

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2021**

TAB	DESCRIPTION	ACTION
1	STEM ACTION CENTER – ANNUAL REPORT	Information Item
2	NEXT STEPS IDAHO UPDATE	Information Item
3	COMMUNITY COLLEGE TRUSTEE ZONES	Action Item
4	TEMPORARY RULE – IDAPA 08.02.01 – AVERAGE DAILY ATTENDANCE	Action Item

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IDAHO STEM ACTION CENTER (STEM AC)

SUBJECT

STEM Action Center Annual Report

REFERENCE

April 2018	Board approved STEM School Designation standards and process for designating public schools and programs.
December 2018	Board received an update from the STEM Action Center on the process for identifying schools for STEM School Designation and a general update on the activities of the STEM Action Center.
January 2019	Board designated the first four Idaho STEM Schools: Barbara Morgan STEM Academy, Galileo STEM Academy, Temple View Elementary, and Bingham Academy.
February 2020	Board approved North Idaho STEM Charter Academy in Rathdrum and Southside Elementary in Lake Pend Oreille School District #84 as Designated STEM Schools.
August 2020	Board received an update from the STEM Action Center and approved a request to update the STEM school designation standards.

APPLICABLE STATUTE, RULE, OR POLICY

Section 67-823, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 67-823, Idaho Code, the administrator of the Idaho STEM Action Center (STEM AC) shall report the progress of the STEM AC, including the information described in Section 67-823(5), Idaho Code, to the State Board of Education once each year.

IMPACT

This update will provide the Board with an overview of the work of the STEM Action Center

ATTACHMENTS

Attachment 1 – STEM Action Center Annual Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The STEM Action Center and the STEM Action Center Advisory Board was established in Idaho statute in 2015 for the purpose of coordinating the implementation of STEM programs; to promote STEM through best practices in

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education to ensure connection with industry and Idaho's long-term economic prosperity; to produce an Idaho STEM-competitive workforce to offer better access to competitive employment opportunities; and to drive student experience, engagement and industry alignment by identifying and implementing public and higher education STEM best practices to transform workforce development.

The duties of the STEM action center shall include:

- a) Coordinate all state departments and divisions on STEM-related activities;
- b) Perform industry needs and education process focusing on industry career talent, gap analysis and needs assessment to lead future STEM teacher professional development activities and goals;
- c) Align public education STEM activities with higher education STEM activities;
- d) Identify and coordinate best practices among public education and higher education;
- e) Strategically engage industry, business and public or government entities to cooperate with the STEM action center and focus outcomes and goals on workforce needs and opportunities;
- f) Support high-quality professional development focused on career readiness and talent development and provide other assistance for educators and students;
- g) Work cooperatively with the Idaho Department of Education and the Idaho State Board of Education to define and implement pilot programs and select schools to:
 - (i) Further STEM education;
 - (ii) Ensure that best practices are implemented; and
 - (iii) Integrate research and document results of that research; and
- h) Engage private entities to provide additional funding and/or in-kind employee time for STEM activities in schools supporting industry career readiness in addition to what is currently provided by private entities.

Pursuant to the provisions of Section 67-823, Idaho Code, the STEM Action Center must report annually to the State Board of Education progress in the activities identified above and:

- a) The number of educators receiving high-quality STEM professional development;
- b) The number of students receiving services from the STEM action center and the number of students participating in STEM camps, academies, pilot programs and classroom STEM activities;
- c) A report on the STEM action center's fulfillment of its duties; and
- d) Student performance of students participating in a STEM action center program.

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Dr. Hill serves as the Board's representative on the STEM Action Center's Advisory Board.

BOARD ACTION

This item is for informational purposes only.



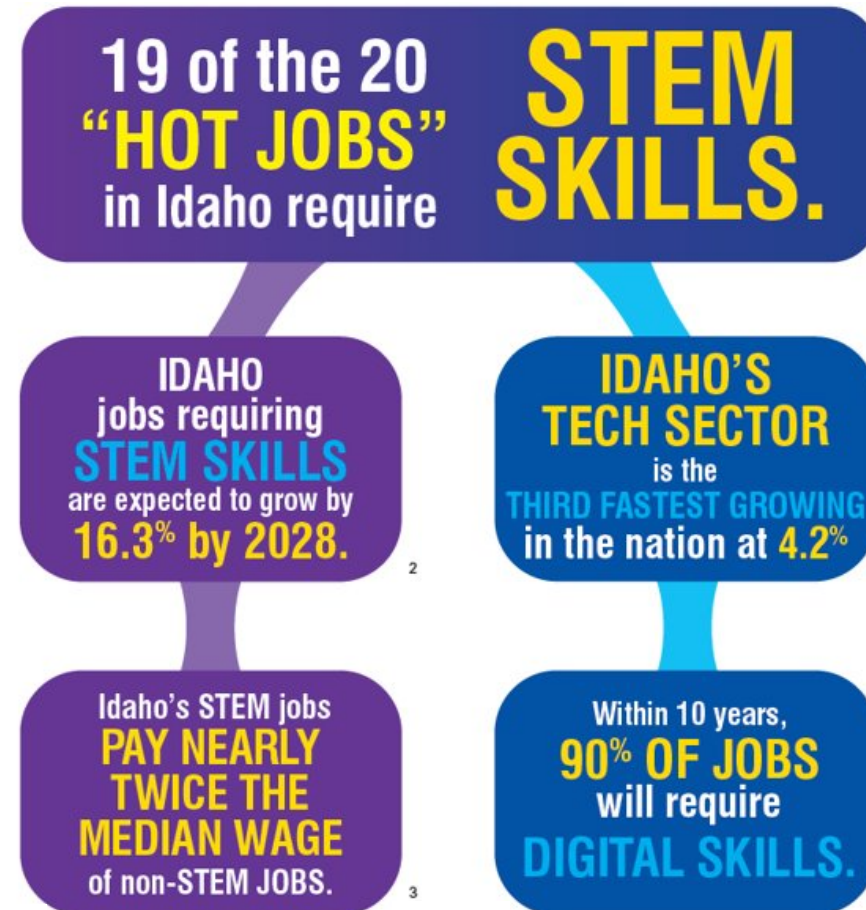
**IDAHO
STEM**
ACTION CENTER



Idaho State Board of Education
Meeting

December 14, 2021
Dr. Kaitlin Maguire

STEM Education & Idaho's Economy





STEM Education Builds 21st Century (Durable) Skills





Advisory Board Members



Dee Mooney / Chair
Executive Director,
Micron Foundation



Jennifer Jackson/Vice Chair
Public Affairs and
Strategic Initiatives,
Idaho National Laboratory



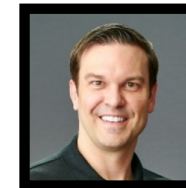
Jake Reynolds
Business Development &
Operations Administrator,
Idaho Department of Commerce



Dr. Dave Hill
State Board of
Education Member



Wendi Secrist
Executive Director,
Workforce Development
Council



Jad Mahnken
Recruiter,
Saint Alphonsus



Dr. Joel Wilson
Deputy Superintendent of
Operations,
State Department of
Education

Idaho Code 67-823; Section 5

- Coordinate and work collaboratively
- Identify and coordinate best practices
- Support high-quality professional development
- Engage private entities
- Perform industry and education gap analysis and needs assessment
- Align public education STEM activities with higher education STEM activities





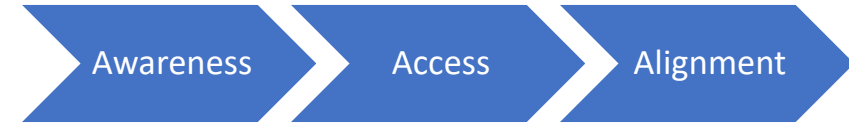
Advance innovative STEM opportunities for educators, students, communities and industry to build a competitive Idaho workforce and economy.



A diverse STEM-literate Idaho workforce to support the long-term economic prosperity of Idaho.

