

BOARDWORK
APRIL 25, 2023

1. Agenda Approval

Changes or additions to the agenda.

BOARD ACTION

I move to approve the agenda as posted.

2. Minutes Approval

BOARD ACTION

I move to approve the minutes for the February 15-16, 2023 Regular Board meeting, the March 2, 2023 and March 22, 2023 Special Board meetings.

AND

I move to approve the amended minutes for the August 25-26, 2021 Regular Board meeting.

3. Rolling Calendar

BOARD ACTION

I move to set April 17-18, 2024 as the date and the University of Idaho as the location for the April 2024 regularly scheduled Board Meeting.

AND

I move to cancel the Board retreat scheduled for May 11, 2023.



IDAHO STATE BOARD OF EDUCATION MEETING
February 15-16, 2023
Boise State University
Simplot Ballroom
1700 W University Drive
Boise, ID 83725

A regular meeting of the Idaho State Board of Education was held at Boise State University February 15-16, 2023. Board President Kurt Liebich presided and called the meeting to order at 1:00 p.m. (MT).

Present

Kurt Liebich, President

Dr. Linda Clark, Vice-President

Dr. David Hill, Secretary

Shawn Keough

Cally Roach

Cindy Siddoway

William G. Gilbert, Jr.

Superintendent Debbie Critchfield

Absent

None

Wednesday, February 15, 2023 – 1:00 p.m. (MT)

Prior to the start of the official meeting Board President Liebich welcomed Superintendent Critchfield back to the Board. Superintendent Critchfield said it was exciting to be back on the Board and to be back among familiar faces and new friends. She quickly outlined some of her priorities for the next four years. Each of these items can be grouped into two categories; student growth and achievement, and preparation.

To achieve these goals, she and her team will focus on:

1. An investment in literacy training including dyslexia training.
2. Foundational Math work expansion and strengthening career technical education offerings.
3. Initiation of a discussion to review High School graduation requirements.
4. Developing regional support centers catering to the specific needs of the students in each area.
5. Developing a working group to create behavioral health programs for students.
6. Initiate curriculum review.
7. Support the needs of parents whether its via school choice, or navigating issues they are having with their local school Boards.

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Board President Liebich said the Board is looking forward to helping the Superintendent move along her agenda.

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1. Agenda Review and Approval – Action Item

BOARD ACTION

M/S (Clark / Keough) I move to approve the agenda as posted. A roll call vote was taken, and the motion carried 8-0.

2. Minutes Review and Approval – Action Item

BOARD ACTION

M/S (Clark / Roach) I move to approve the minutes for the December 21, 2022 Regular Board Meeting. A roll call vote was taken, and the motion carried 8-0.

3. Rolling Calendar – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to set February 21 - 22, 2024 as the date and Boise State University as the location for the February 2024 regularly scheduled Board meeting. A roll call vote was taken, and the motion carried 8-0.

A discussion ensued about moving the February 2024 Board meeting to a later time to accommodate for Board members schedules. A new motion was made.

M/S (Hill / Roach) I move to set February 27-28, 2024 as the date and Boise State University as the location for the February 2024 regularly scheduled Board meeting. A roll call vote was taken, and the motion carried 8-0.

CONSENT

BAHR

1. Boise State University – Multi-Year Employment Agreements – Men’s Football Defensive and Offensive Coordinators – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by Boise State University to enter into an employment agreement with Spencer Danielson, Defensive Coordinator for its football team, as presented in the attached documents. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Clark / Hill) I move to approve the request by Boise State University to enter into an employment agreement with Bush Hamdan as Offensive Coordinator for

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its football team, as presented in the attached documents. A roll call vote was taken, and the motion carried 8-0.

2. Boise State University – Oracle HCM Contract Renewal – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve Boise State University’s request to approve the renewal of its Human Capital Management cloud system with Oracle America, Inc. as outlined herein. A roll call vote was taken, and the motion carried 8-0.

3. Boise State University – Student Union Building Fire Alarm – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by Boise State University to upgrade the fire alarm system and panel in the Student Union Building for an amount not to exceed \$1.75 million dollars. A roll call vote was taken, and the motion carried 8-0.

4. Boise State University – Auxiliary Gymnasium Remodel in Extra Mile Arena – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by Boise State University to proceed with planning and design for \$700,000 for the Auxiliary Gymnasium Renovation project and to issue a RFQ for design-build or for design services subject to discussions with DPW. A roll call vote was taken, and the motion carried 8-0.

5. Boise State University – Online Program Fees – Cryptology Security Analyst Graduate Certificate, Project Management Undergraduate Certificate, and Social Media Creator Undergraduate Certificate – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by Boise State University to charge online program fees of \$525 per credit for a Graduate Certificate in Cryptology Security Analyst, and \$350 per credit for Undergraduate Certificates in Project Management and Social Media Creator. A roll call vote was taken, and the motion carried 8-0.

6. Idaho State University – Multi-Year Employment Agreement – Men’s Head Football Coach – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by Idaho State University to enter into a five (5) employment agreement with Cody Hawkins, Head Football Coach, commencing on February 20, 2023 and terminating on January 21, 2028, at a base

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salary of \$210,000 and supplemental compensation provisions, as submitted. A roll call vote was taken, and the motion carried 8-0.

7. Idaho State University – Online Program Fee – Industrial Cybersecurity Engineering Technology Apprenticeship Program and Professional Fee – Graduate Certificate in Nursing Education – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by Idaho State University to implement an online program fee of \$350 per credit for the Industrial Cybersecurity Engineering Technology Apprenticeship program, and \$120 per credit professional fee, in addition to the normal tuition, for a new Graduate Certificate in Nursing Education, in conformance with the program budgets submitted to the Board in Attachments 1 and 2. A roll call vote was taken, and the motion carried 8-0.

IRSA

8. General Education Matriculation Committee Appointments – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to appoint Jacob Haerberle, representing the College of Eastern Idaho, to the General Education Matriculation Committee, effective immediately. A roll call vote was taken, and the motion carried 8-0.

PPGA

9. Indian Education Committee Appointments – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to appoint Ms. Gail Ballard, representing North Idaho College to the Idaho Indian Education Committee effective February 15, 2023 and expiring June 30, 2027. A roll call vote was taken, and the motion carried 8-0.

10. University of Idaho – Facilities Naming – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to approve the request by the University of Idaho to name the Idaho Asia Institute “The Habib Idaho Asia Institute” and authorize the President of the University of Idaho, or the President’s designee, to execute the agreement and any related transactional documents. A roll call vote was taken, and the motion carried 8-0.

11. STEM Action Center – STEM School Designation – Action Item

BOARD ACTION

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M/S (Clark / Hill) I move to approve the request by the STEM Action Center to designate Project Impact STEM Academy #513 as a Designated STEM School for 2023-2027. A roll call vote was taken, and the motion carried 8-0.

AND

I move to approve the request by the STEM Action Center to designate Columbia High School in Nampa School District #131 as a Designated STEM School for 2022-2026. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Clark / Hill) I move to approve the request by the STEM Action Center to designate Ernest Hemingway STEAM School in Blaine County School District #61 as a Designated STEM School for 2022-2026. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Clark / Hill) I move to approve the request by the STEM Action Center to designate JR Simplot Elementary School in American Falls School District #381 as a Designated STEM School for 2022-2026. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Clark / Hill) I move to approve the request by the STEM Action Center to designate Fernan STEM Academy in Coeur d'Alene School District # 271 as a Designated STEM School for 2022-2026. A roll call vote was taken, and the motion carried 8-0.

SDE

12. Professional Standards Commission Appointments – Action Item

BOARD ACTION

M/S (Clark / Hill) I move to appoint Ryan Cantrell to the Professional Standards Commission for a partial term beginning immediately and ending June 30, 2026, representing the State Department of Education. A roll call vote was taken, and the motion carried 8-0.

13. Emergency Provisional Certificates – Action Item

BOARD ACTIONS

M/S (Clark / Hill) I move to approve the request by the State Department of Education for one-year emergency provisional certificates in the Instructional and

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career technical education certificates with endorsement area(s) at the specified school districts as provided herein for the 2022-2023 school year for the following individuals: Claudio Pinto, Matthew Hansen, Brian Bell, Chelsey Day, Avery Harrison, Laurie Merchant, Kaitlyn Hill, John Sowell, Brooke Anhder, Sierra Hocklander, Reena Forsman, Edward Simmons, McKayla McAuley, Kristipher Buchanan, Michael Majors, Lori Norman, Alissa Rodriguez, Austin Hall, Deven Maddy, Tara Jolly, Evonne McGuire, Molly Alles, Lori Erickson, Tiffany Harrison, Jace Thompson, Kelly Culver, Derinda Johnson. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Clark / Hill) I move to approve the request by State Department of Education for one-year emergency provisional certificates in the School Counselor and School Psychologist, endorsement area at the specified school districts as provided herein for the 2022-2023 school year for the following individuals: Cody Custer, Abigail Lawton, Gabrielle Nash. A roll call vote was taken, and the motion carried 8-0.

BOARD ACTION

M/S (Clark / Hill) I move to approve the consent agenda. A roll call vote was taken, and the motion carried 8-0.

BOARD OF TRUSTEES – BOISE STATE UNIVERSITY

1. Boise State University Students

The following students addressed the Board; Mariette Barcinas, Mandy Snowden-Edmonds, Sarah Carson, Sabrina Mead, Ryan Bernard, Adam Jones and Serena Henry.

Dr. Hill asked if any of the students did internships and he wondered if they helped or didn't help with their academic experience.

Two of the students said working in the Idaho Legislature as an intern was helpful in learning more about how the Idaho political landscape works. The rest of the students shared that they did internships in such diverse areas such as the US Airforce, Graduate Research Assistant in Infant Biometrics, Bronco Corp (a paid internship program coordinated by the College of Business and Economics), non-profit foundations, extended studies, and even the Idaho State Board of Education working for the Academic Affairs office.

Mrs. Roach asked the students about college affordability and if they were getting help with their financial obligation while earning their higher education degree.

The students shared that they have applied for scholarships and student loans due to the rising costs of education and the rising cost of living. The students are also

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working on campus to help defray costs. One student shared that she was homeless prior to applying to BSU and she felt that there were additional hurdles she needed to address to complete the enrollment paperwork, so she started college a year later than she would have wanted.

Dr. Clark asked the Idaho students if they participated in the dual credit program as part of their high school experience and if so what impact did that have as they matriculated to Boise State.

The students shared the following; by the time one student had completed high school she had also completed a year and a half of her psychology bachelor's degree and it made her college workload easier so that she could work a campus job and participate in extracurricular activities. One student took both AP and dual credit courses but she did not see any advantage to taking either since they were not applicable to the program she entered at BSU, so it still took her four years to complete her degree. One student shared that what taking dual credit courses did for him was to prepare him for what being in college would be like.

Board President Liebich asked those who graduated from Idaho High Schools if they felt academically prepared to enter college.

The students said they wish they had been better prepared as to the demands of the college experience especially as it pertains to the turning in of assignments and even test taking. What happens in high school is not what happens in a college classroom and that was a real wake up call. They also shared that the application process and the student loan process were complicated and they were unprepared for that. One student was a member of her schools Trio program which prepared her for applying for school and student loans so she felt better prepared than most.

Superintendent Critchfield asked if the students were in a room full of high school freshman what advice would they give them, as experienced as they are now.

The students said they would share the following; take advantage of all of the resources on campus which are available to you such as using the writing center and shuttle service; explore your options, check out multiple internships and take courses to broaden your horizon, this may lead to a change in your career aspirations. One student shared that she helped to develop a club for disabled students as there wasn't one on campus when she arrived but it took her three years to learn that she could start a club. The students said to get involved in student government or clubs or sororities early in the process which will give you more opportunities and the ability to meet more students. And lastly, communicate early and often with the instructors. Building these types of relationships will help you learn who to have in your support system.

Board President Liebich said a current narrative circulating in the press is that higher education isn't worth the financial investment. He asked the students to share their perspective on this issue.

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The students said no education is wasted and they have more options and opportunities available to them with their degree, then without. One student shared that she has friends who left Idaho to get their higher education degree, which they are paying more for, and they have the same opportunities in front of them, so she was glad she stayed in Idaho where education is more affordable.

There were no further comments or questions from the Board.

2. Boise State University Employees address the Board

The following faculty members addressed the Board; John Hawbaker, Interim Director, Veterans Services; Kelly Talbert, Executive Director, Admissions & New Student Programs; Kelly Myers, Associate Dean, College of Arts and Sciences; Peter Risse, Associate Dean, Extended Studies; Andrew Finstuen, Dean of the Honors College and Associate Vice President for Strategic Planning and Special Initiatives at Boise State University; Angie Phillips, Program Director & Clinical Asst. Professor, Nursing Department, College of Health Sciences; Megan Koster, Department Chair, Clinical Associate Professor, Master's Program Director, Department of Respiratory Care, College of Health Sciences.

Mr. Gilbert asked the instructors to give their perspectives into why funding education matters.

The faculty said the ability to reallocate funding to certain programs has been helpful. The ability to fund programs to ensure they can be successful, prior to asking for long term funding is invaluable. Everything being done today to make students successful in the work force makes education spending incredibly important. It cannot be stressed enough how important this investment in student outcomes is. The students have also shared what they dream their education will do for them in the future, and the support they receive during their time at BSU helps to shape their narrative and show them new ways to achieve their goals.

Mrs. Roach asked how, or if, they interacted with the employers and companies in the state and how do they direct students to those companies.

The nursing students interact in a clinical setting with most of the health care partners in the state. Nursing programs are developed by nurses which leads to a higher competency rate for nursing students. There is direct engagement with Micron and Amazon to prepare students for a role working for either company.

Dr. Hill asked what questions arise from first year students during orientation.

Ms. Talbert said first generation students are often daunted by the entire college process from getting enrolled, onboarding, receiving counseling, and navigating campus life.

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Dr. Hill asked if we were serving Idaho Veterans well.

Mr. Hawbaker said he believed so. There is a system in place to help veteran students with housing, tuition and fees and putting them in touch with services available to veteran students from across Idaho. The teachers also disclosed that BSU is the only Idaho institution which is a member of a baccalaureate consortium which means veterans can take their credits with them when they transfer.

Dr. Clark asked if our veterans are getting full credit for prior learning as they come into Idaho institutions.

