

**DEPARTMENT OF EDUCATION
DECEMBER 19, 2018**

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	SCHOOL, DISTRICT AND STATE REPORT CARD RELEASE	Information Item
3	IDAHO READING INDICATOR UPDATE	Information Item
4	PARENT AND STAFF ENGAGEMENT AND SATISFACTION SURVEYS	Motion to Approve
5	EXCISION/ANNEXATION REQUEST - FREMONT COUNTY SD 215/SUGAR-SALEM SD 322	Motion to Approve
6	PROFESSIONAL STANDARDS COMMISSION ANNUAL REPORT 2017-2018	Motion to Approve

**DEPARTMENT OF EDUCATION
DECEMBER 19, 2018**

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:

- Legislative agenda

BOARD ACTION

This item is for informational purposes only.

**DEPARTMENT OF EDUCATION
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SUBJECT

School, District and State Accountability Report Card Release

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 the 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 approved the Department to submit the plan to the U.S. Department of Education.
December 2017	Board received an update on the release of the accountability report cards as part of the Superintendents update on K-12 developments.

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 3: Educational System Alignment A: Data Access and Transparency

BACKGROUND/DISCUSSION

The current state accountability system was established by the Board 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

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achievement; however, states are required to have at least one non-academic school quality indicator.

To answer questions about student performance, state education agencies have increased their capacity to collect, manage, analyze, and make decisions based on data. Of these tools, state and school report cards give states a powerful avenue by which to reach parents and the broader public. The federal Every Student Succeeds Act (ESSA) requires states to publish an array of education data. These data include a variety of education measures for states, school districts, and schools. They also go deeper, illuminating how these measures vary for students by race, income, language, disability, and other characteristics.

IMPACT

State and school report cards that effectively communicate key performance measures to the public can serve as a critical tool to inform educators and parents; help them ask better questions, and ultimately, drive improvement for all students.

STAFF COMMENTS AND RECOMMENDATIONS

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA) for the first time since 2001. This reauthorization replaced the system of ESEA Waivers that states had been submitting to the US Department of Education (USDOE) since No Child Left Behind expired in 2014. The Every Student Succeeds Act requires each state to submit a consolidated plan to the USDOE to reapply for federal education funds and explain to the USDOE how the state will comply with ESSA. The Board approved Idaho's consolidated state plan for submission to the USDOE in August 2017. The consolidated state plan incorporates Idaho's public school accountability system. The state and school report cards report out the data on school and district performance. At the October and December 2016 Board meetings the Board discussed the development of a K-20 data dashboard. Board staff have worked on the development of the postsecondary and transition data reporting elements while Department staff have worked on the K-12 data reporting elements for the dashboard. The ESSA requires state and district report cards showing school and district progress on the state's accountability system be made publicly available. In order to eliminate duplication of efforts the school and district report cards will serve as the mechanism for displaying the majority of the K-12 data elements.

BOARD ACTION

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SUBJECT

Idaho Reading Indicator Update

REFERENCE

November 2014	Idaho Literacy Task Force report includes recommendations to replace the Idaho Reading Indicator.
December 2015	Board members approved and adopted the Idaho Comprehensive Literacy Plan.
August 2016	Board members adopted the recommendations from the Early Literacy Assessment Working Group to replace the current statewide Idaho reading assessment with an electronically-administered, computer adaptive assessment and approved a temporary and proposed rule setting literacy growth targets on Idaho's statewide reading assessment.
October 2017	Board reviewed progress toward Idaho's literacy growth targets.
October 2018	Board reviewed progress toward Idaho's literacy growth targets.

APPLICABLE STATUTE, RULE, OR POLICY

Article IX, Section 2 of the Idaho Constitution
Section(s) 33-101, 33-105, 33-107, 33-116, and 33-1616, Idaho Code
IDAPA 08.02.03 – Section 111, Assessment in the Public Schools

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Data-Informed Decision Making, Objective A: Data Access and Transparency

BACKGROUND/DISCUSSION

The Governor's Task Force on Education identified literacy as a key foundational skill and recommended the State revisit policy related to early reading. In June 2014, the Idaho Literacy Task Force gathered to review existing early literacy legislation, the Idaho Comprehensive Literacy Act, and create recommendations for revisions to submit to the State Board of Education. In their report to the State Board of Education in November 2014, the Literacy Task Force included recommendations to review and replace the Idaho Reading Indicator (IRI) and screening and progress monitoring services to LEAs.

In December 2015, the State Board of Education adopted the new Idaho Comprehensive Literacy Plan, which included recommendations to implement a comprehensive assessment system, including a screener and diagnostic interim and summative assessments. In September 2016, the State Department of Education released a Request for Proposal to replace the legacy IRI with a

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comprehensive assessment program. In January 2017, the State Department of Education released an intent to award a contract to Istation for the Indicators of Early Progress (ISIP) to replace the legacy IRI. In August 2017, approximately 14,250 students participated in a pilot administration of the ISIP, continuing through the 2017-2018 school year. In August 2018, the ISIP Early Reading assessment (new IRI) was administered statewide for the first time.

IMPACT

With the implementation of the new IRI, the State will reset longitudinal trends in analyzing assessment results.

ATTACHMENTS

Attachment 1 - Presentation - Fall 2018 IRI Results

STAFF COMMENTS AND RECOMMENDATIONS

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. With the transition to a new statewide reading assessment, additional work will need to be done to transition the existing literacy growth targets into administrative rule to align with the new assessment.

BOARD ACTION

This item is for informational purposes only.



NEW Idaho Reading Indicator

New IRI December 2018 | 1

The New IRI



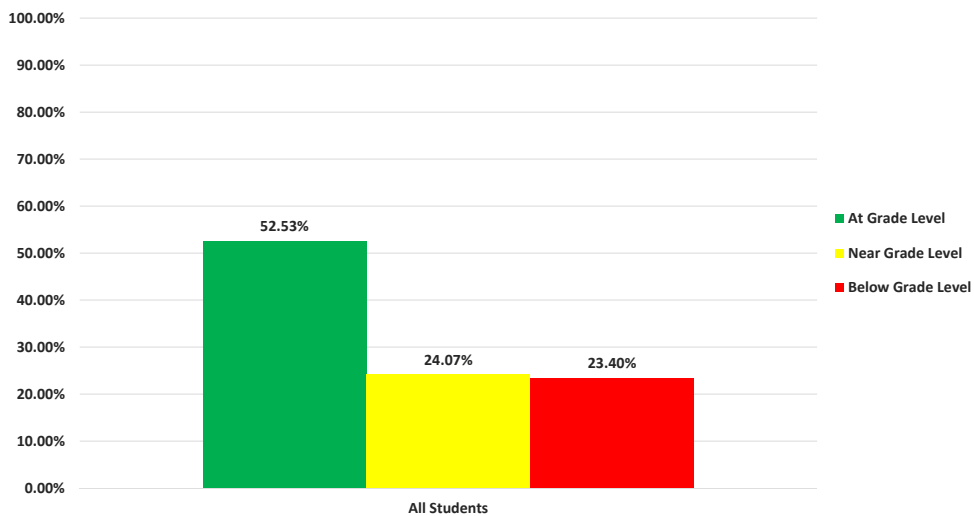
- Istation's early reading assessments (ISIP™ ER) measure reading development for students in grades K through 3
- Computer adaptive assessment
- Administered to 87,929 students in Fall 2018

New IRI December 2018 | 2

The New IRI

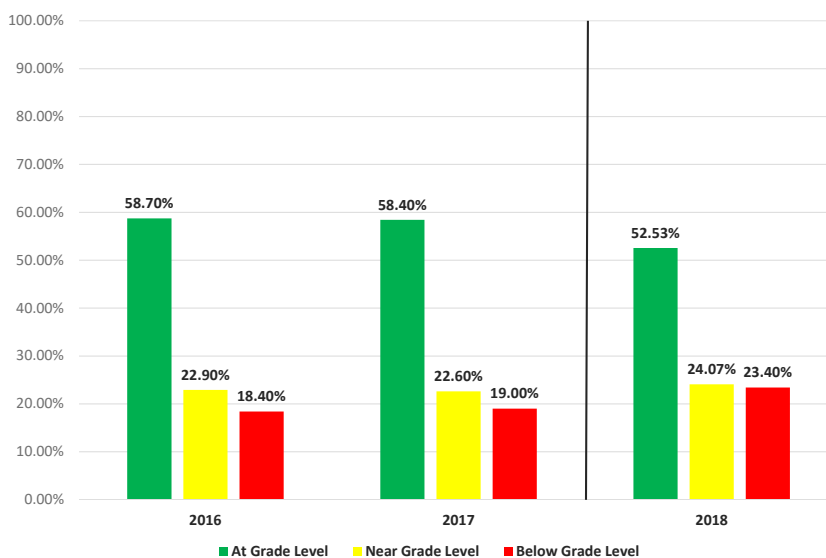


Idaho IRI 2018



New IRI December 2018 | 3

How does this compare?

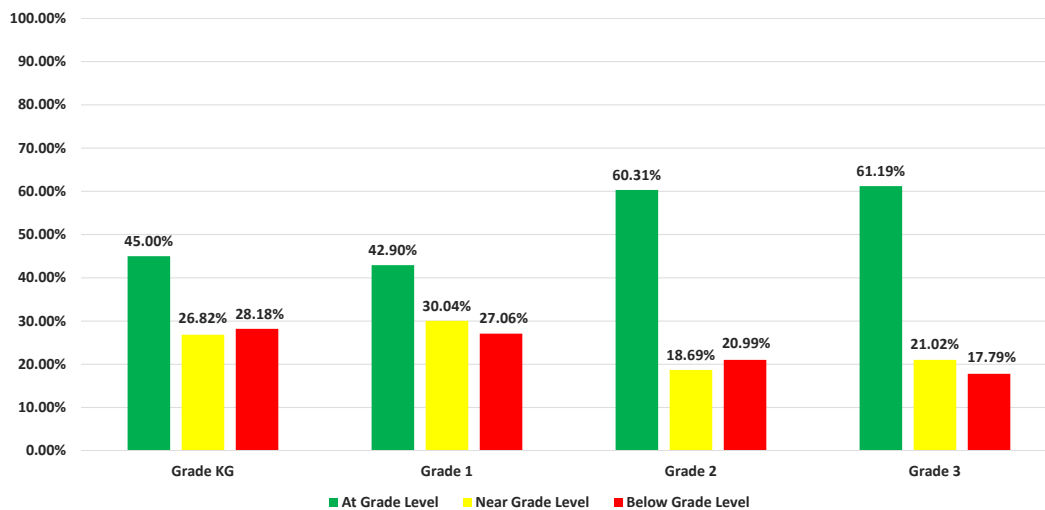


New IRI December 2018 | 4

The New IRI Grade Level Results



Idaho IRI 2018

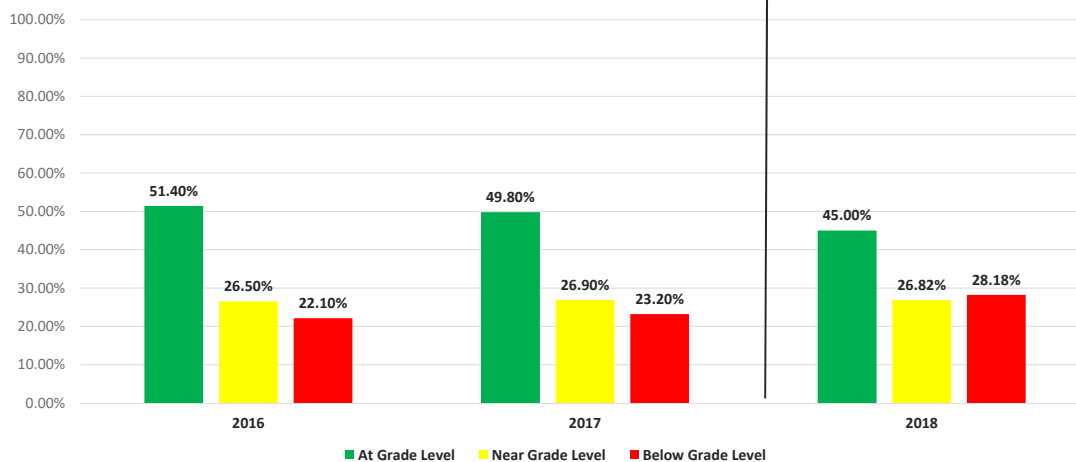


New IRI December 2018 | 5

Kindergarten

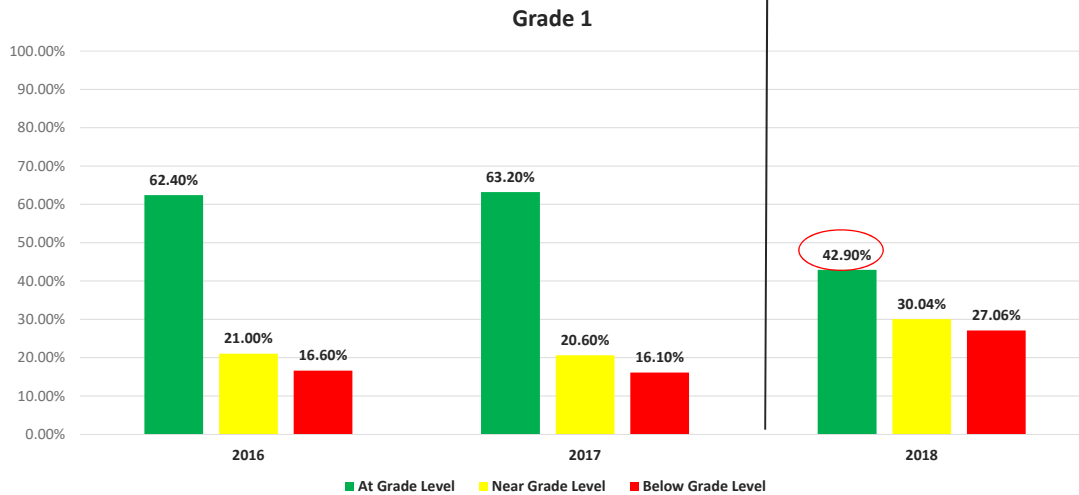


Kindergarten



New IRI December 2018 | 6

Grade 1



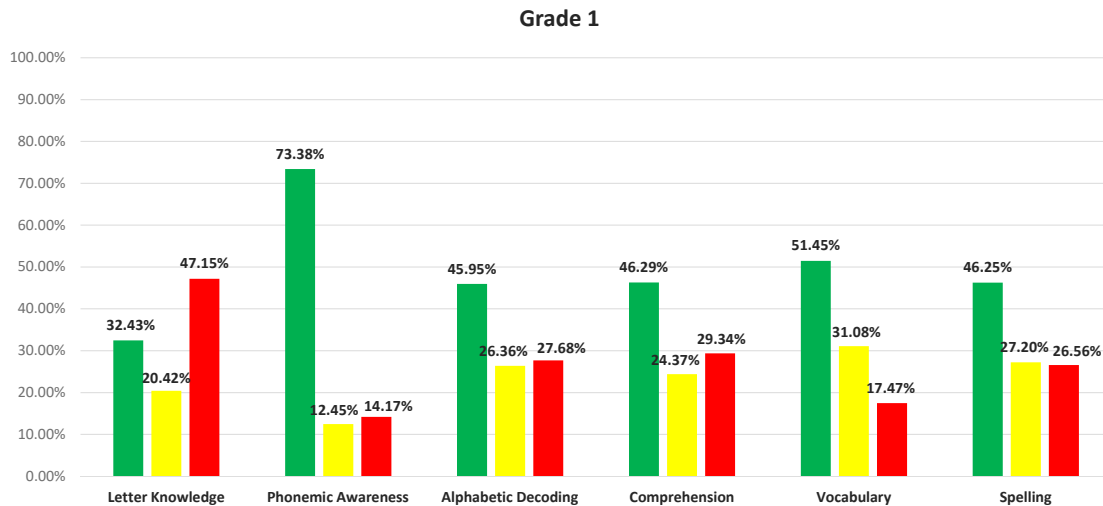
New IRI December 2018 | 7

Grade	ISIP Subtest	Legacy IRI Subtest
Kindergarten	Letter Knowledge Phonemic Awareness Listening Comprehension Vocabulary	Letter Naming Fluency* Letter Sound Fluency
1 st	Letter Knowledge Phonemic Awareness Alphabetic Decoding Vocabulary Comprehension Spelling Text Fluency	Letter Sound Fluency* Reading Fluency
2 nd	Vocabulary Comprehension Spelling Text Fluency	Reading Fluency
3 rd	Vocabulary Comprehension Spelling Text Fluency	Reading Fluency



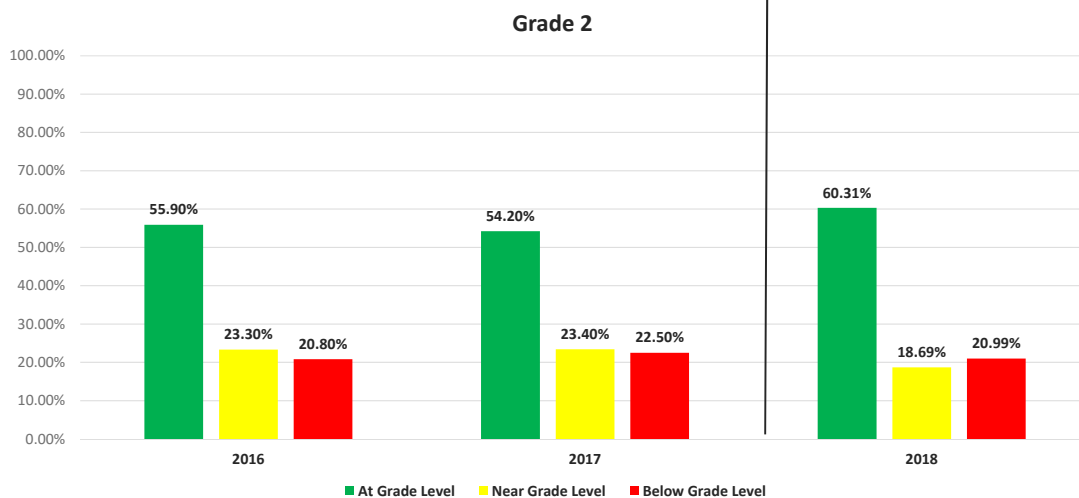
IRI Update December 2018 | 8

Grade 1 Subtest Performance



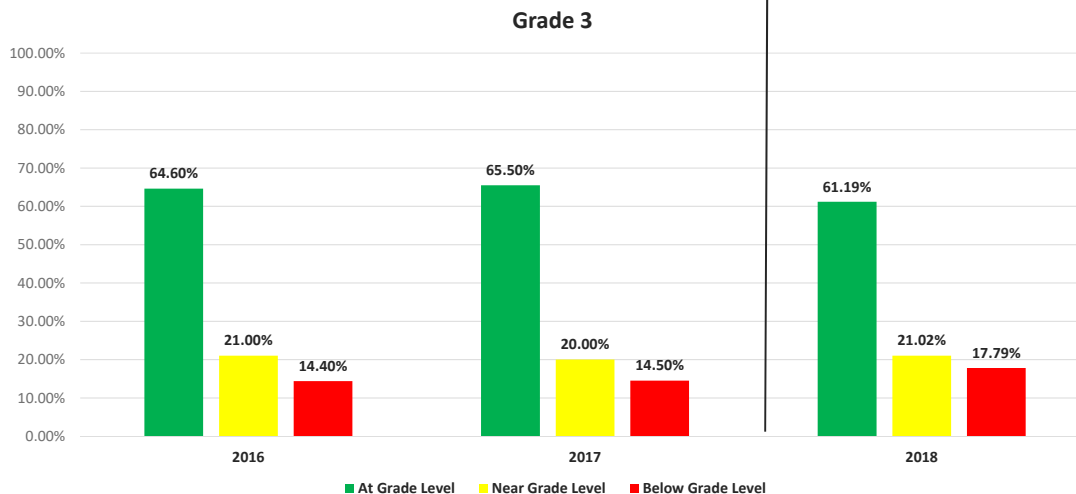
IRI Update December 2018 | 9

Grade 2



IRI Update December 2018 | 10

Grade 3



IRI Update December 2018 | 11

Questions



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IRI Update December 2018 | 10

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SUBJECT

Parent and Staff Engagement and Satisfaction 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 approved 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.
February 2018	Board approved use of AdvancED Student Engagement Surveys in grades 3-8 for the 2017-2018 school year.
August 2018	Board approved questions and student engagement surveys for grades 3 – 12 beginning in the 2018-2019 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.AA.
Accountability Oversight Committee
Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance
IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Data-Informed Decision Making, Objective A: Data Access and Transparency

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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 Department convened a committee of stakeholders, representing parents, school board members, administrators and teachers to develop custom parent and staff surveys to be administered beginning in the 2018-19 school year.

IMPACT

During the development of the accountability framework and the state's consolidated plan, engagement and satisfaction surveys were identified as meaningful, non-academic measures that provide a focus on school quality as it relates to student achievement. The perception of parents and staff can identify areas of improvement in establishing positive school learning climates.

ATTACHMENTS

- Attachment 1 – Engagement Process Presentation
- Attachment 2 – Parent Survey Items
- Attachment 3 – Staff Survey Items
- Attachment 4 – Parent Survey Stakeholder Feedback
- Attachment 5 – Staff Survey Stakeholder Feedback

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 be required measures of school quality for all grade ranges as part of the state accountability system. The student satisfaction and engagement survey was partially implemented for students in grades 3 through 8 for the 2017-2018 school year. The Board approved the full implementation of survey questions for use in grades 3-12 beginning in the 2018-2019 school year at the August 2018 Board meeting. Approval of the Parent and Teacher surveys will result in implementation of the final satisfaction and engagement surveys required as part of Idaho's public school accountability system. In addition to the satisfaction and engagement surveys IDAPA 08.02.03.112 requires "communication with parents on student achievement" as a measures of school quality for all three school categories.

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The parent survey includes:

- eight questions targeted toward satisfaction with the school,
- one question on preferred form of communication with the school,
- one open-ended question, and
- four optional questions targeted toward student characteristics.

The second survey, titled "Staff Survey", identifies three categories of staff: classified, certified, and other. The measure in the accountability framework is for a teacher satisfaction and engagement survey. Until such time as Administrative Code can be amended, only the answers from instructional staff (teachers) taking the Staff Survey would be used in the State accountability reporting. The other respondents could be reported separately, but would not be considered part of the state accountability system. Certified staff include school and district administrators, instructional staff (including occupational specialists), and pupil service staff. The staff survey includes:

- 10 questions targeted toward school culture,
- six questions targeted toward support for student learning,
- three questions targeted toward support for staff,
- one open ended question; and
- two questions about staff characteristics.

BOARD ACTION

I move to approve the parent and staff survey items as presented in Attachments 2 and 3 and to administer the parent and staff surveys beginning in the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Parent & Staff Survey Development

Survey – December 2018 | 1

Idaho's Accountability System - Surveys



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	College and career readiness

*2017-18 school year

**2018-19 school year

Survey – December 2018 | 2

Facilitator



Jean M. Henscheid, Ph.D

- Fellow, University of South Carolina
- Former Principal Policy Analyst, Idaho State Board of Education
- 30 years research experience

Survey – December 2018 | 3

Stakeholder Committee



13 members from:

- Idaho Parent Teacher Association
- Idaho Association of School Boards
- Idaho Education Association
- Idaho Association of School Administrators
- Idaho School Public Relations Association

Survey – December 2018 | 4

September 28 Meeting



Survey – December 2018 | 5

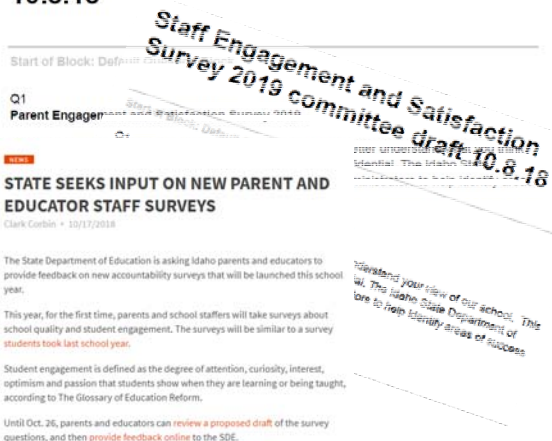
Statewide Feedback October 8-26



Invitation sent to:

- School trustees
- Superintendents
- Charter school directors
- Principals
- Parents
- Teachers
- Idahoans via news and social media

Parent Engagement and Satisfaction
Survey 2019 second committee draft
10.8.18



Survey – December 2018 | 6

October 30 Meeting



Survey – December 2018 | 7

Preparing for Deployment



Survey copies are included in the Board packet

- Surveys uploaded into eProve platform January
- Finalize communication toolkit for schools January
- Schools deploy all surveys April to May
- Report results in state Report Card August

Survey – December 2018 | 8

Questions



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Survey – December 2018 | 9

Parent Satisfaction and Engagement Survey

Parent Engagement and Satisfaction Survey

The purpose of this survey is to help your child's school improve. Your responses will be anonymous and confidential.

Thank you for your feedback.

Q2.1 Please provide your level of agreement to these statements.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Unsure
My child's school provides me with resources and information to support my child's learning at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school tells me how my child is doing in class in a way that makes sense to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school gives me opportunities to talk to teachers about how my child is doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Unsure
At least one caring adult in our school knows my child well.						
My child is safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school invites me to participate in the school's activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school keeps me informed about news and events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school principal is accessible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2.2 I prefer to receive information from my child's school in the following ways (choose all that apply):

- ☐ School website
- ☐ Electronic newsletter
- ☐ Email
- ☐ Printed newsletter
- ☐ Student agenda
- ☐ Weekly folder
- ☐ Text
- ☐ Phone call
- ☐ Social media (facebook, twitter, etc.)
- ☐ In person meetings
- ☐ U.S. Postal Service
- ☐ School reader board
- ☐ Online grade book
- ☐ School bulletin board
- ☐ Other (please describe) _____

Q2.3 Is there anything else you would like to share about your child's school?

Q2.4 Answers to these final questions will help your child's school understand if the entire school community is represented in this anonymous survey. You may choose not to answer these questions if you wish.

Q2.5 My child currently enrolled at this school has been attending for a total of:

- ☐ Less than half a school year
- ☐ Half a school year to 1 school year
- ☐ 2 or more school years

Q2.6 I am:

- ☐ Female
- ☐ Male
- ☐ Prefer not to answer

Q2.7 My race is:

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Two or more races
- ☐ Prefer not to answer

Q2.8 My ethnicity is:

- ☐ Hispanic/Latino
- ☐ Not Hispanic/Latino
- ☐ Prefer not to answer

Staff Satisfaction and Engagement Survey

Staff Engagement and Satisfaction Survey

The purpose of this survey is to help our school improve. Your responses are anonymous and confidential.

Thank you for your candid feedback.

Q2.1 These questions are about our school's culture.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Unsure
Our school leaders are approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school leaders involve staff in the development of the school's goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school leaders provide sufficient time for staff to collaborate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school retains qualified staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an expectation at our school that teachers will regularly communicate student progress with parents/guardians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school is safe for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Unsure
Our school is safe for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school encourages staff to get to know students well in order to support their success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyone in our school knows they are accountable for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued at our school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2.2 These questions are about resources that support student learning.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Unsure
There is an expectation at our school that teachers will assign differentiated work to support student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school protects classroom time from too many interruptions for other activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Unsure
Our school has enough support staff to meet individual student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school has enough up-to-date materials to support student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school has up-to-date technology to support student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school has adequate facilities to support student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2.3 These questions are about support for staff.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unsure
I receive opportunities to participate in professional development experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unsure
Our school leaders communicate effectively with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by our school leaders when dealing with student behavior issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2.4 Is there anything else you wish to say about our school?

