



**STATE BOARD OF EDUCATION MEETING
October 20-21, 2021
Idaho State Board of Education
OSBE Conference Room
650 West State Street, Suite 307
Boise, ID 83720**

A regular meeting of the Idaho State Board of Education was held via Zoom teleconference October 20-21, 2021, with the call originating from the Office of the State Board of Education in Boise. Board President Kurt Liebich called the meeting to order at 2:00 p.m. (MT).

Present

Kurt Liebich, President
Dr. Dave Hill, Vice-President
Dr. Linda Clark, Secretary
Shawn Keough

Bill Gilbert
Cally J. Roach
Cindy Siddoway
Superintendent Sherri Ybarra

Absent

None

Wednesday, October 20, 2021, 2:00 p.m. (Mountain Time)

Prior to the meeting Superintendent Ybarra asked for unanimous consent to move the State Department of Educations' agenda to after lunch on Thursday, October 21, 2021. There were no objections.

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Hill / Clark) I move to approve the agenda as posted with the modification as previously discussed. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

2. Minutes Review / Approval

BOARD ACTION

M/S (Hill / Keough) I move to approve the minutes for the August 25-26, 2021, Regular Board Meeting and the September 24, 2021, Special Board Meeting. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Hill / Gilbert) I move to set October 19-20, 2022 as the date and Lewis-Clark State College as the location for the October 2022 regularly scheduled Board meeting. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

Ms. Keough mentioned that she might have a conflict with those dates.

There were no other comments or questions from the Board.

CONSENT

BAHR

1. Boise State University – Boise City Master Services Agreement- Boise Police Services

BOARD ACTION

M/S (Hill / Clark) I move to approve the request by Boise State University to enter into the Master Services Agreement with Boise City as proposed in Attachment 1. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

2. University of Idaho - Software Donation – Academic License for Petrel Software

BOARD ACTION

M/S (Hill / Clark) I move to authorize the University of Idaho to accept the Petrel software donation as set forth in the attached documents, and to authorize the University of Idaho Vice-President for Research and Economic Development, or designee, to execute and ratify the necessary documents to accept the donation in substantial conformity to the documents attached to this motion. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

IRSA

3. EPSCoR Committee Appointments

BOARD ACTION

M/S (Hill / Clark) I move to reappoint Laird Noh to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the Idaho State Senate, for a term effective from July 1, 2021 through June 30, 2026. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

AND

M/S (Hill / Clark) I move to reappoint Skip Oppenheimer to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2021 through June 30, 2026. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

AND

M/S (Hill / Clark) I move to appoint Dr. Nancy Glenn to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as an ex-officio member representing Boise State University. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

PPGA

4. Indian Education Committee Appointment

BOARD ACTION

M/S (Hill / Clark) I move to appoint Dr. Eric Scott, representing Boise State University to the Indian Education Committee effective immediately and expiring June 30, 2023. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

5. Data Management Council Appointment

BOARD ACTION

M/S (Hill / Clark) I move to appoint Thomas Sharpe to the Data Management Council serving as a representative of a community college for a term commencing immediately and ending June 30, 2022. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

6. State Rehabilitation Council Appointment

BOARD ACTION

M/S (Hill / Clark) I move appoint Jami Davis as a representative of the Idaho Independent Living Council for a three-year term, effective immediately through October 21, 2024. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

SDE

7. Accreditation Report, 2020-2021

BOARD ACTION

M/S (Hill / Clark) I move to accept the 2020-2021 Accreditation Summary Report of Idaho Schools as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

8. Professional Standards Commission Appointment

BOARD ACTION

M/S (Hill / Clark) I move to appoint Taylor Chanel Harming, representing certificated classroom teachers, to the Professional Standards Commission, effective immediately through June 30, 2023. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

9. Emergency Provisional Certificates

BOARD ACTION

M/S (Hill / Clark) I move to approve one-year emergency provisional certificates in the endorsement area(s) at the specified school districts as provided herein for the 2021-22 school year for the following individuals: Melissa Millward, Lisa Uitdwilligen-Wood, Natalie Buck, Alison Burges, Kimberly Hammond, Candace Hobson, Brandon Hosteen, Micah Pope, Jana Kroupa, Joshua Anderson, Natalie Chandler, Akayla Garner, Shaylee Gilchrist, Kristy Herbert, Heather Murphy, Kallie Stanger, San Juana Valero Acosta, Nathalie Peno-Trujillo, Kristina Rowley. A roll call vote was taken, and the motion carried 7-0. Cindy Siddoway was absent from voting.

LEWIS-CLARK STATE COLLEGE BOARD OF TRUSTEES

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Lewis-Clark State College, Annual Progress Report

Dr. Cynthia Pemberton, President, Lewis-Clark State College (LCSC) gave the annual college Progress Report to the members of the Board.

Dr. Pemberton began her report on LCSC by stating:

- ❖ Lewis-Clark State College is Idaho's small college (private school) experience at a public-school price and has been serving students since 1893.
- ❖ LCSC is affordable higher education costing \$6,982 per year.
- ❖ Post-Grad Placement rates are 98 percent for CTE and 97 percent for academic.
- ❖ Eighty percent of the students who attend LCSC are Idaho residents, and that number encompasses Native American Students and Military Veterans.
- ❖ Half the students who attend LCSC are Pell eligible, and 70 percent of employed graduates remain in Idaho.

Dr. Pemberton stressed the roll that Enrollment / Conversion and Retention were playing in keeping LCSC's enrollment numbers relatively steady. Data shows that first time student enrollments is up 1 percent, international student rates are up 48 percent, non-resident students are up 3 percent, Asotin County students are up 50 percent. And LCSC is on an upward trend when looking at student retention rates.

In continuous LC State culture surveys they assess how they are doing when meeting student needs and where they might improve their campus culture. They also continuously run All-Campus Meetings, Tuesdays at Two, Ask & Answer, Monday Message, video messages, walkabouts...all in an effort to make the student experience more inclusive and to help students navigate campus life.

Dr. Andy Hanson, Vice President for Student Affairs, Lewis-Clark State College, discussed the several ways that LCSC will be *Seeding the Tomorrows*.

- a) LCSC has created a Warrior OneStop for students that will encompass:
 - Admissions, Financial Aid, Registrar/Records, Student Accounts
 - Cross-training staff to give seamless services to students
 - Coordinated communication and reduction of barriers
- b) LCSC has joined the international career networking tool known as Handshake which offers students career internships, employment opportunities before and after college, and a number of career development resources. LC State freshmen have activated their accounts at a rate 8.8% higher than peer institutions, and sophomores at a rate 4.5% higher.
- c) Advising Center Meetings
 - Based on the involvement of Advising Center Director Erin Cassetto, LCSC has been able to develop programs for students and modify services based on industry input.
 - LCSC has also been able to advise industry about programs such as Handshake, Career Fair opportunities, and other services.

- d) Work Scholars
 - One hundred forty-three students have been served since its inception.
 - Seventy-seven of those students have graduated.
 - Twenty-seven of those students graduated without debt.
 - Eighty-four work sites have hosted Work Scholars.

Dr. Fredrick Chilson, Interim Vice President for Academic Affairs and Dean of Graduate Studies, Lewis-Clark State College, spoke about the opening of the 87,000 square foot Schweitzer Career Technical Education Center that opened during the pandemic. Even with the pandemic 85 students took at least one class at the new center; 849 credits were earned; and 42 degrees / certificates were awarded.

Dr. Julie Crea, Vice President for Finance and Administration, Lewis-Clark State College, spoke about how LCSC has spent the monies received from COVID-19 Institutional Funds.

- a) LCSC upgraded classroom / instructional enhancements for synchronous and asynchronous remote modalities
 - Enhanced approx. 75 classrooms
 - GoPro's for live instructional demonstrations
 - Super classrooms for synchronous remote learning
- b) Programmatic additions and upgrades
 - Additional simulation equipment in programs such as nursing, radiography, and paramedic
 - New software programs to increase simulation experiences
- c) Expanded student services and support
 - Self-service student kiosks
 - Online student health / therapy assistance
 - Expanded student laptop checkout
 - Student mobile internet hotspots (LC State campus and outreach areas)
 - Increased wireless for student access

Dr. Pemberton said, "In conclusion, and guided by its mission, LC State is fully committed to expanding access to higher education and ensuring success for all of our students. During this challenging year, LC State has emerged as a better institution, having evolved to serve the unique needs of its students under unique circumstances."

Mr. Gilbert mentioned the inroads LCSC seems to be seeing from students crossing the border and coming to LCSC and asked if those students had been targeted for enrollment. Dr. Pemberton said yes, LCSC is targeting regional and rural communities in Idaho and neighboring states and searching population demographics for who would be a good fit for the courses and the LCSC environment.

Dr. Hill asked about the monies for the TRiO grant which did not come through last year and how did that impact the campus. Dr. Pemberton said she has had two donors for two successive years who have come forward to keep those programs moving forward. And they have committed to continue that support until another grant funding source can be found.

Dr. Hill asked how the co-enrollment agreements are going with other Idaho Institutions. Dr. Pemberton said things are going very well with other Idaho colleges, mentioning both College of Western Idaho (CWI) and College of Eastern Idaho (CEI) but she had no hard numbers for the number of students currently co-enrolled. She will have that data sent to the Board after the meeting.