BSU is working with veterans to get college credit for previous college level learning. The statistic shared with the Board was that of those students who were given credit for all prior learning, not only are they are being retained at 100 percent, but they have all graduated with a degree.

Board President Liebich asked if the instructors were seeing any learning gaps as it pertains to the fallout from the pandemic.

Some of what the instructors have seen is that the students have underdeveloped socialization skills and have trouble interacting and communicating with others. There is also a noticeable increase in mental health struggles and campus resources are being utilized to help with this problem.

Mrs. Roach thanked everyone for their continued efforts in reaching out to students in rural areas who cannot get into Boise to take in-person classes and she wondered what else could be done to get more non-traditional students enrolled.

The instructors agreed that it was important to find ways to let students learn and work in the community's they lived in. Therefore, community outreach is ongoing in rural areas throughout Idaho. Employers in rural areas also need to show up for these students in order to place them in good jobs within their own communities.

Board President Liebich asked what the morale was like on campus.

The teachers said using the strategic plan helped with lifting morale during the pandemic. While many of the support staff and faculty are exhausted due to the increased demands from the pandemic everyone still continues to help students with their needs. Retaining and attracting good new talent is also challenging in this current economic climate.

There were no further comments or questions from the Board.

At this time the Board took a 12-minute break, returning at 2:30 p.m. (MT).

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Boise State University Annual Report – Information Item

Dr. Marlene Tromp, President, Boise State University, gave the annual report to the Board sharing the following highlights.

- BSU has had a 29 percent increase in 6-year graduation rates; a 44 percent increase in 4-year graduation rates; a 21 percent increase in research awards, a 79 percent increase in online enrollment and a 41 percent increase in philanthropy from FY 21 to FY 22.
- BSU serves more than 32,000 students annually, granting more than 5,300 degrees a year. BSU awards more college degrees than any other public institution in Idaho and awards more bachelor's degrees than all other Idaho public universities combined.
- Idaho student enrollment increased by 20 percent just this past year.
- BSU has collaboration agreements with all Idaho institutions offering degrees in various programs such as Cybersecurity degrees, Idaho Science and Technology Policy Fellowships and a graduate certificate in Nuclear Security and Safeguards.
- There are currently 5,428 students accessing BSU's online programming which is an 80 percent increase within just the last 5 years.
- BSU has 1,831 veteran students; which represents 80 percent of all Idaho veterans currently serving active duty, national guard and reserve military students; 4 times more than all of Idaho's other public institutions combined.
- BSU has the highest academic performance among student athletes. Many of BSU's donors first donate to the athletic program.
- BSU has become Idaho's largest graduate school with the addition of nine new doctoral programs in a decade.
- STEM degrees are up 40 percent since 2014.
- BSU's research awards are in such areas as quantum DNA research, Cancer research, cybersecurity and sagebrush research. BSU has received \$68 million in research awards, which is a 21 percent increase over the last 5 years. Students earn academic credits working alongside faculty on these research programs, a rarity among research institutions in the country.
- BSU has 167,000 living alumni; 84 percent of 2021-2022 graduates say their job is related to their degree; 74 percent of the 2021-2022 bachelor degree graduates are working in Idaho.
- BSU has the 7th lowest tuition in the country. Forty-five percent of BSU student's graduate without incurring any student loan debt.
- The True-Blue Promise Scholarship is for Idaho students. BSU is projecting they will award 1.8 million in scholarships over the next few years.

Mrs. Roach asked how is BSU able to get 45 percent of their students to graduate without any debt. Dr. Tromp said BSU does an excellent job in making sure the students know what scholarships and what work study programs are available to them.

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Mr. Gilbert asked about the changes to BSU's leadership team and he wondered where things stood on that issue. Dr. Tromp said the only position that still needs to be filled is Chief Financial Officer. BSU was able to recruit amazing candidates for top management positions based on BSU's mission, and the ability to relocate to Boise.

There were no further comments or questions from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. University of Idaho – Utility Public Private Partnerships Update

Lee Espey, Divisions Operation Officer; Brian Foisy, VP of Finance; and Linda Campos, Associate VP of Finance, University of Idaho, gave the presentation.

Mr. Foisy began by reviewing the P3 partnership. On November 2, 2020, the U of I's Board of Regents approved a 50-year public private partnership (P3), to lease the University's utility system to Sacyr/Plenary (Concessionaire), and grant it the exclusive right to operating the utility system and provide utility services to the University of Idaho campus. Providing an annual report to the Board of Education was part of the partnership agreement paperwork.

- The 50-year lease of utility system assets is used to generate cash flow for core operations through investment of the \$188 million upfront consideration (Net of bond defeasance and transaction costs).
- At least \$6 million is invested annually in revenue generating strategic initiatives throughout the life of the partnership.
- Some of the capital improvements are the McClure Chiller Improvement which supplies cool water all year long. And the Kibbie Dome Electrical System Replacement program which will be used to replace transformers which are 25 years past their useful life.
- Unplanned outages have occurred since the partnership began such as the transformers failing at the Kibbie Dome right before homecoming, and the concessionaire was able to provide generators so that the festivities could continue.
- The Concession Agreement is very strong but changes / amendments will be brought to the Board's attention. One of the issues that will be brought forward is that the partners are not able to get property insurance for some of the assets which are their responsibility. UI has partnered with State Risk to cover some of those assets; but still there are assets they cannot get coverage for and UI will bring that information back to the Board at a future meeting.
- When this program came before the Board initial modeling reflected positive cash flow over the 50-year agreement of at least \$350 million and up to \$1.1 billion.
- The Strategic Initiatives Fund (SIF) is a single-purpose 501(c)(3) that invests, manages, and distributes the net closing proceeds from the P3 transaction. The SIF Board is composed of Board President Liebich, Representative Lori McCann and CFO of the University of Idaho, Brian Foisy. Their directive is to develop

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investment and spending policies to achieve the maximum value to current and future beneficiaries over the 50 years of the partnership agreement.

- Investments are being used to target three strategic initiatives; student success, research and R1 Goals and Telling Our Story. To that end UI can report the following:
 - ❖ Total enrollment is up 6.6 percent.
 - ❖ Auxiliary revenue growth of 9.1M.
 - ❖ Tuition revenue growth of \$5M.
 - ❖ Largest freshman class in history.
 - ❖ On-campus housing is up 19 percent.

Mr. Gilbert asked how much of the assets were uninsured. Mr. Espey said it was \$30 million dollars. Mrs. Roach asked if UI was able to purchase stop loss insurance on the uninsured portion of the assets. Mr. Espey said they were not.

Mr. Gilbert asked if UI had the opportunity to share these outcomes with Legislators during this past legislative session. Mr. Foisy said no formal presentation has been made but Representative McCann does sit on the SIF Board of Directors. Mr. Gilbert thought getting this data before the Legislators would be beneficial in showing its efficiency to the state taxpayer. He further said, since this is a metrics-based program giving the Legislators these projections would be powerful.

Dr. Clark said when this program was proposed it was said that the fees collected would be the measure of success, as the earned money would be used to invest in student success and research. Is the list of student outcomes presented here today the full list of those metrics? Mr. Foisy said no, there are many other performance indicators, this was just a small sample of the types of metrics being used for this program.

Dr. Hill asked what happens if UI reaches capacity limits which will require capital investments and where does that investment come from. Mr. Foisy said UI is working on a second public-private partnership that centers around student housing to expand housing on campus.

Mrs. Siddoway asked if this partnership model was unique to the University of Idaho or is it used broadly across the country. Mr. Foisy said this is not unique to the UI but they are one of only three institutions in the nation who have entered into a public-private partnership such as this one centered around utilities. The more common partnerships deal with student housing.

There were no further comments or questions from the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.M. – Public Postsecondary Accreditation – First Reading

Mrs. Roach said there was a minor change that needed to be made to Policy III. M. Dr. TJ Bliss, Chief Academic Affairs Officer, Idaho State Board of Education, said the policy

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currently states that all eight institutions shall “be evaluated” by NWCCU based on a seven-year accreditation cycle. The proposed change will clarify the long-standing intent of this policy that institutions shall “be accredited” by NWCCU and “evaluated” on a seven-year accreditation cycle. This was a first reading.

BOARD ACTION

M/S (Roach / Keough) I move to approve the first reading of Board Policy III.M., Public Postsecondary Accreditation 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. Board Policy III.N. – Statewide General Education – Second Reading

Dr. Bliss said this was a second reading and there were no comments received between first and second reading. Just a reminder that the changes were:

- ❖ Change the Oral Communication minimum requirement of the general education framework from two (2) credits to three (3).
- ❖ Change the institutionally-designated minimum requirement of the general education framework from six (6) credits to five (5).
- ❖ Remove a diagram that is no longer necessary.

BOARD ACTION

M/S (Roach / Clark) 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.

The Board recessed for the evening at 4:08 p.m. (MT).

Thursday, February 16, 2023 – 8:00 a.m. (MT)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

3. Graduate Medical Education Strategic Plan Updates

Dr. Epperly, Chairman of the Graduate Medical Education committee, shared the following with the Board.

The Idaho Ten-Year GME Strategic Plan is in its fifth year and has been very successful in meeting its purpose and vision. The Plan has been widely accepted by Idaho policymakers as the blueprint for strategic investment in expanding the state’s physician workforce. In just five years, the Plan has grown new GME (residency) programs from nine to 13 (45% increase), new fellowship programs from four to ten (150% increase) and has also expanded the number of residents and fellows in training each year from

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134 to 243 (81% increase). This Midpoint Update to the Ten-Year GME Strategic Plan was unanimously approved by the Board's GME Committee on January 9, 2023.

Dr. Epperly reminded those in attendance that the pipeline to become a physician is very long. A student begins with a regular college degree; progresses to a four-year medical degree and then does their residency which can be anywhere from three to seven years. Additional fellowship training would happen after that and can be one to three years. The update being presented today shows the gains made in recruiting and retaining medical students.

Statistics show that physicians tend to live within 100 miles from the location of where they received their training.

BOARD ACTION

M/S (Roach / Clark) I move to approve the Midpoint Update to the Ten-Year strategic plan for Graduate Medical Education in Idaho, as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

Matt Freeman, Executive Director, Idaho State Board of Education, said in FY 2018, the legislature appropriated \$70,700 (one-time) for the creation of a ten-year GME plan. Dr. Ted Epperly was engaged as a contractor to develop the plan. At a special meeting on December 5, 2017, the Board approved the first Ten-year GME Strategic Plan ("Plan"). In FY 2019, the legislature appropriated \$80,000 (ongoing) for a GME committee to oversee the implementation of new GME programs and to advise decision-makers on the medical education pipeline. Dr. Ted Epperly was hired on contract as the GME Coordinator for the state.

Dr. Hill asked if either the pandemic or the ages of current physicians have been a drain on the strategic plan.

Dr. Epperly said yes. The pandemic did disrupt the 10-year plan and it should be considered a 12-year plan as corrections are made to the strategic plan due to pandemic fall out. The pandemic crisis also hastened physician retirements. Currently, over thirty percent of the medical work force in Idaho are over the age of 60, so more retirements are on the horizon.

Superintendent Critchfield asked about the long-range plan in addressing the shortages in rural Idaho in getting more physicians and medical staff into those areas.

Dr. Epperly said paying particular attention to placing physicians in rural and frontier areas is important. A focus on having family medicine doctors live and work in rural areas is ongoing. There are currently twelve family medicine programs in the state specializing in sending people out to rural areas.

Dr. Clark asked Dr. Epperly to explain the rural training tracks.

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Dr. Epperly said that rural training tracks are specific training programs internal to medical residency where the first track is done in a larger urban area with the later two years being done in smaller locations. These training tracks are happening in rural areas all over Idaho. Dr. Epperly also mentioned that loan repayment programs are also in place for medical professionals in various disciplines who go into rural and underserved areas of the state.

There were no further comments or questions from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Idaho Division of Career Technical Education (CTE) Annual Report

Dr. Clay Long, Administrator, Career Technical Education, gave the annual report to the Board and he started by saying that CTE's mission is to prepare Idaho's youth and adults for high-skill, in demand careers.

For the secondary snapshot; in the last 5 years there has been a 31 percent growth in total programs in the secondary level; CTE services 149 school districts and 16 CTE schools service 18 percent of students enrolled or over 19,000 students. Last year the Legislature created the CTE workforce readiness and CTE diploma. For the first year just under 1,700 diplomas were awarded. Overall 70,000 students were enrolled in the secondary programs throughout the state. Ninety-three percent of CTE students graduate versus eighty percent of all high school graduates; and lastly, fifty percent of high school CTE concentrators went on to college versus only thirty-eight percent of all Idaho graduates.

For the Technical College System there are two programs running from two Idaho colleges and four running from the four Idaho community colleges. For last year over 1,800 certificates were awarded which was an 8 percent increase from the prior year; ninety-two percent technical college students found jobs, continued their education or went into the military and seventy-five percent obtained employment related to their CTE training. Over 5,500 students were enrolled in over 284 programs earning 98,429 year-end credits. This was the first year for Fire Service training program and there was a 31 percent growth in the number of enrollments.

For Adult Education more than 4,100 students were served. Eighty-six percent of GED test takers did not finish high school for various economic and academic reasons. However, the GED pass rate in Idaho is eighty-four percent compared to a seventy-six percent pass rate in the rest of the country.

For SkillStack, over 25,000 unique learners have been awarded at least one badge up from 12,000 in just one school year. Verified industry partners can login, identify a specific set of microcredentials related to their hiring needs, and send a customized email to potential candidates that possess the desired skills – all within the SkillStack® platform. (For a more complete description of SkillStack please reference; <https://cte.idaho.gov/programs-2/skillstack/>).

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For fiscal year 2023 the three CTE priorities are; design and develop a comprehensive program data management system; complete program prioritization and standards revision and identify and improve processes.

Dr. Clark asked for clarification on the term secondary. Dr. Long stated this was the term used for 9 - 12th graders.

Board President Liebich asked, of the 115 school districts in Idaho, how many offer CTE courses. Dr. Long said every school district is required to offer CTE programs and many offer more than one program depending on where they are.

Mr. Freeman asked Dr. Long to clarify what a concentrator is. Dr. Long said a concentrator is a student who has gone through a program of study - a sequential three semesters for regular programs and five semesters for career technical programs, so the courses are stacked for them.

