

**STATE DEPARTMENT OF EDUCATION
APRIL 22, 2021**

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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
- Post Legislative Tour Information
- Spring Assessment Windows
- Literacy Summit
- Professional Development

BOARD ACTION

This item is for informational purposes only.

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SUBJECT

Federal Coronavirus Relief Funding Update

REFERENCE

March – April 2020	The 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.
February 17, 2021	The Board received a CARES Act funding update and a CRRSA Act overview.

BACKGROUND/DISCUSSION

The Coronavirus Aid, Relief, and Economic Security Act (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. The CARES Act allowed the SEA to reserve up to 10 percent of the Elementary and Secondary School Emergency Relief (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 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 the

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Governor's Coronavirus Financial Advisory Committee to close the digital divide. A Review Committee was convened to read the applications and make recommendations for funding.

The Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act was signed into law December 27, 2020. Included in the CRRSA Act, the performance period for the CARES Act Coronavirus Relief Fund was extended from December 30, 2020 to December 31, 2021. DFM will close the Coronavirus Relief Funds June 30, 2021, which means SDE's last GRA payment to LEAs will be made June 25, 2021.

The CRRSA Act provides Idaho an additional \$195,890,413 for K-12 public education under ESSER II. Of this amount, 90% or \$176,301,372 has been allocated to local education agencies (LEAs) based on each LEA's proportional share of Title I-A funds for 2020-2021. The remaining 10%, or \$19,589,041, represents a state set-aside reserve for emergency needs as determined by the SEA to address issues responding to coronavirus, including measuring and addressing learning loss. Of these state set-aside funds, \$979,452 may be used for administrative costs. The State Department of Education (SDE) has requested \$300,000 of these funds to administer the program. All CRRSA Act ESSER I and ESSER II funds must relate to preventing, preparing for, and responding to COVID-19.

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. The EANS Certification and Agreement application was submitted to and approved by the U.S. Department of Education on February 11, 2021. The State Board identified the State Department of Education as the administrator of this program.

IMPACT

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

ATTACHMENTS

Attachment 1 – CARES Act and CRRSA Act Update

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The CARES Act established multiple funds dedicated to addressing impacts to education due to the 2019 Novel Coronavirus (COVID-19) pandemic, two of these provide allocations at the state level, while a third fund, the Higher Education Relief Act is distributed directly to the postsecondary institutions. The two funds that provided allocations at the state level are the Governor's Emergency Education Relief (GEER) Fund and the Elementary and Secondary School Emergency Relief (ESSER) Fund. The CARES Act ESSER Fund allocated funds to the state

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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 was \$47,854,695. From this amount a minimum of \$43,069,202.26 (90%) had to be distributed to the local education agencies (LEA) based on the LEA's proportional share of the state's Part A, Title I funds. These funds are then distributed based on each LEA's propositional 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." States have one year from date of the federal ESSER award to award or subgrant the funds.

The Coronavirus Response and Relief Supplemental Appropriations Act, 2020 (CRRSA Act) expanded the ESSER Fund. These funds appropriated through the CRRSA Act are being referred to as the ESSER II funds. Attachment 2 provides a comparison chart provided by the US Department of Education outlining the differences between the ESSER I and ESSER II funds. The ESSER I and ESSER II funds must be accounted for separately and reported on separately. Local education agencies must pull down and use all of their ESSER I dollars prior to pulling down any ESSER II dollars.

The 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, at least \$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 reserved for use by the SEA. Of these reserve funds ½ of 1% of the total award may be used for administrative costs. The SEA 10% reserve is \$19,589,041, of this, up to \$979,452 could be used for administrative costs. The State Department of Education (SDE) has requested spending authority for \$300,000 of these funds to administer the program.

Due to the timing of the enactment of the CRRSA Act and when Idaho's legislature convenes, spending authority for ESSER II funds is provided through the legislative budget process either as supplemental appropriation for the public schools budget FY 2021 budget or spending authority in the FY 2022 public schools budget.

At the April 5, 2021 Special Board meeting the Board approved use of a portion of the ARP ESSER SEA reserve funds, pending legislative action granting spending authority of the federal funds for FY 2022.

BOARD ACTION

This item is for informational purposes only.

3.2.2021

The following data tables and an LEA Expenditure by Grant Report are published at <https://www.sde.idaho.gov/federal-programs/cares-act/index.html>

CARES Act FY20 and FY 21 DRAW DOWN OVERVIEW (as of 2.26.2021)

CARES ACT GRANTS	Appropriated	Allocated	Expended/ Drawn Down	Balance	Percentage Funds Expended	Total Recipient	Recipient Count Draw Down	Percentage Recipient that have drawn down funds
CARES Coronavirus Relief - CFAC								
CARES Coronavirus Relief - CFAC - Special Distribution	\$99,272,500	\$99,272,496	\$90,833,744	\$8,438,752	91.50%	183	171	93.44%
CARES Coronavirus Relief - CFAC - Technology	\$1,000,000	\$985,052	\$926,470	\$58,581	94.05%	59	58	98.31%
CARES Coronavirus Relief - CFAC - Blended Learning	\$24,920,000	\$24,476,828	\$21,625,903	\$2,850,925	88.35%	174	160	91.95%
CARES Coronavirus Relief - CFAC - Non ESSER I	\$1,000,000	\$901,263	\$688,691	\$212,572	76.41%	53	42	79.25%
CARES Coronavirus Relief - CFAC - Child Nutrition	\$2,000,000	\$1,723,004	\$1,664,049	\$58,955	96.58%	107	102	95.33%
CARES ESSER I								
CARES ESSER I - Flow Through	\$43,069,226	\$43,069,226	\$14,321,851	\$28,747,375	33.25%	154	103	66.88%
CARES ESSER I - State Set-Aside LMS	\$3,785,469	\$3,785,469	\$1,646,078	\$2,139,391	43.48%	182	71	39.01%
CARES ESSER I - State Set-Aside SEL	\$1,000,000	\$1,000,000	\$199,917	\$800,083	19.99%	182	64	35.16%
CARES Child Nutrition State Grant								
CARES Child Nutrition State Grant	\$45,582,200	\$45,514,586	\$45,514,586	\$0	100.00%	207	207	100.00%
Grand Total	\$221,629,395	\$220,727,923	\$177,421,289	\$43,306,634				

3.2.2021

CARES Act FY20 & FY21 REIMBURSEMENTS BY CATEGORY (as of 2.26.2021)

CARES ACT GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
CARES Coronavirus Relief - CFAC											
CARES Coronavirus Relief - CFAC - Special Distribution	\$64,242,130.68	\$4,768,011.88	\$237,512.54	\$14,752,904.84	\$6,736,595.88	\$63,472.19	\$31,405.90	\$1,710.32	\$0.00		\$90,833,744
CARES Coronavirus Relief - CFAC - Technology	\$0.00	\$82,082.48	\$0.00	\$608,560.18	\$235,827.69	\$0.00	\$0.00	\$0.00	\$0.00		\$926,470
CARES Coronavirus Relief - CFAC - Blended Learning	\$1,382,395.92	\$1,604,187.58	\$230,826.82	\$12,476,132.53	\$5,796,991.75	\$0.00	\$134,992.08	\$0.00	\$376.11		\$21,625,903
CARES Coronavirus Relief - CFAC - Non ESSER I	\$193,282.59	\$59,356.37	\$2,250.00	\$358,277.04	\$75,427.07	\$0.00	\$0.00	\$97.58	\$0.00		\$688,691
CARES Coronavirus Relief - CFAC - Child Nutrition	\$166,266.64	\$1,200.00	\$0.00	\$1,462,346.15	\$3,431.91	\$27,261.51	\$0.00	\$3,542.34	\$0.00		\$1,664,049
CARES ESSER I											
CARES ESSER I - Flow Through	\$8,279,541.57	\$804,875.68	\$31,978.62	\$3,956,474.48	\$1,071,529.31	\$32,544.66	\$111,655.42	\$669.80	\$32,581.68		\$14,321,851.22
CARES ESSER I - State Set-Aside LMS	\$33,288.77	\$876,014.37	\$16,669.60	\$571,916.85	\$104,871.00	\$0.00	\$15,534.84	\$0.00	\$27,783.04		\$1,646,078.47
CARES ESSER I - State Set-Aside SEL	\$67,820.09	\$38,312.65	\$20,186.15	\$65,530.75	\$0.00	\$0.00	\$3,920.00	\$3,315.64	\$831.32		\$199,916.60
CARES Child Nutrition State Grant											
CARES Child Nutrition State Grant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$45,514,586	\$45,514,586
Grand Total	\$74,364,726	\$8,234,041	\$539,424	\$34,252,143	\$14,024,675	\$123,278	\$297,508	\$9,336	\$61,572	\$45,514,586	\$177,421,289
Percentage	41.9142%	4.6410%	0.3040%	19.3055%	7.9047%	0.0695%	0.1677%	0.0053%	0.0347%	25.6534%	100.00%

The SDE has moved to a weekly GRA reimbursement schedule. Reimbursement requests received by 5:00 p.m. on Thursdays are processed on Friday. Expenditure reports continue to be updated the middle and end of each month.

Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA), ESSER II

- Awaiting JFAC spending authority.
- 24 LEAs have expended all of their ESSER I funds and another 13 LEAs have less than \$10,000 in ESSER I. These LEAs are either ready or just about ready for ESSER II funds.

CRRSA, Emergency Assistance to Non-Public Schools (EANS)

- Idaho's EANS Certification and Agreement application has been approved by the U.S. Department of Education.

3.2.2021

- \$19,381,608 is available for non-public schools, which includes \$200,000 for administration. Any EANS funds not obligated within 6 months, must be returned to the Governor's office.
- Informational information was previously emailed/sent to more than 100 potentially eligible non-public schools.
- A jot form application for the non-public schools has been developed and will go out shortly.

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Nonpublic Educator Preparation Programs

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1254, 33-1207A, and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the
Approval of Teacher Preparation Programs

BACKGROUND/DISCUSSION

Effective July 1, 2020, in accordance with amendments to Section 33-1207A, Idaho Code, already approved nonpublic educator preparation program reviews for continuing approval shall be limited to verification of substantive alignment with knowledge or equivalent standards set forth in the core standards of the initial standards for teacher certification.

Two (2) of Idaho's nonpublic, traditional teacher preparation programs, Brigham Young University-Idaho and College of Idaho, have confirmed they do not wish to be held accountable to CAEP accreditation standards. The third of Idaho's nonpublic teacher preparation programs, Northwest Nazarene University, is CAEP accredited and will continue to seek CAEP accreditation. Brigham Young University-Idaho intends to seek national accreditation through AAQEP.

IMPACT

Brigham Young University-Idaho and College of Idaho, already approved non-public educator preparation providers, will not be reviewed against CAEP standards in future educator preparation program reviews.

ATTACHMENTS

Attachment 1 – Letter from Brigham Young University-Idaho dated Friday,
February 5, 2021

Attachment 2 – Letter from College of Idaho dated January 27, 2021

STAFF COMMENTS AND RECOMMENDATIONS

The 2020 legislature approved amendments to Section 33-1207A, Idaho Code, limiting the evaluation and review of approved non-public educator preparation programs to verification that candidates:

- (i) Hold a bachelor's degree from an accredited four (4) year institution;
- (ii) Submit to a criminal history check as described in section 33-130, Idaho Code;
- (iii) Pass the required content training in the area or areas in which the graduate seeks to be endorsed. The content training must be in

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- substantive alignment with knowledge or equivalent standards set forth in the initial standards for teacher certification, if any; and
- (iv) Pass pedagogical training in substantive alignment with knowledge or equivalent standards set forth in the core standards of the initial standards for teacher certification, if any.

While these provisions do not limit the criteria the Board uses to provide initial approval of an educator preparation program, it does limit the review of any approved program for continued approval as an educator preparation program. These provisions apply to non-public traditional programs like those approved programs offered by NNU and BYU-Idaho as well as non-traditional non-public programs like Teach for America and ABCTE.

The criteria outlined in subparagraphs (iii) and (iv) are codified in the Standards for the Initial Certification of Professional School Personnel, incorporated by reference in Administrative Code, IDAPA 08.02.02. These standards set out the minimum standards each traditional and non-traditional educator preparation program in Idaho must meet to be considered for approval.

The current codified version of the standards establish minimum “core” instructional standards and then additional content area standards as applicable to the various subject area endorsements. Additionally, pupil services staff standards are specific to each occupational area covered by pupil service staff endorsements (school counselor, nurse, psychologist, etc.). Pursuant to Section 33-107A, Idaho Code, individuals on an interim certificate, regardless of the program associated with it, have a statutory requirement to also complete “a state-approved reading instruction” to receive full certification. In recent years, the Board has asked for additional emphasis in the core standards to focus on culturally relevant education, college and career counseling/advising methods, social emotional learning, and literacy instruction.

The State Department of Education is currently facilitating a process for amending these standards that include significantly restructuring the programs. It will be important that the final version of the standards is clear which portions of the standards are equivalent to the current “knowledge” portions of the standards. Once a program is approved, including specific endorsement area programs, they will no longer be able to be evaluated against any accreditation standards, even if they choose to maintain accreditation. This will also hold true for program specific accreditation, a nursing program or school social work program.

BOARD ACTION

This item is for informational purposes only.

From: [Gardner, Scott](#)
To: [Helen Henderson](#); [Lisa Colon Durham](#); [Nyggaard, Jackie](#)
Cc: [Christman, Van](#); [Jones, Brian](#)
Subject: HB 599, BYU-I response
Date: Friday, February 5, 2021 10:02:19 AM

Lisa and Helen, thank you for taking the time to clarify and specify how HB 599 affects the non-public educator preparation providers in the state. BYU-Idaho desires to provide a high-quality education program that will bless both our students and the state of Idaho. After careful consideration and coordination with our Education Coordinating Council, representing all of our various content programs, we have decided to no longer be held accountable to CAEP standards as part of our state approval process.

With that said, we are also eager to maintain high standards and continue in a steady upward course of continual improvement. To that end, we have decided to pursue AAQEP accreditation independent of our state review process. We believe that AAQEP provides not only a nationally recognized certification but does so in a manner that fits well with our institution and its mission.

We so appreciate all the work that you two are doing to benefit EPPs and the students in Idaho. We look forward to continuing to work closely with you and the other institutions as we all strive for continual improvement.

Scott Gardner
Dean, Teacher Preparation Programs
BYU-Idaho
208-496-4012



Education Department
2112 Cleveland Blvd.
Caldwell, ID 83605

Idaho Professional Standards Commission
PO Box 83720
Boise, ID 83620-0027

January 27, 2021

Dear Lisa and Helen:

As requested in your January 25, 2021 email, I write to notify you that, in accordance with changes to Idaho Code Section 33-1207A, The College of Idaho no longer wishes to be held accountable to the CAEP accreditation standards.

Sincerely,

Kevin M. Talbert, PhD
Chair, Education Department
The College of Idaho

David Douglass, PhD
Provost and Dean of Faculty
The College of Idaho

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SUBJECT

ESSA Waiver to Address Federal Accountability Requirements for SY 2020-2021

REFERENCE

August 2017	Board approved Idaho's Every Student Succeeds Act Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education.
February 2018	Board approved a revised Consolidated State Plan based on review and feedback from the US Department of Education.
December 2018	Board received the Accountability Oversight Committee 2018 Student Achievement Report and Recommendations.
February 2019	Board approved amendments to the Idaho Consolidated State Plan.
August 2019	State Board received an assessment and accountability update.
March 23, 2020	The Board waived the requirement for the spring 2020 ISAT administration and approved the waiver to be submitted to the U.S. Department of Education requesting flexibility in the ESEA accountability provisions.
April 6, 2020	The Board received an update from the State Superintendent of Public Instruction on the availability of additional waivers from the US Department of Education.
April 13, 2020	Board approved a waiver for submission to the U.S. Department of Education of several reporting and accountability requirements outlined in the Consolidated Plan in response to COVID-19 disruptions. The Board also waived the requirement in 08.02.03.111 for the administration of the Idaho Standard Achievement Test (ISAT) and alternate assessments for students with significant cognitive disabilities, in English Language Arts, Math and Science, in grades 3-8 and high school for the 2019-2020 school year.
October 2020	The Board received an update on assessment administration and accountability calculations for the 2020-2021 school year.
January 2021	The Board approved an accountability addendum based on existing U.S. Department of Education guidance for modifying calculations and identifications following the 2020-2021 school year.

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APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code

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

BACKGROUND/DISCUSSION

The current state accountability system was established by the Board through the rulemaking process in 2016 and accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes measures of performance and growth based on student performance on the ISAT summative assessments in English Language Arts/Literacy and Math.

On October 20, 2020 the U.S. Department of Education released a preliminary template and guidance for an “Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency.” This addendum was for states to use in proposing limited, one-time changes to their accountability plan based on the ongoing effects of the assessment data disruptions associated with COVID-19. The U.S. Department of Education originally indicated states needed to submit their addendum requests by February 1, 2021.

In response, the State Department of Education worked with the Board’s Accountability Oversight Committee (AOC) during November and December of 2020 to draft an addendum. Under the addendum, Idaho would extend its long-term goals by one year, pause identification of low performing schools and exit schools out from being identified where possible, and utilize a modified academic growth calculation to address missing data from 2020. The Board approved this addendum in a January 4, 2021 meeting. The State Department of Education posted the Board-approved addendum for public comment on January 6, 2021.

On January 19, 2021, the U.S. Department of Education released a final addendum template and guidance. This information was consistent with the preliminary addendum information, with the exception of extending the submission deadline and inviting states to submit a separate waiver request for Targeted Support and Improvement (TSI) identification. As a statutory requirement, TSI identification was not subject to the addendum itself. Based on this information, the State Department of Education extended the public comment period for the addendum until February 5, 2021 and drafted a TSI waiver request that it posted for public comment from February 15 through March 5, 2021.

On February 19, 2021, the State Department of Education submitted the addendum request to the U.S. Department of Education and indicated that a subsequent TSI waiver request would be forthcoming. On February 22, 2021, the U.S. Department of Education released new guidance inviting states to apply for a more comprehensive accountability and identification waiver.

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The State Department of Education has drafted a proposed accountability waiver consistent with the previously-approved addendum decisions, along with additional modifications reflecting the new flexibility introduced by the U.S. Department of Education.

IMPACT

The proposed waiver will ensure Idaho is able to pursue accountability calculation and determination decisions following SY 2020-2021 that comply with final U.S. Department of Education requirements.

ATTACHMENTS

Attachment 1 – Idaho accountability waiver
Attachment 2 – Accountability waiver Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code, designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting. Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, and ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required under the Elementary and Secondary Education Act in the development of state plans.

In addition to codifying Idaho's accountability framework requirements for state and federal accountability in administrative rule, IDAPA 08.02.03.112.04. provides that the State Board of Education is responsible for determining methodologies for reporting progress and determining performance on the accountability measures. Any changes to the state accountability framework or the state comprehensive assessment program identified in IDAPA 08.02.03 must be promulgated through the negotiated rulemaking process prior to those amendments being made in the ESEA Consolidated State Plan. Methodologies for determining progress, setting growth and achievement targets, or identifying schools based on the performance measures can be changed through Board action without having to amend or waive any provisions in IDAPA 08.02.03. As the SEA, any amendments or requests for waivers to the ESEA Idaho Consolidated State Plan must be approved by the Board. Any amendments or waivers that conflict with the accountability provisions in IDAPA 08.02.03 would also require a waiver or amendment to those provisions. IDAPA 08.02.03, sets out the metrics used for school and district accountability

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and designates the State Board of Education as the body responsible for setting annual measurable progress goals and outcomes for schools not meeting those goals. Due to this flexibility, any amendments to the school identification process only require approval of a waiver or amendment to the provisions established in Idaho's Consolidated State Plan.

The waiver the Board is being asked to consider at this time would waive:

- (a) Measure progress toward long-term goals and measurements of interim progress, meaningfully differentiate on an annual basis, and participation rate below 95% and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020-2021 school year.
- (b) Report card provisions related to accountability (see attachment 1 for specific areas)

Additionally, as part of the waiver process, Idaho will also be committing to:

- (a) Making publically available chronic absenteeism data; and
- (b) Making publically available data on student and/or teacher access to technology devices and high-speed internet, disaggregated by student subgroups, to the extent such data are collected at the state or LEA level.

And assuring that:

- (a) Any school that is identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year, except for comprehensive support and improvement schools identified based on low graduation rates that meet the State's exit criteria, will maintain that identification status in the 2021-2022 school year, implement its support and improvement plan, and receive appropriate supports and interventions.
- (b) Idaho will identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

BOARD ACTION

I move to approve the waiver request of provisions in the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) as provided in Attachment 1 and authorize the State Superintendent of Public Instruction to submit the waiver request on behalf of the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

This template is an example that may be used for the submission of a request for waivers of accountability, school identification, and related reporting requirements under the Elementary and Secondary Education Act of 1965, as amended. Note that a State educational agency is not required to use this template. For assistance on this accountability waiver template, or to discuss assessment flexibility that a State may need based on the specific circumstances within the State, please contact OESE.TitleI-a@ed.gov.

The Honorable Ian Rosenblum
Deputy Assistant Secretary for Policy and Programs, Delegated the authority to perform the functions and duties of the Assistant Secretary for Elementary and Secondary Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Deputy Assistant Secretary Rosenblum:

I am writing to request a waiver, pursuant to section 8401 of the Elementary and Secondary Education Act of 1965 (ESEA), of the following requirements as a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19):

State: **Idaho**

Please check all that apply:

- ☒ Accountability and school identification requirements in ESEA sections 1111(c)(4) and 1111(d)(2)(C)-(D): the requirements that a State measure progress toward long-term goals and measurements of interim progress; meaningfully differentiate, on an annual basis, all public schools, including by adjusting the Academic Achievement indicator based on a participation rate below 95 percent; and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020- 2021 school year.
- ☒ Report card provisions related to accountability in ESEA section 1111(h) based on data from the 2020-2021 school year. These include:
 - Section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (*Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools*).
 - Section 1111(h)(1)(C)(iii)(I) (*Other Academic indicator results for schools that are not high schools*).
 - Section 1111(h)(1)(C)(v) (*School Quality or Student Success indicator results*).
 - Section 1111(h)(1)(C)(vi) (*Progress toward meeting long-terms goals and measurements of interim progress*).
 - Section 1111(h)(2)(C) with respect, at the local educational agency (LEA) and school levels, to all waived requirements in section 1111(h)(1)(C).

Consistent with the requirements of ESEA section 8401(b)(1)(C), describe how the waiving of such requirements will advance student academic achievement.

Waiving the accountability provisions above will advance student academic achievement by allowing stakeholders to focus on using this year's assessment data to mitigate any learning loss. To support the gathering of that type of actionable data for the statewide assessments in English Language Arts and Mathematics, Idaho has extended the test window, introduced an adjusted test blueprint to shorten testing times, and made remote testing available when needed. The state has set clear expectations for broad participation that will provide critical data about student performance. However, some districts and schools may still face challenges in testing all students. Temporarily waiving the adjustment of proficiency rates for participation below 95 percent would avoid penalties for districts and schools making a good faith effort to test all students and ensure that reported data better reflect actual performance. Extending this flexibility to not identify schools for comprehensive, targeted, or additional targeted support and improvement following school year 2020-2021 is consistent with Idaho's proposed emphasis on using this year's data to inform teaching and learning, rather than high-stakes accountability.

