

**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 18, 2021**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>DEVELOPMENTS IN K-12 EDUCATION</b>	Information Item
<b>2</b>	<b>UPDATE ON THE CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY (CARES) ACT AND CORONAVIRUS RESPONSE AND RELIEF SUPPLEMENTAL APPROPRIATIONS (CRRSA) ACT, 2021</b>	Information Item
<b>3</b>	<b>PANDEMIC ELECTRONIC BENEFIT TRANSFER PROGRAM</b>	Information Item
<b>4</b>	<b>IDAHO K-12 BEHAVIORAL HEALTH AND WELLNESS SERVICE SCAN PRESENTATION</b>	Information Item
<b>5</b>	<b>CURRICULAR MATERIAL REVIEW COMMITTEE – APPOINTMENTS</b>	Action Item
<b>6</b>	<b>PRAXIS II TESTS AND IDAHO CUT SCORES ADOPTION – ACTION ITEM</b>	Action Item

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**SUBJECT**

Developments in K-12 Education

**BACKGROUND/DISCUSSION**

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

- Legislative Update
- Full Time Enrollment Update
- Idaho Building Capacity Expansion Project
- Spring Assessment Administration

**BOARD ACTION**

This item is for informational purposes only.

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**SUBJECT**

Update on the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

**REFERENCE**

March – April 2020	The State Board of Education (Board) has received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.
April 27, 2020	The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor's Emergency Education Relief Fund.
May 4, 2020	The Board directed staff to move forward with data analysis for the discussed proposals and to identify sources of funds for those proposals.
June 10, 2020	The Board approved the use of the ESSER 10% SEA reserve funds for grants to local education agencies and for funding for professional development to provide social emotional and behavioral health supports remotely;
July 15, 2020	The Board approved a methodology and grant application for \$30,000,000 from Idaho's relief funds through the Governor's Coronavirus Financial Advisory Committee.
August 26, 2020	The Board approved a methodology and allocation for \$1,000,000 from the ESSER 10% SEA reserve funds for social emotional and behavioral health supports.
October 21, 2020	The Board received a CARES Act funding source and equitable services update.

**BACKGROUND/DISCUSSION**

The CARES Act, signed into law March 27, 2020, provides financial relief to local educational agencies (LEAs) from the Elementary and Secondary School Emergency Relief (ESSER) Fund and the Coronavirus Relief Fund through the Governor's Coronavirus Financial Advisory Committee (CFAC). The CARES Act allowed the Board, as the State Educational Agency (SEA), to reserve up to 10 percent of the ESSER Fund for grants to LEAs to be used for emergency needs as determined by the SEA to address issues responding to COVID-19. These funds must be awarded by May 18, 2021, and expended by September 30, 2022. At its July 15, 2020 meeting, the Board adopted the funding distributions, which

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included \$3.785 million for distance/blended learning with a priority for a learning management system (LMS). At the July 15 meeting, the Board also approved a methodology and grant application for \$30 million in funding from Idaho's relief funds through CFAC to close the digital divide. A Review Committee was convened to read the applications and make recommendations for funding. Included in the CRRSA Act (December 27, 2020), the performance period for the CARES Act Coronavirus Relief Fund was extended from December 30, 2020 to December 31, 2021.

The new CRRSA Act provides additional funding for K-12 education under ESSER Fund. Additionally, the Governor's Emergency Education Relief (GEER) Fund includes a separate program of Emergency Assistance for non-Public Schools (EANS) for which eligible non-public schools may apply to an SEA to receive services or assistance related to the pandemic.

**IMPACT**

This agenda item will provide the Board with an update on status of the CARES Act funds and an overview of the CRRSA Act 2021 funds.

**ATTACHMENTS**

Attachment 1 - Coronavirus Aid, Relief, and Economic Security Act Update  
Attachment 2 – Example LEA level distribution of ESSER I and II Funds

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The CARES Act establishes multiple funds dedicated to addressing impacts to education due to the 2019 Novel Coronavirus (COVID-19) pandemic. Two of these funds provide allocations at the state level, while a third fund, the Higher Education Emergency Relief Fund (HEERF) is distributed directly to the postsecondary institutions. The ESSER Fund allocates funds to the state education agencies based on the same proportion as states receive funds under Part A of Title I of the Elementary and Secondary Education Act in fiscal year 2019. Idaho's share of this fund is \$47,854,695. From this amount a minimum of \$43,069,226 (90%) must be distributed to LEAs based on a LEA's proportional share of the state's Part A, Title I funds. These funds are distributed based on each LEA's proportional share of Part A, Title I funds received in 2019. Not all LEA's receive Part A, Title I funds. Part A, Title I funds are distributed based on an LEA's share of eligible Title I students. Up to 10 percent (10%) of these funds, \$4,785,470, may be reserved by the SEA "to be used for emergency needs as determined by the SEA to address issues responding to COVID-19."

Pursuant to the federal ESSER I Fund Notice, SEA reserve funds may be used to award sub grants or enter into contract for emergency needs that address issues related to COVID-19. An SEA must ensure that an "LEA that receives an ESSER Fund sub-grant provides equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 1117 (Providing Equitable Services to Eligible Private School Children, Teachers,

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and Families) of the Elementary Secondary Education Act (ESEA), as determined through timely and meaningful consultation with representatives of non-public schools. In providing services or assistance to students and teachers in non-public schools, the LEA or another public agency must maintain control of the funds, and title to materials, equipment, and property purchased with such funds must be in a public agency.” States have one year from the date of the federal award to award the funds.

The CRRSA Act was signed into law on December 27, 2020 and provides an additional \$54.3 billion for the ESSER II Fund.

ESSER II Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020. Idaho will receive \$195,890,413 in ESSER II funding. Of this amount, \$176,301,372 must be distributed to local education agencies based on the Title I distribution methodology. Like ESSER I, 10% of the funds may be set aside for use by the SEA. Of these funds  $\frac{1}{2}$  of 1% of the total award may be used for administrative costs. The SEA 10% set aside is \$19,589,041, of this, up to \$979,452 could be used for administrative costs. The Department of Education has requested spending authority for \$300,000 of these funds to administer the program.

At a later date, a request regarding the use of the SEA 10% set aside will be brought forward to the Board for consideration. Preliminary discussions between Board staff, the Governor’s Office, the Division of Financial Management and the State Department of Education have been around using these funds to provide monies to non-Title I schools that would receive no distribution from the Title I methodology and those school districts and charter schools who would receive a very small amount. Preliminary estimates indicate there is enough federal funding available between the ESSER I and ESSER II distributions to provide funding equivalent to the Governor’s recommended reduction in the discretionary support unit value to cover the 5% rescission in the FY21 public schools appropriation.

ESSER I and II Funds may only be used for elementary and secondary education relief.

**BOARD ACTION**

This item is for informational purposes only.

Report to the State Board February 17-18, 2021

**Coronavirus Aid, Relief, and Economic Security Act (CARES Act) Update**

As of 1/11/2021							
Allocation - Drawdown	Allocated*	Expended/ Drawn Down	Balance	Percentage Funds Expended as of 1.11.2021	Percentage funds expended last report- 12.23.2020	Diff in percentage expended this report from 12.23.2020	Percentage LEAs that have drawn down funds
ESSERF Flow-through	\$43,069,226	\$7,756,840	\$35,312,386	18.01%	16.83%	1.18%	54.55%
ESSERF - State Set-Aside LMS	\$3,785,469	\$1,296,605	\$2,488,864	34.25%	34.03%	.22%	34.07%
ESSERF - State Set-Aside SEL	\$1,000,000	\$131,454	\$868,546	13.15%	12.87%	.28%	27.47%
CRF Technology	\$985,052	\$887,994	\$97,058	90.15%	87.15%	3%	90.00%
CRF Non-ESSERF	\$901,263	\$622,028	\$279,234	69.02%	53.72%	15.35	71.70%
CRF Distance/Blended Learning	\$24,476,828	\$19,639,207	\$4,837,621	80.24%	75.00%	5.24%	86.21%
CRF Special Distribution	\$98,776,910	\$84,364,211	\$14,412,700	85.41%	80.37%	5.04%	87.98%

The SDE reimburses LEAs through the GRA system on the 11<sup>th</sup> and 25<sup>th</sup> of each month. Expenditure reports are updated the following day.

**Coronavirus Response and Relief Supplemental Appropriations Act, 2021  
(Signed into law December 27, 2020)**

Governor's Emergency Education Relief Fund (GEER II)

Total GEER Fund	GEER Fund	GEER Emergency Assistance to <u>Non-Public Schools</u> <u>(EANS)</u> \$19,581,608	
Idaho's Allocation	State Grant – Governor's Office	State Grant (to SEA)	Administration of the Grant to Non-Public Schools
<b>\$26,438,647</b>	\$6,857,039	\$19,381,608	\$200,000

Fund Highlights:

- Governor designates the SEA to administer the emergency assistance to non-public schools (EANS).

- The SEA has five requirements related to providing assistance to Non-Public Schools, which include 1) distributing information to the NPSs, 2) developing an application for the NPSs, 3) processing the applications, 4) providing services or assistance to NPSs, and 5) and manage funds to ensure that all funds are obligated within 6 months so that unobligated funds can be reallocated back to the Governor's office. No funds go directly to the Non-Public Schools. All funds and all services are administered through the SEA.

**Elementary and Secondary School Emergency Relief Fund (ESSER II)**

<b>Total ESSERF</b>	90% to LEAs	10% Set-Aside \$19,589,041	
		9.5% for Emergency needs	.5% for Administration of the Grant (based on total allocation)
<b>\$195,890,413</b>	<b>\$176,301,372</b>	<b>\$18,609,589</b>	<b>\$979,452</b>

**Fund Highlights:**

- The 90% allocation to LEAs is based on the proportional share of the 2020-2021 Title I-A allocations.
- The minimum ESSER II LEA allocation is \$44,174.
- 17 LEAs, including LEA Charters, do not receive Title I-A funds and therefore will not receive ESSER II funds.
- The 9.5% State Set-Aside is for emergency needs as determined by the SEA to address issues related to coronavirus, including measuring and addressing learning loss, which may be addressed through the use of grants or contracts (measuring learning loss is new).
- LEA uses of funds has been expanded to include addressing learning loss, school facility repairs and improvements, upgrade projects to improve air quality.
- Reporting requirements are expanded to include the specific use of funds and how the state is using funds to measure and address learning loss.

Equitable Services do not apply to GEER II or ESSER II funds.

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**ATTACHMENT 2**

SCHOOL DISTRICT / CHARTER SCHOOL		General Fund holdback and temporary rule reduction*	Federal Funding (ESSER I and II)	Difference between General Fund amount cut and federal fund amount gained	ESSER 10% set aside**
351	Oneida County	(2,019,797)	560,638	(1,459,159)	3,236,580
	Idaho Educational Services for the				
596	Deaf and Blind	(565,200)	0	(565,200)	1,062,576
131.1	Idaho Arts Charter School	(376,083)	0	(376,083)	707,036
493	North Star Charter School	(292,703)	0	(292,703)	550,282
453	McKenna Charter School	(223,716)	0	(223,716)	420,586
491	Coeur d'Alene Charter Academy	(216,856)	0	(216,856)	407,689
470	Kootenai Bridge Academy	(160,914)	0	(160,914)	302,518
469	Idaho Connects Online (ICON)	(146,914)	0	(146,914)	276,198
131.3	Gem Prep: Nampa	(138,761)	0	(138,761)	260,871
480	STEM Charter Academy	(199,765)	87,739	(112,026)	287,819
489	Idaho Technical Career Academy	(110,143)	0	(110,143)	207,069
201.1	SEI Tec	(97,437)	0	(97,437)	183,182
	Meridian Technical Charter High				
002.1	School	(96,706)	0	(96,706)	181,807
	Meridian Medical Arts Charter High				
002.3	School	(92,039)	0	(92,039)	173,033
221.1	Payette River Technical Academy	(71,461)	0	(71,461)	134,347
281.1	Moscow Charter School	(63,421)	0	(63,421)	119,231
555	COSSA Academy	(57,798)	0	(57,798)	108,660
485	Bingham Academy	(50,602)	0	(50,602)	95,132
553	Pinecrest Academy of Idaho *	(38,232)	0	(38,232)	71,876
455	Compass Public Charter School	(360,622)	323,278	(37,344)	354,691
518	ARTEC - Industrial	(35,758)	0	(35,758)	67,225
	ARTEC Regional Professional				
331.1	Technical Charter School	(31,260)	0	(31,260)	58,769
092	Swan Valley Elementary	(25,526)	0	(25,526)	47,989
252	Ririe Joint	(234,005)	213,674	(20,331)	226,255
486	Upper Carmen Charter School	(19,060)	0	(19,060)	35,833
394	Avery	(10,289)	0	(10,289)	19,343
559	Thomas Jefferson Charter School	(130,777)	122,127	(8,650)	123,734
383	Arbon Elementary	(7,984)	0	(7,984)	15,010
191	Prairie Elementary	(6,016)	0	(6,016)	11,310
364	Pleasant Valley Elementary	(5,959)	0	(5,959)	11,203
416	Three Creek Joint Elementary	(5,959)	0	(5,959)	11,203
540	Island Park Charter School *	(5,622)	0	(5,622)	10,569
532	Treasure Valley Classical Academy	(121,670)	120,710	(960)	108,030
550	Doral Academy of Idaho *	(45,092)	44,174	(918)	40,599
149	North Gem	(73,485)	76,948	3,463	61,204
511	Peace Valley Charter School	(88,891)	96,346	7,455	70,769
464	White Pine Charter School	(192,624)	203,308	10,684	158,825
302	Nezperce Joint	(78,264)	90,855	12,591	56,281

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292	South Lemhi	(73,710)	88,002	14,292	50,573
472	Palouse Prairie Charter School	(61,621)	76,384	14,763	39,463
182	Mackay Joint	(89,959)	107,492	17,533	61,631
482	American Heritage Charter School	(138,142)	157,711	19,569	101,996
528	Forge International School	(111,042)	130,804	19,762	77,955
456	Falcon Ridge Public Charter School	(87,879)	108,652	20,773	56,561
287	Troy	(103,340)	125,180	21,840	69,099
497	Pathways in Education - Nampa	(101,766)	126,114	24,348	65,206
492	ANSER Charter School	(139,998)	166,020	26,022	97,176
121	Camas County	(78,264)	104,771	26,507	42,365
508	Hayden Canyon Charter School *	(79,107)	108,243	29,136	40,478
462	Xavier Charter School	(211,796)	245,208	33,412	152,968
382	Rockland	(74,329)	109,097	34,768	30,642
458	Liberty Charter School	(152,648)	187,701	35,053	99,277
283	Kendrick Joint	(95,862)	131,641	35,779	48,580
531	FernWaters Public Charter School	(23,333)	70,798	47,465	-
488	Syringa Mountain School	(42,618)	90,601	47,983	-
418	Murtaugh Joint	(136,850)	188,908	52,058	68,370
451	Victory Charter School	(132,239)	184,751	52,512	63,858
288	Whitepine Joint	(96,537)	150,141	53,604	31,349
342	Culdesac Joint	(70,168)	125,952	55,784	5,964
305	Highland Joint	(77,926)	133,764	55,838	12,737
282	Genesee Joint	(109,974)	166,442	56,468	40,309
433	Midvale	(74,665)	138,034	63,369	2,336
544	MOSAIC *	(68,987)	133,717	64,730	-
234	Bliss Joint	(70,280)	135,537	65,257	-
161	Clark County Joint	(72,136)	139,406	67,270	-
463	Vision Charter School	(232,486)	303,473	70,987	133,601
421	McCall-Donnelly Joint	(397,449)	472,272	74,823	274,932
478	Legacy Charter School	(91,533)	166,434	74,901	5,648
243	Salmon River Joint	(74,329)	149,507	75,178	-
454	Rolling Hills Public Charter School	(82,313)	157,521	75,208	-
148	Grace Joint	(185,034)	262,767	77,733	85,097
461	Taylor's Crossing Public Charter School	(117,509)	201,898	84,389	19,019
460	Connor Academy	(159,733)	245,022	85,289	55,276
513	Project Impact STEM Academy	(71,967)	158,137	86,170	-
202	West Side Joint	(232,037)	326,624	94,587	109,606
059	Firth	(258,519)	356,164	97,645	129,852
432	Cambridge Joint	(76,015)	184,726	108,711	-
523	Elevate Academy	(219,668)	335,075	115,407	77,901
495	Alturas International Academy	(172,552)	289,074	116,522	35,324
465	North Valley Academy	(79,163)	198,828	119,665	-
073	Horseshoe Bend	(89,059)	209,557	120,498	-
150	Soda Springs Joint	(278,985)	400,925	121,940	123,567
314	Dietrich	(86,079)	211,896	125,817	-
274	Kootenai Joint	(76,802)	206,083	129,281	-

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473	The Village Charter School	(71,574)	201,408	129,834	-
483	Chief Tahgee Elementary Academy	(36,602)	169,053	132,451	-
072	Basin	(120,545)	253,593	133,048	-
316	Richfield	(87,935)	221,737	133,802	-
285	Potlatch	(157,708)	291,915	134,207	4,576
	Monticello Montessori Charter				
474	School	(60,722)	200,129	139,407	-
013	Council	(111,042)	254,432	143,390	-
417	Castleford Joint	(119,983)	268,895	148,912	-
253	West Jefferson	(208,648)	364,827	156,179	27,431
479	Heritage Academy	(57,518)	215,301	157,783	-
496	Gem Prep: Pocatello	(127,010)	286,537	159,527	-
414	Kimberly	(567,582)	727,746	160,164	339,308
011	Meadows Valley	(76,352)	238,425	162,073	-
498	Gem Prep: Meridian	(151,805)	314,820	163,015	-
494	Pocatello Community Charter School	(108,231)	275,217	166,986	-
499	Future Public School	(86,529)	254,081	167,552	-
392	Mullan	(66,907)	246,210	179,303	-
242	Cottonwood Joint	(138,537)	324,069	185,532	-
135	Notus	(143,203)	333,323	190,120	-
487	Forrest M. Bird Charter School	(127,292)	319,366	192,074	-
	Idaho Science and Technology				
468	Charter School	(97,380)	291,186	193,806	-
466	iSucceed Virtual High School	(300,462)	495,366	194,904	69,503
136	Melba Joint	(275,386)	480,234	204,848	37,492
262	Valley	(185,540)	390,534	204,994	-
233	Hagerman Joint	(132,127)	340,151	208,024	-
111	Butte County	(142,528)	362,799	220,271	-
475	Sage International School of Boise	(301,924)	530,797	228,873	36,820
534	Gem Prep: Online	(203,868)	441,422	237,554	-
312	Shoshone Joint	(171,990)	429,700	257,710	-
415	Hansen	(119,814)	388,441	268,627	-
071	Garden Valley	(111,211)	380,127	268,916	-
061	Blaine County	(887,274)	1,175,132	287,858	492,943
134	Middleton	(1,124,989)	1,437,068	312,079	677,911
	Another Choice Virtual Charter				
476	School	(172,889)	523,593	350,704	-
365	Bruneau-Grand View Joint	(122,119)	478,315	356,196	-
373	Fruitland	(501,463)	862,276	360,813	80,474
033	Bear Lake County	(382,774)	748,446	365,672	-
481	Heritage Community Charter School	(142,922)	511,577	368,655	-
041	St. Maries Joint	(295,908)	666,987	371,079	-
322	Sugar-Salem Joint	(474,757)	851,859	377,102	40,684
	Blackfoot Charter Community				
477	Learning Center	(129,596)	514,621	385,025	-
058	Aberdeen	(225,628)	641,248	415,620	-