Board President Liebich asked what the morale of the faculty is on the campus. Lorinda Hughes, Chair of the Faculty Senate, Lewis-Clark State College, said while faculty were forced to learn online software Canvas very quickly last year, this year things are much smoother. Faculty are also very happy to once again be offering face-to-face instruction especially with all of the classroom enhancements that have been installed.

Mr. Gilbert asked about the compensation for faculty and how is LCSC doing in that regard. Dr. Pemberton said this is a problem and LCSC needs to be more competitive with salaries. She did say there was not a lot of attrition of faculty but there has been some staff attrition since they can make more money in other industries. Ms. Hughes added that what helped stem faculty attrition is the re-implementation of faculty promotions. Mr. Gilbert asked that every institution provide data to the Board concerning what the faculty and staff attrition rates are moving forward.

There were no further comments or questions from the Board.

At this time the Board recessed for 10 minutes, returning at 3:25 p.m.

WORK SESSION

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

A. K-20 Performance Measure Review and Discussion

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

Board President Liebich said the Board receives an overwhelming volume of data and this work session is not to review, but to discuss this data, and talk about trend lines and what is working in education and what isn't. He proposed looking at the list of the strategic plan achievement goals first to begin the discussion.

It is also at the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure

review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives.

Dr. Clark referenced the attachment found under *Work Session, Schedule A, attachment 3, page 4* and explained that the institutions were asked to speak during today's meeting about what a reasonable production target will be moving forward.

Mrs. Roach asked a question about the college going rate. She feels that the data are not being portrayed to the general public appropriately. She asked how the metric reporting can be improved to better reflect how well Idaho is doing in this regard? Dr. Clark said the sixty percent goal was for Idaho citizens ages 25-34. The number of Idaho students who enroll into higher education immediately after high school is low. The sixty percent goal is not a production goal but a population goal. Idaho's college going rate is among the lowest in the country. Board President Liebich agreed that we were not telling our story appropriately.

Dr. Clark said one of the issues the Board needs to address in the near future is the number of credits high school students are taking but not utilizing to get their Associates Degree. Board President Liebich referenced *Work Session, Schedule A, attachment 3, page 3*, that showed that 83 percent of high school students were taking dual credit courses, but they were not using those credits to get a higher degree, but they were leaving those credits on the table. Mrs. Siddoway asked if all schools have equal access to the dual credit data. Dr. Clark said access is more level now than it was in the past and initiatives are being made by the higher education institutions in helping to deliver the message that this option is available to students. Superintendent Ybarra mentioned that the Legislature has also opened the Dual Credit program to include homeschooled students.

Mr. Gilbert, referencing the attachment found at *Work Session, Schedule A, attachment 3, page 5*, said the difference in the 18-19 cohort verses the 17-18 cohort was concerning. The percentages listed deal with new degree-seeking freshmen completing a gateway math course within two years and it shows a drop from the 17-18 cohort of 47 percent to the 18-19 cohort to 26 percent. Bill Laude, Principal Research Analyst, Office of the State Board of Education, said the data presented was preliminary and the large drop off in figures could be an error on what was reported by one of the institutions.

Dr. Hill pointed out the data from *Work Session, Schedule A, attachment 3, page 1*, which shows the percent of postsecondary first-time freshmen who graduated from an Idaho high school requiring remediation in math has been falling steadily since the 2014-15 cohort going from 50.5 percent to 29.8 percent for the 19-20 cohort. Dr. Tromp, President, Boise State University, said BSU has taken the stance that if you can work with students before they get to remediation, they are more successful, not less. This early remediation with many students shows that they are performing academically

better overall, and many students continue on with their majors because they feel better able to continue their education.

Mrs. Roach asked how do the institutions know that someone is struggling in a math class. Dr. Tromp said each professor does supply feedback about how a student is doing which triggers student support efforts. In addition, assessments are done to help identify the students who need assistance. Dr. Zeynep Hansen, Boise State University, said in the math learning center an assessment process is initiated to see what level students are at and the center follows the students for a minimum of four weeks to make sure they are progressing.

Tracie Bent, Chief Policy and Planning Officer, Office of the State Board of Education asked, based on the conversations happening during this work session, did the Board want the IRI data brought back to them at the December Board meeting to be based on a production methodology which would be based on gradual incremental improvement year over year until we reach the five-year long-term goal, or did they want more of a discussion as to what is the aspirational amount? These are the two ways to look at how the benchmark data can be set. Matt Freeman, Executive Director, Idaho State Board of Education, said this has always been the philosophical difference in how to look at the data. He asked if the Board wants a stretch goal that is reasonably obtainable or a high aspirational goal?

Mr. Gilbert said he felt the Board should strive for incremental achievable growth targets which are the responsible way to manage this. The current strategy has no feedback loop and no accountability. Dr. Clark agreed and said that the data being presented today focuses on getting students directly to grade level. But the data also shows that those who do get to grade level are not staying at grade level. Dr. Clark also said another issue that needs to be addressed by the Board is providing accelerated learning for students to compensate for the unfinished learning that happened due to COVID-19.

Dr. Hill mentioned that located on *Work Session, TAB A, attachment 3, page 4*, graduation rates from 4-year institutions have been on a steady increase over time and the general population does not show that data. Again saying that we are failing to tell the story that Idaho is succeeding. Superintendent Ybarra said there are other metrics that can be used when gathering IRI data such as: 1. are there effective leaders in their building, 2. do they have early learning, 3. are they getting proper training? All of these additional factors have an impact on the scores students are achieving.

Board President Liebich said his goal would be for every child to reach the end of the third grade and be able to read. Mr. Gilbert said it's not growth without being tied to a cohort. Mr. Gilbert asked if having a focused target goal for K-12 and a separate focused goal for higher education would be appropriate. Ms. Bent said the strategic plan in place was part of last May's Board retreat and is required to cover all of K-20. Board President Liebich said the focus for K-12 is K-4 Literacy, 5-9 Math, and credit recovery. Dr. Hill referenced the Division of Financial Management which requires an

annual performance objective, and a way needs to be found to not lose sight of what the strategic objectives are.

The discussion now switched to Higher Education goals. In 2010 the consensus was that 60 percent of adults between the ages of 25-34 needed to have a higher education degree or certificate. That was a population goal. Board President Liebich clarified that according to the Department of Labor, Idaho institutions need to create 27,000 degrees or certificates in the next five years. Based on current degree and certificate projections Idaho can expect to see 15,000 degrees or certificates obtained in the five-year timeframe. A representative from each of Idaho's eight higher education institutions was asked to speak at today's meeting to address how their institutions are meeting degree and certificate benchmarks.

- ❖ Dr. Rick Aman, President, College of Eastern Idaho, said CEI can meet the degree goals as presented but the issue of industry recognized certifications should be part of this matrix. CEI produced 1,200 industry recognized certificates last year. Dr. Aman said from what he has heard from industry a straight Bachelorette degree might not be what is most needed, therefore adding certifications recognized by business and industry into the degree goal needs to be addressed.

Dr. Clark asked if a skill stack was being used for these certifications. Dr. Aman said CEI is only counting certificates where external mechanisms are being implemented to check skill set.

- ❖ Chris Bragg, Dean of Institutional Effectiveness, College of Southern Idaho, said twenty-five percent of CSI's students, in any given year, earn a credential. Having to attain the degree goals as presented CSI would have to grow 62.2 percent a year in student enrollments. If enrollment were to stay the same CSI would have to go from 25 percent of students earning a degree a year to 41 percent of students earning a degree. With the number of part-time students at CSI that is not an obtainable outcome. A 3 percent increase in enrollment is more realistic but it does not meet the State Board targets.
- ❖ Alexis Malepei-Rhodes, Executive Director, Institutional Effectiveness, College of Western Idaho, said 40 percent of CWI students are part-time. In order to achieve their projected degree goals CWI looked at the 12-month degree seeking head count which will help them meet their projected goal through 2030. Barriers to student success is the remediation math success rates and CWI has dedicated and focused initiatives to help students succeed.
- ❖ Dr. Steven Kurtz, Accreditation Liaison Officer, Office of Instruction, Northern Idaho College, said NIC has been in an enrollment decline since 2012 so predicting an increase in degrees and certificates is difficult. Based on historical trends they can report a steady rate of 630 certificates and 700 associate

degrees earned per year. In 2021 they did award 717 associate degrees. Recruitment and retention efforts are ongoing but until those efforts bring enrollment increases, they are hesitant to show an increase in degrees and certificates being earned.