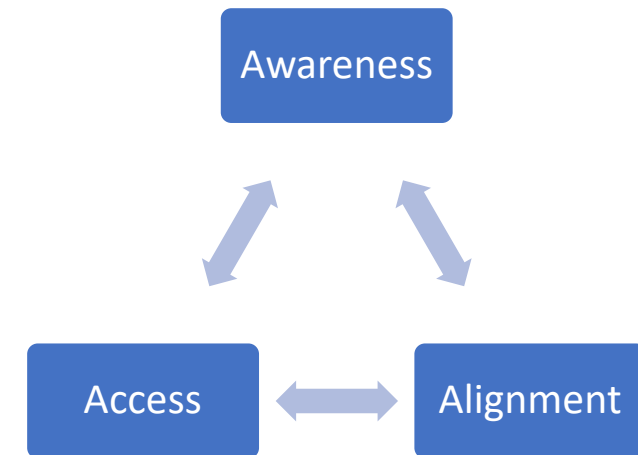


Goal 1: Increase **awareness** of the importance of STEM+CS throughout Idaho



Goal 2: Advance equitable **access** to high-quality STEM+CS opportunities for educators, students, and communities

Goal 3: **Align** education and workforce needs throughout Idaho



Goal 1: Awareness

- Traditional and social media
- Presentations – local, state, national
- Interviews and Meetings
- Awareness events



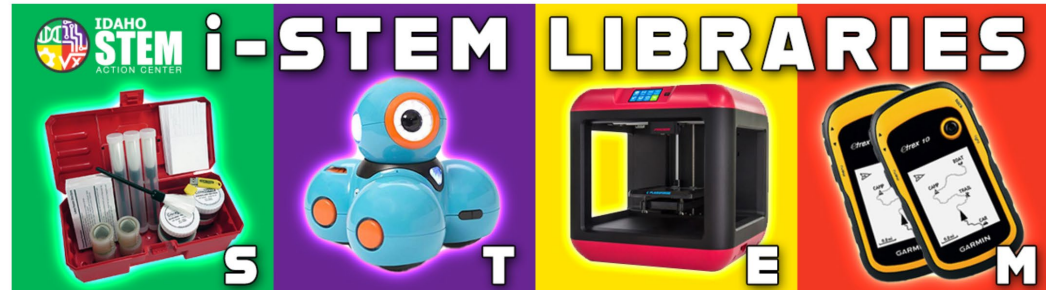


Goal 2: Access

- Professional Development
 - i-STEM serves over 400 educators each summer
 - Rural STEM workshops
- Grants
- Competitions
 - Idaho Science & Engineering Fair

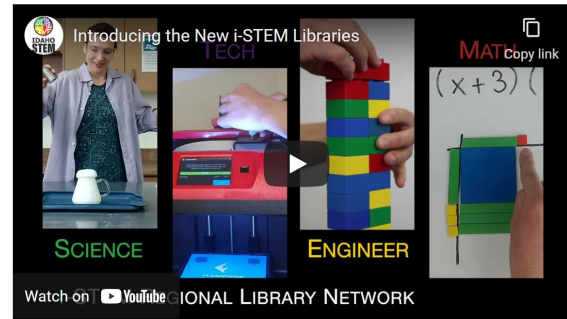


Statewide Resources



i-STEM Libraries Online Catalog

Welcome to the latest iteration of i-STEM Libraries. This network of six regional libraries offers equipment, kits and technology to enhance STEM learning in your classroom or program! Browse and request available items in your area using the catalog below -- plus, find lesson plans, videos, teacher guides and more.



<https://stem.idaho.gov/i-stem-library/>

Resources



STEM Action Center Resources

Welcome to the latest iteration of STEM Action Center Resources. Browse to find curated websites that feature lesson plans, STEM at Home projects, informative websites on STEM education, scholarships, etc. Resources can be filtered by grade level, subject, or supplemental topic.

In addition, there are links to Idaho workforce statistics and information to connect with local companies under Additional Resources.

<https://stem.idaho.gov/resources/>



Goal 3: Align

- Teacher Externship Program
- Implementation of industry-led programs
- Amazon Web Services



Additional STEM AC Statutes

- **Idaho Code 33-1633:** Computer Science Initiative
- **Idaho Code 33-1634:** Computer Science for All
- **Idaho Code 33-4701:** STEM School Designation
- **Idaho Code 33-523:** Established a STEM Diploma



CS Initiative and CS for All

- Idaho was 2nd in the Nation to adopt 9 CS policies
- Professional Development
- Student camps and competitions
- Aligned to industry needs



Amazon Web Service & CS

Free training for secondary and post-secondary educators to earn instructor certification

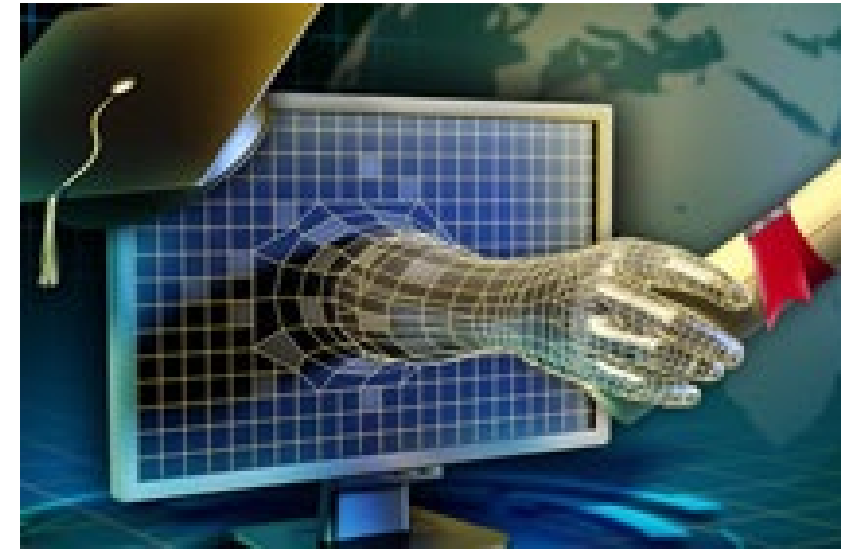
Teach cloud computing to high school/college students & adults who want to reskill

Students earn valuable industry certifications

90% of skills transfer to other cloud platforms

16,846 unique job postings in ID requiring cloud computing skills (EMSI, 2021)

Top 10 highest paying certifications (Global Knowledge, 2020)



STEM School Designation

- Recognize schools that provide high quality, interdisciplinary STEM education
- Aligned to Cognia's 16 STEM standards
- Emphasis on relevant, project-based learning
- Schools can receive up to \$10,000 grant per year up to 5 years

★ 6 STEM designated schools

★ 5 schools scheduled for reviews this school year



Idaho Code 33-4701: STEM School Designation

- Leadership Academy
- Coaching

educurⁱous

learning that connects



Idaho State
Board of Education





STEM Diploma

STUDENTS EARNING A STEM DIPLOMA ARE ELIGIBLE TO APPLY FOR A STEM SCHOLARSHIP!





Idaho STEM Ecosystem

Contact Information

Dr. Kaitlin Maguire

Executive Director

Email: Kaitlin.Maguire@STEM.Idaho.Gov

Phone: (208) 332-1726



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SUBJECT

Next Steps Idaho Update and Enhancements

REFERENCE

June 2012	Board approved the Complete College Idaho plan, including the strategy to develop intentional advising along the K-20 continuum.
August 2014	Board approved a proposed rule to clarify learning plans developed at grade eight (8) are reviewed annually throughout a student's high school career.
October 2014	Board received an update from the Task Force Implementation Committee and adopted initial implementation recommendations.
November 2016	Board approved pending rule establishing minimum requirements for school district college and career advising, mentoring plans, and continuous improvement plan minimum metrics, including, minimum statewide performance measures.
June 2017	Board received an update regarding the status of college and career advising and mentoring in the state and the continued implementation of the Board's college and career advising initiative.
June 2019	The Board was provided with an update on the Next Steps Idaho Website and steps that were being taken by Board staff to align the website with the recommendations of the Workforce Development Council Task Force chaired by Board member Hill.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1212A, Idaho Code
Section 72-1203, Idaho Code
Idaho Administrative code, IDAPA 08.02.01 Section 801 and IDAPA 08.02.03-Sections 104 and 105.

BACKGROUND/DISCUSSION

In response to the Governor's Workforce Development Task Force 2017 recommendations, [Next Steps Idaho](#) has become a one-stop shop where Idahoans can find information regarding careers and college. Whether they are middle school and high school students looking for information about what to expect in the future, or skilled tradespeople seeking certification to take their career to the next level, Next Steps Idaho is the platform each could use to navigate their future path.

By having one online platform, the state can focus and pool its resources for advertising, outreach, and communications by promoting a single tool, rather than the disparate resources that are currently housed in different places. Collaboration

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with the Workforce Development Council and new resources developed by staff has resulted in a user-friendly, widely used resource. Since the relaunch of [Next Steps Idaho](#) in September 2020, enhance navigation, expanded resources for adult users, and new career and college tools have produced substantial usage. Over 230,000 user sessions produced 750,000-page views with an average session duration of 5.5 minutes - very high by industry standards. January 2021 will see the launch of student portfolios. Students from 8th through 12th grade will be able to create a portfolio of career and college activities, interests, and assessments that will follow them from year to year and school to school. Adults will also be able to create portfolios to support their career and education interests.