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201	Preston Joint	(629,598)	1,049,467	419,869	134,177
181	Challis Joint	(118,464)	549,780	431,316	-
060	Shelley Joint	(624,201)	1,067,813	443,612	105,685
021	Marsh Valley Joint	(380,807)	844,089	463,282	-
137	Parma	(303,274)	778,418	475,144	-
413	Filer	(483,753)	960,074	476,321	-
192	Glenns Ferry Joint	(143,315)	622,916	479,601	-
372	New Plymouth	(295,064)	779,219	484,155	-
393	Wallace	(161,926)	655,261	493,335	-
401	Teton County	(513,101)	1,033,131	520,030	-
457	INSPIRE Connections Academy	(487,464)	1,017,097	529,633	-
341	Lapwai	(167,604)	708,798	541,194	-
171	Orofino Joint	(447,544)	1,012,631	565,087	-
232	Wendell	(319,241)	885,864	566,623	-
133	Wilder	(174,408)	835,472	661,064	-
244	Mountain View	(396,211)	1,057,956	661,745	-
422	Cascade	(84,786)	769,162	684,376	-
231	Gooding Joint	(382,493)	1,162,243	779,750	-
370	Homedale Joint	(363,377)	1,157,069	793,692	-
291	Salmon	(231,194)	1,026,195	795,001	-
052	Snake River	(538,178)	1,363,264	825,086	-
281	Moscow	(599,124)	1,427,000	827,876	-
251	Jefferson County Joint	(1,752,957)	2,583,525	830,568	712,034
363	Marsing Joint	(260,205)	1,104,555	844,350	-
431	Weiser	(447,375)	1,294,895	847,520	-
412	Buhl Joint	(370,743)	1,365,454	994,711	-
391	Kellogg Joint	(308,951)	1,326,068	1,017,117	-
044	Plummer / Worley Joint	(139,267)	1,180,346	1,041,079	-
381	American Falls Joint	(432,813)	1,486,903	1,054,090	-
304	Kamiah Joint	(146,801)	1,501,196	1,354,395	-
452	Idaho Virtual Academy	(733,051)	2,153,300	1,420,249	-
371	Payette Joint	(381,818)	1,809,237	1,427,419	-
083	West Bonner County	(302,261)	1,758,331	1,456,070	-
215	Fremont County Joint	(668,505)	2,148,837	1,480,332	-
101	Boundary County	(404,477)	1,942,977	1,538,500	-
055	Blackfoot	(1,135,785)	2,783,659	1,647,874	-
221	Emmett Independent	(679,581)	2,564,933	1,885,352	-
340	Lewiston Independent	(1,289,333)	3,182,384	1,893,051	-
331	Minidoka County Joint	(1,214,892)	3,195,463	1,980,571	-
084	Lake Pend Oreille	(1,009,730)	3,140,711	2,130,981	-
261	Jerome Joint	(1,146,860)	3,301,611	2,154,751	-
272	Lakeland	(1,193,302)	3,387,283	2,193,981	-
003	Kuna Joint	(1,543,803)	3,798,273	2,254,470	-
151	Cassia County Joint	(1,592,381)	3,847,826	2,255,445	-
139	Vallivue	(2,514,570)	5,098,164	2,583,594	-
193	Mountain Home	(1,010,574)	3,608,824	2,598,250	-
093	Bonneville Joint	(3,686,169)	6,317,607	2,631,438	612,391

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**ATTACHMENT 2**

321	Madison	(1,475,547)	4,286,964	2,811,417	-
273	Post Falls	(1,656,420)	4,602,455	2,946,035	-
271	Coeur d' Alene	(2,830,381)	7,776,351	4,945,970	-
091	Idaho Falls	(2,808,060)	8,315,454	5,507,394	-
411	Twin Falls	(2,612,455)	8,689,732	6,077,277	-
002	West Ada Joint	(10,767,604)	17,059,027	6,291,423	3,184,069
132	Caldwell	(1,595,023)	8,011,213	6,416,190	-
025	Pocatello	(3,379,860)	10,727,519	7,347,659	-
131	Nampa	(3,663,117)	15,475,281	11,812,164	-
001	Boise Independent	(6,757,920)	18,671,505	11,913,585	-
<b>Total</b>		<b>(90,939,811)</b>	<b>18,671,505</b>	<b>11,913,585</b>	<b>19,139,549</b>

\*Excludes reductions in non-statutory items: technology, IT staffing, professional development, content and curriculum, Central Services. Funding for those items was given through the CFAC allocations--\$30 million for digital divide; \$99 million for school direct support; etc. Includes the temporary rule fiscal impact.

\*\*ESSER set aside is \$19,589,041; minus \$300,000 for SDE administration = \$19,289,041 available to distribute to schools.  
Example provided courtesy of the Division of Financial Management.

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**STATE DEPARTMENT OF EDUCATION**

**SUBJECT**

Pandemic Electronic Benefit Transfer Program

**APPLICABLE STATUTE, RULE, OR POLICY**

The Families First Coronavirus Response Act of 2020 (PL 116–127), as amended by the Continuing Appropriations Act, 2021 and Other Extensions Act (PL 116-159),

**BACKGROUND/DISCUSSION**

The Pandemic Electronic Benefit Transfer (P-EBT) was a new program authorized by the Families First Coronavirus Response Act (FFCRA), which provided assistance to families with children who temporarily lost access to free or reduced-price school meals due to the COVID-19 pandemic. The P-EBT program is a collaboration between the Idaho State Department of Education and the Idaho Department of Health and Welfare (DHW)

In August 2020, the Department of Education (Department) and the DHW coordinated efforts to collect information and distribute benefits to families of students who were eligible for free or reduced-price meals under the National School Lunch Program or attended a school where every student gets free meals under the Community Eligibility Provision (CEP).

Congress extended and expanded P-EBT in the Continuing Resolution through federal fiscal year 2021 to do the following:

- Provide benefits to children who have a reduction in the number of days or hours they are physically in school or child care;
- Allow states to use simplifying assumptions to establish benefit levels and eligibility periods for eligible children;
- Allow state agencies to provide benefits to children who receive SNAP and are in child care that have experienced facility closure, reduced attendance or hours due to the pandemic;
- Provides funding to cover all of states' administrative costs.

The formula for calculating who is eligible to receive payments is incredibly complicated. Additionally, most schools are either operating the Seamless Summer Option (SSO) or the Summer Food Service Program (SFSP) under the USDA Nationwide waivers. The Department and DHW are currently exploring options for collecting necessary information from districts and charter schools and distributing benefits to families.

The Department is working with DHW on submitting an application to USDA for Idaho's participation in this second round of P-EBT as soon as possible.

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**IMPACT**

There is significant impact to school districts and charter schools, the Department and DHW in collecting the necessary information that is in addition to data submitted in ISEE for determining student level eligibility and benefits.

As of January 6, 2021, according to the USDA P-EBT website, only three states (Indiana, Massachusetts, and Rhode Island) have received approval for this extended program.

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The FFCRA provided the Secretary of Agriculture authority to approve state agency plans for temporary emergency standards of eligibility and levels of benefits under the Food and Nutrition Act of 2008. The P-EBT is part of the U.S. government's response to the COVID-19 pandemic. The FFCRA provides the Secretary of Agriculture authority to approve state agency plans to administer P-EBT. On January 22, 2021, the USDA announced that it was increasing the P-EBT benefit by approximately 15 percent, providing additional funding for low-income eligible families.

The current P-EBT plan is available for school children and children in child care.

The standard eligibility criteria for school children are:

1. The child would be eligible for free or reduced-price meals if the National School Lunch Program and School Breakfast Program were operating normally. This includes children who are:
  - a. directly certified or determined "other source categorically eligible" for SY 2020-2021, or
  - b. certified through submission of a household application processed by the child's school district for SY 2020-2021, or
  - c. enrolled in a Community Eligibility Provision school or a school operating under Provisions 2 or 3, or
  - d. directly certified, determined other source categorically eligible, or certified by application in SY 2019-2020 and the school district has not made a new school meal eligibility determination for the child in SY 2020-2021.
2. The child does not receive free or reduced-price meals at the school because the school is closed or has been operating with reduced attendance or hours for at least 5 consecutive days in the current school year. Once the minimum 5 consecutive day threshold is met, children are eligible to receive P-EBT benefits for closures or reductions in hours due to COVID-19.

The standard eligibility for children enrolled in a covered child care facility are:

1. The child is a member of a household that received SNAP benefits at any time since October 1, 2020.

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2. The child is enrolled in a covered child care facility (note that under the FFCRA, USDA deems all children under the age of 6 to be enrolled in a covered child care facility).
3. During a public health emergency designation, the child's child care facility is closed or is operating with reduced attendance or hours for at least five (5) consecutive days, resulting in the child's inability to attend the facility; or one or more schools in the area of the facility, or in the area of the child's residence, is closed or is operating with reduced attendance or hours.

In Idaho, DHW in collaboration with the Department and the Office of State Board of Education's Technology Services staff, worked to provide benefits to eligible households to help cover the cost of lunches that would have otherwise been provided in school. This program was administered as a one-time payment of \$302.10 per child and was loaded onto the Electronic Benefits Transaction card used to provide benefits as part of Idaho's SNAP program. As the administrator of the SNAP program, DHW serves as the lead agency for this program.

The criteria used to determine eligibility for P-EBT was based on whether a child was eligible and enrolled in the School Meal Program (free or reduced school lunch) through the Idaho school system on March 23, 2020, when schools were closed due to the COVID-19 pandemic. The intent of this one-time payment is to replace the value of free/reduced lunches children would have received during the time Idaho schools were closed. The program automatically identified eligible children using data made available through the Idaho System for Education Excellence (ISEE), Idaho's K-12 longitudinal data system. Students were sent P-EBT cards in the mail if they were in grades K-12 in the 2019-2020 school year and:

- Were eligible for free or reduced-price meals under the National School Lunch Program, OR
- Attended a school where every student gets free meals under the Community Eligibility Provision (CEP)

Families who participate in the SNAP program with eligible children had the funds loaded onto their EBP cards. No family had to apply to participate in the P-EBT program. Due to the complexity of the data needed to determine eligibility of the students the program was very time intensive for the Technology Services staff working with ISEE. Technology Services staff were instrumental in the execution of round 1. As of publication, staff are not aware of what involvement Technology Services will have in round 2 for the 2020-2021 school year.

The US Department of Agriculture is current accepting state plans for the 2020-2021 School year. As of the time of agenda material production 12 states were approved to operate a Pandemic EBT program during the 2020-2021 School Year:

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Illinois  
New Mexico  
Rhode Island

Indiana  
North Carolina  
Tennessee

Massachusetts  
Ohio  
Vermont

Michigan  
Puerto Rico  
West Virginia

**BOARD ACTION**

This item is for informational purposes only.

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**STATE DEPARTMENT OF EDUCATION**

**SUBJECT**

Idaho K-12 Behavioral Health and Wellness Services Scan Presentation

**BACKGROUND/DISCUSSION**

The Idaho State Department of Education (SDE) contracted with Education Northwest to conduct a survey to gather information on behavioral health and wellness services (BHWS) throughout Idaho. This work is in response to a 2020 legislative mandate (House Bill 627, Section 5) to conduct a comprehensive scan of all BHWS that support K–12 general education students in Idaho. The survey was launched September 10, 2020, and remained open until October 23, 2020. This is a presentation on the results of the survey.

**IMPACT**

The purpose of this agenda item is to update the Board on the behavioral health and wellness services available to students in public schools, kindergarten through grade 12.

**ATTACHMENTS**

Attachment 1 - Student Behavioral Health Services Evaluation Report

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The FY 21 public schools appropriation for the Division of Teachers, HB 627 (2020) included intent language requiring an “independent, external, and comprehensive evaluation of all programs and services within the purview of the state of Idaho supporting the behavioral health needs of K-12 students. The evaluation shall include a collective analysis of all programs germane to K-12 students, teachers, educational professionals, and parents or guardians of K-12 students. The evaluation shall identify gaps in delivery of behavioral health services across the State of Idaho, including but not limited to geographic regions, school districts and charter schools, and individual school buildings. The evaluation shall identify those behavioral health services that utilize evidence-based outcomes and performance-based indicators....”

The evaluation provided in Attachment 1, surveys 410 out of 883 school and district level administrators (superintendent, charter school administrator, principal) on the behavioral supports provided in Idaho public schools. The survey identified 11 specific behavior supports used; however, it does not identify which supports utilize evidence-based outcomes and performance indicators.

**BOARD ACTION**

This item is for informational purposes only.

STUDENT ENGAGEMENT & SAFETY COORDINATION

# Student Behavioral Health Services Evaluation Report



IDAHO STATE DEPARTMENT OF EDUCATION  
STUDENT ENGAGEMENT AND SAFETY COORDINATION

650 W STATE STREET, 2ND FLOOR  
BOISE, IDAHO 83702  
208 332 6800 OFFICE  
[WWW.SDE.IDAHO.GOV](http://WWW.SDE.IDAHO.GOV)

CREATED 01/05/2021



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## PREFACE

This report is in response to the 2020 Idaho Legislative Session, House Bill No. 627, which provided requirements regarding a student behavioral health services evaluation. These requirements were further described within Section 5 of the bill, provided below:

There shall be an independent, external, and comprehensive evaluation of all programs and services within the purview of the state of Idaho supporting the behavioral health needs of K-12 students. The evaluation shall include a collective analysis of all programs germane to K-12 students, teachers, educational professionals, and parents or guardians of K-12 students. The evaluation shall identify gaps in delivery of behavioral health services across the State of Idaho, including but not limited to geographic regions, school districts and charter schools, and individual school buildings. The evaluation shall identify those behavioral health services that utilize evidence-based outcomes and performance-based indicators. The results of the evaluation shall be reported to the Joint Finance-Appropriations Committee and the Senate and House education committees no later than January 15, 2021, regarding the program access and delivery, best practices utilized, uses of funds, and any other relevant matters.

## EXECUTIVE SUMMARY

This report includes the survey results from an effort to evaluate the behavioral health services and programs within the purview of the state of Idaho at both a school district and school building level. The Idaho State Department of Education (SDE) contracted with Education Northwest to conduct this study. Data collection began on September 10, 2020 and concluded October 23, 2020. Data was collected from more than 400 public school building and district level administrators, with more than an 80% participation rate from all Idaho public school district and charter administrators. Behavioral health services were defined as services focused on the well-being services, strategies, and/or programs available to the K-12 general student population. The data collected speaks to the gaps in delivery, available services, populations served (employee, student, family/community), the method of program evaluations, perceptions of effectiveness, and funding sources.

The data provides clear insight into several gaps that exist between our schools and districts. While nearly 60% of districts indicate they have a strategy or practice that is implemented to support all students, only one in four school districts reported having explicit, structured programs available to all students. Disparities between rural versus non-rural and/or charter versus non-charter are most apparent in the report. Rural administrators reported using outside service providers 18 percentage points more often than non-rural districts. Rural districts were also 11 percentage points less likely to say that student behavioral health was part of their school mission. Further, rural districts were less likely to provide opportunities that support families or caregivers and less likely to provide staffing or materials to support behavioral health services; by 14 and 10 percentage points respectively. In addition, charter school administrators reported offering no behavioral health services 12 percentage points more often than non-charter administrators.

Barriers to implementation were commonly identified as lack of adequate time and funding. However, one finding that was notable on barriers was location; which was identified as a barrier by 47 percent of rural school and district administrators and only 14 percent of non-rural school and district administrators. The benefits of behavioral health services were widely agreed upon with more than 90% of respondents agreeing that they help students feel safe, ready to engage in learning, build stronger student/teacher relationships, promote better

academic learning, build student engagement in school, and are flexible to support unique student needs.

The data from this report will inform and support the Idaho State Department of Education's ongoing efforts to improve the quality and access to behavioral health services in our public schools. During the spring of 2021, the SDE will sponsor professionally facilitated engagements with a statewide group of education stakeholders who will move us beyond the discovery phase into defining how we can best support the behavioral wellness needs of students, teachers, and families. The results of this study will inform the department's continued work to produce a vision statement on behavioral health services in our Idaho schools, set goals to help close perceived gaps, identify measurable objectives, and make recommendations for action to the State Superintendent Sheri Ybarra prior to the next legislative session.

At the time of writing this report, the coronavirus not only poses a threat to Idahoans' physical wellbeing, but also to our mental and emotional health. This can create high levels of stress and anxiety for students, teachers, and families alike. The State Department of Education has successfully pursued numerous federal grants to advance students' mental and behavioral health during the past year, and securing and administering those grants remains a top priority. Suicide prevention and risk detection also have been top priorities, and we can't afford to take our foot off the pedal now.

We must be vigilant about the social-emotional health of educators, as well as the children they serve. With extra duties, curriculum disruptions and loss of personal contact, this pandemic has taken a huge toll on the teachers and staff whose commitment and effort are vital in meeting Idaho's education goals. The State Department of Education is committed to empowering local districts to meet the behavioral health needs of their school community through leadership, resources, training, and technical support.

## Idaho Behavioral Health and Wellness Services Scan: Data Memo

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The Idaho State Department of Education (SDE) contracted with Education Northwest to conduct a survey to gather information on behavioral health and wellness services (BHWS) throughout Idaho. This work is in response to a 2020 legislative mandate (House Bill 627, Section 5) to conduct a comprehensive scan of all BHWS that support K–12 general education students in Idaho. The survey was launched September 10, 2020, and remained open until October 23, 2020.

This data memo presents the results of the survey, which SDE will share with the Idaho Legislature in January 2021. *It intentionally does not include an executive summary of results;* all further summarization and interpretation of the survey data will be conducted by SDE.

### **Memo Organization and Survey Description**

The memo is organized into the following sections:

- Respondent Characteristics (p. 1)
- Guiding Framework and Approach (p. 3)
- Approaches to Supporting BHWS (p. 6)
- Types of BHWS Offered and How They Are Funded and Assessed (p. 9)
- Barriers to implementing BHWS (p.16)
- Efficacy and Impact (p. 17)

For the purposes of the survey, BHWS was defined as *services focused on the well-being services, strategies, and/or programs available to the K–12 general student population*. These services are available to all students, families, and/or school staff members to support students' mental, social, and personal health. The survey asked about the BHWS strategies and/or programs available as part of a typical school experience for students before the COVID-19 pandemic. Administrators were encouraged to connect with a team of educators in their district/school for a full picture of pre-pandemic efforts. Survey questions focused on providing an understanding of what types of BHWS are being implemented to the general population in each school and district; identifying service delivery gaps, challenges, and perceived value; and fostering understanding of how service delivery is being measured across districts and in schools (see appendix A for a copy of the survey).

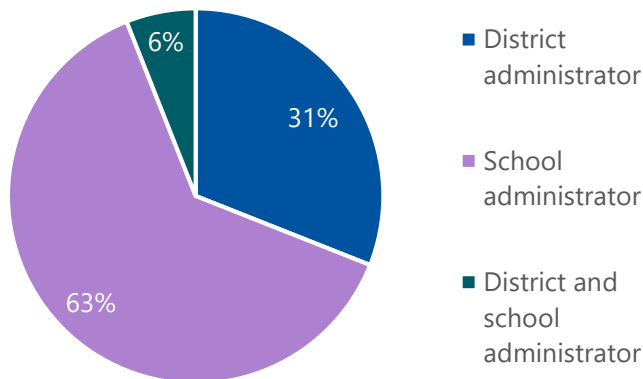
### **Respondent Characteristics**

The survey was distributed to school and district administrators across Idaho, and we worked with SDE to determine the appropriate respondents from each school and district. We

conducted survey follow-up through SurveyGizmo, as well as individualized emails and phone calls from SDE, to maximize representation of all schools and districts in Idaho.

There were 411 total survey responses (330 complete responses and 81 partial responses). In addition, 12 respondents did not consent to participate, so they were disqualified from the survey. We received responses from 154 district administrators and 263 school administrators, including 27 individuals who were both district and school administrators (figure 1)<sup>1</sup>. Most survey questions were asked of both school administrators and district administrators. Because of the low school-level response rate, responses from school administrators should be interpreted with caution; the analyses do not represent all schools in Idaho. Also, we analyzed all data by charter vs. non-charter and rural vs. non-rural.

*Figure 1: Role of respondent (district and school administrators, N = 410)*

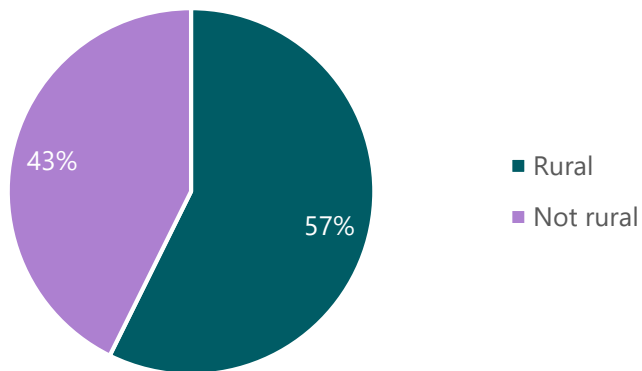


Note: Due to item-level non-responses, the number of item responses will not always be equal to the total number of survey responses.