- ❖ Dr. Cynthia Pemberton, President, Lewis-Clark State College, said recovering from the pandemic hampers projecting a clear number of degrees that LCSC will be able to achieve. While an enrollment of 3,000 students should yield 700 bachelor's degrees, 450 associate degrees and 30 certificates, what cannot be stressed enough is that Idaho's college going rate continues to decline and that directly affects LCSC since 80 percent of its students are Idaho residents. LCSC's next steps are to guesstimate the impact of go-on and the pandemic on enrollment; extrapolate that to the enrollment target of 3,000 students and then determine degree production numbers and how long it will take LCSC to get there.
- ❖ Vince Miller, Director of Institutional Research, Idaho State University, said the methodology used by ISU for degree production projections for the next five years was to take the total degree production data by award level for fiscal year 2010 to 2021 and adjust the average by excluding the highest and lowest year to year percentage change by award level. Using the 12-year degree production average by award level as the base for certificate production is 242 per year, the adjusted average percentage rate is 8 percent for an increase in certificates after year 5 to 284 certificates and degrees, or an increase of twelve percent over their 12-year average. Forty-nine percent of their production is bachelor's degrees and those started this past fall. With increased retention rates ISU should be able to maintain these production goals.
- ❖ Dr. Zeynep Hansen, Vice Provost for Academic Planning, Boise State University, shared a slide presentation showing the number of degrees awarded at BSU from 2016 to 2021. For Associate Degrees 114 to 132 degrees were awarded during that five-year span; for Bachelor's degrees 3141 to 3754 were awarded; for Master's degrees 776 to 1075 were awarded. BSU projects that for the five years from 2022 to 2026 they will award 150 associate degrees yearly: a range of 3702 to 4481 Bachelor's degrees and 1,000 to 1250 Master's degrees will be awarded. BSU's projection on Grad degrees is based on a steady growth of programs as seen historically. BSU is also estimating a 25 percent growth in Master's graduates and a 20 percent growth in education graduates. In Doctoral programs BSU projects a 30 percent growth rate.
- ❖ Torrey Lawrence, Provost and Executive Vice President, University of Idaho, said UI's projections are based on enrollment figures. UI looks at historical graduation rates and retention and they are comfortable in projecting these numbers. Enrollment for Fall of 2021 is up 4.47 percent. Therefore UI is projecting the following:

- i. For FY 2021-2022, 1633 Bachelor's degrees will be awarded, and by 2025-2026 there will be 1905 degrees awarded.
- ii. For FY 2021-2022, 545 Master's degrees will be awarded, and by 2025-2026, 618 Master degrees will be awarded.
- iii. For Doctoral or professional degrees they are projecting 223 degrees to be awarded for FY 2021-2022, and by 2025-2026 UI will award 250 Doctoral or professional degrees.

Dr. Hill said the 60 percent goal has become an albatross and a discussion needs to take place about what degree production goals are feasible for institutions to achieve. Dr. Clark said business and industry would support changes to the production goals if a change was made.

Ms. Bent said for the Board's work session in December she will try to provide 5 years of projected information from the institutions and then include some level of information around drivers such as capacity and barriers to them achieving their production goals. Dr. Hill said seeing the data for the institutions in a one-page document would be helpful. Mr. Freeman said the reverse transfer program data between institutions is being investigated and that information could be helpful in raising production goals for institutions.

There were no further comments or questions from the Board.

Based on the time constraint Work Session Item B was deferred to the following day.

Board President Liebich recessed the meeting at 5:41 p.m.

Thursday, October 21, 2021, 9:00 a.m. (Mountain Time)

OPEN FORUM

Janet Adams of Coeur d'Alene, Idaho spoke before the committee. She said, *"I am a sitting member of the Education Task Force. I understand that the Board has, once again, postponed meeting on the proposed policy on diversity, inclusion, and equity. However, I wanted to briefly make a statement to the Board.*

The words diversity, equity and inclusion are innocuous on their face. The real definitions are simple...diversity equals variety. Inclusion equals act of including. Equity equals fairness, value of real property.

The problem with these words is that there are a set of ideas behind them which makes them not mean what you think they mean. To understand their meaning, you must first understand where these 'ideas' come from.

If you do a search on the internet, you can find many examples of using these words on the Boise State University website and the University of Idaho website. Statements like: 'celebrates the diversity of its student body; ensure equity and enhance access, and differences involve systems of explicit and implicit stratification, inequalities,

discrimination, and oppression.’ To presume that diversity, inclusion, and equity are not a part of Idaho’s colleges and universities is simply naïve.

This Board has previously stated that the intent of your proposed policy is to clearly define what the terms diversity, equity and inclusion actually mean. And yet, the Board President wants to conduct a campus climate survey of students later this fall stating it will be a scientific survey conducted by the Board office and independent of the institutions. I am not sure what campus climate has to do with diversity, inclusion, and equity, but the Board continues to push this issue backwards rather than forward. The best idea is to forget about surveys and get down to business so that Idaho students can get back to being education rather than indoctrinated. Thank you.”

Bethany Stanley from Pocatello, Idaho said, “Ladies and Gentlemen, thank you for allowing me to speak to you today. My name is Bethany Stanley. I have 2 elementary age children and am currently a student at Idaho State University. I have spent over 18 years in the medical field in direct patient care, in clinics, in the field, in the operating room, and administratively. I am also a Patriot. While my kids call me mom and my peers call me Bethany, I am also MSG Bethany Stanley, US Army Ret. I spent my entire medical career in the Army. I swore an oath to defend the Constitution, this country and Idaho. My contract has ended, but my oath is for life.

I am here today to speak to you about Title IV of The Civil Rights Act of 1964. This is a federal law that states that no one can be discriminated against for their race, color, national origin, sex or religion in public schools and institutions of higher learning. I would like to remind you of the Supremacy Clause of the US Constitution in which it states that Federal Law over-rides state law when there is a conflict. Well, we have a conflict.

Masks are against my religion. It is also against the religion of a number of other Idahoans. Merriam-Webster has many definitions of religion. None of which explain that following a religion, organized or not, means that anyone must 100% submit themselves to those teachings. Meaning that if two people say they subscribe to the same religion, that they can still have differing deeply held personal beliefs in that religion. By trying to force anyone to wear a garment or item that is against their religion and not offer them reasonable accommodation...you are breaking federal law.

Merriam-Webster describes reasonable accommodation as: something done to accommodate a need. Many Idahoans have a need. Teachers, parents, children, and students of all ages need to maintain their firmly held personal and religious belief to not wear a mask. You’ll probably try to refer to Idaho Statute Title 73 Chapter 4 where it states that state government may burden a person’s exercise of religion to further the government’s interests. But let me refer you back to the US Constitution and the Supremacy Clause. Federal law over-rides state law when there is a conflict.

Title IV of the Civil Rights Act is Federal Law. You, Ladies and Gentlemen, by allowing/supporting mask mandates in public schools and institutes of higher learning, are breaking federal law.

I would like to remind you that mandates are not law. Policy is not law. Policy in all public education institutions in Idaho K-20 needs to be changed to follow the supreme law of the land and not infringe on our rights and liberties. Threatening any student to

be removed from school or given negative administrative action because they are not following your unlawful policy is wrong.

I challenge you to be on the right side of history and join me in defending the US Constitution against all enemies, foreign and domestic. I, personally, don't have a dog in this fight. I have a medical exemption at ISU and my children attend a private school. I know that I will be on the right side of history, defending the US Constitution, America, and Idahoans. Which side will you be on? Thank you."

WORK SESSION

B. State Board Standing Committee Priorities

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

Board President Liebich mentioned that the purpose of this work session item was for the Standing Committees to address priorities for the coming year.

Dr. Bliss referenced the Instruction, Research and Student Affairs Priorities and Milestones for FY 2022 attachment found in *Work Session B, attachment 3, page 1* and mentioned that the items highlighted in green are items that are identified as new this year and those in white are recurring items to be addressed by IRSA.

Dr. Clark, Chair of the Policy, Planning and Governmental Affairs Committee, referenced the attachment found at *Work Session B, attachment 1, page 1* and said at the top of PPGA's agenda is working on the unfinished learning issues and making sure teachers have the proper training they need, and accelerating learning to help students fill their learning gaps in literacy, math, and credit completion so students can graduate from high school.

Dr. Hill, Chair of the Business Affairs and Human Resources Committee, referencing *Work Session B, attachment 2, page 1*. The one item of importance is the first one on the list that mentions production targets. Demographic data for 2026 shows a population decline, so degree production numbers may not be attainable. Therefore, if business models continue to show increased enrollment numbers but the demographic data does not support those numbers, what does that mean for the business models for the institutions? Reviewing this now will help forestall a structural deficit.

There were no further comments or questions from the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS – Kurt Liebich

1. Board Policy III.N. Statewide General Education – Second Reading

Dr. Jonathan Lashley, Associate Chief Academic Affairs Officer, Idaho State Board of Education, and Chair of the Statewide General Education Committee, said the approval of the proposed amendments will conclude the inaugural three-year review cycle for the

Idaho GEM framework and improve alignment between institution, state, and national outcomes for discipline areas.

BOARD ACTION

M/S (Liebich / Hill) I move to approve the second reading of proposed amendments to Board Policy III.N., Statewide General Education, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

2. General Education Matriculation Committee Appointments

Dr. Lashley said the proposed appointments add three new representatives and replace the Idaho Division of Career Technical Education's representative on the GEM Committee with a representative from the Technical College Leadership Council, a committee of career technical college education deans from across the state.