Mr. Freeman asked if there was any data as to how many students had been placed in jobs due to earning the SkillStack badges. Dr. Long said no data is currently available, but the plan is to have that data metric for next year's report.

Dr. Hill asked about industrial certifications. Dr. Long said every CTE program has certification areas listed to identify the area of study. For the CTE diploma an individual, or the districts, have the opportunity to leverage the badges within SkillStack or within industry certification.

Dr. Clark asked about the grants that came from the Legislature this funding cycle. Dr. Long said the modernization and expansion grants were awarded in the amount of \$4 million for secondary and \$4 million for post-secondary. Schools were allowed to use these funds to expand programs, purchase new equipment and expand facilities for better training.

A discussion ensued about Idaho having a common student information system that becomes a link to the skills that employers want. Using the SkillStack Ecosystem infrastructure was discussed as perhaps being a way to move this need forward. More discussion with stakeholders from various programs around Idaho will need to happen to address this important matter.

At this time the Board took a 10-minute break returning at 9:18 a.m. (MT).

3. Idaho Public Charter School Commission Annual Report

Jenn Thompson, Director, Idaho Public Charter School Commission (IPCSC), gave the annual report to the Board.

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Ms. Thompson started by saying that the IPCSC became a State Agency in FY 2022. The IPCSC has seven Governor appointed members on its Commission and a small office staff.

Charter Schools started operating in Idaho in 1998 and the Commission was created in 2004. Currently there are 64 authorized charter schools in Idaho with two petitions pending. There are an additional 15 charter schools authorized by districts in Idaho and in FY 2022, 29,000 students attended charter schools, representing 9 percent of public education students.

IPCSC publishes three annual reports all available on their website. They are the Individual School Annual Performance Report, Agency-Wide Annual Performance Report, and the 5-Year Strategic Plan.

In the last year there were eight petitions for new charter schools; four of them were approved, two are still pending and two withdrew from consideration. When the Commission began there were a lot of mom and pop charter schools in Idaho but today they are mostly corporate backing and professionally written applications.

Charter Schools are reviewed every five years. This year there are 17 charter schools being reviewed. Ten of those schools will be recommended to continue without conditions. Seven of those schools will be renewed but with conditions and the conditions range from minor to major issues.

IPCSC also reviews academic outcomes for each charter school in comparison to each other, and then to the other educational options parents have in their communities (public and private schools). This data is used when a charter school application comes up for renewal.

Board President Liebich asked if long term projections were possible to know when Idaho has reached charter school saturation. Ms. Thompson said urban areas have more students in charter schools, or between 30 - 40 percent. In more suburban areas that number is 12-15 percent. The number of students attending charter schools in Idaho is pretty steady even as Idaho's population growth continues.

There were no further comments or questions from the Board.

4. CREDO Presentation – Update

Macke Raymond, Director, Center for Research on Education Outcomes (CREDO) at Stanford University, said CREDO was asked to analyze the academic outcomes of charter schools in Idaho via a grant through BLUUM. Also present was James Lyn Woodworth, Research Fellow at CREDO.

Highlights from the report:

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- Growth is estimated by comparing the performance on the state assessment of each student with their previous year's performance.
- Students are matched on 6 characteristics such as race / ethnicity, gender, English proficiency, lunch status (which shows economic status), IEP status and grade level along with prior test scores.
- Brick and Mortar charter schools have grown by 13.6 percent while virtual charter schools have shown a decrease.
- Enrollment in brick and mortar schools saw an almost 20 percent grown rate, while virtual charter schools saw a 22.5 percent decrease in enrollment.
- Idaho also is unusual in that the number of students who qualify for free and reduced lunch in charter schools is lower than the numbers in traditional schools. Idaho has more white students attending charter schools, while the number of Hispanic students is lower. These stats are reverse of the national data.
- For academic performance charter schools are performing poorly in math scores but holding steady in reading. Breaking down the data further shows that virtual charter schools perform less well than brick and mortar charter schools in both math and reading.
- Students in rural charter schools are doing better in math and reading than their counterparts in other states.
- In summary virtual charters have not improved since the previous study; the performance of brick-and-mortar charters has become more varied and seems to have slipped from the previous study.

Superintendent Critchfield asked for their definition of rural. Mr. Woodworth said typically that is any school that is 20 miles away from an urban area.

Board President Liebich said there are two virtual charter schools in Idaho, those approved by the IPCSC and those approved by the local districts. Did CREDO dissect those two different types of charter schools to see which are performing better. Mr. Woodworth said, no they did not slice that data further into schools approved by the IPCSC verses the districts.

There were no further comments or questions from the Board.

Dr. Clark asked to move agenda item No. 7 up so that the PPGA presentations were done prior to any action items being discussed.

7. IKEEP Program Presentation

Dr. Yolanda Bisbee, Vice-Chair, Indian Education Committee, introduced Dr. Vanessa Anthony-Stevens, Associate Professor of Social and Cultural Studies, University of Idaho; Dr. Shawna Campbell-Daniels, IKEEP Director, and Christina Toneekia Hernandez, teacher at Owyhee Combined School, who gave the IKEEP (Indigenous Knowledge for Effective Education Program) presentation.

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- IKEEP at the University of Idaho prepares and certifies culturally responsive indigenous teachers to meet the unique needs of American Indian students in K-12 public schools.
- Native American/Alaskan Native youths experience greater academic success when their cultures, languages and community values are included in classroom pedagogy.
- IKEEP works to recruit, prepare, certify and place culturally responsive American Indian educators into teaching positions in schools with high populations of American Indian students.
- IKEEP's model of induction service, professional development, and master Indigenous teacher mentorship is foundational to improving retention (and wellness) of Native teachers who contribute a high-level of specialized Indigenous and Western pedagogical knowledge that benefits all students across Idaho.
- The indigenous Educator Framework was developed by the indigenous knowledge for effective education program and used to strengthen sovereignty through indigenous teacher excellence.
- Since it began in 2016 IKEEP has had three cohorts of students. Cohort 1 had 5 graduates, Cohort 2 has 8 graduates currently receiving their final year of induction services and support, and Cohort 3 has 11 current scholars spanning nine federally recognized tribes in Idaho, Wyoming, Utah, Montana, Oregon and Arizona.
- IKEEP has seen a 400-500 percent increase in American Indian and Alaskan native enrollment in their teacher preparation programs.
- Professional Development modules are offered in Introduction to Indian Education in Idaho and Tribal Sovereignty and Federal Indian Policy: Impacts of Native Education.
- IKEEP research has yielded promising findings that support the positive outcomes of indigenous scholars to develop and apply culturally responsive, self-determination centered approaches to teaching and learning with indigenous youth.

Board President Liebich asked what is the ideal size of the cohort as they begin to expand. Dr. Anthony-Stevens said a cohort size of 12-24 people would be significant but that would need continued support.

Mrs. Roach asked if IKEEP was working on getting more grants, such as the NSF award they received in 2022. Dr. Anthony-Stevens said IKEEP works very hard to get grants but local level contributions would go a long way in furthering their mission.

Dr. Clark asked what percentage of their work was done by grants. Dr. Anthony-Stevens said nearly 100 percent of their work is funded by grants.

Dr. Clark asked that this topic be added to the next Indian Education Committee meeting since all institutions are represented on that committee as well. She asked that a discussion happen with an eye toward what resources would it take to replicate this

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program in other areas of Idaho and how to use what IKEEP has learned to perhaps help the Hispanic community recruit and cultivate teachers of their own.

There were no further comments or questions from the Board.

At this time the Board took a 10-minute break returning at 10:29 a.m. (MT)

5. K-20 Education Strategic Plan and IRI Performance Data

Tracie Bent, Chief Policy, Planning and Governmental Affairs Officer, Idaho State Board of Education, started by clarifying an earlier question about virtual schools. School districts are not allowed to authorize virtual charter schools so the programs mentioned would not be included in the data presented. Previously no data has been extracted from school district virtual schools but with the increase of those programs because of the pandemic the Board may wish to change this data collection moving forward.

Based on that statement, Dr. Clark thinks that school districts who have virtual schools should report them as separate buildings and not leave that determination to the district as to how they report the data to the Board.

Ms. Bent reviewed the changes to the FY 2023 Strategic Plan saying the changes noted in Attachment 1 came from the December 2022 Board meeting. Of special note on page 5, Attachment 1, the Board removed the 60 percent rule last year. A different objective would be to say that all high school seniors leave high school college and career ready which allows the Board to look at various measures instead of looking at a single measure.

Ms. Bent mentioned the highlighted measure found on page 8, Attachment 1, Percentage of high school students participating in apprenticeships and postsecondary students participating in internships. This is a new benchmark for the Board added last year. The Planning, Policy, and Governmental Affairs Committee thought this measure was important to leave in the plan because it is an important piece of the work the Board is doing. Additional amendments to the document were noted that did not amend the overall goals and objectives but added additional specificity to the performance measures to assure all of the measures were reported using the same methodology between postsecondary institutions where applicable to assure the data could be rolled together at the state level for the Board's plan.

BOARD ACTION

M/S (Clark / Roach) I move to approve the FY 2024-2029 K-20 Education Strategic plan as provided in Attachment 1 including the additional items that the Board discussed at this meeting. A roll call vote was taken, and the motion carried 8-0.

Board President Liebich said this Board is very aware that for students to be successful, 60 percent of them will need a post-secondary degree or certificate.

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Mrs. Roach said while many of the measures have been removed from the strategic plan, the measure kept (page 7, Attachment 1, Percent of students who complete the Free Application for Federal Student Aid (FAFSA)) really does not address affordability. She asked Ms. Bent which measure should be added back to the strategic plan to measure affordability. Ms. Bent said nationally there is much discussion on affordability and the one measure she would recommend to be put back into the strategic plan can be found on the bottom of page 7, Attachment 1, average net price to attend public institutions.

There were no further comments or questions from the Board.

6. 2023 Legislative Update

Dr. Clark prefaced the discussion by letting everyone know that the bills before the Legislature are in flux and thus this agenda item is just to familiarize the Board with these bills but the Board will not take any action today either in support or opposition to any of this legislation.

Ms. Bent reviewed the 2023 Legislative bills as they pertain to the Board.

HB92 – The proposed legislation creates the requirement that schools serving students in grades 9 through 12 provide one or more courses in personal financial literacy and money management. Completion of this course would fulfill the financial literacy graduation requirement the Board approved at the August 2022 Regular Board meeting as part of the proposed rulemaking process. This bill passed through the House and was referred to the Senate Education Committee.

HB114 - Abuse of school employees - Amends existing law to provide that abusing public school employees who are acting within the course and scope of their duties is a misdemeanor. Reported Printed and Referred to House Judiciary, Rules & Administration.

HB139 - School and library protection act - Adds to existing law to prohibit distribution of certain materials to children. Any minor child who accesses such material in violation of this policy would be entitled to bring a civil action against the school or library. Reported Printed and Referred to House Education.

HB 140 - Classroom behavior management - Amends existing law to revise provisions regarding classroom behavior management. Provides guidance on the definitions and use of restraint and seclusion. Reported Printed and Referred to House Education.

Superintendent Critchfield mentioned the bills SDE has been specifically asked to partner with a Legislator. One of them is **HB140**. SDE is working with various Legislators such as Chairman Lent to develop legislation. Tomorrow the Superintendent will be before the House Education Committee bringing forward an RS detailing how districts work with parents. A tremendous amount of work has been done

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with Transparent Idaho and our State Controller in getting more information out to the community about school district funding, and lastly SDE has been working on draft legislation called Idaho Skilled Careers which would provide ongoing money for secondary, specifically 7-12th graders.

Mrs. Roach asked for an update on **S1008** - Universities, concealed weapons - Repeals and adds to existing law to revise provisions regarding concealed weapons. Prohibits the governing board for the community colleges and the State Board of Education from regulating the possession of guns on campuses. Repeals existing provisions in Section 18-3309, Idaho Code. Ms. Bent said it was referred to Senate State Affairs but has not moved forward.

Board President Liebich said **S1038** (Freedom in education savings accounts - Adds to existing law to provide for education savings accounts. Eligible expenses include tuition at private schools. Reported Printed; referred to Senate Education – Passed out of committee with a do pass recommendation, is the most profound bill coming through this Legislative session), has been a discussion with this Board long before he joined the Board. This Board is supportive of school choice and they see the benefits of it. This issue is not going to go away. He further said that he has specific criteria that would compel him to support this legislation. First, any expansion of school choice cannot take away from the legal obligation to offer a uniform and thorough system of public education. Second, any program should have a system of means testing. Third, any program cannot dilute resources from rural schools and fourth there has to be some level of accountability.

Mrs. Siddoway said she sees this as a national movement and dislikes seeing money pour into Idaho to sway this legislation. She believes this should be an Idaho decision and focus on issues of accountability and rural emphasis so that we do no harm.

Ms. Bent mentioned the temporary administrative rule that will expire at the end of the session. The Board will need to consider a new temporary rule that will take the districts through the end of the school year. Dr. Clark said this item will be brought up at the April Board meeting.

There were no further comments or questions from the Board.

8. Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector - First Reading

Ms. Bent said in February 2020 the Board approved the first reading of proposed amendment to Board Policy I.J. to remove the reporting requirement for president-approved alcohol permits at each regularly scheduled Board meeting, and allow events in conjunction with student athletic events to be approved by the institution's chief executive officer within the same restrictions as other permissible events. The Board requested that additional changes be made to ensure complete delegation to the CEO's

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of the institutions, specifically to remove the stipulation that attendees of a Permitted Event must receive a ticket, registration, or invitation.

Expanding this policy would allow institutions to be able to include alcohol service at the golf course. This is a first reading and language can be tightened up before the second reading. This policy is not institution specific.

BOARD ACTION

M/S (Clark / Hill) I move to approve the first reading of amendments to Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, 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.

9. Student Appeal – Armed Forces and Public Safety Officer Scholarship

Ms. Bent said that from time to time the Board is asked to take up appeals, not to hear the appeals but in this case to utilize a hearing officer appointed through the Office of Administrative Hearings to serve as the presiding officer and schedule and hear the appeal.