Consistent with the requirements of ESEA section 8401(b)(1)(F), in order to maintain or improve transparency in reporting to parents and the public on student achievement and school performance in school year 2020-2021, including the achievement of subgroups of students, I assure that:

☒ The State will make publicly available chronic absenteeism data, either as defined in the State's School Quality or Student Success indicator, if applicable, or ED Facts, disaggregated to the extent such data are available by the subgroups in ESEA section 1111(c)(2), on State and local report cards (or in another publicly available location).

☒ The State will make publicly available data on student and/or teacher access to technology devices and high-speed internet, disaggregated by the subgroups in ESEA section 1111(c)(2), to the extent such data are collected at the state or LEA level.

Idaho's accountability system is built on sharing the results of multiple metrics at the state, district, school, and student-group level. Idaho will continue to share as much information as possible to help stakeholders understand the various components of school performance, including a modified measure of student growth to address data missing from 2020. As part of this transparency effort, Idaho will continue to report data on chronic absenteeism, as well as other metrics, via EdFacts. Idaho will also be introducing an optional questionnaire for use in the field to capture data on various metrics related to the opportunity to learn, including the availability of technology. In addition, Idaho will be participating in the monthly National Assessment of Educational Progress (NAEP) questionnaire on attendance, enrollment, and mode of instruction, as well as the NAEP school and teacher study that addresses instructional resources.

Consistent with the requirements of ESEA section 8401(b)(1)(F), in order to ensure that schools will continue to provide assistance to the same populations served by Title I, Part A (e.g., subgroups in section 1111(c)(2)), I assure that:

- ☒ Any school that is identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year (i.e., any school that was in that status as of the 2019-2020 school year), except for comprehensive support and improvement schools identified based on low graduation rates that meet the State's exit criteria, will maintain that identification status in the 2021-2022 school year, implement its support and improvement plan, and receive appropriate supports and interventions.

Idaho will report and analyze data on various performance metrics and disaggregate the results by student group. We will then use this information to help stakeholders identify gaps and patterns of concern. Beyond highlighting these issues, State Department of Education staff will provide training to help administrators and teachers use these results to support achievement and equity.

- ☒ The State will identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

Consistent with the requirements of ESEA section 8401(b)(3)(A), prior to submitting this waiver, the State provided interested LEAs and the public with notice and a reasonable opportunity to comment and provide input on this waiver request and considered the feedback and input in finalizing this request. The comments and input received, as well as the State's description of how it addressed the comments and input, are enclosed with this request.

Thank you for your consideration.

Sincerely,

Chief State School Officer (or Authorized Representative)

Digital Signature

OR

Typed Name and Date

By typing my name here, I am affirming submission of this waiver on behalf of the State.

OMB Number: 1810-0752

Expiration Date: September 30, 2021

Public Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0752. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the Office of School Support and Accountability, 400 Maryland Avenue, SW, LBJ Federal Office Building, Washington, DC, 20202 or OESE.TitleI-a@ed.gov.



Accountability Waiver

April 21-22, 2021



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Background - Addendum



- October 20, 2020 the U.S. Department of Education released a draft template and guidance for an accountability “addendum”
- Designed to allow states to make limited, one-time changes to their accountability system based on ongoing data disruptions
 - Due February 1, 2021

Background - Addendum



- SDE staff drafted an addendum in consultation with Accountability Oversight Committee (AOC)
- Board approved the addendum on January 4, 2021.

Background - Addendum



- The approved addendum included the following:
 - Move long-term goals out one year
 - Report normal metrics on the Report Card
 - Use growth over two years in growth calculation, all other metrics stay the same
 - Move all available identifications and exits out one year
 - Calculate **required** TSI identification using gaps in 2018, 2019, and 2021

Background - Addendum



- Posted for public comment on January 6, 2021
- The U.S. Department of Education released final versions of the template and guidance on January 19, 2021
 - Extended submission timeline
 - Invited TSI waiver

Background - Addendum



- The SDE extended the public comment period and drafted a TSI waiver (posted for comment February 15 – March 5, 2021)
- Addendum submitted to the U.S. Department of Education on February 19, 2021
 - Noted that TSI waiver would likely be forthcoming

Changes



And then...

New Accountability Waiver



- On February 22, 2021 the U.S. Department of Education contacted states to announce a new accountability waiver process
- Template released on March 8, 2021
 - March 9, 2021 the U.S. Department of Education asked whether Idaho would proceed with the addendum or submit a new waiver
 - Confirmed we would use the new waiver to streamline the submission and take advantage of additional flexibility

Waiver Provisions



- No school identification following SY 2020-2021
- No adjusted proficiency rate for ELA and Math participation below 95 percent
- Flexibility to adjust reporting for:
 - List of identified schools
 - Student growth
 - School quality and student success indicators
 - Progress toward meeting long-term goals and interim progress

Associated Assurances



- Assurances
 - Reporting on chronic absenteeism
 - Opportunity to learn/technology access
 - Maintain support for previously identified schools
 - Identify schools in the fall of 2022
- All already in place/planned for Idaho

Waiver Process



- Posted for public comment on March 17-April 7 to fulfill requirement
- Now ready for Board approval prior to submission

Questions?



Kevin Whitman | Director, Assessment & Accountability

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208.332.6800

email@sde.idaho.gov

www.sde.idaho.gov



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

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**STATE DEPARTMENT OF EDUCATION
APRIL 22, 2021**

SUBJECT

Biliteracy Diploma: Idaho Seal of Biliteracy

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-524, Idaho Code.

BACKGROUND/DISCUSSION

The Idaho Association of Teachers of Language and Culture suggested that guidance was needed to award the Biliteracy Diploma. A World Language task force was formed where it was noted that there have been no assessments approved to be used in awarding the Biliteracy diploma. Section 33-524 sets forth criteria for the Biliteracy Diploma. It states that, "Proficiency in a language other than English may be demonstrated through one of the following, realized during a student's high school tenure:

- (iii) Demonstrating intermediate mid-level proficiency or higher in the world language based on the American Council on the Teaching of Foreign Language (ACTFL) proficiency guidelines, using assessments approved by the state board of education; or
- (v) Demonstrates proficiency in speaking, writing, and reading the world language through other national or international assessments approved by the State Board of Education."

The Superintendent is bringing forward national and international assessments for approval in awarding a biliteracy diploma (seal of biliteracy) based on the American Council on the Teaching of Foreign Language (ACTFL) proficiency guidelines.

IMPACT

Districts in Idaho are already using national and international assessments for dual immersion programs and many align to the Teaching of Foreign Language (ACTFL) proficiency guidelines. Using assessments approved by the state board of education would allow schools and districts to keep their processes in place and allow other districts to award the Idaho Seal of Biliteracy or Biliteracy Diploma. Also, American Sign Language does not have an (ACTFL) approved assessment and are seeking assessment approval to award the Biliteracy Diploma to students in the Idaho School for the Deaf and Blind in Gooding, Idaho.

ATTACHMENTS

- Attachment 1 – Advanced Placement and International Baccalaureate
- Attachment 2 – The Avant: Standards-based Measurement of Proficiency (STAMP) language test
- Attachment 3 - The ACTFL Assessment of Performance toward Proficiency in Languages
- Attachment 4 – American Council on the Teaching of Foreign Language Assessments
- Attachment 5 – American Sign Language Assessments

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Attachment 6 – World Languages Task Force Members

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-524, Idaho Code, was enacted by the 2020 Legislature and became effective July 1, 2020. Administrative Code, IDAPA 08.02.03 defines a diploma as “A document awarded to a student by a secondary school to show the student has successfully completed the state and local education agency graduation requirements.” The rule goes on to provide that “[d]iplomas may be awarded to individuals who attended a secondary school prior to the year in which the student is requesting issuance of a diploma based on the graduation requirements in existence at the time the student attended. Determination of meeting past graduation requirements may be determined based on proficiency as determined by the local education agency. Each local education agency may determine the format of the diploma, including the recognition of emphasis areas based on a student’s completion of courses or courses or studies in an emphasis area or educational pathways, including but not limited to science, technology, engineering and math (STEM), career technical education, or arts and music.” While school districts may still authorize specialized diplomas, with the enactment of Section 33-524, Idaho Code, schools could only authorize biliteracy diplomas that meet the statutory requirements. Pursuant to Section 33-524, Idaho Code, a student may be issued a diploma with the state seal of biliteracy if they meet the minimum state graduation requirements and:

- (a) Demonstrates proficiency in English according to an assessment or other method designated by the state board of education; and
- (b) Demonstrates proficiency in at least one (1) world language by:
 - (i) Passing a foreign language advanced placement examination with a score of three (3) or higher;
 - (ii) Passing an international baccalaureate examination with a score of four (4) or higher;
 - (iii) Demonstrating intermediate mid-level proficiency or higher in the world language based on the American council on the teaching of foreign languages (ACTFL) proficiency guidelines, using assessments approved by the state board of education;
 - (iv) Qualifying for four (4) competency-based credits by demonstrating proficiency in the world language at the intermediate mid-level or higher based on the ACTFL proficiency guidelines, according to the school district’s or public charter school’s policy and procedure for competency-based credits for world languages; or
 - (v) Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by the state board of education at a level comparable to the intermediate mid-level or higher in the ACTFL proficiency guidelines.

Currently, demonstrating proficiency in English is done through the high school Idaho Standards Achievement Test for English language arts. World language

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proficiency is demonstrated through subparagraphs (i), (ii), and (iv). This is the first request the Board has received to approve any assessments to meet the reequipment identified in subparagraph (iii) or (v).

BOARD ACTION

I move to accept the recommendations of the American Council on the Teaching of Foreign Language (ACTFL) and approve the assessments and proficiency scores in Attachment 1 through Attachment 5 to be used in awarding the state biliteracy seal on a high school diploma.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Advanced Placement (AP) and International Baccalaureate (IB)

Options to Demonstrate Proficiency	Qualifying Criteria
Advanced Placement (AP)	Score of 3 or higher
International Baccalaureate (IB)	Score of 4 or higher

*Proficiency in a language other than English options (i) and (ii) of I.C. 33-524

The Avant: Standards-based Measurement of Proficiency (STAMP) language test

ACTFL Proficiency Level	STAMP 4s Score
Novice Low	1
Novice Mid	2
Novice High	3
Intermediate Low	4
Intermediate Mid	5
Intermediate High	6
Advanced Low	7
Advanced Mid	8
Advanced High	9
Superior	10
Distinguished	11
Native	12

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)

ACTFL Proficiency Level	AAPPL Score
Novice Low	N1
Novice Mid	N2, N3
Novice High	N4
Intermediate Low	I1
Intermediate Mid	I2, I3, I4
Intermediate High	I5
Advanced Low	A
Advanced Mid	A
Advanced High	A
Superior	
Distinguished	
Native	

* American Council on the Teaching of Foreign Language (ACTFL) approved assessment

American Sign Language (ASL): The American Sign Language Proficiency Interview (ASLPI) and American Sign Language

ACTFL Proficiency Level	ASLPI Scale*	ASLFAI Scale*
Novice Mid	0+	0+
Novice High	1	1
Intermediate Low	1+	1+
Intermediate Mid	2	2
Intermediate High	2+	2+
Advanced Low	3	3
Advanced Mid	3+	3+
Advanced High	4	4
Superior	4+	4+
Distinguished	5	5

*It is noted that no national comparative research studies are available to confirm the correlation of the above rating scales. However, for purposes of awarding World Language equivalency credit, this correlation chart has been developed and reviewed by national and local ASL and World Language experts.

**American Council on the Teaching of Foreign Language (ACTFL)
Writing Proficiency Test (WPT), Oral Proficiency Interview (OPI) or
(OPI - computer)**

ACTFL Proficiency Level	WPT, OPI or OPIc Score
Novice Low	NL
Novice Mid	NM
Novice High	NH
Intermediate Low	IL
Intermediate Mid	IM
Intermediate High	IH
Advanced Low	AL
Advanced Mid	AM
Advanced High	AH
Superior	S
Distinguished	D
Native	N

*These are (ACTFL) assessments

Biliteracy Diploma Task Force Members

Member Name	Title What stakeholders do you represent?
Rebecca Martin rmartin@sde.idaho.gov	SDE Coordinator, Content & Curriculum for Arts & Humanities
Danyelle Quincy Davis danyelle.davis@sageinternationalschool.org	President - IATLC K-5 French Teacher at Sage International School of Boise
Angie Martinez amartinez@blaineschools.org	Executive Director for Teaching and Learning - Blaine County Schools
Dani Backer dani.backer@boiseschools.org	Social Studies and World Language Supervisor - Boise Schools
Cara Hinkson hinkson.cara@westada.org	Curriculum Coordinator- Gifted & Talented/World Languages/Fine Arts West Ada Schools
Joyce White white.joyce@westada.org	Middle School Spanish Teacher West Ada Schools
Brittney Gehrig brittney.gehrig@boiseschools.org	French Teacher - Capital High School Secretary - IATLC BSU French Adjunct
Jacqueline Woods jacquelinemwoods1@gmail.com	Social Media and Webmaster - IATLC Spanish Teacher - West Ada
Mary Jackson mjackson@lewistonschools.net	Spanish Instructor - Lewiston High School Vice President - IATLC PNCFL Rep to JNCL-NCLIS - ACTFL advocacy for World Languages and language education

Kelee Robinson krobinson@kunaschools.org	Specialist for English Language Learners Kuna High School Past President - IABE
Alan Wilding wildingbiz@gmail.com	K-12 Instructor, Teacher Trainer and Advocate American Sign Language Idaho Educational Services for the Deaf and Blind Foundation
Maria Puga mpuga@sde.idaho.gov	English Learner/Title III Program Coordinator State Department of Education
Johanna Jones jjones@sde.idaho.gov	Office of Indian Education State Department of Education
Andrew Horning ahorning@kunaschools.org	French Teacher – Kuna High School Kuna School District
Dina Espy espyd@msd281.org	Spanish Teacher – Moscow High School Moscow School District
Kevin Cowley kcowley@sd251.org	Language Immersion Coordinator ESL Teacher/Coach Jefferson Jt. School District
Lee Anne Eareckson earecksl@msd281.org	French Teacher – Moscow High School Moscow School District
Todd Zollinger tZollinger@sde251.org	ESL Coach and Coordinator/Assessment Coordinator Jefferson School District

**STATE DEPARTMENT OF EDUCATION
APRIL 22, 2021**

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 eight appointments to the Curricular Materials Selection Committee.
February 2021	Board adopted current round of recommended curricular materials.

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 08.02.03.128, 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, trustees, local board of education 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, institutions of higher education, the Division of Career Technical Education, the Idaho School Boards Association, the Indian Education Committee, the Idaho Association of School Administrators, and Department staff.

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Nominees for appointment include:

- Ethan Sims, 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 – Ethan Sims Application Materials

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, including the fees necessary to defray the cost of such adoption process” and allows “the board of trustees of each school district may adopt their own curricular materials consistent with the provisions of section 33-512A, Idaho Code. Curricular materials adopted must be consistent with Idaho content standards as established by the state board of education.”

Pursuant to Section 33-118A, Idaho Code, “all curricular materials adoption committees appointed by the state board of education shall contain at least two (2) persons who are not public educators or school trustees.” The appointment of Ethan Sims will add a second parent to the state curricular materials adoption committee and bring the total non-public educators or school trustees to two, until June 30, 2021 when the current parent representative’s term expires.

At the June 2016 Regular Board meeting, the Board requested the Department to amend its practices when requesting nominations to the Professional Standards Commission. The new practice would be for the Department to reach out not only to the statutorily identified stakeholder groups, but to also reach out to other education community groups to allow individuals who are not connected to the standard communications process the opportunity to apply or submit nominations for open positions. Specifically, it was discussed that there was a need for educators who work with underserved populations to have the opportunity to serve on the committee. The Board’s Indian Education Committee expressed an interest in nominating individual educators to the Commission if notified in advance of openings. The Indian Education Committee staff indicated they did not receive notice of the opening on the committee and were not given an opportunity to provide nominations.

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BOARD ACTION

I move to appoint Ethan Sims to the Curricular Materials Selection Committee for a five-year term, effective May 1, 2021 and ending April 30, 2026, representing non-public educators or school board trustee member.

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 Division of 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
M. Michelle Southwick Term Expires: February 28, 2026	Idaho Public School Administrators Madison School District #321
Kelli Schroeder Term Expires: February 28, 2026	Idaho Public School Administrators Filer School District #413
Nathan Tracy Term Expires: February 28, 2026	Parent & Idaho Public School Administrators Jerome School District #261
Laree Jansen Term Expires: June 30, 2021	Parent
Bonnie Farmin Term Expires: April 30, 2024	Trustee/Local Board of Education Member

Committee Member	Stakeholder Group
Stacey Jensen Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Pocatello/Chubbuck School District #25
John Stegmaier Term Expires: February 28, 2026	Certified Idaho Classroom Teacher Boise School District #1
Robyn Hill Term Expires: February 28, 2026	Certified Idaho Classroom Teacher Nampa School District #131
Shannon Kelly Term Expires: February 28, 2026	Certified Idaho Classroom Teacher Payette School District #371
Lisa Olsen Term Expires: April 30, 2024	Certified Idaho Classroom Teacher Bonneville Joint School District #93
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


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

Ethan Sims

ethansims@gmail.com

Submission Date
March 1, 2021 16:35

Name	Ethan Sims
Home Address (No PO Box)	1312 N Harrison Blvd Boise, ID, 83702
Preferred Email Address	ethansims@gmail.com
Preferred Phone Number	(505) 835-0347
Current vacancies on the Committee you wish to fill:	<input type="button" value="Parent"/>
Do you meet the criteria for consideration of any other position on the Committee? (Please select all that apply)	<input type="button" value="Parent"/> <input type="button" value="Community Member"/>
Have you served on the Curricular Materials Selection Committee previously?	<input type="button" value="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.	I am a parent of two daughters in the Boise School District and have served for the past two years as the PTA president at Washington Elementary. This has allowed me to work closely with our parents, principal and teachers and see the importance that curriculum content standards make. I want to ensure that all Idaho students are taught to the same high standards we hold children to across the state and nation to ensure that our students are prepared and on even footing when they enter higher education and the workforce.
Please upload a copy of your resume or curriculum vitae.	<div> CVEjs2020 (1).pdf</div>

Please upload a cover

ETHAN J. SIMS

1312 N. Harrison Blvd Boise ID 83702 | 505-835-0347 | ethansims@gmail.com

March 1, 2021

To Whom It May Concern:

My name is Ethan Sims and I am writing to express my interest in serving on the Curricular Materials Selection Committee. I am a parent to two Boise public school students and a physician working in the emergency department here in Boise. I have worked as an educator in the University of New Mexico's Department of Emergency Medicine, worked with many student physicians there and here in Boise, and know the true importance of setting high standards and selecting good materials for our teachers to use in instructing our students. I am currently serving the final months of my two year tenure as president of our local PTA and have enjoyed greatly the chance to work with our principal, parents and teachers to improve our school and would love the chance to help improve the educational opportunities of all Idahoans. Thank you for your consideration.

Sincerely,

Ethan J. Sims

ETHAN J. SIMS

1312 N. Harrison Blvd
Boise ID, 83702
505-835-0347
ethansims@gmail.com

Professional Experience

Emergency Medicine of Idaho

Emergency medicine physician

Covering St. Luke's emergency departments in the Treasure Valley of Idaho

August 2017 to current

Presbyterian Medical Group, Emergency Medicine

Staff physician, Emergency Department

March, 2010 to June, 2017

University of New Mexico Hospitals

August, 2008 to March, 2010 Full Time

March, 2010 to June, 2017, Part Time

Assistant Professor, Department of Emergency Medicine

Wairau Hospital, Nelson-Marlborough District Health Board

Blenheim, New Zealand

Staff Physician, Emergency Department

November, 2013 to May, 2014

John H. Stroger Jr. Hospital of Cook County

July, 2005 to June, 2008

Resident Physician, Department of Emergency Medicine

Chief Resident, 2007-2008

University of New Mexico Hospital

June, 2004 to June, 2005

Resident Physician, Department of Internal Medicine

Education

Emory University School of Medicine 8/2000 to 5/2004

Doctorate of Medicine

- ☐ Diamond State Scholar, academic scholarship from the State of Delaware.
- ☐ Irene Woodruff Medical Scholarship

University of Georgia 09/1996 to 06/2000

B.S., *Summa Cum Laude*, in Honors Interdisciplinary Studies, focus on Microbiology

- ☐ Foundation Fellow (the university's most prestigious scholarship, see <http://www.uga.edu/honors/fellows> for a full description of the program)
- ☐ Phi Beta Kappa
- ☐ Dean William Tate Honor Society

Research

Research Assistant, Health Information Network, Perth, Australia Summer 2001

Compiled information on status of Hepatitis C in Australian Aboriginal population, published in: Thomson, N. 2003. The Health of Indigenous Australians, Oxford University Press, Melbourne.

Research Assistant, University of Georgia 1998-2000 Investigated Ehrlichia chaffeensis, etiologic agent of human monocytic ehrlichiosis.

Yabsley, M. J., S. E. Little, E. J. Sims, V. G. Dugan, D. E. Stallknecht, and W. R. Davidson. 2003. Molecular variation in the variable-length PCR target and 120-kilodalton antigen genes of Ehrlichia chaffeensis from white-tailed deer (Odocoileus virginianus). J. Clin. Microbiol. 41:5202-5206.

Volunteer Service and Extracurricular Activity

Washington Elementary PTA

- ☐ Member 2017 to current
- ☐ Board President August 2019 to current

Leukemia and Lymphoma Society

- ☐ Desert Region Board Member 2015-2017
- ☐ Leukemia and Lymphoma Society's Team in Training-
 - ☐ Raised more than \$4,000 and ran in the Bermuda Marathon, 2001
 - ☐ Raised \$17,500 and ran in the Capitol of Texas Triathlon, 2011
 - ☐ Raised more than \$10,000 and ran in the Lavaman Triathlon, 2015
- ☐ Leukemia and Lymphoma Society "Man of the Year", New Mexico/El Paso region, 2013
 - ☐ Raised more than \$20,000 for LLS

Movember Foundation:

- ☐ 6 time participant in fundraiser for men's health with more than \$20,000 raised
- ☐ mobro.co/ethansims

Various committees throughout undergraduate and graduate education including:

- ☐ Emory Medical School Wilderness Medical Society- President, Spring, 2001-Spring, 2002
- ☐ Emory Medical School Physicians for Social Responsibility- President, Spring, 2001-Spring, 2002
- ☐ University of Georgia Habitat for Humanity Chapter 1998-2000

Professional Organizations

- ☐ Fellow of the American College of Emergency Physicians
- ☐ Idaho College of Emergency Physicians
 - ☐ Board member 2019-current

Personal

- ☐ My primary extracurricular activity is spending time with my wife and our two daughters, ages 11 and 13.
- ☐ Conversational in Spanish, having attended a 6 week immersion program in Costa Rica (2000).
- ☐ Traveled to 6 continents, with only Antarctica remaining.
- ☐ Other interests include spending time in the mountains with my dogs, Matilda and Albus Dumbledore, mountain biking, trail running, driving carpool, and soccer, as a player, coach and fan.