IMPACT

The Board will be provided an update on the current Next Steps website along with recommendations and cost estimates for the Idaho State Board of Education to consider as expansion of the Next Steps.Idaho.gov is contemplated for future years.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Next Steps website was initially developed to provide resources for students in grades 8 through 12, their parents, and the educators that help to support these students. Ongoing development and expansion of the website to include an adult audience has been done through a systematic approach of researching not only those tools most meaningful to the target groups but also through gathering user feedback. Due to this systematic approach, the website has seen expanded usage. This was especially apparent when students were engaged in online and hybrid instruction. As the Board office looks toward expanding the target audiences of the site, it will be important to use the same systematic, research driven approach to maintain the quality and usefulness of the site. There are many examples available of sites that have tried to compile or link to the vast amount of available resources for advising individuals, both, students and adults, that have become cumbersome and unwieldy, in the end resulting in a tool the was no longer of use. Through the development and research processes currently used and continued collaboration with the Workforce Development Council, staff believe the site will see even greater usage by our target audience.

The Board will be provided an update on the current Next Steps website along with recommendations and cost estimates for the Idaho State Board of Education to consider as expansion of the Next Steps.Idaho.gov is contemplated for future years.

BOARD ACTION

This item is for informational purposes only.

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SUBJECT

Decennial Census – Community College Trustee Zones – College of Southern Idaho

REFERENCE

June 2016	Board approved trustee zones for College of Southern Idaho, College of Western Idaho, and North Idaho College.
June 15, 2017	Board approved trustee zones for the College of Eastern Idaho.
April 5, 2021	Board approved school district and community college trustee zone redistricting proposal parameters.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2104A and 33-2106, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-2104A, Idaho Code, a proposal to redefine the boundaries of trustee zones of a community college district shall be initiated by its board of trustees at the first meeting following the report of the decennial census or following the electors' approval of the addition of territory pursuant to section 33-2105, Idaho Code. The board of trustees shall submit the proposal to the state board of education within one hundred twenty (120) days following the decennial census or election. The proposal shall include a legal description of each proposed trustee zone, a map of the district showing how each proposed trustee zone would appear and the approximate population each zone would have should the proposal to change the boundaries of the trustee zones become effective.

- At the April 5, 2021 Special Board meeting the Board adopted the following criteria for rezoning proposals:
 - For the purpose of determining “equalized” populations between trustee zones, no one trustee zone shall differ in population by more than 10 percent (10%) from any other trustee zone within the school district or community college district.
 - School districts shall use the most current State Board of Education approved legal descriptions for their school district boundary.
 - Trustee zone boundaries shall follow census block boundaries or the exterior boundary of the taxing district, whichever is applicable. Trustee zone boundaries will group census blocks within common identifiable lines and trustee zone legal descriptions:
 - Will follow common identifiable lines, i.e., section lines, subdivision boundaries, road centerlines, waterways, railroad lines, etc.
 - Will split census blocks only when the proposal can demonstrate to the State Board of Education that any proposed deviation from census block

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boundaries will accurately account for all individuals within that census block.

- There may be circumstances in which the census block lines and the proposed trustee zone boundary lines do not match. In such cases the inconsistencies will need to be identified and a proposed solution for population count for the census block or blocks affected must be included as part of the submitted proposal.
- Proposals shall include:
 - A copy of the legal description of each trustee zone, legal descriptions must be prepared by a licenses attorney, licensed professional land surveyor, or licensed professional engineer professionally trained and experienced in legal descriptions of real property
 - A map of the district showing each trustee zone
 - The population of each trustee zone
 - A summary of each trustee zone population and the percentage difference between the largest trustee zone population and each of the other trustee zones
 - A list of sources used for data to create the proposal
 - Community college trustee zone for community college districts situated within two or more counties, when any one of the counties has sufficient population to warrant at least one zone, then the boundaries of a trustee zone shall be located wholly within the boundaries of such county.
- Maps submitted with the proposal must include:
 - Include the proposed trustee zone boundaries
 - Include the existing trustee zone boundaries
 - Clearly delineate which is the existing and which is the proposed trustee zone boundary
 - Include census block boundaries and populations within each block

IMPACT

Approval of the College of Southern Idaho's recommended community college trustee zones will bring them into compliance with section 33-2104A, Idaho Code. Section 33-2104A, Idaho Code requires community colleges that have been disapproved to resubmit proposals within forty-five (45) days of disapproval.

ATTACHMENTS

Attachment 1 – College of Southern Idaho Zoning Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to section 33-2104A, Idaho Code, any proposal to define the boundaries of the trustee zones in a community college taxing district must include a legal description of each trustee zone, a map of the district showing how each trustee zone would then appear, and the approximate population each trustee zone would have should the proposal become effective.

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The Board has sixty (60) days after it has received a proposal to approve or disapprove the proposal. Should the Board disapprove a proposal, a board of trustees has forty-five (45) days to submit a revised proposal to the Board for consideration. Following approval of any amended trustee zones, the approved legal description of each trustee zone and map of the district showing how each trustee zone will appear must be filed by the community college board of trustees with the applicable country clerk. The Idaho 2020 Census Data was released on August 12th, the 120 day deadline is December 10th. The Board has 60 days after receiving the proposals to take action. The 60-day timeline will require the Board act on any trustee zone proposals that were not received in time to be included in the December Board meeting agenda at a special Board meeting. The next regular Board meeting, scheduled in February, may fall outside of the 60-day requirement.

The State Board of Education may reject a proposal for any of the following reasons:

- The creation of bizarrely-shaped zones or potential gerrymandering;
- Creating zones that differ more than 10 percent from any other trustee zone in the community college taxing district;
- Trustee zones that do not completely account for all areas within the district boundary;
- An inadequate legal description that does not meet professional standards;
- Proposals that are incomplete and don't include adequate legal descriptions, map and population summaries;
- Proposals that fail to use approved district boundary legal descriptions; or
- Proposals that fail to utilize the 2020 Census Data as their source for population data.

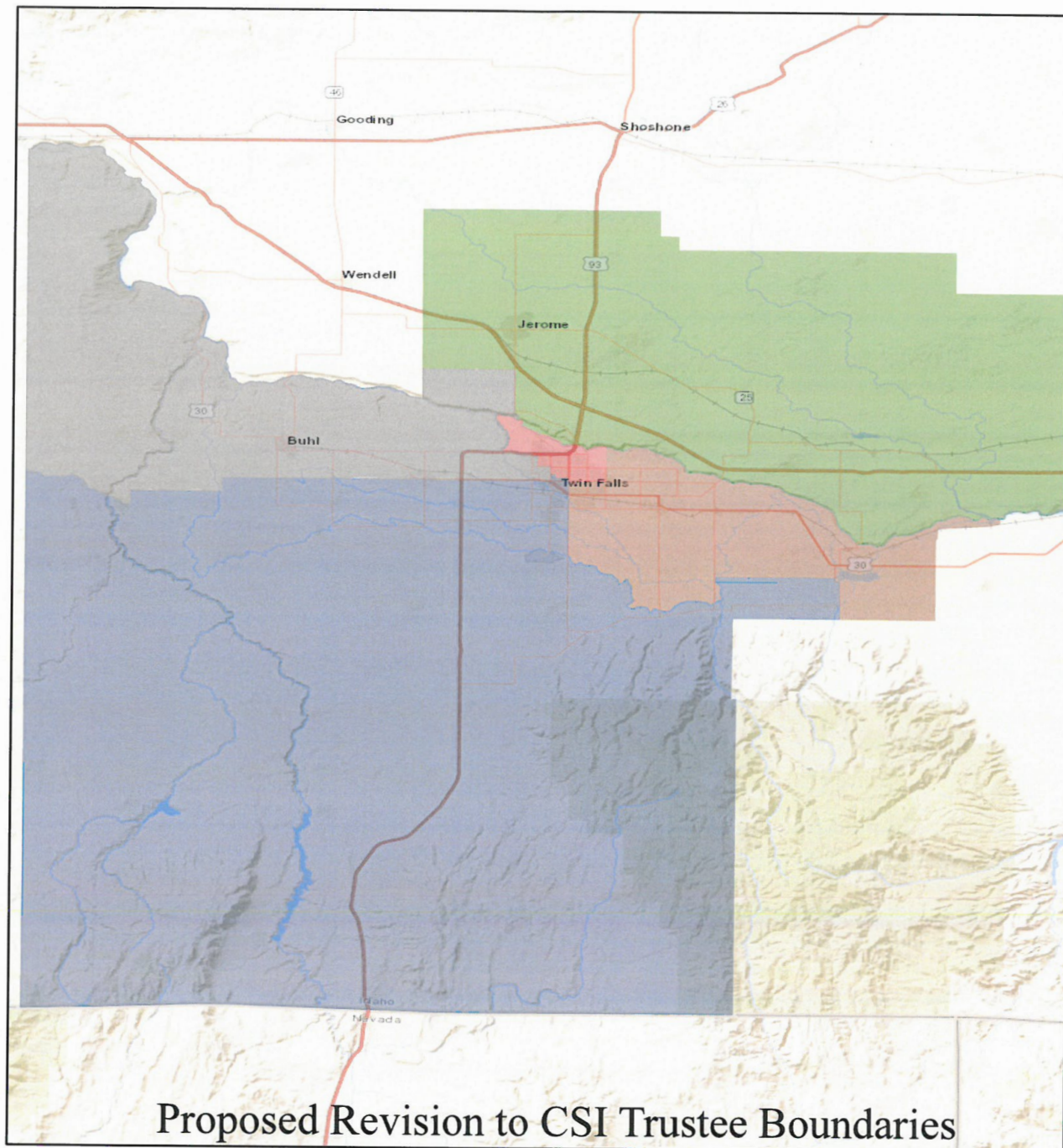
At the time of agenda production, the College of Southern Idaho is the only community college that has submitted a complete proposal. The community colleges statutorily had until December 10th to submit their proposals. Depending on when the three remaining colleges submit their proposals, the Board may have to schedule a special meeting to take action on those proposals.