BOARD ACTION

M/S (Liebich / Gilbert) I move to appoint Mr. Chris Harper, representing digital learning, to the General Education Matriculation Committee, effective immediately. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Liebich / Gilbert) I move to appoint Dr. Karina Smith, representing dual credit, to the General Education Matriculation Committee, effective immediately. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Liebich / Gilbert) I move to appoint Ms. Kristin Whitman, representing open education, to the General Education Matriculation Committee, effective immediately. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Liebich / Gilbert) I move to appoint Dr. Debbie Ronneburg, representing career technical education, to the General Education Matriculation Committee, effective immediately. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

3. Boise State University – Online Bachelor of Applied Science in Cyber Operations and Resilience

Dr. Hill said the proposed CORE degree program is a part of the statewide cybersecurity initiative and the collaboration between the Idaho's higher education institutions to meet the growing workforce demand for cyber-related education. This program will collaborate and coordinate with BSU's Institute for Pervasive Cybersecurity. The student fees will be in accordance with the Online Program Fee as defined in Board Policy V.R.3.a.x. The price point for the online BAS CORE program fee will be \$350 per credit. When students transfer in 60 credits from approved Associates of Applied Science degrees, the remaining 60 credits to complete the Boise State University BAS in CORE will be \$21,000.

John Buckwalter, Provost and Vice President Academic Affairs, spoke on behalf of Boise State University, concerning the second part of the Board Action and said the proposed Bachelor of Applied Science in Cyber Operations and Resilience is a partnership among Boise State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College to meet a workforce need for cybersecurity professionals. The online BAS will provide students a unique, seamless path toward completing a baccalaureate degree, allowing for articulation of community college credits from a technical degree.

BOARD ACTION

M/S (Liebich / Hill) I move to approve the request by Boise State University to create an Online Bachelor of Applied Science in Cyber Operations and Resilience, as presented in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Liebich / Hill) I move to approve the request by Boise State University to charge an online program fee of \$350 per credit for the Bachelor of Applied Science in Cyber Operations and Resilience, in in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

4. Lewis-Clark State College – Bachelor of Science in Cybersecurity Management

Dr. Fred Chilson, Interim Vice President for Academic Affairs & Dean of Graduate Students, spoke on behalf of Lewis-Clark State College. Lewis-Clark State College (LCSC) Business & Computer Science Division is proposing a multidisciplinary degree. This degree would combine key concepts from Computer Science and Business courses and will provide a pathway to a bachelor's degree for students who have earned an associate's degree in cyber security and other technical fields. This degree

program will utilize existing face-to-face and online courses from each discipline including core business, cyber security, and computer science courses. This degree will serve students interested in Cybersecurity, Computer Science, and Business Management. It will prepare them for careers that require skills within all three areas.

BOARD ACTION

M/S (Liebich / Hill) I move to approve the request by Lewis-Clark State College to create an on-line Bachelor of Science in Cybersecurity Management, as presented in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

5. Idaho State University – Online Bachelor of Science Degree Completion in Respiratory Therapy

Dr. Karen Appleby, Interim Vice President for Academic Affairs and Provost spoke on behalf of Idaho State University. The proposed Bachelor of Science in Respiratory Therapy degree completion program is designed for practicing associate degree clinicians who want to advance their careers in health care, organizational leadership, health care education, health administration, and research. The online format provides students access to a quality education without relocating. The Commission on Accreditation for Respiratory Care (the accrediting agency) has encouraged ISU's program to develop a bachelor's degree pathway for individuals with an associate degree.

Students with an Associate of Science (A.S.) in Respiratory Therapy from Idaho State University (ISU) can complete the bachelor's program in one year, as the A.S. degree is 90 credits. Students with associate degrees from other institutions will have their transcripts evaluated for appropriate placement, and in many cases will be able to use credit for prior experiential learning.

BOARD ACTION

M/S (Liebich / Gilbert) I move to approve the request by Idaho State University to create an Online Bachelor of Science in Respiratory Therapy, as presented in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Liebich / Gilbert) I move to approve the request by Idaho State University to charge an online program fee of \$300 per credit for the Bachelor of Science in Respiratory Therapy, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

6. Idaho State University – Online Basic Technical Certificate in Cloud Computing

Dr. Karen Appleby, Interim Vice President for Academic Affairs and Provost spoke on behalf of Idaho State University. The proposed Basic Technical Certificate (BTC) in Cloud Computing will include courses in foundational cloud concepts, cloud developing, and cloud architecting, with the option to add courses in cloud operations, machine learning, and data analytics. Upon completion of the courses, participants will be able to test for industry certifications in Cloud Practitioner, Certified Developer, and Solutions Architect through the Amazon Web Services (AWS) Academy Cloud Developing.

This certificate will be funded using an online program fee model, in lieu of tuition and other fees, in accordance with Board Policy V.R., subsection 3.b. The online program fee will initially be established at \$300 per credit. The online program fee will cover costs associated with the program, including the development and delivery of new courses, which are designed to prepare students to successfully pass the AWS (Amazon Web Services) Certification exams.

BOARD ACTION

M/S (Liebich / Roach) I move to approve the request by Idaho State University to create an online Basic Technical Certificate in Cloud Computing, as presented in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Liebich / Roach) I move to approve the request by Idaho State University to charge an online program fee of \$300 per credit for the Basic Technical Certificate in Cloud Computing, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

Mrs. Roach asked if this was a one-year certificate program. Darin Jernigan, Interim Associate Dean, for ISU, said this program can be administered in one year or over several semesters and can take two years to complete, but is meant to be completed in one year.

Dr. Clark asked if this program was for ISU students and not for high school students. Mr. Jernigan said yes, but in the future, he could envision this program being offered to high school students and then it would affect the College going rate.

There were no further comments or questions from the Board.

7. Idaho State University – Online Graduate Certificate in Listening and Spoken Language

Dr. Karen Appleby, Interim Vice President for Academic Affairs and Provost spoke on behalf of Idaho State University. The proposed, fully online Graduate Certificate in Listening and Spoken Language is designed to meet a growing need for professionals who understand the current needs of families and children who are deaf/hard of hearing (DHH) and have had the advantage of newborn hearing screening and access to advanced hearing technology (e.g., early intervention services). The certificate will provide graduates with expertise in early intervention, spoken language development (including assessment and intervention), literacy, universal design for learning, and interprofessional collaboration in mainstream educational environments. The certificate will also provide these professionals with an alternate, lower-cost path to licensure to serve DHH children.

An online program fee of \$925 per credit will be charged in place of tuition. The fee includes the costs of administrative support, adjunct faculty, travel needed to coordinate externships and practical experiences, and supplies associated with running the program. No other fees will be charged. The total cost of the program is \$24,975 for students who complete the Graduate Certificate in Listening and Spoken Language at ISU, which is approximately half the cost of other available options for professionals seeking licensure to serve DHH students.

BOARD ACTION

M/S (Liebich / Siddoway) I move to approve the request by Idaho State University to create a Graduate Certificate in Listening and Spoken Language as presented in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Liebich / Siddoway) I move to approve the request by Idaho State University to charge an online program fee of \$925 per credit for the Graduate Certificate in Listening and Spoken Language, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

8. EPSCoR Annual Report

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

EPSCoR, which stands for Established Program to Stimulate Competitive Research, is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller

amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality academic research base that is serving as a backbone of a scientific and technological enterprise.

Dr. Hill said research is often considered to be separate from education, but it is not, because there is an economic and an educational payback. He also mentioned that this program will end in 18 months.

There were no further comments or questions from the Board.

9. Idaho Math Transitions Network Update

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

Board President Liebich referenced the Idaho Mathematics Transition Network (MTN) which began at a convening of the Conference Board of Mathematics Sciences in Reston, VA during May 2019, with the purpose of addressing issues and engaging the necessary parties in creating solutions to modernize high school mathematics education. Across the nation, high school mathematics courses focus on a calculus-based curriculum, which does not presently align to the math pathways in higher education. Modernizing the high school mathematics curriculum will involve aligning high school math course pathways to college mathematics programs and the use of mathematics in Idaho industries. The MTN is working toward providing high school juniors and seniors choices for and success in math courses aligned to their chosen career paths.

There were no comments or questions from the Board.

10. Recognition of Commission on Osteopathic College Accreditation

Dr. Bliss gave some context to this Board Action. Idaho College of Osteopathic Medicine (ICOM) has operated as a registered proprietary school since 2017. In accordance with IDAPA 08.01.11.200.02.d, ICOM may register as a postsecondary educational institution once it obtains full accreditation by an accreditation organization that is recognized by the Board. ICOM is presently in pre-accreditation status with the Commission on Osteopathic College Accreditation (COCA) and anticipates a final ruling to obtain full accreditation status in April 2022. ICOM's first class will graduate in May 2022.

Board recognition of COCA as an accrediting organization for purposes of registration of postsecondary educational institutions will allow ICOM, once fully accredited, to register as a postsecondary educational institution that may grant degrees in Idaho. This recognition must be confirmed prior to May 2022 to allow ICOM to award to its first graduating class. Recognition of the accrediting organization will make any program accredited by COCA eligible for registration in Idaho.

BOARD ACTION

M/S (Liebich / Keough) I move to confirm Board recognition of the Commission on Osteopathic College Accreditation as an accrediting organization for purposes of registration of postsecondary educational institutions. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

At this time the Board recessed for 10 minutes, returning at 10:40 a.m.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS – Linda Clark

2. Idaho Division of Vocational Rehabilitation – Annual Report

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

Jane Donnellan, Administrator, Idaho Division of Vocational Rehabilitation (IDVR), presented the Vocational Rehabilitation Annual Report. Ms. Donnellan shared the following information during her presentation.

