet to the Northwest corner of Government Lot 1; thence
N. 89°55'28" W., 630.67 feet to the Southwest corner of the SE1/4SW1/4 of said Section 35; thence
N. 00°46'53" E., 2,622.80 feet to the Northwest corner of the NE1/4SW1/4 of said Section 35; thence
S. 89°59'18" E., 1,323.52 feet to the C1/4 of said Section 35; thence
N. 00°44'41" E., 1,307.07 feet to the Northwest corner of the SW1/4NE1/4 of said Section 35; thence
N. 89°51'23" E., 2,629.00 feet to the Northeast corner of the SE1/4NE1/4 of said Section 35; thence
S. 01°08'07" W., 1,314.34 feet to the E1/4 corner of said Section 35; thence
S. 00°04'55" W., 2,629.84 feet to the SE corner of said Section 35; thence
S. 89°52'57" E., 598.82 feet to the REAL POINT OF BEGINNING.

Also known as Tax Lot 7509

AND

A parcel of land located in the NW1/4 of Section 12, Township 1 South, Range 17 East, Boise Meridian, Blaine County, Idaho, more particularly described as follows:

Beginning at the C1/4 corner of said Section 12; said point being the REAL POINT OF BEGINNING; thence
N. 00°04'09" E. along the East boundary of the NW1/4 of said Section 12, 544.57 feet to the Centerline of existing Rock Creek Road; thence
Along said centerline the following 9 courses;
N. 73°05' 12" W., 205.13 feet; thence
N. 83°27'56" W., 280.65 feet; thence
N. 61°45'29" W., 301.08 feet; thence
N. 52°46'12" 565.03 feet; thence
N. 58°05'19" W., 314.68 feet; thence
N. 43°51'11" W., 121.77 feet; thence
N. 33°57'32" W., 239.71 feet to a point of curvature; thence
Along a curve to the Right having a radius of 200.00 feet, a delta of 60°24'43" and an arc length of 210.88 feet; thence
N. 26°27'13" E., 944.55 feet to the North boundary of the NW1/4 of said Section 12; thence
Leaving said centerline of existing Rock Creek Road,
S. 87°49'45" W., 1,383.05 feet to the Northwest corner of said Section 12; thence
S. 00°00' 12" W., 2,627.95 feet to the W1/4 corner of said Section 12; thence
N. 88°42'42" E., 2,650.12 feet to the REAL POINT OF BEGINNING.

Also known as Tax Lot 7510

AND

A parcel of land located in the W1/2E1/2 of Section 31, Township 1 North, Range 18 East, Boise Meridian, Blaine County, Idaho, more particularly described as follows:

Beginning at the N1/4 of said Section 31, said point being the REAL POINT OF BEGINNING; thence
N. 89°57'52" E., 1,320.32 feet to the Northeast corner of the NW1/4NE1/4 of said Section 31; thence
S. 00°34'09" W., 2,657.28 feet to the Southeast corner of the SW1/4NE1/4 of said Section 31; thence
S. 00°29'32" W. along the East boundary of the NW1/4SE1/4 of Section 31, 1,108.63 feet to the existing centerline of Glendale Road; thence
Along the said centerline the following 7 courses,
S. 49°45'31" W., 155.64 feet; thence
S. 28°50'45" W., 297.99 feet; thence
S. 69°25'51" W., 135.09 feet to a point of curvature; thence
Along a curve to the Left having a radius of 250.00 feet, a delta of 43°17'32" and an arc length of 188.90 feet; thence
S. 26°08' 18" W., 251.12 feet to a point of curvature; thence
Along a curve to the Right having a radius of 300.00 feet, a delta of 58°51'10" and an arc length of 308.15 feet; thence
S. 85°10'40" W., 452.22 feet to the West boundary of the SE1/4 of said Section 31; thence
Leaving said existing centerline of Glendale Road,
N. 00°32'51" E., 2,074.11 feet to the C1/4 of said Section 31; thence
N. 00°35'25" E., 2,654.13 feet to the REAL POINT OF BEGINNING.

Also known as Tax Lot 7511

EXHIBIT B to SPECIAL WARRANTY DEED

US Department of Interior Grazing allotments:

ID 80214 Kent Canyon
ID 80215 Poison Creek
ID 80239 Scattered Tracts
ID 80237 Little Rock Creek

Idaho Department of Lands Grazing lease:

No. G700036

Water Rights:

All of the following described water rights which have been decreed in In Re: The General Adjudication of Rights to the Use of Water From the Snake River Basin Water System, Twin Falls District Court Case No. 3956 (the "SRBA"):

37-12157
37-22398
37-22464
37-627
37-1150
37-1151B
37-1151D
37-1152
37-1212
37-4192
37-11303
37-11305
37-11306
37-11308
37-11309
37-11310
37-11311
37-11312
37-22264
37-22465
37-22501
37-22502

Exhibit B-1

Repurchase Agreement

Must be attached prior to closing

EXHIBIT B-1 TO PURCHASE AND SALE AGREEMENT

REPURCHASE AGREEMENT

This Repurchase Agreement (the "Agreement") is entered into this _____day of _____, 2018 by and between The Regents of the University of Idaho ("**University**") and The Nature Conservancy, a non-profit corporation under the laws of the District of Columbia ("**Conservancy**") and the Wood River Land Trust ("**WRLT**"). the Conservancy and WRLT are referred to collectively as the "**Conservation Parties**".

WHEREAS:

A. Simultaneously herewith the Conservation Parties have sold to the University approximately 10,394 acres of real property commonly referred to as the Rock Creek Ranch, including, without limitation, all improvements located thereon, located in Blaine County, Idaho and legally described in the attached ***Exhibit A*** ("**Property**"), RESERVING THEREFROM the right to reacquire the Property under the terms and conditions set forth in this Repurchase Agreement. The cash portion of the purchase price for the Property was One Million Two Hundred Fifty-Two Thousand Three Hundred and Eighty-Eight Dollars ($1,252,388) (the "**Original Purchase Price**"). The parties mutually acknowledge that the Original Purchase Price was substantially less than the current fair market value of the Property. As additional consideration for the purchase and sale of the Property, the University has agreed to the terms and conditions set forth in this Agreement.

B. The parties acknowledge that the University accepted the property AS IS and that the condition of the Property as conveyed to the University is generally documented in the following reports:

1. That certain report made by Assessment and Compliance Services (ACS) titled "Phase I Environmental Site Assessment of 10,400 Acres Along Rock Creek" dated November 2013, and ACS's "Limited Follow-Up Sampling at the McCoy Mine Property, Blaine County, Idaho" dated 2/6/14;

2. That certain "NRCS GRP Baseline Report" (No. 8302111301DF9) dated November 8, 2013;

3. That certain NRCS GRP Baseline Report" (No. 8302111301DFS) dated November 11, 2013; and,

4. That certain June, 2018 Update to the aforesaid Phase 1 Environmental Site Assessment.

5. That certain "Current Conditions Report" documenting restoration work conducted by the Conservation Parties which shall be prepared by the Conservation Parties for review by the University prior to closing the purchase of the Property by the University and the University's approval of which shall be a condition of closing of the purchase of the Property by the University.

The parties further acknowledge that the intended use of the Property by the University is as described in Section 15 below and the Property has certain natural, scenic, conservation, wildlife habitat, and open space values which are protected by the terms of the Grasslands Reserve Program Easements in favor of the U.S. Natural Resources

Conservation Service which are of record on the Property (the "**Conservation Easements**").

C. The Parties acknowledge that the Conservation Parties have been engaged in preserving such natural, scenic, conservation, wildlife habitat, and open space values and have been providing managed public access to the Property; and, without otherwise expanding the obligations of the University as provided in this Agreement, the parties desire to ensure that the Conservation Parties will have the right to acquire fee simple title to the Property prior to any sale of the Property or portion thereof by the University to any other individual(s) or entity(ies) in order to protect the aforesaid natural, scenic, wildlife habitat, public access and open space values.

NOW, THEREFORE, for good and valuable consideration the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. RESERVATION OF PURCHASE RIGHT. the University and the Conservation Parties acknowledge and agree that the Conservation Parties and their successors and assigns have reserved a right to purchase ("**Purchase Right**") the Property upon the terms and conditions contained in this Agreement.