The College of Southern Idaho's proposal uses the 2020 Census data, has no population variances more than 10 percent from any other trustee zone, the proposal completely accounts for all areas within the district boundary, and a licensed professional has certified their legal descriptions. Staff recommends approval.

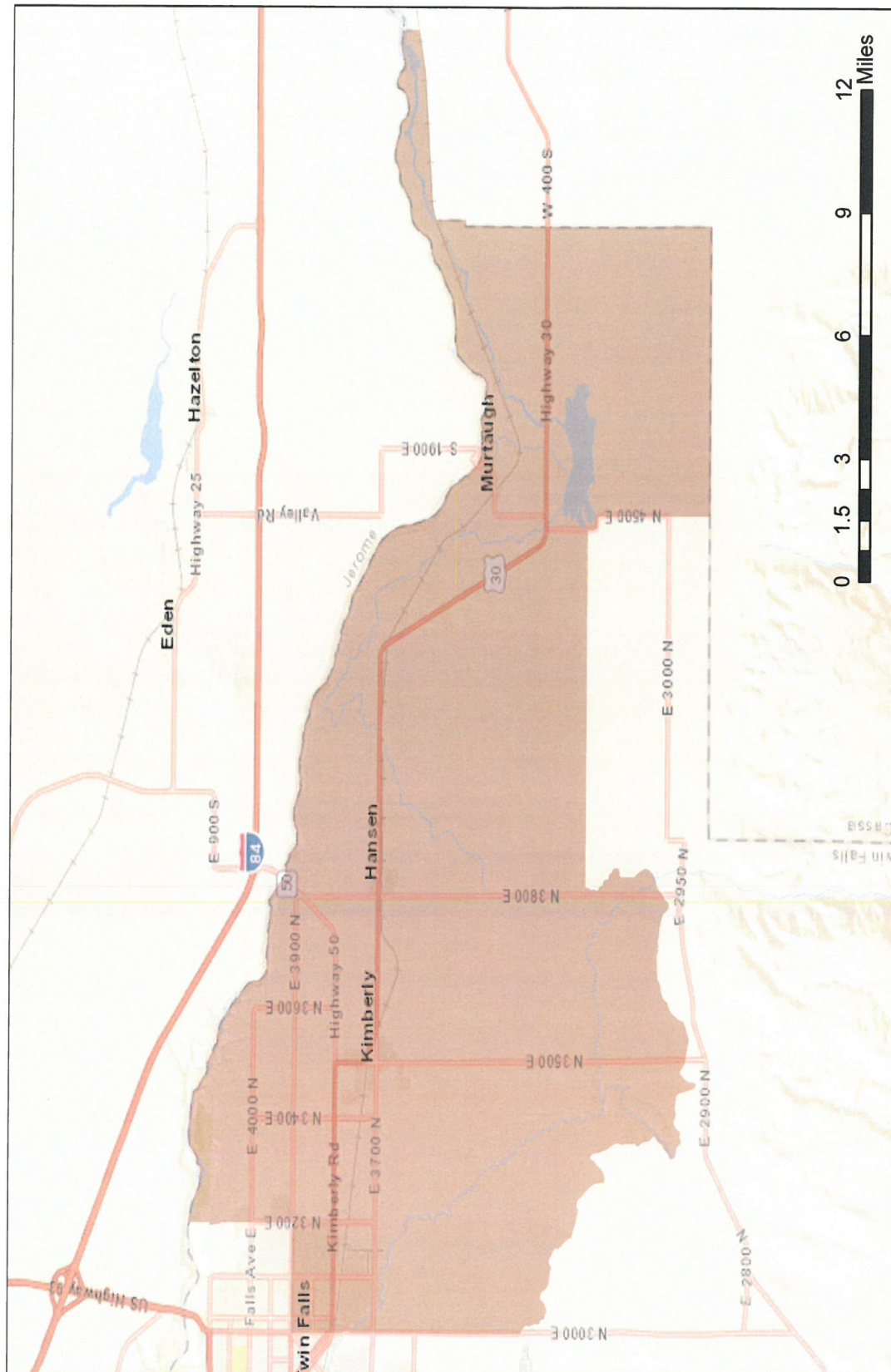
BOARD ACTION

I move to approve the College of Southern Idaho's trustee zone boundary rezoning proposals as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____



	<i>Total Population</i>	<i>Target Population</i>	<i>Deviation from Target</i>	<i>% From Target</i>
<i>District 1</i>	22,855	22,857	-2	0.0%
<i>District 2</i>	22,848	22,857	-9	0.0%
<i>District 3</i>	22,827	22,857	-30	-0.1%
<i>District 4</i>	22,992	22,857	127	0.6%
<i>District 5</i>	22,761	22,857	-96	-0.4%



Seat 1 Proposed Boundaries

**Geographic Perimeter Description
For
College of Southern Idaho Trustee Zone**

Seat 1

Commencing at the intersection of Addison Avenue (3900 North Road) and Blue Lakes Boulevard (3000 East Road) of the City of Twin Falls of Twin Falls County, Idaho; and being the REAL POINT OF BEGINNING.

Thence South along Blue Lakes Boulevard, becoming 3000 East Road to the intersection of the High Line Canal of the Twin Falls Canal Company.

Thence meandering Easterly along the High Line Canal of the Twin Falls Canal Company to the intersection of the 3200 North Road.

Thence East along 3200 North Road to the intersection of 4475 East Road.

Thence Southerly and Easterly along the 4475 East Road becoming 4500 East Road at its intersection.

Thence South along 4500 East Road to intersection of the Twin Falls/Cassia County line (2900 North Road / 800 South Road).

Thence East along the Twin Falls/Cassia County line (2900 North Road / 800 South Road) to the intersection of 1400 West Road.

Thence North along the Twin Falls/Cassia County line to the intersection of 3500 North and 5000 East Road / 1400 West Road.

Thence East along the Twin Falls/Cassia County line (200 South Road).

Thence North along the Twin Falls/Cassia County line.

Thence Northeasterly along the Twin Falls/Cassia County line.

Thence North along the Twin Falls/Cassia County line to the intersection of the Jerome County line in the Snake River.

Thence Westerly along the Twin Falls/Jerome County line in the Snake River to the intersection of the boundary line between Township 09 South Range 17 East Section 36 and Township 09 South Range 17 East Section 35.

Thence Southerly along the boundary line between Township 09 South Range 17 East Section 36 and Township 09 South Range 17 East Section 35 to the boundary line between Township 09 South Range 17 East and Township 10 South Range 17 East.

Thence West along the boundary line between Township 09 South Range 17 East and Township 10 South Range 17 East to the intersection of the City of Twin Falls West Boundary as described in Deed recorded as Instrument #2012-004438 in the office of the County Recorder of Twin Falls County.

Thence Southerly along said Twin Falls city boundary to the Northwest corner of Lot 1 Block 2 "Shoshone Heights PUD Subdivision No.1".