BOARD ACTION

M/S (Clark / Roach) I move to direct the Board's executive director to work with the Office of Administrative Hearings to have a hearing officer appointed to serve as the presiding officer and schedule and hear Mr. Burlile's appeal. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

10. Educator Pipeline Report

Kathleen Shoup, Educator Effectiveness Program Manager, Idaho State Board of Education, gave the pipeline report sharing the following with the Board.

- From 2014-2015 to 2019 the percent retention rate in state for instructional staff increased reaching a high of 91.7 percent in 2020. After the pandemic the retention rate fell to 88.6 percent.
- The retention rates for the 2021-2022 school year shows that Idaho retains teachers at a higher rate at a Local Education Agency or state level versus at the school level.
- Next year retention rates are the highest for Instructional staff on the Professional rung (*4-7 years of experience*) and Advanced Professional/ Professional rung (*8 or more years of experience*).
- Data shows that most people who come into teaching decide within the first three years if this is a good fit for them or not, which is where the retention rates are

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the lowest. Retention rates for those with more than four years of experience is therefore higher.

- According to pre-pandemic statistics about 8 percent of teachers nationally shift schools and 8 percent leave the field completely.
- For retention rates for teachers in their 2nd - 5th year there is a decrease in retention from second year to third year, etc. Nationally 44 percent of teachers leave the profession in the first 5 years. Ten percent leave after 1 year. Special Ed teachers leave at a higher rate or 2.5 times a regular teacher.
- Retention rates for pupil service staff; counselors, nurses, audiologists, pathologists and physical therapists, fluctuates from year to year with a lower retention by people with 8 or more years of experience.
- The Idaho locales with the highest teacher retention are in mid-size cities, small cities and rural remote teachers. Idaho's lowest teacher retention rates are in suburban mid and small size districts and in rural distant education.
- States across the nation have been working to address educator shortages and have implemented programs to recruit and retain education staff. Some current programs that have been implemented throughout the nation to attract and retain educational staff are the following:
 - ❖ Alternative Routes to Educator Certification*
 - ❖ Increase Education Personnel Salaries*
 - ❖ Mentoring Programs for New Teachers (**Required in Idaho, but not funded*)
 - ❖ Professional Development*
 - ❖ Recognition Programs (Teacher/Employee/Administrator of the Year, Achievement Awards, Leadership Awards) *
 - ❖ Tuition Reimbursement (**Rural and Underserved Educator Incentive Program*)
- Of special note is that currently there is more of a problem in recruiting new teachers verses retaining them.

Board President Liebich asked if the districts do exit interviews to find out why teachers are leaving the profession. Ms. Bent said some districts do but we do not collect that data. Mrs. Shoup said there is a teacher follow-up survey conducted by the US Census Bureau that can provide some further data concerning teacher retention.

Dr. Clark asked how many districts have the three-year mentor program in place. Ms. Bent said the Board office can reach out to all of the districts to get confirmation on how they are handling their mentoring programs since they are required to have a program in place by law.

Mrs. Roach asked about the national trend where some school districts are going from five-day school weeks to a four-day school week. Is data being collected to see if this approach is helping with retaining teachers. Dr. Clark said data shows that there is exponential growth in teacher retention in those districts who went to a four-day school week but some superintendents felt forced to go to a four-day school week because they couldn't hire teachers who would go to neighboring districts who did offer four-day

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work weeks. This movement does have negative consequences for low performing and minority populations.

Ms. Bent asked what would the Board like to do next on this issue. Board President Liebich said finding the reason behind why teachers are leaving the profession is the first step. Superintendent Critchfield said research into this area might show such factors as increases in pay, the state contributing more to health insurance costs and improving the overall tone of being an educator will help with retention.

There were no further comments or questions from the Board.

At this time Dr. Linda Clark asked for executive privilege. Dr. Clark mentioned that this was Tracie Bent's last meeting as the Policy, Planning and Governmental Affairs Officer since she had taken a new position with Career Technical Education. Dr. Clark publicly thanked Tracie Bent for her dedication to the Office of the State Board of Education and for all of her assistance in making Dr. Clark's tenure as Chair of PPGA so easy.

INFORMATIONAL

IRSA

1. Semi-annual Report of Executive Director Approved Program Requests
2. Higher Education Research Council Annual Report

There were no comments or questions from the Board.

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

BOARD ACTION

M/S (Hill / Keough) I move to adjourn the meeting at 11:37 a.m. A roll call vote was taken and the motion carried 8-0.



**STATE BOARD OF EDUCATION
SPECIAL BOARD MEETING
March 2, 2023
Idaho State Board of Education
OSBE Conference Room
650 West State Street, Suite 307
Boise, ID 83720**

A special meeting of the Idaho State Board of Education was held via zoom teleconference March 2, 2023, with the call originating from the offices of the Idaho State Board of Education. Board President Kurt Liebich called the meeting to order at 1:00 p.m. (MT).

Present

Kurt Liebich
Dr. Linda Clark
Dr. David Hill
Cally Roach

Cindy Siddoway
William G. Gilbert, Jr.
Superintendent Critchfield

Absent

Shawn Keough

Thursday, March 2, 2023 - 1:00 p.m. (MT)

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Boise State University - Initiation of Litigation - Action Item

William Gilbert said this meeting was called to grant Boise State permission to initiate litigation pursuant to Board Policy V.W.2.

Matt Wilde, General Counsel, Boise State University, shared that recently it was brought to the attention of the University that a donor's passing on March 8, 2020 included a gift to Boise State University of a small apartment complex in Boise. The three-year statute of limitations has nearly run out for the purpose of filing for probate under Idaho Code Title 15, making it necessary to file a petition for probate proceedings.

The value of the property itself and the value of the rental income over the last three years is unknown at this time, but is anticipated to exceed \$200,000, requiring full Board approval prior to filing, under Board Policy V.W.2.

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BOARD ACTION

M/S (Gilbert / Hill) I move to authorize Boise State University to file any and all necessary pleadings to begin probate proceedings in the courts of Ada County, Idaho for the purpose of carrying out the intent of the decedent donor. A roll call vote was taken, the motion carried 7-0. Shawn Keough was absent from voting.

There were no comments or questions from the Board.

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

BOARD ACTION

M/S (Clark / Critchfield) I move to adjourn the meeting at 1:04 p.m. (MT). A roll call vote was taken, the motion carried 7-0. Shawn Keough was absent from voting.



SPECIAL BOARD MEETING
March 22, 2023
Idaho State Board of Education
OSBE Conference Room
650 West State Street, Suite 307
Boise, ID 83720

A special meeting of the Idaho State Board of Education was held from the offices of the Idaho State Board of Education. Board President Kurt Liebich called the meeting to order at 10:00 a.m. (MT).

Present

Kurt Liebich, President
Dr. Linda Clark
Shawn Keough
Cindy Siddoway

William G. Gilbert, Jr.
Cally Roach
Superintendent Critchfield

Absent

Dr. David Hill

Wednesday, March 22, 2023 - 10:00 a.m. (MT)

EXECUTIVE SESSION (Closed to the Public)

Action Item to go into Executive Session – No action taken in Executive Session

M/S (Clark / Keough) I move the Board

1. To go into Executive Session pursuant to Section 74-206(1)(e), Idaho Code, "to consider preliminary negotiations involving matters of trade or commerce in which the governing body is in competition with governing bodies in other states or nations."

A roll call vote was taken, the motion passed 7-0. Dr. Hill was absent from voting.

The Board moved to Executive Session at 10:02 a.m. (MT).

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The Board returned from Executive Session at 11:00 a.m. (MT). Dr. Clark stated that the Board concluded its discussion and took no action on the matter discussed.

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

BOARD ACTION

M/S (Clark / Critchfield) I move to adjourn the meeting at 11:02 a.m. (MT). A roll call vote was taken, the motion carried 7-0. Dr. Hill was absent from voting.

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**STATE BOARD OF EDUCATION MEETING
August 25-26, 2021
Idaho State University
921 South 8th Avenue
Pocatello, ID 83209**

A regular meeting of the Idaho State Board of Education was held at Idaho State University August 25 – 26, 2021. Board President Kurt Liebich presided and called the meeting to order at 1:00 p.m. (MT).

Present

Kurt Liebich, President
Dr. Dave Hill, Vice-President
Dr. Linda Clark, Secretary
Debbie Critchfield

Shawn Keough
Bill Gilbert
Sherri Ybarra, State Superintendent

Absent

None

Wednesday, August 25, 2021, 1:00 p.m. (Mountain Time)

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Hill / Keough): I move to approve the agenda as posted. A roll call vote was taken, and the motion carried 7-0.

2. Minutes Review / Approval

BOARD ACTION

M/S (Hill / Clark): I move to approve the minutes for the June 16, 2021, Regular Board Meeting and the June 28, 2021, Special Board Meeting. A roll call vote was taken, and the motion carried 7-0.

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3. Rolling Calendar

Matt Freeman, Executive Director, Idaho State Board of Education had a couple of suggestions for the Board to consider. Mr. Freeman said based on projected COVID-19 case numbers for Idaho in October he recommended the October 20-21, 2021 Regular Board meeting be virtual instead of in person at Lewis Clark State College. Also, August is an incredibly hard time for institutions to host Board meetings. The request is to flip the June and August Board meetings so that the June 2022 meeting will be in person at Idaho State University and the August 2022 meeting will be virtual.

BOARD ACTION

M/S (Hill / Keough): I move to set October 20, 2021, as the date for the October 2021 regularly scheduled Board Meeting, to occur via a videoconference originating from the Office of the State Board of Education in Boise.

M/S (Hill / Keough): I move to set June 15-16, 2022, as the date and Idaho State University as the location for the June 2022 regularly scheduled Board meeting.

M/S (Hill / Keough): I move to set August 24, 2022, as the date for the August 2022 regularly scheduled Board Meeting, to occur via a videoconference originating from the Office of the State Board of Education in Boise. A roll call vote was taken, and the motion carried 7-0.

There were no comments or questions from the Board.

4. K-20 Performance Measures

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

Tracie Bent, Chief Policy and Planning Officer, Idaho State Board of Education said the K-20 Performance Measure document is the current data on for K-20 Education Strategic Plan performance measures. The data is provided for informational purposes. In October part of the work session will be the annual performance measure review. This performance measure data is the same as was provided at the June Regular Board meeting.

Board President Liebich asked if there was a way to have real time data flow more quickly. He felt that perhaps having this data sooner could increase the pace of change. Dr. Clark said this is a perennial issue at the school district level since many students have moved to another grade level before any data is presented. She further said a discussion is already in place to have districts use real time data, but those discussions are ongoing. Ms. Bent said part of the delay in the information being released is based on what the data is. For example, the ISAT is given only once a year so that data is only updated once a year, other data can be looked at more frequently

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such as enrollment at the institutions but once again it all depends on how frequently the data is being gathered.

There were no further comments or questions from the Board.

CONSENT

BAHR

1. Boise State University – Credit Card Processing Services Contract

BOARD ACTION

M/S (Hill / Clark): I move to approve the request by Boise State University to proceed with an award to JPMorgan Chase & Co. for Merchant Services Credit Card Processing Services and authorize Boise State University’s Chief Financial Officer or his designee to execute such further documents and agreements necessary to finalize the award in a form substantially similar to the Solicitation.

A roll call vote was taken, and the motion carried 7-0.

2. Idaho State University – Curtis Street Property Sale

BOARD ACTION

M/S (Hill / Clark): I move to approve the request by the Idaho State University for Board approval to dispose of the subject property for a sale price of equal or greater than the appraised value, and to authorize the Chief Fiscal Officer of Idaho State University to execute all necessary transaction documents for conveying the subject property rights as described above.

A roll call vote was taken, and the motion carried 7-0.

IRSA

3. Boise State University – Online, Bachelor of Art in Digital Innovation and Design

BOARD ACTION

M/S (Hill / Clark): I move to approve the request by Boise State University to create an Online Bachelor of Arts in Digital Innovation and Design, as presented in Attachment 1.

A roll call vote was taken, and the motion carried 7-0.

AND

M/S (Hill / Clark): I move to approve the request by Boise State University to charge an online program fee of \$350 per credit for the Bachelor of Arts in Digital Innovation and Design, in conformance with the program budget submitted to the Board in Attachment 1.

A roll call vote was taken, and the motion carried 7-0.

4. Idaho State University – Master of Science in Homeland Security and Emergency Management – Action Item

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BOARD ACTION

M/S (Hill / Clark): I move to approve the request by Idaho State University to create a Master of Science in Homeland Security and Emergency Management, as presented in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

5. Idaho State University – Discontinue Master of Arts in Theatre – Action Item

BOARD ACTION

M/S (Hill / Clark): I move to approve the request by Idaho State University to discontinue the Master of Arts in Theatre. A roll call vote was taken, and the motion carried 7-0.

6. Statewide General Education Matriculation (GEM) Committee Appointments – Action Item

BOARD ACTION

M/S (Hill / Clark): I move to appoint Dr. Candyce Reynolds, representing Boise State University, to the General Education Matriculation Committee, effective immediately. A roll call vote was taken, and the motion carried 7-0.

AND

M/S (Hill / Clark): I move to appoint Dr. Lloyd Duman, representing North Idaho College, to the General Education Matriculation Committee, effective immediately. A roll call vote was taken, and the motion carried 7-0.

PPGA

7. Indian Education Committee Appointments

BOARD ACTION

M/S (Hill / Clark): I move to appoint Ms. Shirley J. Allman, representing the Nez Perce Tribal Chair to the Indian Education Committee effective immediately and expiring June 30, 2023. A roll call vote was taken, and the motion carried 7-0.

8. State Rehabilitation Council Appointments

BOARD ACTION

M/S (Hill / Clark): I move appoint Tim Blonsky as a representative of the Disability Groups and Stephanie Taylor-Silva as a representative of Former Applicants or Recipient of Vocational Rehabilitation Services for three-year terms, effective immediately through June 30, 2024. A roll call vote was taken, and the motion carried 7-0.

SDE

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9. Curricular Materials Adoption

BOARD ACTION

M/S (Hill / Clark): I move to approve the curricular materials and related instructional materials for K-12 computer science, K-12 English language learner, and driver's education, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

10. Praxis II – Content, Pedagogy, and Performance Assessments – Qualifying Scores

BOARD ACTION

M/S (Hill / Clark): I move to approve the Praxis II assessments and qualifying scores as provided in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

AND

M/S (Hill / Clark): I move to approve National Board for Professional Teaching Standards certification as an approved content, pedagogy, and performance assessment as provided in Attachment 2. A roll call vote was taken, and the motion carried 7-0.