Overall, 235 survey respondents were from rural districts and 175 were from non-rural districts (figure 2). Further, 70 respondents were from charters, and 340 were not from charters (figure 3).

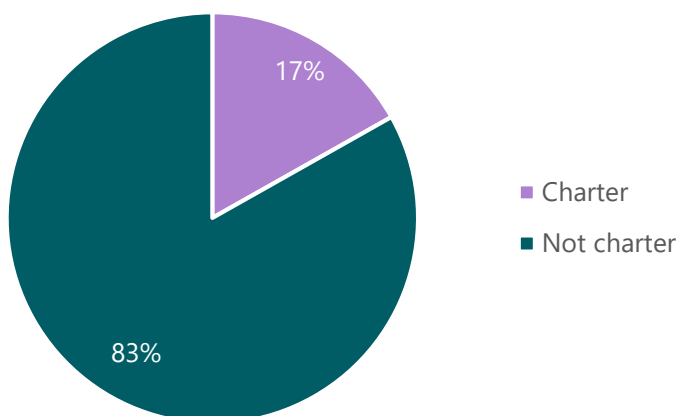
<sup>1</sup> Due to item-level non-responses, the number of item responses will not always be equal to the total number of survey responses.

Figure 2: Percentage of rural respondents (district and school administrators, N = 410)



Note: Due to item-level non-responses, the number of item responses will not always be equal to the total number of survey responses.

Figure 3: Percentage of respondents from charters and not from charters (district and school administrators, N = 410)

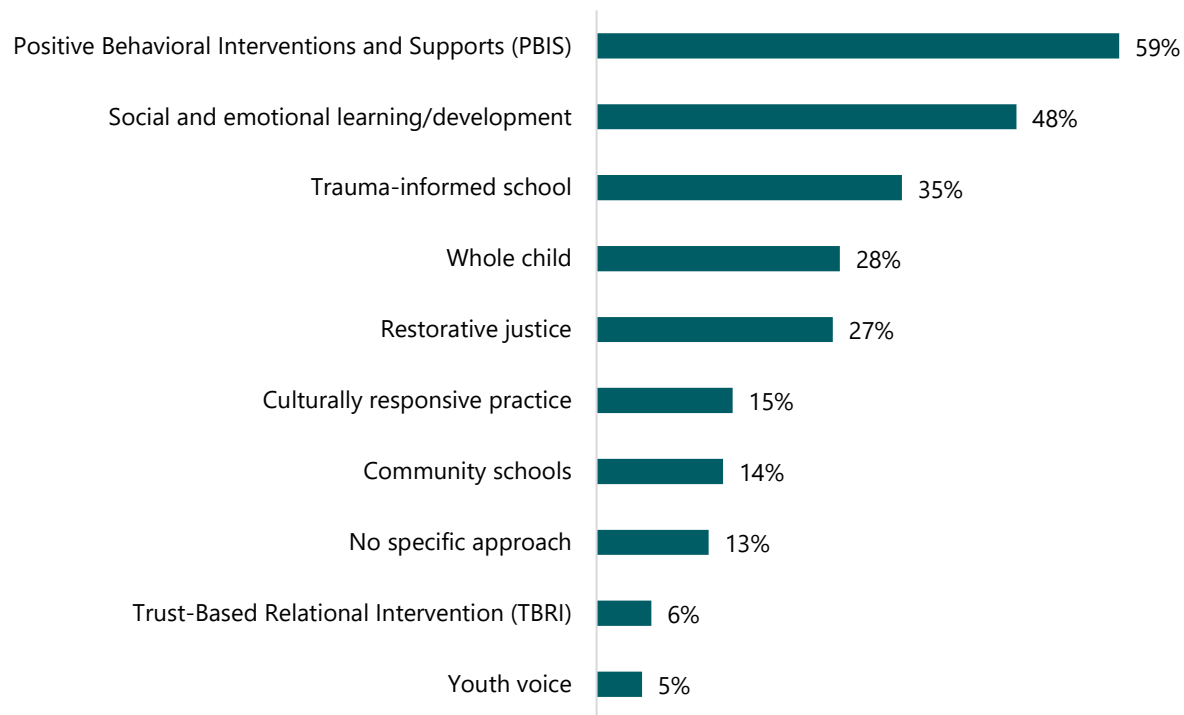


Note: This total includes respondents who were identified as part of a charter district. It does not include respondents who are part of charter schools in public districts.

### Guiding Framework and Approach

Administrators were asked whether their district has a guiding framework or approach for BHWS. Over half (59 percent) said their district uses Positive Behavioral Interventions and Supports (PBIS) as a district-level guiding framework, and just under half (48 percent) cited social and emotional learning/development as their district's guiding framework (figure 4).

Figure 4: District-level guiding framework for BHWS (district and school administrators, N = 370)



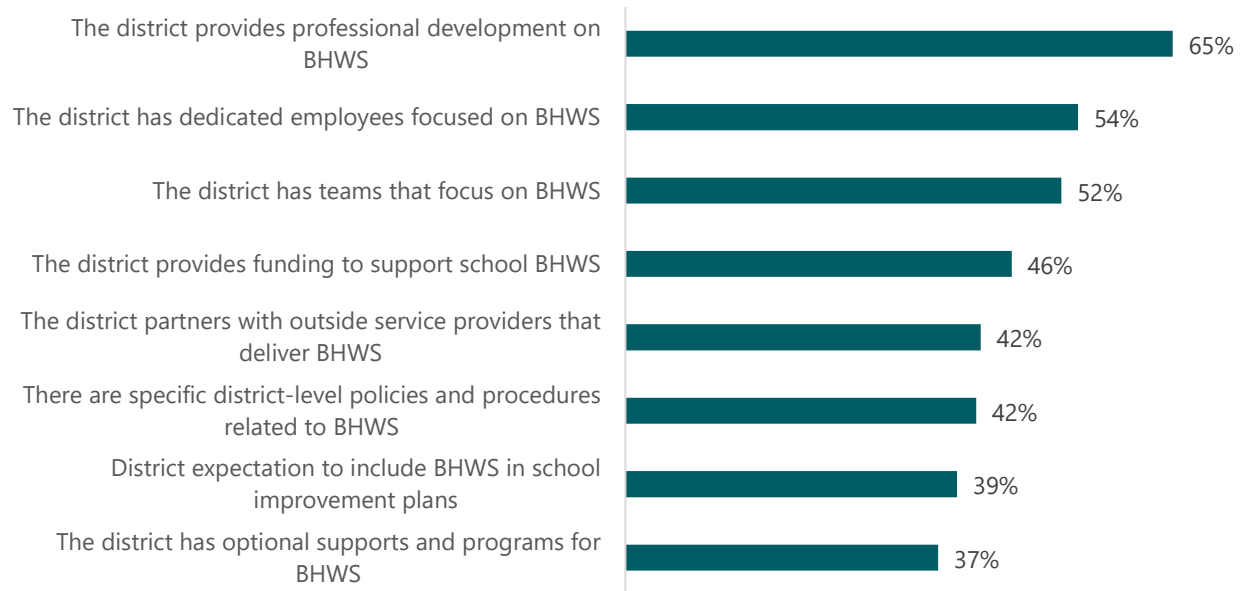
Source: Idaho BHWS survey responses from district and school administrators

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

In regard to guiding frameworks for BHWS, the largest differences between rural and non-rural districts were those that used a trauma-informed school approach (a 22 percentage point difference), restorative justice (15 percentage point difference), and social and emotional learning/development (13 percentage point difference)—and in all cases, rural districts were less likely to use these practices. Overall, 15 percent of administrators at rural districts said they had no specific guiding framework for BHWS compared with 9 percent of administrators at non-rural districts.

Administrators were also asked, “How does your district implement its approach to supporting BHWS?” The supports most frequently selected were professional development on BHWS (65 percent), dedicated district-level employees focused on BHWS (54 percent), and district-level teams to support BHWS (52 percent) (figure 5).

*Figure 5: Ways districts implement their approach to supporting BHWS (district and school administrators, N = 355)*



Source: Idaho BHWS survey responses from district and school administrators

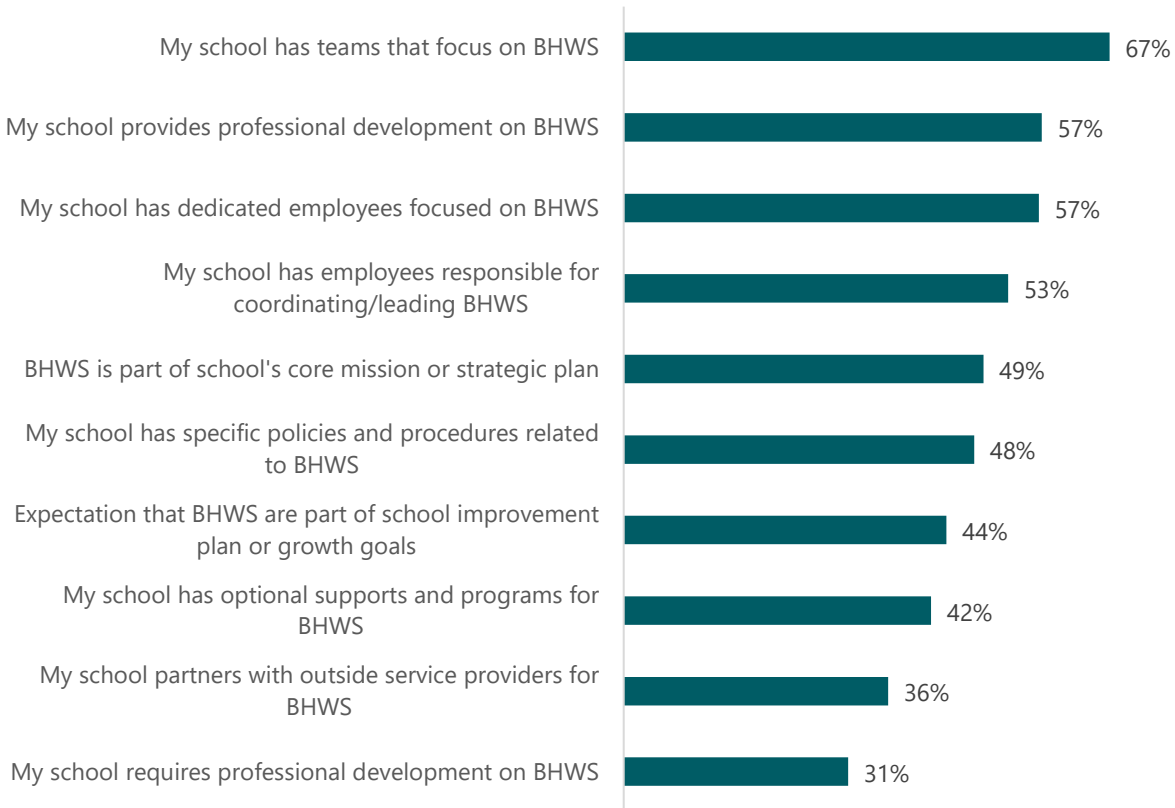
Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Compared with non-rural respondents, rural respondents were 19 percent points more likely to report that their district didn't have specific district-level policies for implementing BHWS and 17 percentage points more likely to report that their district didn't provide professional development.

Compared with non-charter respondents, charter respondents were 19 percentage points less likely to report partnering with outside providers and 18 percentage points less likely to report having district-level teams to support BHWS.

School administrators were also asked about their school-level approaches to BHWS, and the results were similar to responses regarding district-level approaches (figure 6).

Figure 6: Ways schools implement their approach to supporting BHWS (school administrators only, N = 237)<sup>2</sup>



Source: Idaho BHWS survey responses from school administrators only

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

When these data were examined for rural vs. non-rural respondents, the biggest differences were that rural school administrators:

- Used outside service providers 18 percentage points more often than non-rural school administrators
- Said that BHWS was a part of their school mission or strategic plan 11 percentage points less often than non-rural school administrators

### Approaches to Supporting BHWS

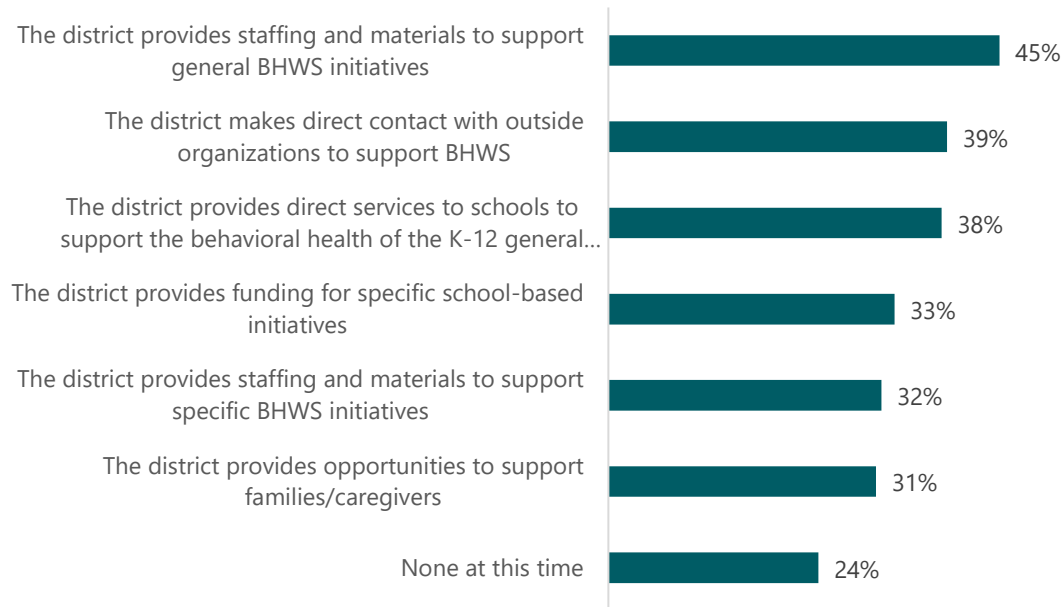
District and school administrators were asked about providing support to families and caregivers, as well as preparing school employees to provide BHWS, as part of their approach to supporting BHWS. They were also asked to reflect on gaps in both their district's and school's approach to BHWS (see the data attachment for responses).

<sup>2</sup> School-level responses are not representative of all schools in Idaho due to a low response rate.

### BHWS Provided to Families and Caregivers

Both district and school administrators were asked about the BHWS available to families and caregivers of the K–12 general student population (figure 7). Districts cited various methods for providing BHWS, and 24 percent said they do not provide services to families and caregivers at this time.

*Figure 7: District-provided BHWS available to the families/caregivers of the K–12 general student population (district and school administrators, N = 330)*



Source: Idaho BHWS survey responses from district and school administrators

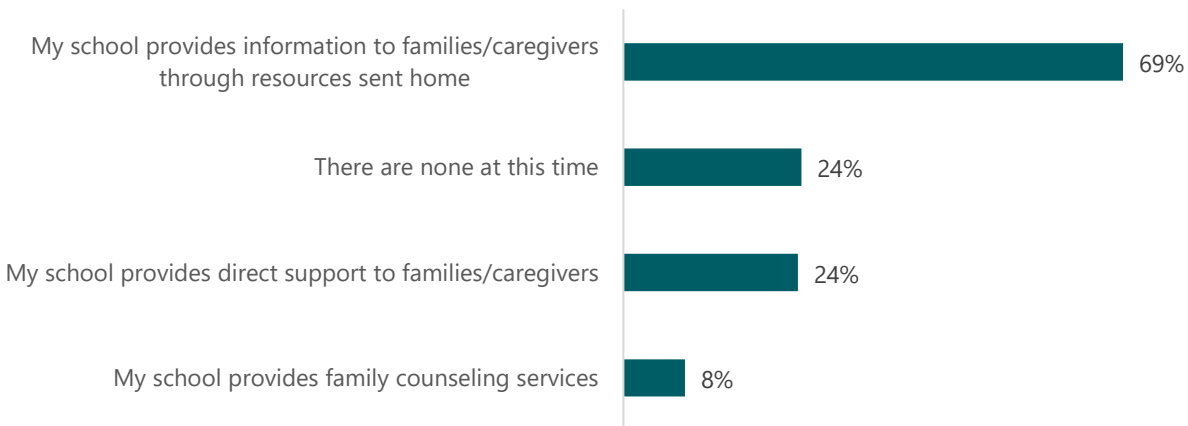
Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

The biggest differences in this area between rural districts and non-rural districts were that rural districts were 14 percentage points less likely to provide opportunities to support families or caregivers and 10 percentage points less likely to provide staffing and materials to support BHWS initiatives.

Comparing charters and non-charters, a lower percentage of charter respondents said they offered all options and were 17 percentage points more likely to say they offered none at this time.

School administrators were asked whether their school provided BHWS to the families or caregivers of their K–12 general student population. They reported that the most common service offered to families and caregivers was providing information through resources sent home (69 percent). In addition, 24 percent of school administrators said they provide no direct support to families and caregivers (figure 8).

*Figure 8: Aspects of school-provided BHWS available to the families/caregivers of the K–12 general student population (school administrators only, N = 213)<sup>3</sup>*



Source: Idaho BHWS survey responses from school administrators only

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

School administrators in rural districts were more likely than school administrators in non-rural districts to report that they offered no services to families and caregivers (28 percent compared with 20 percent). The difference between charter school administrators and non-charter school administrators was larger (34 percent compared with 23 percent).

### **Employee Preparation to Teach BHWS**

In response to survey questions about how they prepared their employees to deliver BHWS, 59 percent of school administrators said they specifically recruited staff members with this skill set, and 50 percent said they used coaching and supports. Overall, 24 percent of school administrators said they offered dedicated and explicit training for BHWS, and only 10 percent they were doing nothing to prepare their employees to deliver BHWS (figure 9).

<sup>3</sup> School-level responses are not representative of all schools in Idaho due to a low response rate.

Figure 9: Ways school employees are prepared to deliver BHWS (school administrators only, N = 217)<sup>4</sup>



Source: Idaho BHWS survey responses from school administrators only

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Overall, 13 percent of school administrators in rural districts reported not currently preparing employees to deliver BHWS compared with 5 percent of school administrators in non-rural districts. This difference was larger between charter school administrators (21 percent) and non-charter school administrators (8 percent).

### Types of BHWS Offered and How They Are Funded and Assessed

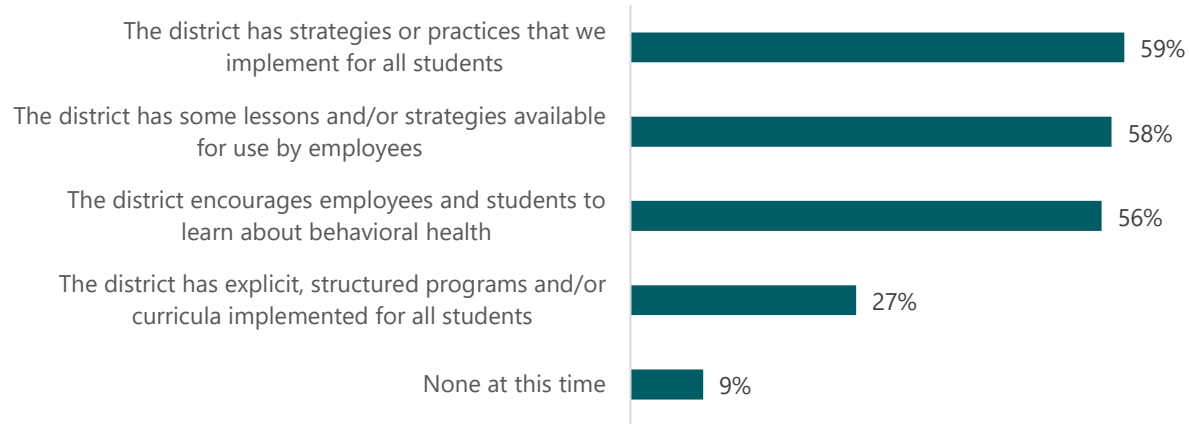
District and school administrators were asked about the types of BHWS offered to the K–12 general student population in their district. School administrators were also asked about the specific types of programs offered at the school level and how these programs are funded and assessed.

#### Types of BHWS

All respondents were asked what types of BHWS were offered to the K–12 general student population across their district (figure 10). A little over half of respondents said their district has strategies or practices that they implement for all students (59 percent), has lessons and/or strategies available for employees to use (58 percent), and encourages employees and students to learn about behavioral health (56 percent).