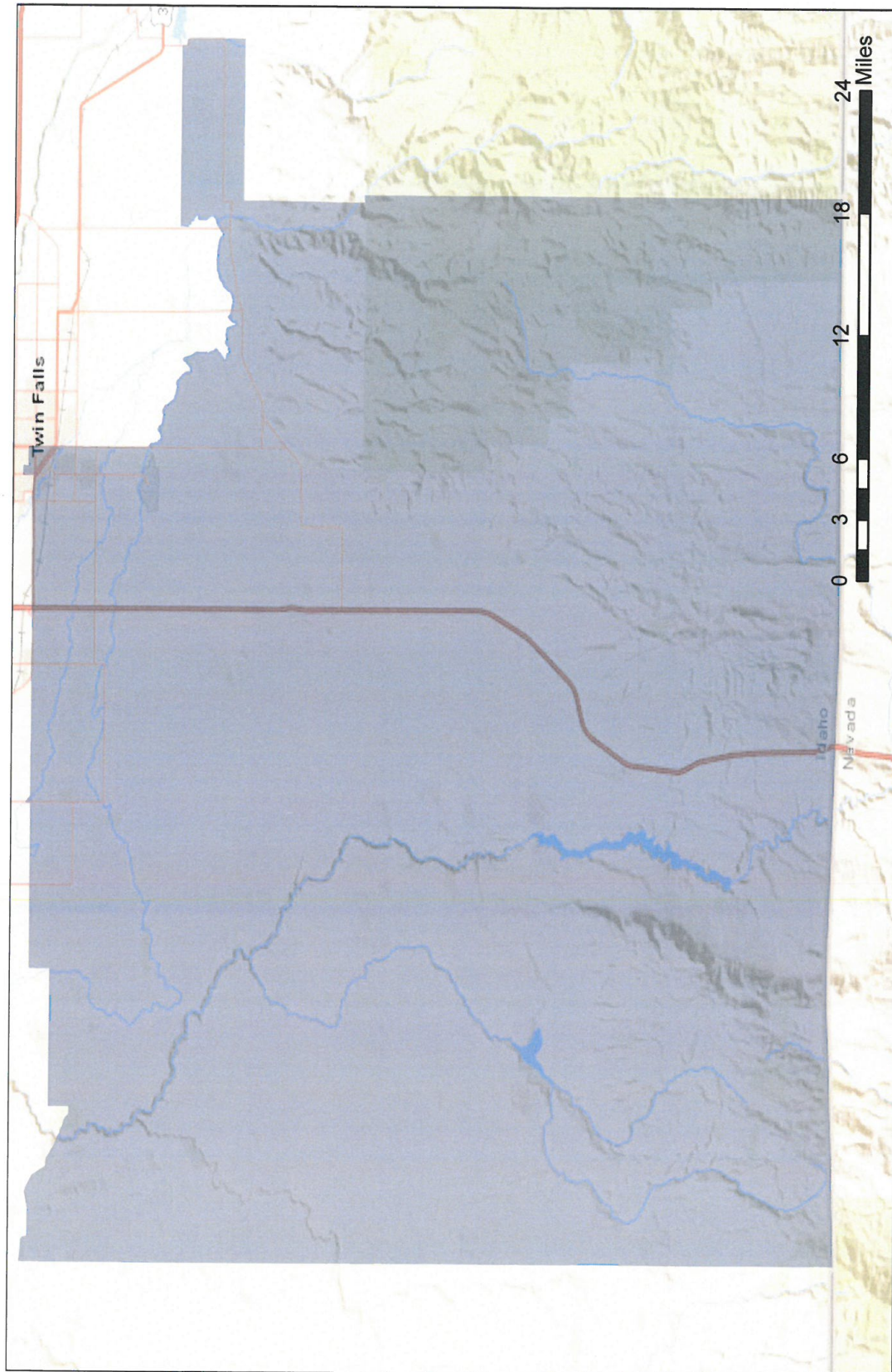
Thence Southerly along the Westerly boundary of said Lot 1 to the Southwest corner of said Lot 1.

Thence Easterly along the Southerly boundary of said Lot 1 extended to Hankins road (3200 East road).

Thence South along Hankins Road (3200 East Road) to the intersection of Addison Avenue East.

Thence West along Addison Avenue East to the REAL POINT OF BEGINNING.





Seat 2 Proposed Boundaries

**Geographic Perimeter Description
For
College of Southern Idaho Trustee Zone**

Seat 2

Commencing at the Intersection of Balanced Rock Road (3700 North Road) and the Twin Falls/Owyhee county line and being the REAL POINT OF BEGINNING.

Thence Easterly along Balanced Rock Road (3700 North Road) to the intersection of 600 East Road.

Thence North along 600 East Road to the intersection of Deep Creek Road (3800 North Road).

Thence East along Deep Creek Road (3800 North Road) to the intersection of 1100 East Road.

Thence North along 1100 East Road to the intersection of 3900 North Road.

Thence East along 3900 North Road to the intersection of 1700 East Road.

Thence North along 1700 East Road to the intersection of 3900 North Road adjoining the North side of the Lowline Canal.

Thence Southeasterly along 3900 North Road on the North side of the canal to the intersection of the section line on 3900 North Road.

The East along 3900 North Road to the intersection of US Highway 30.

Thence East along US Highway 30 becoming Addison Avenue West to the intersection of Washington Street in the City of Twin Falls.

Thence North along Washington Street to the intersection of Filer Avenue.

Thence East along Filer Avenue to the intersection of Quincy Street.

Thence South along Quincy Street to the intersection of Heyburn Avenue.

Thence East along Heyburn Avenue to the intersection of Blue Lakes Boulevard North.

Thence South along Blue Lakes Boulevard, becoming 3000 East Road to the intersection of the High Line Canal of the Twin Falls Canal Company.

Thence meandering Easterly along the High Line Canal of the Twin Falls Canal Company to the intersection of the 3200 North Road.

Thence East along 3200 North Road to the intersection of 4475 East Road.

Thence Southerly and Easterly along the 4475 East Road becoming 4500 East Road at its intersection.

Thence South along 4500 East Road to intersection of the Twin Falls/Cassia County line (2900 North Road / 800 South Road).

Thence West along the Twin Falls/Cassia County line.

Thence South along the Twin Falls/Cassia County line.

Thence East along the Twin Falls/Cassia County line.

Thence South along the Twin Falls/Cassia County line to the intersection of the Nevada border.

Thence West along the Idaho/Nevada border to the Twin Falls/Owyhee County line.

Thence North along the Twin Falls/Owyhee County line to the REAL POINT OF BEGINNING.





Geographic Perimeter Description
For
College of Southern Idaho Trustee Zone

Seat 3

Commencing at the intersection of 300 South Road and the Jerome/Gooding County line and being the REAL POINT OF BEGINNING.

Thence North along the Jerome/Gooding County line to the Northwest corner of Jerome County.

Thence East along the Jerome/Gooding County line to the intersection of the Lincoln County line.

Thence East along the Jerome/Lincoln County line.

Thence South along the Jerome/Lincoln County line.

Thence East along the Jerome/Lincoln County line.

Thence South along the Jerome/Lincoln County line.

Thence East along the Jerome/Lincoln County line.

Thence South along the Jerome/Lincoln County line.

Thence East along the Jerome/Lincoln County line to the Northeast corner of Jerome County.

Thence South along the Jerome/Minidoka County line to the Southeast corner of Jerome County in the Snake River.

Thence Westerly along the Jerome County line along the Snake River to the "Scott's Barrow Bridge" on the Snake River above Auger Falls.

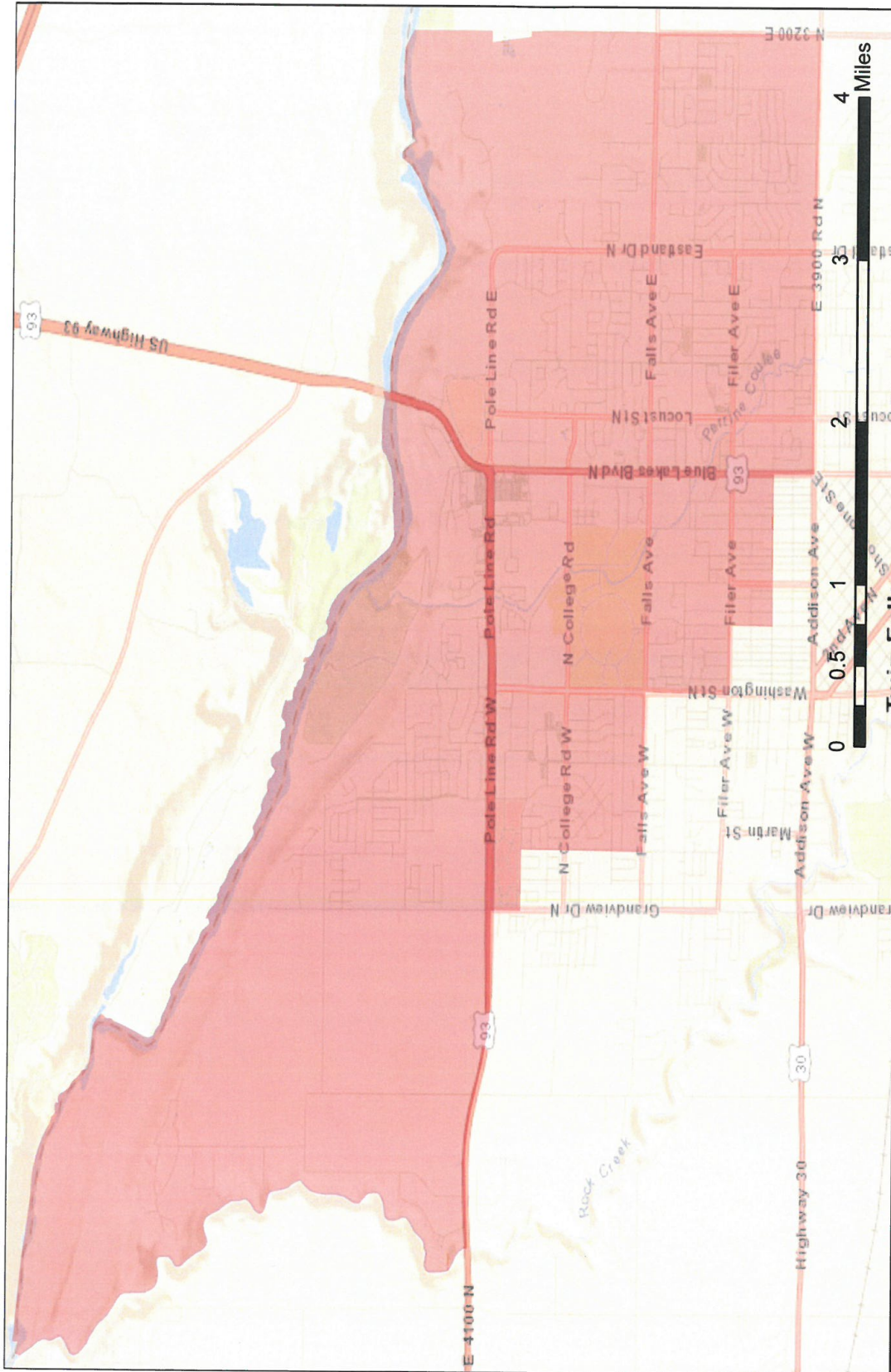
Thence Northerly meandering along the Auger Falls road which becomes Yingst Road.

