



STATE BOARD OF EDUCATION MEETING

October 15-16, 2025

Lewis-Clark State College

Williams Conference Center

500 8th Avenue, Lewiston, ID 83501

Public Streaming: www.youtube.com/@lcstate

Wednesday, October 15, 2025 – 1:30 p.m. (Pacific Time)

BOARDWORK

1. Agenda Review and Approval – Action Item
2. Minutes Review and Approval – Action Item
3. Rolling Calendar – Action Item

CONSENT

PPGA

1. Idaho Division of Career Technical Education - Limited Occupational Specialist Certificate Extension – Action Item
2. Idaho State Rehabilitation Council Membership – Action Item
3. Accountability Oversight Committee Appointment – Action Item

IDE

4. Emergency Provisional Certificate Recommendations – Action Item
5. Career Technical Education Appointment to the Professional Standards Commission – Action Item
6. Proposed Adoption of the World-Class Instructional Design Assessment (WIDA Consortium) – Alternate Assessment Achievement Level Standards – Action Item

IRSA

7. Graduate Medical Education Committee New Appointments – Action Item

BOARD OF TRUSTEES – LEWIS-CLARK STATE COLLEGE

1. Lewis-Clark State College Annual Report – Information Item
2. Lewis-Clark State College Students address the Board
3. Lewis-Clark State College Employees address the Board

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Board Policy II.G. Policies Regarding Faculty (Institutional Faculty Only) – First Reading – Action Item
2. Board Policy V.H. Audit, Risk and Compliance Committee – First Reading – Action Item
3. Boise State University – Proposed Revisions to Board Policy V.X. – Intercollegiate Athletics – First Reading – Action Item
4. Board Policy V.T. Fee Waivers – Second Reading – Action Item

5. University of Idaho – Request for Design Phase Authorization – Tennis Center Restoration Project – Action Item
6. Division of Career Technical Education – Administrator Appointment – Action Item

IDAHO DEPARTMENT OF EDUCATION

1. Superintendent's Update (K-12) – Information Item
2. Assessment Item Review Committee Recommendations – Action Item

Thursday, October 16, 2025 – 9:00 a.m. (Pacific Time)

PUBLIC COMMENT

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Board Policy VII.C. Idaho Division of Career Technical Education Certification – Second Reading – Action Item
2. Idaho Public Television – Budget Update – Information Item
3. Boise State University President Search Update – Information Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.E. Certificates and Degrees – First Reading – Action Item
2. Board Policy III.Q. Admission Standards – First Reading – Action Item
3. Board Policy III.U. Instructional Material Access and Affordability – First Reading – Action Item
4. Update on Academic Program Exemptions – Community Colleges (Idaho Code § 67-5909D) – Information Item

WORK SESSION

IRSA

1. Demonstrating the Value of Postsecondary Education – Information Item

INFORMATIONAL

PPGA

1. Lewis-Clark State College – Annual Progress Report – Information Item

IDE

2. Professional Standards Commission 2024-2025 Annual Report – Information Item

If auxiliary aids or services are needed for individuals with disabilities, please contact the Board office at 208-332-1571. If you wish to speak at Open Forum the deadline to sign up to speak is 11:00 a.m. (PT), October 13, 2025. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

BOARDWORK
OCTOBER 15-16, 2025

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 August 20, 2025 Regular Board Meeting.

3. Rolling Calendar

BOARD ACTION

I move to set October 14-15, 2026, as the date, and Lewis-Clark State College as the location, for the October 2026 Regular Board Meeting;

AND

I move to eliminate the February 2026 Regular Board Meeting;

AND

I move to change the location of the June 16 - 18, 2026 Regular Board Meeting from Idaho State University to Boise State University;

AND

I move to change the date and location of the August 19, 2026 Virtual Board Meeting to August 12 - 13, 2026, at Idaho State University.



STATE BOARD OF EDUCATION MEETING MINUTES

August 20, 2025

Capitol Building Room WW-17

650 West State Street

Boise, ID 83720

A regular meeting of the Idaho State Board of Education was held at the Idaho State Capitol on August 20, 2025. Board President, Kurt Liebich, called the meeting to order at 9:00 a.m.

Present

Kurt Liebich
Debbie Critchfield
Cindy Siddoway
Cally Roach

Bill Gilbert
Shawn Keough
David Turnbull

Absent

Dr. Linda Clark

BOARDWORK

1. Agenda Review and Approval – Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the agenda as posted. *Motion carried by voice vote.*

2. Minutes Review and Approval – Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the minutes for the June 17 and 18, 2025 Regular Board Meeting, June 25, 2025, Special Board Meeting, and July 15, 2025, Special Board Meeting. *Motion carried by voice vote.*

3. Rolling Calendar – Action Item

BOARD ACTION

M/S (Gilbert / Keough) I move to set August 19, 2026, as the date for the August 2026 Regular Board meeting in Boise. *Motion carried by voice vote.*

CONSENT

BAHR

1. Boise State University – Oracle Cloud Service Contracts ERP – Action Item
2. Boise State University – Air Charter Services – Anthony Travel Master Charter Agreement – Action Item
3. Boise State University – Nike All-Sport Contract – Action Item
4. Idaho State University – Amendment to ICOM Ground Lease – Action Item
5. University of Idaho – Prison Education Tuition and Fee Proposal – Action Item

IRSA

6. Graduate Medical Education Committee Reappointments and New Appointments – Action Item
7. Higher Education Research Council Appointment – Action Item

PPGA

8. Accountability Oversight Committee Reappointments – Action Item

IDE

9. Adoption of Praxis Tests and Idaho Qualifying Scores – Action Item
10. Appointments to the Professional Standards Commission – Action Item

BOARD ACTION

M/S (Gilbert / Keough) I move to approve the Consent Agenda. *Motion carried by voice vote.*

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Board Policy V.N. Grants and Contracts – First Reading – Action Item

Bill Gilbert introduced the first reading of Board Policy V.N., Grants and Contracts. In February 2012, the Board approved a policy on institutional indirect cost rates, which set cost recovery at 20% for state entities (with some exemptions) and allowed requests for waivers. The Department of Education has noted that this rate creates financial hardship, citing over \$600,000 in indirect costs paid to colleges and universities in FY2024. The proposed policy amendment would permit agencies under the Board to negotiate indirect cost recovery rates, allowing more resources to be directed to project goals and better align with fiscal priorities.

BOARD ACTION

M/S (Gilbert / Critchfield) I move to approve the first reading of proposed amendments to Board Policy Section V.N. as presented in Attachment 1. *Motion carried by voice vote.*

2. Board Policy V.T. Fee Waivers – First Reading – Action Item

Bill Gilbert introduced the first reading of Board Policy V.T., Fee Waivers. Mr. Gilbert explained that Lewis and Clark State College (LCSC) is requesting a permanent change to the policy to increase its athletic waiver limit from 110 waivers per semester to 160 waivers per semester. This request is driven by the

institution's ongoing efforts to advance its Title IX plan and the recent addition of two new women's sports.

BOARD ACTION

M/S (Gilbert / Turnbull) I move to approve the first reading of the proposed amendment to Board Policy V.T. Fee Waivers as presented in Attachment 1.
Motion carried by voice vote.

3. FY2027 Budget Requests – Action Item

Jennifer White, Executive Director of the Office of the State Board of Education (OSBE), provided an overview of the current state budget situation and noted that the Division of Financial Management (DFM) has directed agencies to submit maintenance-only budget requests for FY2027.

OSBE requests that the Board delegate authority to the Executive Director to approve the FY2027 base maintenance budgets submitted by each agency and institution. The motion further authorizes the Executive Director to make revisions as necessary to ensure compliance with any guidance issued by the Division of Financial Management.

Bill Gilbert stated that this change would enable the Board to be more strategic and allow OSBE to be more responsive to the institutions.

BOARD ACTION

M/S (Gilbert / Turnbull) I move to delegate authority to the Executive Director to submit the FY 2027 maintenance of current operations budgets, as well as any Division of Financial Management approved line item requests, for agencies and institutions to the Division of Financial Management and the Legislative Services Office by the August 29, 2025 deadline, and to revise budgets as necessary to comply with any guidance provided by the Division of Financial Management.
Motion carried by voice vote.

4. FY2027 Capital Budget Requests and Six-Year Plans – Action Item

Bill Gilbert shared that this agenda item deals with Board approval only for the capital project requests and the projected six-year capital project plans from the four-year institutions.

President Liebich reminded the Board that approval of this motion would authorize the plans, with the understanding that each project will return to the Board for final approval.

A discussion followed regarding whether the current budget situation might affect the proposed projects. Executive Director White reported that, at this time,

the office has not received any indication that the projects will be negatively impacted.

BOARD ACTION

M/S (Gilbert / Turnbull) 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 FY2027 budget cycle.

AND

BOARD ACTION

I move to approve the Six-Year Capital Improvement Plans for FY 2027 through FY 2032 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College, as provided in Attachments 2 - 5. *Motion carried by voice vote.*

5. Idaho State University – CAES Dissolution and Tenant Use Agreement and Renaming – Action Item

Jennifer White shared how the Idaho National laboratory (INL) and the institutions collaborated to develop new agreements to take advantage of their distinct and unique specialties.

BOARD ACTION

M/S (Gilbert / Turnbull) I move to approve the Battelle Energy Alliance request, submitted by Boise State University, Idaho State University and University of Idaho, for the institutions to enter the Agreement for the Dissolution of the Consortium for the Center For Advanced Energy Studies and the Termination of the Consortium Agreement. *Motion carried by voice vote.*

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the Boise State University request to be removed from the Tenant Use Agreement through execution of the proposed Third Amendment to Tenant Use Agreement by Idaho State University, the University of Idaho and Boise State University. *Motion carried by voice vote.*

BOARD ACTION

M/S (Gilbert / Keough) I move to approve the request to rename the CAES building as the Critical Materials & Energy Systems Innovation Center-CMESIC. *Motion carried by voice vote.*

BOARD ACTION

M/S (Gilbert / Siddoway) I move to approve Idaho State University and the University of Idaho to further amend the Tenant Use Agreement, at a subsequent

time and without the need for further Board of Education approval, for the purpose of changing the CAES building name to “Critical Materials & Energy Systems Innovation Center-CMESIC.”