A. Notice. In the event that the University at any time desires to sell all or any portion of the Property, the University shall give the Conservation Parties written notice of the University's intent to sell all or any portion or interest in the Property (a "**Sale**") prior to executing any binding agreements to sell. For the purposes of this Agreement a Sale shall include (i) the conveyance of fee title to all or any portion of the Property, or (ii) a lease, easement, license to use or other possessory interest in the Property for a term which, including tenant's right to renew, exceeds ten (10) years. This written notice shall be delivered to the Conservancy and to WRLT at the addresses provided below. The notice shall describe the portion of the Property or interest therein subject to the Sale and shall include any disclosure by the University as described in Section 14 of this Agreement.

B. Exercise. One or both of the Conservation Parties may give written notice to the University within sixty (60) days from receipt of the University's notice of intent to sell the Property that such party or parties desires to exercise the right to purchase the Property, for the purchase price established pursuant to Section 1.C. below (the "**Repurchase Notice**"). The parties agree that either Conservation Party shall have the right, separately, to exercise the Purchase Right but if both Conservation Parties desire to exercise the Purchase Right they must do so jointly as tenants-in-common or in such form as otherwise agreed by the Conservation Parties. If either or both of the Conservation Parties exercises their Purchase Right, closing of the purchase of the Property shall be in accordance with the terms and conditions described below and other terms and conditions in the area where the Property is located. The party exercising the Purchase Right, whether it be the Conservation Parties jointly, or either of them separately, shall be referred to herein as the **"Purchasing Party**."

C. Purchase Price. The price for the Property to be paid by the Purchasing Party to the University at the closing hereunder shall be One Million Two Hundred Fifty-Two Thousand Three Hundred and Eighty-Eight Dollars ($1,252,388), plus an amount equal to interest thereon at the rate of Two Percent (2%) per annum from the date hereof to the date of the closing of the purchase (the "**Repurchase Price**"). If the Sale of the Property is for only a portion of the Property, the purchase price for the remainder of the Property shall be prorated based on the number of acres previously sold as compared to the total acreage of the Property as of the date hereof.

D. AS IS. The Property shall be conveyed AS IS and without any warranties, express or implied, save and except only warranties made in this Agreement.

E. SHARING IN SALES PROCEEDS.

(i) In the event that the Notice referred to in Section 1.A above is delivered to the Conservation Parties within the first ten (10) years following the date of the closing of the Conservation Parties' original sale of the Property to the University, and the Conservation Parties decline their right to repurchase the Property, as provided in this Agreement, and the University sells the Property, then the proceeds from the University's sale shall be allocated and distributed as follows:

(1) First, to the University's costs of closing the sale, including closing costs, attorneys fees and commissions;

(2) Second, to the University up to the amount of the Repurchase Price;

(3) Third, the balance, if any, to the Conservation Parties.

(ii) In the event that the Notice referred to in Section 1.A above is delivered to the Conservation Parties after the elapse of the first ten (10) years following the date of the closing of the Conservation Parties' original sale of the Property to the University, the following provisions shall apply:

(a) If the Conservation Parties, or either of them, exercise their right to repurchase the Property, as provided in this Agreement, and the Purchasing Party resells the Property within five (5) years after the Repurchase Closing, as defined below, then the proceeds from the resale shall be allocated and distributed as follows:

(1) First, to the Purchasing Party's costs of closing the resale, including closing costs, attorneys fees and commissions;

(2) Second, to the Purchasing Party up to the amount of the Repurchase Price plus The Nature Conservancy's initial investment made in acquiring the Property ($1,110,000) that subsequently allowed for the University's initial purchase at substantially below fair market value;

(3) Third, the balance to be divided equally by thirds to the University and the Conservation Parties.

(b) If the Conservation Parties decline to exercise their right to repurchase the Property, as provided in this Agreement, and the University sells the Property, then the proceeds from the University's sale shall be allocated and distributed as follows:

(1) First, to the University's costs of closing the sale, including closing costs, attorneys fees and commissions;

(2) Second, to the University up to the amount of the Repurchase Price;

(3) Third, to The Nature Conservancy up to the amount of their initial investment made in acquiring the Property ($1,110,000);

(4) Fourth, the balance divided equally by thirds to the University and the Conservation Parties.

2. WAIVER. If neither of the Conservation Parties exercise the Purchase Right described in Section 1. A-D above, within sixty (60) days after receipt of the notice described in Section 1.A. above, the Purchase Right described in this Agreement with respect to that portion of the Property referenced in the notice described in Section 1.A. shall automatically and, without further action by any party, terminate and the University shall be free to sell or otherwise convey such portion of the Property and this Agreement shall have no further effect upon completion of such sale or conveyance with regard to the portion of the Property or interest therein so conveyed, except as provided in Section E above. Upon request, the Conservation Parties shall execute a quit claim deed or other document evidencing the termination of this Agreement with regard to the portion of the Property or interest therein so conveyed, and deliver it to the escrow agent handling the closing, to be released to the University simultaneously upon the closing of the sale. Notwithstanding the foregoing, if the University does not actually sell or convey such portion of the Property within one (1) year after the date of the notice described in Section 1A above then the Purchase Right described in this Agreement shall be reinstated and this Agreement shall be in full force and effect with respect to any future Sale of such portion of the Property. If only part of the Property or a partial interest in the Property is sold or conveyed, this Agreement shall remain in full force and effect with respect to the portion of the Property or interest in the Property not sold or conveyed.

3. MORTGAGES. The University may mortgage or otherwise encumber the Property as security for any debt of obligation of the University without triggering the Conservation Parties' rights under this Agreement, provided that such mortgage or encumbrance shall be subject and subordinate to the Conservation Parties' rights hereunder and shall specifically recognize and acknowledge such rights in a manner reasonably acceptable to the Conservation Parties.

4. CLOSING DATE. Closing on any exercise of the Purchase Right will be within one hundred twenty (120) days after the date the Purchasing Party gives notice of its intent to purchase as provided in Section 1.B. above or as soon thereafter as the conditions for closing set out in this agreement have been met (the "**Repurchase Closing**"). Closing may be held in escrow through an agent designated by the Purchasing Party or as otherwise agreed to by the parties.

5. EVIDENCE OF TITLE. Upon exercise of the Purchase Right, the Purchasing Party will obtain a preliminary title insurance commitment covering the portion of the Property subject to the Sale from a title insurance company (the "**Title Company**") selected by the Purchasing Party. At closing, the Title Company shall issue to the Purchasing Party an ALTA Owner's Policy of Title Insurance in the amount of the Purchase Price, insuring fee simple title to the Property being conveyed, subject only to the Purchasing Party Permitted Encumbrances, as defined in Section 6 below (the "**Title Policy**"). The cost of the title insurance commitment and the final policy to be issued at closing shall be the responsibility of the University.

6. TITLE. At closing, the University will convey good, insurable and marketable title to the Property. "Good, insurable and marketable title" for purposes of this Agreement shall mean the condition of the title to the Property at the time of the University's acquisition of the Property, subject to the "Permitted Encumbrances" as defined in the Purchase and Sale Agreement executed by the parties on or about _____, 2018 together with any encumbrances placed or allowed to be placed on the Property by the University which the Purchasing Party elects to accept (together, the "**Purchasing Party Permitted Encumbrances**").

7. TITLE DEFECTS. If for any reason the University cannot deliver title at closing as required by Sections 5 and 6 above (i.e. subject only to the Purchasing Party Permitted Encumbrances), the Purchasing Party may elect to: a) accept the Property with title as it exists or b) require the University to diligently pursue all reasonable efforts to correct the problem, including bringing any necessary quiet

title actions or other lawsuits. If an objection to title is based upon outstanding oil, gas or mineral leases, interests or reservations created during the University's ownership of the Property the Purchasing Party may alternatively require the University to obtain such surface waiver or non-drilling agreements from the owner(s) of the outstanding interests as the Purchasing Party deems necessary. Without limitation, the Property shall not be considered to be in compliance with this Agreement' title requirements unless all structures and improvements, including any driveways and accessory structures placed on the Property during the University's ownership of the Property, if any, are located within the lot lines of the Property and do not encroach upon or under any property not within such lot lines

8. DOCUMENTS FOR CLOSING. The University shall execute and deliver at closing a Special Warranty Deed warranting title to the Property consistent with the provisions of Sections 5, 6 and 7 above; evidence reasonably satisfactory to the Purchasing Party and the Title Company of the University's authority to sell the Property**;** a FIRPTA Affidavit (as defined in the University's Representations and Warranties Section below); and, any other documents reasonably necessary to close in accordance with the terms of this Agreement. These documents will be prepared at the University's expense.