Thence Northerly along Yingst Road to the intersection of Golf Course Road.

Thence North along Golf Course Road to the intersection of 300 South Road.

Thence West along 300 South Road to the REAL POINT OF BEGINNING.





Seat 4 Proposed Boundaries

**Geographic Perimeter Description
For
College of Southern Idaho Trustee Zone**

Seat 4

Commencing at the intersection of Blue Lakes Boulevard (US Highway 93) and the Snake River on the Twin Falls/Jerome County line below the Perrine Bridge.

Thence Easterly along the Snake River on the Twin Falls/Jerome County line to the intersection of the boundary line between Township 09 South Range 17 East Section 36 and Township 09 South Range 17 East Section 35.

Thence Southerly along the boundary line between Township 09 South Range 17 East Section 36 and Township 09 South Range 17 East Section 35 to the boundary line between Township 09 South Range 17 East and Township 10 South Range 17 East.

Thence West along the boundary line between Township 09 South Range 17 East and Township 10 South Range 17 East to the intersection of the City of Twin Falls West Boundary as described in Deed recorded as Instrument #2012-004438 in the office of the County Recorder of Twin Falls County.

Thence Southerly along said Twin Falls city boundary to the Northwest corner of Lot 1 Block 2 "Shoshone Heights PUD Subdivision No.1".

Thence Southerly along the Westerly boundary of said Lot 1 to the Southwest corner of said Lot 1.

Thence Easterly along the Southerly boundary of said Lot 1 extended to Hankins Road (3200 East road).

Thence South along Hankins Road (3200 East Road) to the intersection of Addison Avenue East.

Thence West along Addison Avenue East to the intersection of Blue Lakes Boulevard North.

Thence North along Blue Lakes Boulevard North to the intersection of Heyburn Avenue.

Thence West along Heyburn Avenue to the intersection of Quincy Street.

Thence North along Quincy Street to the intersection of Filer Avenue.

Thence West along Filer Avenue to the intersection of Washington Street North.

Thence North along Washington Street North to the intersection of Falls Avenue West

Thence West along Falls Avenue West to the intersection of Wendell Street.

Thence North along Wendell Street to the intersection of Cheney Drive West.

Thence West along Cheney Drive West to the intersection of Grandview Drive North.

Thence North along Grandview Drive North to the intersection of Pole Line Road (US Highway 93 Alternate).

Thence West along the Pole Line Road (US Highway 93 Alternate) to the intersection of Rock Creek.

Thence meandering Northerly along Rock Creek to the confluence of the Snake River and the intersection of the Jerome County line.

Thence meandering Easterly along the Snake River being the Jerome/Twin Falls County line to the REAL POINT OF BEGINNING.





**Geographic Perimeter Description
For
College of Southern Idaho Trustee Zone**

Seat 5

Commencing at the intersection of 300 South Road and the Jerome/Gooding County line and being the REAL POINT OF BEGINNING.

Thence South along the Jerome/Gooding County line to the intersection of the Snake River.

Thence meandering Northwesterly along the Snake River being the Twin Falls/Gooding County line to the intersection of the Elmore County line.

Thence South along the Twin Falls/Elmore County line to the intersection of the Owyhee County line.

Thence South along the Twin Falls/Owyhee County line to the intersection of the Balanced rock Road (3700 North Road).

Thence Easterly along Balanced Rock Road (3700 North Road) to the intersection of 600 East Road.

Thence North along 600 East Road to the intersection of Deep Creek Road (3800 North Road).

Thence East along Deep Creek Road (3800 North Road) to the intersection of 1100 East Road.

Thence North along 1100 East Road to the intersection of 3900 North Road.

Thence East along 3900 North Road to the intersection of 1700 East Road.

Thence North along 1700 East Road to the intersection of 3900 North Road adjoining the North side of the Lowline Canal.

Thence Southeasterly along 3900 North Road on the North side of the canal to the intersection of the section line on 3900 North Road.

Thence East along 3900 North Road to the intersection of US Highway 30.

Thence East along US Highway 30 becoming Addison Avenue West to the intersection of Washington Street in the City of Twin Falls.

Thence North along Washington Street to the intersection of Falls Avenue West.

Thence West along Falls Avenue West to the intersection of Wendell Street.

Thence North along Wendell Street to the intersection of Cheney Drive West.

Thence West along Cheney Drive West to the intersection of Grandview Drive North.

Thence North along Grandview Drive North to the intersection of Pole Line Road (US Highway 93 Alternate).

Thence West along Pole Line Road (US Highway 93 Alternate) to the intersection of Rock Creek.

Thence meandering Northerly along Rock Creek to the confluence of the Snake River being the intersection of the Jerome/Twin Falls County line.

Thence meandering Easterly along the Snake River being the Jerome/Twin Falls County line to the "Scott's Barrow Bridge" on the Snake River above Auger Falls.

Thence Northerly meandering along the Auger Falls Road which becomes Yingst Road.

Thence Northerly along Yingst Road to the intersection of Golf Course Road.

Thence North along Golf Course Road to the intersection of 300 South Road.

Thence West along 300 South to the REAL POINT OF BEGINNING.



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2021

SUBJECT

Temporary Rule – Docket 08-0201-2103, Rules Governing Administration – Average Daily Attendance Calculation Methodology

REFERENCE

August 2019	Board considered and rejected a proposed rule, Docket 08-0102-1901, setting reporting requirements for enrollment FTE and directed staff to bring back a temporary rule at the conclusion of planned visits in each of the regions to gather feedback.
October 2019	Board approved temporary rule establishing the enrollment FTE in a substantially similar format as presented at the Regular August Board meeting.
August 2020	Board approved temporary and proposed rule setting reporting criteria for average daily attendance and full-time equivalent enrollment reporting and waived the GED application fee.
November 23, 2020	Board approved amended temporary and pending rule Docket 08-0201-2001, establishing FTE enrollment reporting methodology and allowing average daily attendance to be calculated based on the FTE enrollment numbers.
December 7, 2020	Board approved temporary rule allowing ADA to be calculating using student FTE enrollment for FY2021.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1001, 33-1002, 33-1003, 33-1003A, 33-1027, 33-1028, and 33-1619, Idaho Code
Idaho Administrative Code, IDAPA 08.02.01, Rules Governing Administration

BACKGROUND/DISCUSSION

Section 33-1002, Idaho Code, authorizes the Board to set through Administrative Code the methodology for how attendance will be reported for calculating average daily attendance as it applies to public school funding. For the 2020-2021 academic year, in response to the COVID-19 pandemic and the disruption to in-person learning, the Board approved a temporary rule allowing the FTE student enrollment methodology established in IDAPA 08.02.01 to be used for reporting attendance for calculating Average Daily Attendance (ADA). On average, statewide, daily school attendance rates run around 95%, meaning on any given day, about 95% of enrolled students are in attendance. Due to the ongoing impacts of the pandemic, schools have reported attendance rates as low as 80%. Schools districts and charter schools have indicated much higher instances of students being out sick at much higher rates than normal or remaining home due to quarantining. As a result of the lower daily attendance rates and the negative impact this will have on public school funding, several school district administrators and charter schools have asked the Board to consider approving another temporary rule allowing FTE student enrollment to be used for calculating ADA for the 2021-2022 school year.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2021**

IMPACT

Approval of the temporary rule, Docket 08-0201-2103, would allow averaging of the FTE student enrollment numbers to be used for calculating average daily attendance for FY 2022.