Q3.1 Primary role:

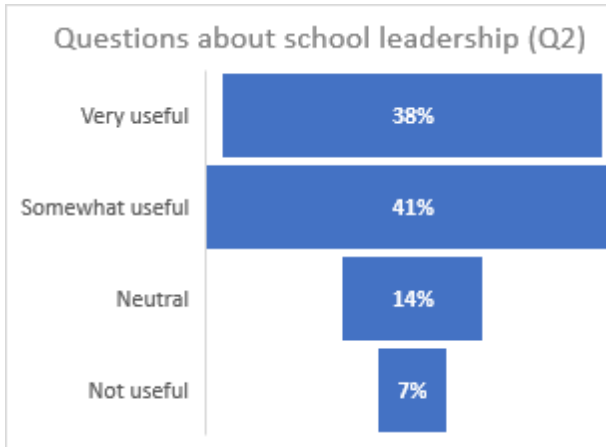
- ☐ Classified staff
- ☐ Certified staff
- ☐ Other _____

Q3.2 Experience level in education:

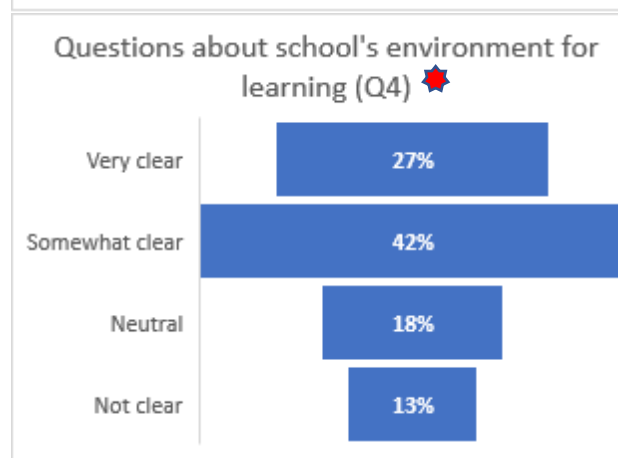
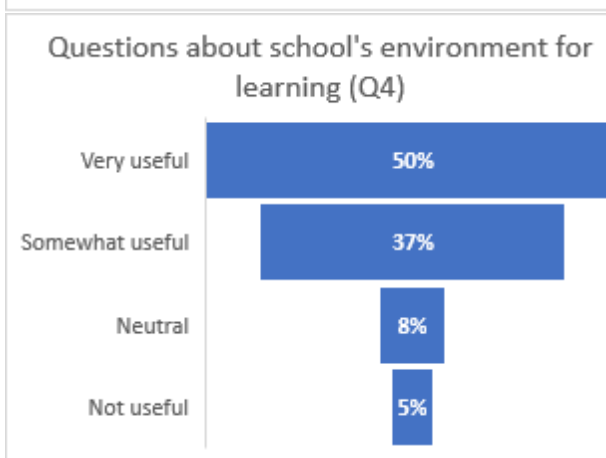
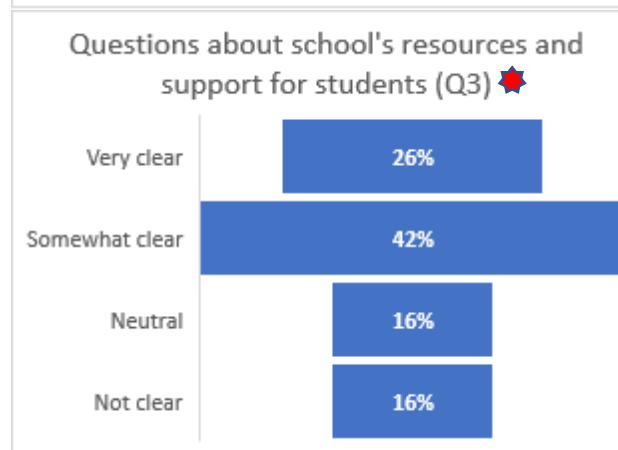
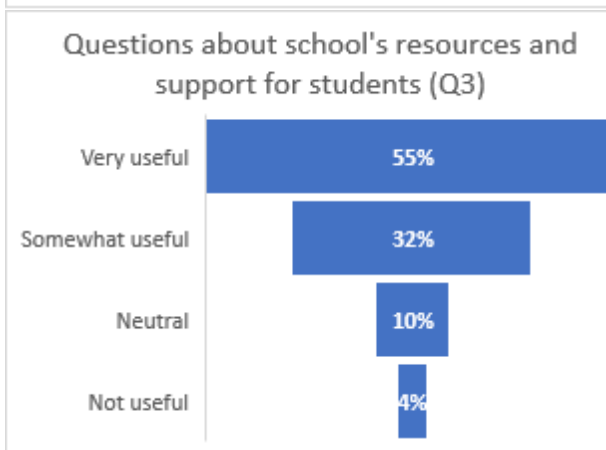
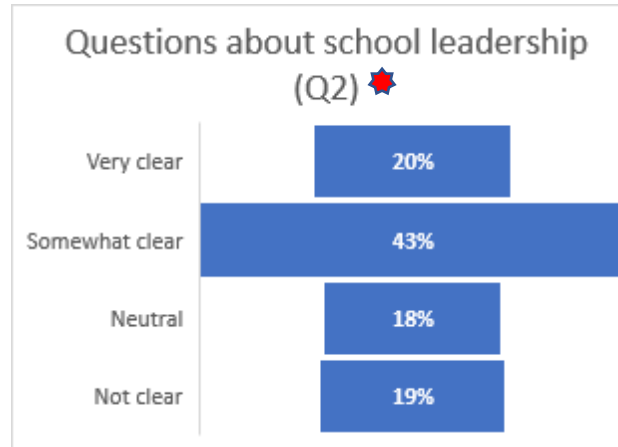
- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 4-10 years
- ☐ 11-20 years
- ☐ More than 20 years

Stakeholder feedback Parent/Guardian Engagement & Satisfaction Survey 2019 (N=232)

How useful would these questions be for helping schools better understand parent/guardian engagement and satisfaction?



Would these questions be clear to most parents/guardians?



★ Questions to revise.

Stakeholder Feedback Form for Parent and Staff Engagement and Satisfaction Surveys

October 29, 2018, 11:21 am MDT

Q5 - Additional comments about usefulness and clarity (parent survey).

Comment	Code
1. Our school hires and keeps qualified staff. How will a parent know if a staff member is qualified for not? Our school has support staff appropriate for meeting individual student needs (e.g. classroom... Subjective question Our school provides before/after school activities ... this question is depends on availability of grant funds. The questions about school leadership will target school administrators. How likely is it that this parent survey could take the place of individual parent surveys as it relates to teacher evaluation?	Negative – unclear, political, parents lack direct experience with school.
2. In order for the data to be actionable to schools, I would suggest that the survey begin with context. In other words, a question at the beginning that would say, "I am very involved in the school," "I am somewhat involved in the school" or "I am not involved" or something like this would give a school context for the questions with examples of what that may mean. If a parent who has selected "very involved" and doesn't rate the school high gives better context for the data to make it actionable.	Neutral – recommendation (add parent involvement question)
3. This survey is way too long - most parents will not complete an 11 page survey - It needs to be reduced to no more than 10 questions and simplified to the most important things the state wants to know. Your response rate would be much higher with a shorter survey.	Negative -- length
4. The information from this survey could be very useful to a school and to a district. Many of the questions are similar in nature to the CEE Survey we administer each spring. Questions to parents about the "Teachers (Staff, Administrators) at our School" is subject to a parent's opportunities of dealing with a wide variety of the staff members at their school. There would definitely be bias in the response to these questions. I am questioning why you need to know gender of the respondent and their race? If I were a Hispanic parent answering the question on race, I would be very leery. First off, it seems suspicious that the Hispanic race is separate from the other races. If I'm Hispanic, and you've assured me that my response is anonymous, I would definitely question that assurance when I came to the end of the survey. We have several migrant workers who are Hispanic, who have a valid work visa, who express concerns about losing their visa status because of the political rhetoric in our nation at this time. Again, if the survey is anonymous, why do you need to know gender and race?	Positive – redundant with CEE? Negative – parents lack direct experience with school, bias toward Hispanic parents.
5. What's the purpose of these surveys? How do we guide Idahoans of different educational backgrounds to understand the purpose and what the questions mean? Also, there are some questions parents won't know the answers to like- are ALL students' needs being met- as parents aren't aware and not privy of the needs of other children.	Neutral – recommendation (clarify purpose). Negative – parents lack direct experience with school.
6. This is not useful. First, no one should be able to take this survey anonymously. Also, parents cannot answer questions that are in regard to "all students" without massive FERPA violations.	Negative – not useful, FERPA
7. How will parents know if "ALL" learners are provided opportunities. The questions should be tailored to individual learners in their	Neutral – recommendation (add parent involvement

household. A Lot of the questions are built on perception. Maybe some background questions for parents about how much time they have spent in the schools. Do they volunteer attend PTO/PTA meetings, what capacity are parents in schools in order to draw these conclusions about school.	question). Parents lack direct experience with school.
8. The demographics of the school will determine how these questions are answered. Families could have objective feedback to aid schools in developing growth where some families could want punitive actions against educators.	Negative – political
9. The survey is too long. It is asking parents to participate in a survey when they have not been in the building. maybe you should ask first, have you been in your child's classroom at least 3 times for a minimum of an hour before they can answer perception questions about the school and the classroom.	Negative – length, parents lack direct experience with school. Recommendation (add parent involvement question).
10. The survey is long and includes some questions that parents would not have knowledge of unless they spend time in the classroom.	Negative – length, parents lack direct experience with school.
11. Questions dealing with staff will lead to preferences not facts. Parents that have had to be brought in may have a bias towards the staff or administration.	Negative – bias against school, political.
12. There is no way that anyone can answer a question like this "Our school has high expectations for every student in every class" if they are being honest. The answer will most likely differ from teacher to teacher. Same thing with this one "Our school hires and keeps qualified staff". The question is too broad especially for schools with a large number of teachers. Also, should questions like this one "Our school has support staff appropriate for meeting individual student needs (e.g. classroom aides, interpreters, speech therapists)." or this one "Teachers at our school use content and classroom activities that meet each student's learning needs." be change to be '.....my student's needs'? How would I as a parent have any idea if the school provides the needed support for or meets the learning needs of someone else's child? Would most parents know if the school has up-to-date computers and other technology to support student learning? This question "Teachers at our school help me understand how my student(s) are doing in class." needs to be tweaked. Parents have some responsibility to check Infinite Campus and be proactive. It is not all up to the teacher.	Negative – parents lack direct experience with school.
13. This survey is worthless. "leadership", "resources", "environment" are all vague, tell you nothing terms. Who defines these words? What do they mean? What is a school environment? Who is the leadership, the teacher, the principal, the school board? The leaders of the school should be the PARENTS, instead of the school dictating to the parents. Schools fail us now with their emphasis on deciding what should be done, it is the parent whose role has been diminished, no voice.	Negative – useless.
14. Many parents aren't involved unless something negative happens. How do they know if principal/admin is a good leader. Question should be for teachers/staff. Many resources go only for those that qualify-- available, but not to all.	Negative – parents lack direct experience with school.
15. 1) The survey seems long 2) I find a fair number of questions that even a parent who is somewhat in tune with what is going on at their child's	Negative – length, parents lack direct experience with

<p>school may struggle to provide a highly informed response to. (ex: "Our school has support staff appropriate for meeting individual student needs." - How would someone know? What does "appropriate" mean? - "The way student learning at our school is measured makes sense to me." - How does this question relate to anyone who does not make a concerted effort to understand what their child is learning (and is supposed to learn) at school? Again, a parent has to be highly engaged in order to be able to answer this question fairly. 3) Several questions seem to lean toward the side of issues which may be unsatisfactory by nature. "Our school has adequate facilities to support student learning? (We have old buildings that need many updates. The question gives the respondent an opportunity to identify a problem without understanding that to improve facilities it takes our local voters to accept responsibility for the cost - somewhat of a loaded question.)</p>	<p>school. Questions prompt complaints.</p>
<p>16. The topics are much too general to give any useful feedback on this survey. The actual proposed survey would be better; otherwise, I have no idea whether I would appreciate the survey's questions or not.</p>	<p>Neutral – response is unclear.</p>
<p>17. Will you be translating this survey for English Learner parents? I strongly think that the "unsure" column should be eliminated. It is already covered under the "Neither agree nor disagree" column. It would also allow the question column to be wider. It is hard to read with the words smashed into a vertical space.</p>	<p>Neutral – will it be translated? Eliminate "unsure," vertical format hard to read.</p>
<p>18. unless a parent is very involved in the school they will only get part of the picture and provide feedback that is incomplete and one sided. It needs to be taken into account how involved the parent is at the school and that a parents view is helpful but it needs to be balanced with other views.</p>	<p>Negative – parents lack direct experience with school. Recommendation (add parent involvement question).</p>
<p>19. Companies like Pride Surveys have fully researched, valid and reliable surveys that have been developed by a team of professionals to be comprehensive tools that school districts and states can use to evaluate teachers parents and students on school climate and culture. The constructs they use hold together and can be presented on a data dashboard that has drill down and disaggregating functionality. https://www.pridesurveys.com/index.php/school-climate-surveys/</p>	<p>Negative – recommends another set of tools</p>
<p>20. I think in asking parents about a school where they don't know what happens a deep level you want the questions to be very pointed and specific to THEIR child's experience. Not general vague questions that may beyond their general understanding and could make them guess about how things operate at school</p>	<p>Negative – recommendation (clarify questions to focus on just the parents' children), parents lack direct experience with school.</p>
<p>21. Asking questions most parents will not have an education answer on. So they will answer, to act like they do know.</p>	<p>Negative – parents lack direct experience with school.</p>
<p>22. There are too many questions that ask parents for information that they will not have enough information to provide quality feedback on. Your questions lead parents to make suppositions they will not have enough information on to provide clarity in their responses. Consequently, the answers will lead to negative responses.</p>	<p>Negative – parents lack direct experience with school.</p>
<p>23. Many of our parents have children in multiple schools in the district. Does a parent then take the survey three times for three different schools? If so, it is unlikely that they will have/take the time. If not,</p>	<p>Neutral – concern for parents with multiple children in different schools</p>

they won't know how to answer and the information will not be targeted enough to be useful.	Negative – parents lack direct experience with school.
24. Active parents will participate in a survey, parents who are not active will not.	Negative – response bias toward active parents
25. The proposed parent survey questions include statements such as “Our school has high expectations for every student in every class.” I doubt that any parent would be able to respond accurately to this survey question, because it’s a rare parent knows what all staff members think about and do for every student in every class. A better survey item, which a parent could reasonably answer, might be: Staff at this school have high expectations for your child/children. The question whether “our school has high expectations for every student in every class” would be a conclusion supported via a careful tally and competent analysis of the responses from all parents. All parent items should be reviewed so they don’t ask the parent for the conclusion that is found only in an analysis of all parent responses.	Negative – recommendation (clarify questions to focus on just the parents’ children), parents lack direct experience with school.
26. I think for leadership, I would use the terms "principal" and "Vice-Principals" instead of "leadership." More specific is better. Regarding environment, I think you should say "school culture" if that is what you mean.	Recommendation – wording.
27. Whether or not the questions are clear would depend on how you word them. Make them simple and easy to understand.	Recommendation – wording.
28. If a parent is mad at the school for unjust reasons, it hurts the school when the survey is filled out. I do NOT want school to start playing to parent needs so they get a better review. Schools should be focused on what is right for all students, not just the students with loud and pushy parents who want it their way.	Negative – parents lack direct experience with school, political, biased against schools.
29. Parents' only picture of school is a narrow window through their student(s), most seem to have a high bias based on student grades, A = great school D & F = horrible school, teachers, & Admin.	Negative – parents lack direct experience with school, political, biased against schools.
30. I am not sure about the usefulness. I believe that like most surveys, there will be a huge bias. We will hear from some that are very satisfied, a great deal from those that are very unsatisfied, and not much from those in the middle. Having said that, I think it would be very interesting to see what parents actually think about the subjects in the questions. I think that overall, we would come up very short.	Neutral – biased against schools but interesting. Results will be negative.
31. I think the more involved we can get parents the better even if it is by answering questions on a survey as long as the parents can understand and be sure about what they are answering.	Positive – survey allows for engagement. Recommendation (wording).
32. There are 2 different levels of administration. 1. superintendent 2. Building principal. I feel both need evaluated separately.	Neutral – disaggregate leadership (building, district)
33. I'm not sure if you are asking should the questions be clear for the parent/guardian or if they currently are. I think questions on surveys are purposely vague and need to be more clear and specific for parents.	Negative – vague wording.
34. Specific areas or constructive feedback would be most useful for the school as opposed to a percentage of favorable or non-favorable views from the constituents. However, the specific feedback should only be used for purposes of improvement and shared only with the school or district, not for reporting to news agencies etc.	Negative – fear political uses. Recommendation (clarify results are for improvement).

35. Parental involvement is an on-going struggle. It is my opinion, that many parents would not be able to answer questions, not because they haven't had the information, but because they often are disengaged.	Negative – parents lack direct experience with school.
36. Depending on the population's demographics at the school, some of these questions might be too challenging. I also worry about who will be compelled to complete the survey. My thought is that those who are upset about something might find this as an appropriate venue to voice their complaint.	Negative – survey as source for complaining. Parents lack direct experience with school.
37. I don't think most parents have a clear idea on what occurs in the school setting because they receive much of their information second hand from their child. If the child likes school and their teacher(s), parents provide like feedback. If the child does not like school, many times the school is blamed. In my MANY years of experience these are often the kids we spend the most time with and lose sleep over. I can't remember the student questions from last spring. Are they similar to these? Students can give the best feedback because they experience school first hand.	Negative – parents lack direct experience with school. Survey as source for blaming schools.
38. Regardless of how many times we put titles and labels on staff and services, there is parent confusion about who administrators are, who counselors are, etc. I would be concerned that parents may answer questions inaccurately because of this. Doing school surveys have shown this each time we've done them.	Negative – parents lack direct experience with school, differentiate staff/administrators/teachers.
39. Most parents are not in the school very often so how would they know about the support and environment except by hearsay from their student?	Negative – parents lack direct experience with school.
40. What is school leadership? Is it the principal? Is it the Building Leadership Team? I think most parents will assume principal and principal only.	Neutral – clarify meaning of “leadership.”
41. If parents aren't around the school or in classrooms, how valid is there input?	Negative – parents lack direct experience with school.
42. I'm not a fan of this survey and don't feel that it is useful.	Negative – not useful
43. How the queries are worded will need to be carefully considered, so that the question format and wording are not laden with advanced vocabulary (educational-ese type buzz words) and sentence structure that might make it difficult for some parents to process or understand what is being asked.	Neutral – recommendation (remove “advanced” vocabulary)
44. This is a survey and will be able to provide some helpful feedback, but it is not going to be perfect.	Neutral – useful but not perfect.
45. It is hard for me to identify if it is clear or useful until I can read the exact question. I also think that school resources and support for students are not always explicitly described to all families or all of the background thought put into how money is spent on resources, so I would be very curious about this question so I could make sure my families knew about all of the resources we have available.	Respondent did not refer to survey instrument.
46. It has been hard to get credible feedback from parents on the learning environment since they don't experience it firsthand. Questions should be framed around their student's perception of learning environment, but many may not know that.	Neutral – recommendation (frame questions around what child/children tell parents their perception is).

47. I think any questions about the learning environment will not be useful as the parent is not part of the learning environment and can only base an opinion upon their student's perception.	Negative – parents lack direct experience with school.
48. Q4 These questions are about our school's environment for learning I believe that it would be difficult for parents to know what is specifically going on in a classroom environment, especially in secondary schools.	Negative – parents lack direct experience with school.
49. Parents know about school environment, resources, and leadership through the stories shared by their children, the evidence that is sent home with their children in the form of school work, newsletters, and behavior communication, and by interacting through volunteering or during school events. This gives a partial view of the topics.	Negative – parents lack direct experience with school.
50. I worry that some parents will use this to complain about teachers instead of bringing their issues directly to the teacher.	Negative -- survey as source for complaining indirectly rather than directly to teachers.
51. It depends on the wording of the questions. We are not given a sample or examples of the questions, so commenting on usefulness and clarity is a mute point. Questions need to be specific, with little room for error. The questions need to be interpreted plainly and specifically. Overall, if the survey is to understand parents engagement and satisfaction with the school, then the questions should relate to experiences and not opinions. Opinions are based off of ideas and not experiences. To get definitive feedback from parents and guardians means to ask questions relating to experiences.	Neutral -- respondent did not refer to survey instrument.
52. These surveys and questions don't help us improve student learning!!!!	Negative – not useful
53. I really like the idea of getting parent feedback, but I do wonder about parents who don't have opportunities to come to the school environment often, will they have a clear view of what goes on?	Neutral – parents lack direct experience with school.
54. Many times parents get emotionally involved and will judge staff members in a harsh way when that person actually does a very good job. The parent just wants his/her child to be treated special.	Negative – survey as source for blaming teachers. Parent bias toward child/children/against school.
55. I am on the Board of a Charter school. Some of these questions might be unclear to parents/guardians at my school because they don't quite fit with our mission and vision or our approach in the classroom. It would be nice to have an answer such as "does not apply" as one choice.	Neutral – recommendation (add “does not apply”)
56. Can't remember what category these comments best fit--- I might suggest a question BEFORE the one on student learning and "making sense". . . asking if the school SHARES this information with parents, and maybe a couple examples, like IRI, ISAT, benchmark, etc. Also, it might be helpful to clarify as appropriate "school or district". Parents with students in multiple buildings (schools) may answer differently as per the school each child is in. I'm not sure how you'd phrase this, but a question to identify free and reduced lunch? Because data shows typically lower scores with this demographic it would be interesting to hear from these parents, and to be sure they have access to the survey.	Neutral – recommendation (wording).

57. Wording or examples will be important consideration in determining how to ask the questions in order to get helpful feedback from the entire community.	Neutral – recommendation (add examples).
58. We have so many low income households in our boundaries where the education level of the parents is probably not much higher, if as high, as their students. I think making the questions as simple as possible is imperative to gathering accurate feedback.	Neutral – recommendation (remove advanced vocabulary).
59. I do not think most parents have any idea what technology is available at the schools. I also don't think they are aware of the many programs and methods to help students there are available unless their child is involved in them.	Negative – parents lack direct experience with school.
60. I think it would be more appropriate to ask the question about "students feel safe at out school" in Q4, not Q3. That's not really a question about resources, but more about school environment.	Neutral – recommendation (move safety question).
61. I thought the questions were very thorough in both surveys. I also liked that there was a place for them to write in there thoughts and feelings, likes, and dislikes, and concerns.	Positive – useful, thoughtful.
62. Administration accountability to parents (tax payers) to use of funds, decisions on how administration hand pick parent feedback, and responsiveness (timely and plan of action)	Neutral – response is unclear.
63. I believe that these type of surveys are filled out by too few of the people we serve to be of any kind of reliable measure. Many people do not take the time to engage in filling them out. The questions are clear but most parents do not even know the school administration or the school environment so how can they honestly answer.	Negative – expect low response rate. Parents lack direct experience with school.
64. Rework the first question in both sections. "Our School" unclear. Probably should be capitalized.	Neutral – recommendation (capitalization)
65. How do you feel about your local school your child attends? why?	Neutral – recommendation (add open-ended question).
66. Questions on leadership and resources/supports will need to be carefully worded to ensure clarity and usefulness.	Neutral – recommendation (clear wording).
67. The survey needs to be parent friendly including vocabulary. I would also suggest explaining what the question means because often times it would be difficult for a parent to answer a valid question about leadership, environment and resources.	Neutral – recommendation (clear wording). Parents lack direct experience with school.
68. My school is in a high poverty area. Many of our parents are disconnected and struggle with understanding school structures/resources.	Neutral – concerned about bias against families in high poverty community.
69. At the secondary level many parents either have a positive or negative view of the school staff. This is due to many factors but it is evident consistently in local surveys and I am not sure if this survey will dig any deeper than what our school already surveys. While a school may invite parents to engage in their students learning it cannot mandate it.	Negative – redundant with other surveys. Parents lack direct experience with school.
70. I am not sure how to answer this survey.	Neutral - response unclear.
71. Parents don't understand the behind the scenes and just provide information from their limited experiences.	Negative – parents lack direct experience with school.
72. It was very hard trying to answer your questions without seeing the actual questions that would be asked of the parents and students.	Neutral -- respondent did not review survey instrument.
73. I think the majority of my district's parents would understand but questions need to be put in layman's terms.	Neutral – parents will understand clear wording.

74. The questions should be very clear and concise, such that they will get answered by parents. The questions should also not be leading and/or allow for targeted answers about individuals (teachers, etc....) without context.	Neutral – parents will understand clear wording.
75. The problem with the student survey last year was how horribly it was written. There was a clear bias in the questions slanted against a positive answer. Also many questions had multiple choice answers with limited answers - they were written so that a real academic student who loves learning would have no real choice. One of the most poorly written and unscientific surveys ever!	Neutral – respondent describing last year’s student survey.
76. It appears to be a good survey and I think it will provide good information.	Positive – good survey, opportunity to collect good information.
77. Some questions contain the word School when it seems that the phrase School District would be more fitting. Also, references to School Board will be confusing in our district because it is a large district and the school board proceedings are not a regular part of the daily/weekly/monthly routine of most patrons even though the school board proceedings and information are made very public through proper channels.	Neutral – disaggregate leadership.
78. It would be easier to make an opinion on these questions if an actual proposed question was put forward. Then we could respond to any misconceptions that might occur, etc.	Neutral -- respondent did not review survey instrument.
79. Without a sample of the question it is hard to determine if it is clear. A question about school leadership could mean something different to different people. Are they talking building leadership or district leadership and who all does that entail?	Neutral -- respondent did not review survey instrument.
80. It is difficult for parents to know how leadership is functioning if they only criteria they use is their own child. Administrators cannot say what occurs with other students when talking to parents. It is also hard for parents to understand resources available for student support, so I don't know how they would know how resources should be spent	Negative – parents lack direct experience with school.
81. From the perspective of a school person, "environment, resources, and supports" would be very important; however, I am not sure that many of the parents in my rural district would really know about these from first hand exposure. More likely, what knowledge they have will be based on either a very positive experience or a very negative experience-either theirs or another person's.	Negative – parents lack direct experience with school.
82. Without seeing the actual questions, it is difficult to determine how clear the questions would be. I think that parents would probably have an opinion regarding leadership and environment, where they many not have as much of an opinion on school resources and support.	Neutral -- respondent did not review survey instrument.
83. Understanding how clear and helpful question about the various topic might be would be dependent on the phrasing of such topics. I might revise my opinion based on the actual questions.	Neutral -- respondent did not review survey instrument.
84. Clarify resources	Neutral – recommendation (wording).
85. Parent friendly vocabulary	Neutral – recommendation (wording).

86. Parents have an understanding of public schools from their own perspective as a student and then from the perspective as a parent of a child attending. I think few have an understanding of how a school runs or should run. They aren't to blame for that, it just how it is. I may have some component in my smart phone from Micron but it doesn't mean I know how Micron works or should know how Micron works. I spend time enjoying the mountains of Idaho but doesn't mean I know how the Forest Service works or should know how the Forest Service works...	Negative – parents lack direct experience with school.
87. I like the idea of having a survey to get parent feedback. I think the questions are well written and well intended. My only concern is whether parents will have a deep enough understanding of everything that goes on at a school to make an objective assessment. I have a feeling that parents will respond favorably or unfavorably based largely on their "general" perceptions and satisfaction with the school. I am not sure how accurate this data will be in the long run.	Positive – good to collect data. Negative – parents lack direct experience with school.
88. The survey looks great. I rated the questions regarding the perception of the school's learning environment a little lower than the others because parents typically have strong opinions and information regarding school leadership and resources based on communication, however knowledge of learning environment really requires firsthand knowledge by spending time on campus and in classrooms, which many parents aren't able to do. The result will most likely be that parents will answer questions about the learning environment through the eyes and ears of their children more than from firsthand knowledge. This result will still yield useful information, but I just think it might represent a secondhand perspective.	Neutral – parents lack direct experience with school. Good to collect their data but expect a secondhand perspective.