IDAHO DEPARTMENT OF EDUCATION

1. Superintendent’s Update – K-12 Overview – Information

Idaho Department of Education Update. Superintendent Critchfield reported strong gains on the Idaho Reading Indicator (IRI): K–3 proficiency rose from 66.5% (spring 2024) to 71% (spring 2025), with kindergarten up 13 points and improvements across all grades, including rural and high-poverty schools. She attributed results to sustained investments in evidence-based curriculum, statewide science-of-reading implementation, and SMART coaching (highlighting Idaho Falls SD’s 88% overall and 92% grade-3 proficiency). On national measures, Idaho’s 2024 NAEP results placed the state among top performers: only a few states statistically outperformed Idaho in 4th- and 8th-grade reading and math.

Budget and federal updates included confirmation that public schools were exempted from the 3% holdback; priorities for the FY budget focus on maximizing dollars to classrooms, special education support, and operational flexibility. The department reported receipt of roughly \$26–27M in federal Title funds, preparation of accountability plan waivers (targeting Board action later this year), exploration of an “Ed Flex” waiver to expand district flexibility, and efforts to remove non-required state reporting. Board members praised the literacy gains, encouraged dissemination of best practices to lower-performing districts, and requested future deep-dive sessions on K–12 priorities, including science-of-reading alignment with teacher preparation.

2. 2025 Curricular Materials Adoption – Action Item

Superintendent Critchfield emphasized that the state does not select curriculum for school districts; rather, local boards hold the responsibility for adopting curriculum within their respective districts. Greg Wilson, Chief of Staff at the Idaho Department of Education (IDE), provided an overview of the department’s curricular review process, which ensures that adopted curriculum aligns with state standards.

BOARD ACTION

M/S (Critchfield / Keough) I move to approve the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 Science and CTE, as submitted in Attachment 1. Motion carried by voice vote.

3. ESSA Plan Amendment – Alternate English Language Proficiency Reclassification Criteria and Growth to Proficiency – Action Item

Superintendent Critchfield noted that the proposed amendments are necessary to ensure alignment with Board policy. Greg Wilson added that the amendments will allow local districts to reclassify English language learners for the 2024–2025 school year.

BOARD ACTION

M/S (Critchfield / Keough) I move to approve the proposed amendments to the Idaho Consolidated State Plan, as aligned to the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA), as provided in Attachment 2 and authorize the State Superintendent of Public Instruction to submit the amendment request on behalf of the State Board of Education. *Motion carried by voice vote.*

4. Idaho Association of Colleges for Teacher Education (IACTE) Content Knowledge Portfolio Assessment for Certain Idaho Educator Preparation Providers – Action Item

Superintendent Critchfield explained that the recommendation originated from the Professional Standards Commission and offers an alternative to the Praxis assessment proposed by the Idaho Association of Colleges of Teacher Education (IACTE). The intent is to reduce barriers to certification for candidates who demonstrate strong teaching potential but have been unsuccessful in passing the Praxis. Greg Wilson emphasized that the alternative assessment would be applied only in limited circumstances.

Cina Lackey, Director of Certification at IDE, further clarified that candidates will have two certification options available and provided additional details regarding the associated requirements.

BOARD ACTION

M/S (Critchfield / Keough) I move to approve the use of the IACTE Content Knowledge Portfolio Assessment by Boise State University, Brigham Young University - Idaho, College of Idaho, Idaho State University, Lewis-Clark State College, Northwest Nazarene University, and University of Idaho, as an alternate content assessment. *Motion carried by voice vote.*

President Liebich placed the Board at recess at 10:24. President Liebich reconvened the Board at 10:40 a.m.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Strategic Plans – Postsecondary Institutions and Agencies under the Board's Governance – Action Item

Shawn Keough introduced Matthew Reiber, External Affairs and Strategy Officer, OSBE, to present the strategic plans of the postsecondary institutions

and agencies. Mr. Reiber highlighted significant updates, noting that all eight institutions have now incorporated the four key strategic measures established by the Board: Student Access, Student Retention, Student Success, and Student Affordability. Each institution has included a dedicated section in its strategic plan, grouping these measures together under the designated headings.

BOARD ACTION

M/S (Keough / Roach) I move to approve the institution and agency strategic plans as presented in Attachments 1-14. *Motion carried by voice vote.*

2. Temporary Rule – Docket No. 08-0203-2503, Pertaining to SPED Manual – Action Item

The Board received an update on the rulemaking process, including the legislative requirements for public comment, negotiated rulemaking, and subsequent Board and legislative approval. It was noted that the Special Education Manual requires a temporary rule to address immediate federal compliance needs, as temporary rules take effect upon Board approval and are reserved for urgent circumstances. The U.S. Office of Special Education Programs directed Idaho to revise portions of its eligibility requirements to ensure alignment with the Individuals with Disabilities Education Act (IDEA).

The State Department of Education reported that revisions to the Special Education Manual have been developed through a comprehensive stakeholder process over the past two years. While a full pending rule will be brought forward for final legislative approval, this temporary rule provides narrow revisions necessary for schools to remain in compliance for the 2025–2026 school year. The Board confirmed that the revisions had received federal feedback affirming compliance and subsequently approved the temporary rule docket, contingent upon the Governor’s approval to promulgate.

BOARD ACTION

M/S (Keough / Turnbull) I move to approve temporary rule – Docket 08-0203-2503, as submitted in Attachment 1 contingent upon the Board’s receipt of the Governor’s approval to promulgate the temporary rule. *Motion carried by voice vote.*

3. Proposed Rule – Docket No. 08-0202-2501, Pertaining to Code of Ethics and CTE Certificate – Action Item

The Board reviewed proposed rule changes related to the Code of Ethics and Career Technical Education (CTE) certification. Shawn Keough noted that the current action was to release the rules for public comment rather than grant final approval. The rules will return to the Board following the comment period, tentatively in November. Superintendent Critchfield and Greg Wilson explained

that the Code of Ethics revisions, recommended by the Professional Standards Commission (PSC), provide clearer guidance on issues such as misuse of district devices and financial misconduct. Board members emphasized the importance of maintaining high ethical standards for educators, with the PSC responsible for reviewing alleged violations and recommending disciplinary action.

The rule docket also included provisions addressing alternative authorization for teacher endorsements and CTE certification requirements, including industry work experience. Board members acknowledged the significance of these changes and expressed interest in reviewing public feedback, particularly on the alternative authorization provision. The Board approved releasing the proposed rules for public comment, with further review and discussion to occur once feedback has been gathered.

BOARD ACTION

M/S (Keough / Gilbert) I move to approve proposed rule – Docket Number 08.0202.2501, as submitted in Attachment 2. *Motion carried by voice vote.*

4. Proposed Rule – Docket No. 08-0203-2501, Pertaining to SPED Manual – Action Item

The Board reviewed a proposed rule pertaining to the Special Education Manual, which builds on the earlier temporary rule by incorporating both the narrow revisions required for immediate federal compliance and additional updates to ensure alignment with special education standards. Greg Wilson explained that this begins the standard rulemaking process, with the rule to be released for public comment and any revisions to be brought back to the Board later in the fall. The Board approved moving the proposed rule docket forward for public comment as submitted.

BOARD ACTION

M/S (Keough / Critchfield) I move to approve proposed rule – Docket Number 08-0203-2501 as submitted in Attachment 2. *Motion carried by voice vote.*

5. Proposed Rule – Docket No. 08-0203-2502, Pertaining to Content Standards – Action Item

The Board reviewed a proposed rule docket pertaining to social studies content standards, last updated in 2016. Following the Legislature's rejection of certain revisions in the 2025 session, the Department reconvened the original review committees to address legislative concerns and strengthen rigor in civics, U.S. history, and related areas. The revised standards also include a new section on Western Civilization, reflecting interest from policymakers and the growth of classical charter schools. Stakeholder input, including from tribal representatives and legislators, was incorporated into the revisions. The Board approved releasing the proposed rule docket for public comment as submitted.

BOARD ACTION

M/S (Keough / Critchfield) I move to approve proposed rule – Docket Number 08-0203-2502 for public comment as submitted in Attachment 2. *Motion carried by voice vote.*

6. Proposed Rule – Docket No. 08-0205-2501, Pertaining to Pay for Success Contracting – Action Item

The Board considered the proposed repeal of the Pay for Success contracting rule, originally adopted in 2016 but never utilized. Matthew Reiber explained that the repeal aligns with zero-based regulation efforts to remove outdated or unnecessary rules, while agencies may still pursue performance-based contracts under existing purchasing requirements.

BOARD ACTION

M/S (Keough / Turnbull) I move to approve proposed rule – Docket Number 08.0205.2501 for public comment, as submitted in Attachment 2. *Motion carried by voice vote.*

7. Proposed Rule – Docket No. 55-0103-2501 Pertaining to CTE Definitions Section – Action Item

Matthew Reiber reviewed the proposed rule docket concerning CTE definitions, which makes a technical change by deleting an outdated definition related to federal Perkins funding. The revision aligns state rules with updated federal definitions for concentrator students.