The proposed deed and other documents to be prepared by the University for closing must be submitted to the Purchasing Party at least 30 days before closing. Any documents to be prepared by the Purchasing Party shall be provided to the University at least 30 days before closing.

9. PROPERTY TAXES. To the extent any of the following exist, any delinquent real property taxes, all real property taxes which are due in the year of closing and all levied assessments and any recoupment of taxes due because of assessment of the property as agricultural land are the University's responsibility and should be satisfied of record by the University at or before closing, if possible. Any real estate taxes assessed against the property in the year of closing, but which are not yet due and payable, will be prorated to the date of closing based upon the most recent available tax statements.

10. MISCELLANEOUS CLOSING EXPENSES. The Purchasing Party will pay any escrow or closing fees and recording fees.

11. POSSESSION. The University will deliver possession of the Property to the Purchasing Party at closing subject only to: (a) any leases or reserved rights which have been granted by the University for land uses and/or activities which are allowed by the terms of the Grassland Reserve Program Conservation Easements which are of record on the Property; and, (b) rights created prior to the University's acquisition of the Property and subject to which the University took title to the Property.

12. CONDITION OF PROPERTY/RISK OF LOSS. After the University's receipt of the Repurchase Notice, the University shall not transfer or encumber any interest in the Property prior to the closing of such purchase. The University shall make reasonable efforts to remove from the Property prior to closing all rubbish or trash placed on the Property by the University during the University's ownership of the Property, and to remove any hazardous or toxic chemical substances or materials which the University has caused to be stored on the Property. The University shall otherwise keep the Property in the condition in which it existed at the time of the University's receipt of the Repurchase Notice until closing.

In the event of any adverse change in the condition of the Property occurring between the University's receipt of the Repurchase Notice and the closing of the Purchasing Party's purchase which change is caused by the actions of the University, the Purchasing Party may elect to: a) accept the Property as is, or b) require restoration of the Property to its condition at the time of the University's receipt of the Repurchase Notice.

The above provisions notwithstanding, the parties acknowledge that activities may occur on the Property during the University's ownership of the Property prior to or after the University's receipt of the Repurchase Notice over which the University does not and cannot exercise control. By way of example and not limitation, these might include activities pursuant to rights which were created prior to the University's acquisition of the Property and subject to which the University took title to the Property and actions of the public. The parties agree that the University shall not be responsible for such activities or any remediation or restoration which may be required as a result of such activities.

13. RIGHT OF ENTRY AND INSPECTION. The Purchasing Party and its agents shall have the right to enter upon the Property at reasonable times for surveying, conducting an environmental inspection and assessment to detect hazardous or toxic substances, conducting an inspection of the buildings on the Property to determine the condition and performance of the buildings' condition, structure and systems, and other reasonable purposes related to this transaction.

14. THE UNIVERSITY'S REPRESENTATIONS AND WARRANTIES. the University currently warrants and represents to the Purchasing Party and will warrant and represent to the Purchasing Party at the time of closing, the following matters; and , subject to the limitations imposed by law, including but not limited to Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, the University agrees to indemnify, defend and hold the Purchasing Party harmless from any loss or liability resulting from these matters, with the intent that these representations, warranties and indemnities shall survive closing for a period of one year following closing:

a. Hazardous Substances. To the best of the University's knowledge:

(i) Other than as specifically disclosed to Purchasing Party by the University, there has been no production, use, treatment, storage, transportation, or disposal of any Hazardous Substance (as defined below) on the Property during the University's ownership of the Property by the University or an agent of the University except in compliance with applicable laws and regulations;

(ii) Other than as specifically disclosed to Purchasing Party by the University, there has been no release by the University or an agent of the University of any Hazardous Substance, pollutant or contaminant into, upon, or over the Property or into or upon ground or surface water at the Property or within the immediate vicinity of the Property during the University's ownership of the Property save and except a release made or remediated in compliance with applicable laws and regulations;

(iii) Other than as specifically disclosed to Purchasing Party by the University, the Property is not subject to any "superfund" or similar lien or any claim by any government regulatory agency or third party related to the release or threatened release of any Hazardous Substance.

The term "**Hazardous Substance(s)**" means any substance that is defined as a hazardous substance, hazardous material, hazardous waste, petroleum product, pollutant or contaminant under any environmental law, including but not limited to the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, 42 U.S.C. § 9601 et. seq., the Resource Conservation and Recovery Act, as amended, 42 U.S.C. § 6901 et. seq., the Clean Water Act, 42 U.S.C. § 1251 et seq., the Clean Air Act, 42 U.S.C., Section 7401 et seq., the Toxic Substances Control Act, 15 U.S.C. § 2601 et seq., the Safe Drinking Water Act, 42 U.S.C. § 300(f) et seq., and any and all regulations promulgated thereunder, or any similar federal, state or local laws, ordinances or regulations adopted under these acts.

b. Tanks/Wells. Other than as specifically disclosed to Purchasing Party by the University, the University has not placed or caused to be placed any underground or aboveground storage tanks, septic tanks or wells located on or under the Property, or if there have been any such tanks or wells located on the Property their location has been identified to the Purchasing Party in writing, they have been properly registered with all appropriate authorities, they are in full compliance with all applicable statutes, ordinances and regulations, and they have not resulted in the release of any Hazardous Substance into the environment, save and except releases made or remediated in compliance with applicable laws and regulations.

c. Non-foreign Status. To inform the Purchasing Party that withholding of tax is not required under § 1445(b)(2) of the Internal Revenue Code and regulations thereunder and under penalties of perjury, the University hereby certifies that the the University is not a non-resident alien or a foreign corporation, foreign partnership, foreign trust or foreign estate as those terms are defined for purposes of federal income tax law. At closing, the University agrees to deliver to the Purchasing Party an affidavit certifying the University's non-foreign status, together with the University's social security number/federal taxpayer identification number (**FIRPTA Affidavit**). The University consents to the delivery of such affidavit to the Purchasing Party and understands that this certification may be disclosed to the Internal Revenue Service and that any false statement made could be punished by fines, imprisonment or both.

d. Government Farm Programs. Other than as specifically disclosed to Purchasing Party by the University, the Property is not enrolled in the Direct and Countercyclical Payment Program, the Conservation Reserve Program, the Wetland Reserve Program or any other program of the United States Department of Agriculture except the Conservation Easements granted to the NRCS. The Property is not subject to any government cost-share contracts or other agreements that restrict either the use of the Property or the modification of any improvements.

Survival. The provisions of this Section 14 shall survive the Closing for a period of one year after closing.

15. NATURAL, SCENIC AND OPEN SPACE VALUES. The Parties agree that the natural, scenic, conservation, wildlife habitat, and open space values referenced herein are the conservation values protected by the Conservation Easements. The University and its permitted successors and assigns will continue to engage in agricultural and related uses of the Property, will further use the Property to establish a sustainable rangeland research and education facility in the heart of Idaho where ranching, conservation, and recreation interests intersect. and may also engage in any other land uses not prohibited by the terms of the Conservation Easements. The rangeland research and education facility will focus on innovative, interdisciplinary and collaborative approaches to address important challenges impacting ranching and conservation on western rangelands, should continue to provide opportunities for managed public access and recreation on portions of the Property and should serve as a podium for education on conserving and enhancing fish and wildlife habitat and livestock management on Idaho rangelands. The above provisions notwithstanding, the parties acknowledge that activities may occur on the Property during the University's ownership of the Property over which the University does not and cannot exercise control. By way of example and not limitation, these might include activities pursuant to rights which were created prior to the University's acquisition of the Property and subject to which the University took title to the Property and actions of the public. The parties agree that such activities and actions shall not create any liability or obligations for the University under the terms of this Agreement.

16. REMEDIES. The Conservation Parties have the right to enforce the provisions of this agreement through an action for specific performance, injunctive relief, damages, contribution or any other available proceedings in law or equity. The election of any one remedy available under this agreement shall not constitute a waiver of other available remedies.