11. Emergency Provisional Certificates

BOARD ACTION

M/S (Hill / Clark): I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Nicholas Davis and Sally Hall to teach the content area and grade ranges at the specified school districts as provided herein for the 2021-22 school year. A roll call vote was taken, and the motion carried 7-0.

12. Professional Standards Commission Appointments

BOARD ACTION

M/S (Hill / Clark): I move to reappoint Karen Pyron as a member of the Professional Standards Commission, effective July 1, 2021, through June 30, 2024, representing Idaho school boards. A roll call vote was taken, and the motion carried 7-0.

M/S (Hill / Clark): I move to reappoint Peter McPherson as a member of the Professional Standards Commission, effective July 1, 2021, through June 30, 2024, representing the State Department of Education. A roll call vote was taken, and the motion carried 7-0.

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M/S (Hill / Clark): I move to reappoint Kristi Enger as a member of the Professional Standards Commission, effective July 1, 2021, through June 30, 2024, representing the Division of Career Technical Education. A roll call vote was taken, and the motion carried 7-0.

13. University of Idaho – Educator Preparation Program Review

BOARD ACTION

M/S (Hill / Clark): I move to adopt the State Review Team Report for University of Idaho as submitted in Attachment 1 and to grant approval for the University of Idaho’s noncareer technical education degree-based programs for educator certification purposes. A roll call vote was taken, and the motion carried 7-0.

AND

M/S (Hill / Clark): I move to accept the documentation submitted by University of Idaho and to grant conditional approval all degree-based Career Technical Education programs for certification purposes. A roll call vote was taken, and the motion carried 7-0.

14. Northwest Nazarene University – Educator Preparation Program – New Endorsement Program – Teacher Leader

BOARD ACTION

M/S (Hill / Clark): I move to accept the recommendation of the Professional Standards Commission to conditionally approve Northwest Nazarene University’s Teacher Leader – Instructional Specialist and Teacher Leader – Special Education programs for certification. A roll call vote was taken, and the motion carried 7-0.

15. University of Idaho – New Program Proposal – Computer Science

BOARD ACTION

M/S (Hill / Clark): I move to conditionally approve University Idaho’s computer science endorsement program for instructional staff certification purposes. A roll call vote was taken, and the motion carried 7-0.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Idaho State University – Annual Progress Report

Kevin Satterlee, President of Idaho State University, gave the Board members an update on ISUs accomplishments during the past year.

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For the academic year of 2020-2021, Idaho State University focused institutional efforts and priorities around the four major themes that align with ISU's strategic plan and the State Board of Education's strategic plan. We also focused our efforts on the context of remaining open and serving our core mission during a global pandemic. This point cannot be oversold. While many institutions across the nation did not remain physically open, ISU did and did so in cooperation with our sister institutions for the benefit of all of Idaho's students.

With regard to our four primary themes, ISU made substantial progress in developing and implementing initiatives aimed to make tangible improvements in the following areas:

1. Recruitment and Retention: Commit to removing barriers to student success to ensure degree completion, while improving the go-on rate in Southeast Idaho.
2. Focus on Relationships: Build strong relationships with community and industry, creating a pipeline to employment upon graduation.
3. Promote Identity and Culture: Develop an institutional identity that attracts students and fosters a student-centric approach.
4. Efficiency and Effectiveness: Explore operational and structural efficiencies while focusing resources to support the core mission of education.

In conclusion substantial progress was made in the 2020-2021 academic year. The University has good momentum moving into this Fall semester. ISU successfully remained operational and continued to serve the students of Idaho despite tremendous challenges due to the COVID-19 pandemic. Plans to continue to move ISU forward are underway and we expect to see continued progress through 2022. Included in this is the effort to adopt a new strategic plan in alignment with the State Board of Education's strategic goals. We are optimistic for the future and are looking forward to bringing students back to campus this fall. As always, Idaho State is dedicated to being a higher education leader with a mission of changing student lives.

Ms. Critchfield called attention to ISU's recruitment and retention efforts, and she asked how will ISU measure their success in these areas? President Satterlee said the first goal is to work on retention and ISU will work on a three percent retention rate above last fall's enrollment figure. Board President Liebich wondered what can be done to make sure more of Idaho's high school graduates get into higher learning if they want to attend. President Satterlee said conversations about the value of a college education need to happen with parents and students in the state, as well as the country. Recruiting efforts are focusing on this issue and counselors are connecting with students enrolled in dual credit classes in high school to begin that discussion.

Dr. Clark asked about the increase in graduate program enrollment that ISU has seen while enrollment in undergraduate programs is decreasing. President Satterlee said early data shows that graduate program enrollment is once again on the upswing and

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ISU will be using some of the same strategies used in marketing and recruitment to target the undergraduate programs for enrollment. Mr. Gilbert asked what the encapsulation is specific to ISU and what makes it unique. President Satterlee said ISU pulls students from the largest geographic footprint. Ninety percent of the students at ISU are Idaho residents.

Dr. Hill asked what the vision was for the Idaho Falls campus. President Satterlee said he, Dr. Rick Aman, President of College of Eastern Idaho, and C. Scott Green, President of the University of Idaho, have had several discussions on this issue, and they see a growing collaboration between their schools which will help students achieve their long-term goals. Instead of competing for students the schools will work collaboratively to help students get to their educational goal. For example, students can begin their education at College of Eastern Idaho and then transfer to ISU or UI to complete their degree aspirations seamlessly.

There were no further comments or questions from the Board.

IDAHO STATE UNIVERSITY COMMUNITY FORUM

Zane Webb, Student Body President; Lindsey Solomon, Staff Council President for the 2021-2022 Academic Year; and Dr. Jasun Carr, Faculty Senate Chair, all came forward to answer any questions the Board members had about ISU.

Board President Liebich asked what the campus moral has been like during the pandemic. Zane Webb said students were confused about the fee structure for online classes as it was the same as when being on campus. He did say students are very excited to be back on campus, but they were having a hard time in making friends.

Lindsey Solomon said staff is also doing well but the recruitment of new full and part-time staff is ongoing. She said the low starting wages was an issue in why those seeking employment will not accept positions at the university.

Jasun Carr said faculty were excited to be back on campus this year. While moral was high, they felt more pressure to reconnect with their students.

There were no further comments or questions from the Board.

At this time the Board recessed for 15 minutes, returning at 2:30 p.m. (MT)

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education

Superintendent Ybarra gave an update on the Developments in K-12 Education. There was a new superintendent orientation training for sixteen new superintendents that went

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very well, and the feedback was very positive. Most school districts in the state started back to school the week of August 23rd, and many districts are happy to be back in person and hope to be able to stay open. The back-to-school taskforce met and devised plans to deal with pandemic issues as they arise and discussed how to provide resources to districts as needed.

Karen Seay, Director of Federal Programs, State Department of Education provided information about the COVID-19 Elementary and Secondary School Emergency Relief (ESSER) funds expenditure. Beginning with the Coronavirus Aid, Relief and Economic Security (CARES) Act ESSER I fund, seventy-five percent of the flow-through funds have been spent, thirteen percent of ESSER II funds have been spent and thirty-seven percent of the state set aside funds have been expended. Further detailed information on the use of ESSER, CARES and the American Rescue Plan (ARP) funds can be found at the State Department of Education's website; <https://www.sde.idaho.gov/federal-programs/prf/>.

Dr. Clark asked what the parameters were for the unfinished learning money going to the Local Education Agencies (LEAs). Ms. Seay said there are some parameters, and the money has to be used on evidence-based research, tutoring, and to address student gaps in learning due to COVID-19. Dr. Clark informed everyone that the Board, the Governor's office, and the State Department's review of unfinished learning is focused on three areas: K-4 reading, 5-9 math, and credit completion at the high school.

Board President Liebich asked if there was a statewide reporting system in place to know how many kids are in quarantine or out of school due to sickness. Superintendent Ybarra said currently 178 out of 3,000 students enrolled are out of school due to sickness. That information is updated regularly by the school districts and the Office of Emergency Management (OEM).

Superintendent Ybarra gave a Pandemic Electronic Benefit Transfer (P-EBT) update. She said as of August 24th, 74,600 students did receive food assistance cards. Twenty-seven million P-EBT cards have been distributed to families and that number will increase. These cards allowed students to be able to get nutritious food when schools were closed. Four thousand envelopes containing P-EBT cards were returned for incorrect addresses, and the school districts were tasked with finding those families.

2. ESSA Waiver Request

Dr. Kevin Whitman, Director of Assessment and Accountability, State Department of Education, provided an updated slide deck of information for the Board members. The ESSA Waiver data in the agenda packet was provided as an information item.

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Dr. Whitman said that consistent with the approved waiver request, Idaho's accountability system following the 2020-2021 school year has the following components:

- Continued transparency and reporting
Waiver-based updates for this year:
 - No new identifications
 - Student growth across two years made available for local use
 - School quality and student success (surveys and college/career readiness) not affected, so still reported
 - Progress toward meeting long-term goals and interim progress not reported
- Assurances to report on chronic absenteeism and technology access

Under the waiver, Idaho also assured the U.S. Department of Education that it would report on chronic absenteeism and technology access. Idaho also agreed to maintain support for all previously identified schools and to make new identifications following the 2021-2022 school year. School district and school performance is publicly reported by the Department through the idahoschools.org website.

Dr. Whitman reported that IRI numbers for Fall 2020 and Spring 2021 were as follows:

- 65.1 percent of students in K-3 were reading at grade level across all grades. The spring results did show an increase in reading at grade level from the Fall IRI scores however overall, there was a slight decrease in scores from Spring of 2019.
- IRI results for the period of 2019 to 2021 did show a slight decrease across all grades K-3 in testing results.
- Scores for the 2021 ISAT performance for students in grades 3-8 and 10 with testing of English Language Arts, Literacy and Math showed the following.
 - English Language Arts performance scores
 - 22.4 percent of students were below basic
 - 23.5 percent of student were at basic
 - 32.5 percent of students were proficient
 - 21.6 percent of students were advanced
 - Literacy and Math performance scores
 - 32.1 percent of student were below basic
 - 28.2 percent of students were basis
 - 21.9 percent of students were proficient
 - 17.7 percent of students were advanced
- When comparing ISAT Proficiency Trends with scores from 2015 to 2021 there is a slight increase in proficiencies with a low score rate of 51.1 percent in 2015 to a rate of 55.0 percent in 2021 for ELA scores, and a rate of 39.3 percent in 2015 to a high of 44.4 percent in Math proficiency scores in 2021.

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- The 2020 and 2021 English Learner Assessment Proficiency where students in K-12 need to take this test annually showed a decline in proficiency from a rate of 19.3 percent in 2019 to a rate of 10.1 percent in 2021.
- English Learner Assessment Growth metric for 2020-2021 showed a high assessment number of 62.4 percent in 2019 and 48.1 percent in 2021.

Dr. Whitman said in conclusion SDE is beginning to look at districts and schools which excelled during the pandemic or performed better than expected based on the characteristics of their student groups. SDE would like to highlight those success stories.

Board President Liebich asked if there was a chart showing the top growing / performing districts. Dr. Whitman said yes, he could get that data to the Board quickly.

Dr. Clark said she had heard that 15,700 Idaho students seemed to have fallen off the grid during the pandemic and she was wondering if a strategy was in place to re-engage those students. Marilyn Whitney, Deputy Superintendent, Communications and Policy, State Department of Education, said the decline that they were aware of was closer to 10,000 students with the largest decline being students in the 6th grade. Idaho does not track homeschool students, but schools are reporting a return of those students to in-person instruction. Ms. Critchfield mentioned the difficult time teachers are going to have in assessing students who are coming back into the classroom from homeschooling environments or online schools.

Board President Liebich asked if there was data available to assess student performance between online delivery verses brick and mortar schools. Superintendent Ybarra said a learning management system would have helped the districts in being able to gather data on students and their learning outcomes.

There were no further comments or questions from the Board.

3. Emergency Provisional Certification Process

Superintendent Ybarra said this is a process change that came from the Senate Education Committee during the last Legislative session. The Committee asked for a streamlined process for the Emergency Provisional Certification Application Process.

Lisa Colon Durham, Director, Certification and Professional Standards, State Department of Education outlined the new streamlined process, noting that number 6 is one of the newest changes to the process.

The Emergency Provisional Certificate allows a school district or charter school to request one year certification/endorsement in an emergency situation for a candidate

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who does not hold the required Idaho certificate/endorsement to fill a position. The process for approval of Emergency Provisional Certificate Applications are as follows:

1. As per IDEA, an Emergency Provisional Certificate shall not be used for special education.
2. The applicant must pass a background check as required by Idaho Code §33-130.
3. The applicant must have two years of college training, which is defined as 48 semester credits.
4. In order to meet emergency requirements, all applications must include the following:
 - a. Date the school district or charter school declared an emergency.
 - b. Date applicant was hired to serve in the position that requires certification/endorsement.
 - c. Summary of recruitment efforts which lead to the emergency.
5. Applications received after January 1 of the school year must be due to the school district or charter school losing a staff member after January 1 of the school year.
6. The Emergency Provisional Certificate is approved as a one-time basis per individual except under extenuating circumstances. An explanation of extenuating circumstances must be included with a second-year application

Ms. Durham said if the Board approves the Emergency Provisional Certification Application Process changes PSC will no longer need to review and provide recommendations, LEAs will know the certification and funding status of their provisional candidates two or more months earlier than the current process presently allows.

BOARD ACTION

M/S (Ybarra / Clark): I move to approve the Emergency Provisional Certification Application Process as provided in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

Ms. Critchfield asked what was lacking in the prior process. Ms. Durham said removing the Professional Standards Committee from this process will remove an extra layer of review that is not necessary. This change should also help to highlight those instances where the same person has tried to get an Emergency Provisional Certificate to teach in different areas without continuing their education and completing their teaching certification. The same concerns were expressed around those who wished to use an EPC who wanted to be school counselors, school superintendents, and those who go outside of the instructional staff. This new process will stop those who repeatedly ask for an EPC without getting their teaching certification.

There were no further comments or questions from the Board.