<sup>4</sup> School-level responses are not representative of all schools in Idaho due to a low response rate.

*Figure 10: Types of BHWS offered to the K–12 general student population across districts (district and school administrators, N = 333)*



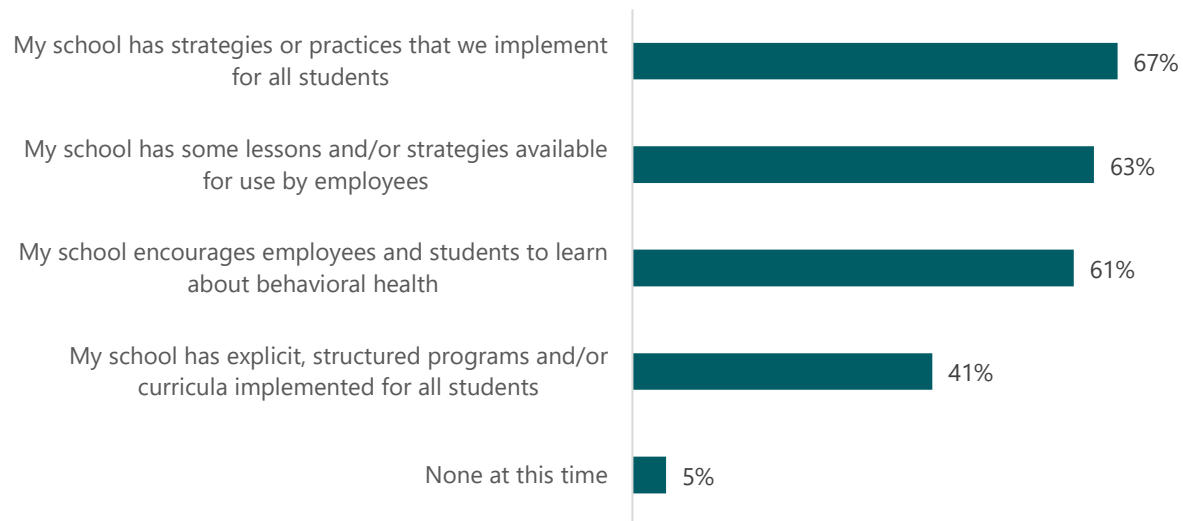
Source: Idaho BHWS survey responses from district and school administrators

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Overall, 22 percent of school and district administrators from rural districts reported that they had explicit and structured programs and/or curricula for all students, which was 12 percentage points lower than administrators from non-rural districts. No difference between charter and non-charter respondents was greater than 10 percentage points.

School administrators were also asked what types of BHWS were offered to the K–12 general population at their school (figure 11). Similar to district administrators, over half of school administrators said their school has strategies or practices they implement with students (67 percent), has lessons and/or strategies available for use by employees (63 percent), and encourages employees and students to learn about behavioral health (61 percent).

*Figure 11: Types of BHWS offered to the K–12 general student population at the school level (school administrators only, N = 216)<sup>5</sup>*



Source: Idaho BHWS survey responses from school administrators only

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Compared with non-rural school administrators, rural school administrators said their schools offered fewer services to their students. Specifically, compared with their non-rural peers, rural school administrators were 12 percentage points less likely to report that their school was implementing strategies and practices for all students and 10 percentage points less likely to report that their school had lessons or strategies available for use by employees.

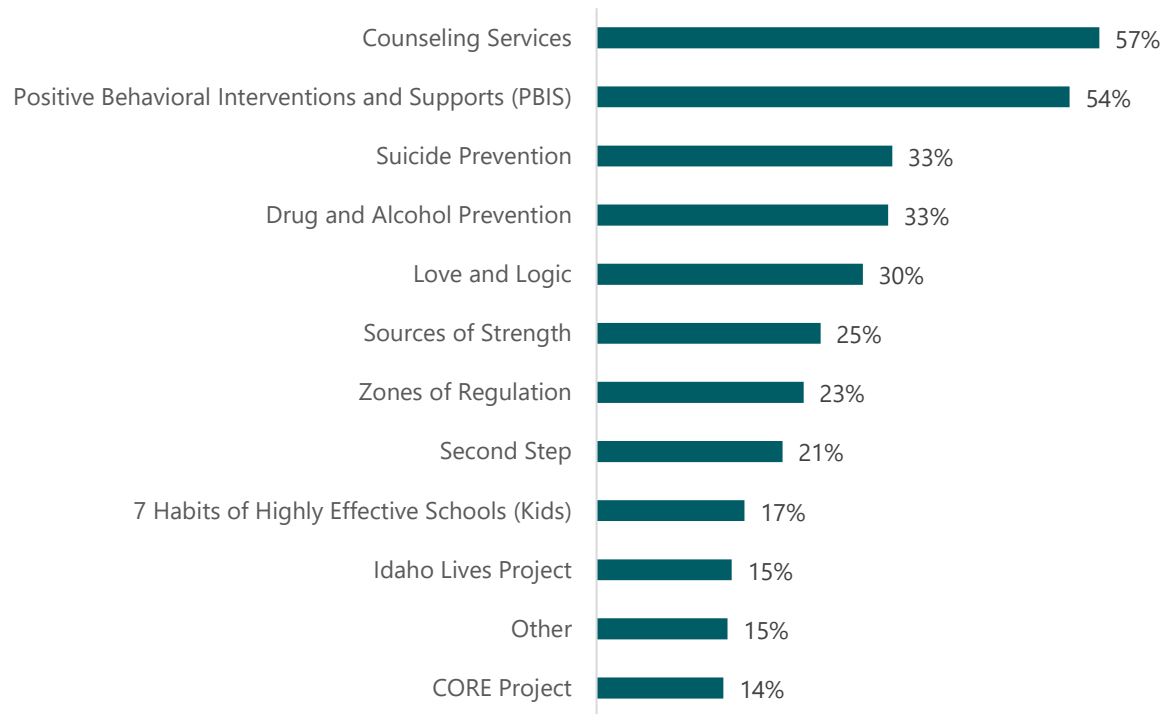
In addition, charter school administrators reported offering no BHWS at this time 12 percentage points more than non-charter school administrators.

School administrators were also asked what specific BHWS programs they use in their schools (figure 12).<sup>6</sup> Schools reported offering many types of programs, and top two were counseling services and PBIS.

<sup>5</sup> School-level responses are not representative of all schools in Idaho due to a low response rate.

<sup>6</sup> Figure 12 displays programs that 10 percent or more of school administrators reported offering. The full list and percentages are in appendix B.

Figure 12: Specific BHWS programs schools provide to K–12 general education students (school administrators only, N = 209) <sup>7</sup>



Source: Idaho BHWS survey responses from school administrators only

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

The largest differences between rural and non-rural school administrators were for Zones of Regulation and the CORE Project. Specifically, 21 percent of rural school administrators reported using the CORE Project compared with 7 percent of non-rural school administrators, and 17 percent of rural school administrators said they used Zones of Regulation compared with 32 percent of non-rural school administrators.

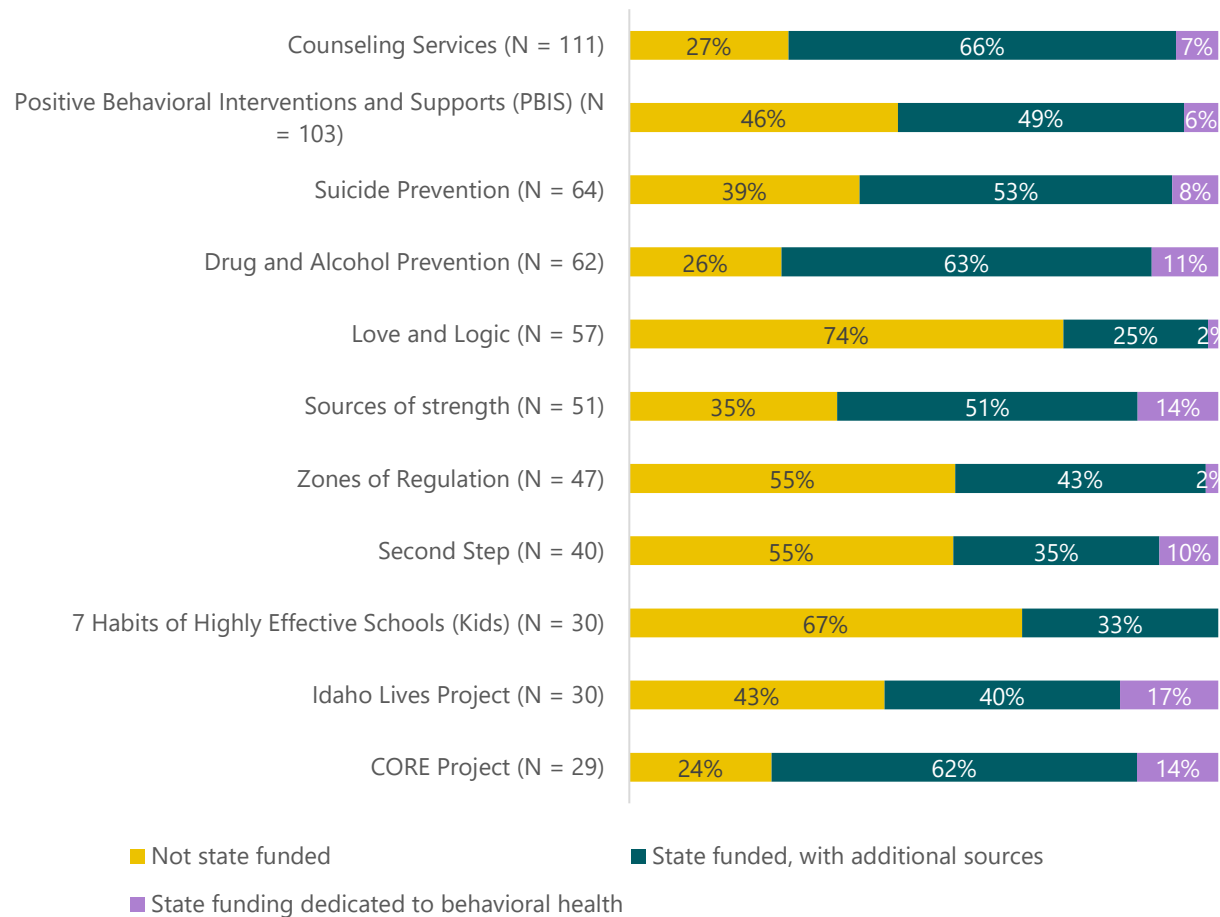
## Funding BHWS

School administrators were asked how they funded the programs they reported offering (figure 13) <sup>8</sup>. They reported that few programs are supported by state funds dedicated to behavioral health and that financial support is mostly an even mix of state funding and additional funding sources or that they are not funded with state dollars (figure 13).

<sup>7</sup> School-level responses are not representative of all schools in Idaho due to a low response rate.

<sup>8</sup> Figure includes programs that 10% or more of school-level administrators reported offering. The full list and percentages are available in appendix B.

Figure 13: How schools fund the programs they offer (school administrators, N = 194)<sup>9</sup>



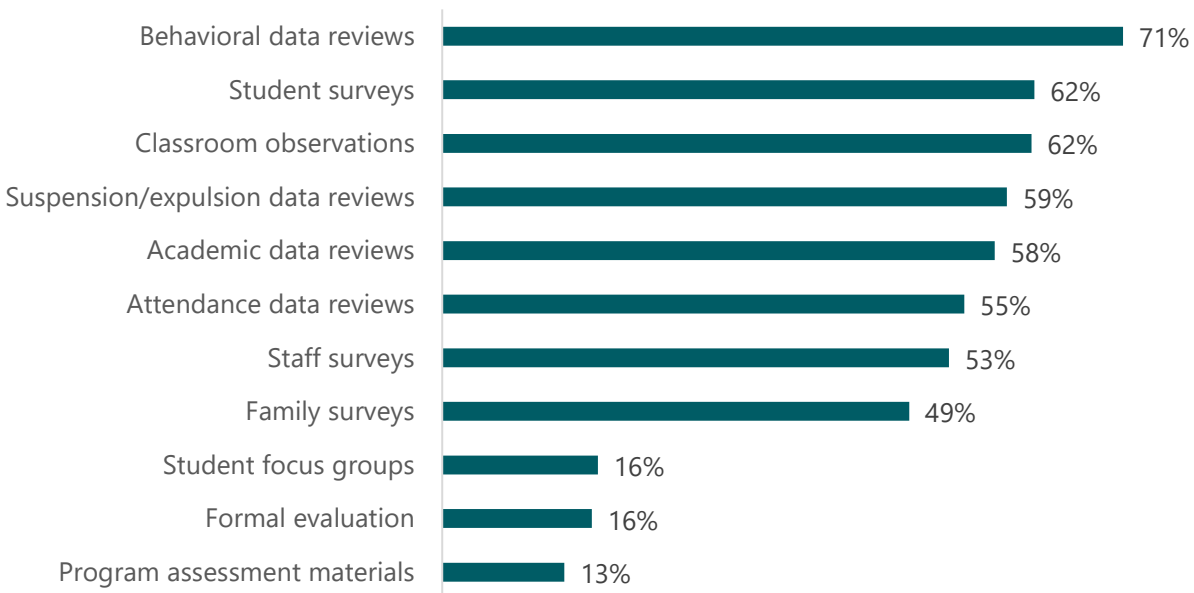
Source: Idaho BHWS survey responses from school administrators only

### Measuring the Efficacy and Impact of BHWS

District and school administrators were asked how BHWS are being assessed in their district. Various methods were cited, and behavioral data reviews (71 percent) were most frequently cited (figure 14).

<sup>9</sup> School-level responses are not representative of all schools in Idaho due to a low response rate

Figure 14: How BHWS are being assessed or measured in districts (district and school administrators, N = 313)



Source: Idaho BHWS survey responses from district and school administrators

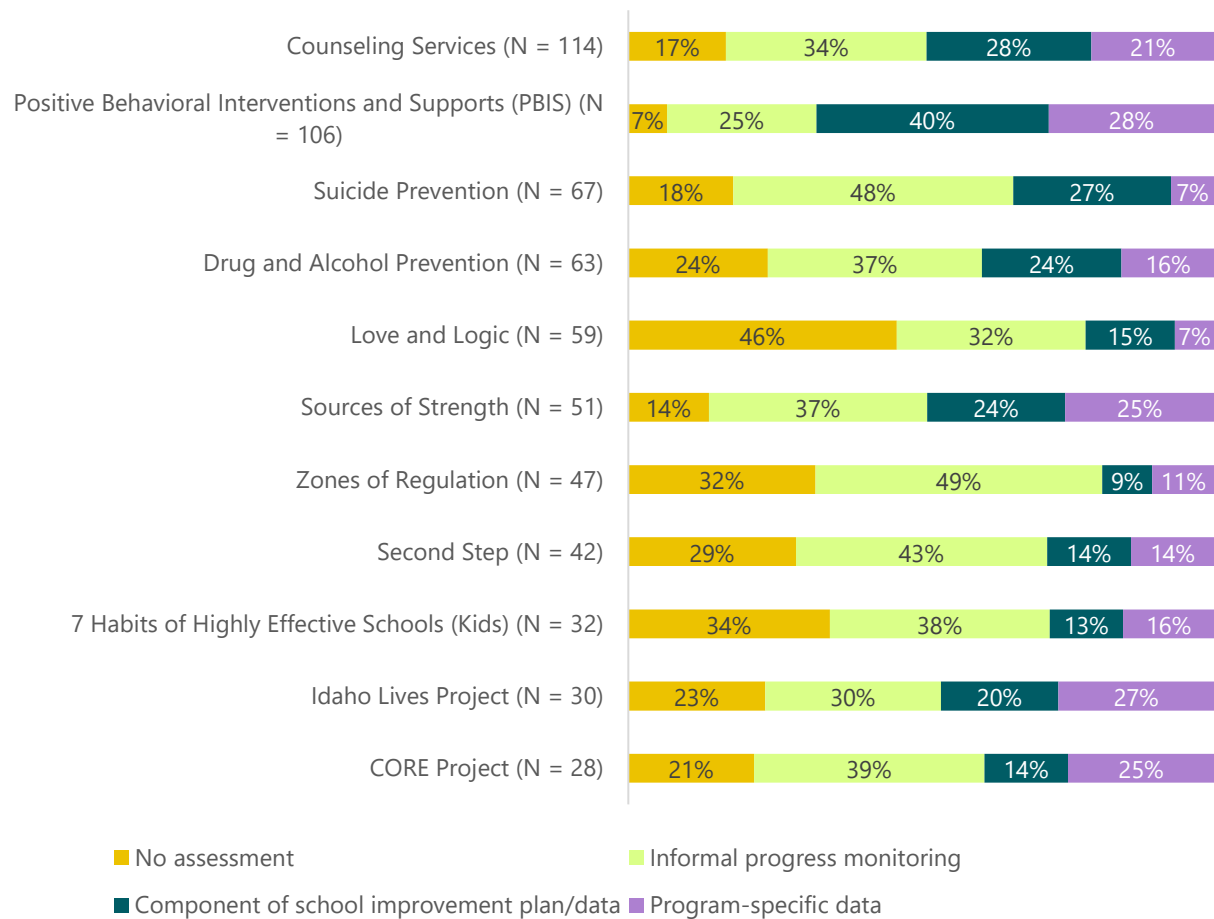
Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Rural school and district administrators were more likely to report that they used classroom observations (10 percentage points more than non-rural administrators). In addition, rural school and district administrators were 10 percentage points less likely to report using suspension or expulsion data reviews to assess their BHWS than non-rural administrators. Charter school administrators reported using classroom observations 10 percentage points less than non-charter school administrators.

School administrators were also asked how they assessed the programs they reported offering. Survey results indicate that programs are most frequently assessed informally or not assessed at all, with only PBIS having over half of program users conducting an assessment through school improvement planning or data or program-specific data (figure 15).<sup>10</sup>

<sup>10</sup> Figure 15 displays programs that 10 percent or more of school administrators reported offering. The full list and percentages are in appendix B.

Figure 15: How schools assess the programs they offer (school administrators only, N = 209)<sup>11</sup>



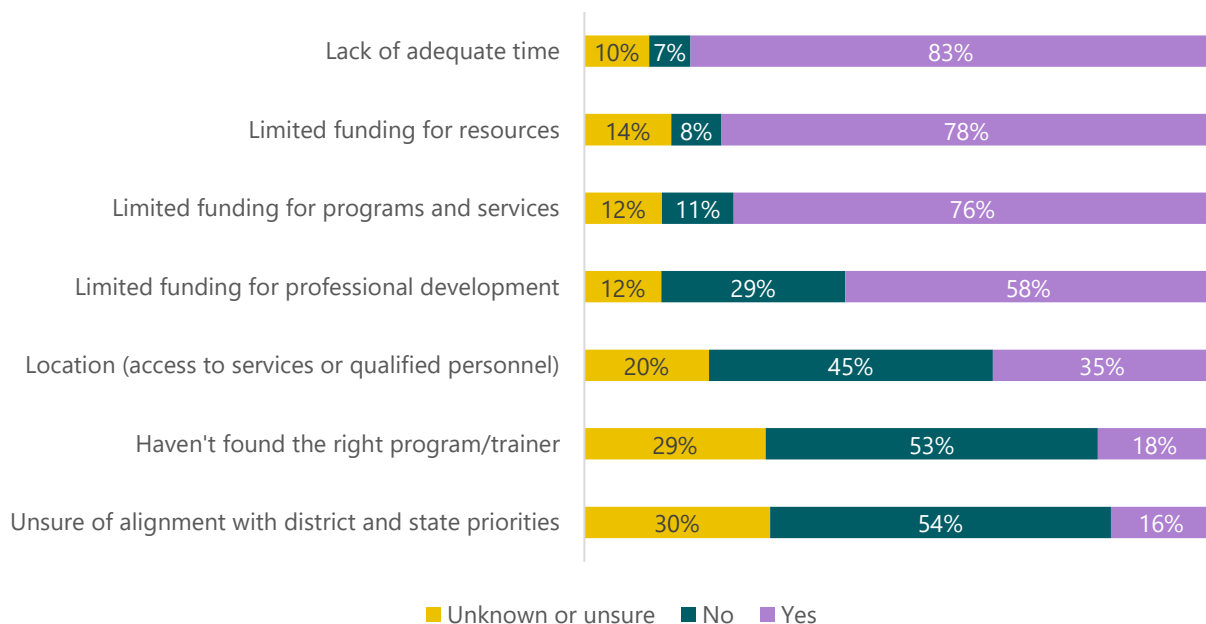
Source: Idaho BHWS survey responses from school administrators only

<sup>11</sup> School-level responses are not representative of all schools in Idaho due to a low response rate.