BOARD ACTION

M/S (Keough / Roach) I move to approve proposed rule – Docket Number 55-0103-2501 for public comment as submitted in Attachment 2. *Motion carried by voice vote.*

8. 2025 Idaho Comprehensive Mathematics Plan – Action Item

Alison Henken, Policy Director, OSBE, led the Board through a presentation on the development of Idaho's Comprehensive Mathematics Plan (CMP), led by a 40-member workgroup chaired by Board Member Cindy Siddoway, with contributions from Board Member Linda Clark and multiple state agencies, higher education representatives, and K–12 educators. The CMP is modeled after the state's Comprehensive Literacy Plan and is intended to serve as a cohesive strategic framework to improve mathematics outcomes statewide. It emphasizes collaborative leadership, educator development, effective instruction and interventions, and the use of assessment and data. The plan also includes a companion Mathematics Instructional Guide, currently under development, to provide clear direction on evidence-based math instruction and interventions.

Discussion highlighted the importance of balancing conceptual understanding with foundational math skills, ensuring alignment with updated standards, and addressing public concerns about shifts in math instruction since the Common Core era. Board members emphasized the need for cultural change in how mathematics is taught and perceived, reducing barriers for both students and educators. The Department of Education and partner agencies will now begin implementation, aligning professional development and resources with the plan while considering available funding and legislative support for future initiatives.

BOARD ACTION

M/S (Keough / Critchfield) I move to adopt the Idaho Comprehensive Mathematics Plan as submitted in Attachment 1. *Motion carried by voice vote.*

9. Board Policy VII.C. Career Technical Educator Certification – First Reading – Action Item

The Board conducted the first reading of Board Policy 7C, Career Technical Educator Certification, which includes updates related to emerging industry pathways. Tracie Bent, Chief Administrative Officer, Idaho Department of Career and Technical Education (IDCTE) shared that the proposed changes add an endorsement in aviation, following the Board's prior approval of program standards in this field, allowing individuals to pursue certification to teach in aviation pathways. Additional revisions provide clarification in the introductory section of the policy and remove outdated references, such as those related to computer science endorsements that have since been relocated from administrative rule into Board policy.

BOARD ACTION

M/S (Keough / Roach) I move to approve the first reading of Board Policy VII.C. Career Technical Educator Certification as provided in Attachment 1. *Motion carried by voice vote.*

10. Boise State University President Search Update – Information Item

The Board received an update on the Boise State University (BSU) presidential search from Board Member David Turnbull, who serves as chair of the search committee, with President Kurt Liebich and support from staff and consultants. The search has attracted more than 50 applicants, and the committee recently completed two full days of in-person interviews. In compliance with state statute, five finalists will be named publicly, which presents challenges in recruiting sitting presidents due to professional risk. The process includes campus visits to allow interaction between candidates and the university community, with finalist announcements anticipated in the fall.

Board members discussed factors such as timing, compensation, and candidate fit, noting that while Idaho is competitive within reasonable ranges, the search emphasizes finding a leader aligned with Boise State's culture, values, and trajectory of success. The Board recognized the strong interim leadership of BSU in stabilizing campus operations and expressed appreciation for the work of the search committee and staff in managing a high-profile and complex process.

President Liebich placed the Board at recess at 12:02 p.m. President Liebich reconvened the Board at 12:31 p.m.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.G. Postsecondary Program Review and Approval – Second Reading – Action Item

Dr. Heidi Estrem, Chief Academic Officer, OSBE, reported that no comments were received after the first reading of Board Policy III.G.

BOARD ACTION

M/S (Roach / Turnbull) I move to approve the second reading of proposed amendments to Board Policy III.G., Postsecondary Program Review and Approval, as submitted in Attachment 1. *Motion carried by voice vote.*

2. Update on Academic Program Exemptions – Idaho Code § 67-5909D – Information Item

Dr. Heidi Estrem and Jennifer White provided an update on implementation of academic program exemptions under Idaho Code 67-50909D. Over the summer, each of the four-year institutions submitted exemption requests that included selected minors and certificates, and in some cases bachelor's, master's, and Ph.D. programs; these were compiled in the Board packet. Given the short timeline, institutions worked closely with Board staff and will complete another round for spring before incorporating the process into regular operations. Community colleges will first take exemption requests to their local boards and then submit them to the State Board.

Institutions reported significant operational impacts, including workload shifts and increased student inquiries, much of which involved addressing misinformation about what the law does—and does not—require. Executive Director White noted ongoing coordination with institutional counsel to ensure compliance across academic programs, reporting requirements, and campus trainings, with additional updates planned for the next meeting. Campus leaders emphasized the scale of effort involved; for example, Idaho State University reported dedicating hundreds of staff hours this summer, with more work anticipated in the fall.

3. University of Idaho – Direct-Entry Master of Science in Nursing – Action Item

Patty Sanchez, Academic Affairs Program Manager, OSBE, reviewed the outcomes of the June 2025 Board meeting and reported that the institutions have been working to meet the collaboration request from the Board.

Torrey Lawrence, Provost and Executive Vice President, University of Idaho (UI), and Gwen Gorzelsky, Vice Provost for Academic Initiatives, UI, presented the University of Idaho's proposal to establish a Direct Entry Master of Science in Nursing (MSN). The proposal was first reviewed in 2024 but was placed on hold for further discussion and coordination with other institutions. Since then, the University collaborated with Idaho State University, North Idaho College (NIC), and Lewis-Clark State College (LCSC) to strengthen the proposal. Notably, the program will now be delivered in Coeur d'Alene using NIC's state-of-the-art facilities, reducing costs and expanding student access. Distinctions between LCSC's leadership-focused MSN and UI's research-based clinical practice MSN were highlighted as complementary rather than duplicative.

University representatives and partners emphasized the urgent need to expand nursing education pathways in response to Idaho's workforce shortages. Collaboration among institutions was praised as a significant step forward, and the proposal included a professional program fee requiring Board approval.

BOARD ACTION

M/S (Roach / Keough) I move to approve the request by the University of Idaho to create a Direct-Entry Master of Science in Nursing, as presented in Attachment 1. *Motion carried by voice vote.*

BOARD ACTION

M/S (Roach / Turnbull) I move to approve the request by the University of Idaho to charge a professional fee of \$15,032 per year in addition to standard graduate tuition and fees for the Direct-Entry Master of Science in Nursing, in conformance with the program budget submitted to the Board in Attachment 1. *Motion carried by voice vote.*

4. Three-Year Program Plan – Action Item

Patty Sanchez reviewed the three-year academic program plans and noted a revised template that now includes planned discontinuations alongside projected programs. Staff highlighted statutory objectives to limit unnecessary duplication, service-region and statewide program responsibilities, and a pipeline of proposed offerings—especially in health sciences—plus several inter-institution partnerships (e.g., ICOM, LCSC, ISU) and regional/online expansions. Members discussed exploring accelerated bachelor's pathways (e.g., 3-year degrees or sub-120 credit models), which would require Board policy changes, and requested a stronger, shared view of workforce demand (e.g., K–12 specialists, nursing, engineering/semiconductor needs tied to major employers like Micron).

The Board approved the three-year plan and asked staff to bring back data-informed priorities in collaboration with the Workforce Development Council and Department of Labor.

BOARD ACTION

M/S (Roach / Turnbull) I move to approve the Three-Year Program Plan as submitted in Attachment 1. *Motion carried by voice vote.*

5. Program Progress Reports – Information Item

Patty Sanchez presented the annual Program Progress Report covering 20 recently approved programs (reviewed on the 4/6-year cadence by degree level). Four programs are on target; others varied from slightly below projections to materially under target, with cited factors including enrollment timing, faculty turnover, disciplinary shifts, and internal/external competition; two programs are or will be discontinued. Board members requested greater granularity in future packets (e.g., degree of variance, financial implications, corrective actions) and noted that underperforming programs will move into the upcoming program prioritization cycle for potential remediation or teach-out/discontinuation.

6. Medical Education Update – Information Item

The Board heard an update from Executive Director White on the progress of the Undergraduate Medical Education (UME) Working Group, co-chaired by Representative Manwaring and Senator Lent. The group includes representation from the University of Idaho, Idaho State University, ICOM, the Idaho Hospital Association, and the Idaho Medical Association, as well as State Board member Keough. Its first meeting (August 19) featured presentations from UI on its WWAMI program, the University of Utah, ISU, and ICOM, highlighting the statewide challenges of medical education and the demand for more clinical and clerkship opportunities. Board members noted the strong collaboration demonstrated among institutions and stakeholders, which they emphasized must continue as recommendations develop.

The next working group meeting is scheduled for August 26, with presentations from hospital systems across Idaho and preceptor perspectives. In parallel, the OSBE's internal committee has been compiling background data to support the working group's deliberations. The Board was assured that the working group will meet through the fall with the goal of producing recommendations before the next legislative session. Members expressed appreciation for the cooperative spirit to date and underscored the importance of maintaining that approach as the discussions turn to more difficult decisions on Idaho's medical education strategy.

INFORMATIONAL

BAHR

1. NCAA Academic Progress Rate Reports – Information Item

IRSA

2. Graduate Medical Education Committee Annual Report – Information Item
3. Semi-Annual Report of Approved Program Requests – Information Item

IDE

4. Less Than Ten (10) Students Reported in Average Daily Attendance – Information Item

BOARD ACTION

M/S (Gilbert / Roach) I move to adjourn the meeting. *Motion carried by voice vote.*

President Liebich adjourned the meeting at 1:31 p.m.