17. REPRESENTATION BY COUNSEL. the University acknowledges that the Conservation Parties have advised the University to have the University's attorney review this Agreement and all attached exhibits, and that the Conservation Parties are not acting on behalf of or advising the University in this transaction.

18. ATTORNEYS FEES. If any party hereto commences any action against any other party arising out of or in connection with this Agreement or institutes any proceeding in a bankruptcy or similar court which has jurisdiction over the other party or any or all of its property or assets, the prevailing party shall be entitled to have and recover from the losing party reasonable attorneys' fees and court costs. The fees recoverable, as provided above, shall include fees incurred on appeal and any other post-judgment proceeding.

19. EXHIBITS. The following exhibits are attached to and incorporated into this Agreement by this reference: Exhibit A – Legal Description, Exhibit B - Memorandum of Repurchase Agreement. Any recital or preliminary statement in this Agreement is an integral part of and is incorporated by reference into this Agreement.

20. NOTICE. Any notice, consent or approval required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been given upon (i) hand delivery, (ii) one (1) business day after being deposited with Federal Express or another reliable overnight courier service, with receipt acknowledgment requested, (iii) upon receipt if transmitted by facsimile telecopy, with a copy sent on the same day by one of the other permitted methods of delivery, or (iii) upon receipt or refused delivery deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, and addressed as follows:

University of Idaho
Brian Foisy, Vice President, Finance & Administration
875 Perimeter Dr MS3168
Moscow, ID 83844-3168

The Nature Conservancy
Hailey Office
116 1st Ave. North
Hailey, ID 83333

And
The Nature Conservancy
559 East South Temple
Salt Lake City, UT 84102
attn: Legal Department

Wood River Land Trust
119 East Bullion Street
Hailey, ID 83333

or to such other addresses as the parties may designate in writing.

21. BINDING EFFECT. This agreement becomes effective when signed by the parties and shall then apply to and bind the parties and their heirs, executors, administrators, successors, and assigns.

22. COMPLETE AGREEMENT. This instrument constitutes the sole and complete agreement between the parties and cannot be changed except by written amendment. No representation or promise not included in this instrument or any written amendment shall be binding upon the parties.

23. MEMORANDUM OF REPURCHASE AGREEMENT. The parties shall execute and cause to be recorded with the Office of Recorder of Blaine County, Idaho the Memorandum of Repurchase Agreement which is attached hereto as ***Exhibit B.***

24. ASSIGNMENT. This Agreement may not be assigned by the Conservations Parties without the prior written consent of the University, which consent shall not be unreasonably withheld.

25. CONDEMNATION: In the event that the Property, or any portion thereof, is taken by means of condemnation, then the owner of the Property at the time of the condemnation shall provide the other parties hereto with written notice of the proposed condemnation and the owner of the Property shall be entitled to the compensation and any related fees paid by the condemning authority (the "Proceeds"), provided:

A. The distribution of the Proceeds shall recognize the rights of the U.S. Natural Resources Conservation Service under the terms of the Conservation Easements;

B. Subject to such rights as may exist under the Conservation Easements:

(i) If the University is the owner of the Property being condemned, then the Proceeds shall be distributed pro rata to the parties in accordance with their interests as defined in Section 1, E (i) above; and,

(ii) If the Conservation Parties, or either of them is the owner of the Property being condemned and acquired ownership of the Property from the University within the immediately preceding five (5) years, then the Proceeds shall be distributed pro rata to the parties in accordance with their interests as defined in Section 1, E (ii)(a) above.

IN WITNESS WHEREOF, the parties have hereunto set their hands as of the day and year first above written

Board of Regents of the University of Idaho Dated:_____, 2018

By: _____
Brian Foisy,
Vice President of Finance and Administration

Wood River Land Trust Dated: _____, 2018

By:_____
Scott Boettger, Executive Director

The Nature Conservancy Dated:_____, 2018

By: _____
Toni Hardesty, State Director

Exhibit B-2

Memorandum of Repurchase Agreement

Must be attached prior to closing

Exhibit C

Special Warranty Deed

Must be attached prior to closing

RECORDING REQUESTED BY AND
WHEN RECORDED MAIL TO:

The Regents of the University of Idaho
Attn: _____
_____
_____

Please reserve space above for Recorder's use only.

SPECIAL WARRANTY DEED

FOR VALUE RECEIVED, WOOD RIVER LAND TRUST COMPANY, an Idaho nonprofit corporation, also known as the WOOD RIVER LAND TRUST, with an address of 119 East Bullion Street, Hailey, ID 83333, as to an undivided FIFTY PERCENT (50%) TENANCY IN COMMON INTEREST and THE NATURE CONSERVANCY, a District of Columbia nonprofit corporation, with an address of 4245 North Fairfax Drive, Arlington, VA 22203, as to an undivided FIFTY PERCENT (50%) TENANCY IN COMMON INTEREST, (collectively "**Grantor**"), does hereby grant, bargain, sell and convey to BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO a public corporation, educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho, with an address of _____, ("**Grantee**"), that certain real property located in Blaine County, Idaho, and more particularly described on Exhibit A attached hereto and incorporated herein by reference (the "**Property**") RESERVING THEREFROM the right to reacquire the Property under the terms and conditions set forth in that certain Repurchase Agreement of even date herewith between Grantor and Grantee. A Memorandum of Repurchase Agreement has been executed by the parties and is being recorded with the Office of Recorder of Blaine County, Idaho of even date herewith.

TO HAVE AND TO HOLD the Property, with all appurtenances unto the Grantee and Grantee's successors and assigns forever all minerals and mineral rights, timber and timber rights, and other surface and subsurface rights, permits, hereditaments, easements, incidents and appurtenances belonging thereto. The appurtenances to which Grantor makes no covenant and DISCLAIMS ALL WARRANTIES OF TITLE are listed on the attached EXHIBIT B;

SUBJECT ONLY TO taxes for the year 2018, and thereafter (a lien not yet due and payable), and those easements of record, mineral rights, rights reserved in federal patents, state or railroad deeds, building or use restrictions, building and zoning regulations and ordinances of any governmental unit, and other encumbrances shown in Schedule B of that certain Commitment for Title Insurance issued by Stewart Title Guaranty Company effective _____, 2018 (File No. _____), as supplemented prior to or at the closing of this transaction.

Grantor covenants and warrants to the Grantee that Grantor is the owner in fee simple of the Property and has a good and lawful right and power to sell and convey the same, that the same is free and clear of all encumbrances, except as stated above, and the Grantor will forever warrant and defend the title thereto and quiet possession and enjoyment thereof against the lawful claims and demands of all persons claiming by, through or under Grantor.

IN WITNESS WHEREOF, the Grantor has executed this instrument on this ____ day of _____, 20___.

GRANTOR:

WOOD RIVER LAND TRUST COMPANY

By: _____
(sign above line)

_____
(print name and title above line)

STATE OF IDAHO)
) ss.
County of Blaine)

On this _____ day of _____, 20___, before me, a Notary Public in and for said State, personally appeared _____, known or identified to me to be the _____ of WOOD RIVER LAND TRUST COMPANY, an Idaho nonprofit corporation, whose name is subscribed to the within instrument, and acknowledged to me that he/she executed the same in the name of and on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
Notary Public for Idaho
Residing: _____
Commission Expires: _____

GRANTOR:

THE NATURE CONSERVANCY

By: _____
(sign above line)

_____
(print name and title above line)

STATE OF IDAHO)
) ss.
County of Blaine)

On this _____ day of _____, 20___, before me, a Notary Public in and for said State, personally appeared _____, known or identified to me to be the _____ of THE NATURE CONSERVANCY, a District of Columbia nonprofit corporation, whose name is subscribed to the within instrument, and acknowledged to me that he/she executed the same in the name of and on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
Notary Public for Idaho
Residing: _____
Commission Expires: _____