- ❖ The Idaho Division of Vocational Rehabilitation has three distinct programs: Council for the Deaf and Hard of Hearing (CDHH), Extended Employment Services (EES) Program and Vocational Rehabilitation (VR) Program.
- ❖ The Mission of IDVR is to prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers.
- ❖ The Vision of IDVR is where all Idaho individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions.
- ❖ The EES program is for those with the most severe disabilities such as developmental disabilities, learning disabilities and individuals with chronic mental health as well as traumatic brain injuries.
- ❖ The EES program was enacted into law by the Idaho Legislature in 2020 (Senate Bill 1330). The EES program is working with the Governor's office to determine next steps.
- ❖ The largest program is the VR program which is a state and federally funded program.
- ❖ There are eight IDVR regional offices throughout Idaho to provide services to all of Idaho's residents with disabilities.
- ❖ Employment successes reported under the VR program for FY 2021 shows that 5,056 individuals have been served and 658 individuals were helped in gaining employment and are working an average of 29 hours a week.
- ❖ In FY 2021 Thirteen IDVR students were Graduate Students, 68 were truck driving students, 80 were Community College students, 224 were four-year college students, and 264 were occupational / vocational training students.

- ❖ IDVR has helped individuals achieve employment success in such diverse fields as legal, pharmacology, nursing, electrician, construction laborer, office clerks / Admin support, helpers, and production workers.
- ❖ There are five components of the Pre-Employment Transition Services: counseling on postsecondary education, instruction in self-advocacy, job exploration counseling, work-based learning, and work readiness training.
- ❖ A brand-new program offered this past summer was the Nampa CTE – small engine repair, culinary and welding program. VR is hoping to expand this program to other communities to broaden the reach to students.
- ❖ IDVR assists Idaho businesses in hiring and retraining qualified employees.
- ❖ One of the concerns raised is that staff turnover is significant. Hiring of staff for IDVR is difficult because of the very specific qualifications needed to perform this job. Certain jobs require a Master’s level counseling degree which leads to a small number of qualified applicants, and the recruitment process takes a long time. Due to this they are hiring those who are not yet at the Master’s degree level but who are working towards that goal. Counselor level jobs are complex, and it can take 3-5 years to fully train a counselor. Recruiting and retaining employees is forefront in being able to continue to offer services to Idaho’s disabled.

Dr. Clark asked for more information on the challenges VR is seeing in wages and keeping qualified staff. Ms. Donnellan said VR competes with several Idaho agencies for employees and many have less strict job and education requirements and many also pay more than VR does. VR positions also require a different skill set and educational requirements and that makes it harder to find qualified employees.

There were no further comments or questions from the Board.

The presenter for Item #3 was not available and this item was heard later in the agenda.

4. School Readiness Definition/Standards

Dr. Clark said a work group was established to help families know what School Readiness was and to give suggestions in helping parents prepare students for school. After taking public comment this document is now ready to be sent out to the schools for distribution.

BOARD ACTION

M/S (Clark / Keough) I move to adopt the School Readiness Guidelines as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

Mr. Gilbert said this was a very well-done document which is easy to read and understand. Board President Liebich said it would have been helpful to have this document for the last Legislative session to show the Legislators what the Board was striving toward concerning the School Readiness Guidelines.

There were no further comments or questions from the Board.

3. Idaho School Safety and Security Program Update – Mike Munger,
This item was provided in the agenda materials as an information item.

Mike Munger, School Safety and Security Manager, Idaho State Board of Education, gave an overview of what the purview of the office of School Safety and Security does for schools in Idaho.

- ❖ The Idaho Office of School Safety and Security’s mission is to foster safer student environments by supporting school communities with assessment, training, and expertise.
- ❖ The Office of School Safety and Security Management was created in 2016 under House Bill 514 (33-5802). Legislative intent includes:
 - (1) Promote the safety and security of the students attending the public educational institutions of the state.
 - (2) Provide recommendations, systems, and training to assist public educational institutions at all levels for the safety and security of students;
 - (3) Enhance the safety and security resources available to public educational institutions.
 - (4) Ensure that periodic security assessments of statewide public educational institutions are conducted and reported.
 - (5) Ensure that surveys are conducted, and research information is reported to appropriate parties.
 - (6) Promote the use of technical methods, devices, and improvements to address school security.
 - (7) Encourage the recognition of security design to be incorporated in future construction or renovation of public educational institutions.
 - (8) Provide written reports of security assessments to appropriate school administrative authorities.
- ❖ Vulnerability assessments are given every three years to schools. This assessment is triennial involving the school community, facilities, and operations. The elements of these assessments include on-site assessment, intruder assessment, information interview, key staff interview and finally observation which highlights policy versus practice.
- ❖ Once an assessment is completed schools are given consultation about the findings, school-community outreach, prioritization assistance and planning support.
- ❖ Training Initiatives are then discussed such as Emergency Operation Plans, Communications Plan Development, Training Development Targets.
- ❖ Several Statewide Safety Initiatives were developed after the Rigby After Action Review. They are:
 - See, Tell, Now (Confidential Student Tipline)
 - Idaho Standard Command Responses for Schools (ISCRS)

- Idaho Behavioral Threat Assessment Team Model
- Post-Incident Review Process Development
- School Resource Officer Standardization
- ❖ There are four regional security analysts who cover the state of Idaho. They are:
 - Mark Feddersen (North Territory)
 - Elliot Cox (Southwest Territory)
 - Shanna Lindsay (South / Central Territory)
 - Guy Bliesner (East Territory)
 - Mr. Freeman asked Mr. Munger to go over the outcomes from the Rigby incident. Mr. Munger shared the following from the Rigby After Action Review.
- ❖ The review showed that people knew, prior to the event that warning signs were present, but they didn't say anything.
- ❖ It was also found that there are many barriers to people speaking up, which led to the creation of See, Tell, Now (STN).
- ❖ Specific and more direct questions can be asked of students to get better answers / tips prior to an event.
- ❖ The development of a community emergency response team is helpful in responding to these incidents.
- ❖ Continuous training of school staff and safety officers shows great benefits during an incident.
- ❖ Mental Health services were quickly overwhelmed by students, parents, staff, and administrators.

Mrs. Siddoway asked if data mining was done at a local level or statewide. Mr. Munger said it would ultimately come down to a local school level. However schools do not have the manpower to monitor social media accounts. That is why other students and even parents are an important part of alerting authorities to these concerns.

Dr. Clark asked for more information about the state tip line. Mr. Munger said See, Tell, Now is a free resource available to all K-12 schools. Tips come in every day. There are three thresholds of tips that come in: standard, urgent, and critical. The urgent and critical tips are then escalated to the schools and state or local police.

Dr. Clark asked how many schools are participating in the STN program. Mr. Munger said currently there are 104 schools / districts participating. Mr. Freeman said this is a free resource for every school in the state. STN is federally grant funded and the Board is working with the State Legislature to get continuous funding to continue this program.

There were no further comments or questions from the Board.

At this time the Board recessed for 20 minutes, returning at 12:25 p.m.

Board President Liebich mentioned that he would be leaving the meeting at 1:00 p.m. He also mentioned Superintendent Ybarra had asked for her agenda items to be presented next since she too had to leave the meeting to attend a prior commitment. The rest of PPGA's agenda was heard later in the day.

STATE DEPARTMENT OF EDUCATION – Superintendent Ybarra

1. Developments in K-12 Education

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

Superintendent Ybarra shared the following concerning her visits to various schools:

- a. She visited schools and saw a mixed bag concerning mask wearing. Some schools have mask mandates, and some did not.
- b. Teachers were in the classroom to service their special education students.
- c. Visited the CTE program at St. Mary's where she saw many volunteers from the community helping to teach students activities such as welding.
- d. The concern over enrollment reporting is forefront on everyone's mind.
- e. Staffing shortages in the schools is becoming a critical issue. Many districts said teachers are resigning in the middle of the year. The issue does not seem to be higher salaries that teachers can get elsewhere but teachers getting COVID-19 from students.
- f. The Student Advisory Council meet in September. This group is comprised of thirteen students from 4th grade to seniors and Superintendent Ybarra learned a lot about their schools. She did say that the students would like Board President Liebich to come and speak with them after the holidays.
- g. The Student Advisory Council also expressed concerns for their fellow students who have learning disabilities, specifically mentioning getting help for students who have dyslexia. Superintendent Ybarra said she was bringing in an expert to address the students at their next meeting.
- h. Several students also communicated that they are frustrated and upset that education in Idaho is always considered to be behind and that Idaho has the worst education record in the nation, and that is simply not true. The students wanted to know how to help their fellow students do better on testing. Even though Idaho ranks lowest in education spending, Idaho education achievement ranks 16th in the nation according to a new report.

Concerning the Idaho Digital Learning Academy online substitute training initiative, Superintendent Ybarra said potential teachers are still concerned about catching COVID-19 from students and thus they are still struggling to find substitute teachers. SDE partnered with IDLA to offer online tutoring for parents who might be interested in substitute teaching but who do not have a teaching certificate. They must however pass a background check. Almost 250 people have accessed this training.

Concerning the PEBT card program. While this program was a large administrative burden on SDE, Idaho was one of the few states in the nation who were able to initiate this program successfully. This program will be transferring to the Department of Health and Welfare on January 1, 2022.

Schoolhouse.world is a free tutoring service for students. Different than many tutoring services this one has a live person on the other end of the line who assists students.