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EXECUTIVE SESSION (Closed to the Public)

M/S (Hill / Critchfield): I move to go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public-school student. A roll call vote was taken, and the motion carried 7-0.

The Board moved to Executive Session at 3:40 p.m. (MT).

The Board returned from Executive Session at 4:33 p.m. (MT) Dr. Hill stated that the Board concluded its discussion and took no action on the matter discussed.

M/S (Hill / Keough): Dr. Hill made a motion to recess until 8:00 a.m. A roll call vote was taken, and the motion carried 7-0.

Thursday, August 26, 2021, 8:00 a.m. (MT)

OPEN FORUM

There was 1 participant for the Open Forum:

Rev James Wilson - Rev Wilson from Star, Idaho testified in front of the Board members and imparted his view on the topic of critical race theory saying, "Critical thinking is associated with analysis of data, and application of analysis to arrive at creative and synthetic conclusions. Critical Theory is meant to shoehorn thinking into a predetermined groupthink conclusion that is the antithesis of critical thinking. Some primary tenets of CRT are that all people are either oppressed or oppressors, there is no identity outside group identity, no way to cross lines from one group to another, nor to resolve the perpetual warfare between groups. The only remedy for discrimination is more discrimination. One example is the requirement – for teacher certification – of a course in social justice not limiting itself to race. If we were to limit ourselves to "teaching about" racism it would be a good thing; Americans need to know the good, the bad, and the ugly about our history. But CRT conditions – as opposed to teaching. It is objectionable not because it is offensive, but because it is false. ... thank you for your time."

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Board Policy I.E. Executive Officers – First Reading

Dr. Clark outlined this Board Policy. The policy as proposed splits the three levels of expedited actions identified in section 33- 3730, Idaho Code between the Executive Director, and the institution presidents, followed by Board consideration at their next Board meeting. Alternate proposals could delegate all authority to the institution

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presidents or to the Executive Director with follow up action for the Board either as informational reports or formal Board action to ratify the action of the institution presidents. In addition to consideration of the first reading, the Board is being asked to consider delegating the same authority to the Executive Director and the institution president at the August Board meeting, allowing them to act, if needed, prior to the second reading of the policy at the October Board meeting.

BOARD ACTION

M/S (Clark / Keough): I move to approve the first 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 7-0.

AND

M/S (Clark / Keough): I move to delegate authority to the Board's executive director to, upon request from an institution in situations requiring immediate action, close an institution or any of its buildings or campuses or to limit its programs or activities, if needed to prevent the spread of contagious or infectious disease. Any such action taken shall be considered by the Board at its next meeting. A roll call vote was taken, and the motion carried 7-0.

AND

M/S (Clark / Keough): I move to delegate authority to the institution presidents to implement measures required to prevent the spread of contagious or infectious disease. Any such action taken shall be considered by the Board at its next meeting. A roll call vote was taken, and the motion carried 7-0.

Matt Freeman mentioned that the last sentence of the last two motions does not require the Board to ratify the decision, they can ratify or reverse the action, the language was kept open so the Board could decide how to move forward as they see fit.

There were no comments or questions from the Board.

3. Board Policy IV.E. Division of Career Technical Education (CTE) – First Reading

Tracie Bent said the proposed amendment to Board Policy IV.E concerning is regarding CTE instructional staff endorsements that go with CTE occupational specialist certificates. The language grandfathers in networking and computer support, and programming and web design endorsements and ads in degree based endorsements that were removed from administrative code by the Department a year ago.

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M/S (Clark / Hill): I move to approve the First 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 7-0.

Ms. Critchfield said that previously the hour requirement for folks coming from industry who wished to teach was out of sync with this policy, and asked if we were closer to where we need to be? Dr. Clay Long, Administrator, Career Technical Education (CTE) said yes, two years ago Senator Lent championed the bill reducing the hours from 12,000 to 6,000 hours, or a combination of degree or hours, or an industry certification. Dr. Clark asked if this now gets us more in line with our surrounding states. Mr. Long said it does.

There were no further comments or questions from the Board.

4. Division of Career Technical Education – Postsecondary Educator Credentialing Manual

Tracie Bent said moving forward OSBE and CTE will be taking a deeper look at how this section of policy concerning CTE is structured. If the motion today is approved this will give Board approval as OSBE and CTE staff work on restructuring this section. This manual will be incorporated by reference into Board policy when the CTE section of policy is restructured.

BOARD ACTION

M/S (Clark / Critchfield): I move to approve the Idaho Postsecondary Credentialing Manual as provided in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

Dr. Hill asked Dr. Long to give a vision of where CTE is headed. Mr. Long said the Postsecondary Educator Credentialing manual has been an internal document and has been in practice, and this Board action, if approved, will now make it Board policy. Using the manual as written was not done to reduce the qualifications of instructors but to better articulate those standards and expectations. Mr. Long stated he wants to take this internal manual and bring transparency by having this be a part of Board Policy.

There were no further comments or questions from the Board.

5. Division of Career Technical Education – Workforce Readiness Standards

Dr. Long said these standards were originally adopted in 2016 and the standards have just been updated so this update will be for the upcoming school year if the Board approves.

BOARD ACTION

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M/S (Clark / Hill): I move to approve the revisions to the Workplace Skills for Career Readiness Standards as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked how these standards gets implemented. Dr. Long said these standards compliment the program standards and all concentrator students are required to take the workplace readiness assessment that directly aligns to these standards within their CTE programs. These standards are only applicable for the CTE programs.

Matt Freeman asked if the Board would be able to see global scores similar to ISAT, or IRI, to see what workplace readiness looks like at the schools. Mr. Long said yes, these outcomes are within the CTE performance measures, annual update, and annual report.

There were no further comments or questions from the Board.

6. 2022 Legislation

Tracie Bent outlined the 2022 Legislation being prepared for the Legislative session set to begin on January 10th, 2022. (See below for Legislative proposals and discussions on those items.) For any items the Board did approve there will still be additional work with Legislatures and other stakeholders and if any significant changes were to happen, they will come back to the Board for reapproval.

BOARD ACTION

M/S (Clark / Keough): I move to approve the proposed legislation in substantial conformance to the form provided in Attachments 2 through 8 and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the legislative process. A roll call vote was taken, and the motion carried 7-0.

Full-Time / Day Kindergarten Funding

2. This legislation will amend Chapter 10, Title 33 support unit calculation for kindergarten students such that kindergarten students who attend full-time would be calculated similarly to other grades funded based on a half day or full day of attendance. Currently the funding formula caps their funding at a half day rate.

Board President Liebich asked if this was needs-based legislation. Ms. Bent said this would be open to all students whose parents wanted them to attend full day kindergarten subject to space facility restrictions at the schools. Board President Liebich asked how this legislation was created. Ms. Bent said meetings were held between the Department of Education and a few legislators during the last session who were interested in moving forward legislation that would adjust the formula to fund full day kindergarten. Mr. Gilbert asked how this legislation fits in with the Governor's

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priorities for the next legislative session as it pertains to education. Ms. Bent said all of this legislation has been reviewed with the Governor's office, and the Division of Financial Management. Through the executive agency legislative process, the Governor has the option of rejecting any legislation that does not align with his goals for the next session.

Matt Freeman asked if this legislation would make it mandatory for school districts to offer full-day kindergarten. Dr. Clark said this was not mandatory legislation and parents can opt out. This legislation would provide the school districts with the resources needed to offer all-day kindergarten.

Ms. Keough asked where the language in the bill came from concerning parent participation. Ms. Bent said staff drafted the language based on a request from Sen. Thayne that we include a provision for parent engagement. Ms. Bent said it will be up to each school district for how they will move the parent participation component forward. Superintendent Ybarra said Title I schools should already have a parent involvement component in place.

Shift to FTE Enrollment to Calculate Support Units

3. Amend Chapter 10, Title 33, moving the support unit calculation from one based on FTE student enrollment rather than daily student attendance. This will legislate the temporary rule the Board had in place earlier this year. School district feedback said they would like to use the FTE enrollment calculation to be used moving forward even outside the pandemic environment. Ms. Bent also noted that the Board is authorized to set how attendance is used for calculating average daily attendance in rule already which is why we were able to use FTE enrollment this past year.

Board President Liebich asked for clarification; does this legislation put into code what we had as a temporary rule last year. Dr. Clark said yes, and she clarified that with an attendance-based system the district never receives money for all of its students. Conversion to an enrollment-based system would give the districts money for one hundred percent of their students. Superintendent Ybarra said school districts really want this legislation to move forward and the Board could make this retroactive.

Rural Educator Incentive Program

4. This proposed legislation started out as a loan forgiveness program. This legislation would provide an incentive to all educators – even those who do not have a student loan to repay. The funding amounts are the same, but teachers can use the funding for other things such as educational costs, paying student loans, or taking additional courses.

Ms. Critchfield asked if this legislation could be a benefit to the school district in putting together a more competitive salary package for teachers. Ms. Bent said this proposal

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does not do that, but what the funds can be used for could be expanded to include things such as housing in rural areas. It is funding to the individual teachers' for educational loan repayment or reimbursement for education costs. Matt Freeman mentioned that since this funding is administered through an LEA, they could include this as part of their compensation incentive package by making sure teachers are aware that this program is available.

Career Technical School Added Cost Funding Eligibility

5. Currently, career technical school added cost funding is based on an annual appropriation. That annual appropriation is then divided by the eligible career technical schools on a student enrollment basis pursuant to IDAPA 55.01.03. Amending Idaho Code 33-1002G gives added cost funding for career technical schools that meet specific criteria and gives funding for different kinds of facilities and equipment that is needed for these to be high quality programs. Current Education Service Agencies (ESA's) are not eligible for this funding. This proposal will amend the existing section of code to allow for ESA's to be eligible for the funding if they have a facility.

Board President Liebich asked how many ESA's there are in the state. Dr. Long said for CTE there are three in existence right now that operate career technical school facilities.

Charter School Authorization

6. Charter School Authorization – Provides technical and administrative amendments adding definitions and providing clarification to existing provisions. Ms. Bent said this is mostly clean up language due to the increase in companies who provide services for charter schools. In addition, language will be added to clarify what their responsibilities are as an authorizer.

Board President Liebich asked if this language had been vetted by the Public Charter School Commission (PCSC). Ms. Bent said yes, the majority of the language did come from PCSC staff. Dr. Clark asked if it was true that the vast majority of authorization is now being done by the commission and very few districts who did charter school authorization originally have switched over. Ms. Bent said yes, that was true, the majority have switched.

Postsecondary Scholarship for Dual Credit Students

7. The purpose of this legislation would be to amend Section 33-4605, Idaho Code, Postsecondary Credit Scholarship. Currently, this scholarship requires students to also earn an academic merit-based scholarship from business or industry to match the state award. Due to the challenge it is for students to find merit-based scholarships from business and industry, it has been very difficult for students to qualify for the full amount available and the scholarship has been undersubscribed. The proposed amendment would remove the requirement that

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the matching scholarship be merit based. Students would still need a matching scholarship from business or industry, but it would not need to have an academic merit-based component to that scholarship.

Ms. Critchfield asked how many students are currently taking advantage of this and will other students benefit from this change. Ms. Bent said so far nineteen students have used this scholarship, and this change should allow more students to participate. These changes have been discussed with the sponsor of the bill and he is supportive.

Armed Forces and Public Safety Officer Scholarship

8. The purpose of this legislation is to make a technical correction updating the language in Section 33-4302(7), Idaho Code, regarding the determination of disability for members of the Armed Forces. Currently, the statute references the disability determinations made by the United States Social Security Administration. The proposed amendment would change this language to the disability determinations for this class of awardees to the entity used by the Office of Veterans Affairs. The Armed Forces and Public Safety Officer Scholarship is a full ride scholarship for those who would be eligible such as someone in the armed forces, a policeman or fireman who is disabled and their dependents.

Looking at all of the proposed legislation Ms. Critchfield suggested that the Board have a fuller discussion on the Full-Day Kindergarten proposal.

There were no further comments or questions from the Board.

At this time the Board recessed for 10 minutes, returning at 9:30 a.m. (MT).

7. Proposed Rule – Docket 08-0102-2101 – Rules Governing the Postsecondary Credit Scholarship

Ms. Bent said the approval of this proposed rule sets out the administrative procedures and requirements for the Postsecondary Credit Scholarship. Further, many of the rule changes the Board will be considering today were made following Governor Little's directive, Executive Order 2020-01, Zero Based Regulations, which directs all agencies who do rulemaking to reduce the number of rules and remove anything that is duplicative. To that end all education administrative rules need to be reviewed by 2026. The rules being presented today are the ones that need to be reviewed for this year.

Rule 08-0102-2101 is the rule that accompanies the legislation discussed earlier. The proposed amendment includes those things that were deemed duplicative in the section of code that authorized this rule to begin with. There were a number of processes that were identified in the rule that were deemed not to be necessary and those were also removed.

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BOARD ACTION

M/S (Clark / Hill): I move to approve the proposed rule docket number 08-0102-2101, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

There were no comments or questions from the Board.

8. Proposed Rule 08-0110-2101 – Idaho College Work Study Program

Ms. Bent said 08-0110-2101 removes provisions that are duplicative as to what is in Idaho Code. This rule establishes the administrative procedures necessary to implement a student financial and educational aid program, Idaho College Work Study Program, as called for by Chapter 44, Title 33, Idaho Code. Funds appropriated to the Office of the State Board of Education for the Idaho College Work Study Program are allocated to participating institutions based on enrollment data submitted by each institution on the Student Enrollment Form (PSR-1) for the fall semester prior to the previous fiscal year of participation. The allocation is based on the appropriation for that fiscal year multiplied by an enrollment factor. The enrollment factor is calculated by dividing the headcount of resident degree-seeking students at the participating institutions by the total headcount of resident degree-seeking students for all participating institutions.

BOARD ACTION

M/S (Clark / Keough): I move to approve the proposed rule docket number 08-0110-2101, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

There were no comments or questions from the Board.

9. Proposed Rule – Docket 08-0201-2102 – Rules Governing Administration

This section of rule includes requirements for college and career advising plans, literacy intervention plans and how we report full time enrollment. The changes highlighted were:

1. Changes the reporting agency of altering school district boundaries from the State Board of Education directly to the Department of Education.
2. The removal of duplicative language dealing with Pupil Accounting and Required Instructional Time.
3. Removal of older language under Required Attendance, which said that 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. With mastery-based learning in place this language was outdated.