EXHIBIT A to SPECIAL WARRANTY DEED

PARCEL I

Subparcel A

TOWNSHIP 1 NORTH, RANGE 17 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 14: SW1/4NE1/4, NW1/4SE1/4, SW1/4NW1/4, W1/2SW1/4, E1/2SE1/4
Section 15: E1/2E1/2
Section 22: NE1/4NE1/4
Section 23: SE1/4SE1/4, SW1/4SE1/4, W1/2, SW1/4NE1/4, NW1/4SE1/4
Section 24: N1/2SW1/4, SW1/4SW1/4, SE1/4SW1/4, SW1/4SE1/4
Section 25: W1/2, W1/2E1/2, E1/2SE1/4
Section 26: E1/2NE1/4, W1/2NE1/4, SE1/4, W1/2
Section 27: E1/2SE1/4, E1/2NW1/4, NE1/4
Section 34: S1/2NE1/4, NE1/4NE1/4
Section 35: NW1/4, NW1/4NE1/4

TOWNSHIP 1 NORTH, RANGE 18 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 30: Lots 2, 3, 4, SE1/4NW1/4, E1/2SW1/4

Subparcel B

TOWNSHIP 1 NORTH, RANGE 17 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 13: NW1/4, N1/2NE1/4

Subparcel C

TOWNSHIP 1 NORTH, RANGE 17 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 1: Lot 1, S1/2NE1/4, SE1/4, S1/2SW1/4
Section 2: SE1/4
Section 11: NE1/4, NE1/4SE1/4
Section 12: N1/2, N1/2SW1/4, SE1/4SW1/4, SW1/4SE1/4

TOWNSHIP 1 NORTH, RANGE 18 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 7: Lot 1, NE1/4NW1/4
Section 6: Lots 4, 5, 6 and 7, E1/2W1/2

TOWNSHIP 2 NORTH, RANGE 18 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 31: Lots 3 and 4, E1/2SW1/4

Subparcel D

TOWNSHIP 1 NORTH, RANGE 17 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 13: S1/2NE1/4, N1/2SE1/4
Section 14: NW1/4NE1/4, SW1/4SE1/4, E1/2W1/2
Section 15: SW1/4NE1/4, SW1/4, W1/2SE1/4
Section 21: Lot 1, NE1/4NW1/4, N1/2NE1/4, S1/2N1/2, S1/2
Section 22: Lots 1, 2, 3, NW1/4NW1/4, NW1/4NE1/4, S1/2NE1/4, S1/2

Section 23: N1/2NE1/4, SE1/4NE1/4, NE1/4SE1/4

TOWNSHIP 1 NORTH, RANGE 18 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO.
Section 18: Lot 2

TOWNSHIP 1 NORTH 17 EAST, BOISE MERIDIAN, BLAINE COUNTY, IDAHO
Section 22: Guy Lode Patented Mining Claim - Lot No. 37 - Surface Rights Only

PARCEL II

A parcel of land located within Section 13, Township 1 South, Range 17 East, Boise Meridian, Blaine County, Idaho and also within Section 18, Township 1 South, Range 18 East, Boise Meridian, Blaine County, Idaho, more particularly described as follows:

Commencing at a brass cap marking the one-quarter corner common to said Section 13 and 18, which point is the REAL POINT OF BEGINNING; thence
North 89°39'14" East, 2,488.38 feet along the North boundary of the SW1/4, said Section 18, Township 1 South, Range 18 East, Boise Meridian, to a one-inch diameter iron pipe marking the center one-quarter corner, said Section 18; thence
North 89°39'15" East, 1,328.71 feet along the North boundary of the SE1/4, said Section 18, Township 1 South, Range 18 East, Boise Meridian to a one-inch diameter iron pipe marking the center - east one-sixteenth corner of said Section 18; thence
South 0°24'42" East, 1,977.57 feet along the east boundary of the W1/2SE1/4, said Section 18 to a one inch diameter pipe on the northerly right-of-way of Idaho State Highway No. 20; thence
The following five courses and distances along said northerly boundary of said Idaho State Highway No. 20;

South 55°08'47" West, 132.69 feet to a right-of-way monument; thence
North 79°19'13" West, 2,329.75 feet to a right-of-way monument; thence
North 79°18'53" West, 2,565.20 feet to a right-of-way monument; thence
North 49°52'49" West, 284.19 feet to a right-of-way monument; thence
North 79°18'23" West, 373.18 feet to the approximate centerline of Rock Creek on the easterly Boundary of Idaho State Fish and Game property; thence
North 6°00'52" West, 828.13 feet along said easterly boundary of Idaho State Fish and Game property to the North boundary of said SE1/4, Section 13, Township 1 South, Range 17 East, Boise Meridian; thence
North 88°28' 11" East, 1,759.18 feet along said north boundary of the SE1/4, Section 13 to the POINT OF BEGINNING.

Also known as Tax Lot 7912

PARCEL III

A parcel of land located in Blaine County, Idaho, being a portion of following Sections: Sections 12 and 13 located in Township 1 South, Range 17 East, Boise Meridian; Section 5, Section 6 and Section 7 located in Township 1 South, Range 18 East, Boise Meridian; Section 31, Township 1 North, Range 18 East, Boise Meridian and all of Section 36, Township 1 North, Range 17 East, Boise Meridian, Blaine County, Idaho more particularly described as follows:

Beginning at the Northeast corner of said Section 13, Township 1 South, Range 17 East, Boise

Meridian, said point being the REAL POINT OF BEGINNING; thence
S. 00°30'48" E., 2,643.25 feet to the E1/4 corner of said Section 13; thence
S. 88°45'57" W., 2,630.50 feet to the C1/4 corner of said Section 13; thence
N. 00°17'58" W., 2,644.64 feet to the N1/4 corner of said Section 13; thence
N. 00°04'09" E., along the West boundary of the SE1/4 of said Section 12, Township 1 South, Range 17 East, B.M. 3,196.40 feet to the centerline of existing Rock Creek Road; thence
Along said centerline the following 9 courses,
N. 73°05'12" W., 205.13; thence
N. 83°17'56" W., 280.65 feet; thence
N. 61°45'29" W., 301.08 feet; thence
N. 52°46'12" W., 565.03 feet; thence
N. 58°05'19" W., 314.68 feet; thence
N. 43°51'11" W., 121.77 feet; thence
N. 33°57'31" W., 239.71 feet to a point of curvature; thence
Along a curve to the Right, having a radius of 200.00 feet, a delta of 60°24'43" and an arc length of 210.88 feet; thence
N. 26°27'13" E., 944.55 feet to the North boundary of the NW1/4 of said Section 12; thence
Leaving said centerline of existing Rock Creek Road
S. 87°49'45" W., 55.84 feet to the Northeast corner of the NW1/4NW1/4 of said Section 12; thence
N. 00°32'03" W., 2,627.84 feet to the Northwest corner of the NE1/4SW1/4 of said Section 1, Township 1 South, Range 17 East, B.M.; thence
N. 88°30'21"E., 1,311.87 feet to the C1/4 corner of said Section 1; thence
N. 00°51'47" W., 866.31 feet to the N1/4 corner of said Section 1; thence
N. 89°52'37" W., 598.82 feet to the Southwest corner of Section 36, Township 1 North, Range 17 East, B.M.; thence
N. 00°04'55" E., 2,629.84 feet to the W1/4 corner of said Section 36; thence
N. 01°08'07" E., 2,628.69 feet to the NW corner of said Section 36; thence
S. 89°45'37" E., 2,643.23 feet to the N1/4 corner of said Section 36; thence
N. 89°06'18" E., 2,667.38 feet to the NE corner of said Section 36; thence
S. 00°01'06" W., 2,642.15 feet to the El/4 corner of said Section 36; thence
S. 01 °09'07" W., 2,659.02 feet to the SE corner of said Section 36; thence
S. 89°59' 57" W., 2,106.92 feet to the NW corner of said Section 6, Township 1 South, Range 18 East, B.M; thence
S. 01°18'36" E., 787.55 feet to the W1/4 corner of said Section 6; thence
S. 00°18'36" E., 1,320.26 feet to the SW corner of Government Lot 5 of said Section 6; thence
S. 89°46'53" E., 1,180.67 feet to the SE corner of Government Lot 5; thence
S. 00°52'05" W., 1,320.27 feet to the SE corner of Government Lot 6 of said Section 6; thence
N. 89°46'55" W., 1,153.53 feet to the SE corner of said Section 6; thence
S. 00°21 '00" E., 1,324.83 feet to the SW corner of Government Lot 1 of said Section 7, Township 1 South, Range 18 East, B.M.; thence
S. 89°50'35" E., 1,155.60 feet to the Southeast corner of Government Lot 1; thence
N. 00°26'25" W., 1,323.62 feet to the Northwest corner of Government Lot 1; thence
S. 89°46'55" E., 1,343.15 feet to the N1/4 corner of said Section 7; thence
N. 00°23'09" E., 1,320.18 feet to the Northwest corner of the SW1/4SW1/4 of said Section 6, Township 1 South, Range 18 East, B.M; thence
S. 89°47'38" E., 1,337.90 feet to the Northeast corner of the SW1/4SW1/4 of said Section 6; Thence
N. 00°09'02" E., 1,319.86 feet to the Southwest corner of Government Lot 1 of said Section 6; thence