References Available Upon Request 🌈

**STATE DEPARTMENT OF EDUCATION
APRIL 22, 2021**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission Appointments

REFERENCE

April 2016	Board requested changes to the recommendation for appointments to the Professional Standards Commission to reflect a more diverse geographical representation of the state.
June 2016	Board approved six appointments and two reappointments to the Professional Standards Commission and discussed changing practices and reaching out to broader communities when filling openings on the Commission in order to assure more equal representation and diversity of the members.
August 2016	Board approved one appointment to the Professional Standards Commission.
April 2017	Board approved one appointment and three reappointments to the Professional Standards Commission.
August 2017	Board approved one appointment to the Professional Standards Commission.
April 2018	Board approved seven appointments/reappointments to the Professional Standards Commission.
June 2018	Board approved one appointment to the Professional Standards Commission.
April 2019	Board approved seven appointments to the Professional Standards Commission.
April 2020	Board approved four appointments to the Professional Standards Commission.
June 2020	Board approved one appointment to the Professional Standards Commission.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The Commission consists of eighteen (18) members including one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at

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least one (1) in pupil personnel services. The Idaho School Superintendents' Association, the Idaho Association of Secondary School Principals, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the public institutions of higher education may submit nominees for (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Four (4) positions on the PSC are open for a three (3)-year appointment, effective July 1, 2021: private higher education/teacher education (1), elementary principal (1), and certificated classroom teachers (2). Nominations were sought from the Idaho Association of Colleges for Teacher Education (IACTE), Idaho Education Association (IEA), Northwest Professional Educators, Idaho Indian Education Committee, and Idaho Association of Elementary School Principals (IAESP). Nominations from IACTE, IAESP, and IEA were submitted for consideration.

IMPACT

Board action allows for appointment or reappointment of members to the Professional Standards Commission, ensuring all seats on the Commission are filled for the 2021-2022 meeting year.

ATTACHMENTS

Attachment 1 – Current Professional Standards Commission Members
Attachment 2 – Lori Sanchez, IACTE
Attachment 3 – Jackie Nygaard, IACTE
Attachment 4 – Scott Gardner, IACTE
Attachment 5 – Kent Patterson, IAESP
Attachment 6 – Kim Mikolajczyk, IAESP
Attachment 7 – Tate Castleton, IAESP
Attachment 8 – Katie Horner, IEA
Attachment 9 – Angela Gillman, IEA
Attachment 10 – Chelsea Inmon, IEA
Attachment 11 – Robert Stefanakos, IEA
Attachment 12 – Donald Eberlin Jr., IEA
Attachment 13 – Lindsey McKinney, IEA

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1252(2), Idaho Code, "Except for the member from the staff of the State Department of Education, and the member from the staff of the Division of Career Technical Education, three (3) nominees for each position on the commission shall be submitted to the State Superintendent of Public Instruction, for the consideration of the State Board of Education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho Association of School Superintendents may submit nominees for one (1) position, the Idaho Association of Secondary School Principals may submit nominees for

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one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho School Boards Association may submit nominees for one (1) position; the Idaho Association of Special Education Administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position.”

Additionally, Section 33-1252, Idaho Code, requires not less than seven (7) members be certificated classroom teachers in the public schools system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. While not required, historical practice has been to identify whether a teacher serving on the commission is an elementary or secondary school teacher to assure a balance in the representation on the Commission.

At the June 2016 Regular Board meeting, the Board requested the Department to amend its practices when requesting nominations to the Professional Standards Commission. The new practice would be for the Department to reach out not only to the statutorily identified stakeholder groups, but to also reach out to other education community groups to allow individuals who are not connected to the standard communications process the opportunity to apply or submit nominations for open positions. Specifically, it was discussed that there was a need for educators who work with underserved populations to have the opportunity to serve on the committee. The Board’s Indian Education Committee expressed an interest in nominating individual educators to the Commission if notified in advance of openings. The Indian Education Committee received notice of the opening on the commission, however, they had no additional nominations for individuals that met the required representative groups.

Original appointments are made for a term of three years. Appointments to fill vacant positions are made for the remainder of the term they are filling. This process helps to limit the number of new appointments that have to be made in a single year and helps to assure some continuity of membership on the Commission.

BOARD ACTION

I move to appoint Dr. Lori Sanchez of Northwest Nazarene University to the Professional Standards Commission for a three-year term beginning July 1, 2021, and ending June 30, 2024, representing private higher education/teacher education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to appoint Kent Patterson of Bonneville School District to the Professional Standards Commission for a three-year term beginning July 1, 2021, and ending June 30, 2024, representing elementary principals.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Katie Horner of Murtaugh School District to the Professional Standards Commission for a three-year term beginning July 1, 2021, and ending June 30, 2024, representing certificated classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Angela Gillman of Idaho Falls School District to the Professional Standards Commission for a three-year term beginning July 1, 2021, and ending June 30, 2024, representing certificated classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2020-2021 Member Roster

Chair, Kathy Davis

Classroom Teacher
St. Maries Joint School District #041

Iris Chimburas, Classroom Teacher
Lapwai School District #341

Steve Copmann, Secondary Principal
Cassia County School District #151

Kristi Enger
Idaho Career Technical Education

Mark Gorton, Classroom Teacher
Lakeland Joint School District # 272

Mark Haynal, Public Teacher Education
Lewis-Clark State College

Paula Kellerer, School Superintendent
Nampa School District #131

Ramona Lee, Special Education Administrator
West Ada School District #002

Peter McPherson
State Department of Education

Vice Chair, Mike Wilkinson

Pupil Service Staff
Twin Falls School District #411

Terah Moore, Private Teacher Education
College of Idaho

Jamee Nixon, College of Letters and Sciences
Northwest Nazarene University

Karen Pyron, School Board Member
Butte County School District #111

Elisa Saffle, Elementary Principal
Bonneville Joint School District #093

Marianne Sletteland, Exceptional Child Teacher
Potlatch School District #285

Charmaine VanBuskirk, Classroom Teacher
Lakeland Joint School District #272

Topher Wallaert, Classroom Teacher
Mountain Home School District #193

Emma Wood, Public Teacher Education
Idaho State University

Dr. Lori Sanchez

Dean, College of Education
Northwest Nazarene University
623 S University Dr.
Nampa, ID 83686
208-467-8457
LSanchez@NNU.edu

Educational Background and Other Credentials

Doctor of Philosophy (PhD), Educational Psychology

University of Hawaii at Mānoa, Honolulu, Hawai'i

Dissertation Title: *Influence of Achievement Motivation and Prior Mathematics Achievement on Locus of Control and Mathematics Performance as Impacted Through Written Instructions*

August 1994

Master of Education (MEd), Curriculum and Instruction Education

Northwest Nazarene University
December 1990

Bachelor of Arts (BA), Physical Science Education

Northwest Nazarene University
Minor, **Mathematics Education**
June 1989

Other Credentials

Collaborative Institutional Training Initiative (CITI Program)
Human Research Certificate: Social and Behavioral Researcher
Record ID # 24805420
October 2017

Nationally Certified CAEP Site Visitor
Counsel for the Accreditation of Educator Preparation (CAEP)
July 2017

Idaho Education Credential
Secondary Teaching Certificate
Physical Science 6th-12th grade
Mathematics 6th-12th grade
September 1989—August 2024, continuously renewed every five years

Teachscape Certificate of Proficiency
Danielson Framework for Teaching
Educational Testing Service (ETS)
June 2014

National Institutes of Health (NIH) Office of Extramural Research
Protecting Human Research Participants Certificate # 1016935
October 2012

Certificate of Educational Technology
Boise State University, College of Education
Boise, Idaho
April 1999

Certified Master Trainer
Army Family Team Building
Fort Bragg, North Carolina
May 1996

Professional Experience

Academic Dean

College of Education, August 2019—present
Northwest Nazarene University, Nampa, ID

- Represent and advocate for the College to internal and external constituencies
- Mentor and facilitate faculty and staff growth within the College and University
- Act as administrator for the College in accomplishing necessary managerial tasks
- Advocate, mentor, and build relationships across the state within the guild

Professor of Education, Teaching Faculty

Undergraduate and Graduate Education, Northwest Nazarene University, Nampa, ID, August 2019 – present.

- Teach undergraduate and graduate education courses (see Teaching section for specific courses)
- Advise and mentor music education candidates as they pursue Idaho Education Credentials
- Supervise, observe, coach, and mentor NNU education candidates in their clinical experience in K-12 public school classrooms
- Serve as dissertation chair for doctoral candidates
- Serve on various committees and working groups

Member, Educator Standards Working Group

Phase I, Phase II, and Phase III, June 2020--present

Idaho State Department of Education, Boise, ID, November 2016

- Review EPP program standards for Idaho Educator Credentials
- Analyze and evaluate Idaho educator standards
- Suggest edits and changes to Idaho Educator standards

President

Idaho Association of Colleges for Teacher Education (IACTE), May 2018—May 2020

- Assess Idaho teacher education standards
- Analyze and evaluate Idaho teacher education evidence
- Conduct teacher education reviews off-site and on-site

Department Chair

Undergraduate Education Department, Northwest Nazarene University, Nampa, ID, August 2017—August 2019

- Represent and advocate for the department to internal and external constituencies
- Mentor and facilitate faculty and staff growth within the department
- Act as administrator of the department in accomplishing necessary managerial tasks
- Advocate, mentor, build relationships with students

CAEP State Department of Education Site Visitor

Brigham Young University - Idaho, Rexburg, Idaho, October 2018.

- Assess BYU-I on CAEP standards
- Analyze and evaluate BYU-I evidence
- Conduct BYU-I reviews off-site and on-site

CAEP State Department of Education Site Visitor

College of Idaho, Caldwell, Idaho, March 2018.

- Assess C of I on CAEP standards
- Analyze and evaluate C of I evidence
- Conduct C of I reviews off-site and on-site

CAEP National Site Visitor

Counsel for Accreditation of Educator Preparation, Washington DC, August 2017--present.

- Assess EPPs nationwide on CAEP standards

- Analyze and evaluate EPP evidence
- Conduct EPP reviews off-site and on-site

International Presenter, Professional Development for Educators

November 2016--present

- "Curriculum Mapping: A Plan for Student Learning." Cairo, Egypt, October, 2019
- "Curriculum Mapping: A Plan for Student Learning." Jeddah, Kingdom of Saudi Arabia, March, 2018
- "Curriculum Mapping: A Plan for Student Learning." Riyadh, Kingdom of Saudi Arabia, March, 2018
- "Impact Learning and Student Success in the Classroom," Doha, Qatar, November 2017
- "Common Core State Standards: Exploration and Application for Teachers," Riyadh, Kingdom of Saudi Arabia, November, 2017
- "Common Core State Standards: Exploration and Application for Teachers," Jeddah, Kingdom of Saudi Arabia, November, 2017
- "Common Core State Standards: Exploration and Application for Teachers," Cairo, Egypt, April 2017
- "Impact Learning: Student Success in the Classroom," Riyadh, Kingdom of Saudi Arabia, November 2016.

International Accreditation Site Visit Team Member

American International Accreditation Association of Schools & Colleges (AIAA). August 2016-present.

- Chair, Site Visit Team, Rumeli Koleji International School, Istanbul, Turkey, 2019.
- Chair, Site Visit Team, Future Experts School, Jeddah, Saudi Arabia, 2019.
- Curriculum Standard lead reviewer, Elite International School, Abu Dhabi, United Arab Emirates, 2019.
- Curriculum Standard lead reviewer, Al Manar International School, Istanbul, Turkey, 2019.
- Chair, Site Visit Team, Al Anawrass International School, Jeddah, Saudi Arabia, 2018.
- Chair, Site Visit Team, Virginia International School, Cairo, Egypt, 2018.
- Curriculum Standard lead reviewer, Manhattan International School, Cairo, Egypt, 2018.
- Chair, Site Visit Team, Najaed International School, Riyadh, Saudi Arabia, 2017.
- Curriculum Standard lead reviewer, Al Hammad International School, Doha, Qatar, 2017.
- Chair, Site Visit Team, St. Mary-Elias International School, Cairo, Egypt, 2017.
- Curriculum Standard lead reviewer, Hotep International School, Cairo, Egypt, 2017.
- Curriculum Standard lead reviewer, Amer American School, Cairo, Egypt, 2017.
- Chair, Site Visit Team, Arab International School, Jeddah, Saudi Arabia, 2016.
- Chair, Site Visit Team, Safwat Al Taliaa School, Taif, Saudi Arabia, 2016.
- Curriculum Standard lead reviewer, Ecole Dina International School, Riyadh, Saudi Arabia, 2016.
- Curriculum Standard lead reviewer, Al Iqbal School, Riyadh, Saudi Arabia, 2016.

School District Assessment Committee Member

Nampa School District, August 2016-May 2017

- Develop common understanding of assessment practices for student success
- Design principles that guide the NSD comprehensive assessment practice.
- Provide recommendations for a balanced approach to assessment.
- Evaluate resources systematically in place and consider additional options.
- Make decisions for students by considering children's lived experience for each assessment.

Associate Professor of Education, Teaching Faculty

Undergraduate and Graduate Education, Northwest Nazarene University, Nampa, ID, August 2016 – August 2019

- Teach undergraduate and graduate education courses (see Teaching section for specific courses)
- Advise and mentor music education candidates as they pursue Idaho Education Credentials
- Supervise, observe, coach, and mentor NNU education candidates in their clinical experience in K-12 public school classrooms
- Serve as dissertation chair for doctoral candidates
- Serve on various committees and working groups

Reviewer, Idaho Core Teacher Preparation Standards Review Team

Idaho State Department of Education, Boise, ID, November 2016

- Assess EPP program on Idaho Core standards
- Analyze and evaluate EPP evidence
- Conduct EPP reviews on-site
- Recommend to PSC on teaching endorsement approvals

Director for the Adult and Professional Programs in Education

Education Department, Northwest Nazarene University, Nampa, ID, August 2013—August 2019

- Serve in the administrative capacity as Program Director for the Bachelor's and Master's degree programs

- designed for adult learners in educator preparation
- Oversee the program budget
- Create an annual recruitment plan
- Advise and mentor elementary and secondary education candidates as they pursue Idaho Education Credentials
- Supervise, observe, coach, and mentor NNU education candidates in their clinical experience in K-12 public school classrooms
- Serve on various committees and working groups

Assistant Professor of Education, Teaching Faculty

Undergraduate and Graduate Education, Northwest Nazarene University, Nampa, ID, August 2012 –August 2016.

- Teach undergraduate and graduate education courses (see Teaching section for specific courses)
- Advise and mentor music education candidates as they pursue Idaho Education Credentials
- Supervise, observe, coach, and mentor NNU education candidates in their clinical experience in K-12 public school classrooms
- Serve as dissertation committee member for doctoral candidates
- Serve on various committees and working groups

Consultant, Center for Innovation in Teaching and Learning

Northwest Nazarene University, Nampa, ID, August 2013 – May 2014.

- Provide support in research related responsibilities including design, data collection, and data analysis
- Assist with summer workshops in training Idaho K-12 teachers with technology use and Khan Academy
- Serve as an instructional coach for K-12 Idaho teachers in 4 assigned pilot schools:
 - 1) Marsing School District, Marsing, Idaho
 - 2) Garden Valley School District, Garden Valley, Idaho
 - 3) Notus School District, Notus, Idaho
 - 4) Vision Charter School, Caldwell, Idaho
- Attend training(s) supporting Khan Academy (KA) and the Khan Academy in Idaho pilot project

Assistant Professor of Psychology, Teaching Faculty

Psychology Department, Northwest Nazarene University, Nampa, ID, August 2012—August 2013.

- Teach undergraduate psychology courses (see Teaching section for specific courses)
- Advise and mentor psychology students as they pursue their bachelor's degree
- Support the research interests of psychology students

Mathematics Enrichment Specialist

Hawai'i State Department of Education, Honolulu, Hawai'i, August 2011—August 2012.

- Support mathematics education in 6-12 grade students
- Support mathematics curriculum for 6-12 grade teachers
- Mentor mathematics teachers in best-practices pedagogy

Educational Advisor for Special Management Division

Department of Defense, Arlington, Virginia, June 2010- August 2011.

- Advise US Army field grade officers on the educational landscape surrounding the Pentagon
- Liaison between military families and school districts
- Liaison for the Interstate Compact on Educational Opportunities for Military Children

Battalion Family Readiness Officer

US Army Recruiting Command, Baton Rouge, Louisiana, June 2008- June 2010.

- Senior spouse in charge of Battalion FRG Advisory Steering Committee
- Organize information dissemination to unit level FRG committees
- Verify soldiers' deployment status based on family readiness
- Liaison to organizations for Army families with deployed service members

Special Education Inclusion Director

State Department of Education, Honolulu, Hawai'i, June 2006- June 2008.

- Maintain compliance of federally mandated Special Education protocols
- Support Inclusion Teacher program for mainstreaming Special Education students
- Analysis of Individual Education Plan agreements between schools and parents

Advisor to the Department of Defense on Dependents' Schools

Department of Defense, Washington DC, June 2004-June 2006.

- Appointed by the US Secretary of Education, Margaret Spelling
- Appointed by the Deputy US Secretary of Defense, Gordon England
- Support the Department of Defense education initiatives
- Evaluate Department of Defense Dependents' Schools located overseas

Adjunct Faculty

University of Phoenix, Vicenza, Italy, June 2002-June 2004.

- Helped open the Phoenix campus on Caserma Ederle, US Army base, Vicenza, Italy
- Developed and taught graduate courses in Education and Communication (see Teaching Section for specific courses)

Research Coordinator

Northwest Nazarene University, Board of Regents, Nampa, Idaho, 1999.

- At the request of President Hagood and the Board of Regents, I conducted a market study which surveyed the interest and desire to participate in a Master's degree program in Marriage and Family Therapy at Northwest Nazarene University. President Hagood presented the results to the Board

Adjunct Faculty

Northwest Nazarene University, Nampa, Idaho, 1998.

- Taught psychology courses while Dr. Glena Andrews was on maternity leave

Family Readiness Group Coordinator

Fort Bragg, North Carolina, June 1994- August 1997.

- Assist commanders in maintaining readiness of soldiers, families, and communities within the Army by supporting self-sufficiency, resiliency, and stability during peacetime and war

Adjunct Faculty

Fayetteville Technical Community College, Fayetteville, North Carolina, August 1995- August 1997.

- Taught courses in basic math through Algebra II for adult learners going back to college

Graduate Research and Teaching Assistant

University of Hawai'i at Mānoa, Honolulu, Hawai'i, August 1990- July 1994.

- Taught courses for College of Education, Department of Educational Psychology
- Developed a course curriculum and syllabus including class structure, homework and grading policies
- Developed and conducted course evaluations for use in improving the course curriculum
- Conducted all course grading, including final evaluations
- Worked as a researcher in the Curriculum Research and Development Group (CRDG)
- Assisted in the process of grant development and grant writing
- Conducted State of Hawai'i educational research on several initiatives
 - o Problem-based Learning Curriculum at the John A Burns School of Medicine, University of Hawai'i
 - o School Community Based Management Project, University of Hawai'i
 - o Preschool Open Doors Project
 - o Factors in Military Families' School Choice, University of Hawai'i in partnership with Johns Hopkins University

High School Geometry Teacher

Radford High School, Salt Lake, Hawaii, 1991.

- Taught geometry in a lower SES school with diverse students

High School Multi-level Mathematics Teacher

Canyon Alternative Education Center, Nampa, Idaho, 1989-1990.

- Taught courses in basic math through Algebra II for diverse students who were not successful in regular school settings

Professional Growth and Leadership

Memberships

- Idaho Association for Colleges of Teacher Education (IACTE), 2017--present
- American International Accreditation Association of Schools and Colleges (AIAA), 2015-present
- Council for Accreditation of Educator Preparation (CAEP), 2015 – present
- Idaho Higher Education Coalition (IHE), 2013 – 2016
- Idaho Coalition for Teacher Preparation (ICEP) 2013 – present
- National Council for Accreditation of Teacher Education (NCATE), 2012 – 2015
- National Association of State Directors of Teacher Education and Certification (NASDTEC), 2014--present
- International Society for Technology in Education (ISTE), 2013 – present
- Texas Computer Education Association (TCEA), 2013 – 2015
- American Association Colleges of Teacher Education (AACTE), 2012 – present
- Phi Delta Kappa Educational Association (PDK), 1998 -- present
- Psi Chi National Honor Society in Psychology, 1995 – present
- American Educational Research Association (AERA), 1995 – present
- American Psychological Association (APA), 1995 – present

Conference Attendance

(*candidate presentation)

***Sanchez, L.** (2019, October). Education Systems International (ESI), Cairo, Egypt.

Sanchez, L. (2019, June). Global Nazarene Education Consortium; Teacher Education Deans/Chairs Meeting. MidAmerica Nazarene University, Olathe, KS.

***Snow, J., Dismuke, S., Sanchez, L., & Neill, M.** (2019, April). American Educational Research Association (AERA) International Conference, Toronto, Canada.

***Sanchez, L.** (2018, December). Education Systems International (ESI), Riyadh, Kingdom of Saudi Arabia.

***Raney, T., Sanchez, L., Snow, J., & Van Mullem, H.** (2018, June). National Association of State Directors of Teacher Education and Certification (NASDTEC) Annual Conference, Minneapolis, MN.

Sanchez, L. (2018, June). Leadership and Administration, Council of Independent Colleges. Spokane, WA.

***Sanchez, L.** (2017, November). Education Systems International (ESI), Riyadh, Kingdom of Saudi Arabia.

Sanchez, L. (2017, September). National Council for Accreditation of Educator Preparation (CAEP), Washington D.C.

Sanchez, L. (2017, July). National Site Visitor Training, National Council for Accreditation of Educator Preparation (CAEP), Atlanta, GA.