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4. Streamlining language dealing with Full-Time Equivalent (FTE) Enrollment reporting. Completely redoing the section dealing with FTE enrollment in how it is articulated but not calculated.
5. The data collection and validity category is being removed from 08-0203 and placed here. It is new in this rule, but it is not new language in rule.
6. Unique Education Identifier is being removed from 08-0203 and being placed here. What was removed was the indicator for schools to collect social security numbers which is not allowed by statute.
7. The language under Funds Withheld was cleaned up to remove the October 15th date. Reporting dates are established in statute.
8. Legislation that passed this last year removed the requirement for individual plans for college and career advising and mentoring plans, and literacy intervention plans. School districts still need to report these plans in their continuous improvement plan however they no longer need to send them to the Board.

BOARD ACTION

M/S (Clark / Keough): I move to approve the proposed rule docket number 08-0201-2102, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

There were no comments or questions from the Board.

10. Proposed Rule – Docket 08-0202-2101 – Rules Governing Uniformity

Ms. Bent explained the changes in this pending rule.

- Idaho Standards for the Initial Certification of Professional School Personnel approved date has been changed to October 2021. This recommendation was made at the Planning, Policy and Governmental Affairs committee meeting who wanted more time to make changes to the incorporated by reference document. The Department was asked to amend the language to the three new State Specific Requirements. This item will be brought forward at the October Board meeting.
- Semester credit hours was added and provides that two (2) semester credit hours are equivalent to three (3) quarter credit hours.
- A definition of Teacher of Record was added: the teacher who is primarily responsible for planning instruction, delivering, or supervising the instruction provided to a class of students, assessing student performance, and designating final grades.
- A tightening up of the language concerning Certification of Teachers Trained in Foreign Institutions. An educator having graduated from a foreign institution educator preparation program shall be considered an out of state applicant for certification purposes and may be issued a nonrenewable, three (3) year interim certificate. The applicant must provide transcripts and/or credentials that have been translated and evaluated by an approved evaluation service.

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- One of the largest changes made was in moving the endorsements currently in Administrative Rule into Board policy. CTE endorsements are already in Board Policy and that is working well. This change would move the endorsements attached to instructional certificates also into Board policy. Treating both instructional certificate and occupational specialist certificates the same.

BOARD ACTION

M/S (Clark / Critchfield): I move to approve the proposed rule docket number 08-0202-2101, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

Board Member Keough asked what the difference of a rule vs. policy is and what is the recourse if we do not follow our policy. Tracie Bent said the Board has a requirement for setting policy which allows for two readings and to allow for public comment. This process is very similar to the rulemaking process, but the Board can review these at any time of the year while the rulemaking process takes a year to complete and can only be started during a limited time frame. Dr. Clark asked if there was an appeal process and how does the policy fit. Jenifer Marcus, Deputy Attorney General, State Board of Education, said the Board can govern through policy. If the Board did not follow its policies, then the recourse would be to take legal action against the Board to get it to follow that policy.

There were no further comments or questions from the Board.

11. Proposed Rule – Docket 08-0203-2101 – Rules Governing Thoroughness

Ms. Bent reviewed this rule and the proposed amendments.

- The career technical education content standards were moved to rule many years ago and the recommendation is to remove them from rule and into Board policy.
- Updating the WIDA English Language Development Standards. This is an update in the standards used in these assessments brought forward by SDE and their assessment team.
- Adding computer science to the list of high school science courses. This change does not state that every student is required to take a computer science class to fulfil their science course requirement, but this gives them the option.
- Removing the college entrance exam from the high school graduation requirements while maintaining the assessment as one of the required assessments schools must administer annually.
- Moving the administration of the high school ISAT testing from 10th to 11th grade. This change came after a unanimous decision by the Accountability Oversight Committee (AOC). This rule change will now move to public comment.

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- Add Chronic Absenteeism to the state accountability framework and replace the engagement surveys with chronic absenteeism. This change came after work with the AOC and finding that the surveys were not working to address this issue.

BOARD ACTION

M/S (Clark / Critchfield): I move to approve the WIDA English Language Development Standards as provided in Attachment 2. A roll call vote was taken, and the motion carried 7-0.

AND

M/S (Clark / Critchfield): I move to approve the proposed rule docket number 08-0203-2101, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked Ms. Bent to confirm that one of the biggest changes reflected in this rule change would be the action to remove the college entrance exam from the graduation requirement and add a computer science class as an option for the science requirement. Ms. Bent said that was correct. Board President Liebich asked if any of the changes mentioned today would go into effect this school year. Ms. Bent said no, these changes will begin with the 2022-2023 school year.

Dr. Clark mentioned the changes to this proposed rule pertaining specifically to the chronic absenteeism reporting is the program most states have in their plan. Superintendent Ybarra said the correlation between attendance and academics is clear.

There were no further comments or questions from the Board.

12. ESSER State Education Agency State Plan – Amendment

Ms. Bent gave an update on the ESSER State Plan. The federal government asked for clarification and what was submitted to them is presented here. The amendments to the ARP ESSER SEA Plan provided in PPGA TAB 12 Attachment 1 include:

- Added language on SDE's efforts to reach out to the various stakeholder groups in Section C.1.
- A restructuring of Section D.1. to help clarify how the funds are going to be used, including the addition of section titles to help organize the information. Additionally, language was added to demonstrate Idaho recognizes that groups are disproportionately affected by the pandemic.
- A restructuring of Section D.2.i. to make it consistent with the order and subsection titles used in section D.1.i. and added additional language around plans for data collection.

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- Additional language in Section D.3. identifying the intended use of funds, the Board has already taken preliminary actions on (2.5 percent for no and low Title I schools).
- Addition of Idaho's General Education Provision Act (GEPA) Statement; and
- Addition of Appendix I to incorporate the Board approved Idaho Back to School Framework.

The U.S. Department of Education requested more specific language be added showing that we were aware of how the funding dollars can be spent. For example, only 3 percent of the funds can be used for summer school programs so that language was added but overall none of the changes are substantive from what the Board originally approved.

BOARD ACTION

M/S (Clark / Keough): I move to approve the Idaho ARP ESSER SEA State Plan as provided in Attachment 1 and authorize the Board President to sign the ARP ESSER SEA State Plan as the representative of the State Education Agency. A roll call vote was taken, and the motion carried 7-0.

There were no comments or questions from the Board.

13. Research Findings – Impact of COVID-19 on High School Grades
This item was provided in the agenda materials as an information item.

Dr. Cathleen McHugh, Chief Research Officer, State Board of Education, gave the Board members detailed information on the impact COVID-19 had on high school student outcomes.

Some of the research findings were that COVID-19 unequally altered the instructional environments of Idaho's K-12 local education agencies (LEAs) in the 2020-2021 school year. Further, the LEAs that offered either a hybrid or online instructional delivery model did have a decrease in 9th grade GPAs. Ninth grade GPA dropped by 0.13 points in LEAs that offered a hybrid model and by 0.09 points in LEAs that offered an online model.

This decrease did affect the share of 9th grade students with GPAs that would meet the Opportunity Scholarship or the Direct Admissions requirements. The share of 9th grade students with GPAs meeting the Opportunity Scholarship threshold dropped by 5 percentage points both in LEAs offering a hybrid model and in LEAs offering an online model. The share of 9th grade students with GPAs meeting the Direct Admission threshold dropped by 5 percentage points in LEAs offering a hybrid model and by 4 percentage points in LEAs offering an online model.

Unless these 9th graders raise their GPA before graduation, it is projected there will be decreases in the number of students eligible for the Opportunity Scholarship and Direct

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Admissions. Not being eligible to participate in these programs could impact the rate at which different groups of students attend college.

Ms. Critchfield asked if the data also looked at pass/fail reporting. Dr. McHugh said her data does consider pass/fail as well as GPAs for the 2020-2021 school years. Dr. Hill asked to clarify the finding from one of the charts in the attachment that according to the data a white student and a Hispanic student in the same school suffered similarly academically. Dr. McHugh confirmed that was what the data showed. Dr. Hill said the data reinforces the notion that student learning outcomes were hurt during the pandemic. It will be through standardized testing where we will find how bad those outcomes will be for students moving forward.

Ms. Critchfield said this is now the new benchmark where student gaps in learning outcomes will be measured. Board President Liebich said the intervention with high school students will need to begin quickly. With lower grades there is time to work on bringing students back up to achievement levels.

There were no further comments or questions from the Board.

At this time the Board recessed for 15 minutes, returning at 11:15 a.m. (MT).

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY 2023 Budget Requests

Todd Kilburn, Chief Financial Officer, State Board of Education, outlined how the budget requests came to be.

1. In June the Division of Financial Management gave the institutions a 3.1 percent cap on any further requests.
2. When the cap was put into place that included the enrollment workload adjustment calculation, occupancy costs and a 1 percent employee compensation placeholder.
3. This change to the cap sped up the timeline for the institutions to get their calculations in place so they could set their budgets.
4. Once approved by the Board the budget requests go to the Governor's office and then to the Legislature for funding.

BOARD ACTION

M/S (Hill / Clark): I move to approve the Line Items for the agencies and institutions as listed in Attachments 1 and 2, and to authorize the Executive Director to approve the maintenance of current operations and Line-Item budget requests for agencies and institutions due to the Division of Financial Management and Legislative Services Office on September 1, 2021. I further move to authorize the Executive Director to approve any additional supplemental

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requests as necessary. A roll call vote was taken, and the motion carried 6-0. Superintendent Ybarra was absent from voting.

Board President Liebich asked for clarification on this budget request issue. Schools are simply responding through this Board Action to how they are going to spend the money allocated to them each year. Mr. Kilburn, said yes, this is how state schools respond to the legislative process. Board President Liebich asked why the Board is looking at two-year schools since they have governing bodies. Mr. Kilburn said this is part of the appropriation process. Budget requests go through our office to the Governor's office and then to the Legislature. The State Board of Education is a pass through for community colleges for this process.

There were no further comments or questions from the Board.

2. FY 2023 Capital Budget Requests and Six Year Capital Plans

Todd Kilburn said there are two portions to this request. The first one is the capital budget requests from each institution and the other is the projected six-year capital project plans from the four-year institutions. Only Board approved major capital projects can be forwarded first to the Governor's office and then to the Legislature for funding.

BOARD ACTION

M/S (Hill / Keough): I move to approve the capital projects listed in the table in Attachment 1 from Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College, and to submit projects requesting Permanent Building Funds to the Permanent Building Fund Advisory Council for the FY2023 budget cycle. A roll call vote was taken, and the motion carried 6-0. Superintendent Ybarra was absent from voting.

AND

M/S (Hill / Keough): I move to approve the Six-Year Capital Improvement Plans for FY2023 through FY2028 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College, as provided in attachments 2-5. A roll call vote was taken, and the motion carried 6-0. Superintendent Ybarra was absent from voting.

Board President Liebich said many of the schools have major capital project needs. Should we be looking at current projects or bringing existing physical plant needs up to date. Mr. Kilburn said there are repair and alteration request procedures that institutions can make to the Division of Public Works (DPW) for projects not approved by the Board. In June Governor Little issued an Executive Order asking for a facilities assessment of all state buildings to find out how much deferred maintenance there is. The deadline to get that information to the Governor is the end of August 2021. This is

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a state initiative to address the issue of deferred maintenance. Each institution has a point person who is supplying this data to the Governor.

Board President Liebich asked how the process will work after the data is received in the Governor's office. Mr. Kilburn said that was still unclear at this point. Mr. Kilburn also informed the Board that this capital project needs assessment does not include K-12 but only higher education institutions.

There were no further comments or questions from the Board.

3. Intercollegiate Athletic Reports – NCAA Academic Progress (APR) Scores
This item was provided in the agenda materials as an information item.

Dr. Hill said the NCAA requires this report from the three Idaho colleges are who are part of the NCAA. They provide data concerning how student athletes are fairing concerning academic achievement.

There were no comments or questions from the Board.

4. Appointment of Idaho Public Television General Manager

Dr. Hill said Ron Pisaneschi, General Manager of IdahoPTV retired back in June and a committee was established to find his replacement. After a national search was conducted the Committee hereby unanimously recommends Jeff Tucker be the next General Manager of Idaho Public TV.

BOARD ACTION

M/S (Hill / Clark): I move to appoint Jeff Tucker as General Manager of Idaho Public Television at the rate of \$62.50/hour effective August 26, 2021. A roll call vote was taken, and the motion carried 7-0.

There were no comments or questions from the Board.

5. System Optimization Update – Falcon High Performance Computer
This item was provided in the agenda materials as an information item.

Chet Herbst, System Optimization Project Manager, State Board of Education, informed everyone about the Idaho National Laboratory (INL) offering to transfer (via a property loan agreement) its Falcon high performance computer to the State Board of Education for use by the Idaho public research universities to support research and education throughout the state and improve the lives and economic well-being of Idaho's citizen's. This supercomputer would represent a six-fold increase in capacity in the use of core hours used by universities each year and will place Idaho in the top 20 university

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systems with supercomputer capacity for our research institutions. The property transfer should be finalized by January of 2022.

Matt Freeman asked if there will be an action item on this topic at a future Board meeting. Mr. Kilburn said yes, the action item should be coming at the October Board meeting.

There were no further comments or questions from the Board.

6. Student Fee Update

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

Todd Kilburn said as part of the Legislative intent language this year the Legislature required three things be done by the Board. They were:

1. Create a breakout of student activity fees on the university websites.
2. Create a common naming convention for similar activity fees across all institutions.
3. Evaluate the current activity fees assessed to students and determine how fees supporting clubs and activities and organizations can be structured for access, affordability, and choice.

Regarding the first requirement, the institutions have committed to creating a webpage at each institution that is convenient for students to find and provide a link to be placed on the State Board of Education website. These webpages will be developed and implemented once the final fee structure is completed.

Regarding the second requirement, this working group has developed the following four overarching categories into which all student fees would be placed. They are:

- Institutional Operations, Services, and Support
- Student Recruitment, Success, and Engagement
- Student Clubs and Organizations
- Student Health and Wellness

As the first two processes are completed, that will allow a more thorough discussion of what fees can then be structured to “address the need for access, affordability, and choice.”