ATTACHMENTS

- Attachment 1 – Temporary Rule Docket 08-0201-21023– Student FTE Enrollment and Average Daily Attendance
- Attachment 2 – Idaho Charter School Network Letter
- Attachment 3 – Idaho Association of School Business Officers Letter

BOARD STAFF COMMENTS AND RECOMMENDATIONS

While school districts and charter schools are still required to report attendance, the daily attendance numbers reported to date indicate a significant reduction in mid-term support units. The public school funding formula calculates funding based on mid-term support units and support units calculated based on the “best of 28 weeks” Average Daily Attendance (ADA). Salary based apportionment is based on mid-term support units and makes up the bulk of the public school funding. Discretionary funding is distributed based on the “best of 28 weeks” support unit calculations.

Preliminary data from the October and November ISEE uploads indicate a variance in average daily attendance calculated based on daily attendance numbers from approximately 289,891 students in ADA (generating approximately 15,283 support units) to approximately 313,303 ADA (generating approximately 16,416 support units) when using the average reported FTE student enrollment. The FY 2022 public schools budget used an estimated 16,146 mid-term support units for calculating that portion of the appropriation that is based on mid-term support units. These data are used by the State Department of Education (SDE) to calculate the state distribution factor based on average daily attendance and mid-term support units for each local education agency, and to determine the public school budget payments that goes out to schools in February and May. Based on an estimated statewide average midterm support unit value of approximately \$110,000 the loss of 863 support units would result in a loss of approximately \$94,924,500. Conversely, the increase of approximately 270 support units would increase the public schools budget by approximately \$29,700,000 in a year when the Public Education Stabilization Fund (PESF) could be used. For FY 2022, this amount would be covered by the supplemental budget request submitted by SDE, if approved. Should the FY 2022 supplemental budget request not be approved by the legislature, and the Public Education Stabilization Fund remain capped, there would be no fiscal impact above what was originally appropriated in the FY 2022 public schools budget, resulting in a reduction in the amount per discretionary support unit to balance the budget to the FY 2022 appropriation level.

Staff recommends approval.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2021**

BOARD ACTION

I move to approve the temporary rule Docket 08-0201-2103, allowing average student FTE enrollment to be used for calculating average daily attendance, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

08.02.01 – RULES GOVERNING ADMINISTRATION

(BREAK IN CONTINUITY OF SECTIONS)

250. PUPIL ACCOUNTING AND REQUIRED INSTRUCTIONAL TIME.

01. Required Instructional Time. Excluding transportation to and from school, lunch periods, passing times, and recess, schools must schedule at least the following instructional times: kindergarten, four hundred fifty (450) hours per year or equivalent amount of instruction through an online, distance, or blended learning format; grades one through three (1-3), eight hundred ten (810) hours per year or equivalent amount of instruction through an online, distance, or blended learning format; grades four through eight (4-8), nine hundred (900) hours per year or equivalent amount of instruction through an online, distance, or blended learning format; and grades nine through twelve (9-12), nine hundred ninety (990) hours per year or equivalent amount of instruction through an online, distance, or blended learning format. The equivalent amount of instruction shall be based on the amount of time reported for the same course or amount of coursework delivered in an in-person setting. (7-1-21)T

02. Required Attendance. All pupils will complete four (4) years of satisfactory attendance in grades nine through twelve (9-12) to graduate from an accredited high school, except those who are approved for early graduation. (7-1-21)T

03. Day in Session When Counting Pupils in Attendance. (7-1-21)T

a. A school day for grades one through twelve (1-12) may be counted as a “day in session” when the school is in session and students are under the guidance and direction of teachers in the teaching process for not less than four (4) hours or its equivalent of instruction per day. Lunch periods, breaks, passing time and recess will not be included in the four (4) hours. For kindergarten, each session will be at least two and one-half (2 1/2) hours per day. (7-1-21)T

b. Half-day Session. A half-day in session occurs when the students in grades one through twelve (1-12) are under the guidance and direction of teachers in the teaching process for a minimum of two and one-half (2 1/2) hours or its equivalent of instruction or the teachers are involved in staff development activities for not less than two and one-half (2 1/2) hours. Students attending less than a half-day in session may have their hours aggregated by week for reporting purposes. (7-1-21)T

c. Teacher In-service Activities. For grades one through twelve (1-12), not more than twenty-two (22) hours may be utilized for teacher in-service activities, based on the district approved calendar. In the event a school district chooses to utilize full days instead of half-days, the attendance reported for these full days will be the average of the attendance for the other days of that same week. (7-1-21)T

04. Day of Attendance - Kindergarten. A day of attendance for a kindergarten pupil is one in which a pupil is under the direction and guidance of a teacher while school is in session or under homebound instruction. A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in half-day increments. Particularly, enrollment figures are not to be used for the beginning nor closing weeks of school. (7-1-21)T

05. Day of Attendance (ADA) - Grades One Through Twelve (1-12). A day of attendance is one in which a pupil is under the guidance and direction of a teacher or other authorized school district personnel while school is in session or is a homebound student under the instruction of a teacher employed by the district in which the pupil resides, with the exception as stated in “day in session” above. A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in full or half-days. (7-1-21)T

06. Average Daily Attendance. Average daily attendance will be reported by averaging the full-time equivalent enrollment by week for students receiving instruction. To be considered as a student receiving instruction the student must have regular contact with the applicable instructional or pupil service staff member and be completing assignments as applicable to the grade range and course the student is enrolled in. For funding purposes full-time equivalent enrollment in an alternative summer school program shall be based on the student attending 225 hours or more or the proportional share of hours up to one (1) average day of attendance.

0607. Full-Time Equivalent (FTE) Enrollment Reporting. (7-1-21)T

a. Kindergarten students enrolled in one (1) LEA for a total number of courses that equal six hundred (600) or more minutes per week shall equal zero point five (0.5) FTE. Grade one (1) through grade twelve (12) students enrolled in one (1) LEA for a total number of courses that equal one thousand two hundred (1,200) or more minutes per week shall equal one (1) FTE. (7-1-21)T

b. Kindergarten students enrolled in one (1) or more LEAs for a total number of courses at all LEAs that equal less than six hundred (600) minutes per week, the FTE shall be based on the percentage of time each student's courses are of six hundred (600) minutes. Grade one (1) through grade twelve (12) students enrolled in one (1) or more LEAs for a total number of courses at all LEAs that equal less than one thousand two hundred (1,200) minutes per week, the FTE shall be based on the percentage of time each student's courses are of one thousand two hundred (1,200) minutes. (7-1-21)T

c. Kindergarten students enrolled in more than one (1) LEA for a total number of courses at all LEAs that equal six hundred (600) or more minutes per week and less than or equal to seven hundred fifty (750) minutes per week the FTE shall be fractionalized based on percentage of time for which the student is enrolled. Grade one (1) through grade twelve (12) students enrolled in more than one (1) LEA for a total number of courses at all LEAs that equal one thousand two hundred (1,200) or more minutes per week and less than or equal to the respective amounts in the following subsections the FTE shall be fractionalized based on percentage of time for which the student is enrolled: (7-1-21)T

i. Kindergarten: seven hundred fifty (750) minutes. (7-1-21)T

ii. Grade one (1) through grade three (3): one thousand three hundred fifty (1,350) minutes. (7-1-21)T

iii. Grade four (4) through grade eight (8): one thousand five hundred (1,500) minutes. (7-1-21)T

iv. Grade nine (9) through grade twelve (12): one thousand six hundred fifty (1,650) minutes. (7-1-21)T

d. Students enrolled in more than one (1) LEA for a total number of courses at all LEAs that equal more than the following minutes the FTE shall be based on the percentage of time for which the student is enrolled: (7-1-21)T

(BREAK IN CONTINUITY OF SECTIONS)



November 10, 2021

Mr. Kurt Liebich
President
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear President Liebich,

On behalf of the members of the Idaho Charter School Network, we are asking the Idaho State Board of Education to pass a temporary administrative rule to base the Fiscal Year 2022 school funding formula on enrollment rather than attendance.

The Problem

COVID-19 has caused direct and indirect effects on student attendance this school year. Pediatric COVID-19 cases have been on a steady rise throughout the first quarter of this school year, causing higher than average student absenteeism. Additionally, students and faculty were advised by government officials and the health care community to act responsibly and stay home if they exhibited any symptoms that could indicate COVID. An intersection of the Delta Variant and unusually high rates of RSV and strep throat (the symptoms of which mirror several COVID symptoms) caused many students to forgo school while they recovered or awaited COVID test results. At the same time, many areas of Idaho had insufficient access to rapid tests; students turned to more widely available PCR tests, but were made to wait an average of 2-3 days for results. Together, the spike in COVID, an uptick in unrelated illnesses, acting responsibly by following expert guidance, and a delay in test results caused unprecedented absences in many Idaho schools this year.