**CONSENT
OCTOBER 15-16, 2025**

TAB	DESCRIPTION	ACTION
1	PPGA – IDAHO DIVISION OF CAREER TECHNICAL EDUCATION– LIMITED OCCUPATIONAL SPECIALIST CERTIFICATE EXTENSION	Action Item
2	PPGA – IDAHO STATE REHABILITATION COUNCIL MEMBERSHIP	Action Item
3	PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE APPOINTMENT	Action Item
4	IDE – EMERGENCY PROVISIONAL CERTIFICATE RECOMMENDATIONS	Action Item
5	IDE – CAREER TECHNICAL EDUCATION APPOINTMENT TO THE PROFESSIONAL STANDARDS COMMISSION	Action Item
6	IDE – PROPOSED ADOPTION OF THE WORLD-CLASS INSTRUCTIONAL DESIGN ASSESMENT-ALTERNATE ASSESSMENT ACHIEVEMENT LEVEL STANDARDS	Action Item
7	IRSA – GRADUATE MEDICAL EDUCATION COMMITTEE NEW APPOINTMENTS	Action Item

CONSENT
OCTOBER 15-16, 2025

SUBJECT

Division of Career Technical Education (Division) - Limited Occupational Specialist Certificate Extension

REFERENCE

October 2023	Board approved the waiver of IDAPA 08.02.02.015.06.b for one year for B. Krupp, extending the time to complete LOS requirements.
October 2024	Board approved the waiver of IDAPA 08.02.02.015.06.b for one year for R. Stimpson, extending the time to complete LOS requirements.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section VII.C.
Section 33-1204, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02 – Section 015.04.c.

BACKGROUND/DISCUSSION

Individuals coming from the private sector into the career technical education teaching profession may be awarded a Limited Occupational Specialist certification for up to three (3) years while they meet the necessary requirements to obtain a Standard Occupational Specialist teaching certification. It is during this three-year period that successful applicants must complete one of two pathways. Pathway I requires the completion of identified coursework, and pathway II requires completion of the Division's cohort training program. At the successful completion of the chosen pathway, the teacher is eligible to be awarded a standard occupational specialist (SOS) certificate. The SOS certificate is a five-year renewable certificate.

Due to extenuating circumstances, a waiver is required to extend the three-year time limitation for the individuals listed below who hold a Limited Occupational Specialist Certificate.

1. Daren Ferrell;
2. Alyssa Foreman Lavell; and
3. Lloyd Williams.

This requires a waiver of IDAPA 08.02.02.015.04.c.ii to allow the educators an additional year to complete all requirements necessary to apply for a Standard or Advanced Occupational Specialist Certificate. This extension would move the deadline from the current expiration date of August 31, 2025, to August 31, 2026.

IMPACT

Approval of this request would add one year to Daren Ferrell, Alyssa Foreman Lavell, and Lloyd Williams Limited Occupational Specialist Certificate with validity dates of September 1, 2025, through August 31, 2026. This extension would allow

CONSENT
OCTOBER 15-16, 2025

the educators to continue teaching and complete the remaining requirements. Following approval of this request, Division staff will work with each individual to develop a plan to ensure the remaining requirements are completed within the allotted time frame.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of this item as well as a subsequent review of IDAPA 08.02.02.015.04.c.ii to determine why waiver of the rule was necessary and what can be done to prevent the need for such waivers in the future.

BOARD ACTION

I move to approve the request by the Division of Career Technical Education to waive the three-year limit of the interim certificate in IDAPA 08.02.02.015.04.c.ii for one year for Daren Ferrell, Alyssa Foreman Lavell, and Lloyd Williams.

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

PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 15-16, 2025

SUBJECT

Idaho State Rehabilitation Council Appointments

REFERENCE

December 2022	Board appointed three new members to the Council.
October 2023	Board appointed one current member to the Council.
December 2023	Board appointed five new members to the Council.
June 2024	Board appointed two new members to the Council.
August 2024	Board re-appointed two members to the Council.
October 2024	Board appointed three new members and re-appointed one current member
April 2025	Board approved three new members

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Policy, IV.G.
Idaho Code § 33-2202
Idaho Code § 33-2303
Code of Federal Regulations 34 CFR § 361

BACKGROUND/DISCUSSION

Code of Federal Regulations (34 CFR § 361.17) sets out the requirements for the State Rehabilitation Council, including the appointment and composition of State Rehabilitation Councils. The regulations require members of state councils to be appointed by the Governor or, in the case of a state that under State law vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Idaho Code § 33-2303 designates the State Board for Career Technical Education as that entity. Idaho Code § 33-2202 designates the State Board of Education as the State Board for Career Technical Education “for the purpose of carrying into effect any acts by Congress “affecting vocational rehabilitation.”

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director, or another individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of, and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;

PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 15-16, 2025

- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;
- vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
- ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the State workforce investment board; and
- xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulations specify that a majority of the Council members must be individuals with disabilities who meet the requirements of 34 CFR § 361.5(b)(28) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council may serve for not more than two (2) consecutive full terms. A member appointed to fill a vacancy prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has two (2) nominations for Board consideration as follows:

The Council is recommending the appointment of Brandon Dopf as a representative of Former or Current Applicant/VR Recipient to replace a committee member whose term is expiring.

The Council is recommending the appointment of Kyanna Fahey as a representative of Disability Groups.

IMPACT

The reappointments will maintain compliance with CFR 34 Part 361.16 and result in nineteen (18) total members.

**PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 15-16, 2025**

ATTACHMENTS

Attachment 1 – Current Council Membership, applications and resumes of the nominees listed above.

STAFF COMMENTS AND RECOMMENDATIONS

The requested appointments meet the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable Federal regulations.

Staff recommends approval.

BOARD ACTION

I move to appoint Brandon Dopf as a representative of the Former or Current Recipient of VR Services to complete a three-year term, effective immediately through October 16, 2028.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Kyanna Fahey as a representative of Disability Groups for a three-year term, effective immediately through October 16, 2028.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



STATE REHABILITATION COUNCIL APPLICATION FORM

Name:
Mailing Address:
Home/Cell Phone: Work Phone:
E-Mail:

Please explain why you would like to serve on the State Rehabilitation Council

I'm a former recipient of VR services and am deeply grateful for the support that helped me complete college and build a successful career. As an Idaho native who has been Deaf since birth and a native ASL user, I bring firsthand insight into the challenges faced by the Deaf and Hard of Hearing community. I'm passionate about giving back and ensuring others have the same opportunities. Serving on the State Rehabilitation Council would allow me to advocate for fair and effective services.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: Family Center on Deafness	Term Date: November 2014-April 2019
Name: Northwest Association for the Deaf Basketball	Term Date: March 2015-Present
Name: Idaho Association of the Deaf - Bylaws Committee	Term Date: September 2023-Present
Name:	Term Date:

It is the expectation for members is to be able to commit to 1 day per quarter and 1 hour per month to dedicate to State Rehab Council activities. Do you have commitments or conflicts that might prevent you from attending quarterly Council meetings?

☐ No ☒ Yes If "Yes" please explain:

As the Vice President of a company, there may occasionally be scheduling conflicts due to business travel. However, if selected to serve on the Council, I will make every effort to prioritize and block off the scheduled meeting dates to fulfill my commitment to this important role.

CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.

Disability

☒ Yes ☐ No

Please attach a resume so that the Council may learn about employment history, educational background, group affiliations, community involvement and interests.

RETURN TO:
IDAHO STATE REHABILITATION COUNCIL
ATTN: Council Secretary
650 West State Street, Room 150
P.O. Box 83720
Boise, Idaho 83720-0096

Brandon Dopf

QUALIFICATIONS

Strategic and customer-focused leader with 15+ years of experience driving successful system implementations, optimizing operations, and aligning customer success initiatives with business goals. Proven ability to lead cross-functional teams, manage complex projects, and deliver innovative, customer-centric solutions. Skilled at identifying support needs, uncovering growth opportunities, and enhancing the customer journey through data-driven decision-making. A collaborative team player fluent in American Sign Language, with a strong commitment to inclusive communication and service excellence.

PROFESSIONAL AND CAREER EXPERIENCE

Vice President of Customer Success
360 Direct Access

September 2022 to Present
Remote, United States

- Built and launched a full-scale Customer Success program from the ground up for a growing startup, including the development of strategies, workflows, and customer engagement initiatives.
- Led end-to-end implementation for new customers, generating over \$250,000+ in annual recurring revenue from scratch within three years. Ensured seamless onboarding, strong product adoption, and clear understanding of platform capabilities—contributing to a sustained 95%+ customer satisfaction rating.
- Designed and implemented a comprehensive training program that empowered customer service representatives to deliver consistently high-quality support, resulting in a reduced turnover rate of 11–15%, significantly outperforming the industry average of 30–45%.
- Oversaw the successful delivery of 30+ major product features since the company's inception, leveraging customer feedback and market trend analysis to shape and prioritize the product roadmap.
- Collaborate cross-functionally with technical, sales, marketing, and operations teams to align efforts and drive a consistent, customer-focused experience.

Project Manager
Communication Service for the Deaf (CSD)

August 2019 to September 2022
Remote, United States

- Led project efforts that have generated over \$3M in revenue by implementing American Sign Language (ASL) customer service contact centers for 25+ small to large businesses.
- Implemented and oversaw the customer quality assurance program for all ASL contact centers which has maintained a 91% or more customer satisfaction rating.
- Led a cross functional team that has won over \$275,000 in grant money to support our COVID-19 ASL hotline for the Deaf and Hard of Hearing community.
- Served as the subject matter expert on all technical requirements and provided all product demonstrations to potential corporate, federal, state, and non-profit business customers.

Sales Engineer/Product Manager
Communication Service for the Deaf (CSD)

May 2016 to August 2019
Tampa, FL

- Served as customer's point of contact for all technical aspects of the Vineya product designed to support communication access for sign language interpreting agencies, businesses, interpreters, and consumers.
- Developed 50+ major features based on customer needs into clear product specifications and requirements for the software development team and drove them to completion and delivery.
- Provided customized product demonstrations to multiple potential sign language agencies, federal agencies, and large corporations that has resulted in a successful 60% conversion rate.
- Implemented the Vineya product and provided training for over 100 customers nationwide.

- Led cross functional team on several projects including the end of a legacy system and implementation of new system.