Federal ESSER funds update. Legislators have expressed concerns that the money has not been used by the districts. The answer from the districts is that they feel the pandemic is not over and they want to spend the money in a smart manner instead of spending it all and then having no more money to draw from.

Dr. Clark asked if there are supply chain issues with school lunches. Superintendent Ybarra said yes, there are supply chain issues in getting food to the schools but there were supply chain issues last year as well.

There were no further comments or questions from the Board.

Board President Liebich left the meeting at 1:00 p.m.

2. Advanced Opportunities Annual Report

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

Student participation and usage in Advanced Opportunities is reported annually to the Idaho State Board of Education. The report outlines the various uses of the program including college credit, high school overload and workforce training courses as well as various approved exams. The report also includes usage of the Early Graduation Scholarship.

Dr. Eric Studebaker, Director, Student Engagement and Safety Coordination, State Department of Education, gave an overview of this program for FY 2021.

- ❖ The Advanced Opportunities (AO) program reimburses students for various courses taken such as dual credit, overload courses, workforce training, and early graduation scholarships.
- ❖ For FY 2021 37,800 students were served by all of the programs.
- ❖ Overload courses, which are taken in addition to a full student load can be taken at night or in summer.
- ❖ For the Overload Courses 16,255 students participated.
- ❖ Dual credit is the largest program with student participation with students earning 218,273 college credits while still in high school.
- ❖ The number of Exam Funding Requests for FY 2021 was 18,854. This section encompasses students taking the Advanced Placement exam, International Baccalaureate, Professional Certification Exams (CTE) and College Level Examination Program (CLEP).

- ❖ Workforce Training Courses served 126 students and 73 students were awarded Early Graduation Scholarships.
- ❖ Demographic Information shows two trends, one being Hispanic participation being low and the fact that females are participating more than male students in these programs. The hope is that with new programs and workforce training they can close that gap.
- ❖ There were 1758 students who used all of their \$4,125 allotment for taking dual credits through FY 2021.
- ❖ AO began in 2017. Students who were in 7th grade then have the opportunity to graduate in 2024 using all of their \$4,125 allotment for these programs.

Dr. Clark asked if discussions have begun on how to expand the number of students who are cashing in on their dual credits. Dr. Studebaker said yes, and it is through advising and counseling that they hope to inform more students of this programs benefits.

There were no further comments or questions from the Board.

3. Mastery Based Education – Progress Report

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

This update, from the Mastery-Based Education Coordinator, will focus on the significant and continued progress made towards supporting mastery. The Essential Message:

1. Legislative Statute and Investment has allowed mastery to continue to grow across the state and create, high quality, diverse, rich, and responsive resources.
2. The Idaho College and Career Readiness Competencies provide an opportunity to unite a diverse range of perspectives and offers students a chance to develop Life Ready skills.

Aaron McKinnon, Mastery-Based Education Coordinator, Idaho State Department of Education, gave the overview of this program.

- ❖ In 2013 this program was the #1 recommendation from the Governor's Task Force.
- ❖ In 2016 the program received \$1.4 million from the Idaho Legislature (Statute 33-1632) to continue.
- ❖ Between 2016-2020 the Idaho Mastery Education Network (IMEN), Incubation group met. This incubation allowed different teams to come together to identify barriers for school districts to offer Mastery Education systems.
- ❖ In 2016, 30 schools joined IMEN and today 14 of those schools still remain. In 2019, the cap was removed as to how many schools could join and 10 schools joined in 2021. In 2021, 40 additional schools explored IMEN and 16 schools fully immersed themselves in this program.
- ❖ The Mastery-Based Education framework has four components:

- Student empowered
- Learning personalized
- Competencies demonstrated
- Mastery recognized
- ❖ There are over 100 accessible resources for everyone in any stage of implementation.
- ❖ SDE is hoping for collaboration and consultation with the Board of Education to elevate and scale competencies and mastery-based principles across the state, through primary, secondary, and higher ed learning environments.

Superintendent Ybarra said Mr. McKinnon will be reaching out in the near future to the members of the Board to offer them a chance to tour some of the schools providing MBE.

There were no further comments or questions from the Board.

4. Educator Professional Development Update

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

The Superintendent's office receives an annual appropriation for professional development in all content areas as specified in the annual appropriations bill, which for the current Fiscal Year 2022 is HB358. This update is to provide the Board with an update and overview of professional development programs currently being provided as well as programs under development.

Todd Driver, Director, Content & Curriculum, Idaho State Department of Education gave an update. He said:

- ❖ The Gifted and Talented Education (GATE) manual was written in 1997 but revised in 2005 to better align with the National Association for Gifted Children's Programming Standards.
- ❖ This revision brought the manual from 153 pages to 60 and aligns with the Gifted and Talented Statute 33-2003 and IDAPA 08.02.03.171
- ❖ Instruction for teachers in helping Gifted students covers courses such as Arts and Humanities, Instructional Technologies, Science, Math, English Language Arts and Literacy.
- ❖ Research shows that the vast majority of new jobs created in the next 5-10 years will require technical skills, so providing professional development and certification for teachers in this area will benefit students.
- ❖ Mentioned were the Think, Make, Create trailers seen around Idaho. Utilizing the 16 mobile trailers more than 4,000 young people will have used the Think, Make, Create labs by the end of 2021. Each lab comes equipped with art supplies, education materials, maker-tools, and

curriculum for STEAM education (Science, Technology, Engineering, Arts and Math geared for pre-K to 8th grade.

- ❖ The Idaho Science and Aerospace Scholars (ISAS) program is a competitive program that allows high school juniors to take an engaging online NASA-developed course on Space Exploration through Idaho Digital Learning that teaches a broad range of Science, Technology, Engineering, and Mathematics (STEM) skills aligned with Idaho Content Standards. This year an engineer from the Jet Propulsion Lab (JPL) who is working on the Mars Rover program engaged with the students.
- ❖ The purpose of the Idaho Regional Mathematics Centers is to provide Idaho districts and educators with deep, sustained, effective professional development.
- ❖ The Idaho Regional Mathematics Centers are housed within the colleges of education at each of Idaho's four-year institutions. Each center is staffed with Directors and Regional Specialists, who have experience in K-16 mathematics education, designing and delivering professional development, instructional technologies, and educational research.
- ❖ Reading Coach Training focuses on supporting school systems to effectively teach essential literacy content to all students, including students with or at risk for literacy-related disabilities. Work in Idaho also focuses on support of school systems to establish a comprehensive system of support for reading, including an emphasis on instruction and intervention, data use, professional development and coaching, leadership, and family engagement.
- ❖ In collaboration with Idaho Digital Learning Alliance and SDE training of substitute teachers is ongoing. Also in development is a statewide mentor teacher network to offer support to first year teachers.

There were no comments or questions from the Board.

5. Learning Loss Grant September Report

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

The 2021 Legislature enacted House Bill 356, which outlines funding and reporting requirements for programs addressing K-4 and K-12 learning loss. Summarizing the use of the Governor's "Learning Loss" funds meets the requirements in the authorizing legislation and provides information about how local education agencies are addressing unfinished learning.

Todd Driver, Director, Content & Curriculum, Idaho State Department of Education, presented the information concerning the Learning Loss Grant.

- ❖ The Governor's Building Idaho's Future program recommended 20 million dollars for the summer reading program. In March 2021 the Legislature appropriated those funds to be used for learning loss for students in K-12 for FY 2021–2022.

- ❖ These are Coronavirus Relief Funds allocated through the Governor’s Coronavirus Financial Advisory Committee. Expenses must be incurred by December 31, 2021.
- ❖ There are qualifiers for this funding. For K-4 the metric is as follows:
 - Student performance in the Idaho Reading Indicator (IRI), from Spring 2021 to September 2021 needs to show at least 50 percent of the growth needed to each ‘at grade level’ performance. Spring 2021 to December 2021 student need to reach ‘at grade level’ performance.
- ❖ For K-12 the metric is as follows:
 - IRI for grades K-3.
 - ISAT interim comprehensive assessment/shortened interim comprehensive assessment (recommended) or locally selected, evidence-based mid-year assessment in December 2021.
 - Number of students who successfully participated in a credit recovery course over the summer or in the fall.
 - Successful completion of intervention for students at risk for not making standard grade progression.
 - Additional Reporting Metrics: Change in the percentage of students who are chronically absent.
 - A school or district metric for addressing learning loss.

Dr. Kevin, Whitman, Director, Assessment & Accountability, Idaho State Department of Education gave an overview of the COVID-19 K4 & K-12 Learning Loss Funds report.

Dr. Whitman said this document meets the September reporting requirement associated with K-4 and K-12 “learning loss” funds distributed to districts and charters following the 2021 legislative session. The main findings are as follows:

- ❖ Nearly two-thirds of districts and charter schools applied for these funds.
- ❖ The State Department of Education has currently received over \$2 million in reimbursement requests for summer programs.
- ❖ However, most districts and charter schools have not yet submitted reimbursement requests for using these funds between their initial availability in mid-summer and the current reporting date.
- ❖ Reimbursement requests lag actual expenditures, but other reasons for the modest use of learning loss funds during the summer include limited time with the funds, challenges with staffing based on fatigue from a difficult school year, and the ability to use other sources of funding to support interventions during this period.
- ❖ Programs and interventions using the learning loss funds will be more extensive during the 2021-2022 school year, which will be reflected in the December reporting period.
- ❖ Even with the limitations in measuring implementation over this early period, districts and charter schools still reported supporting thousands of Idaho students using these funds.