- Sanchez, L. (2017, June). Global Nazarene Education Consortium; Teacher Education Deans/Chairs Meeting. Olivet Nazarene University. Bourbonnais, IL.
- ***Sanchez, L.** (2017, April). Education Systems International (ESI), Cairo, Egypt.
- ***Sanchez, L.** (2017, April). Federal Programs Conference, Boise, ID.
- ***Sanchez, L.** (2017, March). American Association of Colleges of Teacher Education (AACTE) Annual Conference, Tampa, Florida.
- Sanchez, L.** (2016, September). National Council for Accreditation of Educator Preparation (CAEP) in Washington D.C.
- ***Sanchez, L.** (2016, November). Education Systems International (ESI), Riyadh, Kingdom of Saudi Arabia.
- ***Sanchez, L.** (2016, November). American International Accreditation Association of Schools & Colleges (AIAASC), Riyadh, Kingdom of Saudi Arabia.
- ***Sanchez, L.** (2016, November). American International Accreditation Association of Schools & Colleges (AIAASC), Taif, Kingdom of Saudi Arabia.
- ***Sanchez, L. & Marlette, J.** (2016, February). Idaho Music Educators Association (IMEA), ISU, Pocatello, ID.
- ***Linder, C., Sanchez, L., Raney, T., & Snow, J.** (2015, November). Idaho School Board Association Annual Meeting, Coeur d'Alene, ID.
- ***Raney, R., Sanchez, L. & Kellerer, P.** (2015, October). Northwest Region Mountain Educational Research Association (NRMERA), Boise, ID.
- Sanchez, L.** (2015, September). National Council for Accreditation of Educator Preparation (CAEP), Washington D.C.
- ***Sanchez, L.** (2015, June). National Association of State Directors of Teacher Education and Certification (NASDTEC), Portland, OR.
- Sanchez, L.** (2014, December). Train the Trainer: Danielson Training; Framework for Teaching, Boise, ID.
- Sanchez, L.** (2014, September). National Council for Accreditation of Educator Preparation (CAEP), Washington D.C.
- Sanchez, L.** (2014, June). Focus Four: Danielson Training; Framework for Teaching, Boise, ID.
- Sanchez, L.** (2014, February) Texas Computer Education Association (TCEA) in Austin, TX.
- Sanchez, L.** (2013, October). National Association of State Directors of Teacher Education and Certification (NASDTEC), Boise, ID.
- Sanchez, L.** (2013, October). Ethics in Education Teacher Preparation Symposium, Boise, ID.

Sanchez, L. (2013, September). National Council for Accreditation of teacher Education (NCATE) Accreditation Conference, Arlington, VA.

Sanchez, L. (2013, September). Idaho State Department of Education Preparation Clinic for Universities (ISDE), Boise, ID.

***Sanchez, L.** (2013, August). Khan Academy Pilot Teacher Training, Boise, ID.

***Sanchez, L.** (2013, August). Khan Academy Pilot Teacher Training, Burley, ID.

Sanchez, L. (2013, March). National Council for Accreditation of teacher Education (NCATE), Louisville, KY.

***Sanchez, L.** (2006). Advisory Council on Dependents' Education (ACDE), Department of Defense Education Activities, Wiesbaden, GE.

Other Professional Growth and Leadership

Idaho Coalition for Educator Preparation (ICEP)

Projects and Accomplishments

- New Teacher Induction for Student Learning and Teacher Retention, 2017-present
- Continuum of Professional Learning Research, 2015-2018
- Standards for Clinical Educators and Experiences, 2015-2016
- Common Summative Assessment, 2014-present
- Individual Professional Learning Plan, 2014-present
- Alumni Survey of Preparation, 2014-present
- Principal Survey of Educator Preparation, 2014-present
- Network for the Transformation of Educator Preparation, 2014-2015

Idaho State Department of Education (SDE)

- SDE Accreditation Site Visit Reviewer, Boise State University, March 2016
- SDE Accreditation Site Visit Reviewer, College of Idaho, Fall 2017
- SDE Accreditation Site Visit Reviewer, Brigham Young University-Idaho, Rexburg, October 2018

Professional Leadership

- Leading Effectively, Achieving Performance (LEAP), Fall 2019
- Improve Enhance Achieve (IEA) Evaluation Training, June 2019
- Global Nazarene Education Consortium, MNU, June 2019
- Portfolium Platform, Spring 2019
- Global Nazarene Education Consortium, MVNU, June 2018
- Crucial Conversations, Supervisor Training, NNU, February 2017
- Global Nazarene Education Consortium, ONU, June 2017
- Civility Project—City Club, Boise 2016
- Danielson Group, Train the Trainer, 2016
- Mathematical Thinking for Instructors (MTI), BSU 2016
- Global Nazarene Education Consortium, NNU, June 2016

Scholarship

Scholarship of Discovery

Refereed Publications and Submissions

- Gandhi, B., **Sanchez, L.**, & Lancaster, L. (2019, April). Poverty is not the greatest educational disadvantage. *School Psychology Review*. Submitted 5/29/2019.
- Sanchez, L.**, (2018, October). Educator Preparation Program Mid-Cycle Review Self-Study. Idaho State Department of Education (SDE), Professional Standards Committee (PSC), Boise, ID.
- Snow, J., Dismuke, S., **Sanchez, L.**, Semmelroth, C., Lord, J., & Neil, M. (2018, September). Studying Practice and Student Learning. State Agency for Higher Education, Idaho State Board of Education, Boise, ID.
- Brinkerhoff, K., **Sanchez, L.**, & Bohecker, L. (2017, May). Resilience mitigates the impact of adversity and improves school performance. *Psychology in the Schools*. Submitted 5/8/2017.
- Sanchez, R., & **Sanchez, L.** (2016, July). Toward a greater understanding of Hispanic undergraduate retention and departure at a private Christian university using narrative inquiry and autoethnographic methods. *Journal of Hispanic Higher Education*. Submitted 7/15/2016.
- Raney, R., **Sanchez, L.** & Kellerer, P. (2015, August). Impact on reading fluency of double-dosed tier one literacy instruction for struggling kindergarten students. *Early Childhood Education Journal*. Submitted 8/26/2015.
- Raney, R., **Sanchez, L.** & Kellerer, P. (2015, April). Impact on reading fluency of double-dosed tier one literacy instruction for struggling kindergarten students. *Journal of Early Childhood Literacy*. Submitted 4/28/2015.
- Sanchez, L.** & Werth, L. (2015, January). Institutional Review Addendum. National Council for Accreditation of Teacher Education (NCATE). Washington D. C.
- Blacklock, K., **Sanchez, L.** & Werth, L. (2014, May). Institutional Review. National Council for Accreditation of Teacher Education (NCATE). Washington D. C.

Books, Government Publications and Technical Reports

- Sanchez, L.** (2006). Croughton Elementary and Middle School Visit Report. Advisory Council on Dependents' Education (ACDE), Department of Defense Education Activities, Wiesbaden, Germany.
- Sanchez, L.** (2006). Alconbury Elementary School Visit Report. Advisory Council on Dependents' Education (ACDE), Department of Defense Education Activities, Wiesbaden, Germany.
- Sanchez, L.** (2006). Alconbury High School Visit Report. Advisory Council on Dependents' Education (ACDE), Department of Defense Education Activities, Wiesbaden, Germany.

International, National, or Regional Conference Papers/Presentations

- Sanchez, L.** (2019, May). Rumeli Koleji International School Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.
- Snow, J., Dismuke, S., **Sanchez, L.**, Semmelroth, C., Lord, J., & Neil, M. (2019, April). Understanding Practices and Impacts of Teacher Induction Programs. American Educational Research Association (AERA), Toronto, Canada.
- Sanchez, L.** (2019, March). Future Experts International School Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.
- Sanchez, L.** (2018, November). Al Anawrass International School Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.
- Sanchez, L.** (2018, December). Curriculum Mapping: A Plan for Student Learning. Education Systems International (ESI), Riyadh, Kingdom of Saudi Arabia.
- Sanchez, L.,** Raney, T., Snow, J., Colon-Durham, L., Lord, J., & Neill, M. (2018, June). A Rising Tide Lifts All Ships: The Power of Collaboration in the Idaho Coalition for Educator Preparation. National Association of State Directors of Teacher Education and Certification (NASDTEC) 90th Annual Conference, Minneapolis, MN.
- Sanchez, L.** (2018, March). Virginia International School Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.
- Sanchez, L.** (2017, November). Najaed International School Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.

- Sanchez, L.** (2017, April). Saint Mary-Elias International School for Girls Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.
- Sanchez, L.** (2017). Common Core State Standards: Exploration and Application for Teachers. Education Systems International (ESI), Cairo, Egypt.
- Sanchez, L.** (2017). Common Core State Standards: Exploration and Application for Teachers. Education Systems International (ESI), Riyadh, Kingdom of Saudi Arabia.
- Kellerer, P., Raney, T., **Sanchez, L.**, Snow, J., & Van Mullem, H. (2017, March). EPP Collaboration for Continuous Improvement Across Programs. American Association of Colleges of Teacher Education (AACTE) Annual Conference, Tampa, Florida.
- Sanchez, L.** (2017). Impact Learning and Student Success in the Classroom. Education Systems International (ESI), Doha, Qatar.
- Sanchez, R., & **Sanchez, L.** (2017). Creating Relevancy in the Classroom for Student Success. Federal Programs Conference, Boise, ID. Rank and Tenure Application 52
- Sanchez, L.** (2016). Impact Learning and Student Success in the Classroom. Education Systems International (ESI), Riyadh, Kingdom of Saudi Arabia.
- Sanchez, L.** (2016). Arab International School Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.
- Sanchez, L.** (2016). Safwat Al Taliaa School Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.
- Linder, C., **Sanchez, L.**, Raney, T., & Snow, J. (2016). *Continuum of Professional Learning (CPL)—An Idaho Model for Quality Teacher Education*. Idaho School Board Association Annual Meeting, Coeur d'Alene, ID.
- Raney, R., **Sanchez, L.** & Kellerer, P. (2015, October). Impact on reading fluency of double-dosed tier one literacy instruction for struggling kindergarten students. Northwest Region Mountain Educational Research Association (NRMERA) in Boise, ID.
- Sanchez, L.** (2015, June). TeachLive NOTE Presentation ETS Workshop. National Association of State Directors of Teacher Education and Certification (NASDTEC) in Portland, OR.
- Raney, R., **Sanchez, L.** & Kellerer, P. (2015, October). Impact on reading fluency of double-dosed tier one literacy instruction for struggling kindergarten students. Northwest Region Mountain Educational Research Association (NRMERA) in Boise, ID.

Sanchez, L. (2015, June). TeachLive NOTE Presentation ETS Workshop. National Association of State Directors of Teacher Education and Certification (NASDTEC) in Portland, OR.

Sanchez, L. (2006). Alconbury/Croughton School Site Report. Advisory Council on Dependents' Education (ACDE), Department of Defense Education Activities, Wiesbaden, GE.
Report was presented to Ms. Leslye Arsht, Deputy Under-Secretary of Defense, and Hon. Raymond Simon, Deputy Secretary, US Department of Education.

R. JACKSON NYGAARD

128 N Charles Place
nygaardr@byui.edu

Rexburg, ID 83440
(208) 403-2829 Mobile

Education

Utah State University – Doctor of Education **December 2008**

- Instructional Leadership
- Research focus in school/community relations

Southern Utah University – **December 2002**

- Administrative and supervisory certificate

Southern Utah University –Masters of Education **June 1998**

- Secondary Education – Focus in Mathematics Curriculum Development

University of Utah –Bachelors of Science **June 1994**

- Mathematics/Teaching Major
- Physics/Teaching minor

Professional Experience

Associate Dean of Teacher Preparation **2019-Present**

Brigham Young University – Idaho

- Work with dean of teacher preparation overseeing all matters related to the accreditation process through the state of Idaho (meeting CAEP standards).
- Lead the Education coordinating council in the planning and implementation of improved processes for data collection, analysis, and reporting to facilitate the continual improvement process.
- Collaborate with Data specialist and team of data science student employees in the development of gathering, analyzing, visualizing, and distributing to programs meaningful data to inform the continual improvement process and meet accreditation requirements.
- Prepare required reporting measures annual reports.
- Participate with Idaho Association of Colleges for Teacher Education (IACTE) and Idaho Coalition for Educator Preparation (ICEP).

Mathematics Education Professor **2007–Present**

Brigham Young University – Idaho

- Help prepare future mathematics teachers by helping develop conceptual understanding that will serve the development of their future students.
- Develop and Teach Mathematics Education Courses
 - Course lead for Geometry (axiomatic development for teachers – Math 350)
 - Course lead for Mathematical Connections (Emphasis on Standards for teaching mathematics – Math 285/275)
 - Developed Mathematics teaching courses in fundamentals of Number theory (Math 205) and Geometry (Math 206) including all course materials to lower cost to students.
- Develop and Teach foundations and Lower Division Mathematics courses
- Collaborate on development and redesign of Mathematics for the real world course (Math 108) for campus andonline delivery.
- Collaborate with colleagues in teaching:
 - Geometry (Math Ed. Majors) – Math 350
 - Math Concepts for Elementary Education II – Math 306
 - Elementary Geometry (Ed Majors) – Math 206
 - Fundamentals of Number Theory (Ed Majors) – Math 205
 - History of Mathematics (Math Ed. Majors)– Math 450
 - Mathematical Connections (Math Ed. Majors) – Math 285/275
 - Elementary Math Methods– Ed 442
 - Precalculus – Math 109
 - College Algebra – Math 110
 - Trigonometry – Math 111
 - Calculus – Math 112
 - Math for the Real World – Math 108

R. JACKSON NYGAARD**Professional
Experience
Continued****Mathematics Department Chair****2014-2019***Brigham Young University – Idaho*

- Facilitate excellence in mathematics instruction for all students
- Communicate with students regarding program curriculum and requirements
- Recruit, hire, and develop outstanding department faculty
- Lead strategic planning and annual stewardship review for departmental programs in Math Education, Mathematical Sciences (including statistics), and Data Science.
- Develop supportive connection between university administration including college dean and the department faculty.
- Receptively understand faculty and student questions, complaints, and suggestions and take appropriate action according to policy and judgement.

Assistant Principal**2004–2007***Desert Hills Intermediate School, St. George UT*

- Observe, collaborate with, and evaluate teachers using Danielson's framework and the WCSD evaluation system
- Consultant for Math grade level department chairs
- Establish and manage student discipline
- Intimate knowledge of & extensive experience developing master schedule
- Knowledgeable of district and state educational policies and resources
- Train teachers serving on school leadership team
- Extensive work with school leadership team and community council
- Chair school technology committee
- Manage annual school fundraiser
- Serve as secretary of Washington County Association of Secondary School Principals

Mathematics Teacher**1994–2004***Dixie Middle School, St. George UT*

- Taught students of basic mathematics through advanced algebra utilizing technology, manipulatives, relevant applications, and traditional methods.
- Served as a trained mentor teacher.
- Facilitated early years enhancement (EYE) level three for WCSD as a Math curriculum specialist.
- Piloted Applied Mathematics course for at-risk ninth grade students using a laboratory based, hands on approach to applied curriculum.
- Developed and revised computer laboratory assignments for use with dynamic geometry software in mathematics courses.
- Instructed USOE mathematics summer professional development for Algebra and Geometry
- Served as item writer for Applied Mathematics State End of Level Test
- Served as item writer and reviewer for Intermediate Algebra District End of Level Test
- Served as Reviewer for Utah Basic Skills Competency Test
- presented at multiple Mathematics district in-services
- Served on committee to write Power Standards for geometry and intermediate Algebra for school district

Technology Specialist**1998–2004***Dixie Middle School, St. George UT*

- Administered and serviced local network with district technology office.
- Serviced and maintained computer hardware and software for administration, teachers, and students.
- Trained and assisted administration and teachers in use of technology.
- Assessed and prioritized technology needs for school.

R. JACKSON NYGAARD

**Presentations
& Professional
Experiences**

- Idaho accreditation review team member for University of Idaho accreditation **November 2020**
- BYU-Idaho [Devotional Speaker](#) **February 2018**
- Presenter ICTM – Teaching Reasoning, Argumentation and Proof **October 2017**
- U of I Doctoral committee – 3 doctoral candidates **2014-2015**
- Danielson framework for teaching certification **February 2016**
- Presenter ICTM – Identity Theft **October 2015**
- Secretary of Washington County Association of Secondary School Principals **2005-2007**
- Presenter at 2007 Utah Middle Level Association Conference “An extended period schedule: What we’ve learned so far” **March 2007**

Publication

- [Sources of Confidence in School Community Councils](#) – School Community Journal **Fall/Winter 2010**

**Professional
Organizations**

**National Council of Teachers of Mathematics (NCTM)
Association for Supervision and Curriculum Development (ASCD)
Mathematical Association of America (MAA)**

**Military
Experience**

- Personnel Administrator and Rifleman** **1986-1990**
United States Marine Corps
- Managed records section of Battalion Personnel Office – Supervised personnel clerks, updated and audited official Marine files.
 - Primary auditor responsible for Personnel office receiving outstanding scores on pay related and general record inspections
 - Squad leader and recipient of two meritorious promotions

VITA

Scott P. Gardner, Ph.D.

BUSINESS ADDRESS

Teacher Preparation Programs
525 S. Center St.
223 Clarke
BYU - Idaho
Rexburg, ID 83460-1960
Phone (208) 496-4012
E-mail GardnerS@byui.edu

HOME ADDRESS

92 Starview Dr.
Rexburg, ID 83440
208-201-7424

EDUCATION

- Ph.D.** Marriage and Family Therapy Program (COAMFTE Accredited). Department of Human Development and Family Studies. Texas Tech University, Lubbock, TX. December, 1995.
Dissertation: **Attachment Style in Adult Male Substance Abusers: Psychiatric Symptomatology, Treatment Compliance, and Life Adjustment.** Major Professor: Richard Wampler, Ph.D.
- M.S.** Child and Family Development. Department of Child and Family Development. University of Georgia, Athens, GA. 1991.
Thesis: **The Influence of Perceived Social Support on the Parental Satisfaction of Homemaking Mothers.** Major Professor: Gene Brody, Ph.D.
- B.S.** Brigham Young University, Provo, UT, 1989. Major: Psychology

PROFESSIONAL POSITIONS

Dean

2018-Present Dean, Teacher Preparation Programs, Brigham Young University - Idaho

Interim Dean

2017 Interim Dean, College of Education & Human Development, Brigham Young University - Idaho.

Online Associate Dean

2016-2017 Online Associate Dean, College of Education & Human Development, Brigham Young University - Idaho

Department Chair

2012-2016 Department Chair, Home & Family Department, Brigham Young University - Idaho

Professor

2007- present Department of Home & Family, Brigham Young University- Idaho

Associate Professor

1996-2007 Department of Human Development, Consumer & Family Sciences, South Dakota State University, Brookings, SD.

Acting Department Head

2003-2004 Acting Department Head, Department of Human Development, Consumer & Family Sciences, South Dakota State University, Brookings, SD.

Family Therapist

1995-2010 Marriage & Family Therapist, Private Practice

Graduate Research Assistant

1993 Solution Focused Home-Based Family Therapy Program For Juvenile Delinquents and Their Families, Texas Tech University, Lubbock, TX.

1990-1991 Program for the Study of Competence in Children and Families, Department of Child & Family Development, University of Georgia, Athens, GA.

Graduate Teaching Assistant

1991-1994 Department of Human Development and Family Studies. Texas Tech University. Lubbock, TX. (Full responsibility for teaching a total of 23 classes over 3 yrs)

1989-1990 Department of Child & Family Development University of Georgia. Athens, GA.

PUBLICATIONS

Book Chapters

Gardner, S. & Greiner, C. (2012). Honoring Marital Vows with Complete Fidelity. In A. Hawkins (Ed.) Successful Marriages and Families: Proclamation Principles and Research Perspectives.

Publications (Peer-reviewed)

Gardner, S. & Boellaard, R. (2007) The longitudinal effect of marriage education. A four-year follow-up evaluation on a high school marriage education curriculum. Family Relations: Interdisciplinary Journal of Applied Family Studies.

Gardner, S., Giese, K., and Parrott, S. (2004). Evaluation of the Connections: Relationships and Marriage Curriculum. Family Relations: Interdisciplinary Journal of Applied Family Studies, 53, p. 521-527.

Jones, S. & Gardner, S. (2002). Variables related to attitudes and behaviors of domestic violence in high school students. Journal of Family and Consumer Sciences Education, 20, 1. <http://www.natefacs.org/JFCSE/v20no1/v20no1.htm>

Gardner, S. (2001). Evaluation of the Connections: Relationships and Marriage curriculum. Journal of Family and Consumer Sciences Education, 19., 1. <http://www.natefacs.org/JFCSE/vol19no1/vol19no1.htm>

Ceglian, C. P. & Gardner, S. (2000). Attachment style and the “Wicked Stepmother” spiral. Journal of Divorce and Remarriage, 34, 111-129.

Gardner, S. & Howlett, L. (2000). Changing the focus of interventions: The need for primary prevention at the couple level. Family Science Review, 13, 96-111.

Ceglian, C. P. & Gardner, S. (1999). Adult attachment style: A risk factor in multiple marriages? Journal of Divorce and Remarriage, 31, 125-139.

Published Proceedings

Gardner, S. & Wampler, R. (June, 1996). Attachment Style in Adult Male Substance Abusers: Psychiatric Symptomatology, treatment compliance, and Life Adjustment. Proceedings of the Annual Conference of the Society for Research on Alcoholism, Baltimore, MD.

Publications (Non-Peer Reviewed)

Gardner, S. & Boellaard, R. (June, 2006). Four-year follow-up to the evaluation of the

Connections: Relationships and Marriage curriculum. Grant report to the Dibble Fund for Marriage Education. Available at <http://www.dibblefund.org/evaluations.htm>

Gardner, S. & Boellaard, R. (July, 2005). Evaluation of the Connections: Dating and Emotions curriculum. Grant report submitted to the Dibble Fund for Marriage Education. Available at <http://www.dibblefund.org/evaluations.htm>

Gardner, S. (December, 2001). Final Summary Report for the Evaluation of the Connections: Relationships and Marriage Curriculum. Grant report to the Dibble Fund for Marriage Education. Available at <http://www.dibblefund.org/evaluations.htm>

Gardner, S. (1998, September). The bathtub is overflowing: What you can do in primary prevention. South Dakota Association for Marriage and Family Therapy Newsletter, 2, 1-2.

RESEARCH PRESENTATIONS

Invited Research Presentations

Gardner, S. & De Maria, R. (July 2006). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Gardner, S. & De Maria, R. (July 2005). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Gardner, S. (October 27, 2004). Stable Happy Families: The Good New Days. Dakota Fatherhood Summit, Sioux Falls, SD.

Gardner, S. & De Maria, R. (July 2004). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Gardner, S. & De Maria, R. (July 2003). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Reno, NV.

Gardner, S. (May 21, 2003). Smart Marriage Preparation: For Those who Want to Stay Married. Dakota Fatherhood Summit, Fargo, ND.

Gardner, S. (October, 2002). The Marriage Movement: Implications for Fatherhood. Semi-Annual Dakota Fatherhood Summit, sponsored by the Dakota Fatherhood Initiative Pierre, SD.

Gardner, S. (April 19, 2002). Promoting Healthy Marriages and Families. Presentation to Extension educators on my AES research as part of their FNEP, FNP conference.

Gardner, S. (November, 1999). The marriage movement: Update for practitioners. Annual Conference of the South Dakota Marriage and Family Therapy Association, Sioux Falls, SD. (Invited to be the only keynote speaker and all day workshop presenter for the Annual Conference of the South Dakota Marriage and Family Therapy Association).

Presentations at National Meetings (peer reviewed)

Gardner, S. & Boullaard, R. (November, 2006). Four-year follow-up to the evaluation of the Connections: Relationships and Marriage curriculum. Annual Conference of the National Council on Family Relations, Minneapolis, MN.