Board President Liebich asked Mr. Kilburn about the challenges institutions will face with this new student fee structure. Mr. Kilburn said if students get to pick and choose the fees they want to pay, every student could have a different financial aid package which would be an administrative hardship for the schools. The schools are looking at a total opt-in or a total opt-out for fees for clubs, organizations, and activities.

There were no further comments or questions from the Board.

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7. Idaho State University – HOLT Arena Seating Project – Construction and Financing

Dani Dunstan, Vice President for Operations and Chief of Staff, ISU, outlined the funding request. Ms. Dunstan said the proposal before the Board is to renovate Holt Arena, which celebrated its 50th anniversary last year. This request is asking for a project budget of \$1 million in monies above the amount fundraised for the project. This upgrade will replace the 11,700 seats, provide essential ADA upgrades, and add hospitality suites.

BOARD ACTION

M/S (Hill / Keough): I move to approve the request by Idaho State University to proceed with bidding and construction of the Holt Arena Renovation, and to expend up to \$1 million above the amount fundraised for the project. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked what the timing of construction was. Ms. Dunstan said if the Board approves the expenditure, she will then be able to pin down a timeline for construction making sure it does not conflict with fall sports.

There were no further comments or questions from the Board.

Board President Liebich acknowledged Senator David Lent had entered the room.

8. Idaho State University – Mitchell+Palmer Master Service Agreement

Kevin Satterlee, President of ISU, outlined the expenditure request asking to extend the service agreement with Mitchell + Palmer. President Satterlee said under their services ISU saw a significant admission rate of new students. This current agreement is the next phase of ISU's enrollment strategy and that requires a longer-term investment in marketing and advertising.

BOARD ACTION

M/S (Hill / Clark): I move to approve the request by Idaho State University to enter into a master marketing and advertising contract with Mitchell + Palmer LLC for an amount not to exceed \$1.5 million per year for a three-year total not to exceed of \$4.5 million. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked how much of this expenditure request was focused on recruiting Idaho students vs. out of state students. President Satterlee said the focus of the marketing and advertising campaign is for recruiting Idaho students.

There were no further comments or questions from the Board.

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9. Idaho State University – EAMES Phase III Project – Financing

Dani Dunstan, Vice President for Operations and Chief of Staff, ISU, outlined the funding request. Ms. Dunstan said due to cost overruns and the inflation happening in the construction market the winning bid came in \$1 million dollars over the monies approved for this project by the Board in February of 2020. Board Policy V.K.5 states, "If a project budget increases above the total Board authorized amount by the lesser of 5% or \$500,000, then the institution or agency shall be required to seek further authorization." ISU is therefore bringing this request forward to the Board in compliance with that policy for authorization to increase the budget in alignment with the lowest project bid.

BOARD ACTION

M/S (Hill / Critchfield): I move to approve the request by Idaho State University to proceed with the construction of EAMES Phase III for a total cost not to exceed \$4,639,335. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked if ISU has already broken ground and did the bids come back over the amount already approved. Ms. Dunstan said bids have come back and there is a bit of time to get back to the winning bidder and to confirm the project, but they have been waiting for Board approval. And yes, the winning bid came in over \$1 million dollars over what was expected.

There were no further comments or questions from the Board.

10. University of Idaho – Huron Contract

Todd Kilburn said the contract being proposed will allow the four Idaho Universities to work with Jaggaer's E-Procurement system along with Jaggaer's contact management software and other systems. The contract asks for Huron Consulting to implement the software at the institutions and build an interface with Luma software so the state can get reporting.

BOARD ACTION

M/S (Hill / Critchfield): I move to approve the request by the University of Idaho to execute the attached contract with Huron Consulting Group and to authorize the University of Idaho Vice-President for Finance and Administration, or designee, to execute the necessary contractual documents in substantial conformity to the documents attached to this motion. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked how the institutions will spearhead this program. C. Scott Green, President of the University of Idaho, said Huron has a lot of

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implementation experience with this issue to help the institutions succeed and thirty percent of the cost will be split between three institutions and ten percent will be paid by Lewis-Clark State College.

There were no further comments or questions from the Board.

11. University of Idaho – Ellucian Renewal Agreement

Todd Kilburn said the enterprise resource planning (ERP) software agreements have been reviewed at the institutions. BSU and LSCS have both in the last year had approval from the Board for their renewals. This is UI's time for a renewal, and all of this is being done to maintain their systems. The UI requests a contract renewal for five-years for Banner and three years for CRM Advance and ChromeRiver. This agreement aligns with the timing and term length of similar agreements signed between BSU, ISU, LCSC, and their respective ERP providers. This furthers the Board of Regents' mission of improving purchasing coordination and centralization among the four-year institutions, in addition to creating the opportunity for ERP alignment among the institutions in the future.

BOARD ACTION

M/S (Hill / Keough): I move to approve the request by the University of Idaho to execute the attached contracts with Ellucian and to authorize the University of Idaho Vice-President for Finance and Administration, or designee, to execute the necessary contractual documents in substantial conformity to Attachments 1 and 2. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked if there was one clear winner since every institution has their own Enterprise Resource Planning (ERP) software or are they all basically the same, using a functionality perspective. President Green said educational institutions have unique needs and they cannot use just any enterprise software.

Mr. Gilbert asked if this would then become a situation of build or buy in the next few years. President Green said he did not see the build or buy option being feasible, but any software will have to be customized for use by the institutions.

There were no further comments or questions from the Board.

At this time the Board recessed for 30 minutes, returning at 12:50 p.m.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Graduate Medical Education Committee Annual Report
This item was provided in the agenda materials as an information item.

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Todd Kilburn introduced the Graduate Medical Education annual report. Some of the report highlights are:

1. In three years, the plan has grown new GME (residency) programs from nine to twelve and has also expanded the number of residents and fellows in training from 134 to 217.
2. Idaho has moved from 49th in the United States for the number of primary care physicians per 100,000 people to 45th. Additionally Idaho has moved from 49th for the number of GME resident physician positions per 100,000 to 47th.
3. With the support of the Idaho State Board of Education, Governor Little, and the Idaho Legislature, the FY 2023 Budget Plan will fund 14 new residents and fellows in existing programs and will develop two new residency/fellowship programs in the next year.
4. All programs are meeting the goals of accreditation, which includes 100 percent resident position fill rates, as well as having over 50 percent of their graduates staying in Idaho, with 30 percent or more of their graduates staying in rural and urban underserved communities.
5. There are three programs under consideration for the near future: a Psychiatry residency, a Pediatrics residency and growth of a new rural training track program.

In summary, Idaho's GME plan has been a success despite shifting funding priorities and a global pandemic. With the approval of the 2023 budget there will be twelve core programs and six Fellowships in place. As a direct consequence of these programs there has been increased access to timely care. Additionally, these programs have provided many jobs and economic benefits to their communities and the state of Idaho.

Board President Liebich asked what the track record is for keeping people in Idaho after we train them. Mr. Gilbert said the retention rate was reportedly above sixty percent and that number keeps increasing.

There were no further comments or questions from the Board.

2. Semi-Annual Report of Approved Program Requests

Dr. TJ Bliss, Chief Academic Officer, State Board of Education, said the only highlight he wanted to address was how the pandemic affected certificates being earned.

1. A significant spike in program modification requests in FY20-21 resulting from institutions adding online options to existing programs, likely in response to the pandemic.
2. A steep drop in new undergraduate program requests over the past five years – 1 request in FY20-21 down from 13 requests in FY19-20 and 19 requests in FY16-17.

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3. A significant spike of new academic undergraduate certificates – 34 in FY19-20 but dropping to more historical levels (10 new certificates) in FY20-21.
4. Fairly consistent numbers of new graduate certificate requests over the past five years.
5. A significant uptick in the number of new career technical certificates, AAS degrees, discontinued certificates, and discontinued degrees in FY19-20.

BOARD ACTION

M/S (Critchfield / Hill): I move to accept the Semi-Annual Report of Approved Program Requests, as presented in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked if any of the online ads promoting online learning at our institutions will continue after we return to in-person learning. Dr. Bliss said he believes that more and more courses will be offered online which would give more flexibility in acquiring new and incoming students, so the ads will most likely continue.

There were no further comments or questions from the Board.

3. Three-Year Program Plan

Ms. Critchfield said there are some notable highlights this year and she wished to note them in the minutes.

1. Food truck management associates degree offered by North Idaho College is being offered in response to the explosion in the food truck market.
2. UI's proposed associate of applied science offerings in Forest Harvesting, Wildland Fire Technology and Nursery Technology seem duplicative to other offerings from other institutions. IRSA is asking UI to work with Dr. Long at CTE to come up with a plan to help UI move forward with the programs they wish to offer. After those meetings take place, these updates will be brought back to the Board.

BOARD ACTION

M/S (Critchfield / Clark): I move to approve the Three-Year Program Plan as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked for clarification about the nursing program as outlined in LCSC's three-year plan. Dr. Cynthia Pemberton, President, Lewis-Clark State College answered the Board question explaining the pipeline between two-year and four-year nursing programs across the state which will allow for a seamless transfer of students while also allowing online opportunities across the entire state to flourish. While there is an unmet need for nurses Idaho has put into place a mechanism to make this happen, but it needs to be given time to implement. Further, the limited number of nurses

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coming from the programs is based on the number of clinical placements in the workforce, not by the number of people interested in, or training to become nurses.

Ms. Keough asked what the timeframe is to get these programs up and running. Dr. Bliss said he is actively communicating with the university contacts to see who they want to be a part of this conversation. IRSA hopes to schedule the first set of meetings sometime next week. Board President Liebich asked if there was any Board action required once these plans are finalized. Dr. Bliss said he would have more information by the end of next week. Dr. Long said CTE will be following up with UI early next week to discuss their specific items and will have further information then.

There were no further comments or questions from the Board.

4. Board Policy III.N. General Education – First Reading

Ms. Critchfield said the resulting changes will streamline and clarify GEM competency requirements and intended outcomes for students, and this is a first reading.

BOARD ACTION

M/S (Critchfield / Hill): I move to approve the first 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 7-0.

There were no comments or questions from the Board.

5. Board Policy III.G. Postsecondary Program Approval and Discontinuance and Board Policy III.H. Program Review – Second Reading

Ms. Critchfield said this is a second reading and the following changes were made between the first and second reading of these policy amendments:

- Removal of micro certification requests from the Career Technical Short Proposal subsection (4.b).
- Creation of a new subsection (4.d) requiring requests for micro certifications to be submitted via a template developed by the Division of Career Technical Education
- Addition of “State” to the title of “Administrator” throughout the policy and clarification that the Executive Director or designee, in addition to the State Administrator, shall approve requests related to career technical programs.
- Addition of modifications to academic instructional or administrative units to the Short Proposal section.
- Removal of the deviation from program credit definitions from the Career Technical Short Proposal subsection (4.b.)

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- Removal of three actions related to online format and delivery from the Career Technical Letter of Notification subsection (4.c.) to the Career Technical Short Proposal subsection (4.b.)
- One or two minor technical corrections.

The updates to III.G. precipitated the removal of III.H.

BOARD ACTION

M/S (Critchfield / Clark): I move to approve the second reading of proposed amendments to Board Policy III.G, Program Approval and Discontinuance, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0.

AND

M/S (Critchfield / Hill): I move to approve the second reading of Board Policy III.H. Program Review, repealing the policy in its entirety, as submitted in Attachment 3. A roll call vote was taken, and the motion carried 7-0.

Board President Liebich asked who drove the changes between the first and second readings. Dr. Bliss said the changes came from the technical college deans and CTE.

There were no further comments or questions from the members of the Board.

6. Boise State University – Institute for Advancing American Values

Dr. Marlene Tromp, President of Boise State University, came before the Board members to outline the request for a new Institute for Advancing American Values. As outlined in the proposal:

“The Institute for the Advancement of American Values encourages conversation between opposing viewpoints to spur engagement, understanding, and human connection. Institute activities will include public events to encourage dialogue about central issues facing Idaho and the nation, research and projects that approach complex and contested issues through the prism of American values and evidenced-based research, and education programming supporting the development of new courses across the disciplines that chart how the values of freedom and opportunity have shaped the triumphs and challenges of American life and history. Through these commitments, the Institute inspires us to talk and listen to each other respectfully about the issues and values that have shaped America and Americans from all walks of life.”

BOARD ACTION

M/S (Critchfield / Clark): I move to approve the request by Boise State University to create an Institute for Advancing American Values. A roll call vote was taken, and the motion carried 7-0.

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Mr. Gilbert asked if BSU has the funds to initiate this Institute. Dr. Tromp said initial programming costs will be covered by the Idaho Listens grant of \$1 million over ten years and the new and existing institutional funding of at least \$130,000 per year.

Board President Liebich asked if BSU expected to find interest in this Institute from outside the BSU campus. Dr. Tromp said this Institute will lead the national conversation and they expect to see wide ranging interest from across the country. Board President Liebich asked when the first event was being planned for. Dr. Tromp said they hoped to have the first event in October of this year.

There were no further comments or questions from the Board.

7. Program Prioritization Five-Year Reports

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

Ms. Critchfield said this is a combined Program Prioritization Report for all of the four Universities for the Board's review. The Board heard ISU's report yesterday at the meeting and over the next year we will hear from the other three institutions as well, but this report gives the Board members an opportunity to review this data prior to it being presented.

Board President Liebich asked if the reports are due annually and should they be done less frequently. Matt Freeman said the actual effort to do a comprehensive review is done every five years. What the institutions report on is included in the President's annual report, but they are not going through a comprehensive program prioritization every year.

Mr. Gilbert asked if we are consolidating into a single report across institutions the impact of all of the program prioritizations that have occurred. Dr. Bliss said for more clarification and context the university presidents provide as part of their annual report updates on their program prioritization efforts, and every five years they provide the report seen here today. There will not be a report like this every year. The idea of doing a one-page summary across the five-year reports is a good idea and he will have his office look into doing this in an ongoing basis.

There were no further comments or questions from the Board.

Board President Liebich closed the meeting by thanking Debbie Critchfield for her service to the State Board of Education and her seven years of service as a Board member and Past President.

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

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M/S (Critchfield / Keough): I move to adjourn the meeting at 1:42 p.m. (MT). A roll call vote was taken, and the motion carried 7-0.