Stakeholder Feedback Form for Parent and Staff Engagement and Satisfaction Surveys

October 29, 2018, 12:55 pm MDT

Q6 - What topics are missing from this survey? (parent survey)

Educational opportunities for their children available in their local schools (e.g. AP classes, variety of languages, STEM electives, trade-based classes [shop, welding, ag], fine arts, such as music [orchestra AND band, as well as choir], drama, etc.), as many of these have been cut in the past decade or were never there due to financial cuts or inadequacies, especially in rural areas. Rural and "poor" parents want their kids to have the same opportunities as the "city" and "rich" kids. Asking if they are satisfied with the opportunities available to their children would be a valuable research question.

Possibly better capturing parents/guardians' input on getting to and from school, and school-sponsored events, via school transportation. E.g. If bullying takes place on the bus, it could impact the student's whole day.

More questions about teachers.

none

Context of the person who is taking the survey.

I don't recall any questions regarding Student Behavior. I would lobby for questions about behavioral supports for students. Whether it is a question about counselors or advisory or a school wide whole child initiative like PBIS.

Parents responding may not have spent time in the school and may be unable to accurately respond even though they have been invited. Responses could be based on speculation.

There are too many topics.

none. You have more than you need here.

It doesn't seem like there is a question about how responsive the school is if the parent reaches out for information or assistance.

I don't know!

It doesn't say anything about a child learning what is needed for a good foundation of knowledge. Such as the child has learned how to read a age appropriate book, or math skills for their age, or understands history at an appropriate age level. THAT is how you can tell if a school is doing its job.

Would you opt out of testing if given the option?

1) Overall feeling of the educational experience - "Are you satisfied with the overall education that your child is receiving at their school?"

Parent level of involvement

I would not make this survey any longer.

What kind of support is provided at home needs to be included such as How much do you read to your child at night? What steps have you taken to understand the math standards? How comfortable are you with helping your child with math homework? Do you know what opportunities are available for you child at their school? What steps have you taken to help improve your schools culture for learning?

Parent surveys should ask questions about what they are contributing to their child's education. Where are the questions about the parent's engagement.

More specific to their child.

Bare minimum information about where to find something and who to contact

Questions about whether they feel welcome when they enter the school; whether they feel free to visit at any time and if not, why.

Questions about student behavior Questions about parents involvement and expectations

None

Core values and students accountability to learn.

How do the students feel about the questions that are being asked?

Communication between teacher/parent, administrator/parent. Do parents feel they have a resource beyond the teacher if there are things they aren't satisfied with?

What method of communication do the schools/teachers use that parents find the most useful?

None

Communication between parents and staff, suggestions for improvement

School Safety

Does the state allot enough funding for education? I feel we need to change what has happened to education in this state. Primarily, pay the teachers more than Puerto Rico does, which is absurd. We have a serious teacher shortage and are now hiring teachers who aren't even college graduates. Secondary, build the students and their abilities without destroying their self esteem(which is what your ISAT test is doing.)Just look at the social and emotional wellbeing of the kids, they are suffering from anxiety and fear that we have created. Get more money into the students classrooms. Where is most of the states energy toward education, I believe it is mostly negative and tearing down the system rather than building it up.

i think it would be important to know how much time the parent answering this spends in our school--classrooms in particular since many of the questions are geared toward what happens in the classroom.

How can parents be encourage to engage in their student's education?

I think the topics covered are very comprehensive.

If the parent's child has a favorable view of school.

Responsiveness of teacher communication. Does the teacher respond to outreach from the parents, and does the teacher respond in a timely manner?

Questions about teaching staff.

Questions about what the parent does to engage and encourage their student to learn. Supports the parent/community give to the education system.

Do they understand the school guidelines for safety, responsibility and respect?

Do you want a question related to the parents' perception/ input about their child's current teacher or teachers? (not asking or connecting their response with names of teachers...just gaining an overall whole school "rating" for parent opinion/ perception about how well the teacher(s) work with/ meet their child's needs.)

Questions about their students academic and social/emotional growth while attending the school

Questions on communication - from school (leadership), teachers, etc.

How involved they are in their student's academic world? Are they checking in with teachers about their student's progress?

Questions of safety, if parents feel listened to. It would be great to see the results of survey.

Something about time it takes to get help with issues.

School mission and vision, state report card, level of parent involvement.

They should state what they think the school/teachers are doing that is great. Teachers have a difficult job and they need support and recognition for the great things that are happening every day!

Parent/student outreach

A large topic that is missing is a question about parent/guardian involvement. If parents aren't involved, they have no educated understanding of the school or the school environment. I would suggest a question that expresses this by stating: Does your child's school provide opportunities for parent/guardian involvement? I would then follow it up with: If your school provided opportunities for parent/guardian involvement, how often were you involved with your child's school?

Does their child feel safe. Suggestions for how to make a school even better.

Is there something you would be willing to do to help with your student's class? Do you have a talent or skill you would be able and willing to help teach in our school?

Parent commitment at home that support schools and their students

Oooops, think I included that above

Student perspective, student learning, how the student feels about school, parent participation in school.

None that I noticed.

What are they doing to be involved in the schools and in their children's education?

Buildings and facilities - safe, inviting, adequate for learning

Asking parents how connected they feel to a teacher's classroom, and ideas to improve that

Accountability of super, directors, and principals to parent for curriculum choice, running of school, security concerns, appearance of school, and all staff attitude.

parent responsibility?

Feelings about standardized testing. Availability of technology at home.

Feedback about teachers.

I would suggest asking questions of parents about their level of commitment. Are they volunteering, attending parent teacher conferences, connected with the school's facebook, website, etc.

the amount of differentiation offered at a school

Rating parents on their involvement in the schools.

These are very broad areas and allow for interpretation.

How much time does your student spend writing (not including taking notes) at least a page in not ELA classes? Same question for reading at least two pages.

Accuracy, unbiased prompts, fairness, and the category "Other" as a choice. If you ask, "what is your favorite part of the day?" you cannot ask this with qualified multiple choice answers. You must ask this as an open ended question - Survey skills 101!

I think it includes the most important things. I think we need to keep it short sweet and right to the point. If we ask too many things, then people are less likely to take the survey and take it seriously.

Additional questions about safety and security should be included. It appears that there is one question about students feeling safe at school. Also, the importance of school attendance, timely arrival and an expectation that students attend school for the full day (avoiding early pick-ups near the end of the day) should be emphasized in a few questions.

My child has teachers who help them when they need additional support in learning. My child has someone in the school that they can talk to when they need help.

school safety, emotional support, home support and community support.

A parent's view on bullying and harassment in the school would be helpful.

Maybe add a section where parents can select ways they have interacted with the school.....i.e. PTA, P/T Conferences, etc.

Communication-how do schools communicate? Effectiveness of communication methods.Si

None come to mind. Those three topics could cover many types of questions.

Questions about safety and security.

How much time and how do parents help support their child in school with choices and hours? Volunteering? Home work? Spelling? Math? Reading? How often do they read/keep up on school events and newsletters? Websites? Just how active they are to share their opinions?

I didn't see anything missing. I feel like the surveys are comprehensive...and may even be a bit too long for the average survey respondent.

The survey looks great, but we might consider adding a question or two that yield information regarding parents' perception of school climate/culture. Do they feel a connection or "tie" to the school? Why or why not? What activities, events, and experiences make them feel a part of our school community?

Stakeholder Feedback Form for Parent and Staff Engagement and Satisfaction Surveys
October 29, 2018, 12:56 pm MDT

Q7 - What should be removed from this survey? (parent survey)

Q11 & Q12 - Can these be combined into one question somehow rather than having two? --- Unfortunately, I think, having two questions regarding race for parents of a small, northern district might have the parents wondering whether there is an ulterior motive to the survey. --- It might be helpful to switch one question out and ask in its place whether English is his/her primary language. --- Just a thought.

Open ended questions provide an opportunity for parents to provide comments by naming specific teachers or administrators. Would recommend not having open ended questions. Why is it necessary to include demographic data questions?

Pair down the questions so not so many.

none

I don't know if a parent would know about hiring and keeping qualified staff.

A lot of questions - narrow the focus and get more participants.

Gender and Race

preschool and kindergarten are not mandated. Preschool is not allocated the same funds as an elementary school and have limited resources for family and community outreach opportunities. Some questions may not be appropriate for each level of education.

The entire thing.

This survey provides an open, anonymous forum for disgruntled parents to project their perceptions on schools. The parents that will most likely respond will be the parents who use social media as a venue to vent and spread false projections about Idaho public schools. The parents that are satisfied with their school will not feel the need to fill out the survey. Please consider the purpose of this survey. if it is to promote change in schools take the Anonymous option out and make people accountable for their comments.

The anonymity needs to be removed. We have a right to know so we can solve any problems if they exist and recognize those parents that value our hard work. Unlike the state.

Questions about highly qualified staff. We are required to hire highly qualified staff and parents would base answers on personal preference.

Elementary schools have little options to provide before and after school school activities.

Questions regarding staff hiring will come back to personal preference.

You need to re-think some of the questions and terminology used such as 'school community' in questions like this "Our school leaders tell the school community about the school's progress on meeting its goals.

I don't know!

All of it, start over, focus on what a school should be doing, teaching kids what they need to know instead of what a school is doing. The proof of a good school is the kids being well educated, not the environment, or the school having "leadership", or any "resources". It doesn't take that much to teach a child how to read or do math.

Leadership. Sounds like asking for popularity vote. Nice guy wins. One that holds discipline and values up, loses

1) I'm somewhat confused regarding the question about before and after school programs. Is there an expectation that our elementary school provides programs outside the regular school day? If we don't seek a grant, do we have funding for such programs?

"Unsure" column

Questions should be clarified not removed. They will provide good feedback, but it just needs to be balanced with other input.

The survey is too long. There are 25 questions and 4 short answers. This might be a good survey for a school accreditation report made once every 5 years, but NOT for an annual "survey" seeking parent input.

Questions that ask "every student in every class." Impossible for a parent--or anyone else--to answer that question.

Nothing.

None

Politics.

"Our school protects classroom time from too many interruptions for other activities" I'm not sure how any parent would know the answer, unless they volunteered in the classroom on a daily basis.

Nothing

Questions about school leadership need to be explained better.

NA

If you do not ask parents how much time they spend in the classrooms, all questions about the classroom should be removed. Example: "Teachers at our school use content and classroom activities that meet each student's learning needs." How could they possibly know this without spending time in the classroom?

School leadership

Nothing.

???

I have no idea what the purpose of the survey is. It seems VERY vague.

Questions about the learning environment.

Another way to ask the pros and cons of how a school is doing. Would be to say, "What are we doing good at?" What could we do better at? This way we don't here just one item. This is a great survey to hear what is going on in the community. Thank you!

Any questions that are ambiguous or are not definitive should be removed. Questions that ask for opinions should be preceded with question about the amount of time parents were in the school.

I think these questions are so vague they really don't cover any issue.

nothing

I can't think of specific questions to be removed, but I would strongly suggest shortening the survey as much as possible if you want parents to actually answer.

In my humble opinion, comments that are completely anonymous allow for a lot of negativity.

When there is no money for before or after school activities provided by the state, then why are parents asked questions about this area? Seems to me it is setting up a school for negative comments.

The questions listed are not clear and are very broad. I would suggest being more specific in writing them.

Things that parents really don't have involvement with, like leadership and money.

It seems thorough without being too lengthy.

It is hard for parents to know if class time is protected from other activities.

About 90% of the student questions from last year, and have a professional write them for this year.

I think it is decent.

N/A

None.

n/a

I just would want to know how they came up with their answers: how often they observe it or are on the school vs the word on the streets, etc?

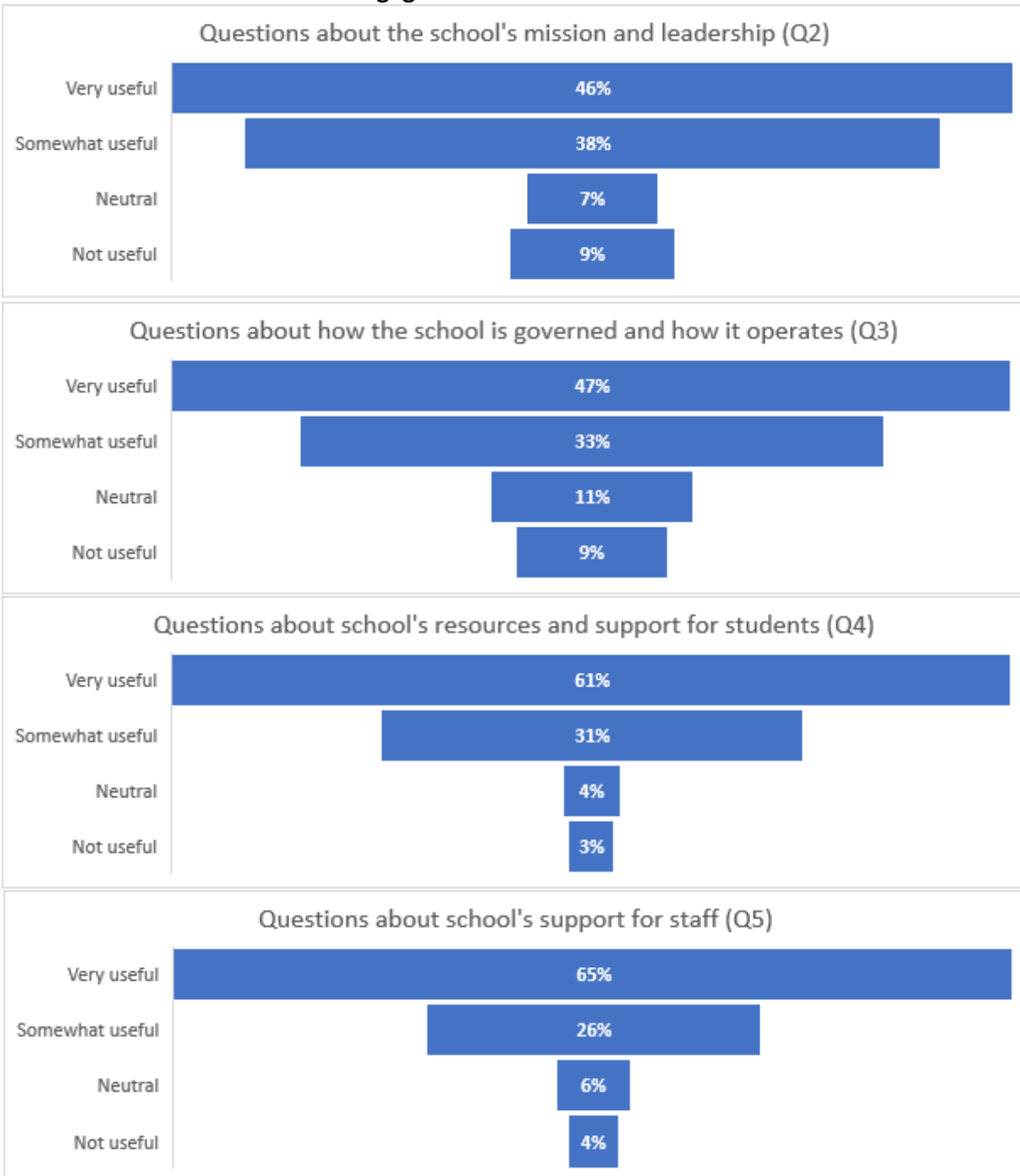
Too much information that I don't think parents are aware of. Much of which may not be relevant to them from their perspective.

It would be difficult to cut things out, but I would look for redundancies. It may be too long in it's current form.

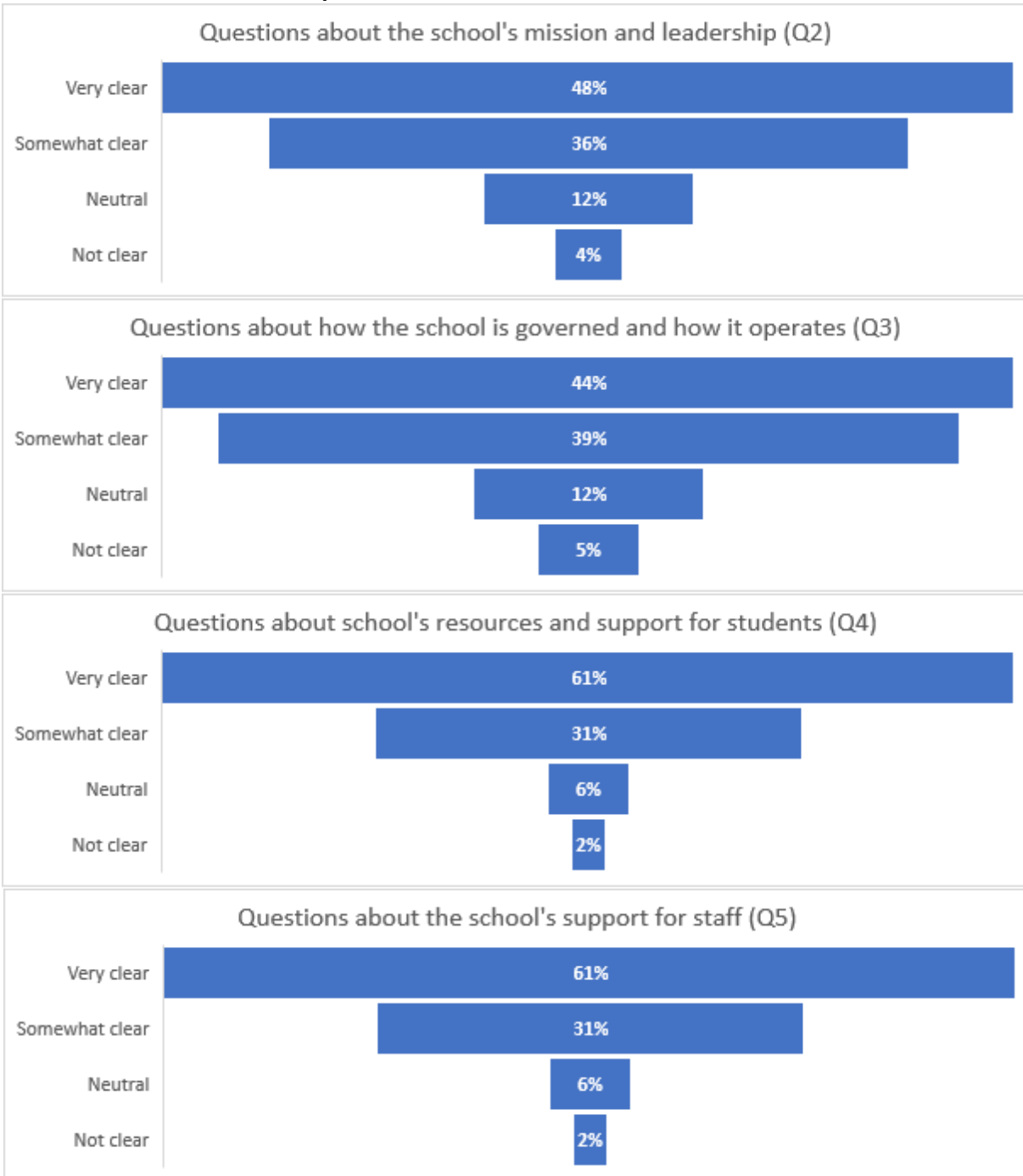
There's probably a reason for it, but I would limit the answers to four options by eliminating the "Unsure" column. Many people will see the "Unsure" as well as the "Neither Agree nor Disagree" as the same.

Stakeholder feedback Staff Engagement & Satisfaction Survey 2019 (N=232)

How useful would these questions be for helping schools better understand staff engagement and satisfaction?



Would these questions be clear to most school staff members?



Stakeholder Feedback Form for Parent and Staff Engagement and Satisfaction Surveys

October 29, 2018, 3:06 pm MDT

Q14 - Additional comments about usefulness and clarity. (Staff survey)

Comment	Code
1. Provide rationale at the top of each section for that group of questions.	Neutral -- rationale
2. Is this survey about the school or district or both? We are concerned about the timing of the release of this survey, i.e., legislative session outcome, budgeting outcomes inclusive of career ladder implementation and Master Educator Premiums.	Neutral -- timing
3. Too long and too much repetition of similar statements. The format may be why so many questions look repetative. Key words and phrases can be easily missed due to the repetitiveness of the intial parts of most questions within sections	Negative – length, repetitious
4. The questions are worded clearly but there are too many of them. This survey would be more effective if it were shorter.	Negative -- length
5. The questions were clear to me as an educator. I believe the responses could be beneficial to a school/district.	Positive -- useful
6. What's the purpose. Why is this worth staff time to complete?	Neutral -- purpose
7. Should NOT be anonymous.	Negative – don't make it anonymous
8. The survey should require the name of the person taking the survey.	Negative – don't make it anonymous
9. Start over.	Negative – start over
10. Is this for accountability?	Neutral – purpose?
11. How can a teacher focus on teaching when the focus is about a school mission, its operation? Shouldn't the focus be on the teacher succeeding in teaching a child a solid foundation of knowledge, rather than if they are meeting a school "mission"? Ridiculous.	Negative – just focus on teaching
12. I did not get a chance to review the staff questions.	Neutral – respondent did not review instrument
13. It needs to be clear what the survey is trying to accomplish. Does it want to provide feedback to that can be used in school to tell them what they already know or feedback that can be used to	Neutral – purpose?

improve school by explaining what schools need to the state government?	
14. I think asking about mission statements such are fine but a crappy school can have an amazing mission statement and vice versa. I think CULTURE is the key focal point for a school, regardless of mission statements.	Neutral – recommendation (remove mission question)
15. Not sure these answers will get to the heart of a good school or not.	Negative – validity concern
16. While the staff survey will provide more relevant data than the parent survey (because educators will have some ideas and experience regarding the topics covered) - it is similarly too long.	Negative -- length
17. Q5 is about school's expectations for teaching--not school support of staff (Q6). Not sure which you wanted our input on.	Negative – Q5 and Q6 confusing
18. Whether the classified staff feel supported by the leadership and the certified staff.	Neutral – unclear response
19. None	Neutral
20. None	Neutral
21. NA	Neutral
22. I would be interested in seeing what the questions will be as they relate to the school leadership and how effectively the administration supports teachers.	Positive -- useful
23. Maybe amend this question to read: Are school leaders accessible and approachable?	Neutral – recommendation (leader question)
24. I hope teachers can answer these types of questions.	Neutral
25. Not all staff know how the school is governed or how it operates. More of here, this is what you do. Operates by admin. Classified don't feel support from admin when it comes to lunch room and playground. Left to fumble and endure same behaviors from same students all year and into others years at the school.	Negative – Some “does not apply”
26. It's to generic of a survey	Negative – too general
27. Not all teachers are highly aware of the structure of the district/ school and what is involved in the decision making at the district and even school level, at times. So probing in these areas is important, and in order to get good data, you will need to be careful with wording of questions in those areas so that what is being asked is clear.	Neutral – clear wording

28. Again, it would be helpful to read the exact question.	Neutral – respondent did not review instrument
29. Again, we were not given a sample or examples of the questions. Educators care about their students. Questions regarding the support teachers needs is crucial. Also, questions about school environment, not just governing, but more how they are treated by administration. Leadership is crucial to the overall success of a school. If teachers feel as though leadership is lacking, or they are being disrespected, or if they are stifled by their leadership, then teacher engagement and satisfaction will be lacking.	Neutral – respondent did not review instrument
30. Resources is a tough one because often it is not related to a school's desire to provide resources, but a larger issue of district funding. It may need to be worded in a way that says, given the resources you have or allotted...	Neutral – recommendation (reword "resources")
31. This may seem a bit bizarre, but I'd suggest a question prior to the one on mission and vision that reads "Are you aware of", or "Does your school" . . I think there are some schools who take this lightly. In fact, maybe even a question that relates to staff involvement in the CIP plan. Being a board member I am toying with the one on the board allowing for independent decisions. This is a good question, but board leadership is also about appropriate oversight, and staff "looks" to the board to assure there is appropriate accountability. One of the last questions re: experience level in education, needs clarification. Is this experience level EMPLOYED in education? actively involved? with current district? It's maybe important to assure the confidentiality, and perhaps some how "aggregate" the data. I am part of a very small district, and I can see, given the questions asked, that it might in fact be possible for administration to "know" who might have said what, including the question re: experience level". This might be tricky, but should maybe be considered.	Neutral – recommendation (add mission question). Clear wording.
32. These questions are very broad at this point and in their present form would not be very helpful.	Negative – too general
33. As stated previously, anonymous surveys allow too much discretion to write or make statements that are direct criticism and destructive rather than constructive.	Negative – do not make anonymous
34. I think the questions about the school board are far removed from a school staff member's every day job. Maybe a question about district mission and vision being communicated clearly from board and district leadership?	Neutral – recommendation (remove district level questions)
35. How do Districts incorporate all demographics of parents? What outreaches do Districts provide to get parent input in education of child?	Neutral – recommendation (add outreach question)

36. I believe that the questions are generally good but many teachers at the end of the year have more other priorities to tend to, so the survey may easily be overlooked. I do know that our administration has acted on survey data and positive changes are happening!	Neutral – good survey, expect low response rate – timing. Negative – not sure district acts on survey data
37. Clarify the first question in both sections.	Neutral – clear wording
38. Again questions on mission and governance will need to be carefully worded to ensure it isn't an opportunity for dissatisfied staff to bash leaders.	Neutral – clear wording to prevent leader bashing
39. The staff survey would be a much more useful tool mainly because it is asking those that are consistently in the building and have more contact with leadership and community.	Positive – staff have direct experience with school, parents do not
40. Make it easy, short, but precise and clear so it is not vague in the decisions. Make sure they cannot misunderstand question.	Neutral – length and clarity
41. Involvement of staff in their school.	Neutral – recommendation (add staff involvement question)
42. The questions should be very clear and concise, such that they will get answered by staff members. The questions should also not be leading and/or allow for targeted answers about individuals without context.	Neutral – clear wording
43. Often times employees don't know much about the board, finances, certifications, Idaho laws, etc. I feel some of the questions you are asking they are not going to 100% know the answer to. In addition I think staff needs to be clarified a little bit. Are these staff only involved with kids? What about bus drivers, maintenance, clerical, etc. staff.	Negative – staff do not have direct experience with district. Clarify meaning of staff
44. Separate mission and leadership. These our two different things. Separate governed and operates. These are two different things. What is support: books and materials, supplies, professional development, time???	Negative – clarify wording
45. Q2, Q3 and Q5 seem somewhat redundant. Some of the same information would be gathered in each of those questions.	Negative – redundant questions
46. Would this survey be available for certified and classified or just certified staff?	Neutral – distribution?
47. Again, without actually seeing the questions, it is difficult to gauge this.	Neutral -- respondent did not review instrument

48. What is the scope of "support" for staff? benefits, salary, etc.	Neutral – clarify “support”
49. I feel confident that MOST of our staff would have the information necessary to accurately respond to these questions.	Positive – pitched correctly
50. When surveying staff, I think it's important that we, as leaders, pay attention to the resulting data. It can be extremely informative and guide us in enhancing our practice. Part of that analysis needs to be a recognition and understanding that we all know there will be unhappy people from time to time that we might be working with on some issue, etc. as part of our supervisory role. However, while we don't discount that person's perception we understand that it might represent an outlier due to unique situation or perspective. More importantly though, is that we analyze data for trends among responses and find ways to improve any areas that we can to support staff and students. After all, perception is a person's reality.	Positive – results should be used

Stakeholder Feedback Form for Parent and Staff Engagement and Satisfaction Surveys

October 29, 2018, 4:01 pm MDT

Q15 - What topics are missing from this survey? (Staff survey)

Community relations

Some suggestions: * As a staff member, I feel respected, supported and valued in the work that I do by the administration. * As a staff member, I feel respected, supported and valued in the work that I do by my peers. * As a staff member, I feel emotionally and physically safe in my work environment. * As a staff member, I feel our school has addressed issues of safety and security for our students. * As a staff member, I feel that there are avenues to bring up new ideas or suggestions that benefit our students and/or our school/school district.