Gardner, S. & De Maria, R. (July 2006). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Gardner, S. & De Maria, R. (July 2005). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Gardner, S. (July 2005). Four-year follow-up evaluation of the Connections: Relationships and Marriage Curriculum. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Gardner, S. & De Maria, R. (July 2004). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Gardner, S. (July 2004). Research Findings on the Connections: Relationships and Marriage Curriculum. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Wampler, R., Gardner, S., & Shumway, S. (November 2003). Utility of the 3-Category and 4-Category Adult Attachment Scale Scores in a Clinical Setting. Annual Conference of the National Council on Family Relations, Vancouver, BC.

Gardner, S. & De Maria, R. (July 2003). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Reno, NV.

- Gardner, S. (July 2003). Research Findings on the Connections: Relationships and Marriage Curriculum. Annual Conference of the Coalition of Marriage, Family and Couples Education, Reno, NV.
- Gardner, S. (June 2002). Evaluation of the Connections: Relationships and Marriage Curriculum. Annual Conference of the Coalition of Marriage, Family and Couples Education, Washington, D.C..
- Gardner, S. (June, 2001). Multi-state evaluation of the Connections: Relationships and Marriage curriculum. Annual Conference of the Coalition of Marriage, Family and Couples Education, Orlando, FL.
- Gardner, S. (June, 2000). Current Evaluation of the Connections: Relationships and Marriage curriculum. Annual Conference of the Coalition of Marriage, Family and Couples Education, Denver, CO.
- Gardner, S. (November, 1999). Promoting healthy families and communities through high school relationship education. Annual Conference of the National Council on Family Relations, Irvine, CA.
- Gardner, S. (July, 1999). Evaluation of the Connections: Relationships and Marriage curriculum. Annual Conference of the Coalition of Marriage, Family and Couples Education, Washington, D.C.
- Ceglian, C. & Gardner, S. (November, 1998). Adult Attachment Style: An Important Risk Factor in Multiple Marriages? Annual Conference of the National Council on Family Relations, Milwaukee, WI.
- Gardner, S. & Wampler, R. (November, 1997). Attachment Style in Adult Male Substance Abusers: The Impact of Age and Ethnicity. Annual Conference of the National Council on Family Relations, Washington, D.C..
- Gardner, S. & Wampler, R. (June, 1996). Attachment Style in Adult Male Substance Abusers: Psychiatric Symptomatology, treatment compliance, and Life Adjustment. Annual Conference of the Society for Research on Alcoholism, Baltimore, MD.

Research-based Presentations at State Meetings

Gardner, S. (October 19, 2005). Update on the Research on Youth Relationships and Marriage Education. Annual State Extension Conference for state Extension Educators. Brookings, SD.

Gardner, S. (October 18, 2005). Communication and Conflict Resolution: Dealing with Difficulty People and Difficult Situations. Annual State Extension Conference for state Extension Educators. Brookings, SD.

Gardner, S. (January, 2002). Trends in Youth Development. Training update for state Extension Educators. Brookings, SD.

Gardner, S. (June, 2002). Dealing with Family Stress During the Drought. Training for state Extension Educators. Brookings, SD.

Gardner, S. (August, 1999). Training and update for teachers for the Connections: Relationships and Marriage curriculum. Annual South Dakota Family and Consumer Sciences and Vocational Education Conference, Sioux Falls, SD.

Research-based Presentations at Local Meetings

Gardner, S. (March 2011). Our Children: To Rescue, or not to Rescue, that is the Question. BYU-Idaho Home and Family Conference, Rexburg, ID.

Gardner, S. (January & April 2011). Team Communication Dynamics. For Early Childhood education instructor classes.

Gardner, S. (June, 2006). The Myths of Marriage. University Week for Women. South Dakota State University, Brookings, SD.

Gardner, S. (October 18, 2005). Promoting Healthy Families and Communities through High School Relationship Education. Update on Agriculture Experiment Station research projects. Brookings, SD

Gardner, S. (February 9, 2005). Promoting Mental Health Through High School Relationship Education. Presentation to the CSREES accreditation review team. Brookings, SD.

Ceglian, C. & Gardner, S. (March, 2000). Attachment style and the “Wicked Stepmother” spiral. College of Family and Consumer Sciences Research Brown Bag, Brookings, SD.

Gardner, S. (September, 1999). Evaluation of the Connections: Relationships and Marriage curriculum. College of Family and Consumer Sciences Research Brown Bag, Brookings, SD.

GRANTS & CONTRACTS

Funded External Grants & Contracts

2011	Gardner, S. <u>Evaluation of the What's Reel Curriculum</u> . <u>Funded by the Dibble Institute for Marriage Education</u> \$5870
2006-2011	Reed, K., Flinton, M., Kane, A., Eason, J., & Gardner, S. Dibble Fund Healthy marriage Demonstration Grant. Department of Health & Human Services. \$2.75 Million over 5 years. My portion coming to SDSU is \$125,000.
2003-2006	Gardner, S. <u>Four-Year Follow-up Evaluation of the Connections: Relationships and Marriage Curriculum</u> . Funded by the Dibble Fund for Marriage Education. \$11,000.
2003-2005	Gardner, S. <u>Evaluation of the Connections: Dating and Emotions Curriculum</u> . Funded by the Dibble Fund for Marriage Education. \$11,000.
2000	Gardner, S. <u>National Evaluation of the Connections: Relationships and Marriage Curriculum</u> . Funded by the Dibble Fund for Marriage Education. \$8395.

- 1998 Gardner, S. Teacher training grant. Funded by South Dakota State Division of Workforce and Career Preparation. Provided training in the Connections: Relationships and Marriage curriculum for South Dakota high school teachers. \$1,400
- 1998 Gardner, S. Curriculum purchasing grant. Funded by South Dakota State Division of Workforce and Career Preparation, and by South Dakota State Division of Education and Cultural Affairs. Purchased Connections: Relationships and Marriage curriculum for South Dakota high school teachers who would participate in evaluation study, \$8,000.

*Note: The last two grants above were necessary to provide South Dakota teachers with the curriculum to be evaluated by my AES research. The grants did not come to me or the University, but I was the one who found the available funds (from existing grants), begged for the money etc.

Submitted External Grants & Contracts (Not Funded)

- 2005 Gardner, S. Longitudinal Impact of High School Marriage Education. Department of Health and Human Services, Healthy Marriage Research Initiative. \$450,000
- 2003 Daniels, A.M. & Gardner, S. Preventing Marital Stress in Rural Families. Submitted to NIMH. \$486,000.
- 1999 Enevoldsen, B., Daniels, A. M., Gorham, E., Gardner, S. Personal and economic well-being of rural families anticipating retirement. Submitted to the National Research Initiative. \$300,000.

Internal Funding

- 2003-2008 Promoting Healthy Families and Communities through Relationship Education. Funded by Agriculture Experiment Station, Federal Hatch Grant, approximately \$63,000 over 5 years.
- 2001 Penor Ceglian, C. & Gardner, S. Divorce education and remarriage preparation in South Dakota: Current status, availability and effectiveness. Submitted to the FCS Research Support Fund, \$2500 Funded.
- 2001 F.O. Butler Campus Development Grant. Applied for and received this grant to bring Joseph Tombs, JD, CFP to SDSU in the Spring of 2001. \$700.

- 1999 Promoting Healthy Families and Communities through High School Relationship Education. Submitted to the FCS Research Support Fun, \$2500 Funded.
- 1999 Title III Integrated Instructional Technology Faculty Development Award. \$1750 Funded.
- 1999 Promoting Healthy Families and Communities through High School Relationship Education. Funded by Agriculture Experiment Station, Federal Hatch Grant, approximately \$63,000 over 5 years.
- 1999 F.O. Butler Campus Development Grant. Applied for and received this grant to bring the president and director of the National Institute on Media and the Family to SDSU in the Spring of 2000. \$1500.
- 1998 Instructional enhancement grant. Bought out one of my classes in order to prepare new course for Internet delivery. South Dakota State University, \$2,380.
- 1996 F. O. Butler Fund, to bring in speakers to the university, South Dakota State University, \$250.
- 1996 Instructional & Research Grant, South Dakota State University, \$2,300.

REVIEWER

- 2004-present Reviewer for Family Relations: Interdisciplinary Journal of Applied Family Studies
- 2010, 2006, 2002 Asked to review text book: Olson, D. & DeFrain, J. (2009, 2005). Marriages and Families: Intimacy, Diversity and Strengths. New York: McGraw Hill.
- 2005 Reviewer for Social Behavior and Personality: An International Journal.
- 1999, 2004, 05 Served as a reviewer for submissions to the annual conference of the National Council on Family Relations
- 2001 Reviewed marriage and family text book in preparation for next revision. Lauer, R. & Lauer, J. (2000). Marriage and Family: The Quest for Intimacy.

- 1999 Reviewer for the National Council on Family Relations Family Therapy Section Student Paper Award Program.
- 1997 Reviewed textbook, Anderson, S. & Sabatelli, R. (1995). Family Interaction: A Multigenerational Developmental Perspective. Allyn and Bacon: Boston.

STATE AND NATIONAL RECOGNITION FOR RESEARCH

- 2005 Interviewed by Argus Leader about parenting tips.
- 2001 Interviewed by KELO Television. Spotlighted my research in Eye on Keloland.
- 2001 Copies of research results requested by Mike McMannus (nationally syndicated columnist) and the Coalition for Marriage, Family & Couples Education.
- 2001 Interviewed by Christian Science Monitor 3/30/01.
- 2001 Interviewed for article in the Mitchell Daily Republic. February.
- 2001 Article in SD Farm & Home Research. January.
- 2000 Interviewed about my research by the National Catholic Register.
- 2000 Interviewed by the Chicago Tribune, article appeared in Summer 2000.
- 2000 Interviewed by Agricultural Communications, for SD Farm & Home Research.
- 1999 Interviewed and quoted in Time, June 21, 1999.
- 1999 Interview with Jill Callison with the Argus Leader about the future of families. Article printed 4/25/99
- 1999 Interviewed by Tom Baer and cited in: Building Character in our most important resource by Stephanie Misar, SD Farm & Home Research, 49, Number 4, October 1998 p. 18.
- 1999 Interviewed by Media Tracks Communications about my research. The interview was produced in the Radio Health Journal and distributed to approximately 340 radio stations around the country.
- 1998 Interviewed and quoted in USA Today, July 14, 1998.

- 1998 Interviewed with Chicago Tribune 12/18/98.
- 1998 Interviewed with React (teen section of parade magazine) 12/23/98.

TELEVISION, RADIO AND OTHER MEDIA PRESENTATIONS

- Gardner, S. (2006, September). We Need More Time Away from the Job. Brookings Register, Brookings, SD.
- Gardner, S. (1999, November). Marriage Education. In Media Tracks Communications, (Producer). Des Plaines, IL. Radio Health Journal, #99-51. [broadcast nationally to approximately 340 radio stations].
- Gardner, S. (1998, December). Family Stress. Brookings Register, Brookings, SD.
- Gardner, S. (1997, January). Family Stress. In Agriculture Extension Communications, South Dakota State University (Producer). Today's Ag. Brookings, SD:KESD.
- Gardner, S. (1997, January). Family Stress. In Agriculture Extension Communications, South Dakota State University (Producer). Brookings, SD: [broadcast regionally by approximately 40 radio stations]
- Gardner, S., Moss, D., Muxen, M. (1997, February). Surviving the Storm Part 2: Family Stress. In Agriculture Extension Communications, South Dakota State University (Producer). Today's Ag. Brookings, SD:KELO.
- Gardner, S. (1997, April). Parenting: Quality or Quantity Time. In Agriculture Extension Communications, South Dakota State University (Producer). Brookings, SD: [broadcast regionally by approximately 40 radio stations]
- Gardner, S. (1997, April). Parenting: Turning Your Preaching into Teaching. In Agriculture Extension Communications, South Dakota State University (Producer). Brookings, SD: [broadcast regionally by approximately 40 radio stations]
- Gardner, S. (1997, August). Back to School. In Agriculture Extension Communications, South Dakota State University (Producer). Brookings, SD: [broadcast regionally by approximately 40 radio stations]
- Gardner, S. (1997, May). Parenting: Creating the Dream Teen. In Agriculture Extension Communications, South Dakota State University (Producer). Brookings, SD: [broadcast regionally by approximately 40 radio stations]
- Gardner, S. (1997, November). Maintaining Marriages. In Agriculture Extension Communications, South Dakota State University (Producer). Brookings, SD: [broadcast regionally by approximately 40 radio stations]

Gardner, S. (1996, December). Helpful hints for the holiday hazards of parenting. In Agriculture Extension Communications, South Dakota State University (Producer). Brookings, SD: [broadcast regionally by approximately 40 radio stations]

Gardner, S. (1996, June). Parenting: The dream teen. In Daybreak. Lubbock, TX: NBC affiliate.

Gardner, S. (1996, March). Parenting: Turning your preaching into teaching. In Daybreak. Lubbock, TX: NBC affiliate.

Gardner, S. (1996, January). Parenting: Quality time versus quantity time. In Daybreak. Lubbock, TX: NBC affiliate.

LOCAL PRESENTATIONS

Gardner, S. (5 Times 2010-2011). Dating Models. Presented to College congregations and youth groups, Rexburg, ID & Rigby, ID.

Gardner, S. (March 2010). Sealing your Sealing. Presentation at the Home and Family Conference, BYU-Idaho, Rexburg, ID.

Gardner, S. (November, 2009). Best Parenting Practices. Presentation to the FCS Society, BYU-Idaho, Rexburg, ID.

Gardner, S. (May 2009). Marriage Preparation. Presentation at the Home and Family Conference, BYU- Idaho, Rexburg, ID.

Gardner, S. & Daniels, A. (February 27, 2006). Marriage Communication: Learning the PREP Approach. Community presentation with the South Dakota Cooperative Extension Service. Brookings, SD.

Gardner, S. & Gardner, B. (November, 2005). You are How You Dress. Regional Youth Conference, Church of Jesus Christ of Latter-Day Saints, Sioux Falls, SD.

Gardner, S. (October 18, 2005). Communication and Conflict Resolution: Dealing with Difficulty People and Difficult Situations. Annual State Extension Conference for state Extension Educators. Brookings, SD.

Gardner, S. (April, 9, 2005). Striving for Happily Ever After – From Choosing a Spouse to Keeping Love Alive. Regional Young Single Adult Conference, Church of Jesus Christ of Latter-Day Saints, Fargo, ND.

Gardner, S. (November 11, 2004). Everyday Communication in Marriage: Getting it

Right and Keeping it Strong. South Dakota Cooperative Extension Service, Britton, SD.

Gardner, S. (February 18, 2003). Child Discipline in the Troop. Training for the Buffalo Ridge District of the Boy Scouts of America.

Gardner, S. (August, 2003). Strengthening your marriage: Commitment, communication, and cuddling. Training for the Relief Society (women's group) of the Church of Jesus Christ of Latter-day Saints, Sioux Falls, SD.

Gardner, S. (June, 2003). Family Finances. Training for the Relief Society (women's group) of the Church of Jesus Christ of Latter-day Saints, Brookings, SD.

Gardner, S. (September 14, 2002). Conflict Resolution for Caregivers. Presentation for the Family Resource Network. Brookings, SD.

Gardner, S. (March 2002). Scout Discipline. Presentation on parenting and mentoring to meet the needs of children. Boy Scouts of America. Brookings, SD.

Gardner, S. (June 2001). Primary Prevention at the Couple Level. Optimist Club, Brookings, SD.

Gardner, S. (September, 2000). Keeping Marriages Strong. Church of Jesus Christ of Latter-day Saints, Women's group. Huron, SD.

Gardner, S. (October, 1999). The marriage movement: What you can do. First Presbyterian Church, Sioux Falls, SD.

Gardner, S. (March 1999). Keeping marriages strong. First Annual caregivers Workshop, sponsored by the South Dakota AgrAbility Project. Sioux Falls, SD. Enjoyed a very positive overall rating from the 23 participants in my session. 4.9/5 points. This required communicating complicated issues to a non-technical audience.

Gardner, S. (June 1999). Relationships and dating. Presentation for 2 sessions of the 4-h conference. Brookings, SD.

Gardner, S., White, J., & Butman, M. (February, 1998). Effective Interpersonal Relationships for Single Adults. Church of Jesus Christ of Latter-day Saints, Sioux Falls, SD.

Gardner, S. & Gardner, B. (March, 1998). Family Reunions: Activities, Planning, and Damage Control. Presented at the annual Tri-County Women's Conference. Madison, SD.

Gardner, S. (August, 1997). Changing Insecure Attachment Meeting presentation to Education and Support Together. Brookings, SD.

Gardner, S. (May, 1997). Developmentally Appropriate Discipline. Training for primary teachers sponsored by the Sioux Falls Stake of the Church of Jesus Christ of Latter-Day Saints. Sioux Falls, SD.

PROFESSIONAL ORGANIZATIONS

National Council on Family Relations. 1989-2010.

American Association for Marriage and Family Therapy (Clinical Member). 1991-present.

WORKSHOPS AND TRAINING

March 2011. The Milton H. Erickson Foundation Couples' Conference (& Ethics Pre-conference). 12 continuing education credits. Newport Beach, CA.

Feb. 2011. Ethical Decision Making Workshop. 4 CEU's. BYU-Idaho, Rexburg, ID.

June 2010. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 19 continuing education credits. Orlando, FL.

Feb. 2010. Gottman Therapy Workshop. 6 CEU's. Salt Lake City, UT.

April 2009. Annual Conference of AMCAP. 15 CEU's. Salt Lake City, UT.

June 2008. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 12.25 continuing education credits. San Francisco, CA.

June 2007. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 14.25 continuing education credits. Denver, CO.

June 2006. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 16.5 continuing education credits. Atlanta, GA.

November, 2005. Ethics: The Credibility Gap. 7 continuing education credits. Killian College, Sioux Falls, SD.

September, 2005. Understanding Grief Workshop. Brookings Hospital. Brookings, SD.

July, 2005. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 13 continuing education credits. Dallas, TX.

.July, 2004. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 9 continuing education credits. Dallas, TX.

November 2004. National Council on Family Relations Annual Conference. 6.75 continuing education credits. Orlando, FL.

October 2004. Bad Couples Therapy. Annual conference of the South Dakota Association for Marriage and Family Therapy. 6 continuing education credits. Sioux Falls, SD.

October 2004. Take Back Your Family Time. Annual conference of the South Dakota Association for Marriage and Family Therapy. 2 continuing education credits. Sioux Falls, SD.

November, 2003. National Council on Family Relations Annual Conference. 13.5 hours of continuing education credit for various workshops. Vancouver, BC.

Summer, 2003. Grant Writers' Seminars and Workshops. Summer long workshop. Brookings, SD.

Summer 2003, Bush Summer Technology Sessions including: Maverick: Getting Started; Maverick File Management; Maverick: External Software; Maverick: Assessment; Maverick: Communication.

Summer 2003, Bush Summer Technology Sessions including: FrontPage: Editing Basics; FrontPage: Working with Forms and Databases; FrontPage: Using Web Components and Effects II; FrontPage: Themes and Shared borders

June, 2003. Collaboration Using Word. Bush Faculty Development Workshop. Brookings, SD.

June, 2003. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 17 continuing education credits. Reno, NV.

April 2002, In the Shadows of the Net. 7.5 hours of continuing education credit. Sioux Falls, SD.

July, 2002. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 16.75 continuing education credits. Washington, DC.

November 8-11, 2001. National Council on Family Relations Annual Conference. ? hours of continuing education credit for various workshops. Rochester, NY.

.June 21-July 25, 2001. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 25.25 continuing education credits. Denver, CO.

June 5-6, 2001. Dakotas' Conference. 6.5 hours of continuing education. Aberdeen, SD.

June 29-July 2, 2000. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 25.25 continuing education credits. Denver, CO.

June 5-9, 2000. Bush Technology Academy: WebCT Training. Brookings, SD.

May 31 - June 2, 2000. Bush Technology Academy: Advanced Computer Training. Brookings, SD.

April 29, 2000. Marriage Savers Seminar: Training in Using FOCCUS & REFOCCUS Instruments. 1-day workshop. Sioux Falls, SD.

March 9-11, 2000. Revitalizing the Institution of Marriage for the 21st Century: Social Science and Legal Scholars Setting a Research and Policy Agenda for Strengthening Marriage. Provo, Utah.

July 1-4, 1999. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 22 continuing education credits. Washington, D.C..

November 12-15, 1999. National Council on Family Relations Annual Conference. 11.5 hours of continuing education credit for various workshops. Orange County, CA.

October 1999. National Research Initiative, USDA, Southern Regional Competitive Grants Workshop. One day. Orlando, FL.

August 1999. Title III Faculty Workshop. Various sessions on integrating technology in the classroom.

September - December 1999. Title III Laptop training. One session a week on PowerPoint, Word, etc.

Jan 5-6, 1998. Course Web Page Development Training. South Dakota State University.

July 8-11, 1998. Smart Marriages - Happy Families Annual Conference. 14 continuing education credits. Washington, D.C..

July 9, 1998. School-Based Marriage Education Programs Workshop. 8 continuing education credits.

November 1998. National Council on Family Relations Annual Conference. 10 hours of continuing education credit for various workshops. Washington, D.C.

Various Dates, 1998. Internet Course Trainings. South Dakota State University.

February 21, 1997. Jeffrey K. Zeig, Hypnosis in Time-Limited Therapy: Fundamentals of the Ericksonian Approach, Annual conference of the South Dakota Association for Marriage and Family Therapy, Sioux Falls, South Dakota.

September 1997. Bush Faculty Training Workshops, South Dakota State University.

September 1997. Annual conference of the American Association for Marriage and Family Therapy, 11 hours of continuing education credit for various workshops. Atlanta, GA.

September 1997, Annual conference of the Association of Marital and Family Therapy Regulatory Boards. 12 hours of continuing education credit for various sessions on regulatory and ethical standards for marriage and family therapists. Atlanta, GA.

October 9, 1997, Alternatives to Spanking, Satellite video-conference, South Dakota State University.

November 1997. Annual conference of the National Council on Family Relations. 10 hours of continuing education credit for various workshops. Washington, D.C.

Spring, 1996. Narrative Therapy workshop. Harlene Anderson, Ph.D. presenter, Texas Tech University, Lubbock, TX..