- ❖ The most frequent use of K-4 funds was for summer reading/early literacy programs. Districts and charter schools reported serving over 6,000 students with this type of intervention during the summer.
- ❖ For the K-12 funds, the largest number of students were supported in credit recovery programs, which reached over 3,000 students during the summer.
- ❖ Data from the Fall Idaho Reading Indicator indicate that, on average, students who ended last school year at the lowest performance tier showed substantial growth. However, the majority of these students will need to demonstrate accelerated growth to be reading at grade level by the end of the calendar year.

There were no comments or questions from the Board.

At this time the Board recessed for 10 minutes, returning at 2:00 p.m.

6. Idaho Content Standards – Mathematics, English Language Arts, Science – Update

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

The Idaho Content Standards reflect statements of what students should know and do in various content disciplines and grades. Content standards are adopted statewide and reviewed every six (6) years by teams of educators and stakeholders for possible revision.

Both Mathematics and English Language Arts were due for review by the department this year and approval by the Legislature in the 2022 legislative session for curricular review in 2022-2023.

Superintendent Ybarra said two letters were received from the House and Senate Education Committees detailing their concerns and suggestions in how the standards should be rewritten.

Todd Driver, Director, Content & Standards, Idaho State Department of Education said extensive work was put into addressing the concerns the Idaho Legislators had. A Committee was created made up of educators and stakeholders who worked on solutions to these legislative requests.

Below are the charts for all three disciplines showing the Request from the Legislators and the Solution by the Educators and Stakeholders.

For Mathematics

Request	Solution
Mastery of Basic Facts	Mastery Standards identified for each grade level K-6 on Grade Level Overview page

Real-life problem solving	Examples in blue boxes throughout document • Emphasis on application of concepts • Added Idaho based scenarios
Number of standards	• Fewer standards was not accomplished – this interest conflicted with adding clarity. • Added more subpoints for standards with complex verbiage and syntax • Numbering maintained as much as possible to align to curriculum resources used nationally • Teachers on groups did not feel there were too many standards
Complex verbiage	Vocabulary and sentence structure changed throughout document to be more understandable for all stakeholders. • Much discussion about mathematical vocabulary used when considered essential to the concept. • Examples and clarifications pulled out of standards and put into blue text boxes.
Prioritized concepts	Mastery standards identified for each grade level • K-8 Coding at Cluster Level – Major Work(o). Supporting Work(ρ) , Additional Work (Υ) • 9-12 Coding - (+) Advanced Standards ★ Modeling Standard • Coding is explained in all grade level or conceptual category introductions.
Age and grade-level appropriateness	• Standards for Mathematical Practice rewritten for each grade level with age and content of grade in mind. • Learning progressions from multiple sources consulted • Studied standards from other states. • Much discussion in small grade level teams and with whole team. • How a concept flows through the grades was carefully considered

For Science

Request	Solution
Supporting content	All supporting content was returned to the standards so that each standard has both a performance expectation and one or more content expectations.
Balance on politicized content	Standards were rewritten to avoid politicized content or to focus on positive aspects rather than negative aspects.
Age appropriateness	Standards were moved to ensure age appropriateness, assessment limits and additional information were added, teachers from all grade bands reviewed the standards to ensure that material is appropriately placed.

For English Language Arts / Literacy

Request	Solution
Ensure that explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension	Aligned foundational reading standards to the state Comprehensive Literacy Plan • Changed phonological awareness to phonemic awareness to align with current research
Prioritize the basics of reading and writing, with less emphasis on analysis, style, and complex writing forms in lower grades.	Continued the progression of phonemic awareness standards previously ending in grade 1 into grade 2 • Reduced K-2 writing standards • Kindergarten from 10 to 1 • First grade from 10 to 1 • Second grade from 10 to 5
Balance fiction and non-fiction reading materials	Reading lists were removed from standards and all appendices at the direction of the 2021 legislative letter
Reduce the number of standards, lessen complex verbiage, and prioritize the more important concepts	• Reduced total number of standards • Verbiage changes to most all standards • Reorganization of strands (foundational skills to reading comprehension to vocabulary development)
Review classifications of literature and informational text and better give a better balance of genres	Sub strands were re-named literature and non- fiction
Comprehensive review of the College and Career Readiness Anchor (CCRA) standards	CCRA were removed
Reevaluate the categories of reading, writing, speaking, listening. Combine some standards in reading, listening, writing, speaking	New strands and sub strands were developed • See page(s)4-5 of proposed ELA standards
Remove or move the standards for Literacy in History/Social Studies, Science, and Technical Subjects	Standards for literacy in content areas were removed.
Ensure adequacy and progression of cursive writing	Cursive standard was carried through grade 6
Review of Standards for Conventions to ensure adequacy	Grammar and Conventions strand was added • Subs strands K-12 for grammar & usage and mechanics to ensure adequacy

Dr. Clark asked with the changes in the standards, is the ISAT test now in sync with what students are expected to know? Dr. Kevin Whitman, Director, Assessment & Accountability, Idaho State Department of Education said SDE would need to go through a process in comparing the standards with the assessment.

There were no further comments or questions from the Board.

7. Less Than 10 Students in Attendance

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

Superintendent Ybarra said Section 33-1003 (2)(f), Idaho Code, states that “Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.” Five (5) schools have requested to operate with less than ten (10) average daily attendance during the 2021-2022 school year. Superintendent Ybarra has approved all of the requests.

There were no comments or questions from the Board.

8. IDAPA 08.02.03, Alternate Assessment Achievement Standards Waiver

Superintendent Ybarra said IDAPA 08.02.01.007 authorizes the Board to waive any education rule not required by state or federal law. This authorization grants the Board the authority to provide school districts and charter schools with added flexibility to respond to the COVID19 pandemic. Rules are waived for a limited set period. Any ongoing changes must go through the negotiated rulemaking process. Waiver of any rule only removes the requirement in question. The authorization does not allow the Board to set a new rule in its place without going through the temporary rule process or the negotiated rule process. Should the Board approve the waiver of the current Alternate Assessment Achievement Standards, the Board will still need to take formal action to set new achievement standards for use during the 2021-2022 school year.

BOARD ACTION

M/S (Ybarra / Keough) I move to waive IDAPA 08.02.03.004.06, Alternate Assessment Achievement Standards for the 2021-2022 school year. A roll call vote was taken, and the motion carried 7-0. Board President Liebich was absent from voting.

There were no comments or questions from the Board.

9. ARP ESSER SEA Set Aside 2.5% Distribution Methodology, Non-Title I and Low Title I LEA's

Superintendent Ybarra imparted that the ARP ESSER allocations from the 2.5% State Set-Aside reserve amount of \$10,998,551 for non-Title and low Title LEAs, including the

IBESDB, will help mitigate the on-going impact of COVID-19 for students and educators.

Karen Seay, Director, Federal Program, Idaho State Department of Education, referenced the State Department of Education website <https://www.sde.idaho.gov/federal-programs>. Here you can find the American Rescue Plan, and the Pandemic Relief Funds Data Report. These reports are updated twice monthly.

BOARD ACTION

M/S (Ybarra / Gilbert) I move to approve the methodology and allocations provided in Attachment 1 for the non-Title and low Title LEAs, including the Idaho Bureau of Educational Services for the Deaf and Blind, using the 2.5% of the ARP ESSER SEA State Set-Aside Reserve approved by the Board on April 5, 2021. A roll call vote was taken, and the motion carried 6-0. Board President Liebich was absent from voting. Superintendent Ybarra recused herself from voting.

Mrs. Roach asked why the motion talked about the school for the deaf and the blind, isn't this money to be used for all schools. Superintendent Ybarra said the Idaho School for the Deaf and the Blind is a separate entity and is not an LEA. Mrs. Roach wondered if the motion should be amended. Dr. Clark said the School for the Deaf and the Blind is not an LEA and that is why they are specifically mentioned in the motion. LEAs receive the bulk of the federal monies coming into the state.

There were no further comments or questions from the Board.

Superintendent Ybarra left the meeting at 2:32 p.m.

POLICY, PLANNING, AND GOVERNMENTAL AFFAIRS (cont.) – Dr. Clark

5. ARP ESSER SEA Set-aside Spending Request

Dr. Clark said this was a joint motion. The first part is from the AOC's request for state set aside funds which aligns to language in Idaho's ARP ESSER Plan, which indicates that state funds may be used to support research and data collection for the purpose of analyzing the impact of the pandemic.

The second part deal with the Unfinished Learning Work Group recommendations which focused on the three areas the Board identified as priority areas for addressing the student impacts due to the pandemic. The three areas of focus are:

- Accelerated Learning/Grow – Kindergarten – Grade 4 Literacy
- Accelerated Learning – Grades 4-9 Mathematics
- High School Credit Recovery.