I think more context questions need to be added. How long has the teacher been in the school for which they are teaching. How involved are they in leadership positions within the school. All of these contexts give school leadership the context for which the data can be better analyzed and acted upon.

I don't recall any questions regarding Student Behavior. I would lobby for questions about behavioral supports for students. Whether it is a question about counselors or advisory or a school wide whole child initiative like PBIS.

Staff responsibility to engagement.

None are missing. Survey should not exist.

Is my child learning anything.

Protection and safety for teachers, from students and parents.

Do you feel supported by your state government? What resources do you need from your state government to be successful?

Whether they all feel welcome when they come to the school.

Questions about student behavior Questions about parents involvement and expectations

None

Do staff members have a 'mentor', or someone who can provide critical feedback and support when needed?

none

NA

Questions about the student community, teacher observations about student engagement and behavior.

School discipline. Are school policies and subsequent discipline of students appropriately managed?

Questions about professional development expectations and opportunities. Staff teams/committees and opportunities for collaboration.

Questions about how the community and parents support the teacher in educating their student.

???

What about "climate" queries? What about query re collaborative opportunities?

On each question, it would be helpful if there was an additional field for an explanation of their answer. This would provide more clarity to the exact strength or weakness.

How do you involve parents?

I feel as though questions about school leadership in the sense of how they are leading is missing. Is the purpose to get teachers' honest feedback, or is the purpose to judge the school?

Safety feeling valued and appreciated

The ability to collect accurate and useful data.

What does the district need to do to show its appreciation for each staff member. Are there suggestions on how to improve the staff's actual interest in whether the district is a success?

Staff satisfaction with support from leadership, parents, state

Maybe one on advanced opportunities-- do parents feel they are getting adequate information from their school and their child has been afforded the opportunities, including the \$4000 available? This question may require a little background info as parents may not even know what "advanced opportunities" or "STEM" are.

teacher involvement in school leadership

Question about resources and support for staff.

curriculum, professional development opportunities,

World Language education option for parents? Bilingual schools, need options

Trimester vs. semester? Too much standardized testing?

Questions about opportunities for collaboration/effective participation in decision making and selecting effective PD and the usefulness of current collaboration and PD would be helpful information.

Staff involvement. All the questions are pointing at the principal.

Larger school districts have different dynamics than smaller school districts. In asking broad range questions about the school, you are eliminating the opportunity for feedback about the operational structure of the school district, its leadership, and its support of school buildings.

It appears to be identical to parent survey with a small twist. I think it is good enough.

References to student and staff safety.

These should cover everything.

career ladder info

Stakeholder Feedback Form for Parent and Staff Engagement and Satisfaction Surveys

October 29, 2018, 4:05 pm MDT

Q16 - What should be removed from this survey? (Staff survey)

Would suggest eliminating open ended questions and shorten the survey.

Reduce the number of questions

I felt like the all the questions were relevant.

Everything.

Anonimity should be removed. Teachers should be encouraged to speak their opinions however administrator and teacher relationships can be complex with an evaluation system. In order to grow and fix concerns administrators should be able to identify where those concens should be addressed.

Start over.

Everything, start over.

Mission statement questions

nothing, just clarified.

There are 35 questions and 4 short answers. This is too many questions and will take too long for most educators to want to complete. Some districts (like ours) ask similar questions of staff annually in providing input about their principals for the principal's annual evaluation. This survey would be redundant in those districts.

Nothing.

None

How a school is governed.

The staff does not attend Board meetings. Many don't fully understand their role. And yes, I do mention Board meetings in staff meetings or via email, especially when they are considering policies and taking votes on agenda items that directly affect them.

Nothing.

Leave off questions about Missions Statements. Not useful and nobody cares. Teachers know their mission.

I like the types of questions, but it really depends on the actual questions that are asked.

Anything about the vision and mission statement. Honestly what percentage of stake holders can actually be involved in developing those? Why in the world would you ask a question that isn't possible to do well with?

nothing

Again, I think making any survey as concise as possible increases the likelihood of it being completed.

Once again, in my opinion, social media is flooded with negativity. With surveys, people that have an issue or concern will respond and skew the results. People that are generally satisfied will not respond.

Why are there questions about school boards? Most boards do not interact directly with staff. Most board actions and decisions are very general in nature and generally there are layers of supervision between the teachers and school board.

Depending on the types of questions asked on governance and operation, these may or may not be helpful.

Pointing to the principal.

I think you hit on the key parts.

None

n/a

Again, on this one I would also limit it to four answer choices as described above.

**DEPARTMENT OF EDUCATION
DECEMBER 19, 2018**

SUBJECT

Annexation/Excision Fremont County School District #215/Sugar-Salem School District #322

REFERENCE

December 2017 Board approved petition for excision and annexation of property from Fremont County School District 215 to Sugar-Salem School District 322.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-308, Idaho Code
Idaho Administrative Code, IDAPA 08.02.01 – Section 050, Altering School District Boundaries

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective A: Access

BACKGROUND/DISCUSSION

Trenton and Tiffany Stanger (petitioners) submitted a petition (Attachment 1) to the Sugar-Salem and Fremont County School Districts, requesting an excision of their property from Fremont County School District 215 (Fremont) to be annexed to Sugar-Salem School District 322 (Sugar-Salem). The Fremont Board of Trustees considered the petition at its meeting on June 21, 2018, and recommended denial of the petition (Attachment 2). The Sugar-Salem Board of Trustees considered the petition at its meeting on August 7, 2018, and also recommended denial of the petition (Attachment 3).

In 2017, the petitioners had submitted a petition for excision of a larger territory from Fremont to be annexed to Sugar-Salem. The Board approved the petition in December 2017, and the measure was placed on the May 2018 ballot. The measure did not pass (Attachment 4).

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

IDAPA 08.02.01.050 includes criteria for review of the petition by a hearing officer appointed by the Superintendent of Public Instruction for purposes of making recommendations to the State Board of Education. Dennis Love, Attorney at Law, was appointed as hearing officer for this petition. A public hearing on the matter was held on November 1, 2018, at Teton Elementary School in Teton, Idaho. On November 5, 2018, the State Department of Education received Mr. Love's Findings of Fact, Conclusions of Law and Recommendations, dated November 5,

**DEPARTMENT OF EDUCATION
DECEMBER 19, 2018**

2018 (Attachment 5). It is the hearing officer's recommendation to reject the petition. The petitioners provided an email response to the Findings of Fact, Conclusions of Law, and Recommendation on November 7, 2018 (Attachment 6).

IMPACT

Should the recommendation of the hearing officer be accepted, the petition for annexation from Fremont to Sugar-Salem will be denied.

Should the recommendation of the hearing officer be rejected, the petition for annexation from Fremont to Sugar-Salem will be approved, and the petition shall be submitted for a vote by the school district electors residing in the area described in the petition.

ATTACHMENTS

- Attachment 1 – Petition
- Attachment 2 – Fremont recommendation
- Attachment 3 – Sugar-Salem recommendation
- Attachment 4 – Vote count, May 2018 ballot measure
- Attachment 5 – Findings of Fact, Conclusions of Law and Recommendation, and supporting documentation
- Attachment 6 – Petitioners' response to Findings of Fact, Conclusions of Law and Recommendation

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not met the Board of Education must disapprove the petition.

For a petition to be properly before the Board for consideration the petition must be from a Board of Trustees of the school district or from one-fourth (1/4) or more of the school district electors, residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district. The petition must contain:

- (a) The names and addresses of the petitioners;
- (b) A legal description of the area proposed to be excised from one (1) district and annexed to another contiguous district. Such legal description shall be prepared by a licensed attorney, licensed professional land surveyor or licensed professional engineer professionally trained and experienced in legal descriptions of real property;
- (c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved;
- (d) The names of the school districts from and to which the area is proposed to be excised and annexed;

**DEPARTMENT OF EDUCATION
DECEMBER 19, 2018**

- (e) A description of reasons for which the petition is being submitted; and
- (f) An estimate of the number of children residing in the area described in the petition.

The hearing officer's findings indicate the excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limits prescribed by law; however, the hearing officer's findings did not find that it would be in best of interest of the children residing in the area described in the petition. According to the hearing officer findings, both required conditions have not been met.

The petition proposes to annex property comprising of one household, including seven school aged children. Under the current provisions of Section 33-308, Idaho Code, only individuals eligible to vote in the territory proposed for annexation/excision may vote.

Staff recommends acceptance of the recommendation of the hearing office and denial of the petition on the basis that both statutorily required conditions have not been met.

BOARD ACTION

I move to accept the recommendation of the hearing officer and to deny the petition for excision and annexation of property from Fremont County School District 215 to Sugar-Salem School District 322.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to reject the recommendation of the hearing officer and to accept the petition for excision and annexation of property from Fremont County School District 215 to Sugar-Salem School District 322.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

DOCUMENT RECEIVED
MAY 21 2018
State Department of Education

May 16th, 2018

To the State Board of Education,

Enclosed is a copy of our "Petition to Change District Boundaries" under the provision of 33-308, Idaho Code, to transfer land from Fremont Jt. School District No.215 to Sugar-Salem Jt. School District No. 322. This request is in compliance with the provisions of Section 33-308, Idaho Code, in that the area is less than fifty square miles, no school is operated in the area, and the property is contiguous to Sugar-Salem School District.

We ask that this matter is attended to as soon as possible as it effects where the students may attend school in the fall.

Sincerely,



Tiffany Stanger



Trenton Stanger

Dear Trustees,

We, Trenton and Tiffany Stanger, do respectfully petition that the following described real property be excised from Fremont School District 215 and be annexed into Sugar-Salem District 322, to wit:

**LEGAL DESCRIPTION
STANGER DISTRICT BOUNDARY AMENDMENT**

A tract of land being a portion of the Southeast One-Quarter of Section 1, Township 6 North, Range 40 East of the Boise Meridian, being all of that land previously described at instrument no. 402114 in the office of the Madison County Recorder, lying entirely within Madison County, Idaho, and being more particularly described as follows:

BEGINNING at the SE corner of said Section 1;

Thence West along the South line of said Section 1 a distance of 281.34 feet;

Thence North a distance of 281.34 feet;

Thence East a distance of 281.34 feet;

Thence South along the East line of said Section 1 a distance of 281.34 feet to the POINT OF BEGINNING.

Prepared by:

Richard B. Byrem, Idaho PLS 7381
Forsgren Associates, Inc.
350 North 2nd East, Rexburg, ID 83440
(208) 356-9201



Tiffany Stanger 3021 N 5000 E 530-668-6110

Trenton Stanger 3021 N 5000 E 530-681-8288

Two handwritten signatures in dark ink, one above the other, corresponding to the names Tiffany Stanger and Trenton Stanger.

Exhibit A - Boundaries now

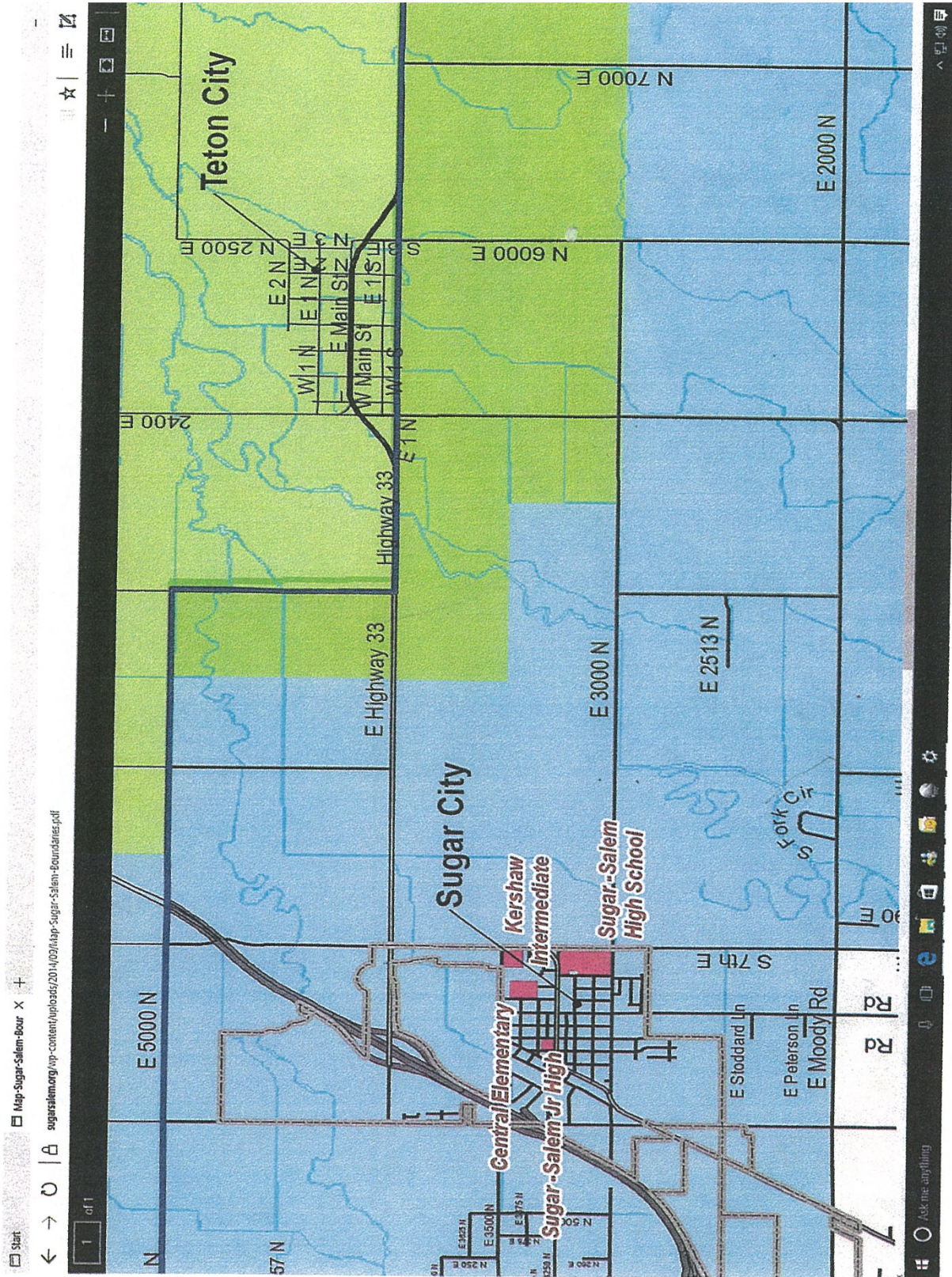
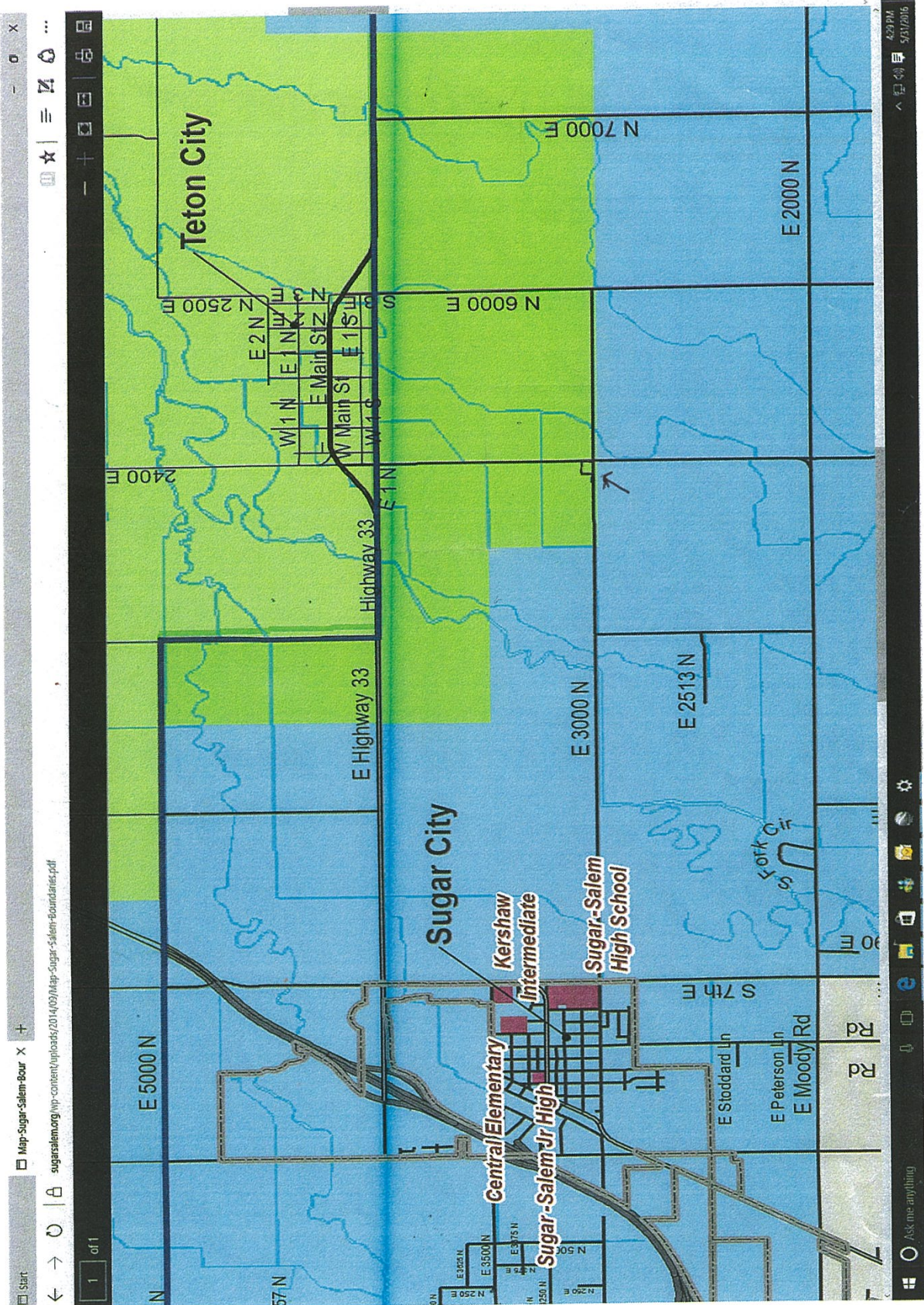


Exhibit B - Proposed Boundary



The maps showing the boundaries of both districts as they presently appear and as they would appear should the excision and annexation be approved are attached as Exhibit A and B respectively.

Also included is an outline of reasons for making this request (Exhibit C).

The number of children (PreK-12) residing in the area described in the petition and thereby directly affected by this decision is 7.

As patrons of Sugar-Salem School District 322 we will assume our proportionate share of any bonded debt and also the interest thereon.

As outlined in the letter attached as Exhibit C, there are numerous reasons for submitting this petition. However, the overwhelming reason that we make this request is that we believe this change is in the best interest of the children and family involved.

Exhibit C

This letter is written in support of a Petition to Change District Boundaries. Pursuant to Chapter 308 of Section 33 of the Idaho code, the attached petitioners request a School District Boundary change be made in order for the parcel of land identified in the petition be excised from the Fremont School District 215 and annexed to the Sugar-Salem School District 322.

In making this request we have not considered the relative strengths and qualities of the two districts; we simply consider ourselves to be a part of Sugar-Salem School District 322-community. We also believe that this change will be in the best interest of the school age children currently affected, and we believe the impact to both districts will be minimal. The following outlines our reasoning for this request:

1. **In the midst of a 322 Community.** When we bought the property in 2016 we were told that our land was in District 322. The land described in the petition contains one home and is out in the country. All land to the West, South and East of the proposed boundary change is District 322 and the majority of children in said land go to District 322.
2. **The family is divided by the boundary laws.** One household will be affected by this change. 7 school age children (PreK-12) reside in the area described in the petition. With 2 school age children currently attending District 322 and 2 school age children attending District 215. Of these children, 1 has been denied admittance due to current IEP status and the other due to lack of space for their non-district status while their siblings have been accepted to District 322, thus separating siblings.
3. **Continual denial of Special Needs Son due to IEP status.** District 322's policy states that "As the district IEP/Special Education program is full, no students, who

are on, or may be required to be on, an Individualized Education Program will be admitted.” This means that my son will NEVER be able to attend District 322 unless the boundary is changed to include our property.

4. **Distance.** The distance from the corner of 3000 N and 5000 E to the Sugar-Salem High School is 3.1 miles. The distance from the same location to the Fremont High School is 7.3 miles.
5. **Annual Petition.** Although we consider ourselves to be a part of the School District 322 community, we must annually petition District 322 Board of Trustees each year to assure that our children will be allowed to attend District 322 for the following school year. While we appreciate the district’s willingness to grant our yearly requests, granting this request for a change in district boundaries would eliminate this annual task and the possibility of denial. Removing this constant “uncertainty” would definitely be in the best interest of the children.
6. **Safety of the children.** The current transportation rules prohibit buses from District 322 to stop in District 215 boundaries to pick up and drop off students. Without permission from the district, the children who attend District 322 must walk down a 50 mph road to cross the road into District 322 to be picked up and dropped off. Over half of the year it is still dark and below freezing in the mornings.
7. **Minimal effect to tax base.** There will be a minimal effect for the reduction of students on District 215. We do recognize that District 215 will lose tax base on the home, but given the massive size of District 215’s tax base verses the relatively modest tax base of District 322, we think an insignificant change in tax base should not be a deciding factor to the request. The following data shows the relative size comparisons of the two Districts’ tax bases.

	2015-2016 Tax Base:	2016-2017 Tax Base:	Increase
<u>Dist. 215</u>	\$1,561,135,989	\$1,570,950,033	\$ 9,814,044
<u>Dist. 322</u>	\$257,439,953	\$ 266,734,153	\$ 9,294,200

(Data obtained from Idaho Dept of Education Website, “Tax levies for school purposes”)

As Petitioners, we trust that the Board of Trustees of both Districts will recognize that this change will be in the best interest of our children and family. We strongly perceive ourselves as being a part of the District 322 community. We look forward to being “full patrons” of District 322 and we trust that both Districts will focus on what is best for the students involved.

We respectfully request that the School Boards of District 215 and District 322 and the Idaho State Board of Education favorably consider our request to be excised from District 215 and be annexed to District 322.

Respectfully,

Tiffany Stanger
Trenton Stanger

Online Voter Registration Form

Last Name STANGER	First Name TIFFANY	Middle Name ELIZABETH
<p>WARNING: ANY ELECTOR WHO SUPPLIES ANY INFORMATION KNOWING IT TO BE FALSE IS GUILTY OF PERJURY. Perjury is punishable by imprisonment in the state prison for not less than 1 year or more than 14 years. In addition the court may impose a fine of up to \$5,000.</p>		
Are you a citizen of the United States of America?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Will you be 18 years of age on or before election day?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Residence Address 3021 N 5000 E	city SUGAR CITY	county MADISON
	zip 83448	
Mailing Address	city	state
		zip
Address where previously registered	city	state
		zip
<input type="checkbox"/> Check box if name change Previous Name		

Idaho Driver's License # HC221208D
Last 4 SSN
Not issued a DL or SSN <input type="checkbox"/>
Male <input type="checkbox"/> Female <input checked="" type="checkbox"/>
Date of Birth 09/29/1979
Telephone Number 5306686110
Party Unaffiliated

Signature

Date of Signature	
Month	Day
09	01
Year	2016

DO YOU HAVE ANY LEGAL DISQUALIFICATIONS? Yes ☐ No ☒

Form created via Online Voter Registration Date Received 02/09/2018 22:50:13

Date of Signature 09/08/2016

Idaho Voter Registration Form

Are you a citizen of the United States of America? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Will you be 18 years old on or before election day? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If you checked "No" in response to either of these questions, do not complete form. (Please see state-specific instructions for rules regarding eligibility to register prior to age 18.)		This space for office use only.	
1	<input checked="" type="checkbox"/> Mr. <input type="checkbox"/> Miss <input type="checkbox"/> Ms. Last Name Stanger	First Name Trenton	Middle Name(s) Floyd
2	Home Address 3021 N 500 E	Apt. or Lot # 5000 E	City/Town Sugar City
3	Address Where You Get Your Mail If Different From Above		State ID
4	Date of Birth 01 27 76	Telephone Number (optional) 6	ID Number - (See item 6 in the instructions for your state) HB164905B
5	Choice of Party (see item 7 in the instructions for your State)	Race or Ethnic Group (see item 8 in the instructions for your State) White	Zip Code 83448
6	I swear/affirm that: I am the best of my I have provided false or (if not a U.S. to the United States.		
7	Please sign full name (or put mark) Stanger Trenton Floyd		
8	Date: 08 / 22 / 2016		



IDAHO
STATE DEPARTMENT OF EDUCATION

SHERRI YBARRA, ED.S.
SUPERINTENDENT OF PUBLIC INSTRUCTION

650 W. STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
(208) 332-6800 OFFICE
WWW.SDE.IDAHO.GOV

May 22, 2018

COPY

Trenton and Tiffany Stanger
3021 N 5000 E
Sugar City, ID 83448

Mr. & Mrs. Stanger-

The Idaho State Department of Education (Department) is in receipt of your petition dated May 16, 2018, to excise your property from the Fremont County Joint School District and annex to the Sugar-Salem School District.

Receipt of this letter by the Department does not exempt you, the petitioner, from the requirements of Section 33-308(2), Idaho Code:

Such petition shall be in duplicate, one (1) copy of which shall be presented to the board of trustees of the district from which the area is proposed to be excised, and the other to the board of trustees of the district to which the area is proposed to be annexed.

To initiate the process, present your petition consistent with the requirements of 33-308. Prior to doing so, confirm the petition meets all the requirements of Sections 33-308(2)(a) – (f), Idaho Code.

Respectfully-

A handwritten signature in black ink, appearing to read "Helen Price".

Helen Price
Program Specialist
(208) 332-6812

June 27, 2018
Idaho State Department of Ed.
650 West State Street
Boise, ID. 83702

Pursuant to Section 33-308(3), Idaho Code, please find enclosed a copy of a petition that the District received seeking to change the boundaries between Fremont County Joint School District No. 215 and Sugar/Salem Joint School District No. 322. As per statutory requirement, this petition is being advanced within the ten (10) day period subsequent to our first regular Board Meeting held on June 21, 2018.

As also required by this statute, the District's Board is making a recommendation that the requested boundary modification be denied. Such recommendation is based on the following matters:

1. The enclosed petition is virtually identical to a petition that was advanced in June, 2017. The primary difference between the two petitions is the geographic scope. The first petition included a geographic area that included an estimated 72 students and over 5 square miles of land within the boundaries of District 215. The current petition includes a total of approximately 1.8 acres and a single family. The total number of children identified is 7. Two of the children attend District 215 and two attend District 322. It is presumed that the remaining three children are not yet school age.
2. The reasoning stated is the same that was approved by the hearing officer and the SDE in its recommendation dated December 20, 2017. Based on that decision the matter went to a vote of the individuals residing within the boundaries of the property to be annexed and the proposal failed by a vote of 42% in favor and 58% opposed.
3. Mr. and Mrs. Stanger have determined that they only want to involve themselves by requesting the annexation only involve their 1.8 acres of land surrounding their home. They reside on a road that constitutes the boundary line between District 215 and District 322. They live within one and one-quarter miles from an elementary school operated by District 215 and just over three miles from various school facilities operated by District 322.
4. The primary purpose of the petition is to give all of their children the ability to attend District 322. Currently the open-enrollment policy of District 322 does not allow their child with special needs to attend District 322. They do not indicate that if their property is annexed into District 322 that all of their children will attend only that

District. Currently two of their children attend District 215 and two attend District 322.