INSTRUCTION

Undergraduate Courses Taught

2007-present	FAML 160, Family Relations; FAML 100, The Family; FAML 220 Parenting; FAML 300 Marriage; FAML 400 Family Theories & Dynamics; FDREL 200, Family Foundations.
2006	HDFS 341, Family Theories
2006	HDFS 457, Family Assessment
2004, 2006	HDFS 355, Prevention Programs
1996- 2007	HDCF 241, Family Relations (1 section/ semester)
1999, 01, 03	HDCF 141, Individual & the Family (1 section) (Via Internet Delivery: http://learn.sdstate.edu)
1998, 00, 02	HDCF 141, Individual & the Family (2 sections) (Via Cable Television)
1996-2003	HDCF 141, Individual & the Family (2 sections/ semester)
1993-1994	HDFS 3320, The Contemporary Family (1-2 sections/ semester)
1993-1994	HDFS 2322, Courtship & Marriage (4 semesters)

	(Correspondence Course)	
1992-1993	HDFS 2322, Courtship & Marriage (2 sections/ semester)	
1991	HDFS 2320, Basic Interpersonal Skills (2 sections)	
1989-1990		CFD 395, Child Develo pment Lab (2 labs/ semest er)

Graduate Courses Taught

1997-2007	HDCF 777, Child & Family Counseling (every other year)
2000	HDCF 593, Special Topics in Youth Development (Via Internet Delivery: www.learn.sdstate.edu)

GRADUATE STUDENTS, THESIS ADVISOR

2004-2006	Sang Hyun Kim as thesis advisor and major advisor, and we based his thesis on some of my research data.
2003-2005	Rila Boellaard as thesis advisor, and we based her thesis on some of my research data.
2001-2003	With Sue Parrott, analyzed some of my data on student perceptions of their parents' marriage. Results submitted for publication Dec. 2003. Resubmitted Jan. 2006.
2001	Worked with Tricia Visker as her thesis advisor. Manuscript submitted for publication and resubmitted Oct. 2006.
2001- 1999	Worked with Shannon Jones as thesis advisor, and we based her thesis on some of my research data.
1999-	Kelly Giese, We plan to base her thesis on some of my research data.
1999	Darci Stanford, <u>The Impacts of School Uniforms on Schools, Parents and Students.</u> Graduated December 1999.

GRADUATE STUDENTS, THESIS/DISSERTATION COMMITTEE MEMBER

- 2006 Thesis committee for Justin Durham, Health, Physical Education and Recreation, Graduate School representative. SDSU
- 2005- Dissertation committee for Brittany Fennel, Louisiana State University.
- 2004 Dissertation committee for Azeb Hamda as graduate school representative, SDSU
- 2004 Dissertation committee for Tricia Visker as minor/supporting area representative

AWARDS AND HONORS

- 2005 Students' Association Teacher of the Year for the College of Family and Consumer Sciences (nominated by students and voted on by students)
- 2005 Syllabus from my Family Relations course was chosen as a "model syllabus" to be included in the NCFR Family Life Education Syllabus Anthology.
- 2000 Dr. Sherwood & Elizabeth Berg Faculty Award - Each college chooses 1 nominee and then 1 person is selected for the entire University who "demonstrates commitment and encouraging potential to carry out the land grant philosophy of integrating teaching, research and outreach."
- 2000 Nominated and selected to be a Sewrey Colloquium speaker (Annual university event).
- 1999 Outstanding Faculty Award for the College of Family and Consumer Sciences "For practicing your profession with compassion and dignity."

SERVICE ACTIVITIES

National & State Activities

- 2006 Executive Committee, LDS Marriage Network.
- 2002-2004 Executive Board Member, National Council on Family Relations, Family Therapy Section.
- 2003-2004 State Birth to Age 8 Advisory Committee Chair.

1997-1999	Advisory Board Member, South Dakota State Board of Counselor Examiners.
1997	State licensing board representative to the national meeting of the Association for Marriage and Family Therapy Regulatory Boards in Atlanta, GA.

University Committees

2011-present	University Outcomes and Assessment Committee
2005	University Promotion and Tenure Committee (Meets regularly in Dec.)
2001-2007	Sewrey Colloquium Committee (meets Fall and early Spring)
2003-2004	Grove-Law Scholarship Committee
2003-2004	Teacher Education Committee
2003-2004	Teacher Education Advisory Committee
2001-1999	Research Advisory Council for the University (meets monthly).
2002-1999	University Academic Affairs committee (meets yearly)

College Committees

2005-2007	Research Advisory Committee
2005-2006	Resources/Infrastructure Committee
2004	College Core Curriculum (Body of Knowledge) Committee (Co-chair)
2000- 2007	College Graduate Faculty Committee (meets monthly) (chair 2003-2004)
2001-1997	Worked on Family & Consumer Science Exposition Committee (meets in Spring)
2001-1999	Chair College Academic Affairs (Curriculum) Committee
2001-1999	College Scholarship Committee (meets in Spring)

Department Committees

2010-present	Chair Assessment Committee
2007-present	Marriage and Family Studies Program committee
2007-2010	Social Committee
2006-2007	Standards Committee Chair. (meets every other week), works to clarify annual evaluation process, re-work department standards, and will align department standards with new University and College standards in 2007.
1996-2007	HDFS Program Committee (meets about monthly)
2001-1997	Chaired the Human Development, Family Studies Advisory Committee. Organized and directed the annual meeting, revised the committee to include new members and release other members from service. (meets yearly)

Ad Hoc Committees

2007-2010	Home and Family Conference Planning Committee
2006	Chair of Department Standards Committee.
2005	Search committee for the Associate Dean of the College of Agriculture and Biological Sciences and Agriculture Experiment Station Director
2003-2004	Co-chair College Core Curriculum Committee
2000	Search Committee for ECE positions
1999	Chair of Search Committee for the Kluckman position.
2000-1996	Wrote major portion of the Marriage and Family Therapy Program Proposal
1998	Participated in the Innovative Journey Proposal Committee for Internationalizing the University, November (met 2-4 times)
1998	Served on the University Via-Technology Committee (looked at issues related to distance education and access, admissions, etc. for off-campus students.
1997	Volunteered to work on a departmental committee to overhaul the exit exam process. Committee clarified and quantified exit exam process, provided student study sheets, faculty scoring sheets, and criteria for passing, failing, etc. (March -Dec. 1997).

Students Organizations

1998-2003	Co-advisor to Family & Human Relations Club
2000-2003	Advisor to LDS Student Organization. - Helped students organize new organization, create constitution and bylaws, etc.

Other Service Activities

2006	Available counselor for State Extension Service Drought Relief Special, Aired
2006	With my Family Assessment class, we participated in <u>How the Well are You?</u> SDSU Student Health Fair. My students ran a booth on relationship health. Brookings, SD 2/15/06
2006	Participated in Junior Day. Created, set up and staffed the department booth. 10/06.
2005	Participated in Senior Day. Set up and staffed the department booth for visiting high school seniors. 9/24/05.

- 2001 Asked to present on a panel concerning Starting and Maintaining a Research Program at the Research, Scholarship and Creative Activity Appreciation Day.
- 2000 2+2+2 Day in the Life Mentor 6/00
- 2000 2+2+2 Summer Institute Workshop Presenter, and participated in TGIF.
- 1999 Participated in Junior Day. Set up and staffed the department booth.
- 1999 Also attended the scholarship banquet for the college
- 1997 Worked on department recruitment: revised student handbook, gathered preliminary information to produce a recruitment video, and updated the "Career Choices" sheet for HDFS majors to include a brief description of each career/job.
- 1997 Asked by the Dean to give a presentation of some of our college core classes as well as my research to the Eminent Farmers and Homemakers of South Dakota. The group later voted to contribute \$200 to our college research.

Community Activities

- 2007-2011 Madison Soccer Association, Coach, Referee, Team Manager. Rexburg, ID.
- 2002-2006 Board member, Sioux Empire Marriage Savers, Sioux Falls, SD.
- 2005-2007 Brookings Ministerial Association, Brookings, SD.
- 2000-2003 Board Member, Brookings Area Domestic Abuse Shelter, Brookings, SD.
- 2000 Board Member, Brookings Area Habitat for Humanity, Brookings, SD.
- 1998 Member, Brookings Area Youth Coalition, Brookings, SD.
- 1989-Present Boy Scouts of America Volunteer (Eagle Scout). Athens, GA; Lubbock, TX; Brookings, SD.

Consulting (Paid)

- 1995-present Marriage and Family Therapist: private practice work with couples and families, consult with the Brookings Domestic Abuse Shelter (children's counseling), consult with Advance (grief counseling).

Consulting Presentations (Paid)

- Gardner, S. (March 11, 2004). You Are How You Dress?. Presentation on non-verbal communication of dress and modesty in dress. Freeman Academy and Bridgewater High Schools and Middle Schools.
- Gardner, S. (November 14, 2004). You Are How You Dress?. Presentation on non-verbal communication of dress and modesty in dress. Scotland, Menno, and Freeman Public High Schools and Middle Schools.
- Gardner, S. (February 4, 2003). Married and Loving It. Training for employees of Sioux Valley Electric, Coleman, SD.
- Gardner, S. (November, 2002). Working with Children in Therapy Groups. Training for the Brookings Domestic Abuse Shelter Children's Group Advocates.
- Gardner, S. (October 17, 2002). Bullies, Victims, Teasing and Taunting. Presentations to Freeman, SD High School, Middle School, and private Academy. Second presentation to High and Middle schools in Menno and Scotland, SD.
- Gardner, S. & Peterson, D. (7/31/02). Team Building and Communication. Veterinary Science Department Annual Retreat Workshop. Brookings, SD.
- Gardner, S. (2001). Communication and Conflict Resolution in the Workplace. Presentations for business leaders sponsored by SDSU Outreach Programs.
- Gardner, S. (2001). Marriage Preparation Seminar. First Lutheran Church, Brookings, SD.
- Gardner, S. (2001). Preventing Bullying. Presentations to students, teachers, and parents for the Brookings School District, Brookings, SD.

REFERENCES

Kevin Galbraith, Ph.D.
Home & Family Department
525 S. Center St.
223 Clarke
BYU-Idaho
Rexburg, ID 83460-0665
Tel. (208) 496-4011
Fax (208) 496-4003
E-mail GalbraithKe@byui.edu

Steve Dennis, Ph.D.
Chair - Home & Family Department
525 S. Center St.
223 Clarke
BYU-Idaho
Rexburg, ID 83460-0665
Tel. (208) 496-4008
Fax (208) 496-4003
E-mail DennisS@byui.edu

Byron Webster, Ph.D.
Home & Family Department
525 S. Center St.
223 Clarke
BYU-Idaho
Rexburg, ID 83460-0665
Tel. (208) 496-4001
Fax (208) 496-4003
E-mail WebsterB@byui.edu

Andrew Stremmel, Ph.D., Department Head, Department of Human Development,
Consumer and Family Sciences, Box 2275A, South Dakota State University,
Brookings, SD 57007-0295
Tel. (605) 688-6418
Fax (605) 688-4888
E-mail Andrew.Stremmel@sdstate.edu

Laurie Stenberg Nichols, Ph.D., Dean & Professor
College of Family and Consumer Sciences
Box 2275A, South Dakota State University
Brookings, SD 57007
Tel. (605) 688-6181
Fax (605) 688-4439
E-mail Laurie.Nichols@sdstate.edu

Sally Gillman, Ph.D., Assistant Professor, Box 2275A, South Dakota State University,
Brookings, SD 57007-0295
Tel. (605) 688-6418
Fax (605) 688-4888
E-mail Sally.Gillman@sdstate.edu

Mary Kay Helling, Ph.D. Assistant Vice President for Academic Affairs, South Dakota
State University, Box 2275A, South Dakota State University, Brookings, SD
57007-0295
Tel. (605) 688-6418
Fax (605) 688-4888
E-mail Mary_Helling@sdstate.edu

Cindi Penor Ceglian, Ph.D. Associate Professor, South Dakota State University, Box
2275A, South Dakota State University, Brookings, SD 57007-0295
Tel. (605) 688-6418
Fax (605) 688-4888
E-mail Cindi_ceglian@sdstate.edu

KENT L. PATTERSON, JR.

3101 John Adams
Idaho Falls, ID 83406

pattersk@d93.k12.id.us
208-201-5055

Qualifications

Thirteen years administrative experience at the elementary level. Six years administrative experience at the secondary level. Seven years teaching experience at high school and middle school level. Excellent interpersonal communication and public relations skills. Proficient in Spanish.

Accomplishments

- *Project Leadership Graduate, 2006*
- *JPAS Instructor – Bonneville Joint School District 2011-present*

Professional Experience

Tiebreaker Elementary 2008 - present

- *Principal*
- *Bonneville SD93 District Leadership Team 2015-16; 2019-present*

Idaho Association of Student Council Executive Director 2014-2017

- *Region 5 & 6 Director IASC 2011-2014*

Hillcrest High School 2005 - 2008

- *Assistant Principal*
- *Renaissance Advisor*

Teton High School 2002-2005

- *Assistant Principal*
- *Athletic Director*
- *Student Council Advisor*

Taylorview Junior High School

- *Teacher/Coach 1996 –2002*

Shelley High School

- *Teacher/Coach 1995-1996*

Education

- **Master of Administration**, Idaho State University, Pocatello, ID, 2000
- **Bachelor of Arts**, major in History, minor in Business Management, Brigham Young University, Provo, UT, 1995
- **Associate Degree**, General Education, Ricks College, Rexburg, ID, 1992

**Association and
Committee Memberships**

- *Member, Idaho Association of Elementary School Principals, 2008 - Present*
- *Member, Idaho Athletic Administrators Association, 2002-2005*
- *Member, Primary Children's Medical Center Telethon Committee, 1998 –2002*
- *City of Idaho Falls Youth Coach 2012 - 2018*

Technical Skills

- *Microsoft Office, Power School, Google Documents, Swivel Camera*

Kim Mikolajczyk

2328 East D Street, Moscow, ID 83843
Work: (208)882-0228, Cell: (208) 669-2086; mikolajk@msd281.org

OBJECTIVE

To obtain appointment to the Idaho Professional Standards Commission representing the elementary principals of the state of Idaho. This appointment will utilize my past knowledge and experience of the PSC and strong dedication and interest to the education profession and the education and safety to our youth in Idaho.

EDUCATION

University of Idaho, Moscow Idaho, 2010

Education Specialist in Education Leadership

Eastern Washington University, Cheney, Washington, 1999

Master's in Social Work, Generalist Practice, Certified School Social Worker

University of Idaho, Moscow, Idaho, 1991

Bachelor of Science in Home Economics, Child Development and Family Relations.

PROFESSIONAL EXPERIENCE

Elementary Principal, A.B. McDonald Elementary School, Moscow, Idaho

2015-Present

Leading an elementary school of 350-400 students with approximately 56 staff. Active member of our district administration team, developing and leading various community, district and school teams. Provide training to staff. District Title IX administrator.

Elementary School Counselor, A.B. McDonald Elementary School, Moscow, Idaho

2001-2015

Provide services to children, family, and staff at McDonald Elementary to increase educational success. Duties included admin designee, 504 coordinator, co-leader of the district crisis team, leadership team member, Danielson development team. Appointed to the Professional Standards Commission representing Pupil Personnel Services, served 2013-2016.

Instructor, Washington State University, Pullman, Washington

2000-2004

Developed and taught Child Welfare Services and Community Organization courses through the Sociology Department.

Instructor, University of Idaho, Moscow Idaho

2001-2004

Established, developed, and taught a Child Protection course through the Sociology Department.

Children's Mental Health Clinician, State of Idaho, Dept. of Health & Welfare, Moscow, Idaho

2001-2004

Team Leader of "Any Door" program, managing a multidisciplinary team to provide services to clients. Coordinator of the WRAP program, in coordination with juvenile probation and Moscow School District. Coordinator of the regional Therapeutic Foster Care program.

Child Protection Social Worker, State of Idaho, Dept. of Health & Welfare, Moscow, Idaho

1995-2001

Investigated allegations of child abuse and neglect. Representative for the region on the state Child Fatality Review Team.

LICENSURES, CERTIFICATIONS, APPOINTMENTS, MEMBERSHIPS

Idaho Education Credential: Administrator-School Principal, Pupil Personnel Services-School Social Worker, expires September 2024

Idaho Association of Elementary School Principals: Member since 2015.

Licensed Master Social Worker: State of Idaho Bureau of Occupational Licenses, expires each year in June.

Idaho Professional Standards Commission: Appointed in 2013, served from 2013-2016. Named as the chair of the Professional Development Committee in 2014. Served on the Executive committee in 2015-2016.

Member of the State of Idaho Keeping Kids Safe panel, developing and reviewing standards of safety, 2000-2004.



"Every Child
Learning,
Every Day"

Murtaugh High School

500 West Boyd Street
Murtaugh, Idaho 83344
(208) 432-5451 Fax (208) 432-5477

February 22, 2021

Katie Horner
336 6th Ave N
Twin Falls, ID 83301

To Whom it May Concern:

I am writing this letter to express my commitment to the open position with the Professional Standards Commission. Currently, I am in my sixth year of teaching English in grades 7-12. I am also about to graduate with my Masters in Educational Leadership this Fall. After spending time interviewing some of the best administrators in the Magic Valley, I have decided that I need to continue to develop professionally before embarking on my new career as an administrator. I would like to spend more time in the classroom fine-tuning my skills as a professional educator. I think the PSC can help with that process.

Serving as a member on the Professional Standards Commission will not only assist in my professional development, but more importantly, assist in the mission, values, and goals of the commission for the better good of our state schools. I understand that working with this team is a significant responsibility and I will make it a priority to contribute my expertise.

I may be one of the younger applicants, with little professional and community service experience outside the classroom and IEA, but I am passionate and energetic about education and an extremely driven and motivated person. I look forward to assisting the Professional Standards Commission in continuing the difficult work of improving our great Idaho schools.

Sincerely,

Katie Horner



"Every Child
Learning,
Every Day"

Murtaugh High School

500 West Boyd Street
Murtaugh, Idaho 83344
(208) 432-5451 Fax (208) 432-5477

02/22/2021

TO WHOM IT MAY CONCERN:

It is my sincere pleasure to recommend Mrs. Katie Horner for a position with the Idaho Professional Standards Commission. As principal of Murtaugh Middle/High School, I have had the privilege of supervising Mrs. Horner since the Fall of 2018. Mrs. Horner is a reliable teacher who works diligently to build strong curriculum, follow district policies, and encourage student success.

Mrs. Horner is pursuing a Master's Degree in Education Leadership with an interest in eventually entering education administration. She has been proactive in seeking learning opportunities to advance her knowledge and skills in this pursuit. Being a part of the Professional Standards Commission would be a beneficial experience that could help her in this pursuit. It has been my experience that Mrs. Horner personally models high standards of ethical conduct in her profession. She is confidential, uses reasonable judgment, and is active in staying current with policy changes and political initiatives regarding education.

Mrs. Horner maintains positive rapport with her colleagues and administration. She approaches her duties with a positive attitude and a desire to learn and grow. I endorse her application for this opportunity with confidence that she would approach this position earnestly with similar fidelity and dedication. If you have any additional questions, please do not hesitate to contact me.

Sincerely,

Adam S. Johnson, ED.S
Principal, Murtaugh High School

Murtaugh High School

500 Boyd Street West
Murtaugh, ID. 83344
(208) 432-5451
“Home of the Red Devils”

February 23, 2021

To Whom It May Concern:

It is with great pleasure that I recommend Katie Horner to you in consideration for a position on the Idaho Professional Standards Commission. I have known Katie for three years, working with her at Murtaugh School, where I am currently the school counselor. Katie has been a wonderful addition to our staff and is an excellent English/Humanities teacher who consistently challenges our students to be the best they can be, both in and out of the classroom.

At this time, Katie teaches two sections of 7th grade humanities, as well as English 9, 10, 11 and 12. In each of her classes, Katie works hard to make sure the lessons she prepares are engaging, meaningful, and meet current curriculum standards in order to prepare students for standardized testing, as well as life after high school no matter what their plans. She holds all of her students to the same high standards she holds herself to, which includes meeting deadlines, being an active participant, and turning in quality work. Katie makes herself available to help students who are struggling before school each day; I only wish more students would take advantage of this opportunity. Katie cares about her students and is acutely aware of her students social-emotional well-being and follows up with me regarding students whom she has concerns about.

Katie has been involved in a variety of professional growth activities throughout her career revolving around curriculum review and development, as well as classroom instruction and management. Currently, Katie is pursuing her Master’s degree in Educational Leadership from the University of Idaho in hopes of becoming a school principal. She is one of those individuals who continually looks for ways to improve her educational skills. I strongly believe that her education, professional development experiences, as well as her varied teaching experiences will serve her well if chosen to become a part of this commission.

In closing, I think Katie is exactly the kind of person you are looking for to serve on the Professional Standards Commission. She is not afraid to express an independent thought, and actively listens to what others have to say before making a decision. Katie is conscientious, creative, diligent and purposeful in everything she does, all qualities which will serve her well. Please consider her strongly for this position. If I may provide additional information, please advise.

Sincerely,

Kim M. Draves, M.Ed.
School Counselor

March 1, 2021

To Whom It May Concern:

It is with great pleasure that I write this letter of recommendation for Katie Horner. I have known Ms. Horner for five years. I met her while teaching at the University of Nevada (UNR). During the time I have known Katie she has always sought improvement in her own teaching and learning as well as development within the school she is working at. She is an excellent teacher, coach, and community member.

During the time I taught Katie at UNR she consistently demonstrated the utmost care and concern for the students, staff members, and greater community of the school where she completed her practicum. As an English Language Arts teacher, she was constantly meeting with other teachers, counselors, administrators, and parents offering ways to meet students' individual academic and personal needs.

Ms. Horner is a life-long learner, and constantly striving for the best not only for herself, but also in her profession. For example, during her career she has sought out opportunities to teach at all levels in education from K-12 and abroad as well. Additionally, she has taught a variety of subjects ranging from High School English to Reading Strategies.

She is well respected by her community as evidenced by her dance and cheer experience. She is a team player and would be an asset to the Professional Standards Commission.

Sincerely,

Kristina E. Wulfing, M.Ed.
Secondary Science Teacher
Phone: (775) 851-5656
E-mail: kwulfing@washoeschools.net

Damonte Ranch High School
10500 Rio Wrangler Way
Reno, Nevada 89521

Tate B. Castleton

16871 Boehner Rd. Caldwell, ID 83607

Cell: 208 283 8398

tate.castleton@gmail.com

Professional Qualifications

I am a dedicated, highly motivated and driven educational professional with a proven track record of helping students and teachers succeed and implementing successful programs that produce lasting results. I will continually strive to improve the quality of education by providing innovative, interactive, goal-oriented leadership that creates and fosters a safe environment conducive to learning and champions' parental involvement aimed at helping every student succeed. I am an experienced leader who has an impressive reputation for working well with teachers, support staff, and administrators at all levels to improve curriculum, increase engagement, and improve school culture. I am fully capable of leading a team of educators to try new things, adopt new approaches, and buy into and become an integral part of a team effort. I have mentored educators in the implementation of classroom instruction, lesson plans, student engagement that have aligned with district and state standards.

"Tate endeavors to build relationships with students and staff members. He appreciates the opportunity to help others grow academically and personally. He has the ability to expect and encourage the best in others, and he responds to challenging situations with a calm, caring demeanor."

- **Dr. Julie Yamamoto**
Principal at Ridgeview High School

"In working with Tate over the past four years, I have consistently been impressed by his ability to work effectively with his peers, students, and the public at large. In particular, he is an excellent listener, is resourceful at helping young adults find solutions to challenges they are confronting, and perceptive at finding strategies to help instill motivation in even the most reluctant learners."

- **Anthony Richard**
Principal at Village Charter School

Professional Experience

April 2020-present
Principal

Homedale Elementary School

Homedale, Idaho

As principal of Homedale Elementary School, I work tirelessly every day to lead in a positive way, support my teachers and staff, and keep my school open as we navigate these challenging times. I strive to support my teachers both personally and professionally and regularly collaborate with them in an effort to improve student achievement. We also work together to create and nurture a positive school climate and culture. In addition to those responsibilities, I also oversee the day-to-day operations of the school.