Business Analyst/Software Test Engineer
ASL Services/GlobalVRS

September 2015 to May 2016
Orlando, FL

- Planned, designed, and recommended business processes to improve and support daily business operations.
- Streamlined all the technical components and reporting of data for operating Video Relay Service (VRS) and Video Remote Interpreting (VRI).
- Assisted upper management in establishing a business plan and sales strategy that ensures attainment of company sales and profitability.
- Served as company's point of contact for all technical aspects of the software.
- Facilitated meetings with clients to gather and document requirements and explore potential solutions.
- Developed multiple technical training manuals and user guide for trainers and users.
- Oversaw quality assurance testing and teams for client software.

Sales Engineer
The Z (CSDVRS, LLC.)

January 2014 to September 2015
Clearwater, FL

- Provided pre- and post-sales services, including business analysis to identify customer technical requirements.
- Oversaw installations and technical support of high-quality TANDBERG/CISCO videoconferencing equipment for over 100 federal, state, education, enterprises, and small business offices.
- Worked closely with network/firewall engineers in configuring their firewalls.
- Provided technical sales presentations to IT professionals and customers regularly.
- Collaborated with sales managers and engineers to optimize promotion of products and services.
- Provided documentation and weekly training to top level technical support team in providing ongoing support for business customers.

Surveillance Systems Administrator
Pilot Flying J Corporation

May 2006 to January 2014
Ogden, Utah

- Responsible for managing the digital video surveillance systems at over 500 Pilot Flying J truck stop locations throughout the United States and Canada.
- Installed, configured, and troubleshoot large storage servers, switches, IP cameras, and applications.
- Member of a team that developed, piloted, and implemented a brand-new digital surveillance system at over 200 Flying J truck stops.
- Managed contracts and work with vendors to improve quality of products and services.
- Served as point of contact for field technicians and on-site personnel to troubleshoot systems.
- Supervised and managed members of the video surveillance team.
- Trained and provided end user support for corporate office staff, store regional and general managers on digital surveillance application usage.

EDUCATION

M.S., Management in Information Systems Security
Colorado Technical University

June 2013
Online

B.S., Business Information Systems
Utah State University

December 2006
Logan, Utah

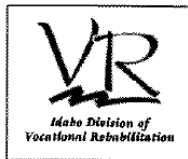
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From: 16075972631



STATE REHABILITATION COUNCIL APPLICATION FORM

Name: Kyanna Fahess
Mailing Address: [REDACTED]
Home/Cell Phone: [REDACTED] Work Phone: [REDACTED]
E-Mail: [REDACTED]

Please explain why you would like to serve on the State Rehabilitation Council

I want to be on the State Rehabilitation Council because I want to voice mine, and others experiences trying to get a job and make getting a job easier. ~~and~~ I recognize the struggles disabled people have while getting a job and want to help them.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: <u>[REDACTED]</u>	Term Date: <u>[REDACTED]</u>
Name: <u>[REDACTED]</u>	Term Date: <u>[REDACTED]</u>
Name: <u>[REDACTED]</u>	Term Date: <u>[REDACTED]</u>
Name: <u>[REDACTED]</u>	Term Date: <u>[REDACTED]</u>

It is the expectation for members is to be able to commit to 1 day per quarter and 1 hour per month to dedicate to State Rehab Council activities. Do you have commitments or conflicts that might prevent you from attending quarterly Council meetings?

☒ No ☐ Yes If "Yes" please explain:

[REDACTED]

CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.

Disability

☒ Yes ☐ No

Please attach a resume so that the Council may learn about employment history, educational background, group affiliations, community involvement and interests.

RETURN TO:

IDAHO STATE REHABILITATION COUNCIL
ATTN: Council Secretary
650 West State Street, Room 150
P.O. Box 83720
Boise, Idaho 83720-0096

To: +12083345305

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From: 16075972631

**KYANNA
FAHEY**

Boise, Idaho

ABOUT ME

I am a senior at Boise High School and I am currently a senior editor for the yearbook. I also love art, writing, hanging out with my friends, and going on drives in my car around the city.

EXPERIENCE

Boise Hawks

Steve Staub - Director of Stadium Operations
Steve@boisehawks.com
Office (208) 322-5000

- Worked for two years as a Kid Zone and the Speed Pitch attendant.
- During the 2025 season, I took on a leadership role, being the only returner to the stadium.
- I taught my coworkers how to deal with money, customers, and the equipment while learning about the new improvements that were added.
- I completed tasks such as taking money, setting up the bouncy houses and the speed pitch zone, watched kids, picked up balls thrown into the batting cage, and held up the speedometer to track the pitches being thrown.
- My coworkers and I have also worked to make the Kid Zone area safer this season.

Idaho Central Arena

Sabrena Nottingham - Director of Guest Relations and Event Coordination
sabrena@idahocentralarena.com
Office (208) 489-2202

- I started working as an usher and ticket taker in February of 2025.
- I mostly work as a ticket taker up front and greet people as they are coming in the doors but I have occasionally worked down on the floor directing people to where they need to go.
- I have already built up a good reputation doing tickets and everyone seems to like and trust me.

EDUCATION

Boise High School

Senior (12th) 2025-2026

AWARDS

Heart of the Brave Award

Boise High School 2023-2024

Heart of the Brave Award

Boise High School 2024-2025

Employee of the Year Award

Boise Hawks 2024

SKILLS

- Computer Skills
- Hard Work Ethic
- Leadership
- Social
- Multitasking
- Friendly
- Communication
- Teamwork

REFERENCES

- Morgan Camie - Family Friend
-(208) 573-3786
- Maxie Rogers - Teacher
-(208) 851-2422
- Shannon Bach - Family Friend
-(208) 890-8518

Members Shall Represent	Representation Required	Name	Region	Term	Term Dates	Voting Member	#
Former Applicant or Recipient of VR services	Minimum 1	Mark Reinhardt	Treasure Valley	1st	12/21/2022-12/20/2025	Yes	1
		Stephanie Taylor-Thompson	Eastern Idaho	2nd	8/21/2024 8/22/2027	Yes	2
Parent Training & Information Center	Minimum 1	Vacant					
Client Assistant Program	Minimum 1	Nancy Grant	Eastern Idaho	1st	Effective 12/21/2022 No term limit	Yes	3
VR Counselor	Minimum 1	Kara Whitehouse	Treasure Valley	1st	04/16/2025 04/15/2028	No	4
Community Rehabilitation Program	Minimum 1	Danielle Larsen	Treasure Valley	1st	06/12/2024-6/13/2027	Yes	5
Business, Industry and Labor	Minimum 4	Diana Colgrove	North Idaho	1st	12/21/2022-12/20/2025	Yes	6
		Jeff DeForest	Treasure Valley	1st	12/13/2023 12/12/2026	Yes	7
		Lucas Rose	North Idaho	1st	12/13/2023 12/12/2026	Yes	8
		Angie Tuft	Treasure Valley	1st	12/13/2023 12/12/2026	Yes	9
Disability Groups	No minimum or maximum	Tim Blonsky	Treasure Valley	2nd	8/26/2022-8/25/2027	Yes	10
		Janice Carson	North Idaho	1st	06/12/2024-6/13/2027	No	11
		Amber Maxwell	Treasure Valley	1st	04/16/2025 04/15/2028	Yes	12
State Independent Living Council	Minimum 1	Jami Davis	Treasure Valley	2nd	8/21/2024 08/22/2027	Yes	13
Department of Education	Minimum 1	Randi Cole	Treasure Valley	2nd	10/18/2023-10/17/2026	No	14
Interim Administrator of Vocational Rehabilitation	Minimum 1	Judy Taylor	Treasure Valley	No end date		No	15
Idaho's Native American Tribes	Minimum 1	Feather Holt	North Idaho	10/16/2024 No end date		Yes	16
Workforce Development Council	Minimum 1	Donna Butler	Eastern Idaho	1st	04/16/2025 04/15/2028	Yes	17

SUBJECT

Accountability Oversight Committee Appointment

REFERENCE

June 2021	The Board approved initial appointment of Iris Chimburas.
August 2023	The Board approved reappointment of Iris Chimburas and Jodie Mills.
June 2024	The Board approved reappointment of Julian Duffey, Anne Ritter, and Roger Stewart.
August 2024	The Board approved initial appointment of Sherry Ann Adams and Adam Johnson.
August 2025	The Board approved reappointment of Adam Johnson and Geoff Penrose.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Policy I.Q. Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. The committee is charged with providing recommendations to the Board on the effectiveness of the statewide student achievement system and making recommendations on improvements and/or changes as needed. Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee. The committee consists of:

- Two Board members
- The Superintendent of Public Instruction (or designee)
- One member with special education experience
- One member with experience serving in a school district with a focus on assessment and accountability
- One member with experience as a district superintendent
- One member with experience as a school principal or charter school administrator
- One member with experience working with student achievement assessments and data
- Two members at-large.

Iris Chimburas was recommended to the Accountability Oversight Committee by the Indian Education Committee and has held one of the at-large positions on the AOC since July 2021. In July 2025, she notified staff that she would not seek reappointment. Board staff conducted outreach to gather resumes for the vacant at-large member position, including contacting IASA, IEA, ISBA, the Indian Education Committee, Idaho Department of Education (IDE) staff, and individual educators at the request of current AOC members.

CONSENT
OCTOBER 15-16, 2025

On September 10, 2025, the AOC met and reviewed the resumes of interested candidates and voted to recommend Gabriela Clark for appointment. Gabriela is the English Learner (EL) Program Coordinator for Fremont County Joint School District, a position she has held since 2018. Her background related to K-12 and English Learner education includes both direct services and deep knowledge of English Learner assessment. Since 2023, she has been on the IDE English Language Proficiency Assessment (ELPA) Advisory Committee and in this school year, she became a member of the LEA Advisory Committee for the WIDA Consortium. Gabriela has certificate in bilingual education (K-12) and a Bachelor of Science in Psychology.