5. District 215 does not fault the Stanger's for wanting to have flexibility to attend the schools located in the educational community they feel most aligned with. District 215 believes that to allow a single family to petition to change the boundary of a school District because of a desire to be in a contiguous school district. There are no claims that District 215 is not providing all of the educational needs of the Stanger children or that District 322 can provide better educational services than District 215. It seems that when they purchased their property they were told that it was in District 322 when in fact it was not. As such they are attempting to rectify that issue through a boundary change which in the mind of District 215 is not a justified reason under the statute. Also, using a boundary change petition to circumvent issues they have with the District 322 open enrollment policy is also not a justified reason for the petition. We are not sure that these justifications meet the best interest of the children criteria set out in IDAPA 08.02.01.050.
6. In addition to the best interest of the children insufficiencies, District 215 has a grave concern about the precedent that would be set to allow a single house be the basis for a change of boundaries. Anyone living on a district boundary could petition on a yearly basis to move the boundary. If someone thought that a new bond may pass in their District they could petition to change the boundary in order to not be subject to the bond if it passed. Since the petitioner would be the only persons voting merely filing the petition would mean that the boundary would be changed. The cost of the election and the never ending up date of the boundary by the county officials and the SDE officials could be extraordinary. This is not how District 215 believes the annexation statute was intended to be used.

As the petition itself is deficient in meeting the statutory obligations of section 33-308, Idaho Code, by not establishing the best interests of the children, Fremont County Joint School District cannot recommend the boundary modification as proposed. In addition, the District asserts that to allow a single family to utilize the procedure in this fashion negates the utility of the process and has the potential of undermining the stability of not only the boundaries between District 215 and District 322, but all district boundaries in the state. On this basis Fremont County Joint School District No. 215 believes it would be inappropriate and premature for the state board to take action to submit the question to the electors, especially since the involved electors constitute only the petitioners. Approval of the petition insures that the boundary will be changed.

Sincerely,



Byron Stutzman, supt.
Fremont County Joint School District



SUGAR-SALEM SCHOOL DISTRICT No. 322

105 WEST CENTER • P. O. BOX 150 • SUGAR CITY, ID 83448 • PHONE (208) 356-8802 • FAX (208) 356-7237

August 16, 2018

Re: Proposed School District Boundary Change

To whom it may concern,

The Sugar-Salem School District #322 is a joint school district with territory in both Fremont and Madison Counties. We are bounded on the North by Fremont County School District #215 and on the South by Madison School District #321.

Mrs. Tiffany Stanger of the Fremont County Joint School District #215 is requesting a boundary change to become part of Sugar-Salem School District.

As per Idaho Code we are responding to his request.

At their most recent meeting of August 7, 2018 **the Sugar Salem School District #322 Board of Trustees unanimously rejected the request by Mrs. Stanger and recommend to the Idaho State Board of Education that they disapprove said request.**

We feel that Mrs. Stanger has had adequate opportunity to have her property annexed into the Sugar Salem District, and that an additional drain on our resources will be an unnecessary expense to everyone involved.

Please feel free to call us if you need any further information.

Thank you.

Sincerely,

A handwritten signature in black ink that reads 'Chester Bradshaw'.

Chester Bradshaw
Designee for
Kristin Galbraith
Chairperson,
Sugar-Salem School District #322
Board of Trustees

Vote Count, May 2018 Ballot Measure

Fremont County Sugar-Salem Annexation		
In Favor		33
Against		105

Madison County Sugar Salem Annexation		
In Favor		17
Against		29

Fremont & Madison County Totals for SS Annexation		
In Favor		50
Against		134

DENNIS A. LOVE
440 E 129th N
Idaho Falls, ID 83401
Phone: (208) 529-9166
Mobile: (208) 221-1471
E-mail: luvfam@ida.net
HEARING OFFICER

BEFORE THE IDAHO STATE BOARD OF EDUCATION

In Re:

Petition to Excise Property from the
Fremont County School District and Annex
It to the Sugar-Salem School District,

Trenton and Tiffany Stanger, Petitioners

**HEARING OFFICER'S
FINDINGS OF FACT,
CONCLUSIONS OF LAW AND
RECOMMENDATION**

PROCEDURAL HISTORY

On May 16, 2018, Petitioners filed a Petition with the Idaho State Department of Education (ISDE), seeking to excise their property from Fremont County School District #215 (FCSD), and annex the same to Sugar-Salem School District #322 (SSSD). The petition asserts that their children are more socially aligned with SSSD; they must apply for out-of-boundary applications each year and cannot rely on approval of the same; their special needs children will not likely ever be able to attend SSSD; in general, SSSD schools are closer than FCSD schools; SSSD bus stops for their children are not safe or in a safe location; and there would be minimal effect on the FCSD tax base.

ISDE acknowledged receipt of the Petition by letter dated May 22, 2018. The letter informed Petitioners that receipt of their Petition did not excuse them from complying with I.C. § 33-308(2), which requires copies of the Petition to be sent to the boards of trustees of the school

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDATION – PAGE 1

districts mentioned above. Petitioners were advised in the ISDE letter that to initiate the process, they would need to present their Petition in accordance with the requirements of I.C. § 33-308. Petitioners subsequently presented copies of their petition to the Boards of Trustees of both the FCSD and the SSSD.

Although the date Petitioners presented their Petition to FCSD is unclear, by letter dated June 27, 2018, Byron Stutzman, FCSD Superintendent, wrote to the ISDE recommending denial of the Petition. He indicates that the letter is being sent within ten days subsequent to the first regular Board meeting, presumably meaning the first meeting following receipt of the Petition. He asserts that granting the Petition would be bad policy, and that the Petition does not meet the requirements of I.C. 33-308, in that it does not establish that the proposed excision/annexation would be in the best interests of the children.

Petitioners presented their Petition to SSSD by letter dated July 31, 2018. Superintendent Chester Bradshaw responded on August 16, 2018, indicating that in their August 7, 2018 meeting, the SSSD Board of Trustees unanimously recommended denial of the Petition. On October 10, 2018, pursuant to I.C. 33-308, and under authority of IDAPA 08.02.01.050.05, the Superintendent of Public Education appointed me as Hearing Officer to conduct a public hearing pursuant to applicable law and regulations, to write Findings of Fact, Conclusions of Law and a Recommendation, and to submit the same to the ISDE no later than November 14, 2018.

Pursuant to notice, mailed to Petitioners and the superintendents of SSSD¹ and FCSD on October 17, 2018, and published in the Rexburg Standard Journal on October 19, 2018, a public hearing was held at the Teton Elementary School, in Teton, Idaho, on November 1, 2018, from

¹ The SSSD Notice of Hearing was returned as "undeliverable as addressed". In the interest of time, I personally delivered the returned Notice to the SSSD office on October 22, 2018.

6:00-6:40 P.M. Petitioners and Superintendents Stutzman and Bradshaw attended the hearing and gave testimony. Petitioners also submitted two additional documents at the hearing. Tim Tanner, Principal of Teton Elementary, and Kristin Galbraith, Chair of the SSSD Board of Trustees, also attended the hearing, but did not testify. There were no other attendees. Copies of the Proof of Publication, Notice of Hearing, hearing sign-in sheet, and the documents submitted by Petitioners are attached hereto as Exhibits 1 through 5.

FINDINGS OF FACT

1. Petitioners, Trenton and Tiffany Stanger, reside at 3021 N 5000 E, Sugar City, Idaho, on a 1.8 acre parcel of residential property that is located in a rural area one mile south of Teton City, Idaho, and three miles east of Sugar City, Idaho.

2. Petitioners have seven children, as follows:

- 14 year old girl, who currently attends school in SSSD
- 13 year old boy with special needs, who currently attends school in FCSD
- 10 year old boy, who currently attends school in SSSD
- 8 year old boy, who currently attends school in SSSD
- 5 year old boy, who currently attends school in SSSD
- 3 year old girl with special needs, who currently attends pre-school in FCSD
- 3 year old boy, who is not currently enrolled in school

3. An Individualized Education Program (IEP) has been created for the 13 year old boy, whose name is Talmage. The written statement submitted by Petitioners at the hearing indicates that the 3 year old girl with special needs will also, ultimately, need an IEP.

4. Having their children attend SSSD seems to be very important to Petitioners. Before they purchased their home in 2016, they inquired about the school district, and were told by both the sellers' realtor and their own realtor that the home is located in SSSD.² However, when

² A page from zillow.com, printed on August 26, 2016, which shows a listing for Petitioners' home, was submitted by Petitioners at the hearing in partial support of this assertion. However, I note that the listing merely identifies "Nearby Schools in Sugar City." It lists Teton Elementary, Sugar-Salem Junior High and Sugar-Salem High, and

Petitioners attempted to register their children in SSSD, they were advised that their home is actually located in FCSD. In fact, the southern boundary of FCSD is 3rd South, which runs along the southern edge of their property.³

5. For the past three years, Petitioners have applied to SSSD for out-of-boundary enrollment for their children. The applications have been approved in some years, and denied in other years, depending on whether there are openings after resident students have enrolled in the respective grades. Petitioners have been informed each year that because the number of enrolled IEP students who are residents of the SSSD currently exceeds the district's special education enrollment policy, the out-of-boundary applications for Petitioners' special needs children cannot be approved.

6. Petitioners testified that most of their children's friends attend school in SSSD. They indicated that virtually all of the students who live south of State Highway 33 attend SSSD.⁴ Indeed, Superintendent Bradshaw testified that of an average of approximately 150 out-of-boundary students who are enrolled in SSSD each year, approximately half are from FCSD, many from the Teton City area. He confirmed that Petitioners' community identifies more with SSSD than FCSD.

7. Petitioners state that having children in separate school districts creates scheduling and other difficulties for the family. For example, they testified that sometimes SSSD has a school holiday that is not observed by FCSD. This affects Talmage's motivation to attend school on a

shows the mileage from the home to these schools. It does not indicate the school district in which the home is located.

³ The Petition inaccurately asserts that all land to the West, South and East of the proposed boundary change is District 322. In fact, the land to the West for approximately one and one-half miles, and to the East for approximately two and one-half miles is in FCSD. Only the property to the south of the proposed boundary change is presently in SSSD.

⁴ State Highway 33 runs east and west through Teton City. FCSD extends one-half to one mile south of State Highway 33 along a four mile stretch from approximately 2 miles west to approximately 2 miles east of Teton City.

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDATION – PAGE 4

day when his siblings get to stay home. Petitioners' also stated that because Talmage's siblings, and most of his friends, attend school in SSSD, he has not made friends in his school and, as a result, he is not doing well socially or academically.

8. With the exception of Talmage, all of Petitioners' children are doing well in school.

9. Petitioners testified that they were able to arrange with SSSD for the school bus to stop at their corner so that their students do not have to cross 3rd West, a 50MPH road, in order to catch the bus. Following the hearing, I contacted Mrs. Stanger to inquire where the FCSD bus stops when her children are not approved for out-of-boundary enrollment. She responded that the FCSD bus stops at their mailbox. She also clarified that she has to arrange each year for the SSSD bus to stop at their corner, rather than down the road. Her written statement indicates that one year, this request was denied. Copies of Mrs. Stanger's emails are attached hereto as Exhibit 6.

10. Most of the testimony of Superintendents Stutzman and Bradshaw centered on policy considerations that should be addressed by the State Board of Education and the Legislature. Both superintendents expressed frustration with the imbalance of funding between the two districts. Superintendent Stutzman indicated that the tax base for FCSD is nearly \$1.6 billion. The Petition indicates that the SSSD tax base is less than \$300 million. Superintendent Bradshaw testified that the large number of students who enroll under the out-of-boundary policy each year do not bring tax dollars with them, which is a big drain on district resources.

11. Superintendent Bradshaw testified that, while he believes excising and annexing a single family property is "a bad idea" for policy reasons, he understands Petitioners' frustration. He confirmed that most of the students in Petitioners' immediate community attend SSSD unless their respective grades are full with students who are district residents. With regard to the

limitation on out-of-boundary enrollment of IEP students, he testified that SSSD policy is that when enrollment of IEP students reaches a ratio of one teacher for eighteen students, out-of-boundary applications of IEP students must be denied due to unavailability of resources. He further testified that the current ratio is one teacher for thirty IEP students, and that the district is struggling to provide adequate educational services to IEP students who are presently enrolled.

12. Superintendent Stutzman testified that FCSD would like to have all of the Stanger children attending his district, that he believes FCSD does as good a job educating children as SSSD, and that FCSD has "a lot to offer." Following the hearing, I emailed Superintendent Stutzman and asked him to provide the current teacher to student ratio for special needs students. He responded as follows:

"Here are the numbers according to the Special Ed Director.
Teton [the elementary school nearest the Stangers] and Parker-Egin share a full time teacher and she has 10 student [sic]
District wide, our special ed students run about 10.4% of the student population
SFJHS teacher/student ratio is 1:16
SFHS teacher/student ratio is 3:53 (1:17.6666)
We do not go on a numbers basis for capacity, because depending on the severity of students 3 can put a teacher at capacity, where if the students are moderate special needs students who can be integrated into the general education classroom, a special ed teacher can have a class load as large as 40 (as the case manager). We are the best game in town, bar none, just sayin' [sic], and not that I am biased in any way"

A copy of Superintendent Stutzman's email is attached hereto as Exhibit 7.

CONCLUSIONS OF LAW

1. I find that the Petition substantially meets the procedural requirements of I.C. § 33-308(1) and (2)(a)-(f), and that the responses of the two school districts substantially meet the requirements of I.C. § 33-308(3). Therefore, the Petition is properly before the ISDE.

2. IDAPA 08.02.01.050.03 provides guidance for a hearing officer to review a request for altering school district boundaries once a public hearing has been held. The criteria are as listed in the headings, below.

a. **Will the alteration, as proposed, leave a school district with a bonded debt in excess of the limit proscribed by law.** In this matter, all of the interested parties agreed during the hearing that the proposed boundary change would have virtually no impact on either district's bonded debt. Therefore, I find that the proposed change, if approved, would not leave either district with a bonded debt in excess of legal limits.

b. **Is the proposed alteration in the best interests of the children residing in the area described in the petition, taking into consideration the following:**

i. **The safety and distance of the children from the applicable schools.** The SSSD schools are all from 3.2 to 3.9 miles from the Petitioners' home. In the FCSD, Teton Elementary is 1.4 miles away, while Fremont Jr. High and Fremont High School are, respectively, 7.3 and 7.7 miles distant. However, as buses are provided by both districts to transport children to school, I do not find these differences to be significant. The FCSD bus stops right at the Petitioners' mail box. The SSSD bus normally stops about 50 to 100 feet away from the Petitioners' mail box and, to board that bus, Petitioners' children must cross a 50 MPH road. I find this could be a safety concern, particularly during seasons when they would be waiting and boarding the bus in the dark, during extremely cold weather, or when there are snowy or icy conditions. However, in all but one school year, Petitioners have been able to arrange for the SSSD bus to stop at their mail box. Presumably, if the Petition is granted, special arrangement would no longer be necessary and the bus would stop

at Petitioners' mailbox as a matter of course. Therefore, I find the only safety concern is if the Petition is not granted, the children continue to enroll as out-of-boundary students, and arrangements to adjust the bus stop are not approved by SSSD Transportation. Otherwise, safety and the distance of the applicable schools is, essentially, equivalent for both districts.

ii. **The views of the interested parties as these views pertain to the interests of the children residing in the petition area.** The views of the parties as they pertain to the best interests of the children are as follows:

1. Superintendent Bradshaw believes SSSD does a good job educating students and he confirms that the children are, in all likelihood, more socially aligned with SSSD than with FCSD. However, with regard to the IEP students, he is concerned that the district already struggles to meet the needs of those who are currently enrolled.
2. Superintendent Stutzman believes FCSD does as good a job as SSSD educating students and has "a lot to offer." He indicates he would love for the children to attend schools in the district. With regard to IEP students, he believes FCSD is "the best game in town."
3. Petitioners indicate in their Petition that their request is not based on the relative strengths and qualities of the two districts. Rather, they simply consider themselves to be part of the SSSD community.

iii. **The adjustment of the children to their home and neighborhood environment.** There is no evidence to indicate that the children are not adjusted to their home and neighborhood environment, and, therefore, I find that they are well-

adjusted to the same. I do note that if the Petition is not granted, and if Petitioners continue to apply for out-of-boundary enrollment of their children in SSSD, because of the fluctuations in SSSD populations in the various grades, some years the children will be with their neighborhood friends at SSSD, and some years they will not. Based on the testimony of Petitioners and Superintendent Bradshaw, it would seem that many of those friends who reside in FCSD, but enroll as out-of-boundary students, are in the same circumstance as Petitioners' children. That is, they must apply for enrollment in SSSD each year and take their chances. Some years they are approved, and others, they are not, and in such years, they must attend FCSD schools, where they will, presumably, be with other community friends whose applications were rejected or who choose to attend FCSD schools. There is no evidence that this is a major factor in the adjustment of Petitioners' children to their home or neighborhood environment, other than that some years the children do not get to attend school with many of their friends. In fact, Petitioners indicate in their written statement that one year, when their second and seventh graders were accepted for enrollment in SSSD but their first and fifth graders were not, they decided to enroll all three of the younger children in FCSD, while sending the seventh grader to SSSD. This would seem to suggest Petitioners are not seriously concerned that going back and forth between school districts is a major factor in the adjustment of their children. Nevertheless, recurring annual uncertainty concerning where the children will be attending school that year cannot be a positive factor for the children.

iv. **The suitability of the school(s) and school district which is gaining students in terms of capacity and community support.** As indicated above, Superintendent Stutzman testified that he would love to have Petitioners' children attend FCSD, and he thinks FCSD does a good job educating its students. There is no indication that FCSD is experiencing issues related to capacity. On the other hand, Superintendent Bradshaw testified that SSSD is "at capacity everywhere." Of course, because all but two of Petitioners' school-aged children are already enrolled in SSSD schools, the impact of approving the proposed change would likely be minimal and would, in all likelihood, only impact other out-of-boundary students because there would be one less available seat in each of the grades in which Petitioners' children are enrolled. I also find that community support for the proposed change would likely be positive. In fact, if the change is approved, it would likely motivate other families to file similar petitions.

If Petitioners continue to insist on sending their children to SSSD, the boundary change would be in the best interest of the children who do not have special needs because it would eliminate yearly uncertainty concerning where they will attend school. However, with regard to the two children with special needs, I find that, while SSSD would do its best to provide Petitioners special needs children the services they need, IEP enrollment is already 1.67 times the level the district considers desirable and, according to Superintendent Bradshaw, is "way over capacity" and "can't adequately service the kids that we already have."

Conversely, FCSD's special education program appears to be healthy and the teacher to student ratios are good – certainly better than those in SSSD. Indeed,

Petitioners testified that their son's FCSD special education teachers work well with them and are "really good" about working with Talmage and trying to help him succeed. As a result, I find that, while the special education program in SSSD is not defective, it is not as suitable as FCSD for Petitioners' two special needs children in terms of its capacity.

3. In the written statement Petitioners submitted at the hearing, they state that their son with special needs continues to struggle at South Fremont Junior High to be successful in school, make friends and enjoy learning. At the hearing, Petitioners' stated their belief that Talmage is not doing well academically because he has no friends or siblings in his current school and, as a result, he doesn't want to go, while, if the boundary change is approved, he could attend school in SSSD, where he would have friends and siblings close by. Because Talmage, and his three year old sister, who also has special needs, will never get the chance to be accepted into the SSSD, they felt their next option was to annex their home and land into the SSSD. However, in my opinion, Petitioners have overlooked the simplest and most obvious solution, *i.e.*, to enroll all of their children in schools in the school district in which they live, FCSD.

4. I believe that virtually all of the difficulties Petitioners are experiencing have been created by their continued insistence on enrolling their children in SSSD, based merely on their feeling that they and their children are more socially aligned with the SSSD community. I find that changing the boundaries may fix some of their problems, but it is likely to create others that are, perhaps, worse. In my opinion, if Petitioners' children were to attend schools in the district in which they live, they would be equally safe, or possibly even safer than they are now, and they would be receiving an equally good education in equally excellent facilities. In addition, they would be attending school with many, though not all, of their friends, that is, those who do not

choose to attend SSSD and those whose out-of-boundary applications are rejected in a given year. Additionally, the risk would be eliminated that the quality of services their children with special needs receive would be eliminated, and Talmage and his younger sister would have siblings close by. Finally, the children would no longer have the perpetual uncertainty of where they will attend school each year, and all of the family's scheduling and other school-related conflicts would, in all likelihood, pretty much be eliminated.

5. On two occasions, now, Petitioners have attempted to have their property annexed to the SSSD.⁵ However, in choosing this as the preferred method to attempt to solve all of their problems, in my opinion, they have failed to adequately consider the respective capabilities of the two districts to provide needed services to their special needs children. Unfortunately, I find that changing the boundaries would not be in the best interests of those children.

RECOMMENDATION

Based on the foregoing Findings of Fact and Conclusions of Law, I do not recommend approval of the Petition.



DENNIS A. LOVE
Hearing Officer

⁵ The first attempt involved a larger proposed area of excision. It failed at the ballot box in May of 2018.

CERTIFICATE OF MAILING

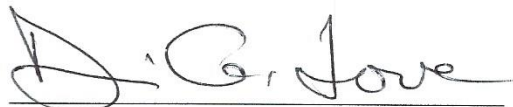
I hereby certify that on this 5th day of November, 2018, I served true and correct copies of the foregoing HEARING OFFICER'S FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDATION by sending the same to the following electronic mail addresses, and/or by depositing the same in the United States mail, postage prepaid, in envelopes addressed as follows:

Trenton & Tiffany Stanger
Petitioners
tiffany.stanger@gmail.com

Byron Stutzman, Superintendent
Fremont County School District #215
byrons@sd215.net

Chester Bradshaw, Superintendent
Sugar-Salem School District #322
cbradshaw@sugarsalem.com

Helen Price
Idaho State Department of Education
650 West State Street
Boise, ID 83720-0027
hprice@sde.idaho.gov



DENNIS A. LOVE
Hearing Officer

PROOF OF PUBLICATION

STATE OF IDAHO
Madison and Fremont Counties

SJ 8827

KAREN MASON

**BEFORE THE IDAHO STATE
BOARD OF EDUCATION**

In Re: Petition to Excise Property from
the Fremont County School District and
Annex it to the Sugar-Salem School Dis-
trict,

Trenton and Tiffany Stanger, Petitioners,

A petition was filed with the Idaho State
Department of Education pursuant to
Idaho Code Sec. 33-308, seeking to ex-
cise property from Fremont County
School District #215, and annex the
same to Sugar-Salem School District
#322. The legal description of the prop-
erty subject to the petition is as follows:
A tract of land being a portion of the
Southeast One-Quarter of Section 1,
Township 6 North, Range 40 East of the
Boise Meridian, being all of that land
previously described at instrument no.
402114 in the office of the Madison
County Recorder, lying entirely within
Madison County, Idaho, and being more
particularly described as follows: BE-
GINNING at the SE corner of said Sec-
tion 1; Thence West along the South
line of said Section 1 a distance of
281.34 feet; Thence North a distance of
281.34 feet; Thence East a distance of
281.34 feet; Thence South along the
East line of said Section 1 a distance of
281.34 feet to the POINT OF BEGIN-
NING.

Notice is hereby given that a public hear-
ing regarding the petition will be con-
ducted on Thursday, November 1,
2018, beginning at 6:00 p.m., in the
cafeteria of the Teton Elementary
School, located at 126 Main St, Teton,
ID. Attorney Dennis A. Love, of Idaho
Falls, ID, has been appointed by the Su-
perintendent of Public Instruction to act
as hearing officer in this matter, and to
make written findings of fact, conclu-
sions of law, and a recommendation to
the State Board of Education for its con-
sideration following the hearing. The
hearing will be conducted according to
the provisions of Title 67 Chapter 52 of
the Idaho Code and IDAPA 04.11.01,
under authority of IDAPA
08.02.01.050.05. The purpose of the
hearing is to receive evidence from the
interested parties, and comments from
the public, both oral and written, regard-
ing the petition.

Dated this 15th day of October 2018,

Dennis A. Love, Hearing Officer

PUBLISH: October 19, 2018
SJ8827

being first duly sworn on oath deposes and says:
that SHE was at all times herein mention a citizen
of the United States of America more than 21
years of age, and the Principal Clerk of the
Standard Journal, a two times a week newspaper,
published in Madison and Fremont Counties Idaho
and having a general circulation therein.

That the document or notice, a true copy of which
is attached, was published in the said
STANDARD JOURNAL, on the following dates,
to-wit:

Oct. 19 2018 Oct. 2018
Oct. 2018 Oct. 2018
Oct. 2018 Oct. 2018
Oct. 2018 Oct. 2018

That said paper has been continuously and
uninterruptedly published in said County for a
period of seventy-eight weeks prior to the
publication of said notice of advertisement and is a
newspaper within the meaning of the laws of
Idaho.

STATE OF IDAHO
COUNTY OF Madison and Fremont

On this 19th of Oct. in the year of 2018, before me, a
Notary Public, personally appeared KAREN MASON
Known or identified to me to be the person whose name
subscribed to the within instrument, and being by me
first duly sworn declared that the statements therein are
true, and acknowledge to me that he executed the same.

Notary of Public

Lori A. Sekot

Residing at Arimo

My commission expires 03/03/2021

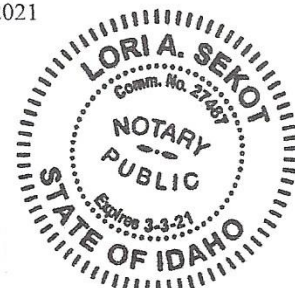


Exhibit 1

BEFORE THE IDAHO STATE BOARD OF EDUCATION

In Re:

Petition to Excise Property from the
Fremont County School District and Annex
It to the Sugar-Salem School District,

Trenton and Tiffany Stanger, Petitioners

NOTICE OF HEARING

A petition was filed with the Idaho State Department of Education pursuant to Idaho Code Sec. 33-308, seeking to excise property from Fremont County School District #215, and annex the same to Sugar-Salem School District #322. The legal description of the property subject to the petition is as follows: A tract of land being a portion of the Southeast One-Quarter of Section I, Township 6 North, Range 40 East of the Boise Meridian, being all of that land previously described at instrument no. 402114 in the office of the Madison County Recorder, lying entirely within Madison County, Idaho, and being more particularly described as follows: BEGINNING at the SE corner of said Section 1; Thence West along the South line of said Section 1 a distance of 281.34 feet; Thence North a distance of 281.34 feet; Thence East a distance of 281.34 feet; Thence South along the East line of said Section 1 a distance of 281.34 feet to the POINT OF BEGINNING.

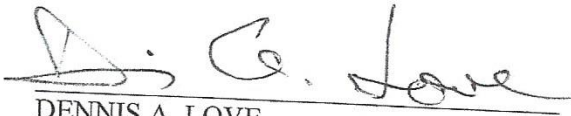
Notice is hereby given that a public hearing regarding the petition will be conducted on Thursday, November 1, 2018, beginning at 6:00 p.m., in the cafeteria of the Teton Elementary School, located at 126 Main St, Teton, ID. Attorney Dennis A. Love, of Idaho Falls, ID, has been appointed by the Superintendent of Public Instruction to act as hearing officer in this matter, and to make written findings of fact, conclusions of law, and a recommendation to the State Board of Education for its consideration following the hearing. The hearing will be conducted according

NOTICE OF HEARING – PAGE 1

Exhibit 2

to the provisions of Title 67 Chapter 52 of the Idaho Code and IDAPA 04.11.01, under authority of IDAPA 08.02.01.050.05. The purpose of the hearing is to receive evidence from the interested parties, and comments from the public, both oral and written, regarding the petition.