- Oversee day-to-day operations
- Create and foster a positive school climate
- Managing people, data, and processes
- Focus on teacher development and student achievement

July 2018-present
SDE

Boise State University

Boise, Idaho

PBIS Tier I Statewide Coordinator, RK-12 Rural Schools Research

Over the past two-plus years I have served as the PBIS Tier I Statewide Coordinator for the RK-12 Rural Schools Research Project at Boise State University. As an external coach I work extensively with 40 rural schools around the state of Idaho training, assisting, consulting, and coaching school teams through Tier I implementation of PBIS.

- Develop Tier I PBIS content for use in trainings, learning modules, videos, and virtual opportunities.
- Train rural schools throughout the state of Idaho in PBIS Tier I.
- Provide on-site technical assistance to rural school in various locations throughout the state – attend meetings, train, coach, and consult schools implementing PBIS Tier I.
- Develop and deliver Virtual Learning Sessions to more than 20 PBIS coaches each month.

June 2017-June 2018

Indian Creek Academy

Caldwell, ID

Principal

Hired in the summer of 2017 to design, prepare for, and open Caldwell School District's first-ever alternative middle school by January 2018. Responsible for naming school and creating everything from the ground up, all centered on the PBIS framework, including:

- Created and coordinated school's PBIS framework, trained staff, lead PBIS implementation process, and sustained all PBIS efforts school-wide.
- Hired and trained all classified and certified staff.
- Designed a master schedule tailored to an alternative learning environment and at-risk students.
- Created a student in-take/qualification process centered on PBIS framework.
- Created and monitored behavioral interventions for all at-risk students.
- Oversaw program goals and activities related to PBIS, while evaluating for program effectiveness.
- Provided professional development focused on PBIS and data collection.
- Interacted daily with parents and built relationships with community agencies to promote and nurture mentorships and future opportunities
- Oversaw the Caldwell School District's disciplinary hearings. Sat as chairperson on more than 30 Boards of Review, which determined disciplinary measures for any student who violated certain CSD policies.
- Compiled, reviewed, and used behavior and academic data to improve PBIS implementation at ICA.
- Day-to-day operations of running a middle school focused on PBIS implementation and sustainability.

Aug 2015-May 2017

Syringa Middle School

Caldwell, ID

Instructional and Curriculum Coach

- Designed and implemented an Instructional Support Plan for all teachers focused on PBIS framework.
- Observed teachers and led them through coaching cycles using the Cognitive Coaching model.
- Interviewed and made hiring recommendations for new teachers and staff.
- Led data collection and analysis efforts school-wide focused on improving behavior and academics.
- Designed and led more than 25 workshops intended to help teachers in a variety of areas, including classroom management, dealing with difficult students, fostering positive relationships, student engagement, all connected to PBIS.
- Designed and led Staff Developments on a weekly and monthly basis
- Lead, created, implemented and assessed District Assessments.
- Facilitated opportunities for teachers to share strategies, collaborate on curriculum, and increase self-efficacy.

- Worked closely with first and second year teachers on everything from planning, instruction, grading, building relationships and implementing PBIS strategies.

Aug 2014- Aug 2015

Vallivue High School

Caldwell, ID

Language Arts Teacher

Responsible for teaching a variety of language arts courses, including English 11 and Pre AP English 10.

- Served on AVID site team. Learned and implemented several AVID strategies for helping student achievement.
- Participated in department meetings that were focused on AVID implementation in the English department.
- Taught approximately 180 students each day and regularly communicated with parents.
- Implemented and sustained PBIS strategies in my classroom and shared them with my colleagues.

Aug 2010-Aug 2014

Canyon Springs High School

Caldwell, ID

Language Arts / Professional Technical Education Teacher

Responsible for teaching a variety of language arts and professional technical courses for grades 9-12, including American and British Literature, Developmental, Intermediate, and Creative Writing, Newspaper and Journalism, Speech and Senior Projects and a dual credit class in cooperation with CWI.

- While offering the school's first-ever courses in journalism, assisted students in writing, designing, producing, and publishing the school's first-ever full-scale newspaper,
- Organized a two-day Holocaust event featuring the College of Idaho's Dr. Howard Berger and 90-year-old Holocaust survivor Rose Beal,
- Successfully secured a \$40,000 GO ON grant from the J.A. & Kathryn Albertson Foundation for Canyon Springs High School and the Caldwell Freshman Academy,
- While serving as the coordinator for the GO ON grant, 100 percent of CSHS seniors applied to one or more colleges or universities, the number of graduating seniors receiving college scholarships quadrupled, and more seniors than ever before completed FAFSA applications and visited one or more college or technical school campus,
- Served on the school's leadership team and oversaw curriculum and professional development for the entire language arts department,
- Helped create, introduce, and oversee a "Parent's Advisory Committee" (PAC) at CSHS aimed at fostering a positive home-school partnership,
- Canyon Springs High School Teacher of the Year, 2011-2012,
- SMARTSHEET Inspirational Teacher Award, 2012-2013
(This award was given to only five teachers in the state of Idaho)

Educational Background

Boise State University

Curriculum and Instruction, Ed.D., completion date, December 2021

Western Governors University

Educational Leadership Endorsement, conferred in June 2014

University of Phoenix

Master of Arts in Education, conferred in May 2010

Boise State University

Bachelor of Arts in Mass Communication/Journalism, conferred in May 2008

Certification**Idaho State Certification**

Administrator (9/1/2015-8/31/2025)

School Principal Pre K-12

Standard Secondary (9/1/2015-8/31/2025)

English 6-12

Standard Occupational Specialty (9/1/2015-8/31/2025)

Professional Development

As an Instructional Coach, I designed and facilitated individualized teacher workshops in the following areas:

Managing Behavior

In this session, we will discuss how to Assess Student Behavior: Why Behavior Happens so We Can Identify What to Teach, as well as Providing Consequences for Behavior: Feedback as an Essential Part of Instruction, and finally Classroom Systems and Strategies: Extra Tricks for Students Who Need a Little More.

Classroom Management 101

This session will focus on organizing and managing your learning environment, effective behavior management strategies, and characteristics of effective lesson planning and how that can help you be a better classroom manager and create a productive, successful learning environment for all students.

Dealing with Difficult Students

Difficult students present plenty of challenges in any classroom. This session will equip teachers with a handful of ways they can successfully interact with and help these students.

I Engage in Positive Relationships

Positive relationships, whether through teacher-student relationships, or the relationship students have with peers, can have an enormous benefit.

Better Conversations

Think about how many times you've walked away from school conversations, sensing they could be more productive, but at a loss for how to improve them. As coaches, as administrators, as teachers, it's time to thrive. Learn how to: Coach ourselves and each other to become better communicators; Listen with empathy; Find common ground, and build trust. Our students' academic, social, and emotional growth depends upon our doing this hard work. It's time to roll up our sleeves, open our minds, and dare to change for the better of the students we serve. You can get started now with Jim Knight's Better Conversations.

Visible Learning Round Table

In this session we will welcome Kara Vandas, who is a Corwin consultant and an expert in the areas of feedback and success criteria. With Kara's help, we will continue to build upon our last professional development on feedback, helping you plan and implement intentional, efficient, and effective ways to communicate with your students and strengthen the undeniable link between feedback and success criteria.

Sparkling Curiosity and Engaging Students in Learning

Science teacher Ramsey Musallem once said, "...student questions are the seeds of real learning." He also said that in order for students to develop an interest in learning that, "...curiosity comes first." So how do we as teachers spark curiosity and create engaging lessons that will lead students to ask questions and experience "real learning" within the walls of our classrooms? This workshop will explore the idea of curiosity and will provide you with several strategies you can immediately take back to your classroom and use. If you're curious, come check it out!

I Am an Evaluator

This session is designed to help teachers determine whether our practices are bringing out the best learning in our students and what we can do to improve.

I Am a Change Agent

This session is designed to help teachers realize they may be one of the only agents of change in a child's life.

I Talk About Learning and Not About Teaching

The adult in the room is important, but the child should be our main focus.

I See Assessment as Feedback to Me

What sort of formative assessment are we doing to make sure what we're doing in the classroom is actually working?

I Engage in Dialogue and Not Monologue

In the classroom with students, do teachers listen to students or just lecture and talk at students without giving them enough time to debate and discuss?

I Enjoy Challenges

This will work better, if at a young age, we teach students that learning is not always easy, which is one of the greatest parts of it.

I See Learning as Hard Work

Engaging in dialogue, diving deeply into assessment data, teaching students about learning dispositions, and becoming change agents is no easy task, which is why learning is hard work.

Formative Assessments 101

This session will focus on a variety of formative assessments spanning all content areas. These assessments will give both teacher and students feedback, so that what happens in the classroom centered on teaching and learning activities can be altered, modified, or improved according to the results. If you're struggling to use formative assessments effectively or if you're out of ideas, this session is for you!

Planning 101

A well planned, thoughtfully executed lesson is behind every positive learning experience in the classroom. This session will provide teachers with simple, easy to implement tips on how to be a better planner and how to use that plan throughout the school day to help your students' master content while accomplishing the day's objectives.

Student Engagement 101

Every teacher spends plenty of time thinking of ways to increase student engagement in their classroom. This session will present some simple, but effective ways to improve student engagement and enhance the overall experience in your classroom.

Learning Targets 101

If you are one who struggles with or is frustrated by creating solid content and language objectives daily, this session is for you. Learning targets, no matter the content area, should be written in simple, student friendly language that is directly tied to the standards. This session will help you do that and will make creating content and language objectives a pleasure.

Feedback 101

Feedback is one of the most effective ways to build relationships with students and improve student performance, according to John Hattie. This session will equip teachers with strategies for providing students with helpful, and intentional feedback.

GLAD Strategies

GLAD strategies are fun, creative, adaptable, and highly effective when used in any classroom. This session will provide teachers with a wide variety of strategies that can be used daily in any content area. GLAD strategies are most useful when teaching ELL or ESL students, but can be used at any time to improve the learning experience for all students.

Conferences

Presenter: Visible Learning Conference – *Assessing the Effectiveness of Learning Intentions and Success Criteria in the Middle School Classroom – A Work in Progress at Syringa Middle School – San Francisco, CA*

Presenter: Idaho Middle Level Conference – *Kindness Counts – How to Make It Count at Your School – Boise, ID*

References

Dr. Julie Yamamoto – Principal, Ridgeview High School

18800 Madison Rd
Nampa, Idaho 83687
(208) 989-4487

Dr. N. Shalene French – Superintendent, Caldwell School District

1502 Fillmore St.
Caldwell, Idaho 83607
(208) 313-4635

Jodie Mills – Chief Academic Office, Caldwell School District

1502 Fillmore St.
Caldwell, Idaho 83607
(208) 431-4145

Lisa Velasquez – Dean of Students, Canyon Springs High School

516 N. 11th Ave.
Caldwell, Idaho 83605
(208) 794-3398

Angela Gillman

1209 Bluebird Lane, Idaho Falls, Idaho
208.270.2989 - gillange38@hotmail.com

OBJECTIVE: Join the Professional Standards Commission Board

EDUCATION & CERTIFICATIONS

Masters of Education, ISU, Pocatello, Idaho 2020

- School Psychology

Bachelor of Education, LCSC, Lewiston, Idaho 1997

- Elementary Education K-8

PROFESSIONAL EXPERIENCE

Teacher, Westside Elementary School, Idaho Falls, ID (16 years) & Bickel Elementary, Twin Falls, ID (8 years prior)

- Taught 3rd, 4th, 1st, & 2nd grades
- Assist in the review and development of Individualized Education Plans (IEPs) as well as weekly communication with parents and participation in parent-teacher conferences.
- Develop and implement daily lessons with diverse academic and social needs.
- Conduct frequent formative assessments in all subjects areas.
- Differentiate instruction based learning groups using formative and summative assessments.
- PBIS and HRS Committee leadership to implement school wide behavior systems and instruction based strategies

PROFESSIONAL ORGANIZATIONS

Education Association, Twin Falls & Idaho Falls 1998 - current

- Offices: secretary, school representative, President Elect, President, Representative at State and National Assemblies, IEA Region 6 Board Member
- Committees: IFEA Negotiations, IEA Elections Committee, Presenter at Association Summer Institutes
- Duties: lead local representative and board meetings; liaison between local organizations, state organization and affiliates; negotiate with district and school board on behalf of the Association; made presentations to legislators and political committees regarding policies, programs and public opinion; conduct/direct investigations or hearings of employee rights issues; support, enforce and adjust bylaws with elected officers

February 27, 2021

Dear PSC Application Screener,

I'm writing this letter of recommendation for Angela Gillman's consideration on the Idaho PSC. I first met Angela when I taught her daughter in kindergarten. She was a very conscientious mother and was concerned about her child's well being physically, emotionally and academically. For the past eight years I have had the privilege of working with Angela as second grade colleagues. We have worked closely together as a professional learning team. I have observed her work with students, colleagues, and parents. Angela is an outstanding teacher with a great understanding of effective teaching principles and strong leadership skills. I believe she has the intellectual ability and self-determination to excel in, and successfully collaborate on the PSC as an exemplar participant.

Angela is a well-known leader at Westside and in our district through a variety of collaborative opportunities. Angela arranged for our second grade team to collaborate with our district math coach and meet frequently with the coach to discuss and implement new strategies to help build a better understanding of math concepts to incorporate more problem solving strategies and discussions in our math curriculum. Angela has been a cooperating teacher for several student teachers. She sets high expectations and then provides the encouragement and feedback they need to successfully complete their student teaching. The teachers that she has mentored have been hired by our district and they continue their successfully teaching career. Angela also served as the Idaho Falls Education Association president for three years where she lead the teachers and continually worked for improvements for teachers as well as the students.

Angela is a highly qualified candidate for Idaho PSC through a few of these activities among endless others. We need more candidates with public school teaching and teacher advocacy experience like Angela to fill Idaho's highly qualified PSC Committee.

Sincerely,

Irene M. Nukaya

Mark Morgan
722 Brandon
Idaho Falls, ID 83402
morgmark@cableone.net

February 23, 2021

To Whom it May Concern:

I heartily recommend Angela Gillman for a position on the Professional Standards Committee. I have worked with Ms. Gillman for several years both in our school district and on committees for the Idaho Education Association and during our work together she has consistently shown several characteristics that would be valuable to your work on the PSC.

Professionalism: Angela is always on time, engaged in the meeting and ready to contribute. Her professionalism is also seen in her commitment to our Teacher's contract and to the process that the contract entails. I have seen her explain to many groups that the process of the contract must be followed regardless of personal feelings on a matter.

Collaboration: Angela is committed to working with groups from different viewpoints and bringing them to consensus, even if it meant "agreeing to disagree". She has great ability to draw people in and get them to voice their opinion and thoughts on an issue to ensure that all voices are heard in a discussion.

Confidentiality: Angela can be counted on to observe and respect sensitive issues. I know of several issues that were brought to her when she was our I.F.E.A. president, and I know the issues were resolved but I don't know how or what happened because Angela can be counted on to respect the privacy of others.

In closing, I am sure that Angela Gillman would be an excellent member of the Professional Standards Committee.

Sincerely,

Mark Morgan

February 25, 2021

To Whom It May Concern,

Ms. Angela Gillman has been my friend and colleague for the past 6 years. It is my honor to write this recommendation for her to serve as a member of the Professional Standards Committee. Not only is Angela an exceptional educator, but she also empowers others to improve their practice while knowing their rights and responsibilities as educators. She is analytical, collaborative, and is truly an advocate for teachers and due process.

Angela goes above and beyond what is asked of our educators to find new ways to improve her practice. Visiting her classroom truly is an experience, and I always have a difficult time leaving. I know she would be a valuable asset to the Professional Standards Committee because of her own dedication to her professional responsibilities. She is ethical, fair, and professional with students, staff members, parents, and administrators. She is highly respected in Idaho Falls School District #91 for her performance in the classroom as well as her activism in education.

Besides being an outstanding teacher, I have seen Angela grow as an individual through her involvement with the IFEA and IEA. The Association has empowered her to be a voice for all educators, and she exercises her voice often with respect and compassion. She has strengthened the relationship between our Association and School Board, and is often recognized for her leadership throughout Idaho Falls School District #91. Even though I am Angela's supervisor, I am constantly learning how to be a better leader by following her example.

Thank you for considering Ms. Angela Gillman for the Professional Standards Committee. Her unique skill set and strong character make her the perfect candidate for this position. Please feel free to contact me with any questions at (208) 970-2325 or teskfran@d91.k12.id.us.

Sincerely,

Frances Teske
Principal, Westside Elementary
Idaho Falls School District #91

Statement of Commitment to the Profession

Applying for Professional Standards Commission Member

My name is Angela Gillman and I'm writing to request consideration to become a part of the Professional Standards Commission Board. I bring 23 years of personal general classroom experience in Idaho's public school system. I have been interested and seeking a position on the PSC for the last several years and am now at the point in my life that I have the time and capacity to participate. My growing interest has increased as I have attended IEA law classes and worked with IEA attorney, Paul Stark. My passion is the classroom and opportunities that public schools bring our children.

I am seeking this position of being a member of the PSC as an opportunity to be a positive and active participant in the quality of our public schools through the certification process and critique of Idaho's public teachers and their certification. As educators, we have a responsibility to not only remain highly qualified, professional, and innovative, but to hold our cohorts and those we work among to the same high standards. Our communities are as great as our education system teaches and shows them to be. Our children all need the support of all staff members to have the skills and support they need to create our great future of Idaho and this can only be accomplished by holding firm standards to the educators that teach them through meeting multiple students' needs and create both formal and informal learning plans for their growth academically, behaviorally, and socially. My many years in the classroom gives me a solid foundation to relate to learning challenges in the classroom and developing both realistic and appropriate goals for success as well as the challenges teachers have in balancing their everyday lives. I have experienced some traumatic life challenges myself, so I feel I can relate to balancing a professional life among the multitude of life responsibilities we all have. I have been the teachers' Association leader in such positions as negotiator, president elect, president, member rights advocate, and elementary representative which have strengthened not only my leadership skills but the foundation I have to be solutions oriented utilizing both organizational skills and work analytically with groups of people. I have been able to help many of our local educators with issues and concerns pertaining to their teaching in their classrooms and feel highly effective, in the end, supporting our great community of Idaho Falls with GREAT educators.

Thank you for considering me in this grand opportunity of having such an impact on a larger scale in education through work on the PSC. I have contemplated this advancement for nearly seven years now and feel a strong desire to be a specific part of a collaborative group and effort to support and defend Idaho public education and it's highly qualified teaching staff. Thank you for your time and consideration as you review my application.

Angela Gillman

Currently Idaho Falls Westside Teacher 2nd grade



March 1, 2021

LINDA JONES
REGION 4 DIRECTOR
ljones@idahoea.org

IRIS HAWKINS
REGION 4 ASSOCIATE
lhawkins@idahoea.org



808 Eastland, Suite C
Twin Falls, ID 83301



PH 208-734-5015



www.idahoea.org

Dear PSC Selection Committee,

I am writing to recommend Chelsea Inmon for a position on the Professional Standards Commission. I am the IEA Region 4 Director, working in the Twin Falls office, as well as staff liaison for the IEA Center for Teaching and Learning (CTL). Chelsea Inmon is an instructional coach in Jerome and a CTL Certified Trainer. In my capacity with the CTL, I have had many opportunities to work with Chelsea as one of our trainers.

Chelsea is the consummate professional, which you will find immediately evident in her appearance, the way she conducts herself, and her dedication to fostering professional practice in the CTL and her home school district. Chelsea is highly respected within her district where she has raised the level of professionalism and improved teacher effectiveness. As a CTL trainer, Chelsea is well known for creating forward thinking courses that offer educators dynamic instruction that directly affects teaching efficacy. Chelsea is always focused on how to improve and elevate the profession.

It is for these reasons that I am very pleased to recommend Chelsea Inmon for a position on the Professional Standards Commission.

Respectfully,

A handwritten signature in black ink that reads "Linda Jones". The signature is written in a cursive, flowing style.

Linda Jones
IEA Region 4 Director
IEA Center for Teaching and Learning



**CENTER FOR
TEACHING AND LEARNING**

Robert T. Stefanakos
1316 N. 6th Street, Boise, ID 83702
208.761.0349 rstefanakos@gmail.com

Professional Objective

Obtain a position on the Professional Standards Commission (PSC).

EDUCATION

American Board for Certification of Teacher Excellence, <i>Special Education Certification (K-12)</i>	2007
American Board for Certification of Teacher Excellence, <i>Elementary Education Certification</i>	2007
DePauw University, Greencastle, Indiana <i>Bachelor of Arts in Communication with a minor in Geology</i>	1992
University of Idaho, Moscow, Idaho <i>Master of Education, Educational Leadership</i>	2017

TEACHING & PROFESSIONAL EXPERIENCE

Independent School District of Boise City, Boise, Idaho	2007-Present
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Special Education Teacher, Les Bois Junior High School	Current
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7th & 8th grade Resource Room

Recruited by principal to join staff at his new school. Responsible for implementing and managing the educational needs of students with a wide range of disabilities requiring a variety of different services, modifications and accommodations in their educational experiences. Integral member of school wide Problem Solving Intervention Team. Appointed Electives Department Chair, member of the school leadership team, and admin designee.

Special Education Teacher, Borah High School	2011-2015
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11th grade Resource Room

Responsible for implementing and managing the educational needs of students with a wide range of disabilities requiring a variety of different services, modifications and accommodations in their educational experiences. Worked with students' IEP team to develop & maintain students' IEP. As schools SSD Coordinator (Services for Students with Disabilities Coordinator), applied for and administered accommodations for SAT testing. Integral member of school wide Problem Solving Intervention Team.

Special Education Teacher, Timberline High School	spring 2011
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Secondary Severe & Profound Program (self-contained)

Selected by the district office to improve their severe and profound program by retraining a struggling special education staff to better serve student needs. Conducted individual and whole staff training geared toward student centric needs in addition to implementing and managing the educational needs of students with severe disabilities requiring a variety of different services, modifications and accommodations in their educational experiences. Administered Idaho Standard Achievement Test Alternative (ISAT-Alt).

Special Education Teacher, Borah High School	2007-2011
--	-----------

Dually Diagnosed Program (self-contained)

Developed and delivered a life skills educational program for high school age students with severe cognitive impairment & emotional disturbance. Coordinated with teachers' aides, administration, social

workers and parents/guardians to evaluate and tailor program to each student's individual ability, needs, and motivation. Curriculum included: social skills, basic developmental skills, goal setting and attainment, emotional & financial independence, and self-advocacy. Created and administered rewards and incentive programs to reinforce positive behavior. Utilized behavior analysis/assessment techniques to detect and mitigate conflicts. Maintained accurate and complete student records; prepared reports and activities in accordance with state & federal law.

Substitute Teacher

2003-2007

Consistently requested by teachers and administrators for substitute teaching in all grades and subjects throughout the district with an emphasis in special education. Gained experience-using district reading and math curriculum and working with students with severe learning disabilities. Long-term substitute for 6th grade class at Taft Elementary in spring of 2007.