IMPACT

Appointment of Gabriela Clark will ensure all external committee positions are filled through June 30, 2026.

ATTACHMENTS

Attachment 1 – Current AOC Membership List September 2025
Attachment 2 – Recommended Member Resume, Gabriela Clark

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the appointment of Gabriela Clark to the Accountability Oversight Committee for a term of 2 years commencing on October 15, 2025, and ending on June 30, 2027.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**ACCOUNTABILITY OVERSIGHT COMMITTEE
SEPTEMBER 2025**

State Board of Education Member Ex-Officio Cindy Siddoway Member State Board of Education	State Board of Education Member Ex-Officio Vacant Member State Board of Education
Superintendent of Public Instruction or Designee Ex-Officio Michelle Clement Taylor Director of Organizational Operations State Department of Education	Committee Chair, Student Achievement Assessment and Data Representative Term: July 1, 2024 - June 30, 2026 Roger Stewart Retired Professor, College of Education Boise State University
School District Assessment and Accountability Rep. Term: July 1, 2025 - June 30, 2027 Adam Johnson Assistant Superintendent & Data and Assessment Coordinator Blaine County School District #61	School District Superintendent Representative Term: August 21, 2024 - June 30, 2026 Sherry Ann Adams Superintendent Melba School District #136
School Level Administrator Representative Term: July 1, 2025 - June 30, 2027 Geoff Penrose Principal, Sandpoint Middle School Lake Pend Oreille School District #84	Special Education Representative Term: July 1, 2024 - June 30, 2026 Julian Duffey Director of Special Education Jefferson County School District #251
Member At Large Term: July 1, 2025 - June 30, 2027 Vacant	Member At Large Term: July 1, 2024 - June 30, 2026 Anne Ritter Board Member Meridian Medical Arts Charter School
Board Staff Support Alison Henken K-12 Accountability and Projects Program Manager Office of the State Board of Education ahenken@edu.idaho.gov 208-332-1579	

GABRIELA CLARK

Bilingual Education K-12

WORK EXPERIENCE

Fremont County
Joint School District
2018 - Present

EL Program Coordinator

- Lead and manage the district-wide English Learner (EL) program, aligning services with state and federal (Title III/SDE) requirements.
- Oversee program operations and compliance documentation to ensure program effectiveness and accountability.
- Identify eligible EL students to ensure timely placement, progress monitoring, and program exit notifications.
- Collaborate with principals, counselors, special education staff, and teachers to support EL student success and program alignment.
- Completes all responsibilities of the district's EL Proficiency Assessment as the WIDA ACCESS Test Coordinator.
- Design and facilitate professional development and certification for teachers and staff, including WIDA ACCESS K-12 training.
- Serve as the primary liaison to the State Department of Education and meet regularly with the district's Federal Program Director to assess program outcomes and implement improvements.
- Manage ESL instructional platforms such as Imagine Learning, Rosetta Stone, and Off2Class to support student language development.
- Support TESOL practicum placements and partnerships with higher education institutions.
- Provide leadership in parent and community engagement by translating and interpreting communications for Spanish-speaking families.

SKILLS

DRC Insight
ELMS Editor
CFSGA
Bilingual EN-SP

Advisory Committees

WIDA LEA Advisory Committee SY 2025-2026 / 2026-2027
SDE- ELPA Advisory Committee SY 2023-2024 / 2024-2025 / 2025-2026

UCSD
California
2017

Facilitator- UC San Diego, Recreation Department

- The UCSD Challenge Course provides customized adventure-based team building programs with a focus on leadership development and group dynamics.
- Group guidance through team building and leadership programs.
 - Use of successful team building and group dynamic techniques.

Self-Employed
Venezuela
2010-2016

Freelancing- Organizational Psychology Services

- Structured and systematized the recruitment process to improve efficiency and candidate selection.
- Categorized training procedures aligned with specific job descriptions to enhance role-based learning
- Created personalized development programs tailored to meet company needs and employee growth objectives.
- Developed and facilitated team-building and leadership training initiatives to strengthen collaboration and management skills.
- Designed and formalized comprehensive job description manuals to standardize role expectations.
- Implemented performance evaluation systems to monitor employee progress and inform development plans.

EDUCATION

College of Southern
Idaho-CSI, Idaho

Bilingual Education K-12
Non- Traditional Educator Program

Universidad Rafael
Urdaneta, Venezuela
2006-2010

**Bachelor's in Psychology with an specialization in
Industrial and Organizational Psychology**

CONSENT
OCTOBER 15-16, 2025

SUBJECT

Emergency Provisional Certificate Recommendations

REFERENCE

February 2023	Board approved 31 provisional certificates for the 2022-2023 school year.
April 2023	Board approved 14 provisional certificates for the 2022-2023 school year.
June 2023	Board approved four (4) certificates for the 2022-2023 school year.
October 2023	Board approved 16 provisional certificates for the 2023-2024 school year. Board approved procedures for processing emergency provisional certificates.
December 2023	Board approved 117 provisional certificates for the 2023-2024 school year.
February 2024	Board approved 26 provisional certificates for the 2023-2024 school year.
April 2024	Board approved 10 provisional certificates for the 2023-2024 school year.
June 2024	Board approved three (3) provisional certificates for the 2023-2024 school year.
August 2024	No applications were received.
October 2024	Board approved 11 provisional certificates for the 2024-2025 school year.
December 2024	Board approved 28 provisional certificates for the 2024-2025 school year.
February 2025	Board approved 12 provisional certificates for the 2024-2025 school year.
April 2025	Board approved four (4) provisional certificates for the 2024-2025 school year.
June 2025	Board approved one (1) provisional certificate for the 2024-2025 school year.
August 2025	No applications were received to present for the 25-26 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1201 and 33-1203

BACKGROUND

Section 33-1201, Idaho Code, requires that every person who is employed to serve in any elementary or secondary school as a teacher, supervisor, administrator, education specialist, school nurse or school librarian to hold a certificate issued under authority of the state board of education, valid for the service being rendered. Section 33-1203, Idaho Code allows the State Board of Education to authorize a provisional certificate for teachers when the candidate has at least two (2) years of college training and an emergency has been declared. This section of code does not authorize issuance of emergency provisional certificates for pupil service staff or administrators.

School districts receive the same level of funding for staff with an emergency provisional certificate as they receive for an individual with a standard certificate. Funding for long-term substitutes is at the same level as non-certified classified staff.

DISCUSSION

The Department of Education received 17 complete Emergency Provisional Certificate application for Instructional certificate(s)/endorsement(s) by August 25, 2025.

The Certification Department of the Idaho Department of Education reviewed each candidate's full application. Each candidate presented below, requesting Instructional certificate(s)/endorsement(s), has completed at least two (2) years of college training, making them eligible for emergency provisional certificate consideration. Each LEA has declared a hiring emergency, summarized the hiring efforts, and attested to the candidate's ability to fill the position.

The Idaho Department of Education is requesting authorization to issue provisional certificate(s) as presented below.

1. Wilder School District #133

Applicant Name: Chantel Mullins

Certificate: Provisional

Endorsement(s): All Subjects K-8

College Training: 63 credits

Declared Emergency Date: June 10, 2025

Hire/Assignment Date: June 11, 2025

Summary of Recruitment Efforts: The middle school teaching position was posted on May 8, 2025. Recruitment efforts resulted in a small pool of applicants which is common given Wilder's rural location and the travel required to reach the district. Of those who applied, Chantell was the only candidate who both met the qualifications for the position and expressed a genuine interest in teaching in Wilder. Other applicants either did not fit the specific needs of the middle school

or lacked the necessary rapport with students. Chantell was selected as the best candidate due to her established history in the district, her strong relationship with students and staff, and her ongoing progress toward completing her teaching degree.

2. Vallivue School District #139

Applicant Name: Shelbi Barnes

Certificate: Provisional

Endorsement(s): All Subjects K-8

College Training: 100 credits

Declared Emergency Date: 8/12/2025

Hire/Assignment Date: 8/6/2025

Summary of Recruitment Efforts: The district posted the opening and could not find a viable candidate. Shelbi has been part of the Vallivue SD as a walk-on coach and said she would be interested in taking the position. She is in the process of obtaining her degree through WGU and would like to become a teacher. She has a great rapport with students and will be a huge asset to the Summitvue team.

3. Cassia County Joint School District #151

Applicant Name: Kamdin Gutierrez

Certificate: Provisional

Endorsement(s): All Subjects K-8

College Training: BA

Declared Emergency Date: 8/6/2025

Hire/Assignment Date: 8/6/2025

Summary of Recruitment Efforts: Four applicants were received and interviewed, but none were certified. He was the clear choice. Wants to teach a year before deciding whether to pursue a certification program.

4. Applicant Name: Maria Molina

Certificate: Provisional

Endorsement(s): All Subjects K-8

College Training: AA

Declared Emergency Date: 7/1/2025

Hire/Assignment Date: 7/2/2025

Summary of Recruitment Efforts: The position was posted on the school district website. The candidate has been a paraeducator for four years. She seems to be a great fit.

5. Applicant Name: Paloma Palacios

Certificate: Provisional

Endorsement(s): English as a Second Language (K-12)

College Training: AA

Declared Emergency Date: 7/21/2025

Hire/Assignment Date: 7/1/2025

Summary of Recruitment Efforts: Job was posted on the district website and K12jobspot.com. Three applicants applied, but Paloma has experience with ESL

CONSENT
OCTOBER 15-16, 2025

being a para. The candidate is currently enrolled in a certification program but will not student-teach until 2027.

6. **Applicant Name:** Rosario Serrano
Certificate: Provisional
Endorsement(s): All Subjects K-8
College Training: BA
Declared Emergency Date: 8/18/2025
Hire/Assignment Date: 8/7/2025
Summary of Recruitment Efforts: Six were interviewed and although they were certified, Rosario scored higher on the school's interview rubric. They felt she would fit better with the school.