## Barriers to Implementing BHWS

In the survey, school and district administrators reported on barriers to implementing a full, high-quality BHWS program. They indicated that the top district-level barriers were lack of time (83 percent), limited funding for resources (78 percent), limited funding for programs and services (76 percent), and limited funding for professional development (58 percent). Administrators also responded to open-ended questions about the most significant barriers schools and districts face while implementing BHWS and related supports to K–12 general education students (open-ended survey question responses are in the attachment).

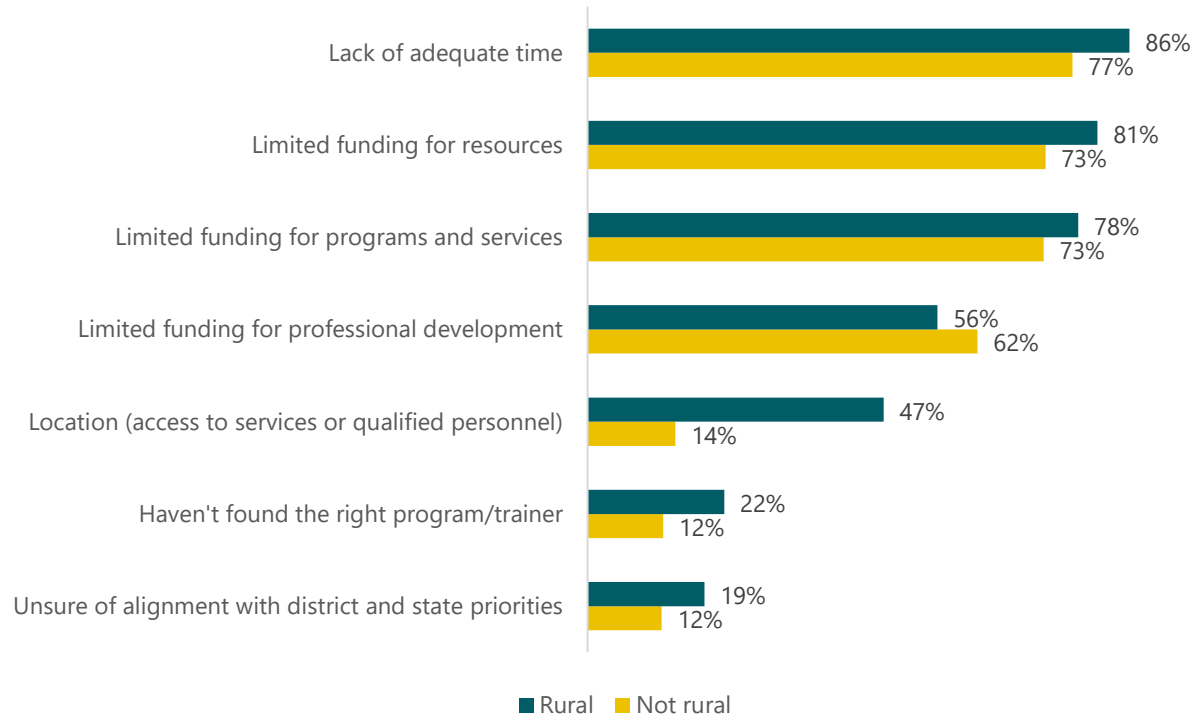
*Figure 16: District-level barriers to implementing a full, high-quality BHWS program (district and school administrators, N = 325)*



Source: Idaho BHWS survey responses from district and school administrators

One finding that was notably different for rural administrators was location, which was identified as a barrier by 47 percent of rural school and district administrators and only 14 percent of non-rural school and district administrators (figure 17).

Figure 17: District-level barriers to implementing a full, high-quality BHWS program, by locale (district and school administrators, N = 325)

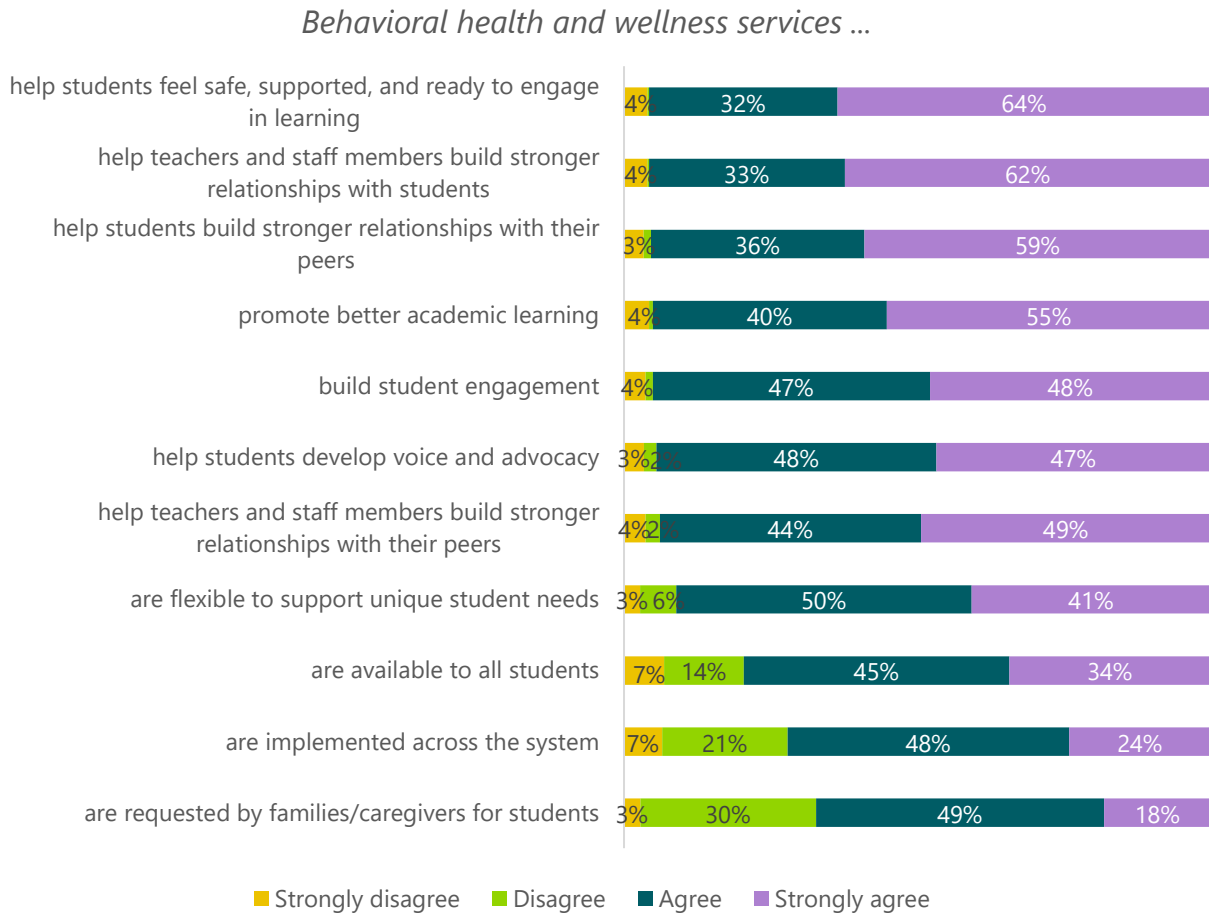


Source: Idaho BHWS survey responses from district and school administrators

### Efficacy and Impact

On the survey, school and district administrators were asked how much they agreed or disagreed with specific statements about BHWS. More than 90 percent of respondents agreed or strongly agreed with all but three statements (figure 18).

Figure 18: Percentage of survey respondents who agreed with statements about BHWS (district and school administrators, N = 324)



Source: Idaho BHWS survey responses from district and school administrators

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

## Appendix A: Idaho Behavioral Health and Wellness Services Survey (2020)

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### Informed Consent

**To create positive learning experiences, many schools implement strategies that help students develop skills in areas such as emotion management, behavior, and interpersonal communication. These strategies may be delivered directly to students (e.g., through a program or curriculum), implemented as a tool educators can use (e.g., justice circles, morning messages), offered as professional development for school staff members (e.g., trauma-informed practice training), or through other means.**

**This survey was created in response to a 2020 legislative mandate (House Bill 627, Section 5) to conduct a comprehensive scan of all behavioral health and wellness services (BHWS) that support general education K–12 students in Idaho. The Idaho State Department of Education contracted with Education Northwest to gather this information from district and school administrators. Results will be delivered to the Idaho Legislature in January 2021. This survey will help provide an understanding of what types of BHWS are being implemented to the general population in each school and district; identify service delivery gaps, challenges, and perceived value; and foster understanding of how service delivery is being measured across districts and in schools.**

**Your perspective as a district or school administrator is very valuable. There are no right or wrong answers. Your participation in this survey is voluntary; you can stop participating at any time, skip a question, or refuse to participate without any consequences. It may be possible to identify you by your responses because we are asking specific questions about your school or district. We do not anticipate any risk to participating in the survey.**

**This survey should take no more than 30 minutes to complete.**

**Please complete this survey by September 30, 2020. If you have questions, contact Elizabeth Gandhi at 503-275-9590 or [elizabeth.gandhi@educationnorthwest.org](mailto:elizabeth.gandhi@educationnorthwest.org).**

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## Behavioral Health and Wellness Services (BHWS) Definition

*"Behavioral health" is often used as a clinical term to support targeted or identified students in need of specialized services. For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K–12 general student population. Along those lines, these services are available to all students, families, and/or school staff members to support students' mental, social, and personal health. They may include:*

- *Specific goals with strategies and actions available for all students*
- *Evidence or research-based programs provided to all students*
- *Dedicated staffing or resources available for all students*
- *Partnerships with additional agencies to support all students*

*For the purposes of this survey, BHWS may also be known as:*

- *Social and emotional learning*
- *Character development*
- *Character education*
- *Mental health and well-being*
- *Resilience building*
- *Resiliency training*
- *Trauma-informed practices*
- *Responsible citizen education*

**Please note that this survey asks about the behavioral health and wellness services, strategies, and/or programs available as**

part of a typical school experience for students *prior to the COVID-19 pandemic*. We know some of these may not be available post-pandemic.

***Before completing this survey, you may want to connect with a team of staff members in your district/school for a full picture of your efforts prior to the COVID-19 pandemic.***

***You may close the survey and return to it before September 30, 2020, using the unique link you received.***

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### General Questions

**Page exit logic:** Skip / Disqualify Logic**IF:** #1 Question "Do you agree to participate in this survey?" is one of the following answers ("No") **THEN:** Disqualify and display: "Thank you for your time and enjoy the rest of your day. If you have questions about the survey, please contact Elizabeth Gandhi at 503-275-9590 or [elizabeth.gandhi@educationnorthwest.org](mailto:elizabeth.gandhi@educationnorthwest.org)."

**Logic:** Show/hide trigger exists.

**1) Do you agree to participate in this survey?\***

☐ Yes

☐ No

**Logic:** Show/hide trigger exists. Hidden unless: #1 Question "Do you agree to participate in this survey?" is one of the following answers ("Yes")

**2) What is your role? (Select all that apply)\***

☐ District-level administrator

☐ School-level administrator

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**Approach to supporting BHWS**

**REMINDER:**

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

**3) Does your district have a guiding framework or approach for BHWS? (Select all that apply)**

☐ No specific approach

☐ Whole Child

☐ Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)

☐ Trauma-Informed School

☐ Restorative Justice

☐ Social and Emotional Learning/Development

☐ Culturally Responsive Practice

☐ Positive Behavioral Interventions and Supports (PBIS)

☐ Youth Voice

☐ Community Schools

☐ Trust-Based Relational Intervention (TBRI)

☐ Other - Write In: \_\_\_\_\_

**Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")**

**4) Does your school have a guiding framework or approach for BHWS? (Select all that apply)**

- ☐ No specific approach
  - ☐ Whole Child
  - ☐ Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)
  - ☐ Trauma-Informed School
  - ☐ Restorative Justice
  - ☐ Social and Emotional Learning/Development
  - ☐ Culturally Responsive Practice
  - ☐ Positive Behavioral Interventions and Supports (PBIS)
  - ☐ Youth Voice
  - ☐ Community Schools
  - ☐ Trust-Based Relational Intervention (TBRI)
  - ☐ Other - Write In: \_\_\_\_\_
-

## Approach to supporting BHWS

### REMINDER:

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

### 5) How does your district implement its approach to supporting BHWS? (Select all that apply)

- ☐ It is a district-level expectation to have BHWS included in district improvement plans and/or growth goals.
- ☐ The district provides funding to support school BHWS.
- ☐ There are specific district-level policies and procedures related to BHWS.
- ☐ The district has dedicated employees focused on BHWS.
- ☐ The district has teams that focus on BHWS.
- ☐ The district has optional supports and programs for BHWS.
- ☐ The district provides professional development on BHWS.
- ☐ The district partners with outside service providers that deliver BHWS.
- ☐ Other - Write In: \_\_\_\_\_

**Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")**

### 6) How does your school implement its approach to supporting BHWS? (Select all that apply)

- ☐ It is an expectation to have BHWS included in my school's improvement plan and/or growth goals.
- ☐ It is part of my school's core mission and strategic plan.

- ☐ My school has specific policies and procedures related to BHWS.
- ☐ My school has dedicated employees focused on BHWS.
- ☐ My school has teams that focus on BHWS.
- ☐ My school has optional supports and programs for BHWS.
- ☐ My school has employees responsible for coordinating/leading BHWS.
- ☐ My school requires professional development on BHWS.
- ☐ My school provides professional development on BHWS.
- ☐ My school partners with outside service providers for BHWS.
- ☐ Other - Write In: \_\_\_\_\_
- 

### Approach to supporting BHWS

**REMINDER:**

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

**7) Describe any gaps in your district's approach to supporting BHWS.**

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**Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")**

**8) Describe any gaps in your school's approach to supporting BHWS.**

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**Page entry logic:** This page will show when: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

### **Approach to supporting BHWS**

#### **REMINDER**

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

**9) How does your school implement its approach to supporting BHWS? (Select all that apply)**

- ☐ It is an expectation to have BHWS included in my school's improvement plan and/or growth goals.
- ☐ It is part of my school's core mission and strategic plan.
- ☐ My school has specific policies and procedures related to BHWS.
- ☐ My school has dedicated employees focused on BHWS.
- ☐ My school has teams that focus on BHWS.
- ☐ My school has optional supports and programs for BHWS.
- ☐ My school has employees responsible for coordinating/leading BHWS.
- ☐ My school requires professional development on BHWS.
- ☐ My school provides professional development on BHWS.
- ☐ My school partners with outside service providers for BHWS.
- ☐ Other - Write In: \_\_\_\_\_

**10) Describe any gaps in your school's approach to supporting BHWS.**

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## Approach to supporting BHWS

### REMINDER:

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

### 11) Are there aspects of district-provided BHWS that are available to the families/caregivers of the K-12 general student population? (Select all that apply)

- ☐ There are none at this time.
- ☐ The district provides opportunities to support families/caregivers (such as parenting support groups and wraparound services that include BHWS resources).
- ☐ The district provides direct services to schools to support the behavioral health of the K-12 general student population.
- ☐ The district provides funding for specific school-based initiatives.
- ☐ The district provides staffing and materials to support **general** BHWS initiatives.
- ☐ The district provides staffing and materials to support **specific** BHWS initiatives.
- ☐ The district makes direct contact with outside organizations to support BHWS in schools.
- ☐ Other - Write In: \_\_\_\_\_

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

**12) Are there aspects of school-provided BHWS that are available to the families/caregivers of the K-12 general student population? (Select all that apply)**

☐ There are none at this time.

☐ My school provides direct support to families/caregivers (such as parenting support groups and wraparound services that include BHWS resources).

☐ My school provides information to families/caregivers through resources sent home, information nights, etc.

☐ My school provides family counseling services.

☐ Other - Write In: \_\_\_\_\_

**Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")**

**13) How are employees at your school prepared to deliver BHWS? (Select all that apply)**

☐ We don't currently have this

☐ Dedicated, explicit training

☐ Coaching and supports

☐ Employees with this skill set are specifically recruited (e.g., guidance counselor, social worker, school nurse)

☐ Part of policy and expectations of all employees

☐ Other - Write In: \_\_\_\_\_

**What types of BHWS are being implemented, and where are there gaps?**

**REMINDER:**

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

**14) What types of BHWS are offered to the K-12 general student population across the district? (Select all that apply)**

- ☐ None at this time.
- ☐ The district has explicit, structured programs and/or curricula implemented for all students.
- ☐ The district has strategies or practices that we implement for all students.
- ☐ The district has some lessons and/or strategies available for use by employees and students.
- ☐ The district encourages employees and students to learn about behavioral health.

**Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")**

**15) What types of BHWS are offered to the K-12 general student population at the school level? (Select all that apply)**

- ☐ None at this time.
- ☐ My school has explicit, structured programs and/or curricula implemented for all students.
- ☐ My school has strategies or practices that we implement for all students.
- ☐ My school has some lessons and/or strategies available for use by employees and students.
- ☐ My school encourages employees and students to learn about behavioral health.

**Page entry logic:** This page will show when: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

**What types of BHWS are being implemented, and where are there gaps?**

**REMINDER:**

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

**16) Does your school provide these specific BHWS to general education K-12 students? (Select all that apply)**

☐ 7 Habits of Highly Effective Schools (Kids)

☐ 7 Mindsets

☐ Advocacy Time

☐ Ambitions of Idaho

☐ Character Counts

☐ Check and Connect

☐ Conscious Discipline

☐ Core Essential Values

☐ CORE Project

☐ Counseling Services

- ☐ Drug and Alcohol Prevention
- ☐ Idaho Lives Project
- ☐ Leader in Me
- ☐ Love and Logic
- ☐ Minds Up
- ☐ PAX Good Behavior Game
- ☐ Positive Behavioral Interventions and Supports (PBIS)
- ☐ Project Wisdom
- ☐ Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER) Program
- ☐ Second Step
- ☐ Sources of Strength
- ☐ Suicide Prevention
- ☐ Toolbox Curriculum
- ☐ Why Try
- ☐ Youth Mental Health Supports
- ☐ Zones of Regulation
- ☐ Other - Write In: \_\_\_\_\_

**Page entry logic:** This page will show when: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

**What types of BHWS are being implemented, and where are there gaps?**

**REMINDER:**

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

**How are the BHWS offered by your school funded?**

	Does not use state funding	Uses state funding, with additional sources	Uses state funding dedicated solely to behavioral health
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**What types of BHWS are being implemented, and where are there gaps?**

**REMINDER:**

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*

- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K–12 general student population.*

**17) At the district-level, are the following barriers to implementing a full, high-quality BHWS program for the K-12 general student population?**

	Yes	No	Unknown or unsure
Limited funding for resources (e.g., employees and materials)	( )	( )	( )
Lack of adequate time (i.e., competing priorities)	( )	( )	( )
Limited funding for programs and services	( )	( )	( )
Limited funding for professional development	( )	( )	( )

Haven't found the right program/trainer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unsure of alignment with district and state priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location (access to services or qualified personnel)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")**

**18) At the school-level, are the following barriers to implementing a full, high-quality BHWS program for the K-12 general student population?**

	Yes	No	Unknown or unsure
Limited funding for resources (e.g., employees and materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lack of adequate time (i.e., competing priorities)	( )	( )	( )
Limited funding for programs and services	( )	( )	( )
Limited funding for professional development	( )	( )	( )
Haven't found the right program/trainer	( )	( )	( )
Unsure of alignment with district and state priorities	( )	( )	( )
Location (access to services or qualified personnel)	( )	( )	( )

19) What are the most significant barriers your district is facing while implementing BHWS and supports to the K-12 general student population?

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Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

20) What are the most significant barriers your school is facing while implementing BHWS and supports to the K-12 general student population?

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How do you measure efficacy and impact?