Dated this 15th day of October 2018,


DENNIS A. LOVE
Hearing Officer

CERTIFICATE OF MAILING


I hereby certify that on this 17th day of October, 2018, I served true and correct copies of the foregoing Notice of Hearing by depositing the same in the United States mail, postage prepaid, in envelopes addressed as follows:

Trenton & Tiffany Stanger
3021 N 5000 E
Sugar City, ID 83448

Byron Stutzman, Superintendent
Fremont County School District #215
945 West 1st North
St. Anthony, ID 83445

Chester Bradshaw, Superintendent
Sugar-Salem School District #322
105 West Center
Sugar City, ID 83448

Helen Price
Idaho State Department of Education
650 West State Street
Boise, ID 83720-0027


DENNIS A. LOVE
Hearing Officer

HELD AT TETON ELEMENTARY SCHOOL, TETON, IDAHO, ON NOVEMBER 1, 2018

Exhibit 3

To whom it may concern:

In May 2016 my family and I moved to the Sugar city area. When looking for a home, my husband and I were determined to find one in the Sugar-Salem School District. It was difficult to find a house within our budget that fit our needs, but we finally did. The Sellers and both Realtors assured us that the home and land were in the Sugar-Salem School District, so we proceeded with the purchase of the home. Imagine my surprise and disappointment when I was enrolling my children for school that our home was in fact, NOT in the District we had been told, but in the Fremont District, as the boundary between the two runs along the south side of our property. I immediately met with Superintendent Dunn explaining my situation and asked for my children to be admitted into the Sugar-Salem District. He explained that the school district would not admit my special needs son, as they did not have the funding for a non-resident special needs child, but if I applied for Medicaid I could reapply for the next school year. I immediately set about enrolling my son on Medicaid in hopes that he would have the funding to accompany him into the Sugar-Salem school district. During that time my 2nd and 7th grader were accepted into Sugar-Salem, but my 1st and 5th graders were denied. Not wanting to separate my 3 younger boys and as the busing situation was not ideal, I decided to enroll them all 3 into Fremont District while sending my oldest child to Sugar-Salem Jr. High. As for the busing situation, the rule is that no Sugar-Salem bus is allowed to stop in the Fremont District without approval. I called Karen Daw of the Fremont District and asked for permission for the bus to stop in front of my home, but was denied. So, the Sugar-Salem bus passed my home and stopped 50 feet into the Sugar-Salem district to pick up my daughter. She had walk along a 50 mph road and cross the street to get on and off the bus. In February 2017, as I applied for Sugar-Salem non-resident student registration for all of my children I was drawn to a statement on the form saying, "As the district IEP/Special Education program is full, no students, who are on, or may be required to be on, an Individualized Education Program will be admitted." Thus meaning my special needs son would never get the chance of being accepted into the Sugar-Salem school district. I went directly to Mr. Dunn, reminding him of our discussion the previous spring and was told that the new policy recently took effect and there was nothing he could do about it. I felt that my next option was to annex my home and land into the Sugar-Salem School District. A week before I was to submit my petition to both School Boards, Mrs. Fyfe contacted me and explained that the majority of the students living on the south side of Highway 33 were already attending Sugar-Salem School District and wanted to be full patrons of that district as well. After much thought and consideration, I decided that all the families who were already sending their children to Sugar-Salem should have a chance to voice their opinions and desires, so I added all of the land included in the petition. Unfortunately for me, in May 2018 this measure failed. I updated all of the original paperwork that included only my land and submitted it to the State Board of Education in June 2018. As of now, 4 of my 7 children are attending the Sugar-Salem School district with much success. My youngest two children start school in 2020 and one of them will most likely need an IEP, thus banning her from the Sugar-Salem District. Because my son with special needs continues to struggle at South Fremont to be successful in school, make friends and enjoy learning, it would be most beneficial for our property to be annexed into the Sugar Salem School district.

Sincerely, Tiffany Stanger

Exhibit 4

3021 N 5000 E, Sugar City, ID 83448 | Zillow

Page 1 of 9



CORRECT HOME FACTS **SAVED** GET UPDATES SHARE MORE ▾

City, State, or Zip 43

Public Owner NEW

Idaho · Sugar City · 83448 · 3021 N 5000 E

Are you the owner? See your Owner Dashboard.

I'm the owner

I'm not the owner



N 5000 E

bing

© 2016 Mior

CONTACT A LOCAL AGENT



☒ **Ron Arnold**
☆☆☆☆☆ (0)
4 Recent sales
(208) 357-9330

PREMIER
AGENT



Scott Einerson
☆☆☆☆☆ (9)
20 Recent sales
(208) 269-9395

PREMIER
AGENT

Your Name

Phone

tiffany.stanger@gmail.com

I would like advice about selling a home
similar to 3021 N 5000 E, Sugar City, ID
83448

Contact Agent

Learn how to appear as the agent above

Exhibit 5

5000 E, Sugar City, ID 83448 | Zillo

Loan
program

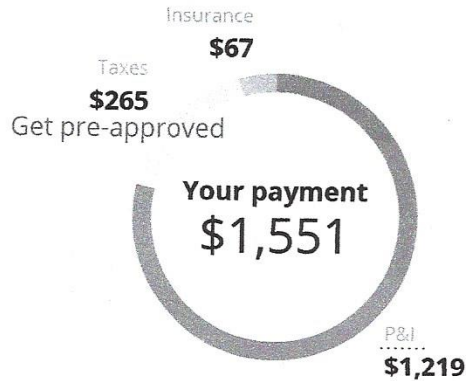
30-year

See current
rates

Interest rate

3.251 %

Advanced ▾



Get pre-approved

Home Expenses

INSURANCE



Cover your Home and Auto

There if things go wrong.
Here to help you combine
coverage and save.

Nearby Schools in Sugar City

SCHOOL RATING

GRADES DISTANCE

9 out of 10	Teton Elementary	K-5	1.2 mi
9 out of 10	Sugar-Salem Junior High	7-8	4.4 mi
8 out of 10	Sugar-Salem High	9-12	3.8 mi

Dennis Love

From: Tiffany Stanger <tiffany.stanger@gmail.com>
Sent: Friday, November 2, 2018 10:04 AM
To: Dennis Love
Subject: Re: Post-hearing Question

The Fremont bus stops at our mailbox.

On Nov 2, 2018, at 9:30 AM, Dennis Love <luvfam@ida.net> wrote:

Mrs. Stanger,

Thanks again for your attendance at the hearing last evening. It was very informative. I do have one follow-up question. I assume that whether your students are enrolled in Sugar-Salem or Fremont County School Districts, they are bused to school. When they are enrolled in Fremont County School District, where do the buses for the various schools stop to pick up your children?

Regards,
Dennis Love



Virus-free. www.avast.com

Dennis Love

From: Tiffany Stanger <tiffany.stanger@gmail.com>
Sent: Friday, November 2, 2018 10:06 AM
To: Dennis Love
Subject: Re: Post-hearing Question

As of now the Sugar bus stops at our mail box but I have to ask permission from Fremont district every year and hope they approve it. The first year we were here they denied the bus stop at our mail box causing our daughter to walk down the busy road into Sugar district.

On Nov 2, 2018, at 9:30 AM, Dennis Love <luvfam@ida.net> wrote:

Mrs. Stanger,

Thanks again for your attendance at the hearing last evening. It was very informative. I do have one follow-up question. I assume that whether your students are enrolled in Sugar-Salem or Fremont County School Districts, they are bused to school. When they are enrolled in Fremont County School District, where do the buses for the various schools stop to pick up your children?

Regards,
Dennis Love



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Dennis Love

From: Byron Stutzman <byrons@sd215.net>
Sent: Friday, November 2, 2018 1:25 PM
To: Dennis Love
Subject: Re: Stanger Petition

Here are the numbers according to the Special Ed Director.

Teton and Parker-Egin share a full time teacher and she has 10 student

District wide, our special ed students run about 10.4% of the student population

SFJHS teacher/student ratio is 1:16

SFHS teacher/student ratio is 3:53 (1:17.6666)

We do not go on a numbers basis for capacity, because depending on the severity of students 3 can put a teacher at capacity, where if the students are moderate special needs students who can be integrated into the general education classroom, a special ed teacher can have a class load as large as 40 (as the case manager). We are the best game in town, bar none, just sayin', and not that I am biased in any way ☺

If there is anything else I can provide for you, please let me know.

BEST!!!

Byron Stutzman
Superintendent
Fremont County Joint School District
945 W. 1st N.
Saint Anthony, Idaho 83445
Cell 208-709-7840
Office 208-624-7542

1. People are often unreasonable, irrational, and self-centered. Forgive them anyway.
2. If you are kind, people may accuse you of selfish, ulterior motives. Be kind anyway.
3. If you are successful, you will win some unfaithful friends and some genuine enemies. Succeed anyway.
4. If you are honest and sincere, people may deceive you. Be honest and sincere anyway.
5. What you spend years creating, others could destroy overnight. Create anyway.
6. If you find serenity and happiness, some may be jealous. Be happy anyway.
7. The good you do today, will often be forgotten. Do good anyway.
8. Give the best you have, and it will never be enough. Give your best anyway.

In the final analysis, it is between you and God. It was never between you and them anyway.

Mother Teresa

On Fri, Nov 2, 2018 at 12:24 PM Dennis Love <luvfam@ida.net> wrote:

Thank you. What is the current teacher/student ratio for special needs students in your District and particularly at the Jr. High, High School and Teton Elementary?

Best,

Dennis Love

From: Byron Stutzman [mailto:byrons@sd215.net]
Sent: Friday, November 2, 2018 9:43 AM
To: Dennis Love <luvfam@ida.net>
Subject: Re: Stanger Petition

Good morning and happy Friday,

Thank you for facilitating the meeting last night. I appreciate all you do to work through this process. Our board policy can be found here in [FCSD #215 Board Policy 3010](#). If the link does not work, please let me know. We follow Idaho School Board Association's model policy because it is fully vetted by their/our school legal counsel, and based on case law/current legislation. I have pasted the applicable section below for your ease of reference, but you can read the policy in its entirety at the link. Also, you may see the [form we use here \(3010F\)](#), and the [procedures for open enrollment here \(3010P\)](#). If there is anything else you need to help in making your decision, please let me know.

BEST!!!

Byron Stutzman

Superintendent

Fremont County Joint School District

945 W. 1st N.

Saint Anthony, Idaho 83445

Cell 208-709-7840

Office 208-624-7542

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2. If you are kind, people may accuse you of selfish, ulterior motives. Be kind anyway.
3. If you are successful, you will win some unfaithful friends and some genuine enemies. Succeed anyway.
4. If you are honest and sincere, people may deceive you. Be honest and sincere anyway.
5. What you spend years creating, others could destroy overnight. Create anyway.
6. If you find serenity and happiness, some may be jealous. Be happy anyway.
7. The good you do today, will often be forgotten. Do good anyway.
8. Give the best you have, and it will never be enough. Give your best anyway.

In the final analysis, it is between you and God. It was never between you and them anyway.

Mother Teresa

The Superintendent may deny an open enrollment request when such enrollment would negatively impact the efficient use of the District resources. It will be the discretion of the Superintendent or Deputy Superintendent and the Principal of the receiving school, to determine if there is available space for students from other attendance areas or districts. Student applications may be rejected for out-of-District pupils if situation is determined by the Superintendent and building principal that a given program is at eighty-five percent (85%) or more of capacity; or that a class or a grade level is at eighty-five percent (85%) capacity as may be determined by accreditation or other applicable standards; or that a school building is at capacity. The student to teacher ratios shall not exceed the overloaded class/teacher limits outlined in the 3010P. Capacities for each building, grade, class and program will be established annually at a time deemed appropriate by the Superintendent and the respective Principal or Administrator.

Revocation of a Transfer

-

Transfer students are required to comply with all District policies, rules, requirements, and disciplinary procedures, including graduation requirements. Exceptions will not be made to those requirements simply because an individual elects to exercise the open enrollment policy of the District. All policies and provisions, as well as exceptions, will be made consistent with those applicable to the regular in-District student. Unacceptable behaviors by a transfer student or false or misleading information on their open enrollment application are grounds for the District to remove a transfer student at any time. If a student's open enrollment transfer is revoked, the parent/guardian may request an informal review by the Superintendent of the district. The Board may review the Superintendent's decision.

On Fri, Nov 2, 2018 at 9:26 AM Dennis Love <luvfam@ida.net> wrote:

Mr. Stutzman,

First, thank you so much for arranging for the use of Teton Elementary School for the hearing last night. I think the arrangements worked out very well.

Second, I have one follow-up question that I wish I had thought to ask last night. Mr. Bradshaw mentioned that SSSD has a policy of limiting teacher/student ration for special education students to 1/18 and their actual enrollment is currently 1/30. What is FCSD's policy and current enrollment on the subject?

Regards,

Dennis Love



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Helen Price

From: Tiffany Stanger <tiffany.stanger@gmail.com>
Sent: Wednesday, November 7, 2018 4:31 PM
To: Helen Price
Subject: comments
Attachments: Mr. love.doc

Follow Up Flag: Follow up
Flag Status: Flagged

Helen,

I have read through the recommendation given by Mr. Love in response to our petition. In a few of the sections there were statements and conclusions made by Mr. Love that are missing some important information that I would like to address. Please see the attachment below.

Thank you for your time. Tiffany Stanger

To whom it may concern,

I would like to give some clarification to some of the statements given in the Recommendation provided by Mr. Love.

Section 2, b, i on page 7 it states, “However as buses are provided by both districts to transport children to school, I do not find these differences to be significant.” South Fremont does not provide transportation for their preschool program. Mom and preschoolers are spending 60-70 minutes per week in the car getting to and from South Fremont verses the 10-20 minutes it takes for the Sugar-Salem commute. While buses are provided for the older children, sometimes children miss the bus, have appointments or are sick at school. To get to South Fremont it takes 15-20 minutes driving North, away from the town that has all of our dr. offices. All of the Sugar-Salem schools are on the way to the dr. offices. Having the children enrolled in Sugar-Salem cuts down a significant amount of travel time so they don’t miss as much school when an appointment is during school hours. Also, as the children reach high school age they start participating in extra curricular activities. The commute to Sugar-Salem is a much safer and shorter distance for a teenager to drive than the commute to South Fremont.

In section 3 page 9 it states, “This would seem to suggest Petitioners are not seriously concerned that going back and forth between school districts is a major factor in the adjustment of their children.” This is actually a huge concern for us, one of the main reasons for submitting the petition. The majority of our children are now happily attending Sugar-Salem School District. Sending all 3 boys to Teton that first year was a very difficult choice. We were new to the area, my husband was traveling extensively and I had 3 other children under the age of 3. While I felt fairly confident that my 7th grader could get up and out the door to the bus stop in the morning, my younger boys still needed a lot of assistance. South Fremont had denied my request to allow the Sugar-Salem bus to stop in front of our home but my 13 year old was committed to go to Sugar Salem. Though it was difficult to send her out to catch the bus, I was not prepared to send my 3rd grader to walk down the road and cross into Sugar District while I helped with the 1st grader and 5th grader.

In section iv, page 10, “In fact, if the change is approved, it would likely motivate other families to file similar petitions.” As I stated at the hearing, the petition process is very time-consuming, difficult to navigate, and expensive. There are also many laws that must be followed to qualify for annexation. I don’t know why the approval of this petition would suddenly spark people’s desire to start their own petitions to annex their properties into adjoining school districts. This comment is not fact, it is pure speculation.

In section 4 on p 11, it states, “I find that changing the boundaries may fix some of their problems, but it is likely to create others that are, perhaps, worse.” This comment is also pure speculation. My husband and I have spent hours discussing different scenarios and outcomes that might happen over the next 15 years pertaining to our children. All of our children currently enrolled in Sugar-Salem are thriving and happy with their school situation. As parents, we have continually come to the conclusion that being annexed into the Sugar-Salem School district would be in the best interests of our children now and in the future.

**DEPARTMENT OF EDUCATION
DECEMBER 19, 2018**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission Annual Report 2017-2018

REFERENCE

December 2017

Board approved Professional Standards Commission
Annual Report 2016-2017

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1208, 33-1251, 33-1252, 33-1253, 33-1254, and 33-1258, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT; Objective B: Alignment and
Coordination

BACKGROUND/DISCUSSION

Professional Standards Commission

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the State legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The PSC consists of 18 constituency members appointed or reappointed for terms of three years:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

The PSC submits to the Board an annual report following the conclusion of each fiscal year to advise the State Board of Education regarding the accomplishments of the commission.

IMPACT

This report advises the State Board of Education regarding the accomplishments of the Professional Standards Commission at the conclusion of each fiscal year.

ATTACHMENTS

- Attachment 1 – PSC Annual Report 2017-2018 Presentation
- Attachment 2 – PSC Annual Report 2017-2018

STAFF COMMENTS AND RECOMMENDATIONS

The Professional Standards Commission is established through Section 33-1252, Idaho Code. The commission is made up of 18 members appointed by the State Board of Education. Membership is made up of individuals representing the teaching profession in Idaho, including a staff person from the Department of Education and the Division of Career Technical Education. No less than seven members must be certificated classroom teachers, of which at least one must be a teacher of exceptional children and one must serve in pupil personnel services. In addition to making recommendations regarding professional codes and standards of ethics to the State Board of Education, the Commission investigates complaints regarding the violation of such standards and makes recommendations to the Board in areas of educator certification and educator preparation standards.

The Professional Standards Commission report includes the number of alternative authorizations for interim certificates that have been issued during the previous school year. Interim certificates are issued to all individuals who are approved for an alternate authorization or non-traditional route to certification. There are currently two non-traditional preparation programs approved by the Board: American Board for Certification of Teacher Excellence (ABCTE), and Teach for America (TFA). Alternate Authorizations are available for existing instructional staff as an expedited route for adding endorsements to an existing certificate or as a route for earning a new certificate. There are four alternative authorization options educators may use to add an endorsement to an existing certificate. These include:

- Assurance from an approved educator preparation program that the individual is competent in the field they are seeking the endorsement in,
- National Board Certification in the content specific area they are seeking endorsement in,
- Earning a graduate degree in the content specific area they are seeking endorsement in, or
- Proof of competency in the content specific area through a Board approved assessment.

Alternate authorizations for certification are available through three pathways in addition to the Board approved non-traditional routes to certification. These include:

- Teacher to New Certification – this route is available to individuals with an existing certification to add an additional certification. An example would be a teacher with an instructional staff certificate adding an occupation specialist certificate so they could teach both career technical and non-career technical courses or an individual with an instructional staff certificate

**DEPARTMENT OF EDUCATION
DECEMBER 19, 2018**

adding a pupil service staff certificate with a school counselor endorsement. This alternative authorization should not be confused with the alternative route for adding new endorsements to an existing certificate.

- Content Specialist – this route provided an expedited route to certification for individual who are uniquely qualified in a subject area but have not gone through a traditional educator preparation route. An example would be an individual with industry experience in a content area or has deep content knowledge, such as a degree in engineering but did not go through a traditional educator preparation program. While this route was originally used primarily for filling vacancies in emergency situations, it was amended a few years ago to recognize not all quality educators enter the classroom through a traditional route and to allow non-traditional candidates to enter the classroom while still insuring they meet quality standards.
- Pupil Service Staff – this route provides a mechanism for school districts to fill pupil service staff positions when they cannot find someone with correct endorsement or certification.

Individuals on any of the Alternate Routes receive an up to three-year non-renewable interim certificate. During their time on the interim certificate they must complete the requirements of their alternative route preparation program. This program could range from a formal alternative route preparation program with a Board-approved educator preparation program or could be an individual agreement developed by a consortium comprised of the certificate holder, designee from an approved educator preparation program and a representative of the school district. For the Content Specialist route it is the responsibility of the school district to assure the individual is qualified to teach in the area of identified need and that they are making adequate annual progress toward standard certification.

BOARD ACTION

I move to accept the Professional Standards Commission 2017-2018 Annual Report as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Professional Standards Commission

Annual Report 2017-2018

Lisa Colón Durham

Professional Standards Commission Administrator



December 19, 2018

PSC Overview



- The PSC consists of 18 constituency members that are nominated by respective stakeholders, appointed or reappointed by the State Board of Education for terms of three years:
 - Secondary or Elementary Classroom Teacher (5)
 - Exceptional Child Teacher (1)
 - School Counselor (1)
 - Elementary School Principal (1)
 - Secondary School Principal (1)
 - Special Education Director (1)
 - School Superintendent (1)
 - School Board Member (1)
 - Public Higher Education Faculty Member (2)
 - Private Higher Education Faculty Member (1)
 - Public Higher Education Letters and Sciences Faculty Member (1)
 - State Career & Technical Education Staff Member (1)
 - State Department of Education Staff Member (1)

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PSC Overview



- The PSC has four standing committees that have specific duties:
 1. Authorizations Committee
 2. Budget Committee
 3. Executive Committee
 4. Standards Committee

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PSC Annual Report



- Alternative Authorizations
- Executive Committee
- Standards Committee

PSC Annual Report 2017-2018 | 4



Professional Standards Commission

Annual Report 2017-2018 – Alternative Authorizations



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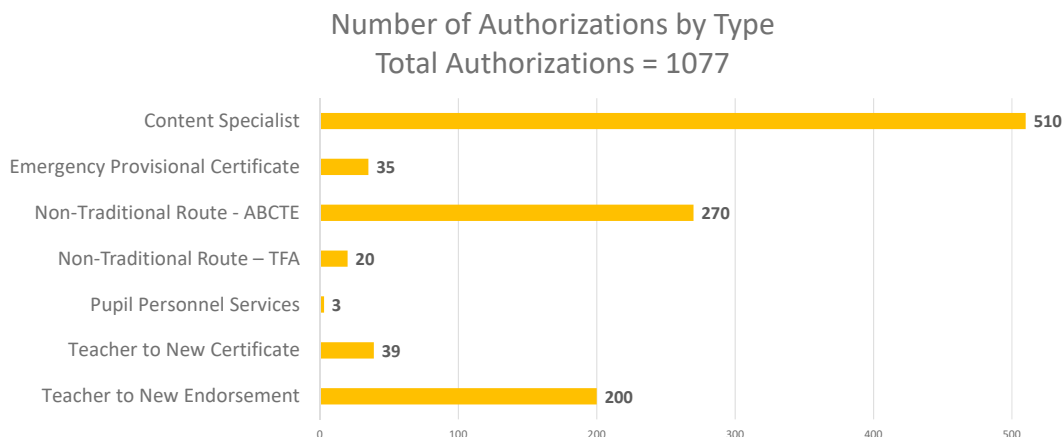
PSC Alternative Authorizations



- Emergency Provisional Certificates
- Authorization Types
 - Teacher to New Certificate/Endorsement
 - Content Specialist
 - Pupil Personnel Services
 - Non-Traditional Route – ABCTE
 - Non-Traditional Route – TFA

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PSC Alternative Authorizations



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PSC Alternative Authorizations



- There were 19,553 total certificated educators employed statewide during the 2017-2018 school year.
- The percentage of educators working with an alternative authorization was 5.51%

Authorization Type	2015-2016 Number of Authorizations	2016-2017 Number of Authorizations	2017-2018 Number of Authorizations
Emergency Provisional Certificates	-	29	35
Teacher to New Certificate			39
Teacher to New Endorsement	230	253	200
Content Specialist	348	406	510
Pupil Personnel Services	6	11	3
Non-Traditional Route - ABCTE	162	223	270
Non-Traditional Route - TFA	11	12	20
TOTAL	757	931	1077

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Professional Standards Commission

Annual Report 2017-2018 – Executive Committee



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PSC Executive Committee



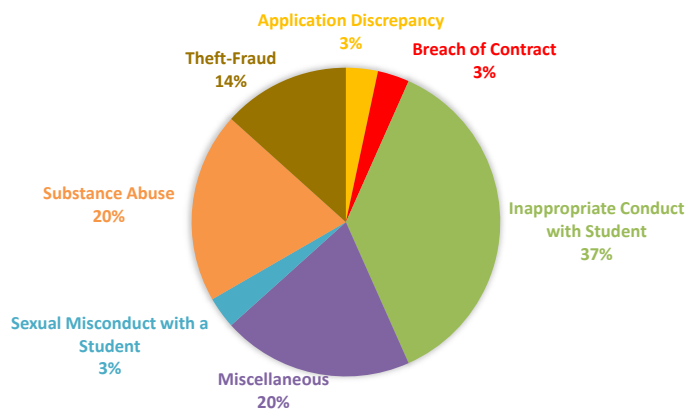
- During 2017-2018, the PSC received 81 written complaints of alleged educator ethical misconduct, out of which 31 cases were opened.
- There were 45 cases closed during 2017-2018.
 - 30 cases – probable cause found with disciplinary action taken
 - 14 cases – no probable cause found
 - 1 case – N/A (Death)
 - 7 of the 45 cases were for educators employed as an administrator
- PSC staff conducted two (2) certification denial hearings and two (2) educator ethical misconduct hearings during 2017-2018.

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PSC Executive Committee



NUMBER OF CASES CLOSED BY CATEGORY OF ETHICS VIOLATION



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PSC Executive Committee

Summary of Closed Cases for Probable Cause Determination by Category of Ethics Violation



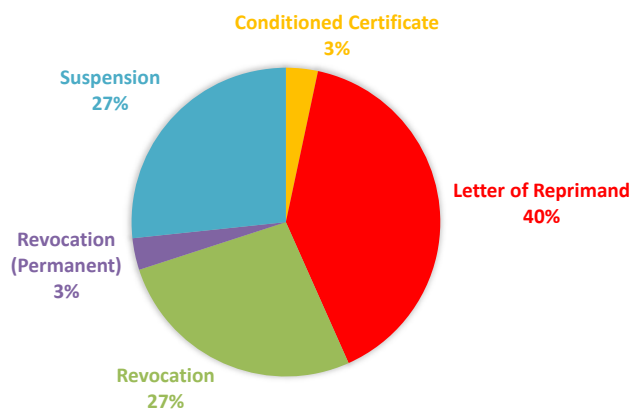
Category of Ethics Violation	2015-2016 Number of Cases Closed	2016-2017 Number of Cases Closed	2017-2018 Number of Cases Closed
Application Discrepancy	16	2	1
Breach of Contract	3	3	1
Felony (Other)	-	-	-
Felony (Violent)	-	-	-
Inappropriate Conduct	2	2	-
Inappropriate Conduct with Student	8	8	11
Miscellaneous	4	3	6
Misdemeanor	-	1	-
Sexual Misconduct Not with a Student	-	1	-
Sexual Misconduct with a Student	1	2	1
Substance Abuse	4	4	6
Theft-Fraud	1	2	4

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PSC Executive Committee



NUMBER OF CASES CLOSED BY TYPE OF DISCIPLINARY ACTION



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PSC Executive Committee

Summary of Closed Cases for Probable Cause Determination by Type of Disciplinary Action



Type of Disciplinary Violation	2015-2016 Number of Cases Closed	2016-2017 Number of Cases Closed	2017-2018 Number of Cases Closed
Conditioned Certificate	-	2	1
Letter of Reprimand	24	7	12
Revocation	5	7	8
Revocation (Permanent)	-	2	1
Suspension	8	9	8
Voluntary Surrender	2	1	-

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Professional Standards Commission

Annual Report 2017-2018 – Standards Committee



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PSC Standards Committee



- Reviews 20% of the educator preparation standards and endorsement each year. The following were reviewed during 2017-2018.
 - English Language Arts
 - Gifted & Talented
 - Literacy
 - Online Teacher
 - Teacher Leader
 - Teacher Librarian
 - School Nurses
- The following new endorsements and standards were proposed and approved by the PSC during the 2017-2018 school year:
 - Middle School Science (5-9)
 - Middle School Social Studies (5-9)

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PSC Standards Committee



- Completes educator preparation program reviews. The following program reviews were completed during 2017-2018.
 - Lewis-Clark State College – Focused Visit
- Completes educator preparation new program proposal desk reviews. The following new programs for certification were reviewed and approved by the State Board of Education during 2017-2018
 - Boise State University – Special Education Director, Early Childhood Intervention Program: Blended Early Childhood Education/Early Childhood Special Education (Birth through Grade 3)
 - Idaho State University – Special Education Director
 - College of Southern Idaho –Alternative Authorization – Content Specialist: Mastery-based Pathway to Certification

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Questions?