7. **Applicant Name:** Lisa Smith
Certificate: Provisional
Endorsement(s): All Subjects K-8
College Training: 115 credits
Declared Emergency Date: 7/1/2025
Hire/Assignment Date: 8/4/2025
Summary of Recruitment Efforts: In a program, but not student teaching until August 2026. The candidates they interviewed lacked experience and credentials. Recruitment efforts were provided to the IASA, ISU job board, BYU-I job board and CCSD website.

8. **Wendell School District #232**
Applicant Name: Angela Murillo-Villasenor
Certificate: Provisional
Endorsement(s): World Language Spanish (6-12)
College Training: AA
Declared Emergency Date: June 17, 2025
Hire/Assignment Date: June 17, 2025
Summary of Recruitment Efforts: The school had zero applicants, and the candidate is not able to student-teach until the 26-27 school year. The school opened the position for the second straight year without applicants. They have made the candidate aware that the second emergency is all they can apply for, and the candidate must make progress to obtain her degree.

9. **Jerome School District #261**
Applicant Name: Melissa Gaver
Certificate: Provisional
Endorsement(s): Social Studies
College Training: BA
Declared Emergency Date: 7/22/2025
Hire/Assignment Date: 7/30/2025
Summary of Recruitment Efforts: All positions were posted for months and still are on the website. It was posted to job boards, attended career fairs, and college hiring events. The position was also posted on community bulletin boards and social media.

10. Applicant Name: Francisca Peralta

Certificate: Provisional

Endorsement(s): All Subjects K-8

College Training:

Declared Emergency Date: 7/22/2025

Hire/Assignment Date: 7/22/2025

Summary of Recruitment Efforts: The position was posted on Job Board, Indeed, SchoolSpring, district website and social media. They also attended career fairs, and a local business posted on their signage.

11. Applicant Name: London Rainey

Certificate: Provisional

Endorsement(s): All Subjects K-8

College Training: 72 credits

Declared Emergency Date: 7/22/2025

Hire/Assignment Date: 7/22/2025

Summary of Recruitment Efforts: All positions were posted for months and still are on the website. Posted to job boards, attended career fairs, and college hiring events. The position was also posted on community bulletin boards and social media. London is currently enrolled in a certification program but does not qualify for an Alternative Authorization due to student teaching in 2027.

12. Richfield School District #316

Applicant Name: Heidi Koyle

Certificate: Provisional

Endorsement(s): All Subjects K-8

College Training: 60 credits

Declared Emergency Date: 8/1/2025

Hire/Assignment Date: 8/1/2025

Summary of Recruitment Efforts: The position was open on the district website and the State Board of Education website since early June 2025. Only one credentialed applicant was interviewed, but she declined and chose to work in another district.

13. Avery School District #394

Applicant Name: Lyssa Duran

Certificate: Provisional

Endorsement(s): All Subjects

College Training: 128 credits

Declared Emergency Date: 8/11/2025

Hire/Assignment Date: 8/11/2025

Summary of Recruitment Efforts: The Avery SD received more K-8 enrollment than they expected for the 25-26 school year. The School Board realized that finding a qualified individual in the very rural area would be difficult. Furthermore, with no available housing in the area, bringing a new staff member into Calder is impossible. The Board agreed that Ms. Duran is the best fit for this position. She has worked in the district for three years. She has served on the district's

leadership team and is working towards her certification.

14. Twin Falls School District #411

Applicant Name: Jackson Hodges

Certificate: Provisional

Endorsement(s): All Subjects K-8

College Training: 58 credits

Declared Emergency Date: 8/1/2025

Hire/Assignment Date: 8/1/2025

Summary of Recruitment Efforts: At this time, the Twin Falls SD has hired 22 district elementary school teachers but continues to experience vacancies that we have been unable to fill with certified or otherwise qualified candidates. Therefore, we respectfully request that an Emergency be issued. The school has received 21 applicants and interviewed nine.

15. Applicant Name: Katherine Lopez

Certificate: Provisional

Endorsement(s): All Subjects K-8

College Training: 55

Declared Emergency Date: 8/1/2025

Hire/Assignment Date: 8/1/2025

Summary of Recruitment Efforts: At this time, the Twin Falls SD has hired 23 district elementary school teachers but continues to experience vacancies that we have been unable to fill with certified or otherwise qualified candidates. Therefore, we respectfully request that an Emergency be issued. The school has received 16 applicants and interviewed six.

16. Kimberly School District #414

Applicant Name: Tja Maxwell

Certificate: Provisional

Endorsement(s): All Subjects K-8

College Training: 128 credits

Declared Emergency Date: June 19, 2025

Hire/Assignment Date: June 20, 2025

Summary of Recruitment Efforts: School posted opening on the district website and social media. They also attended job fair in Magic Valley.

17. Idaho Virtual High School, Inc. 453

Applicant Name: Heather Sayer

Certificate: Provisional

Endorsement(s): All Subjects K-8

College Training: AA

Declared Emergency Date: 7/22/2025

Hire/Assignment Date: 8/4/2025

Summary of Recruitment Efforts: Heather is completing her BA degree by May 2026. The position was posted in May of 2025. 0 applications were received. Heather has been the assistant in that classroom for three years and has been with the school for nine.

IMPACT

If the Board approves the request, the Idaho Department of Education will be authorized to issue emergency provisional certificates to the qualifying candidates. An emergency provisional certificate is effective for one (1) year. No financial penalties will be assessed to the LEA while an emergency provisional certificate is in effect.

If the Board does not approve the request, the Idaho Department of Education will not be authorized to issue the requested emergency provisional certificates. The school district would be required to pursue other hiring options and may face financial impact.

ATTACHMENTS

Attachment 1 – Emergency Certificate Candidate Materials.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Department staff verified that each candidate has completed at least two (2) years of college training and that the school district declared a hiring emergency. All candidates have been hired by a local education agency as teachers for the 2025-2026 school year. Candidates that have already completed a Baccalaureate degree or higher are not eligible to apply through another pathway.

Staff recommends that the Board authorize the Idaho Department of Education to issue one-year provisional certificates for candidates 1-17 as presented above.

BOARD ACTION

I move to authorize the Idaho Department of Education to issue emergency provisional standard instructional certificates for candidates 1-17 as presented above, effective for the 2025-2026 school year only, and pending a cleared background check.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

FOR OFFICIAL USE	Fee \$100	Date Received 8/25/25	Check # 27961	BIC Status 	District/Charter Signed ✓
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STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL APPLICATION

2025-2026 SCHOOL YEAR

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

District/Charter Name		District/Charter Number	
Wilder School District		133	
Name of Superintendent/Charter Administrator		Name of Contact Person	
Dr. Alejandro Zamora		Michelle Carroll	
Contact Person's Email Address		Phone Number	
mcarroll@wilderschools.org		208-337-7400 ext 1401	
Mailing Address	City	State	Zip Code
419 Huff Rd	Wilder	ID	83676

Section II: Educator Information

Last Name, First Name and Full Middle Name		Date of Birth	
Mullins, Chantell Marie		11/24/1987	
Maiden Name	EDUID	Hire Date (for this position)	
Benjamin	859721382	6/12/2025	
Email Address		Phone Number	
cmullins@wilderschools.org			
Mailing Address	City	State	Zip Code
PO Box 992	Parma	ID	83660

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual

Endorsement Name(s)	Endorsement Number(s)	Assignment Number
All Subjects K-8	8320	02002
All Subjects K-8	8320	10011
All Subjects K-8	8320	20005

FOR OFFICIAL USE	Candidate Signature 	Date of Hire 6/10	Declaration Date 6/11	College Training	SBOE Meeting Date Oct 2025
				☐ BA/BS ☐ AA ☐ # or Credits: 63	

Section IV: Emergency Explanation Verification – Recruitment Efforts

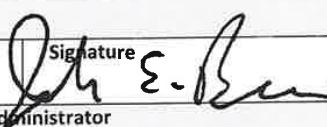
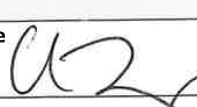
Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
6/10/2025	6/11/2025	3	2

Summary of Recruitment Efforts
The middle school teaching position was posted on May 8, 2025. Recruitment efforts resulted in a small pool of applicants, which is common given Wilder's rural location and the travel required to reach the district. Of those who applied, Chantell was the only candidate who both met the qualifications for the position and expressed a genuine interest in teaching in Wilder. Other applicants either did not fit the specific needs of the middle school or lacked the necessary rapport with students. Chantell was selected as the best candidate due to her established history in the district, her strong relationships with students and staff, and her ongoing progress toward completing her teaching degree.

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☒ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☒ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☒ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☒ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☒ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☒ Agree that the endorsement(s) requested align to the assignment(s).
- ☒ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☒ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☒ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print Jeb Bechtel	Signature 	Date 8/17/25
Signature of District Superintendent or Charter Administrator		
Print Alejandro Zamora	Signature 	Date 8/19/25

Amended 7/31/2025

State Board of Education – Emergency Provisional / Certification / 6

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

- ☐ Currently holds an associate's degree or higher
- ☒ Has at least 48 credits

Total number of credits completed: 63

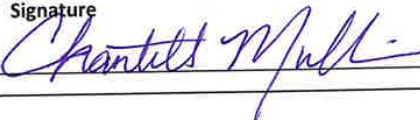
Section II: Candidate Affirmations

CM

This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

CM

If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		
Print	Signature	Date
Chantell Mullins		8/19/25

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

1. Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
2. Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
3. Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
4. Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

CM

I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).