N. 00°25'50" W., 797.81 feet to the Northwest corner of Government Lot 1; thence
S. 89°51 '30" E., 896.14 feet to the S 114 corner of said Section 31, Township 1 North, Range 18 East, B.M.; thence
N. 00°32'51" E. along the West boundary of the SE1/4 of said Section 31,586.58 feet to the centerline of existing Glendale Road; thence
Along said centerline the following 7 courses
N. 85°10'40" E., 452.22 feet to a point of curvature; thence
Along a curve to the Left having a radius of 300.00 feet, a delta of 58°51'10" and an arc length of 308.15 feet; thence
N. 26°08' 18" E., 251.12 feet to a point of curvature; thence
Along a curve to the Right having a radius of 250.00 feet, a delta of 43°17'32" and an arc length of 188.90 feet; thence
N. 69°25'51" E., 135.09 feet; thence
N. 28°50'45" E., 297.99 feet; thence
N. 49°45'31" E., 155.85 feet to the Easterly boundary of the NW1/4SE1/4 of said Section 31; thence
Leaving said centerline of existing Glendale Road,
S. 00°29'32" W., 1,551.55 feet to the Southeast corner of the SW1/4SE1/4 of said Section 31; thence
S. 89°55'05" E., 431.72 feet to the Northeast corner of Government Lot 4 of said Section 5, Township 1 South, Range 18 East, B.M.; thence
S. 00°46'53" E., 797.23 feet to the SE corner of said Government Lot 4; thence
S. 00°12'05" E., 2,646.00 feet to the Southeast corner of the SW1/4SW1/4 of said Section 5; thence
N. 89°45'01" W., 1,327.97 feet to the Southwest corner of Lot 5; thence
S. 00°17'07" E., 1,319.89 feet to the Southeast corner of the NE1/4NE1/4 of said Section 7; Township 1 South, Range 18 East, B.M.; thence
N. 89°51 '19" W., 1,341.55 feet to the Southwest corner of the NE1/4N1/4 of said Section 7; thence
S. 00°21 '43" E., 1,321.04 feet to the Southeast corner of the SW1/4NE1/4 of said Section 7; thence
N 89°54' 14' W., 3,840.47 feet to the W1/4 corner of said Section 7; thence
S. 00°14'50" E., 2,655.25 feet to the REAL POINT OF BEGINNING.

Also known as Tax Lot 7508

AND

A parcel of land located in Blaine County, Idaho being a portion of the following Sections: Sections 1 and 2 Township 1 South, Range 17 East, Boise Meridian and Section 35, Township 1 North, Range 17 East, Boise Meridian, more particularly described as follows:

Beginning at the N1/4 corner of said Section 1; said point being the REAL POINT OF BEGINNING; thence
S. 00°51'47" E., 866.31 feet to the C1/4 of said Section 1; thence
S. 88°30'21" W., 1,311.87 feet to the Southwest corner of Government Lot 3 of said Section 1; thence
S. 00°32'03" E., 1,313.92 feet to the Southeast corner of the NW1/4SW1/4 of said Section 1; thence
S. 88°09'56" W., 1,319.52 feet to the Southwest corner of the NW1/4SW1/4 of said Section 1;

thence
S. 88°34'27" W., 2,642.47 feet to the Southwest corner of the NW1/4SE1/4 of said Section 2; thence
N. 00°31 '49" W., 1,321.99 feet to the C1/4 of said Section 2; thence
N. 88°34'44" E., 1,324.94 feet to the Southwest corner of Government Lot 1 of said Section 2; thence
N. 00°32'45" W., 976.12 feet to the Northwest corner of Government Lot 1; thence
N. 89°55'28" W., 630.67 feet to the Southwest corner of the SE1/4SW1/4 of said Section 35; thence
N. 00°46'53" E., 2,622.80 feet to the Northwest corner of the NE1/4SW1/4 of said Section 35; thence
S. 89°59'18" E., 1,323.52 feet to the C1/4 of said Section 35; thence
N. 00°44'41" E., 1,307.07 feet to the Northwest corner of the SW1/4NE1/4 of said Section 35; thence
N. 89°51'23" E., 2,629.00 feet to the Northeast corner of the SE1/4NE1/4 of said Section 35; thence
S. 01°08'07" W., 1,314.34 feet to the E1/4 corner of said Section 35; thence
S. 00°04'55" W., 2,629.84 feet to the SE corner of said Section 35; thence
S. 89°52'57" E., 598.82 feet to the REAL POINT OF BEGINNING.

Also known as Tax Lot 7509

AND

A parcel of land located in the NW1/4 of Section 12, Township 1 South, Range 17 East, Boise Meridian, Blaine County, Idaho, more particularly described as follows:

Beginning at the C1/4 corner of said Section 12; said point being the REAL POINT OF BEGINNING; thence
N. 00°04'09" E. along the East boundary of the NW1/4 of said Section 12, 544.57 feet to the Centerline of existing Rock Creek Road; thence
Along said centerline the following 9 courses;
N. 73°05' 12" W., 205.13 feet; thence
N. 83°27'56" W., 280.65 feet; thence
N. 61°45'29" W., 301.08 feet; thence
N. 52°46'12" 565.03 feet; thence
N. 58°05'19" W., 314.68 feet; thence
N. 43°51'11" W., 121.77 feet; thence
N. 33°57'32" W., 239.71 feet to a point of curvature; thence
Along a curve to the Right having a radius of 200.00 feet, a delta of 60°24'43" and an arc length of 210.88 feet; thence
N. 26°27'13" E., 944.55 feet to the North boundary of the NW1/4 of said Section 12; thence
Leaving said centerline of existing Rock Creek Road,
S. 87°49'45" W., 1,383.05 feet to the Northwest corner of said Section 12; thence
S. 00°00' 12" W., 2,627.95 feet to the W1/4 corner of said Section 12; thence
N. 88°42'42" E., 2,650.12 feet to the REAL POINT OF BEGINNING.

Also known as Tax Lot 7510

AND

A parcel of land located in the W1/2E1/2 of Section 31, Township 1 North, Range 18 East, Boise Meridian, Blaine County, Idaho, more particularly described as follows:

Beginning at the N1/4 of said Section 31, said point being the REAL POINT OF BEGINNING; thence
N. 89°57'52" E., 1,320.32 feet to the Northeast corner of the NW1/4NE1/4 of said Section 31; thence
S. 00°34'09" W., 2,657.28 feet to the Southeast corner of the SW1/4NE1/4 of said Section 31; thence
S. 00°29'32" W. along the East boundary of the NW1/4SE1/4 of Section 31, 1,108.63 feet to the existing centerline of Glendale Road; thence
Along the said centerline the following 7 courses,
S. 49°45'31" W., 155.64 feet; thence
S. 28°50'45" W., 297.99 feet; thence
S. 69°25'51" W., 135.09 feet to a point of curvature; thence
Along a curve to the Left having a radius of 250.00 feet, a delta of 43°17'32" and an arc length of 188.90 feet; thence
S. 26°08' 18" W., 251.12 feet to a point of curvature; thence
Along a curve to the Right having a radius of 300.00 feet, a delta of 58°51'10" and an arc length of 308.15 feet; thence
S. 85°10'40" W., 452.22 feet to the West boundary of the SE1/4 of said Section 31; thence
Leaving said existing centerline of Glendale Road,
N. 00°32'51" E., 2,074.11 feet to the C1/4 of said Section 31; thence
N. 00°35'25" E., 2,654.13 feet to the REAL POINT OF BEGINNING.