**REMINDER:**

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*

- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K–12 general student population.*

**21) How is BHWS being assessed or measured districtwide? (Select all that apply)**

- ☐ Attendance data reviews
- ☐ Behavioral data reviews
- ☐ Suspension/expulsion data reviews
- ☐ Academic data reviews
- ☐ Student surveys
- ☐ Staff surveys
- ☐ Family surveys
- ☐ Classroom observations
- ☐ Student focus groups
- ☐ Program assessment materials
- ☐ Formal evaluation
- ☐ Other - Write In: \_\_\_\_\_

**Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")**

**22) How is BHWS being assessed or measured at your school? (Select all that apply)**

- ☐ Attendance data reviews
- ☐ Behavioral data reviews

- ☐ Suspension/expulsion data reviews
- ☐ Academic data reviews
- ☐ Student surveys
- ☐ Staff surveys
- ☐ Family surveys
- ☐ Classroom observations
- ☐ Student focus groups
- ☐ Program assessment materials
- ☐ Formal evaluation
- ☐ Other - Write In: \_\_\_\_\_

**Page entry logic:** This page will show when: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

### How do you measure efficacy and impact?

**REMINDER:**

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

How is the specific BHWS provided at your school assessed or measured?

	Informal progress monitoring	A component of our overall school improvement plan/data	Program- specific data	We do not assess or measure this program
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How do you measure efficacy and impact?

**REMINDER:**

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

23) Please rate your agreement with the following statements:

***Behavioral health and wellness services ...***

	Strongly disagree	Disagree	Agree	Strongly agree
build student engagement	( )	( )	( )	( )
promote better academic learning	( )	( )	( )	( )
help teachers and staff members build stronger relationships with students	( )	( )	( )	( )
help teachers and staff members build stronger relationships with their peers	( )	( )	( )	( )
help students build stronger relationships with their peers	( )	( )	( )	( )
help students feel safe, supported,	( )	( )	( )	( )

and ready to engage in learning				
help students develop voice and advocacy	()	()	()	()
are flexible to support unique student needs	()	()	()	()
are implemented across the system	()	()	()	()
are requested by families/caregivers for students	()	()	()	()
are available to all students	()	()	()	()

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**BHWS**

24) Please provide any additional feedback you'd like to share on the topic of K-12 general education BHWS in your district or school.

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**Thank You!**

Thank you for taking this survey. Your response is very important.

If you have any questions or concerns about this survey, contact Elizabeth Gandhi at 503-275-9590 or [elizabeth.gandhi@educationnorthwest.org](mailto:elizabeth.gandhi@educationnorthwest.org).

## Appendix B: School Programs, Funding, and Assessment

	Percentage using program	Not state funded	State funded, with additional sources	State funding dedicated to behavioral health	No assessment	Informal progress monitoring	Component of school improvement plan/data	Program-specific data
<i>Specific programs identified (N = 209)</i>		<i>BHWS state funding (N = 194)</i>			<i>BHWS assessment (N = 203)</i>			
Counseling Services	57%	27%	66%	7%	17%	34%	28%	21%
Positive Behavioral Interventions and Supports (PBIS)	54%	46%	49%	6%	7%	25%	40%	28%
Suicide Prevention	33%	39%	53%	8%	18%	48%	27%	7%
Drug and Alcohol Prevention	33%	26%	63%	11%	24%	37%	24%	16%
Love and Logic	30%	74%	25%	2%	46%	32%	15%	7%
Sources of Strength	25%	35%	51%	14%	14%	37%	24%	25%
Zones of Regulation	23%	55%	43%	2%	32%	49%	9%	11%
Second Step	21%	55%	35%	10%	29%	43%	14%	14%
7 Habits of Highly Effective Schools (Kids)	17%	67%	33%	0%	34%	38%	13%	16%
Idaho Lives Project	15%	43%	40%	17%	23%	30%	20%	27%
Other	15%				10%	42%	29%	19%
CORE Project	14%	24%	62%	14%	21%	39%	14%	25%
Character Counts	10%	74%	26%	0%	42%	42%	11%	5%
Leader in Me	8%	50%	44%	6%	12%	18%	53%	18%
Youth Mental Health Supports	8%	44%	56%	0%	12%	59%	18%	12%
Toolbox Curriculum	8%	57%	43%	0%	20%	53%	13%	13%
Conscious Discipline	7%	62%	38%	0%	14%	57%	14%	14%
Why Try	6%	30%	50%	20%	18%	36%	27%	18%
7 Mindsets	4%	43%	57%	0%	29%	43%	0%	29%
Advocacy Time	4%	43%	29%	29%	14%	43%	29%	14%
Core Essential Values	4%	33%	50%	17%	0%	100%	0%	0%

**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 18, 2021**

**ATTACHMENT 1**

	Percentage using program	Not state funded	State funded, with additional sources	State funding dedicated to behavioral health	No assessment	Informal progress monitoring	Component of school improvement plan/data	Program- specific data
Check and Connect	3%	86%	14%	0%	14%	29%	29%	29%
Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER) Program	1%	50%	50%	0%	50%	0%	0%	50%
Ambitions of Idaho	0% <sup>12</sup>				0%	100%	0%	0%
Project Wisdom	0% <sup>12</sup>	100%	0%	0%	0%	0%	0%	100%
Minds Up	0% <sup>12</sup>							
PAX Good Behavior Game	0% <sup>12</sup>							

<sup>12</sup> Number of respondents rounded to 0%.

**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 18, 2021**

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**SUBJECT**

Curricular Materials Selection Committee Appointments

**REFERENCE**

April 17, 2014	Board approved seven appointments to the Curricular Materials Selection Committee for terms effective June 1, 2014 and ending May 31, 2019.
October 22, 2015	Board approved ten appointments to the Curricular Materials Selection Committee for terms effective July 1, 2016 and ending June 30, 2021.
February 2019	Board approved seven appointment to the Curricular Materials Selection Committee to five-year terms, effective March 1, 2019 and ending April 30, 2024, representing the State Department of Education.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-118, Idaho Code – Courses of study – Curricular materials  
Section 33-118A, Idaho Code – Curricular materials – Adoption procedures  
IDAPA 08.02.03.128 – Rules Governing Thoroughness, Curricular Materials Selection and Online Course Approval

**BACKGROUND/DISCUSSION**

The Curricular Materials Selection Committee helps to provide equity in the quality of instructional materials available to Idaho's public schools. The Committee recommends instructional materials for adoption by the State Board of Education (Board). Upon adoption by the Board, the State Department of Education contracts with the publishers of the materials, ensuring that all public schools, regardless of size, have the choice to purchase these quality materials at a low, contracted price.

Section 33-118A, Idaho Code, and IDAPA 08.02.03, Section 128, set forth criteria for membership on the Curricular Materials Selection Committee (Committee). Committee members are appointed by the Board for a period of five (5) years. In accordance with IDAPA 08.02.03.128, the Committee consists of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, local board of trustees members, members of the Division of Career Technical Education, and State Department of Education (Department) personnel. The Executive Secretary is an employee of the Department and a voting member of the Committee.

To fill current and upcoming vacancies on the Committee, nominations were sought from school districts, parent organizations, and Department staff. Resumes and other application materials for interested individuals are attached.

**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 18, 2021**

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Nominees for appointment include:

- M. Michelle Southwick, Idaho Public School Administrator, Madison County School District #321
- Kelli Schroeder, Idaho Public School Administrator, Filer #413
- John Stegmaier, Teacher, Boise School District #1
- Robyn Hill, Teacher Nampa School District #131
- Shannon Kelly, Teacher, Payette School District #371
- Nathan Tracy, Parent

The Department recommends the appointment of all nominees.

**IMPACT**

Appointment of Curricular Materials Selection Committee members ensures statutory compliance.

**ATTACHMENTS**

- Attachment 1 – Current Curricular Materials Selection Committee Members
- Attachment 2 – M. Michelle Southwick Application
- Attachment 3 – Kelli Schroeder Application
- Attachment 4 – John Stegmaier Application
- Attachment 5 – Robyn Hill Application
- Attachment 6 – Shannon Kelly Application
- Attachment 7 – Nathan Tracy Application

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Section 33-118, Idaho Code, assigns responsibility to the State Board of Education for determining how and under what rules curricular materials shall be adopted for the public schools. The Board of Trustees for each school district may also adopt their own curricular materials. Curricular materials are required to be consistent with Idaho Content Standards. Pursuant to Section 33-118A, Idaho Code, the committee must consist of at least two “persons who are not public educators or school trustees.” One additional appointment will be made of a person that does not work in education to bring the committee make-up into compliance with Idaho statute.

Staff recommends approval.

**BOARD ACTION**

I move to appoint M. Michelle Southwick to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2021 and ending February 28, 2026, representing public school administrators.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**STATE DEPARTMENT OF EDUCATION  
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I move to appoint Kelli Schroeder to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2021 and ending February 28, 2026, representing public school administrators.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to appoint John Stegmaier to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2021 and ending February 28, 2026, representing certified classroom teachers.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to appoint Robyn Hill to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2021 and ending February 28, 2026, representing certified classroom teachers.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to appoint Shannon Kelly to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2021 and ending February 28, 2026, representing certified classroom teachers.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to appoint Nathan Tracy to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2021 and ending February 28, 2026, representing parents.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

# Selection Committee

## Curricular Materials



### COMMITTEE LISTING

Committee Member	Stakeholder Group
Chrystal Allen	Executive Secretary, Idaho State Department of Education
Kristi Enger Term Expires: April 30, 2024	Idaho Career & Technical Education
Dana Johnson Term Expires: April 30, 2024	Idaho Higher Education Official
Julie Magelky Term Expires: April 30, 2024	Idaho Higher Education Official
Taylor Raney Term Expires: April 30, 2024	Idaho Higher Education Official
Vacant	Idaho Public School Administrators
Laree Jansen Term Expires: June 30, 2021	Parent
Vacant	Parent
Bonnie Farmin Term Expires: April 30, 2024	Trustee/Local Board of Education Member
Stacey Jensen Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Pocatello/Chubbuck School District #25
Zoe Jorgensen Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Idaho Falls School District #91

Committee Member	Stakeholder Group
Sharon Tennent Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Boise Independent School District #1
Lisa Olsen Term Expires: April 30, 2024	Certified Idaho Classroom Teacher Bonneville Joint School District #93
Melyssa Ferro Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Caldwell School District #132
Darlene Dyer Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Blaine County School District #61
Aaron McKinnon Term Expires: April 30, 2024	State Department of Education Personnel

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**For Questions Contact**

Content & Curriculum – Curricular Materials  
Idaho State Department of Education  
650 W State Street, Boise, ID 83702  
208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov)

**M Michele Southwick**

msouthwick@sd251.org

Submission Date  
November 4, 2020 10:37

Name M Michele Southwick

Home Address (No PO Box) 527 Henderson Street, 3850 E 300 N  
Rexburg, ID, 83440

Preferred Email Address msouthwick@sd251.org

Preferred Phone Number (208) 745-6693

Current vacancies on the Committee you wish to fill: Idaho Public School Administrator

Do you meet the criteria for consideration of any other position on the Committee? None

Have you served on the Curricular Materials Selection Committee previously? No

What school district do you reside in? Madison County School District

Please briefly describe your experience implementing Idaho Content Standards. Please include additional work with the standards. I have worked closely with the Idaho Content Standards over the past 10 years, first as a principal of a K-5 school, and now as a Director that oversees 7 elementary schools in the district. Monitoring instruction and identifying curricular materials that align to the Idaho Content Standards has comprised the majority of my work over the past 6 plus years. Please see attached resume and cover letter.

Please upload a copy of your resume or curriculum vitae.



[MMSResume 202004.pdf](#)

Please upload a cover letter.



[MMS cover letter 202011.pdf](#)

# M. Michele Southwick

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527 Henderson Street, Rexburg, ID 83440 | 208-313-3963 | msthwk@gmail.com

**November 4, 2020**

**Dear Selection Committee:**

I am a successful educational leader with six and half years of experience at the district level and seven years at the school level. I have performed at a distinguished level throughout the years as evidenced by my evaluations. *My greatest strength is my dedication to students and consistently making decisions based upon what will ensure their success at the highest levels.* I believe the Idaho Content Standards assist students in reaching these high levels of achievement.

Having committed the last ten and a half years to an Idaho school district, I would like to expand my sphere of influence by assisting at the state level to evaluate all textbooks/instructional materials offered for adoption and make recommendations to the State Board of Education. I am available and willing to recruit and select teachers to serve as Textbook Evaluation Advisors to review materials during evaluation week, and have experience facilitating activities and meetings.

I believe I am an excellent candidate to be on the Curricular Materials Selection Committee as I have experience with district-wide adoptions of English Language Arts, Math, Science, Socials Studies, and intervention materials at the preK-8 level. Each time we used specific protocols to the specific content area to ensure the materials were aligned to both the Idaho Content Standards and the required pedagogy. Ease of use for teachers to ensure appropriate implementation was also a consideration.

I would ask the Selection Committee to seriously consider my exceptional leadership skills, commitment to the state of Idaho, experience, and performance when making their decision. *I will always put students first and continue to give my all to make Idaho stronger.* I have completed the required application and submitted it along with all other required documentation. Thank you for your consideration and I look forward to serving on this committee.

**Sincerely,**



**M. Michele Southwick**

# M. Michele Southwick

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527 Henderson Street, Rexburg, ID 83440 | 208-313-3963 | msthwk@gmail.com

## WHO I KNOW (Referrals/Recommendations)

**Chad Martin** (Current Superintendent): Chad and I were colleagues for 3 ½ years before he became the superintendent of our district 1 ½ years ago. I appreciate the opportunities for growth in leadership knowledge and skills that he consistently provides and supports me in as my supervisor.

**Lisa Sherick** (Previous Superintendent): Lisa was instrumental in the securing of my current position as the Director of Elementary Education and Federal Programs for the district. I have learned skills that are essential to being a successful superintendent under her leadership.

**Ron Tolman** (Previous Superintendent): Ron was instrumental in my being hired in the district in 2010. I am grateful he trusted my leadership abilities to be appointed as the principal of Jefferson Elementary School.

## WHY I WANT TO BE HERE (Personal Statement)

I have been an employee of the district since 2010 and am proud to be part of a district that consistently makes decisions based on what is best for students. I feel we are a progressive district and have gained momentum in the areas of student achievement and staff expertise over the past several years. I am committed to continuing the work we are currently doing in order to achieve even greater heights for our students, staff, and community.

## HOW I CAN ADD VALUE (Talent/Character/Skills)

The role of assistant superintendent aligns well with my individual character qualities, talents, and skills: belief and actions that students are one of the most important assets of society, leadership and team building skills, consensus building ability, budget development, administrator supervision, curriculum development and improvements, school security and safety, standardized testing and data analysis, budget development and monitoring, bond and building knowledge, program evaluation and assessment, workshop and seminar presentations, program management and coordination, family and community communication, policy review and alignment with state/federal law, and Board/community relations. I am a hard worker and am loyal to the mission and vision of the district at all times. My ability to learn quickly with high attention to detail make it possible for me to keep the focus on students at all times.

## WHERE I HAVE BEEN (Work Experience)

Jefferson Joint School District – Rigby, ID: Director of Elementary Education, 2015-present

Supervise and evaluate elementary administrative staff; develop and implement curriculum; oversee assessments K-5; oversee all aspects of federal programs K-12; observe classrooms; provide leadership to the principals in all aspects of personnel management; support the implementation of professional learning communities (PLCs); serve as a liaison for curriculum and instruction at regional, state, and national levels; responsible for the implementation and observance of all board policies at the elementary level; actively recruit and retain qualified teachers; oversee, grow and promote the World Language Immersion Program (WLIP); promote and support instructional and mentoring programs for elementary teachers; present information and reports at Board meetings; maintain a high standard of ethical conduct and confidentiality.

Jefferson Joint School District – Rigby, ID: Director of Curriculum & Instruction, 2014-15

Supervise and evaluate K-12 administrative staff; develop and implement curriculum; oversee assessments K-12; oversee all aspects of federal programs K-12; observe classrooms; provide leadership to the principals in all aspects of personnel management; support the implementation

of professional learning communities (PLCs); serve as a liaison for curriculum and instruction at regional, state, and national levels; responsible for the implementation and observance of all board policies K-12; actively recruit and retain qualified teachers; oversee, grow and promote the World Language Immersion Program (WLIP); promote and support instructional and mentoring programs for all teachers; present information and reports and Board meetings; maintain a high standard of ethical conduct and confidentiality.

Jefferson Joint School District – Rigby, ID: Principal, 2010-14

Responsible for supervision, evaluation, and leadership of certificated staff and classified staff at Farnsworth Elementary School (2013-14) and Jefferson Elementary School (2010-2013); supervised all instruction, attendance, and behavior; assisted teaching staff in the development of pacing guides and common assessments; managed classified employee schedules; maintained and updated the school handbook; assured compliance with state and federal laws and guidelines in regard to instructional time and funding; assisted teaching staff in increasing their instructional expertise; data boards were incorporated in order to inform and change instruction in the classrooms; Professional Learning Communities (PLC's) were utilized to make instructional decisions; professional development and coaching were provided for staff members as needed and identified using evaluation/walk-through data.

Union Gap School District – Union Gap, WA: Principal, 2007-10

Responsible for supervision, evaluation, and leadership of all certificated staff and some classified staff; implemented a three-year teacher induction program; supervised the English Language Learner (ELL) program and Response to Intervention (RTI); district curriculum director; managed the master schedule and classified work schedules; maintained and updated district handbooks; completed grants for Title II and Title III funds and highly capable (gifted) funds; responsible for assuring compliance with state and federal laws and guidelines; assured compliance with the negotiated agreements for both certificated and classified staffs; assisted teaching staff in meeting Highly Qualified status as outlined in No Child Left Behind (NCLB); planned and implemented professional development and coaching for all staff members.

Union Gap School District – Union Gap, WA: Middle School Math Teacher, 2002-2007

Planned and implemented research-based math instruction for grades 6-8; created a student-centered learning environment; built positive relationships with students, parents, and colleagues; assessed students and reported data to parents and administration.

Toppenish Children's Center Preschool – Toppenish, WA: Preschool Teacher, 1998-2002

Planned and implemented curriculum for children ages 2 1/1 to 5 years of age; created a child-centered learning environment; built positive relationships with students and parents; assessed students and reported data to parents, including counseling regarding student's skills.

## **WHAT I HAVE LEARNED (Education/Certificates)**

### **ED.S. | MAY 2018 | NORTHWEST NAZARENE UNIVERSITY – NAMPA, ID**

- Major: Education Specialist
- PreK-12 School Superintendent Certificate

### **MA ED. | MAY 2007 | WASHINGTON STATE UNIVERSITY – RICHLAND, WA**

- Major: Educational Leadership
- PreK-12 School Principal Certificate

### **BA | MAY 1992 | HERITAGE UNIVERSITY – TOPPENISH, WA**

- Major: Science Education
- Secondary Teaching Certificate
- Endorsements: Natural Science (6-12), Biological Science (6-12), Mathematics (6-12)

**Kelli Schroeder**

kelli.schroeder@filer.k12.id.us

Submission Date

November 4, 2020 12:28

Name  
Kelli Schroeder

Home Address (No PO Box)  
3290 E 3387 N  
Kimberly, Idaho, 83341

Preferred Email Address  
kelli.schroeder@filer.k12.id.us

Preferred Phone Number  
(208) 539-7720

Current vacancies on the Committee you wish to fill:  
Idaho Public School Administrator

Do you meet the criteria for consideration of any other position on the Committee?

None

Have you served on the Curricular Materials Selection Committee previously?

No

What school district do you reside in?  
Filer School District #413

Please briefly describe your experience implementing Idaho Content Standards. Please include additional work with the standards.

I served as a building administrator when the Idaho Content Standards were adopted. I attended several workshops put on by the Idaho State Department of Education and Idaho Leads (as well as others) to gain a better understanding of the standards. I would often reference Arizona's matriculation guide to provide teachers and parents specific examples of the math standards in order to gain a more thorough understanding. I also have attended SBAC trainings which are also related to understanding the standards. I have spent time researching additional assessments that are valuable in determining a student's progress toward mastering the standards. I have read (a few times) the report released by the National Math Panel in 2008 prior to the standards being updated. As an administrator, it is my duty to be an instructional leader. I take time to conduct research to ensure decisions are made in the best interest of children. While I have never directly implemented the Idaho Content Standards, I have been instrumental in ensuring my staff has the knowledge, preparation, and confidence to do so.

Please upload a copy of your resume or curriculum vitae.