Reasons for Action

While there has been much discussion regarding a potential legislative solution that would make permanent a change from attendance to enrollment-based funding, we are asking the State Board to immediately make this change through a temporary administrative rule that could be vacated by the State Board if a permanent, retroactive legislative solution is passed and signed by Governor Little.

There are several reasons why public charter schools must have immediate action.

- **Unpredicted Support Unit Recalculation.** In an unusual move, on Monday, November 8, 2021, the State Department of Education notified charters with significant fall absences that their support units had been recalculated using the October school data reports instead of the previous spring's numbers. Notified schools were informed that their November 15, 2021 state payment would be recalculated based on the new support unit calculations. For many charter schools (nearly 30 this year) this calculation reduced support units for FY 2022, which reduces

the November payment to the schools. Traditionally, this adjustment occurs in advance of the February payment to LEAs. This change creates a cash flow problem for LEAs experiencing sporadic absences and a lower than usual ADA and is especially burdensome for schools with fast growing enrollments.

- **Unique Injury.** In contrast, traditional public school districts are shielded from the same financial ramifications of similar absence rates. Traditional public school districts with comparably significant drops in attendance are not subject to the November support unit recalculation because they are statutorily guaranteed to receive at least 97% of the funding they received in the prior school year. Public charter schools do not have the 97% funding protection so there is no “floor” to backstop the decrease in support units.
- **Impact on Current and Future Budgets.** Public charter school administrators are trained to be fiscally prudent because they cannot rely on local bond or levies or protections from the state to maintain operations. The recalculated support units will cause public charter school administrators to make program, operation and personnel cuts during this school year and will have lasting impacts into the future as these new support units will also be used to set FY 2023 budgets. It puts charters in the impossible position of either performing on outstanding financial obligations or disregarding expert guidance now and into the future.
- **Risk of Closure.** Public charter schools are subject to Section 33-5209C(3), Idaho Code, which requires schools to have 15-days cash on hand or else trigger a two-year process that can result in school closure. This legislation was passed prior to COVID and was intended to prevent poorly managed schools from unexpected closings. However, significantly reducing support units in the middle of a school year could cause schools to borrow from their reserves and trigger the provisions of Section 33-5209C(3).
- **Risk to Existing and Future Financing.** Charter schools cannot issue bonds. When seeking financing for facilities, they depend on private lenders. Public charter school lenders do not like to see this level of funding instability. Lenders translate funding instability into higher risk. This results in higher interest rates across the sector for refinancing and new school start-ups, which diverts taxpayer dollars away from the classroom. In contrast, demonstration of state support for charter schools has been proven to broaden the pool of interested lenders and available tools, and lower interest rates.
- **Certainty and Timing.** We know the State Board has a proposed legislative solution for changing the basis for the school funding formula from average daily attendance to average daily enrollment. We have also heard from several legislators that there is interest in finding a permanent solution to this problem. However, tempers are high and time is of the essence. A temporary rule that can be vacated after the legislature acts would prevent otherwise certain and immediate harm to nearly 30 schools.

Any combination of the reasons stated above can cause significant operational and financial stress, or even worse, closure of public charter schools. These stresses and risk of closure can follow a public charter school for a number of years. Each charter school’s annual review and five-year charter renewal conducted by the Public Charter School Commission includes a thorough review of the school’s operations and finances. Lenders carefully scrutinize a school’s finances and authorizer reviews when determining whether and at what rates to offer financing. At best case, a failure on the part of the state to act swiftly could significantly diminish financing opportunities; at worst, it could cause a school to breach the terms of its financing agreements.

The Request

As stated at the beginning of this letter, we are asking the Idaho State Board of Education to pass a temporary administrative rule to base the FY 2022 school funding formula on enrollment rather than attendance. This can be achieved if the State Board takes action identical to the action the State Board took at its December 7, 2021, meeting with the amendments to Administrative Rule 08.02.01. This action would benefit all LEAs, not just public charter schools.

There is a second option for the State Board, but it is not a change from attendance to enrollment-based funding. For your consideration we propose a temporary rule that would amend Administrative Rule 08.02.01 to cap a reduction in public charter school ADA at 3% of current enrollment for purposes of calculating support units. Essentially, this temporary rule would provide a comparable 97% protection to public charter schools that is already provided to traditional public school districts.

Idaho public charter schools play an important role in educating Idaho's school children. Some of the best performing schools in the state are public charter schools. We have public charter schools in rural and urban Idaho, schools that have specialized in high demand programs whether it is a CTE program for at-risk students or a program for pregnant and parenting teens, schools that provide a classical education and schools that provide cutting edge STEM education. Idaho has supported the growth of these schools and their entrepreneurial school leaders. Idaho's economy is rebounding from the COVID surge as evidenced by the more than \$1.5 billion surplus. However, Idaho public charter schools are facing unnecessary cuts with potentially far-reaching consequences, caused by absences due to Covid. For one state agency, with the support of the health care community and the Governor, to implore citizens to act responsibly by staying home when symptomatic or awaiting test results, while another penalizes those who do, is confusing and disingenuous and has put charter schools in an impossible and imminently dangerous position. We hope you will support our request for a temporary rule to help Idaho's public charter schools and the 25,000 plus students they educate.

Sincerely,



Terry Ryan
Chairman

Idaho Charter School Network



Blake Youde
Executive Director

Idaho Charter School Network

CC: Governor Brad Little
Members of the Idaho State Board of Education
Sen. Steven Thayne, Chairman, Senate Education Committee
Rep. Lance Clow, Chairman, House Education Committee
Greg Wilson, Office of Governor Brad Little



Idaho ASBO
Association of School Business Officials

12/02/2021

State Board of Education
650 West State Street - Room 307
Boise, Idaho 83720

RE: Enrollment Reporting for K-12 State Apportionment

Dear Board Members,

The Idaho Association of School Business Officers (IASBO) is requesting that the State Board of Education consider changing the mechanism by which districts are funded from attendance to enrollment for the 2021-22 fiscal year. While school operations are more normal this year than last year, the impacts of COVID-19 continue to be felt by all Idaho School Districts.

From the start of this school year it has been clear that student attendance would not reach pre-covid levels. Simply put, students who are exhibiting symptoms of illness are encouraged to remain home. Most Districts have seen attendance rates 5-10% less than pre-pandemic years. The reduction in attendance rates will have far-reaching negative impacts on Districts from both direct reduction in funding units as well as the shared cost of "protection". The change to enrollment funding will mitigate these impacts and will accomplish the following:

- Clarity on funding: The change in the funding mechanism will provide clarity for Superintendents and Business Officials in not only how they will be funded, but also what they can anticipate receiving in funding units through the fiscal year. While the freeze on PESF (Public Education Stabilization Fund) still provides a level of uncertainty in final funding allocations, the switch to enrollment will allow districts to better anticipate funding streams for this fiscal year.
- Remove uncertainty associated with protection: Districts are eligible for protection, which is designed to be a floor in funding for Districts when they fall below 3% in ADA year over year. Protection is designed as a pay-in self-insurance system where all Districts across the state pay into the protection pool with the benefit being utilized by only a few. A small number of districts were able to utilize protection in pre-COVID years and protectable units were relatively small. Consequently, the impact to Districts across the state was minimal. However, with many districts seeing lower attendance rates this year, it is likely that a large number of districts will qualify for protection and the shared cost will be significant. Even Districts who may 1) see increases in enrollment, or 2) have attendance comparable to last year, will pay for the "protection" of other districts due to the larger number of protected units.

- Federal Funding Usage: The unforeseeable impacts of attendance and protection on funding have caused many Districts to hold back ESSER funds as a safety net which delays the utilization of these federal dollars. By providing clarity on funding, Districts will be able to utilize ESSER funds for educational purposes to meet the needs of students.

IASBO would like to thank you for considering this change in the funding mechanism used to fund Districts throughout the state. Please do not hesitate to contact us should you have any questions or would like additional information.

Respectfully submitted on behalf of the IASBO Board,



Brian Wallace, President

Idaho Association of School Business Officials (IASBO) Board

Brian Wallace	President	Lakeland School District
Valerie Seamons	Past President	Blaine County School District
Angela Durick	President-Elect	Kellogg School District
Gina Cakebread	Treasurer	Jerome School District
Lorri Prescott	Secretary	Jerome School District
Wendy Lee	Director – Region I	Post Falls School District
Jennifer Johnson	Director – Region II	Moscow School District
Jonathan Gillen	Director – Region III/VIII	West Ada School District
Chris James	Director – Region IV	Cassia County School District
Joey Probst	Director – Region V	Bear Lake School District
Lanell Farmer	Director – Region VI/VII	Shelley School District
Sherice Gould	Director – Member at Large	Chief Tahgee Elementary Academy
Nathan Weeks	Director – Member at Large	Highland School District