Also known as Tax Lot 7511

EXHIBIT B to SPECIAL WARRANTY DEED

US Department of Interior Grazing allotments:

ID 80214 Kent Canyon
ID 80215 Poison Creek
ID 80239 Scattered Tracts
ID 80237 Little Rock Creek

Idaho Department of Lands Grazing lease:

No. G700036

Water Rights:

All of the following described water rights which have been decreed in In Re: The General Adjudication of Rights to the Use of Water From the Snake River Basin Water System, Twin Falls District Court Case No. 3956 (the "SRBA"):

37-12157
37-22398
37-22464
37-627
37-1150
37-1151B
37-1151D
37-1152
37-1212
37-4192
37-11303
37-11305
37-11306
37-11308
37-11309
37-11310
37-11311
37-11312
37-22264
37-22465
37-22501
37-22502

Exhibit D

Grants with on-going obligations for Seller

Grants with ongoing funds or monitoring/reporting requirements					
Granting Agency	Agreement Number/Name	Purpose	Implementation Timeline	Obligations that will survive transfer	Notes
Office of Species Conservation - Sage-Grouse funding	FY 2017, Rock Creek Ranch Sage-Grouse Mesic Meadow and Spring Restoration (Awarded 10/6/2016)	Repair springs and water resources in Hill Pasture; fencing	completed	Monitor for 3-5 years, photo points, weed mapping, vegetation surveys. Send reports on year 1(2017), 3(2019) and 5(2021)	
Office of Species Conservation - Sage-Grouse funding	FY 2018, Rock Creek Ranch Fence Collision Removal (Awarded 5/18/2018)	Wildlife friendly fencing along Betts Meadow	June 2019	Completion report on or before June 1, 2019, and send 2-year monitoring report (2020), 3 photo points	PROJECT IN PROGRESS. Invoice on or befor funds. Set up 3 photo points and monitor before
US Fish & Wildlife Service	F16AC00664-01	Spring developments	completed	Must keep and maintain funded improvements until October 2026	WRLT is a sub-recipient to the Cooperative Agr Wildlife Service and Idaho Cattle Association - or pending changes in ownership (ownership v agreement) must maintain the habitat restore

US Fish & Wildlife Service	F16AC00664-02	Betts Meadow ditch work	Spring/summer 2018	Must keep and maintain funded improvements until June 2028	PROJECT IN PROGRESS. Must notify USFW in ownership (ownership will not change the maintain the habitat restored under
Blaine County Land, Water & Wildlife Program	Instrument #647968; Rock Creek Ranch Restoration – Phase I (Awarded 10/12/2017)	Upper diversion, middle diversion, upper reconnection, weed control	12/31/2018	Monitoring reports due 12-31-2018, 12-31-2019, and final report due 12-31-2020	Per the Grant Agreement, the Mobilization/Gene 100%. All other expenses have had 30% wi incrementally upon receipt of the 2018, 2019 $4800 to spend on weed management. We will writing 15 days prior to chang
Idaho Dept of Fish and Game	Access Yes Lease Agreement (dated 7/7/2016)	Habitat improvement projects	July 19	Must continue to allow Public Access through 2019 as part of this grant	PROJECT IN PROGRESS. Flow monitoring a Potential to use the rest as match for new NFW working on - for tributary restoration or ot
Idaho Heritage Trust	Rock Creek Ranch Barn (Awarded 11/8/2017)	Barn stabilization	11/1/2020	Submit in-progress and final work photos, work must comply with Secretary of the Interior's checklist	PROJECT IN PROG

Integra Realty Resources
Boise

Appraisal of Real Property

Rock Creek Ranch
Vacant Land
NNA Hwy. 20/26
Bellevue, Blaine County, Idaho 83313

Prepared For:
University of Idaho

Effective Date of the Appraisal:
May 11, 2018

Report Format:
Summary

IRR - Boise
File Number: 163-2018-0065



Integra Realty Resources
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May 30, 2018

University of Idaho
Mr. Gerard Billington
875 Perimeter Dr. MS 3162
Moscow, ID 83844

SUBJECT: Market Value Appraisal
Rock Creek Ranch
NNA Hwy. 20/26
Bellevue, Blaine County, Idaho 83313
IRR - Boise File No. 163-2018-0065

Dear Mr. Billington:

Integra Realty Resources – Boise is pleased to submit the accompanying appraisal of the referenced property. The purpose of the appraisal is to develop an opinion of the market value as is, as encumbered, of the fee simple interest in the property. The existing encumbrance relates to a GRP Easement on the property through the NRCS. The appraisal is intended to conform to the requirements of the Uniform Standards of Professional Appraisal Practice (USPAP). This letter is accompanied by a complete appraisal report describing the findings and results.

Brief Statement of Scope

The appraisal is intended to conform with the Uniform Standards of Professional Appraisal Practice (USPAP), the Code of Professional Ethics and Standards of Professional Practice of the Appraisal Institute.

To report the assignment results, we use the Appraisal Report option of Standards Rule 2-2(a) of the 2018-2019 edition of USPAP. As USPAP gives appraisers the flexibility to vary the level of information in an Appraisal Report depending on the intended use and intended users of the appraisal, we adhere to the Integra Realty Resources internal standards for an Appraisal Report – Standard Format. This type of report has a moderate level of detail. It summarizes the information analyzed, the appraisal methods employed, and the reasoning that supports the analyses, opinions, and conclusions. It meets or exceeds the former

Summary Appraisal Report requirements that were contained in the 2012-2013 edition of USPAP.

Synopsis of the Appraisal Problem

The subject is a parcel of vacant land containing an area of 10,394.07 acres. The property is zoned RR-40, Rural Remote, which permits agricultural and rural residential use.

The scope of this assignment includes the valuation of the subject property under an easement encumbrance. It will reflect a scenario of maximizing the value considering all physical and legal aspects of the property.

Land Area Assumptions

The subject's land area is derived from the information provided by the client based on a survey by Brian Yeager of Galena Engineering.

Value Conclusions

Based on the valuation analysis in the accompanying report, and subject to the definitions, assumptions, and limiting conditions expressed in the report, our opinion of value is as follows:

Value Conclusions

Appraisal Premise	Interest Appraised	Date of Value	Value Conclusion
Market Value After Encumbrance		May 11, 2018	$11,435,000

Extraordinary Assumptions and Hypothetical Conditions

The value conclusions are subject to the following extraordinary assumptions that may affect the assignment results. An extraordinary assumption is uncertain information accepted as fact. If the assumption is found to be false as of the effective date of the appraisal, we reserve the right to modify our value conclusions.

1. I assume that the acreages provided by the client and as determined by survey are accurate.

The value conclusions are based on the following hypothetical conditions that may affect the assignment results. A hypothetical condition is a condition contrary to known fact on the effective date of the appraisal but is supposed for the purpose of analysis.

1. The after value assumes that the GRP easement as described in this report is in place.

Respectfully submitted,

Integra Realty Resources - Boise



Brad Janoush, MAI, SRA
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Idaho Certificate # CGA 19
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LEWIS-CLARK STATE COLLEGE

SUBJECT

Approval of final budget and construction phase of Lewis-Clark State College (LCSC) Career Technical Education (CTE) Center

REFERENCE

December 2016	The State Board of Education approved the addition of the Career Technical Education Center to Lewis-Clark State College's Six-Year Capital Plan.
June 2017	The State Board of Education approved the planning and design phase of the Career Technical Education Center
August 2018	The State Board of Education approved the Development Agreement which provides the infrastructure for Lewis-Clark State College's Career Technical Education Center.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.3 b & c.

ALIGNMENT WITH STRATEGIC PLAN

The request aligns with the following State Board of Education Strategic Plans: Goal 1: A Well-Educated Citizenry. The corresponding Objective is: Objective D: Quality Education.

BACKGROUND/DISCUSSION

Lewis-Clark State College requests approval from the Board of its construction budget and requests authorization to begin construction of its Career Technical Education (CTE) Center.

Design development is complete for the new 80,967 square foot Career Technical Education Center (73,000 square feet of buildable space) that will be located on a new undeveloped site just east of campus a few miles adjacent to the new Lewiston High School and the City of Lewiston's Parks & Recreation site. Currently the City of Lewiston is managing the engineering and construction of the new roads and infrastructure to the entire development, while the new Lewiston High School is now under construction. Construction for LCSC's project is scheduled to begin early Spring of 2019 with occupancy in the late Spring of 2020, ready for classes to begin the Fall of 2020.