BOARD ACTION

I move to approve the use of ARP ESSER state set aside funds to the Accountability Oversight Committee for data verification up to \$100,000 and to approve the use of up to \$3.5M for the Accelerating Math Learning Collaborative in substantial conformance to proposal submitted in Attachment 2. A roll call vote was taken, and the motion carried 6-0. Board President Liebich and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

6. Proposed Omnibus Rule – Docket 08-0000-2100

Dr. Clark asked Tracie Bent to give an overview of the Board's role in the rule making process. Ms. Bent said, in part of the Board's constitutional role over all public funded education, all education related rules are under the Board's authority including not only chapter 08 of IDAPA but also chapter 55 (Career Technical Education), and chapter 47 (Vocational Rehabilitation). The majority of the proposed rules the Board took up at the last Board meeting in August, and because the rules were not extended by the Legislature at the last session, the Board must once again recodify these rules. Because of this process the Division of Financial Management asked if three of the proposed rules that had changes that went through the normal negotiating process, if they could be rolled into the omnibus rule making.

Dr. Clark said if there were no comments or questions, she would continue to the motions for all three Omnibus Rules.

BOARD ACTION

M/S (Clark / Keough) I move to approve omnibus proposed rule Docket 08-0000-2100 as provided in Attachment 1. A roll call vote was taken, and the motion carried 6-0. Board President Liebich and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

7. Proposed Omnibus Rule – Docket 55-0000-2100

BOARD ACTION

M/S (Clark / Siddoway) I move to approve omnibus proposed rule Docket 55-0000-2100 as provided in Attachment 1. A roll call vote was taken, and the motion carried 6-0. Board President Liebich and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

8. Proposed Omnibus Fee Rule – Docket 08-0000-2100F

BOARD ACTION

M/S (Clark / Roach) I move to approve the proposed omnibus fee docket notice, IDAPA 08-0000- 2100F, as provided in attachment 1. A roll call vote was taken, and the motion carried 6-0. Board President Liebich and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

9. Board Policy I.E. Chief Executive Officers – Second Reading

Dr. Clark said this was a second reading of this motion. No comments were received between the first and second reading. No changes were made to the proposed policy amendments. Approval of the proposed amendments would start the process for delegating the authority to the Board’s Executive Director and institution presidents to act quickly should the institutions need to implement measures in response to the pandemic.

BOARD ACTION

M/S (Clark / Keough) I move to approve the second reading of proposed amendments to Board Policy section I.E. Executive Officers, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 6-0. Board President Liebich and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

10. Board Policy IV.E. Division of Career Technical Education – Second Reading

Dr. Clark said this policy amendment will ensure that secondary instructors coming from industry will have an endorsement that aligns with their content knowledge and will help to ensure consistency statewide regarding instructor qualifications.

BOARD ACTION

M/S (Clark / Roach) I move to approve the Second Reading of Board Policy IV.E. Division of Career Technical Education as provided in Attachment 1. A roll call vote was taken, and the motion carried 6-0. Board President Liebich and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES – Dave Hill

1. FY22 Sources and Uses Report – Information Item
This item was provided in the agenda materials as an information item.

Todd Kilburn, Chief Financial Officer, Idaho State Board of Education, said the sources and uses report is a budget for the institutions, put together by the institutions and given to the Legislature. It is presented to the Board, so they are aware of what is in it and what it represents. It does not reflect actual spending.

There were no comments or questions from the Board.

2. Student Fee Report

Mr. Kilburn said this report was in response to the three requests made by the Legislature during the last session.

- (1) make easily accessible a break-out of student activity fees on the institutions' websites;
- (2) develop a common naming convention for similar activity fees across the institutions; and
- (3) evaluate the current lists of activity fees assessed to students and determine how and which fees supporting student activities, clubs, and organizations focused on individual beliefs and values can be structured to address the need for access, affordability, and choice.

These changes would take affect during the 2022-2023 school year.

BOARD ACTION

M/S (Hill / Roach) I move to approve the opt-out student fee structure, collapsing student fees into the following four categories: Student Enrollment, Engagement, and Success; Institutional Operations, Services, and Support; Student Health and Wellness; and Student Government. A roll call vote was taken, and the motion carried 6-0. Board President Liebich and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

3. Boise State University – Request to Increase Intercollegiate Athletics Limits

Dr. Hill said the proposed change to Boise State University's intercollegiate athletics limit will allow Boise State to increase university athletics support by an additional \$2.5 million.

BOARD ACTION

M/S (Hill / Gilbert) I move to approve the request to increase the athletic limit for Boise State University to \$7,682,000 effective for FY 2022. A roll call vote was taken, and the motion carried 6-0. Board President Liebich and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

4. Boise State University – First Year Student Housing Project – Planning and Design

Mark Heil, Vice President & Chief Financial Officer, Boise State University, said expanded first-year housing will have a positive effect on recruitment, retention, and graduation rates, and also increase affordability for students. Placement of this project will foster an opportunity to improve the surrounding site and further leverage unique campus amenities.

Dr. Hill said this is not an authorization to construct but approval to expend money to pay for the design and planning of this project.

BOARD ACTION

M/S (Hill / Keough) I move to approve the request by Boise State University to proceed with planning and design for first-year student housing for a total cost not to exceed \$4,500,000. A roll call vote was taken, and the motion carried 6-0. Board President Liebich and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

5. Idaho State University – Library Project – Planning and Design

Dani Dunstan, Vice President for Operations and Chief of Staff, Idaho State University said Idaho State University (ISU) seeks approval from the Board to proceed with planning and design for upgrades to ISU's library including upgrading the first-floor common areas. The project will leverage \$1.7 million of a bequest specifically designated for library upgrades. The institution will contribute \$760,000 from various reserve fund balances and ISU's foodservice provider will provide additional investment at \$500,000.

BOARD ACTION

M/S (Hill / Roach) I move to approve the request by Idaho State University to proceed with planning and design for the Library Upgrades: Common Area and Starbucks project for total design costs not to exceed \$355,000. A roll call vote was taken, and the motion carried 6-0. Board President Liebich and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

6. University of Idaho – South Campus Chiller Replacement and Improvements Project

Brian Foisy, Vice President, Finance and Administration, University of Idaho said this is the first capital project initiated under the UI’s Concession Agreement. What this means is instead of seeking authorization for the planning and design of this project and then returning to the Board to receive permission to execute the plan, this request is for permission to design, plan and execute the project in once single request.

BOARD ACTION

M/S (Hill / Roach) I move to approve SPUPI’s proposed Capital Improvement entitled “SCCP Chiller Replacement and Improvements” included in the Initial Five-Year Plan presented to the University of Idaho under the Long-Term Lease and Concession Agreement for the University of Idaho Utility System in the amount of \$2,425,380. A roll call vote was taken, and the motion carried 6-0. Board President Liebich and Superintendent Ybarra were absent from voting.

Mr. Gilbert asked if this request is being presented as a do-not-exceed price. Mr. Foisy said the concession agreement requires the contractor to give the university fixed pricing.

There were no further comments or questions from the Board.

7. Lewis-Clark State College - Seven-Year Campus Master Plan Approval

Mr. Kilburn said per Idaho State Board of Education policy, every institution must update their campus master plan every seven (7) to fifteen (15) years. This agenda item is to update LCSC’s plan for another seven (7) year period for FY 2023 – 2029.

Dr. Julie Crea, Vice President, Finance & Administration, Lewis-Clark State College, shared the master plan for LCSC. She said he primary areas of focus are updating instructional buildings, classrooms, and lab spaces along with enhancing modified face-to-face instruction capabilities and efficiencies, and strategically increasing the size and number of classroom and lab spaces. In the long term, new facilities to increase and enhance instructional capacity is also needed. Addressing these needs will optimize instructional capabilities, enhance the student learning experience, mitigate to some extent the reduced number of full-time faculty, and maximize the functionality and use of space on campus.

BOARD ACTION

M/S (Hill / Siddoway) I move to approve Lewis-Clark State College’s Campus Master Plan as presented in Attachment 1. A roll call vote was taken, and the motion carried 6-0. Board President Liebich and Superintendent Ybarra were absent from voting.

Dr. Hill asked about optimizing to an optimal enrollment. Dr. Crea said an enrollment of between 4,000 – 4,500 students fits nicely into their master plan. Dr. Hill then asked about student housing. Specifically asking if the university still thought it would be more cost efficient to buy local housing instead of building housing. Dr. Crea said that was correct and looking purchasing housing and turning them into rentals that does allow them to offer a lower per bed price for students and also allows them to expand the campus area.

There were no further comments or questions from the Board.

Dr. Clark said parliamentary rule states that the person making the motion cannot then recuse themselves from voting so the State Department of Education agenda item #9 would need to be voted on again.

STATE DEPARTMENT OF EDUCATION

9. ARP ESSER SEA Set Aside 2.5% Distribution Methodology, Non-Title I and Low Title I LEA's

BOARD ACTION

M/S (Siddoway / Hill) I move to approve the methodology and allocations provided in Attachment 1 for the non-Title and low Title LEAs, including the Idaho Bureau of Educational Services for the Deaf and Blind, using the 2.5% of the ARP ESSER SEA State Set-Aside Reserve approved by the Board on April 5, 2021. A roll call vote was taken, and the motion carried 6-0. Board President Liebich and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

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

M/S (Hill / Keough) I move to adjourn the meeting at 3:16 p.m. (MT). A roll call vote was taken, and the motion carried 6-0. Board President Kurt Liebich and Superintendent Ybarra were absent from voting.