[Resume.pdf](#)

Please upload a cover letter.



[Curriculum committee letter.pdf](#)

***Filer School District 413 Central Office***

Kelli Schroeder, Superintendent

Phone: (208) 326-5981

Kyle Pryde, Business Manager

FAX: (208) 326-3350

Teresa Kullhem, HR/Payroll/Board Clerk

700 B Stevens Ave.

Filer, ID 83328

November 3, 2020

To Whom It May Concern,

I am extremely interested in serving as a member of the curriculum materials selection committee. Since graduating from college twenty-nine years ago, I have had the opportunity to experience the role of superintendent, principal, vice-principal, reading specialist, school counselor, and classroom teacher.

I recall back in 1991 when I was hired as a third-grade teacher in Twin Falls. As the principal showed me to the classroom, one of the first questions I asked was, "Where are the curriculum guides?" He gave me an odd look and we found them in the back corner of a cupboard. My college education taught me that these thin notebooks were my guide to "what to teach." I then dove into the supported curriculum materials which were provided and *assumed* to be aligned with the district's adopted standards. I was thankful my college experience prepared me for this.

I have always been one to do my own research, collect information, analyze data, and report facts. Throughout my career, I have been drawn to the triangular relationship with CIA (curriculum, instruction, assessment). All three pieces need to work in tandem for high levels of student achievement to occur.

The training through the Reading First era taught me how to look at curriculum through a microscopic lens. I have transferred these skills when adopting other curricular materials (such as math, social-emotional learning, etc.) It is critical that curriculum is aligned with standards. The more knowledge and evidence-based tools a teacher has, the better equipped he/she is to help students be successful.

Over the years I have been involved in curricular (textbook) adoption at a district level. One of the sources for guidance is always utilizing the information from the Idaho State's Curricular Materials Selection Committee. This committee has researched and vetted the materials prior to posting their findings on the Idaho State Department of Education's website.

While I may not be an expert in all aspects of curriculum, I am devoted to research and furthering my knowledge. I am self-motivated and learn quickly. My counseling and mediation background allows me to work effectively with different personality types. Using strong interpersonal skills, I am able to communicate clearly with others, especially in difficult situations.

As a person who loves to learn, thrives with new challenges, is dedicated and personable, I am confident I will be an asset to the Curricular Material Selection Committee. I will bring a new and refreshing perspective to the team. I am hopeful you will consider me to be a strong candidate and team member.

Sincerely,

Kelli Schroeder

**SDE**

**TAB 5 Page 2**

## ***Filer School District 413 Central Office***

Kelli Schroeder, Superintendent  
700 B Stevens Ave.  
Filer, ID 83328

Phone: (208) 326-5981  
FAX: (208) 326-3350

## *Resume*

### **Objective**

**Curricular Materials Selection Committee member**

### **Employment**

#### **Superintendent**

2020-present

Filer School District

Filer, ID

#### **Principal**

2002-2020

Bickel School

Twin Falls, ID

#### **Vice-principal**

1999-2002

Bickel School

Twin Falls, ID

#### **Reading Specialist**

2000-2002

Bickel School

Twin Falls, ID

#### **Counselor**

1994-2000

Twin Falls School District

Twin Falls, ID

#### **Classroom Teacher**

1991-1994

Sawtooth School

Twin Falls, ID

### **Additional Experience**

#### **Curriculum Development**

- Developed and revised district curriculum including math, reading, and counseling

#### **Committee Assignments**

- Served on various committees including: reading adoption, math adoption, district Title 1 federal programs, safety, parent compact, sick leave bank, social, bulletin board, parent-night, math, reading, insurance, etc.

**Grant Writing and Awards**

- Blue Cross Healthy Partnership Technical Assistant Award, St. Luke's CHIF grant, Boys/Girls Club 21<sup>st</sup> Century Community Learning Grant, St. Luke's Bike Day, Idaho State Department of Education Technology Grant, Reading First grant

**Summer School Coordinator**

- Organized and operated summer school for elementary aged students in the Twin Falls School District

**Adult Classes**

- ***Developing Capable People Facilitator*** – Ten-week training for adults to build relationship, communication, and parenting skills
- **Technology Instructor** – Taught computer courses to educators
- **Companion Trainer** – Taught mini-lessons focusing on best practices in working with children and boosting self-esteem and character, trained companions in goal-setting and achievement, monitored work of others

**Idaho State Supreme Court Child-Custody Mediator**

- Facilitate mediation between divorced couples
- Provide services to the Status Offender Program

**Education**

**Educational Specialist**

Education Administration (Superintendency)  
2017 University of Idaho Moscow, ID

**Educational Specialist**

Education Administration (Principalship)  
1998 University of Idaho Moscow, ID

**Masters of Education**

School and Community Counseling  
1994 College of Idaho Caldwell, ID

**Bachelor of Arts**

Elementary Education  
1991 Carroll College Helena, MT

**Publication**

*Peer Coaching*

Perspectives

Fall 1998 Volume XVI, No. 1

**John Stegmaier**

john.stegmaier@boiseschools.org

Submission Date  
November 20, 2020 13:59

Name John Stegmaier

Home Address (No PO Box) 1351 E. Red Rock Dr.  
Meridian, ID, 83646

Preferred Email Address john.stegmaier@boiseschools.org

Preferred Phone Number (520) 490-1975

Current vacancies on the Committee you wish to fill: Certified Idaho Classroom Teacher

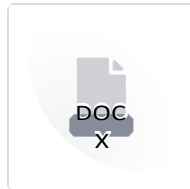
Do you meet the criteria for consideration of any other position on the Committee? Certified Idaho Classroom Teacher

Have you served on the Curricular Materials Selection Committee previously? No

What school district do you reside in? Boise

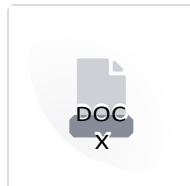
Please briefly describe your experience implementing Idaho Content Standards. Please include additional work with the standards. Idaho Standards: Taught AP Environmental science, Environmental science, Biology, Chemistry, earth science, general science (6th grade), Life science (7th grade). I have implemented the science standards in each course through project-based learning and flipped classrooms. I utilize a number of educational technologies that fit the 5E framework for Idaho, IDLA and Boise schools' science standards. I served on the Colorado science standards committee in 1994-96, and on district standards in Tucson Arizona in 2002.

Please upload a copy of your resume or curriculum vitae.



[JOHN STEGMAIER page 1.docx](#)

Please upload a cover letter.



[cover letter.docx](#)

From: John Stegmaier  
To: Curriculum Materials Selection Committee  
Date: 11/20/20  
Re: Consideration for committee

To Whom it may concern,

This letter is to express my interest in being a part of the material selection for curriculum in the state of Idaho.

It is my wish to be a part of the selection of materials for students in the state of Idaho in order to assist in their growth and development. The students are in a transition with the onset of a series of life variables, such as online learning and hybrid learning. As such they need the use of materials that will help them grow and develop at higher levels than simple memorization.

Today's students require better and deeper understandings on higher levels of Bloom's Taxonomy. Simple memorization will no longer suffice. Knowledge with understanding as well as the skills to synthesize their own ideas based on those understandings is critical in today's world. They must evolve and I wish to be a part of helping them reach that level through the selection of appropriate learning material and resources.

Sincerely,  
John Stegmaier

**JOHN STEGMAIER**

1351 East Red Rock Drive, Meridian, Idaho 83646  
(520) 490-1975, john.stegmaier@boiseschools.org

**PURPOSE**

To assist in the development of curriculum in the modern learner

**EDUCATION & CERTIFICATION:**

Masters of Educational Technology, Northern Arizona University	2013
BS Plant Biology, Chemistry minor, Northern Arizona University	1990
Secondary Science Certification	2008-present
Prior certifications: Secondary Science, Arizona, Colorado	1991-2009

**SECONDARY TEACHING EXPERIENCE:**

Chemistry, Biology, AP Environmental Science, Environmental Science: Timberline High School, Boise	2015-present
Chemistry teacher Idaho Digital Learning Alliance	2019-present
Chemistry 111, 101, 100 (Dual Credit): College of Western Idaho Caldwell, Id	2013-2015
AP Chemistry, Chemistry, Earth Science: Mountain View High School, Meridian, Id	2009-2015
Environmental, Physical Science, Biology: Kuna High School, Kuna, Id	2008- 2009
Honors Chemistry, Biology, and Integrated Science: Marana High School Tucson, Az	2000-2008
Chemistry and AP Chemistry, Zoology, Physical Science: Gunnison High School, Co	1993 - May 2000
Applied Chemistry, Physical Science, and Math: Lake Havasu High School, LHC, Az	1992 - June 1993

**EDUCATIONAL ACCOMPLISHMENTS:**

Served on ISAT development committee: Development and implementation	2013, 2018
Presented at IETA conference: Presented Flipped learning and Educational Technology	2017
Presented at ISTA conference: Presented Flipped learning and Educational Technology	2017
District Professional Development (BSU): Teach Flipped framework to teachers	2013
State Chemistry standards development: Developed state chemistry curriculum	2013
Awarded mentor position: Idaho Science and Aerospace Scholars (NASA)	2013
Published Book on chemistry, quantum physics and spirituality	2012
Taught concurrent credit course through NNU Environmental Science	2008- 2009
Awarded National Science Foundation research grant: Environmental Engineering	2006
Constructed science curriculum: Smaller Learning Communities	2006-2008
Selected as Most Inspirational Teacher by top ten student	2005
Designated to Who's Who Among America's Teachers	2004, 1996
Awarded Global Systems Science Grant-University of California at Berkeley	1994

**CLASSROOM SKILLS:**

- Instructional Design: Application of pedagogical and technology in blended and online educational environments, including project based, five E, constructivism, connectivism, others
- Differentiated Instruction for diverse learners and culturally diverse students using best practice
- Individual and collaborative activity-based learning to motivate students and maximize critical thinking
- Technology Utilization, including: Web 2.0 Mind-tools, simulations, Synchronous, Asynchronous e-discussion, Web design, Presentation, Internet research, Personal learning environments (PLE)

**PROFESSIONAL AFFILIATIONS:**

- International Society for Technology in education
- Idaho Education Association
- American Chemical Society

**Robyn Hill**  
rhill@nsd131.org

Submission Date  
November 3, 2020 14:42

Name Robyn Hill

Home Address (No PO Box) 4067 N Northwall  
boise, ID, 83703

Preferred Email Address rhill@nsd131.org

Preferred Phone Number (208) 713-1930

Current vacancies on the Committee you wish to fill: Certified Idaho Classroom Teacher

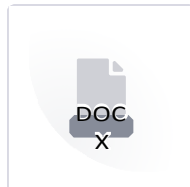
Do you meet the criteria for consideration of any other position on the Committee? Certified Idaho Classroom Teacher

Have you served on the Curricular Materials Selection Committee previously? No

What school district do you reside in? Nampa

Please briefly describe your experience implementing Idaho Content Standards. Please include additional work with the standards. I have a masters in Education, 22 years experience, teacher of the year, Premium master teacher certificate recipient, Gifted and talented teacher, 5th grade teacher for 19 years, Social Studies committee for district, Open court L.A. district curriculum committee, Envision Math curriculum district committee.

Please upload a copy of your resume or curriculum vitae.



[Robyn Hill resume.docx](#)

Please upload a cover letter.



[cover letter 3.pdf](#)

# Robyn Hill

4067 N Northwall Boise Idaho 83703  
208-713-1930

03 November, 2020

## Curriculum Development Committee

Idaho State Dept of Education  
650 W State St 2nd floor, Boise, ID 83702

To Whom it may Concern,

I am very interested in the position of Curriculum Board Committee member. I have taught for over 22 years and am looking for ways to use my experience and knowledge to help others and ways to broaden my own experiences.

I have twenty two years experience in our district. I have been on many curriculum committees to include, Language Arts, Math and Social Studies. I have a master's in Education implementing the arts into the curriculum. I am a master teacher recipient and have been teacher of the year in my district.

I am looking for ways to continue contributing to education. It is my passion and I feel I can offer a wide variety of experiences and perspective to such a committee. I am a life long learner and would be honored to continue growing and contributing in such a capacity.

Robyn Hill

## ROBYN HILL

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4067 N. Northwall Boise, Idaho 83703 208-713-1930 rhill@nsd131.org

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### SUMMARY

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I have been an educator for 18 years in the Nampa School District. My experiences include being the first B.S.U. Elementary Education Major to student teach with the Meridian District Gifted and Talented Program under Roxanne Jensen, Creating a P.B.S reading program for low-socioeconomic children with grant funding, eight years teaching the GATE program for 2 elementary schools in Nampa in addition to regular classroom, I served on the Nampa District GATE committee under Ruby Bracket for several years, Curriculum design for our district for Social Studies and Envision mapping, grade level leader for most of my teaching experience, several hiring committees, after school tutoring program, children's chapter book author: <https://www.smashwords.com/books/view/131871>

Teacher of the Year 2004 Lincoln Elementary, and finally but very importantly, I have a master's degree in education with an emphasis in the arts from Lesley University. There is so much of my graduate degree that I want to include in all student education including the multiple intelligences, all art modalities, constructionism, and the list goes on. The arts connect each students personally and passionately to their education and it is a vehicle that I believe we are just beginning to tap into through education. The future is exciting.

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### COMPUTER SKILLS

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- Word Processing Skills
- Spreadsheets Skills
- Database Skills
- Electronic Presentation Skills
- Web Navigation Skills
- Web Site Design Skills
- E-Mail Management Skills
- Digital Cameras
- Computer Network Knowledge Applicable to your School System
- File Management & Windows Explorer Skills
- Downloading Software From the Web (Knowledge including eBooks)
- Installing Computer Software onto a Computer System
- WebCT or Blackboard Teaching Skills
- Videoconferencing skills
- Computer-Related Storage Devices (Knowledge: disks, CDs, USB drives, zip disks, DVDs, etc.)
- Scanner Knowledge

- Deep Web Knowledge
- Educational Copyright Knowledge

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## EXPERIENCE

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1997-2014	Teacher grades 3-6	Nampa School District
<p>I have taught grades 3-6 over the past 18 years with a majority of that time spent teaching 5<sup>th</sup> and 6<sup>th</sup>. I have always had the top test scores in my school. I attribute this to my understanding of children and how they love to learn. I work with low socio-economic students and that has always been my dream. I spend the beginning of each school year talking about why education is important and empowering and how it connects to my students' dreams. I then talk about how education is equal opportunity for anyone and the only prerequisite is wanting dreams to come true. I incorporate student dreams and aspirations into my curriculum each year, this is my magic method to high test scores, buy in and connections. My students love learning because they are connected.</p>		

## EDUCATION

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1991-1995	Bachelor's Degree in Elementary Education, <i>Boise State University</i>
2013-2015	Master's Degree in Education, Art's Emphasis, <i>Lesley University</i>

**Shannon Kelly**

shannonlw@cableone.net

Submission Date  
November 20, 2020 11:00

Name Shannon Kelly

Home Address (No PO Box) 410 Colton Street  
New Plymouth, ID, 83655

Preferred Email Address shannonlw@cableone.net

Preferred Phone Number (208) 740-0516

Current vacancies on the Committee you wish to fill: Certified Idaho Classroom Teacher

Do you meet the criteria for consideration of any other position on the Committee? School Administrator Certified Idaho Classroom Teacher

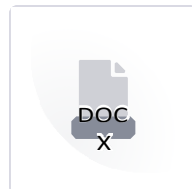
Have you served on the Curricular Materials Selection Committee previously? Yes

What school district do you reside in? Payette School District

Please briefly describe your experience implementing Idaho Content Standards. Please include additional work with the standards.

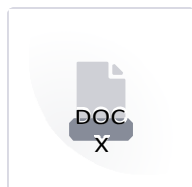
When I began my journey of obtaining my Master in Curriculum and Instruction in 2008, I took the current state standards and what textbooks were used within my grade level, and created a curriculum map that was easy to follow. This gave each teacher a road map so that every student was receiving the same education no matter what classroom they were in. This task was then adopted by district k-12. I have been, since 2008, a co-director of the district curriculum team. This team continues to align state standards with current textbook resources. This year, this team is taking on the task of choosing a new reading series that will be used k-5. I will again be co-directing this journey. Another standards application I have experienced is selecting mastery standards that will be pre, mid, and post tested throughout the year to guide instruction towards mastery of these core standards. The mastery standards were selected by the curriculum committee as foundational skills needed to move into the next grade.

Please upload a copy of your resume or curriculum vitae.



[Resume IDLA.docx](#)

Please upload a cover letter.



[Cover Letter Curricular materials committee.docx](#)

## SHANNON KELLY

410 Colton Street New Plymouth, ID 83655 | H: 208 740 0516 | shkelly@payetteschools.org

Idaho State Department of Education  
650 W. State Street  
Boise, Idaho 83720

RE: Curricular Materials Selection Committee Applicant

Dear Ms. Allen,

I would like to express my interest in becoming a part of the state's curricular materials selection committee posting with the Idaho Department of Education and the opportunity to apply my leadership experiences and curriculum knowledge to help maintain a high quality selection of the curricular materials adopted by the state. I was thrilled to discover how well my experience in using state standards and textbook curriculum resources fit with this position. I participated a few years back in reviewing reading materials for the state and look forward to bringing my experience back to this process.

As an adept Elementary Educator, I have a wide range of experience working with state standards and the personnel that implement these standards in the classroom. I have completed Idaho's Core Teachers training and as stated before, spend one summer reviewing Reading textbook resources for the Department of Education's state adoption process. This allowed me to gain experience in attention to detail and accuracy. I have served on numerous leadership roles within my building and district such as grade level leader, district technology, district data, school improvement, and RTI teams. I have a well-rounded background in planning using state standards, implementing those standards, monitoring, and assessing instructional programs that have been chosen to align to state standards. Additionally, I am a distinguished problem-solver and consistently collaborating with co-workers to improve academic outcomes for all. Through my previous role in general education, I have strengthened my leadership abilities in planning, developing, and executing strategies and programs that meet state standards.

I take advantage of any opportunity to develop my leadership skills through professional development classes and training to grow in my profession. I have gathered, shared, and analyzed data for student success and improvement with my grade level team, curriculum team, and the district data team. From this experience, I have had the opportunity of looking at what works and what does not, adjusting as needed. My highest priority, as a professional, is to guarantee that every student is receiving the same education, no matter what classroom they are in. I am always happy and willing to roll up my sleeves to meet the needs of this committee. I am thrilled at the prospect to bring my talents to the curricular materials selection committee. Please contact me at your earliest convenience to further discuss how my experience and leadership experiences fit this position.

Thank you for your time and consideration.

Shannon Kelly

# SHANNON KELLY

410 Colton Street, New Plymouth, ID 83655 | (208) 740-0516 | shannonlw@cableone.net

## Summary of Qualifications

Versatile educational leader, skilled in collaborating and promoting professional growth, through positive feedback and development. A leader with a strong commitment to positive, open communication with staff, students, and parents. Ready to strive towards the development of student and teacher growth and success through evaluation and quality feedback. A trust-worthy individual pursuing a professional position with two decades of educational experience, and a passion for helping other succeed.

## Skills

Self-motivated and driven	Team collaboration and management
Trained in the Charlotte Danielson Framework	Records maintenance
Attention to detail	Strong verbal and written communication
Organizational Skills	Curriculum Development and Evaluation
Data Analysis	Problem Solving

## Work Experiences

### Elementary Educator

08/1999 to Current

#### Payette School District – Payette, Idaho

- Modified the general education curriculum for students based on various data driven instructional techniques and technologies, including project management of curriculum alignment.
- Completed performance evaluations and observational reports for each student.
- Researched and evaluated curriculum to meet state requirements.
- Planned and executed activities to promote academic growth, growth mindset, and social development building community within the classroom and school.
- Developed activities and integrated technology to diversify instruction.
- Collaborated with teachers and administrators to develop and evaluate school programs including district data team, instructional data team, and school-wide improvement plans by sharing student success data and insights for areas of improvement.
- Collaborated with district employees to discuss the planning and implementation of the use and acquiring new technology within the district.
- Assisted with the development, implementation, monitoring, and assessing classroom instructional programs through a curriculum team created scope and sequence map for reading, math, social studies, and science.
- Mentored the skills and successes of individual novice teacher with one-on-one evaluation and discussions throughout the year.
- Represented grade level and building at personnel-related hiring.
- Conducted an Action Research on the use of Hands-On Manipulatives in Elementary Mathematics
- Assisted in the development of a school improvement plan, including SMART goals with measurable outcomes.
- Worked closely with Special Education Department to monitor growth of shared students.