The building construction will be a combination of traditional steel framing for classrooms and offices, while programs such as auto mechanics will be located inside pre-engineered metal buildings. A central circulation spine will connect the different types of construction. Metal panels, concrete masonry veneer, and storefront glass systems will be used as cost effective and low maintenance building envelope materials.

During the design development phase, the cost estimate was over budget. Value engineering was completed with cost reductions in: the type of metal siding; less asphalt paving; less landscaping; fewer operable walls; and sealed concrete floor finish, to name a few items. None of the cost reduction items changed the programs, look of the building, nor site plan circulation. After this exercise LCSC decided that any further cost reductions would hinder the academic programs, thus the College added $1,000,000 of local funds to the project, pending Board approval. The project allows LCSC to complete the CTE Center without incurring debt.

Integrus Architecture has completed the design development for the project. Currently Kenaston-Leone & Keeble's (CMGC) base construction estimate is $15,671,709, which falls within the project construction budget of $15,673,000. With the current estimate right at budget, add alternates will be formulated prior to bid.

IMPACT

The fiscal impact of this effort will be $21,000,000 in total expenditures, broken out as follows:

Overall Project

Funding		**Estimated Budget**	
Permanent Building Fund	$10,000,000	AE/Consultant Fees	1,692,000
Federal (Grant)	1,520,000	Construction	18,142,000
Gifted Funds	3,190,000	Construction Cont.	1,132,000
Institutional Funds	6,290,000	Project Cont.	34,000
Total	$21,000,000	Total	$21,000,000

ATTACHMENTS

Attachment 1 – Design Documents

STAFF COMMENTS AND RECOMMENDATIONS

The CTE Center is included in LCSC's six-year capital budget plan. The original project budget estimate provided in the six-year capital project plan and subsequent planning and design approval for the project was $20,000,000.

Following completion of the planning and design phase, the final budget for the project is $21,000,000. The Permanent Building Fund appropriation for FY 2018 (S1194) included $10,000,000 for this project under the condition that the pledged matching funds have been confirmed. LCSC sent a letter to the Division of Public Works on July 19, 2017 that confirmed the matching funds.

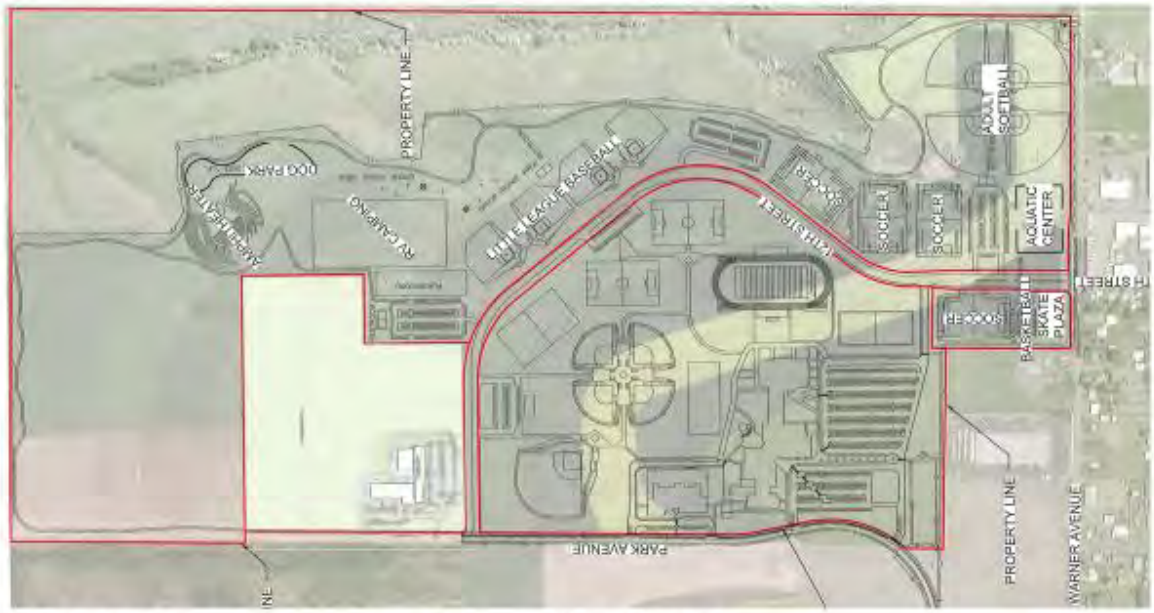
Staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to implement the bidding and construction phases of the capital project to design and construct a proposed Career Technical Education Center, as described in Attachment 1, and to authorize the Vice President for Finance and Administration to execute all necessary and requisite consulting contracts to bid, award, and complete the construction phase of the project for an amount not to exceed $21,000,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1



LCSC Career & Technical Education Center
DPW Project No. 17154

integrus



Site Plan

integrus

LCSC Career & Technical Education Center

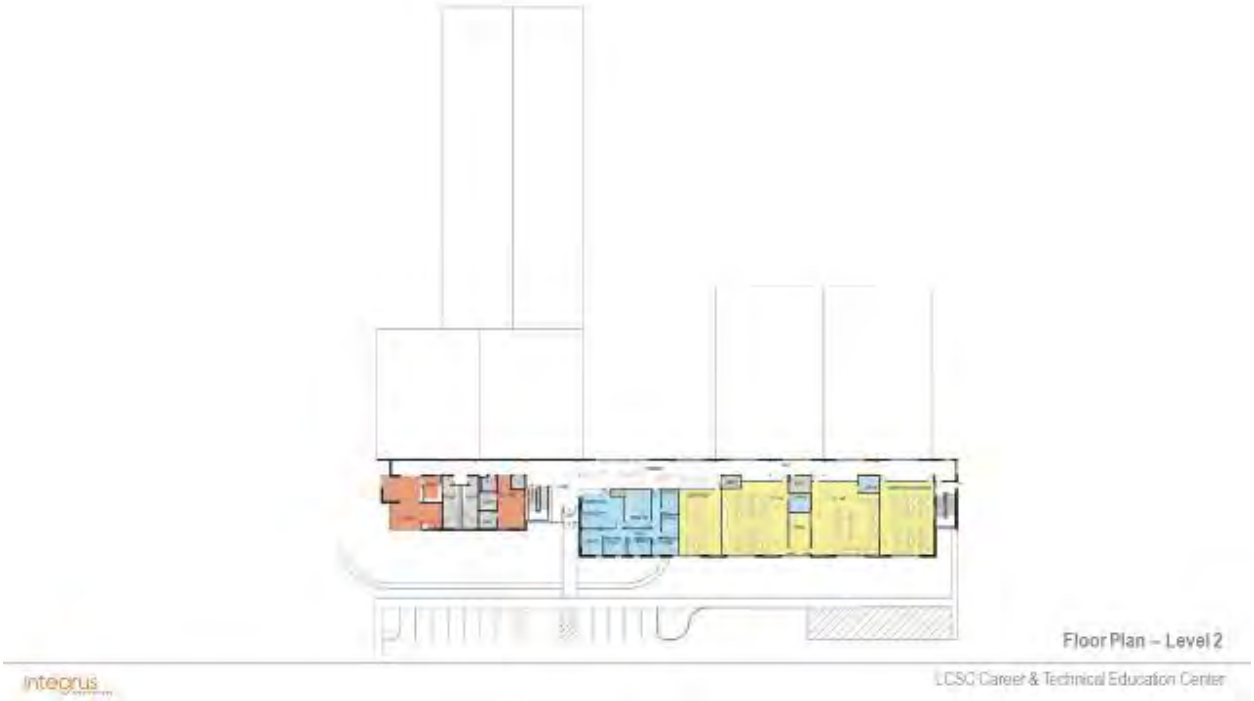
ATTACHMENT 1



Floor Plan – Level 1

integrus

LCSC Career & Technical Education Center



Floor Plan – Level 2

integrus

LCSC Career & Technical Education Center

ATTACHMENT 1



Floor Plan – Level 3

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LCSC Career & Technical Education Center



Southwest Perspective

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LCSC Career & Technical Education Center

ATTACHMENT 1



Northeast Perspective

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LCSC Career & Technical Education Center



Interior Perspective – Reception

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LCSC Career & Technical Education Center

ATTACHMENT 1