Contact Advertising, LLP, Boise, Idaho

2002-2003

Sales Manager

Helped establish a new advertising & marketing agency as a full service agency, rather than Internet centric. Developed and managed sales plan for gaining new business. Created and maintained working partnership with local photography studio. Established restaurant advertising program.

MicronPC, LLC, Nampa, Idaho

1996-2002

Regional Field Manager – Northwest Region, Government Sales Team

2000-2002

Lead team of three inside sales representatives and one field systems engineer charged with selling enterprise PC hardware and services to state, local and educational institutions in Washington, Oregon & California. Major successes include: contracts with the entire University of California System (10 campuses/ 3 labs), Independent Colleges of Washington (10 Colleges & University) and Oregon Health & Science University, which resulted in \$2.8 million in new annual gross revenue. Increased sales 32% from \$9.9 million to \$13.1 million, in sixteen months.

Major Accounts Field Manager – New York City, National Sales Team

1998-2000

Managed New York City Metro Sales Territory. Directed team of two inside sales representatives and a systems engineer tasked with gaining new business while expanding existing accounts. Increased gross revenue 12% in Fiscal year 2000, even as overall company revenues declined during the same period. Lead entire team to Chairman's Club Honors for FY2000 for being in top 5% of Commercial Sales.

Senior Account Executive - Western Region (Washington), National Sales Team

1997-1998

Revived once thriving Washington territory by gaining new accounts and re-establishing former accounts. Increased sales 37% from a monthly average of \$380,000 to \$520,000 in 8 months.

Senior Account Executive – Central Region (Texas), National Sales Team

1996-1997

Established new sales territory for Micron's expanding corporate sales team through both field and telephone sales. Opened 26 new major accounts in just under 2 years. Over \$13 million in total gross revenue sales for 22-month period.

Account Representative - Direct Response Group (DRG)

1996

Sold Micron computers to business and home users through inbound and outbound telephone marketing. Seven-month sales exceeded \$6 million (2,400 units), with more than \$1 million in sales during the last two consecutive months. Part of sales training SWAT team for new and existing team members.

Premiere Promotional Advertising, Indianapolis, Indiana

1993-1996

Account Executive

Sold promotional advertising products for startup company in Indianapolis, IN with four employees. Generated more than a third of the \$1 million annual revenue generated by the company with an average gross margin of 35%. Established 6 of the company's top 10 accounts.

Special Skills, Activities, and Interests

Longfellow Elementary International Committee (2019-2020)
New to District Mentor Teacher (2019-2020)
Student Teacher Coordinating Teacher (Fall 2019)
Special Education Grading Leadership Team (2017-2018)
Right Response certified (2007-present)
Mathematical Thinking for Instruction trained (Fall 2014/Spring 2015)
Praxis/Highly Qualified Middle School English Language Arts (7/2011)
Discrete trial trained
Exceptional leadership, organizational, oral & written communication, and problem resolution skills.
Longfellow Intergalactic Mountain Bike Squad (L.I.M.B.S.), Boise, ID (Ride Leader, Grades K-6)
Treasure Valley YMCA, Asst. Youth Basketball Coach, Boise, Idaho (Coach, 2nd – 3rd graders)
Boise Metro League Soccer, Boise, Idaho (Coach, 3rd – 5th graders)
Greencastle Travel Soccer, Greencastle, Indiana (Coach, 6th – 8th graders)
Cooking, mountain biking, skiing, soccer

References

Becca Anderson, Area Director - Borah Quadrant
Boise School District
8169 West Victory Road
Boise, ID 83709
(208) 854-4000
becca.anderson@boiseschools.org

Laura Brower, Special Education Supervisor - Timberline Quadrant
Boise School District
8169 West Victory Road
Boise, ID 83709
(208) 854-4000
laura.brower@boiseschools.org

Rich Clements, Principal - Les Bois Junior High School
Boise School District
4150 East Grand Forest Drive
Boise, Idaho 83716
(208) 854-5340
rich.clements@boiseschools.org

To the Members of the Professional Standards Commission,

I am excited about the possible opportunity to serve on the Professional Standards Commission. As a lifelong learner and educator, I have strived to become a better educator by learning and adapting throughout my career. I have had the opportunity to work and live in a small community of St. Maries Idaho early in my career and ladder in the larger schools in the Boise/Meridian area. Through my experiences, I have been able to take my small town approach to the larger community. Through my various teaching experiences, I have learned the importance of establishing and nurturing positive working relationships with students, and our community. Our children deserve the best education possible and serving on this commission would be an opportunity to continue to support my colleagues, students and our community.

I believe that I will be an asset to this committee with my diverse background in schools and educational experiences. I have a B.S. in Chemistry from College of Idaho, a M.Ed. in Curriculum and Instruction from University of Idaho, and an Ed.S. in Administration from the University of Idaho. I have had the opportunity to further my education through the Murdoch Fellowship in which I worked with Dr. Jen Pierce at Boise State University. My fellowship included the study of inorganic carbon in soil and culminated with presenting my findings at the Murdoch National Conference. I was able to take this research experience, obtain a \$9,000 grant for classroom materials, and apply it to my chemistry classroom.

As a teacher, I have always advocated for students. My instruction in the classroom varies based on the diverse needs of all learners in the classroom. I have received several classroom grants over my 15 years in education and these grants have helped my students and students of my peers. I have also helped rewrite curriculum for both West Ada and Boise School Districts.

Through my experiences, education, and commitment to education, I believe that I can help achieve the goals, objectives, and mission of the professional standards commission. I believe Idaho is an exceptional place to live and work. I believe it is my commitment to my students, my colleagues and my community, my willingness to work with others as a positive team member, and my love for teaching that make me an exceptional candidate for the Professional Standards Commission.

Thank you for your time and consideration regarding this opportunity, and please feel free to contact me should you have any additional questions, or I could provide any further assistance.

Warm Regards,

Donald R. Eberlin, Jr.
SDE

Donald R. Eberlin, Jr. "DJ"

4702 Gage st.
Boise, ID 83706

(208) 954-1832
dj.eberlin@boiseschools.org

Certifications

- Idaho Teaching Certificate, August 2006
- Natural science endorsement, August 2008
- Chemistry endorsement, August 2006
- Idaho Administration Certificate 2013
 - Principal endorsement

Experience

Boise School District #1, Boise, Idaho

August 2014 to Present

Teacher – Borah High School

- Manage classrooms with a range of 18-28 students
- Create and maintain class websites
- Teach Biology, Chemistry, and Accelerated Chemistry
 - Helped revised district's Chemistry curriculum making sure it adheres to state and national standards
 - Back to School Committee
 - Murdoch Partners in Science Grant \$15,000 (summers 2015 & 2016)
 - Murdoch Supplemental Grant \$9,000 (2017-2018)
 - Albertsons Garden Grant through Boise Education Foundation \$1,000
 - Boise Schools Foundation Grant (2018)
 - Student teacher and Mentor spring 2019
 - Mentor teacher 2019-2020
 - PEAK Borah Science teacher – online class for credit recovery 2017 - present

West Ada school district #2, Meridian, Idaho

August 2007 to June 2014

Teacher – Mountain View High School

- Manage classrooms with a range of 32-40 students
- Teach concurrent credit classes **BIOL 227** Human Anatomy and Physiology (4 credits) and **CHEM 101** Introduction to Chemistry (4 credits) through College of Western Idaho.
- Taught Anatomy, Chemistry, and Biology
 - Helped develop district's Anatomy curriculum and End of Course Exam
 - Internship with School Administration
 - Teamed with teachers to develop an effective school-wide late work policy
 - Member of school's ELL team
 - School Representative on Bell Schedule Committee

- Department of Education Biased Test Committee
- Department of Education Test Question Review Committee
- Recipient of INL Grant for \$2,000, Micron Grant for \$500, and Idaho State Innovative Grant for \$2,000
- Varsity Assistant and Head JV Baseball coach **August 2007 to June 2010**

St. Maries School district #41, St. Maries, Idaho August 2006 to August 2007

Teacher – St. Maries High School

- Taught Geometry and Algebra
- Head Varsity Baseball Coach
- 7th grade Boys Basketball Coach

Idaho Dept. of Lands, St. Maries, Idaho

Summers 1999-2004, 2007-2011

Incident Command Type 4, Helicopter Manager, Crew Boss, Engine Boss

- Initial attack local fires
- Fire Prevention Technician
- Kept financials and helicopter paper for government – Thousands of dollars a day

Idaho Dept. of Lands, Deary, Idaho

2005-2006

Fire Foreman

- Managed and directed fire crew in daily operations and financials
- Trained IDL fire crews and local rural fire department crews
- Worked with local inmate crew on fire suppression

Education

University of Idaho College of Education, Moscow, Idaho

- **Ed.S. – Administration** **August 2013**
- **M. Ed – Curriculum and Instruction** **May 2006**

Albertson College of Idaho, Caldwell, Idaho

- **Bachelor of Science, Chemistry** **June 2002**
 - Classes included: Quantum Kinetic Chemistry, Physical Chemistry, three semesters of Calculus, Business Law, Accounting, Economics, Organismal Biology, Independent study on lead content in Coeur d'Alene River
 - Baseball Player: 3-time participant in NAIA World Series (2nd, 3rd, and 5th place finishes)

Interests

Family, traveling, hunting, fishing, running, biking, and swimming

References:

Chris Taylor
Boise School District Science and Sustainability Supervisor
chris.taylor@boiseschools.org
(208) 854-4000

Dennis Konrad
Borah High School Assistant Principal
dennis.konrad@boiseschools.org
(208) 854-4370

Patrick McFadden
Sr. Magistrate judge - North Idaho
jackandsadie23@gmail.com
(208) 660-0274

Lindsey McKinney
11 Chinook Lane
Orofino ID, 83544
(208) 301-8584 (Cell)
(208) 834-2960 (Home)
mcki2450@alumni.uidaho.edu

Objective: A position on the Professional Standards Commission.

Summary of Qualifications:

- Bachelor's of Science in Communication
- Idaho Teaching Certification in Business Education and Basic Mathematics
- Have completed the coursework for Career and Technical Education
- Excellent communication skills
- Proven customer service relations
- Flexible work practices, willingness to learn new positions
- Recognized time management skills
- Proficient with Microsoft Office programs including Word, Excel, PowerPoint, Access, Publisher, and various other programs including Dreamweaver, Photoshop, and InDesign
- Good leadership skills
- Have passing Praxis scores in Business Education and Basic Mathematics

Experience:

Orofino Jr/Sr High School
Orofino, ID

Business/Technology Teacher

August 2019-present

Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Interactive Media, Accounting, Yearbook and Computer Technology. Served as the Business Professionals of America advisor, Student Council advisor, and a class advisor. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Bruneau-Grandview School District
Bruneau, ID

Business/Technology Teacher

August 2017-May 2019

Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Interactive Media, Business Communications, Sports and Entertainment Marketing and Personal Finance. Served as the Business Professionals of America advisor, Student Council advisor, and a class advisor. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Dietrich School District
Dietrich, ID

Business/Technology Teacher

September 2015-May 2017

Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Economics, Business Law, Interactive Media, Business Communications, Business Administration and Sports and Entertainment Marketing. Served as the Business Professionals of America advisor, Yearbook advisor, a class advisor and served on the leadership and the budget committees. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Spokane Falls Community College
Pullman, WA

Computer Applications/Business Technology Instructor

September 2014-June 2015

Teach a wide range of computer application subjects ranging from beginning to advanced Word, Excel, Access, PowerPoint, Outlook, Publisher, and Keyboarding. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Mountain View School District #244
Kooskia, ID

Substitute Teacher

January 2014-June 2015

Substituted in various positions including paraprofessional positions, teachers and the office staff. Also assisted in other duties including before and after school bus duty, recess duty, and lunch duty. Handled classroom interruptions, took attendance, answered a multiline phone system, and interacted with students and other staff members.

Culdesac School District
Culdesac, ID

Substitute Teacher

February 2015-June 2015

Substituted in various positions including paraprofessional positions, teachers and the office staff. Handled classroom interruptions, took attendance, answered a multiline phone system, and interacted with students and other staff members.

Dabco Property Management
Pullman, WA

Property Manager

November 2009-December 2013

Perform Data entry, opening and closing procedures, interact with residents in person and on the phone, filing, checking the mail, creating documents, processing rent payments, compiling leases and other forms, Yardi, general office duties, technical troubleshooting, and other duties as assigned.

Education:

University of Idaho

Moscow, ID

Communication

2009

Career and Technical Education

Member of the U of I Marching Band, University Ambassador, Education classes, Integrated Business Curriculum, Accounting, Economics, other related business classes and several computer classes including Desktop Publishing using InDesign, Photoshop. Member of the U of I Chapter of Business Professionals of America. Treasurer for hall government, worked on projects on a team.

References:

Available on Request

STATE DEPARTMENT OF EDUCATION
APRIL 22, 2021

SUBJECT

Clark County School District No. 161 Tuition Waiver Request

REFERENCE

February 16, 2012	Board approved the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2011-12, 2012-13, 2013-14 and 2014-15 school years, subject to annual review by the Weiser School District Board of Trustees.
April 20, 2017	Board approved the request by Clark County School District No. 161 to waive the tuition rate charge for the kindergarten-aged child of one of its teachers for the 2017-2018; 2018-2019 and 2020-2021, school years, subject to annual review by the Clark County School District Board of Trustees.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1401 through 33-1405, Idaho Code

BACKGROUND/DISCUSSION

Clark County School District No. 161 is seeking a waiver of the tuition charge for the two children of one of its elementary school teachers. The teacher resides in Monida, Montana and commutes to Dubois, Idaho to teach at Lindy Ross Elementary.

Clark County School District is requesting the State Board of Education waive the tuition rate charge for the requested students for the duration of the teacher's employment in Clark County School District 161. Pursuant to Idaho Code 33-1405, the waiver may be requested for up to four (4) years, subject to annual review by the local board of trustees. Should the Board approve this waiver, it would remain through school year 2024-2025.

The financial and logistical burden of schooling her children in Montana would result in the teacher's inability to continue to work in the district. The teacher is an excellent teacher and mentor to other staff. Knowing the difficulty in the past of hiring qualified Idaho certified teachers, the district believes losing her would put the education of students in Dubois at risk as she would be difficult to replace with another teacher of equal quality.

IMPACT

The tuition rate charge that would be waived this year is \$15,254 per elementary student. The parent will provide transportation. Information for these students will not be included when calculating state foundation dollars for this district.

STATE DEPARTMENT OF EDUCATION
APRIL 22, 2021

The ability of the school district to retain an excellent teacher will positively impact the students of the school district.

ATTACHMENTS

Attachment 1 – Request for Waiver – Clark County School District

Attachment 2 – Clark County School District Board Meeting Minutes, January 14, 2021

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1402, Idaho Code, allows, “Whenever the parent or guardian of any pupil determines that it is in the best interest of the pupil to attend a school within another district, or to attend another within the home district, such pupil, or pupils may be transferred to attend the selected school...” Similarly, Section 33-1403, Idaho Code, allows the board of trustees of any school district initiate the transfer of pupils, including the transfer of students between Idaho and neighboring states. In addition to authorizing the transfer of students, the board of trustees shall specify the rate of tuition and the cost of transportation, if any. Section 33-1402, Idaho Code, requires the tuition to be waived for any pupils enrolled by the parent or guardian.

Section 33-1405, Idaho Code, establishes how the tuition rate is calculated and authorizes the State Board of Education to waive any portion of the tuition rate for out-of-state students. A waiver request must be made for each individual student and may be made for up to four (4) years. The tuition rate is determined by the State Department of Education and is based on the sum of that district’s maintenance and operation costs, depreciation on its buildings, equipment, and other property, and the interest, if any paid by it on bonded debt or registered warrants. The Department then computes what proportion of the sum of said costs, depreciation and interest is based on elementary schools and what portion on secondary schools. Those amounts are then divided by the average daily attendance of elementary or secondary school pupils, in the district, as applicable. The resulting amount is the gross elementary or secondary per-pupil cost. The tuition charged to the sending school district, for out-of-state students is the gross per-pupil cost.

BOARD ACTION

I move to approve the request by Clark County School District No. 161 to waive the tuition rate charge for the children of one of its teachers for the 2021-2022 through 2024-2025 school years, subject to annual review by the Clark County School District Board of Trustees.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Clark County School District #161

P.O. Box 237

Dubois, ID 83423

www.clarkcountyschools161.org

Phone: 208-374-5215 Fax: 208-374-5234

Superintendent: Dr. Blair Wilding Assistant Superintendent: Eileen Holden

February 25, 2021

Matt Freeman, Executive Director
State Board of Education
PO Box 83720
Boise, ID 83720-0037

Clark County School District #161 is requesting a waiver of out of state tuition for the children of one of our elementary teachers. Her oldest child is in 4th grade and the youngest is Kindergarten age.


The teacher lives in Monida, Montana which is at exit "0" right at the Montana border on Interstate 15. She commutes to work at Lindy Ross Elementary School in Dubois, Idaho. The nearest school in Montana is Lima which is in the opposite direction of her commute to Dubois. In addition, there is no school bus route between Lima and Monida for her children to have transportation. If she were to enroll her children in Montana, it would present serious difficulties since she must leave home quite early to get to work by 7:30 a.m. and in instances of emergencies where the parent must go to school to pick up a child during school hours. She will transport her children to Dubois with her.

Considering the low salaries of teachers, and the cost of fuel for commuting to work, the family would not be able to afford the cost of tuition to have her children attend school in Dubois. This would result in her being unable to continue working in our school system.

She is an excellent teacher and mentor to other staff. Knowing the difficulty in the past in hiring qualified Idaho certified teachers, losing her would put the education of our students here in Dubois at risk. It would be difficult to replace her with a teacher of equal quality.

We are requesting this waiver of out of state tuition for the children of this teacher for the duration of her employment in Clark County School District #161. We understand the maximum length a waiver can be requested is 4 years at a time and are asking for that at this time. We believe this is an effort to benefit both the teacher and the Idaho students for which she provides excellent teaching in this district.

Thank you for considering this manner.



Jeri Tavenner
CCSD #161 Board Chair

Clark County School District 161
School Board Meeting
January 14, 2021
MINUTES

Call to Order 5:35
Pledge

Roll Call Jeri Tavenner, Chair Danette Frederiksen
 Laurie Small

Attendance Dr. Blair Wilding, Superintendent
 Eileen Holden, Assistant Superintendent
 Lisa Shenton, Business Manager
 Jolene Johnson, CCEA
 Dan Hagar, Maintenance
 Ali Rodriguez, Aide

Patrons Amanda Baker
 Tom L. Strong

Approval of Agenda

Motion made by Ms. Small and seconded by Ms. Frederiksen to accept agenda. The motion passed unanimously.

Installation of new Board Member

Motion was made to approve Tom L. Strong as Board Trustee for the Clark County School District 161 Zone 2 by Ms. Frederiksen, seconded by Ms. Small. Motion passed.

Tom L. Strong took the oath of office administered by Lisa Shenton, Clerk of the Board.

Annual Meeting of the Board of Trustees

Motion was made to nominate Jeri Tavenner as Board Chair by Ms. Small, seconded by Ms. Frederiksen. Motion passed.

Motion was made to elect Jeri Tavenner as Board Chair by Ms. Small, seconded by Mr. Strong. Motion passed.

Motion was made to nominate Ms. Frederiksen as Vice Chair by Ms. Small, seconded by Mr. Strong. Motion passed.

Motion was made to elect Danette Frederiksen as Vice Chair by Ms. Small, seconded by Mr. Strong. Motion passed.

Motion was made to appoint Lisa Shenton as board clerk and treasurer for the district by Ms. Small, seconded by Ms. Frederiksen. Motion passed.

Motion was made to set monthly meeting to every 2nd Thursday of the month at 5:30 p.m. located at the Clark County High School Library, with January 13 being the annual meeting as well as set the budget hearing to June 10, 2021. Posting of the agenda will be the Lindy Ross, Clark County High School, City Library and the web page, by Ms. Small, seconded by Mr. Strong. Motion passed.

Employee of the Month

The employee of the month at the Lindy Ross is Ali Rodriguez. She is an aide at the Lindy Ross as well as helps in the food service and maintenance, she was voted by her peers. She was presented with flowers and her name will be placed on a plaque that will be placed in the school.

The employee of the month at the Junior and Senior High School is Sherry Locascio. She is the English teacher for Junior High for the district. Sherry was unable to attend the meeting. She will be presented with flowers and a plaque will be placed in the high school as well.

Maintenance Report

Dan Hagar discussed the furnace being replaced in the shop and replacing bulbs to LED. He also stated that we spent approximately \$6700 in lights for the high school to update and replace lights, with Rocky Mountain Power's incentive program we should be receiving approximately \$3000 back. He also stated that a toilet at Lindy Ross needs to be repaired, but is unable to work on it until summer when he can shut the water off.

Assistant Superintendent's Report

Mrs. Holden reported that money has been received for the stimulus. She also stated that more stimulus money will be coming to the district, with some of the discussion being that the state will cut some of the discretionary money due to the money being received. She also stated that our district was chosen to go over our Special Education department and paperwork which will be due the end of February.

Superintendent Report

Dr. Wilding stated that the Governor's stage 2 plan for athletics will allow 2 spectators per player and 18 support staff. They will need to wear masks, disinfect bathrooms, clear between games, visitor team comes in at a different location, and labeling of doors. If we are out of compliance the first is a warning, second forfeit game, 3rd forfeit rest of season. Agreement has to be signed by January 15th and remitted to the state. He also stated that the teachers and staff will be able to get the COVID vaccination if they choose.

Discussion Items

Board discussed some training options for the board by Lisa Sherrick. Ms. Holden is going to reach out to Ms. Sherrick to get a schedule of times she could do the training.

Supplement levy was discussed concerning date, and options for informing the community of when the date to vote.

Action Items

Motion was made to have the supplemental levy set on March 9th by Mr. Strong, seconded by Ms. Frederiksen. Motion passed.

Motion was made to approve Hannah & Rhett Smith out of state waiver of tuition for the next four years by Ms. Frederiksen, seconded by Ms. Small. Motion passed.

Motion was made to approve the claims by Ms. Frederiksen, seconded by Mr. Strong. Motion passed.

Motion was made to approve the payroll by Ms. Small, seconded by Ms. Frederiksen. Motion passed.

Motion was made to approve the minutes by Ms. Frederiksen, seconded by Ms. Small. Motion passed.

Motion was made to approve second reading of policy #1500 to change board meeting night to the 2nd Thursday of every month by Ms. Small, seconded by Mr. Strong. Motion passed.

Executive Session

Motion was made to move into executive session pursuant to Idaho code 74-102 (1) (a) by Ms. Frederiksen seconded by Ms. Small. Roll call Ms. Small – aye, Ms. Tavenner - aye, Mr. Strong – aye, and Ms. Frederiksen – aye. Motion passed.

Resume Open Session at 8.41 p.m.

Adjourn: 8:42 p.m.

Board Chairman  Date 2-11-2021

Board Clerk  Date 2-11-2021