### Building Leadership Program Experience

7/2018-12/2019

#### Payette School District – Payette, Idaho

- Attended Department of Education Curriculum Review for ELA resources
- Co-lead kindergarten through fifth grade creating curriculum maps/pacing guides

- Completed the district's Civil Rights Data Collection report
- Used school policies to make decision about student conduct and consequences
- Scheduled music, physical education, and library times for each classroom
- Evaluated teacher efficacy using state approved Charlotte Danielson framework. Providing useful and meaningful feedback in successes and areas of improvement.
- Obtained general knowledge about state testing k-12 (IReady, IStation, ISAT, PSAT, SAT, ASVAB)

## Education

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**Master of Science:** Educational Leadership -- Building Administrator 2019  
**Northwest Nazarene University** - Nampa, ID

**Master of Arts:** Curriculum and Instruction 2008  
**University of Phoenix** - Phoenix, AZ

**Bachelor of Science:** Elementary Education 1999  
**University of Idaho** – Moscow, ID

## Credentials

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**Idaho Education Credential:** Standard Instructional Certificate All Subjects (K-8)

**\*\*Added Endorsement:** School Principal (Pre-K-12) effective 2/4/2020\*\*

**American Red Cross Health & Safety Provider:** First Aid & CPR/AED Instructor

## Accomplishments

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### State Level Training

- Idaho Core Teacher Training
- EQuIP (Educators Evaluating Instructional Products)
- State English/Language Arts Textbook Adoption using IMET tool

### Leadership

- Grade Level Representative
- District Technology Team Representative
- District Data Team Representative
- School Improvement Team
- Assisted leading District Curriculum Team
- Response to Intervention Team
- Teacher Mentor
- Applied for First Inspires Grant for STEM Education k-12

Received the Golden Apple Award for outstanding job performance in 2010 and 2017.

## References

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MaryBeth Bennett – Principal	208-642-3241 (w)
Westside Elementary	208-405-9172 (c)
Robin Gilbert – Superintendent	208-642-9366 (w)
Payette School District	
Kelly Sullivan – Guidance Counselor/Co-worker	208-642-3379 (w)
Payette School District	208-707-4812 (c)

**Nathan Tracy**

nathan.tracy@jeromeschools.org

Submission Date  
November 4, 2020 09:02

Name Nathan Tracy

Home Address (No PO Box) 1604 N. Lyndon  
Jerome, ID, 83338

Preferred Email Address nathan.tracy@jeromeschools.org

Preferred Phone Number (208) 227-3578

Current vacancies on the Committee you wish to fill: Idaho Public School Administrator

Do you meet the criteria for consideration of any other position on the Committee?

Parent School Administrator Certified Idaho Classroom Teacher

Higher Education Representative

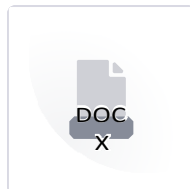
Have you served on the Curricular Materials Selection Committee previously? No

What school district do you reside in? JSD #261

Please briefly describe your experience implementing Idaho Content Standards. Please include additional work with the standards.

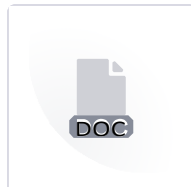
I am an administrator of a High School here in Idaho and have worked on committees reviewing curriculum intended to be implemented in the classroom. I have classroom experience of over 12 years teaching curriculum as well as experience creating my own classroom instruction for students.

Please upload a copy of your resume or curriculum vitae.



[Nate Resume.docx](#)

Please upload a cover letter.



[Nathan A Tracy intro letter - BIO for news paper.doc](#)

Nathan A Tracy

I grew up in the state of Missouri just south of Kansas City, in the little town of Peculiar. I graduated from Harrisonville High School in the College Prep Program. I enrolled at the University of Central Missouri where I earned a Bachelor's degree in Secondary Education, Social Studies Functional. My student teaching consisted of two separate High Schools where I taught American History and Geography. I also volunteered as an assistant coach working with the Varsity Baseball team at Ridge Crest High School. I also worked as an 8<sup>th</sup> grade assistant coach for the football team as well as becoming the 9th grade Men's basketball coach for Pleasant Hill High School.

After the completion of my undergraduate degree I moved to Utah and took a job for a year before marrying my wife Camille (an Idaho native) and moving to Idaho. I was offered a job as a Middle School History and Geography teacher at Aberdeen Middle School where I served for 5 years. I worked as the Head Coach of the Varsity Cross Country team, Varsity Women's Basketball team, and the Men's Soccer Team. I also helped out as the J.V. Men's basketball coach as well as coaching 8<sup>th</sup> grade volleyball.

I then took a job at Snake River High School teaching American History, World Geography, Leadership, American Government and leading the Peer Helpers group. I was in charge of the Student Government and Peer Helpers programs and conducted trainings in various schools in the area on topics such as bullying, healthy living, substance abuse, and friendship. I won the coach of the year award for my district for three years in a row for my efforts as the Head coach of the Cross Country team.

Camille and I have four beautiful children, Jensen who is excited to enter the 7th grade, Maya who is entering the 6th grade this year, Brett who working hard in the dual immersion Spanish program this year in the 3rd grade and Josie who also started the dual immersion Spanish program and is in Kindergarten this year.

I obtained a Masters Degree from Idaho State University in the Educational Administration program and continued on to finish my EDS degree this past year in Educational Leadership from Boise State University. I love education and I love working with the youth of Idaho in helping them reach their goals. I would be honored to be selected to work on the Committee reviewing and adopting curriculum for the State of Idaho.

1604 N. Lyndon  
Jerome ID, 83338

Phone 208-227-3578  
E-mail nctracyfamily@gmail.com

# Nathan A. Tracy

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## Objective

*To be selected to the Curricular Materials Selection Committee*

## Employment

[Aug 2015-Present] Jerome School District #261

### Administrator

- Vice Principal 2015-2016
- Principal 2016-present
- Head of instruction
- Chair of the leadership team
- Vice president of the IASA 2020

[Aug 2012-June 2015] Snake River School District #52 Blackfoot, Id

### Teacher

- Instruction of curriculum in the following content areas: Government, American History, World Geography, Peer Helpers, Leadership
- Anti-bullying committee member/presentation developer
- PLC implementation task force
- Student Government Advisor
- Peer Helpers Advisor

[ Aug 2007-2012 ] Aberdeen School District #58 Aberdeen, Id

### Teacher

- Instruction of curriculum in the following content areas; American History, World History, Geography, Math skills, Study Skills, Speech and Debate, Government, and Typing.
- Middle School Social Studies department Chair
- High School History and Government teacher (9-12)
- TIA facilitator for Aberdeen Middle School
- Gear Up Team Leader
- 8<sup>th</sup> grade instructional team member
- Gear Up Team Leader and college trip facilitator
- School Improvement task force member (wise tool)

<b>Education</b>	[2018-2020] Boise State University, Boise ID <b>EDS Educational Leadership (Superintendent endorsement)</b>
	[2006-2012] Idaho State University, Pocatello ID <b>Masters degree in Educational Administration, May 2014 (3.5) GPA</b>
	[ 2000-2005 ] University of Central Missouri Warrensburg, Mo <b>B.A. Secondary Education Social Studies Functional</b>
<b>Accreditations</b>	Idaho State certification for Social Studies K-12
<b>References</b>	1. Dale Layne, Superintendent JSD #261 208-308-7355
	2. Ann Mennear Principal of Aberdeen Middle School #58 208-397-3280
	3. Melissa Rice, Vice Principal Jerome High School 208-329-0782
<b>Volunteer/coaching experience</b>	Baseball coach super league Rocky Mountain School of Baseball 2006-2008
	Head Women's Basketball coach Aberdeen High School 2007-2010
	Head Cross Country coach Aberdeen High School 2007-2009
	Head Men's Soccer coach Aberdeen High School 2009-2011
	Assistant Football coach Pleasant Hill Middle School 2004-2005
	Assistant Men's Basketball coach Pleasant Hill High School 2004-2005
	Head 7 <sup>th</sup> grade volleyball coach Aberdeen Middle School 2008-2009
	J.V. Head coach Men's Basketball Aberdeen High School 2010-2011
	Head Men's Cross Country coach Snake River High School 2011-current
	<ul style="list-style-type: none"><li>District champions 2012, 2013</li></ul>
	<ul style="list-style-type: none"><li>State runner up (Girls), State 3rd (boys) place 2012</li></ul>
	<ul style="list-style-type: none"><li>State 3rd place (girls), State 4th place (boys) 2013</li></ul>
<ul style="list-style-type: none"><li><b>Coach of the year</b> 2012-13, 2013-14</li></ul>	
	Distance Track coach Snake River High School 2011-current
	<ul style="list-style-type: none"><li>District Champions 2012/10th state place</li></ul>

**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 18, 2021**

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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Praxis II Tests and Idaho Cut Scores Adoption

**REFERENCE**

October 2017	Board directed the Professional Standards Commission to evaluate and recommend additional state-approved assessments and update qualifying scores on the existing Praxis II assessments
February 2018	Board accepted the Professional Standards Commission recommendation to approve the current Praxis II assessments and Idaho cut scores
August 2018	Board approved Content, Pedagogy and Performance Assessments rubric and updated content area assessments and cut scores
February 2020	Board approved Praxis II assessments and Idaho cut scores and amended the Content, Pedagogy and Performance Assessments rubric

**APPLICABLE STATUTE, RULE, OR POLICY**

IDAPA 08.02.02.015.01.d - Standard Instructional Certificate  
IDAPA 08.02.02.017.01 - Content, Pedagogy and Performance Assessment for Certification

**BACKGROUND/DISCUSSION**

One of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought (IDAPA 08.02.02.015.01.d). Each candidate must meet or exceed the state qualifying score on the State Board of Education (Board)-approved content area assessment. Praxis II – Subject Assessments have been selected as one of the Board-approved content area assessments. In accordance with IDAPA 08.02.02.017.01, the Professional Standards Commission (PSC) recommends these assessments and qualifying scores to the Board for approval.

The Standards Committee of the PSC reviewed proposed amendments to the list of Board-approved Praxis II assessments and qualifying scores on November 19, 2020. Proposed amendments include:

- Updated Middle School Science assessment and cut score.
- Addition of Middle School Social Studies assessment for American government/political science (5-9) endorsement; addition provides assessment consistency across social science endorsements.
- Addition of Elementary Multiple Subjects assessment for Early Childhood Special Education endorsement; addition is consistent with assessments for Blended Early Childhood/Early Childhood Special Education.

**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 18, 2021**

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- Replacement of Reading Specialist assessment with Teaching Reading assessment for literacy endorsement; replacement aligns more closely with endorsement requirements.

The Standards Committee brought the proposed amendments to the full PSC on November 20, 2020, and the full PSC voted to recommend approval of the Praxis II assessments and cut scores to the Board.

**IMPACT**

Approval of assessments and cut scores ensures compliance with Idaho Administrative Code.

**ATTACHMENTS**

Attachment 1 – ETS Praxis II Assessments and Cut Scores

**STAFF COMMENTS AND RECOMMENDATIONS**

IDAPA 08.02.02.015 and 017 requires individuals seeking a standard instructional certificate and interim certification and IDAPA 08.02.02.021 as one of the alternate paths for adding endorsements to receive a qualifying score on a state approved content, pedagogy, or performance assessment. The PRAXIS II is a content area assessment approved by the Board in early 2000. Qualifying scores were set by the Board based on recommendations from the Professional Standards Commission at the December 2003 Board meeting, effective September 1, 2004. Since that time, there have been a few updates to the qualifying scores in individual subject areas at the June 2005, April 2006, June 2006, October 2006 and February 2018 and 2019 Board meetings. Consideration of the attached qualifying scores are part of the ongoing process to maintain updated qualifying scores on Board approved content, pedagogy or performance assessments.

Staff recommends approval.

**BOARD ACTION**

I move to accept the recommendation of the Professional Standards Commission to adopt the Praxis II assessments and Idaho cut scores as provided in Attachment 1 as one of the State Board of Education approved content assessments.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Content Assessments and Cut Scores

Standard Instructional Certificate				
Endorsement	Content/Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
All Subjects (Candidates can take 5001 OR 7811)	(K-8)	Elementary Education: 5002 Reading and Language Arts Subtest	157	157
		Elementary Education: 5003 Mathematics Subtest	157	157
		Elementary Education: 5004 Social Studies Subtest	155	155
		Elementary Education: 5005 Science Subtest	159	159
All Subjects (Candidates can take 5001 OR 7811)	(K-8)	CKT Elementary Education: 7812 Reading and Language Arts Subtest	161	161
		CKT Elementary Education: 7813 Mathematics Subtest	150	150
		CKT Elementary Education: 7814 Science Subtest	154	154
		CKT Elementary Education: 7815 Social Studies Subtest	161	161
American Government/Political Science	(5-9)	<del>5089</del> Middle School Social Studies	149	-
	(6-12)	5931 Government/Political Science	149	149
American Indian Language	(K-12)	-	-	-
Bilingual Education	(K-12)	5362 English to Speakers of Other Languages	155	155
Biological Science	(5-9)	<del>5440-5442</del> Middle School Science	<del>150</del> 152	<del>150</del> 152
	(6-12)	5235 Biology: Content Knowledge	139	-
Blended Early Childhood Education/Early Childhood Special Education	(Birth-Grade 3)	5025 Early Childhood Education OR Elementary Subtests (See All Subjects 5001 or 7811)	156	156
		5691 Special Education: Preschool/Early Childhood	159	159
Blended Elementary Education/Elementary Special Education	(Grade 4-6)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
Chemistry	(5-9)	<del>5440</del> <del>5442</del> Middle School Science	<del>150</del> 152	<del>150</del> 152
	(6-12)	5245 Chemistry: Content Knowledge	139	-
Communication	(5-9)	5221 Speech Communication: Content Knowledge	143	-
	(6-12)			
Computer Science	(5-9)	5652 Computer Science	149	149
	(6-12)			
CTE - Agriculture Science & Technology	(6-12)	5701 Agriculture	147	147
CTE - Business Technology Education	(6-12)	5101 Business Education: Content Knowledge	148	154
CTE - Computer Science	(6-12)	5652 Computer Science	149	149
CTE - Engineering	(6-12)	5051 Technology Education	154	159
CTE - Family and Consumer Sciences	(6-12)	5122 Family and Consumer Sciences	153	153
CTE - Marketing Technology Education	(6-12)	5561 Marketing Education	158	-
CTE - Technology Education	(6-12)	5051 Technology Education	154	159
Deaf/Hard of Hearing	(Pre-K-12)	5354 Special Education: Core Knowledge and Applications	145	151
		5272 Special Education: Education of Deaf and Hard of Hearing Students	160	160
Early Childhood Special Education	(Pre-K-3)	5025 Early Childhood Education OR Elementary Multiple Subtests (See All Subjects 5001 or 7811)	156	156
		5691 Special Education: Preschool/Early Childhood	159	159
Earth and Space Science	(5-9)	<del>5440-5442</del> Middle School Science	<del>150</del> 152	<del>150</del> 152
	(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
Economics	(5-9)	5089 Middle School Social Studies	149	-
	(6-12)	5911 Economics	150	150
Engineering	(5-9)	5051 Technology Education	154	159
	(6-12)			
English	(5-9)	5047 Middle School English Language Arts	164	164
	(6-12)	5038 English Language Arts: Content Knowledge	167	167
English as a Second Language (ESL)	(K-12)	5362 English to Speakers of Other Languages	155	155
Exceptional Child Generalist	(K-8)	5543 Special Education: Core Knowledge and Mild to Moderate Applications	153	158
	(6-12)			
	(K-12)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
Geography	(5-9)	5089 Middle School Social Studies	149	-
	(6-12)	5921 Geography	153	-
Geology	(5-9)	<del>5440-5442</del> Middle School Science	<del>150</del> 152	<del>150</del> 152
	(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
Gifted and Talented	(K-12)	5358 Gifted Education	157	157
Health	(5-9)			
	(6-12)	5551 Health Education	155	-
	(K-12)			
History	(5-9)	5089 Middle School Social Studies	149	-
	(6-12)	5941 World and U.S. History: Content Knowledge	141	-

**Content Assessments and Cut Scores**

<b>Standard Instructional Certificate</b>				
<b>Endorsement</b>	<b>Content/Grade Level</b>	<b>ETS Praxis II Subject Assessment</b>	<b>Idaho Cut Score</b>	<b>Multi State Cut Score</b>
Humanities	(5-9)	-	-	-
	(6-12)	-	-	-
Journalism	(5-9)	-	-	-
	(6-12)	-	-	-
Junior ROTC	(6-12)	-	-	-
Literacy	(K-12)	<del>5301/5302 Reading Specialist</del> <del>5206 Teaching Reading</del>	<del>164/165</del> <del>156</del>	<del>164/165</del> <del>156</del>
Mathematics - Middle Level	(5-9)	5169 Middle School Mathematics	165	165
Mathematics	(6-12)	5161 Mathematics: Content Knowledge	160	160
Music	(5-9)	-	-	-
	(6-12)	5113 Music: Content Knowledge	148	161
	(K-12)	-	-	-
Natural Science	(5-9)	<del>5440-5442</del> Middle School Science	<del>150-152</del>	<del>150-152</del>
	(6-12)	5435 General Science: Content Knowledge	149	-
Online-Teacher	(Pre-K-12)	-	-	-
Physical Education (PE)	(5-9)	-	-	-
	(6-12)	5091 Physical Education: Content Knowledge	143	-
	(K-12)	-	-	-
Physical Science	(5-9)	<del>5440-5442</del> Middle School Science	<del>150-152</del>	<del>150-152</del>
	(6-12)	5245 Chemistry: Content Knowledge OR	139	-
		5265 Physics: Content Knowledge OR	129	-
		5435 General Science: Content Knowledge	149	-
Physics	(5-9)	<del>5440-5442</del> Middle School Science	<del>150-152</del>	<del>150-152</del>
	(6-12)	5265 Physics: Content Knowledge	129	-
Psychology	(5-9)	5391 Psychology	154	154
	(6-12)	-	-	-
Science - Middle Level	(5-9)	<del>5440-5442</del> Middle School Science	<del>150-152</del>	<del>150-152</del>
Social Studies	(6-12)	5081 Social Studies: Content Knowledge	150	-
Social Studies - Middle Level	(5-9)	5089 Middle School Social Studies	149	-
Sociology	(5-9)	-	-	-
	(6-12)	5952 Sociology	154	154
Sociology/Anthropology	(5-9)	5952 Sociology	154	154
	(6-12)	-	-	-
Teacher Leader - Instructional Specialist (K-12)	-	-	-	-
Teacher Leader - Literacy (K-12)	-	-	-	-
Teacher Leader - Mathematics	-	-	-	-
Teacher Leader - Special Education	-	-	-	-
Teacher Librarian	(K-12)	5311 Library Media Specialist	151	-
Theater Arts	(5-9)	5641 Theatre	148	-
	(6-12)	-	-	-
Visual Arts	(5-9)	-	-	-
	(6-12)	5134 Art: Content Knowledge	151	158
	(K-12)	-	-	-
Visual Impairment	(Pre-K-12)	5354 Special Education: Core Knowledge and Applications	145	151
	(Pre-K-12)	5282 Special Education: Teaching Students with Visual Impairments	163	163
World Language (All other languages not listed below)	(5-9)	-	-	-
	(6-12)	5841 World Language Pedagogy	151	158
	(K-12)	-	-	-
World Language - American Sign Language	(5-9)	-	-	-
	(6-12)	0634 American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3 (score is equivalent to a 160 scale score)	160
	(K-12)	-	-	-
World Language - Chinese	(5-9)	-	-	-
	(6-12)	5665 Chinese (Mandarin): World Language	164	164
	(K-12)	-	-	-
World Language - French	(5-9)	-	-	-
	(6-12)	5174 French: World Language	156	162
	(K-12)	-	-	-
World Language - German	(5-9)	-	-	-
	(6-12)	5183 German: World Language	157	163
	(K-12)	-	-	-
World Language - Latin	(K-12)	5601 Latin	152	-
World Language - Spanish	(5-9)	-	-	-
	(6-12)	5195 Spanish: World Language	163	168
	(K-12)	-	-	-