Lisa Colón Durham | Professional Standards Commission Administrator
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lcoldurham@sde.idaho.gov
www.sde.idaho.gov/cert-psc/psc



December 19, 2018

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PROFESSIONAL STANDARDS COMMISSION

ANNUAL REPORT

2017-2018



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INTRODUCTION

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the state legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The Commission consists of 18 constituency members appointed or reappointed for terms of three years:

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- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

For further detail regarding the establishment and membership of the Professional Standards Commission, see Idaho Code §33-1252.

PSC Vision

The PSC will continue to provide leadership for professional standards and accountability in Idaho's schools. We will handle that responsibility with respect and in a timely fashion. We will nurture positive relationships and collaborative efforts with a wide range of stakeholders. We will be a dynamic force and a powerful voice advocating on behalf of Idaho's children.

PSC Mission

The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, pre-K-12 student achievement, and improved professional practice.

Statutory Responsibilities of the Professional Standards Commission

1. "The commission shall have authority to adopt recognized professional codes and standards of ethics, conduct and professional practices which shall be applicable to teachers in the public schools of the state, and submit the same to the state board of education for its consideration and approval. Upon their approval by the state board of education, the professional codes and standards shall be published by the board."

Idaho Code §33-1254

2. "The professional standards commission may conduct investigations on any signed allegation of unethical conduct of any teacher brought by:
 - a. An individual with a substantial interest in the matter, except a student in an Idaho public school; or
 - b. A local board of trustees."

Idaho Code §33-1209

3. "The commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state."

Idaho Code §33-1258

Professional Standards Commission Membership

During the 2017-2018 academic year, the PSC met five times: September, November, January, March, and June. The following individuals served as members of the PSC:

1. Clara Allred	Twin Falls	Special Education Administrator
2. Margaret Chipman, Co-Chair	Weiser SD #431	School Board Member
3. Steve Copmann	Cassia County Joint SD #151	Secondary School Principal
4. Kathy Davis	St. Maries Joint SD #41	Secondary Classroom Teacher
5. Kristi Enger	Idaho Career & Technical Education	Career & Technical Education
6. Mark Gorton	Lakeland Joint SD #272	Secondary Classroom Teacher
7. Dr. Dana Johnson	Brigham Young University - Idaho	Private Higher Education
8. Pete Koehler	Idaho Department of Education	Department of Education
9. Marjean McConnell	Bonneville Joint SD #93	School Superintendent
10. Charlotte McKinney, Chair	Mountain View SD #244	Secondary Classroom Teacher
11. Dr. Jennifer Snow	Boise State University	Public Higher Education
12. Dr. Taylor Raney	University of Idaho	Public Higher Education
13. Dr. Tony Roark	Boise State University	Public Higher Education – Letters and Sciences
14. Dr. Elisa Saffle	Bonneville Joint SD #93	Elementary School Principal
15. Topher Wallaert	Mountain Home SD #193	Elementary Classroom Teacher
16. Virginia Welton	Coeur d’Alene SD #271	Exceptional Child Teacher
17. Mike Wilkinson	Twin Falls SD #411	School Counselor
18. Kim Zeydel	West Ada SD #2	Secondary Classroom Teacher

Lisa Colón Durham served as administrator for the PSC from July 1, 2017 to June 30, 2018.

INTERNAL OPERATION OF THE COMMISSION

The PSC has four standing committees that have specific duties. Below is a summary of the main duties for each of the standing committees.

1. Authorizations Committee

- Reviews and makes recommendations to the PSC regarding:
 - Approval of alternative authorizations to teach, serve as an administrator, or provide pupil personnel services
 - Policies and procedures for alternative authorizations
 - The development and publishing of certification reports as needed

2. Budget Committee

- Develops a yearly budget
- Monitors and makes recommended revisions to the annual budget

3. Executive Committee

- Reviews, maintains, and revises the Code of Ethics for Idaho Professional Educators as needed
- Determines if there is probable cause to pursue discipline against a certificated educator for alleged unethical conduct

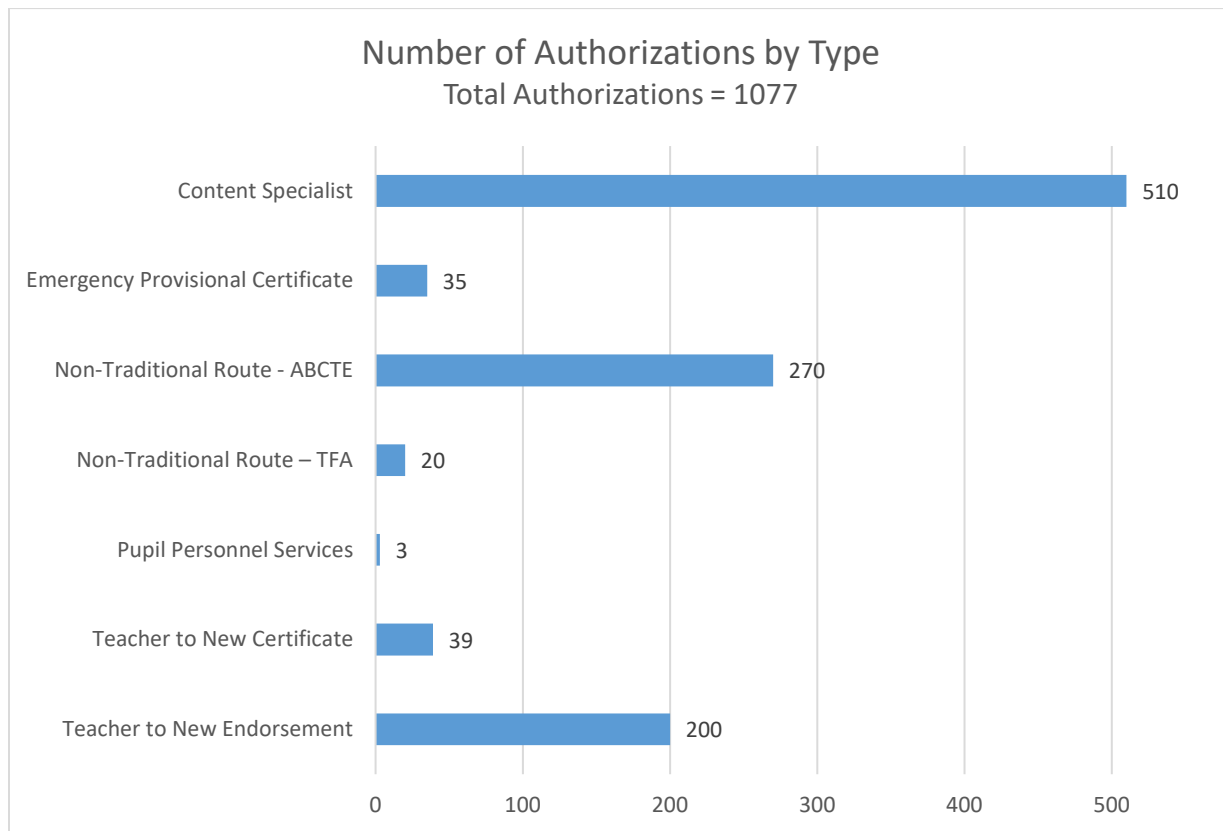
4. Standards Committee

- Develops recommendations for preservice educator standards for consideration by the State Board of Education
- Develops and/or maintains standards and review processes for educator preparation programs including:
 - Annual review of approximately 20 percent of state educator preparation standards, certificates and endorsements
 - Coordination of national recognition and national program accreditation (Council for the Accreditation of Educator Preparation or CAEP) along with state review to assure graduates of the program meet the state preparation standards
- Develops and gives recommendations to the PSC for educator assessment(s) and qualifying scores
- Develops and gives recommendations to the PSC for educator certificate and endorsement requirements for consideration by the State Board of Education

ALTERNATIVE AUTHORIZATIONS

Local school districts, including charter schools or other educational agencies, may request approval of an alternative authorization for an individual to fill a certificated position when he/she does not presently hold an appropriate Idaho educator certificate/endorsement. The alternative authorization request shall be made only after a reasonable effort has been made by the district to find a competent, certificated individual to fill the position. The individual must have a plan that leads to certification in the assigned area.

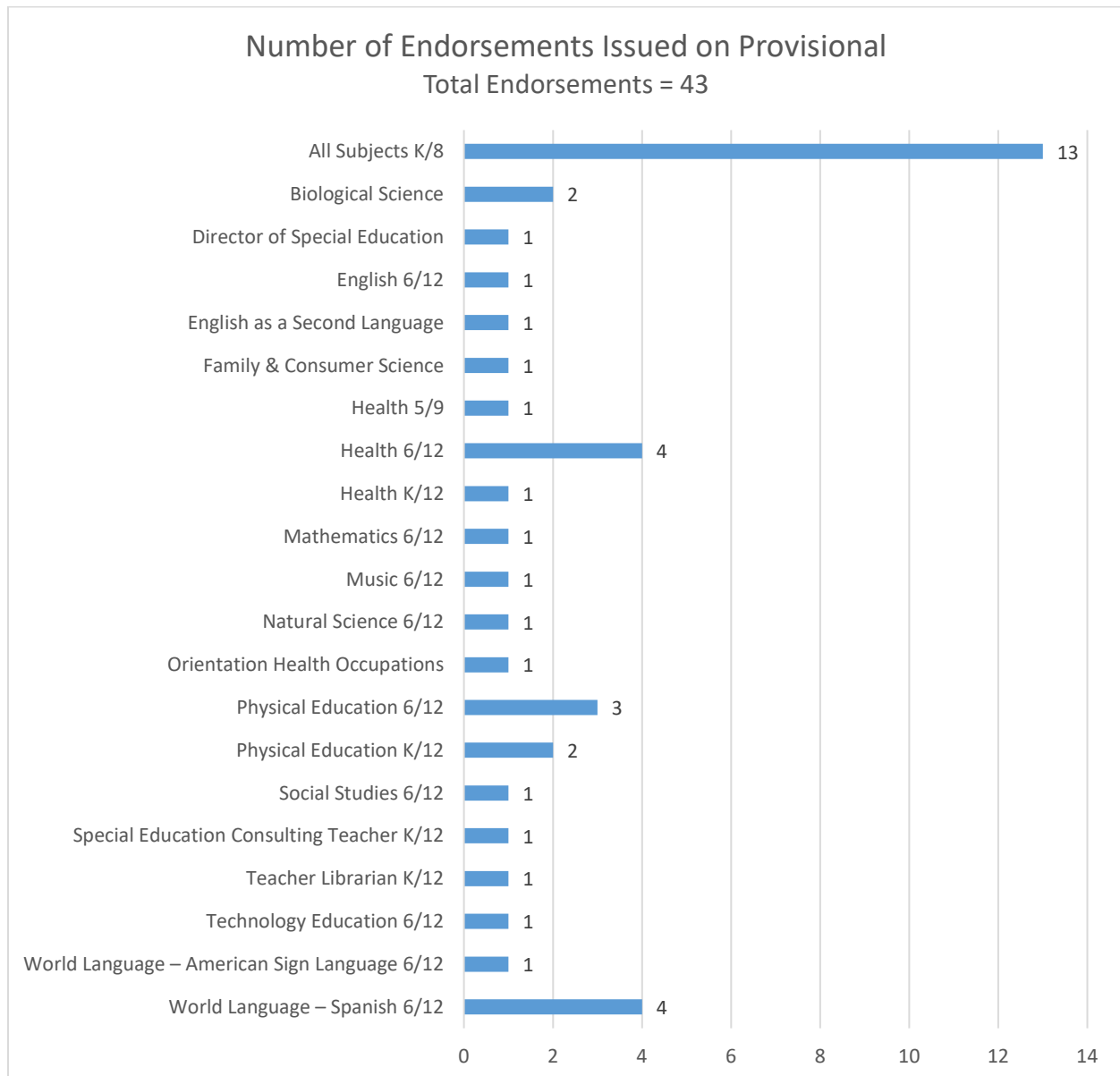
For further detail regarding alternative authorizations, please visit [the Alternative Authorization's page on the State Department of Education website](#).



There were 19,553 total certificated educators employed statewide during the 2017-2018 school year. The percentage of educators working with an alternative authorization was 5.51% percent.

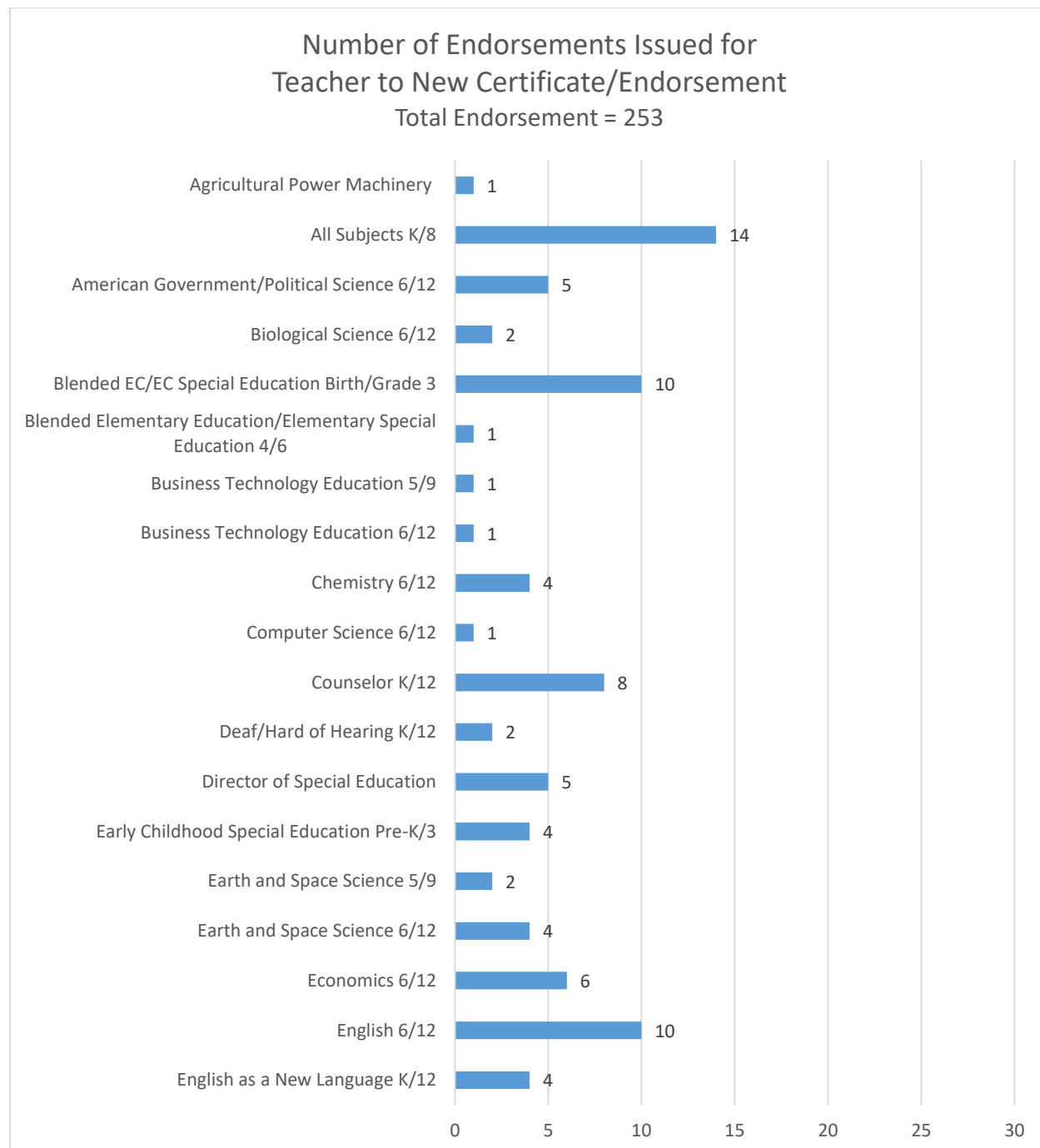
REQUESTS FOR EMERGENCY PROVISIONAL CERTIFICATE

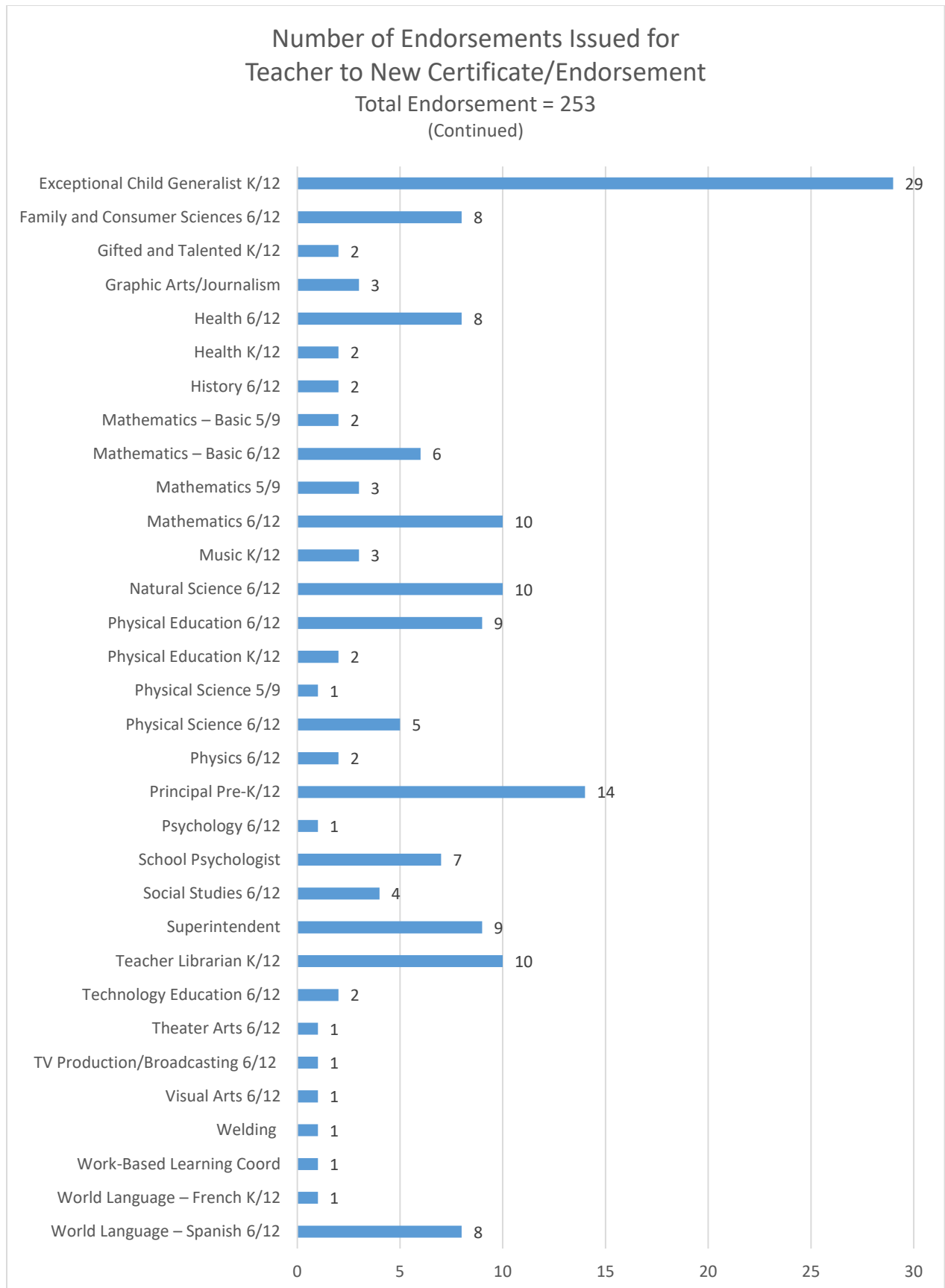
The purpose of the Emergency Provisional Certificate is to allow an Idaho school district/charter to hire a candidate for one year who does not hold a valid Idaho credential to serve in an assignment that requires certification/endorsement in an emergency situation. The district must declare an emergency and the candidate must have at least two years of college training. There were 35 Emergency Provisional Certificates with 43 total endorsements issued during the 2017-2018 school year as follows:



REQUESTS FOR TEACHER TO NEW CERTIFICATION/ENDORSEMENT AUTHORIZATIONS

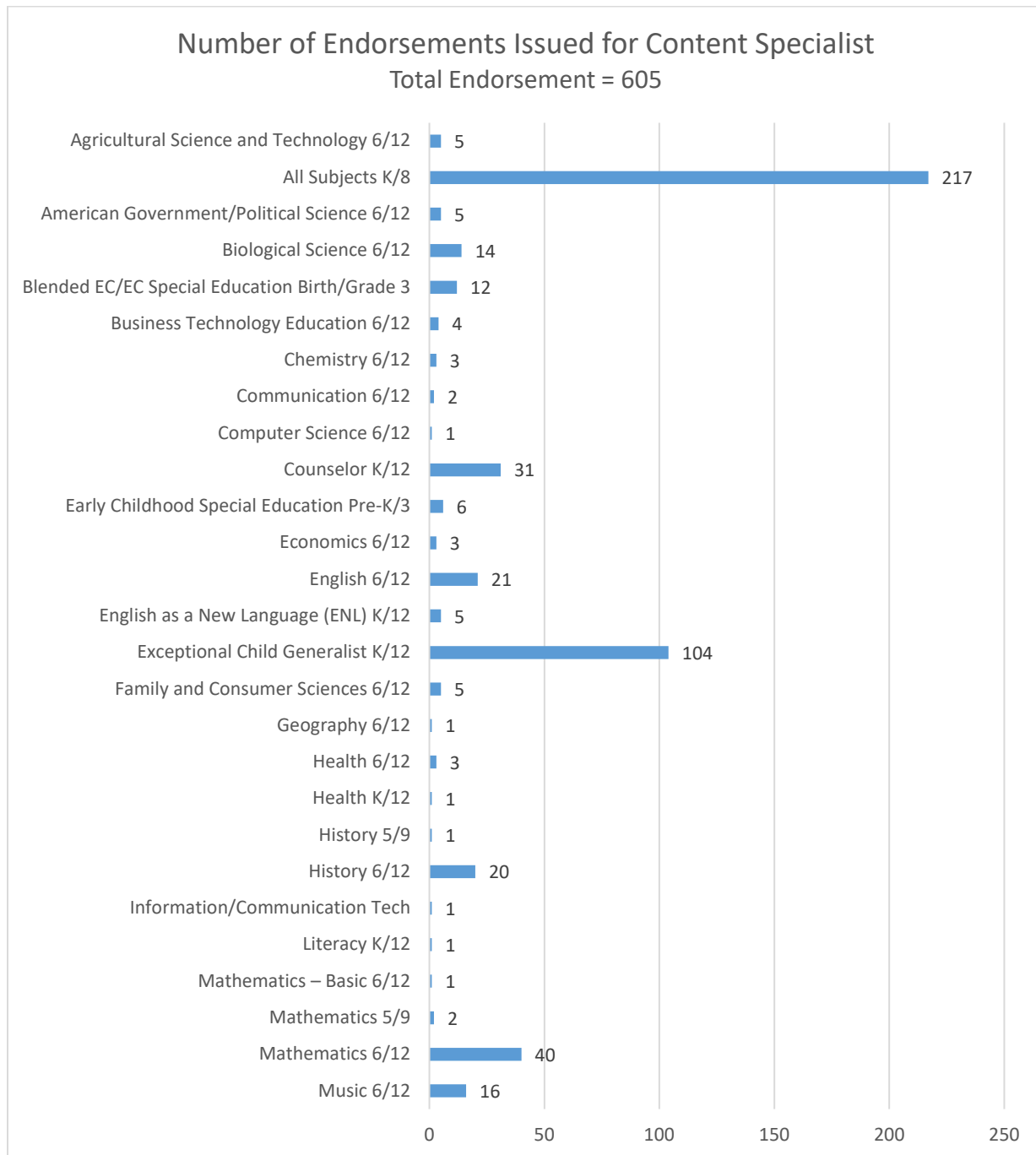
The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who holds a valid Idaho credential to serve in an assignment for which the candidate does not hold the appropriate certificate/endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable certificate/endorsement. There were 239 Teacher to New Certification authorizations with 253 total endorsements issued during the 2017-2018 school year as follows:

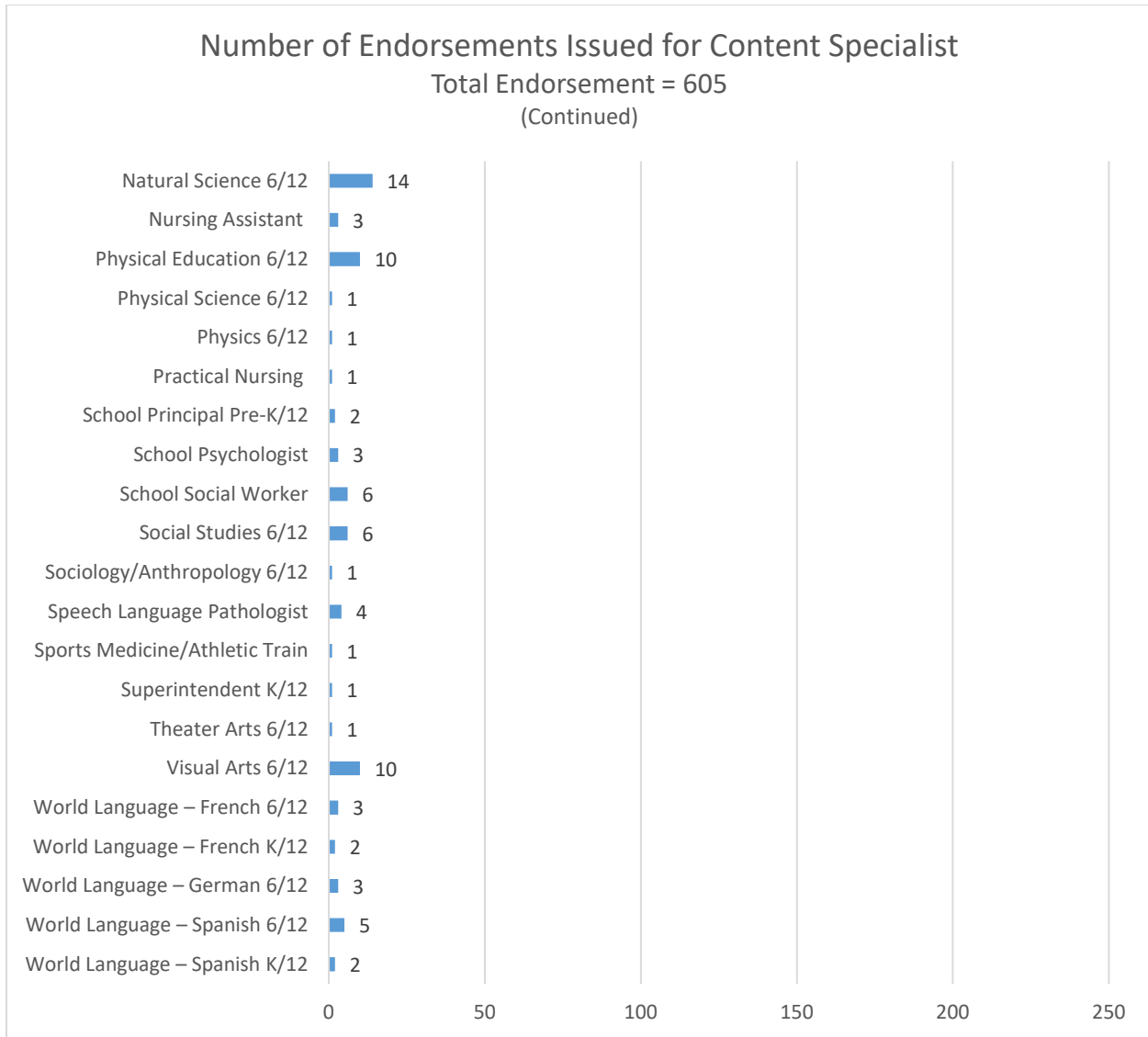




REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS

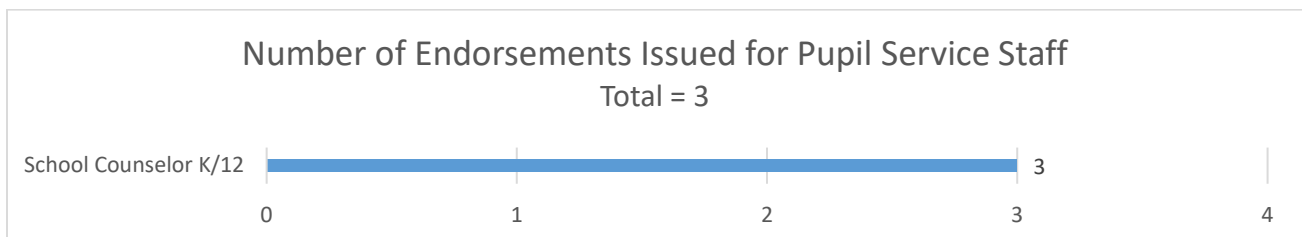
The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does not hold a valid Idaho credential to serve in an assignment that requires certification/endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable certificate/endorsement. There were 510 Content Specialist authorizations with 605 total endorsements issued during the 2017-2018 school year as follows:





REQUESTS FOR PUPIL PERSONNEL SERVICES AUTHORIZATIONS

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does not hold a valid Idaho credential to serve in an assignment that requires the Pupil Personnel Services Certificate. The authorization allows the candidate to serve in the assignment while working toward obtaining the Pupil Personnel Services Certificate and the applicable endorsement. There were 3 Pupil Personnel Services authorizations with 3 total endorsements issued during the 2017-2018 school year as follows:

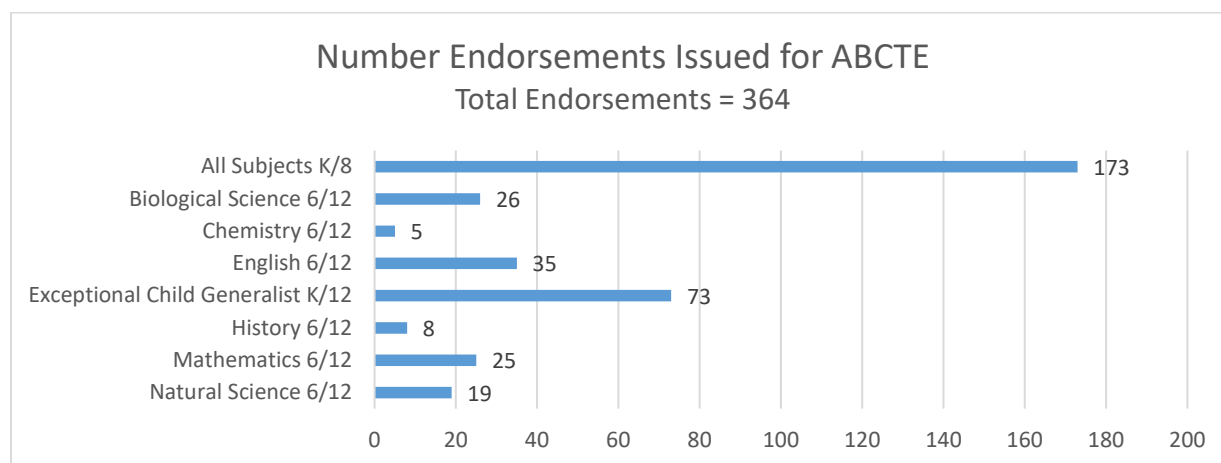


REQUESTS FOR NON-TRADITIONAL AUTHORIZATIONS (ABCTE AND TFA)

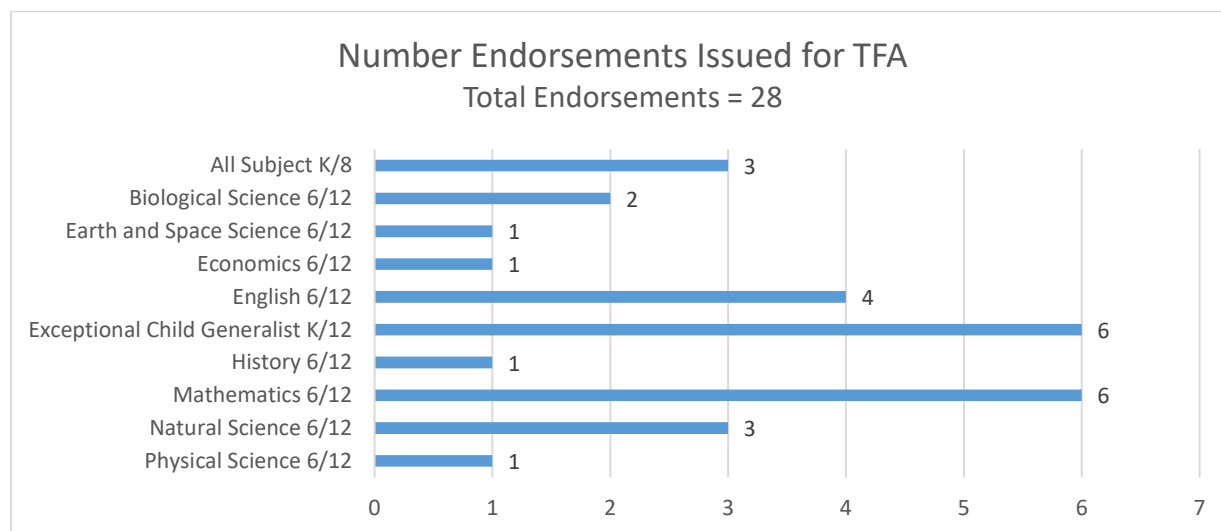
The purpose of the non-traditional programs is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. There are two State Board-approved, non-traditional programs:

- American Board for Certification of Teacher Excellence (ABCTE)**
 This is a computer-based route designed as an avenue to enter the teaching profession or to add additional certificates or endorsements to an already existing Idaho teaching credential. The candidate must first hold a bachelor's degree.
- Teach For America (TFA)**
 Teach for America is a program designed to enlist college graduates with a bachelor's degree to teach in low-income communities for two years.

There were 270 Non-Traditional – ABCTE authorizations with 364 total endorsements issued during the 2017-2018 school year as follows:



There were 20 Non-Traditional – TFA authorizations with 28 total endorsements issued during the 2017-2018 school year as follows:



EXECUTIVE COMMITTEE ACTIVITIES

Under Idaho Code §33-1208 and §33-1209, the PSC has the responsibility for suspending, revoking, issuing letters of reprimand, or placing reasonable conditions on any certificate for educator misconduct. The administrator of the PSC, in conjunction with the deputy attorney general and PSC staff, conducts a review of the written allegation using established guidelines to determine whether to open an investigation or remand the issue to the school district to resolve locally. The Executive Committee considers the allegation(s) and all additional relevant information to determine whether probable cause exists to warrant the filing of an administrative complaint. If probable cause is determined, the Executive Committee recommends disciplinary action to be taken against a certificate. Once an administrative complaint is filed, a hearing may be requested.

During 2017-2018, the PSC received 81 written complaints of alleged educator ethical misconduct, of which thirty-one (31) cases were opened. Additionally, 45 cases were closed during 2017-2018. Seven (7) of the 45 closed cases involved educators who were employed as administrators. Furthermore, PSC staff conducted two (2) certification denial hearings and two (2) educator ethical misconduct hearings. The data below represents the cases that were closed.

2017-2018 Closed Ethics Cases

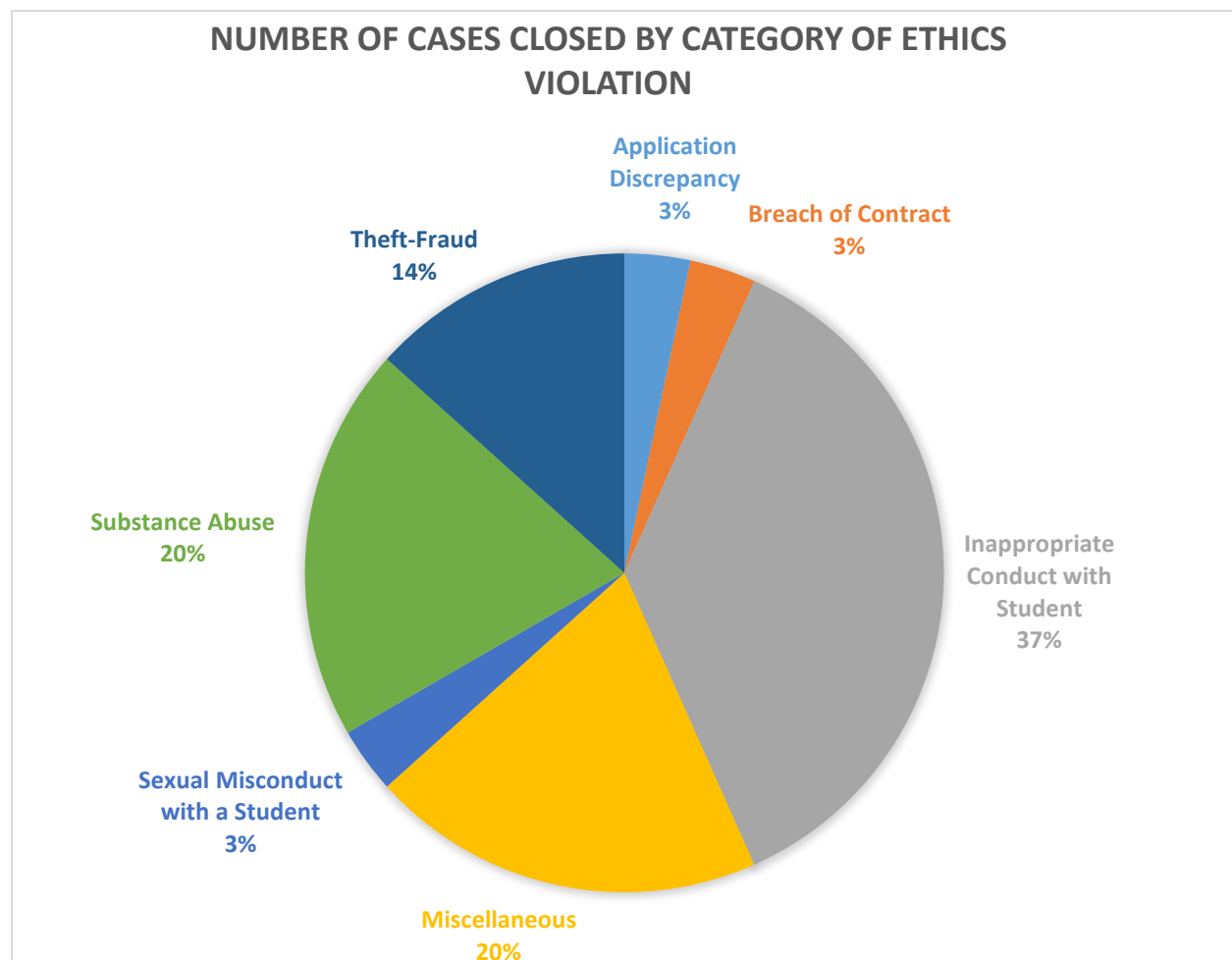
Case Number	Category of Ethics Violation	Probable Cause Found	Disciplinary Action
21424	Substance Abuse	Yes	Revocation
21501	Theft-Fraud	Yes	Suspension
21505	Miscellaneous	Yes	Letter of Reprimand
21517	Miscellaneous	Yes	Letter of Reprimand
21526	Substance Abuse	Yes	Revocation
21528	Miscellaneous	Yes	Conditioned Certificate
21614	Sexual Misconduct with a Student	Yes	Revocation (Permanent)
21617	Substance Abuse	Yes	Revocation
21619	Substance Abuse	Yes	Suspension
21622	Miscellaneous	Yes	Letter of Reprimand
21629	Substance Abuse	Yes	Suspension
21631	Inappropriate Conduct with Student	Yes	Letter of Reprimand
21632	Miscellaneous	Yes	Letter of Reprimand
21633	Miscellaneous	Yes	Letter of Reprimand
21634	Inappropriate Conduct with Student	Yes	Letter of Reprimand
21636	Inappropriate Conduct with Student	Yes	Revocation
21637	Inappropriate Conduct with Student	Yes	Suspension
21638	Inappropriate Conduct with Student	Yes	Letter of Reprimand
21701	Theft-Fraud	Yes	Revocation
21702	Inappropriate Conduct with Student	Yes	Revocation
21703	Theft-Fraud	Yes	Suspension
21704	Breach of Contract	Yes	Letter of Reprimand

Case Number	Category of Ethics Violation	Probable Cause Found	Disciplinary Action
21707	Inappropriate Conduct with Student	No	
21709	Sexual Misconduct with a Student	No	
21711	Theft-Fraud	No	
21712	Theft-Fraud	Yes	Suspension
21713	Application Discrepancy	Yes	Letter of Reprimand
21714	Miscellaneous	No	
21715	Inappropriate Conduct with Student	Yes	Letter of Reprimand
21716	Inappropriate Conduct	No	
21717	Inappropriate Conduct	No	
21718	Breach of contract	No	
21719	Inappropriate Conduct with Student	Yes	Revocation
21720	Substance Abuse	Yes	Suspension
21721	Breach of Contract	No	
21722	Inappropriate Conduct with Student	Yes	Suspension
21724	Substance Abuse	N/A-Death	
21725	Inappropriate Conduct with Student	Yes	Revocation
21726	Inappropriate Conduct	No	
21728	Inappropriate Conduct with Student	Yes	Letter of Reprimand
21729	Inappropriate Conduct	No	
21730	Miscellaneous	No	
21804	Inappropriate Conduct with Student	No	
21806	Application Discrepancy	No	
21807	Sexual Misconduct with a Student	No	

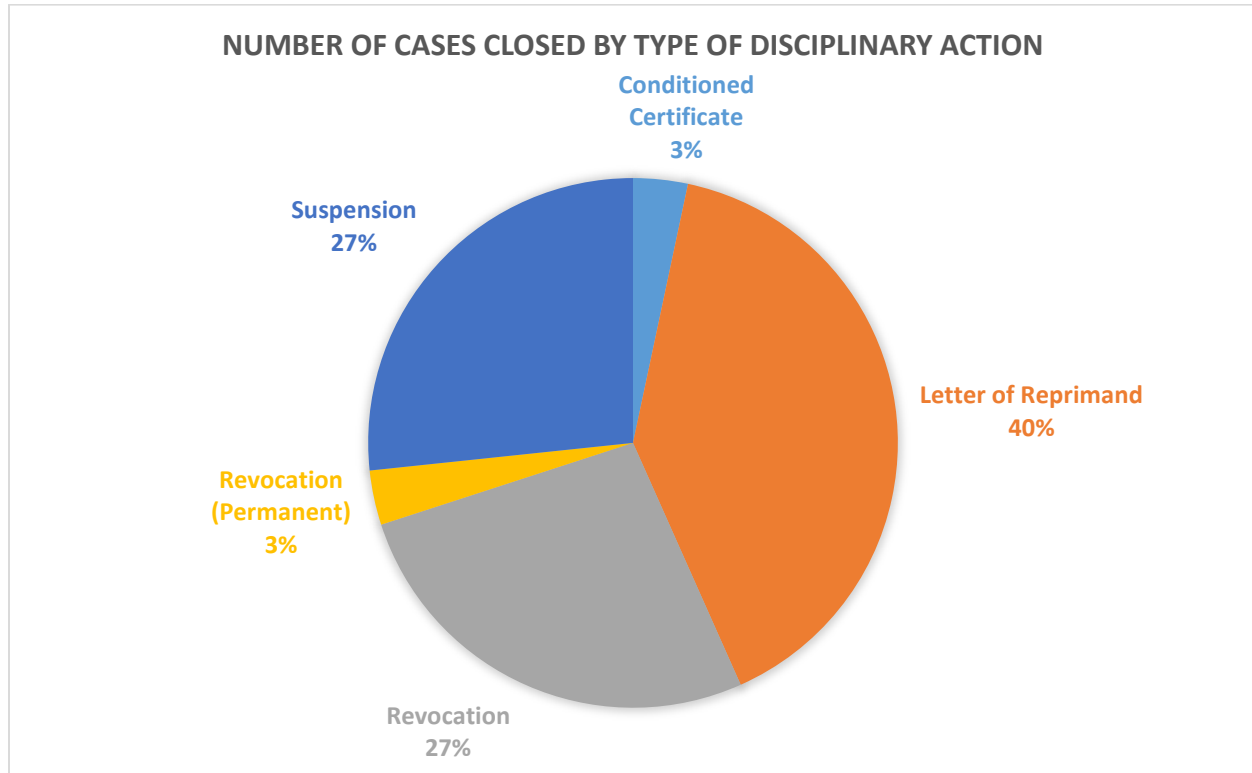
2017-2018 Aggregate Data of Closed Ethics Cases Where Probable Cause Was Found

During 2017-2018 the PSC closed 45 cases and finalized disciplinary action in 30 cases. The disaggregated data is shown below. The first table shows the data by the category of the ethics violation. The second table displays the data by the type of disciplinary action.

Category of Ethics Violation	Number of Cases Closed	Percent of Cases Closed
Application Discrepancy	1	3%
Breach of Contract	1	3%
Felony (Other)	0	0%
Felony (Violent)	0	0%
Inappropriate Conduct	0	0%
Inappropriate Conduct with Student	11	37%
Miscellaneous	6	20%
Misdemeanor	0	0%
Sexual Misconduct Not with a Student	0	0%
Sexual Misconduct with a Student	1	3%
Substance Abuse	6	20%
Theft-Fraud	4	13%



Type of Disciplinary Action	Number of Cases Closed	Percent of Cases Closed
Conditioned Certificate	1	3%
Letter of Reprimand	12	40%
Revocation	8	27%
Revocation (Permanent)	1	3%
Suspension	8	27%
Voluntary Surrender	0	0%



STANDARDS COMMITTEE ACTIVITIES

The Standards Committee is responsible for completing educator preparation standards reviews, educator preparation program reviews, and educator preparation new program proposal reviews for recommendation to the full PSC. The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education for approval consideration.

EDUCATOR PREPARATION STANDARDS REVIEWS

The purpose of educator preparation standards reviews is to define and establish rigorous and research-based standards that better align with national standards and best practices. The standards provide requirements for educator preparation programs to ensure that future educators acquire the knowledge and performance standards to best meet the needs of students.

IDAPA 08.02.02.004 directs that the PSC continuously review/revise 20 percent of the standards per year. The review process involves teams of content area experts from higher education faculty and educators in K-12 Idaho schools. The standards and endorsements are reviewed and presented to the PSC, and then the State Board of Education for approval. Once approved, they are reviewed and approved by the legislature and become an incorporated-by-reference document in State Board rule.

The following standards and endorsements were reviewed by the PSC during the 2017-2018 school year:

- English Language Arts
- Gifted & Talented
- Literacy
- Online Teacher
- Teacher Leader
 - Math Consulting Teacher
 - Special Education Consulting Teacher
- Teacher Librarian
- School Nurses

The following new endorsements and standards were proposed and approved by the PSC during the 2017-2018 school year:

- Middle School Science (5-9)
- Middle School Social Studies (5-9)

EDUCATOR PREPARATION PROGRAM REVIEWS

Each educator preparation program will undergo a state program approval process that is designed to assure that graduates meet the Idaho standards for professional educators. The PSC follows the national accreditation council model by which institutions pursue continuing approval through a full program review every seven (7) years. Additionally, the PSC conducts State-Specific Requirement Reviews, not to exceed every third year following the full program review. The requirements are defined in IDAPA 08.02.02.100: Rules Governing Uniformity and the CAEP standards.

The process for teacher preparation program approval is specifically defined in the [Manual of Instruction for State Approval of Idaho Teacher Preparation Programs](#).

The standards for evaluating teacher preparation programs are found in the [Idaho Standards for Initial Certification of Professional School Personnel](#) as updated and approved by the State Board of Education. For review purposes, pertinent rubrics accompanying these standards are on file in the office of the State Department of Education, Certification and Professional Standards.

Current CAEP standards can be reviewed on the [CAEP website](#).

Current PSC materials, reports, and resources are also available on [the State Department of Education website](#).

The following educator preparation programs were reviewed by the PSC during the 2017-2018 school year:

- **Lewis-Clark State College**

A state on-site Focused Visit was held at Lewis-Clark State College from April 22-25, 2017. Team reports were submitted to the PSC at its September 14-15, 2017 meeting. The reports were considered, and the PSC recommended that the State Board of Education accept the recommendations with the omission of the State Specific Requirements review portion of the report, as they are still being piloted.

The Idaho State Board of Education, at its December 20-21, 2017 meeting, approved the Lewis-Clark State College state team report resulting from the on-site visit.

Specific information regarding the Idaho State Board of Education's review of these documents can be found on [the State Board's website](#).

EDUCATOR PREPARATION NEW PROGRAM PROPOSAL REVIEWS

Each educator preparation new program proposal will undergo a desk review designed to confirm the new program meets the standards in the [Idaho Standards for Initial Certification of Professional School Personnel](#). The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education for approval consideration.

The following educator preparation new program proposals were reviewed by the PSC and recommendation was made to the State Board of Education for conditional approval during the 2017-2018 school year:

- Boise State University
 - Special Education Director
 - Early Childhood Intervention Program: Blended Early Childhood Education/Early Childhood Special Education (Birth through Grade 3)
- Idaho State University
 - Special Education Director
- College of Southern Idaho
 - Content Specialist Alternative Authorization new program request for a Mastery-based Pathway to Certification

PROFESSIONAL STANDARDS COMMISSION MEETING SUMMARY

1. The Professional Standards Commission (PSC) funded the participation of various staff members in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Professional Practices Institute (PPI); the NASDTEC Winter Symposium; the NASDTEC Annual Conference; NASDTEC Annual Meeting Planning Committee; the National Association for Alternative Certification (NAAC) Annual Conference; the Council for the Accreditation of Education Preparation (CAEP) State and Fall Conferences; and the Council of Chief State School Officers (CCSSO).
2. The PSC funded Educator Career Fairs, held in April and May in Regions I (Coeur d'Alene), III (Nampa), and IV (Twin Falls).
3. The PSC made recommendations for State Board of Education approval of content, pedagogy, and performance assessments for certification.
4. The PSC funded Idaho's annual \$4,500 membership in NASDTEC.
5. The PSC paid \$3,729.57 for contracted ethics investigative services during the 2017-2018 academic year.
6. The PSC accepted the revisions to the PSC Procedures Manual as proposed.
7. The PSC accepted the revisions to the PSC Working Plan as proposed.
8. The Authorizations Committee began reviewing/vetting applications from districts/charter schools for Emergency Provisional Certificates prior to submittal of the applications for State Board approval consideration.
9. The PSC approved its proposed budget for FY2019.
10. The Commission passed the Standard Committee's recommendation to approve the IDAPA rule revisions for certification and preparation standards.
11. In a ballot election for 2018-2019 PSC officers, Charlotte McKinney was elected chair and Margaret Chipman was elected vice-chair.
12. The PSC voted to remove the Professional Development Committee as a standing committee of the PSC. The PSC will continue to work to support educator development and strengthen commitment to the Code of Ethics.
13. The PSC will continue working on ways to assist districts and charter schools in placing qualified people in the classroom. To do so, the PSC has supported staff in making changes and updates to applications for certification as well as launching the online certification look-up tool.
14. The PSC made recommendations for the State Board of Education to approve several changes to content assessment:
 - Content Area Assessments for new Special Education Endorsements Generalist K-8, 6-12 and Early Childhood/Early Childhood Special Education Pre-K through Grade

- Six were recommended for State Board of Education approval: Generalist K-8 and 6-12 would require the same exams for the Generalist K-12: 5543 & 5001 and ECSE Pre-K through Grade Six would require test 5001 when adding the endorsement to the ECSE Birth – grade 3 endorsement which requires an Early Childhood Content and Special Education and Preschool Early Childhood praxis exams (5025 & 5691).
- Praxis requirements for Early Childhood/ Early Childhood Special Education Birth through grade 3 endorsement which requires an Early Childhood Content and Special Education: preschool early childhood praxis exams (5025 & 5691). Recommendation of the Elementary Education Multiple Subjects Exam 5001 be substituted for the 5025 Praxis exam.
 - Gifted and Talented Praxis test 5358 with a cut score 157.
 - New Computer Science Praxis test and multi-state cut score.
 - American Sign Language background seeking World Language Endorsement: Praxis exam 0634 the American Sign Language Proficiency Interview (ASLPI) delivered and evaluated by ASL Diagnostic and Evaluation Services of Gallaudet University with a qualifying score of 3.

APPENDIX – FISCAL YEAR 2018 BUDGET EXPENDITURES

Revenue	Estimated	Actual Revenue	Variance
Cert Application Fees	\$577,000	\$616,558	\$39,558
Personnel	Budget	Actual Expenditures	Variance
Salaries & Benefits	\$435,000	\$438,698	(\$3,698)
Expenses (Spending Authority)	Budget	Actual Expenditures	Variance
Operating Expenses			
PSC Meeting/Travel/Meals	\$35,000	\$31,346	\$3,654
PSC PD & Training	\$1,500	\$0	\$1,500
Attract/Recruit	\$3,000	\$2,532	\$468
Governmental Overhead	\$13,000	\$0	\$13,000
Communication	\$12,000	\$10,133	\$1,867
Staff Development	\$1,000	\$65	\$935
Repairs & Maintenance Services and Supplies	\$1,000	\$0	\$1,000
Administrative Services	\$3,500	\$1,810	\$1,690
Computer Services	\$250	\$0	\$250
Staff Travel Costs	\$12,500	\$7,354	\$5,146
Administrative/Office Supplies	\$7,500	\$7,010	\$490
Computer Supplies	\$250	\$94	\$156
Insurance	\$800	\$1,398	(\$598)
Rentals & Operating Leases	\$10,000	\$9,298	\$702
Payroll/Accounting	\$2,000	\$1,660	\$340
Committee Work Expenses			
Executive - Printing	\$0	\$0	\$0
Executive - Investigations/Hearings/Trainings	\$10,000	\$4,259	\$5,741
Executive - Contract Investigative Services	\$10,000	\$2,730	\$7,270
Executive - NASDTEC Professional Practices Institute	\$7,000	\$6,476	\$524
Executive - NASDTEC Dues	\$4,500	\$4,500	\$0
Standards - Standard Reviews	\$20,000	\$23,215	(\$3,215)
Standards - EPP Reviews and Focused Visits	\$15,000	\$8,878	\$6,122
Standards - CAEP Partnership Dues	\$4,500	\$4,450	\$50
Capital Expenses			
Computer Equipment	\$2,000	\$2,095	(\$95)
Office Equipment	\$1,500	\$1,915	(\$415)
Total Expenses (Spending Authority)	\$177,800	\$131,218	\$46,582
All Expenditures (Personnel + Expenses)	\$612,800	\$569,916	
Revenue Less All Expenditures	(\$35,800)	\$46,642	