CM

I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

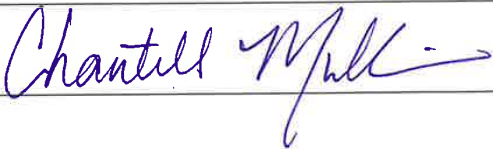
CM

I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

CM

I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
	8/19/25

FOR OFFICIAL USE	Fee \$100	Date Received 8/25/25	Check # 1099	BIC Status ✓	District/Charter Signed ✓
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STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL APPLICATION

2025-2026 SCHOOL YEAR

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

District/Charter Name		District/Charter Number	
Valivue School District		139	
Name of Superintendent/Charter Administrator		Name of Contact Person	
Lisa Boyd		Annie Deming	
Contact Person's Email Address		Phone Number	
robyn.deming@vallivue.org		(208) 454-0445	
Mailing Address	City	State	Zip Code
5207 Montana Ave.	Caldwell	ID	83607

Section II: Educator Information

Last Name, First Name and Full Middle Name		Date of Birth	
Barnes, Shelbi Renee		10/11/1991	
Maiden Name	EDUID	Hire Date (for this position)	
	100473650	08/06/2025	
Email Address		Phone Number	
shelbi.barnes@vallivue.org		(208) 891-3540	
Mailing Address	City	State	Zip Code
405 Midvale	Caldwell	ID	83605

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual

Endorsement Name(s)	Endorsement Number(s)	Assignment Number
All Subjects (K-8)	7010	00051

FOR OFFICIAL USE	Candidate Signature	Date of Hire	Declaration Date	College Training ☐ BA/BS ☐ AA ☐ # or Credits:	SBOE Meeting Date
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Section IV: Emergency Explanation Verification – Recruitment Efforts

Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
08/11/2025	08/06/2025	1	1

Summary of Recruitment Efforts
The district posted the opening and could not find a viable candidate. Shelbi Barnes has been part of the Vallivue School District as a walk-on coach and said she would be interested in taking the position. She is in the process of obtaining her degree through WGU and would like to become a teacher. She has a great rapport with students and staff and will be a huge asset to our Summitvue team.

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☒ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☒ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☒ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☒ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☒ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☒ Agree that the endorsement(s) requested align to the assignment(s).
- ☒ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☒ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☒ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print Toni Brinegar	Signature 	Date 08/20/2025
Signature of District Superintendent or Charter Administrator		
Print Lisa Boyd, Superintendent	Signature 	Date 08/20/2025

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

- ☐ Currently holds an associate's degree or higher
- ☒ Has at least 48 credits

Total number of credits completed: 100

Section II: Candidate Affirmations

SB

This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

SB

If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		
Print	Signature	Date
Shelbi Barnes		8/12/25

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

- Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
- Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
- Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
- Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

SB

I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).

SB

I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

SB

I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

SB

I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
	8/12/25

FOR OFFICIAL USE	Fee \$100	Date Received 8/1/25	Check # 1145	BIC Status open	District/Charter Signed ✓
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STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL APPLICATION

2025-2026 SCHOOL YEAR

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

District/Charter Name Cassia School District		District/Charter Number 151	
Name of Superintendent/Charter Administrator Sandra Miller		Name of Contact Person Nicole Gee	
Contact Person's Email Address nleenicd@cassiaschools.org		Phone Number 208-878-6600	
Mailing Address 3050 Overland Ave. Burley ID	City Burley	State ID	Zip Code 83318

Section II: Educator Information

Last Name, First Name and Full Middle Name Gutierrez, KAMDIN, Cade		Date of Birth 4/25/1989	
Maiden Name	EDUID 845871859	Hire Date (for this position) 8/6/2025	
Email Address Kamdin.Gutierrez@gmail.com		Phone Number 208-437-9379	
Mailing Address 917 2nd St	City Rupert	State ID	Zip Code 83350

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual

Endorsement Name(s)	Endorsement Number(s)	Assignment Number
7010 All Subjects K-8	7010	23009 Grade 6

Amended 7/31/2025

State Board of Education – Emergency Provisional / Certification / 5

FOR OFFICIAL USE	Candidate Signature	Date of Hire	Declaration Date	College Training	SBOE Meeting Date
				☐ BA/BS ☐ AA ☐ # or Credits:	

Section IV: Emergency Explanation Verification – Recruitment Efforts

Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
8-6-2025	8-6-2025	4	4

Summary of Recruitment Efforts
Applicants were interviewed. No applicants were certified. Kamdin was our clear applicant of choice.

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☒ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☒ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☒ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☒ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☒ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☒ Agree that the endorsement(s) requested align to the assignment(s).
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- ☒ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☒ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print Ryan Cranney	Signature <i>Ryan Cranney</i>	Date 8/6/25
Signature of District Superintendent or Charter Administrator		
Print Sandra Miller	Signature <i>Sandra Miller</i>	Date 08-06-2025

Amended 7/31/2025

State Board of Education – Emergency Provisional / Certification / 6

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.



I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).



I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.



I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.



I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
	8/6/25

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

- ☒ Currently holds an associate's degree or higher
- ☐ Has at least 48 credits

Total number of credits completed: _____

Section II: Candidate Affirmations



This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.



If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		
Print <i>Kanden Gebertner</i>	Signature 	Date <i>8/6/25</i>

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

- Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
- Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
- Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
- Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

8/22/25 Cleared
for Cert - AS

FOR OFFICIAL USE	Fee \$100	Date Received 7/14/25	Check # 142	B/C Status need	District/Charter Signed J
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MINUTES?
1/2/25

STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL APPLICATION

2025-2026 SCHOOL YEAR

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

District/Charter Name Cassia School District		District/Charter Number 151	
Name of Superintendent/Charter Administrator Sandra Miller		Name of Contact Person Nicole Gee	
Contact Person's Email Address geenicol@cassiaschools.org		Phone Number 208-878-6600	
Mailing Address 3650 Overland	City Burley	State ID	Zip Code 83318

Section II: Educator Information

Last Name, First Name and Full Middle Name Molina Maria Alejandra		Date of Birth 09/13/1973	
Maiden Name	EDUID 443587287	Hire Date (for this position) 07/02/2025	
Email Address molmaria@cassiaschools.org		Phone Number 208-918-7628	
Mailing Address 2625 Miller Ave	City Burley	State ID	Zip Code 83318

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual

Endorsement Name(s)	Endorsement Number(s)	Assignment Number
All subjects (K-8)	7010	23007

FOR OFFICIAL USE	Candidate Signature	Date of Hire	Declaration Date	College Training	SBOE Meeting Date
				☐ BA/BS	
				☐ AA	
				☐ # or Credits:	

Section IV: Emergency Explanation Verification – Recruitment Efforts

Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
7/1/2025	7/2/2025	5	2

Summary of Recruitment Efforts
Job was posted on School district website. She has been a paraeducator for four years. She seems to be a great fit for the position

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☒ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☒ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☒ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☒ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☒ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☒ Agree that the endorsement(s) requested align to the assignment(s).
- ☒ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☒ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☒ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print Ryan Cranney	Signature 	Date 07/10/2025
Signature of District Superintendent or Charter Administrator		
Print Sandra Miller	Signature 	Date 07/10/2025

Amended 5/28/2025

State Board of Education – Emergency Provisional / Certification / 6

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

- ☒ Currently holds an associate's degree or higher
- ☒ Has at least 48 credits

Total number of credits completed:

Section II: Candidate Affirmations

This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		
Print <i>Maria Alejandra Molina</i>	Signature <i>Alejandra Molina</i>	Date <i>7-2-25</i>

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

1. Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
2. Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
3. Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
4. Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

MARIA MOLINA

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).

I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
	7-2-25

FOR OFFICIAL USE	Fee \$100	Date Received 7/8/15	Check # 627020	BIC Status J	District/Charter Signed ✓
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**STATE BOARD OF EDUCATION – EMERGENCY
PROVISIONAL APPLICATION**

*NEED
INITIALS*

2025-2026 SCHOOL YEAR

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

District/Charter Name <i>Cassia School District</i>		District/Charter Number <i>151</i>	
Name of Superintendent/Charter Administrator <i>Sandra Miller</i>		Name of Contact Person <i>Nicole Gee</i>	
Contact Person's Email Address <i>geenicol@cassiaschools.org</i>		Phone Number <i>208-878-6600</i>	
Mailing Address <i>3050 Overland Ave.</i>	City <i>Burley</i>	State <i>ID</i>	Zip Code <i>83318</i>

Section II: Educator Information

Last Name, First Name and Full Middle Name <i>Rodriguez, Paloma Celina</i>		Date of Birth <i>Sept. 7, 1994</i>	
Maiden Name <i>Palacios</i>	EDUID <i>100752663</i>	Hire Date (for this position) <i>07/01/2025</i>	
Email Address <i>rodpalom@cassiaschools.org</i>		Phone Number <i>208-219-4388</i>	
Mailing Address <i>540 Doggett Dr</i>	City <i>heyburn</i>	State <i>ID</i>	Zip Code <i>83336</i>

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual

Endorsement Name(s)	Endorsement Number(s)	Assignment Number
<i>English as a Second Language</i>	<i>7126</i>	<i>01008</i>

FOR OFFICIAL USE	Candidate Signature	Date of Hire	Declaration Date	College Training	SBOE Meeting Date
				☐ BA/BS	
				☐ AA	
				☐ # or Credits:	

Section IV: Emergency Explanation Verification – Recruitment Efforts

Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
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will be 7/21/2025 07/01/2025 3 3

Summary of Recruitment Efforts
Job was posted on the district website and K12jobspot.com. All three applicants were interviewed. Paloma has experience as an English as a second language para. She is already enrolled in a program at WGU. She is the best applicant for this position.

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☒ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☒ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☒ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☒ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☒ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☒ Agree that the endorsement(s) requested align to the assignment(s).
- ☒ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☒ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☒ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print Ryan Cranney	Signature <i>Ryan Cranney</i>	Date 07/02/2025
Signature of District Superintendent or Charter Administrator		
Print Sandra Miller	Signature <i>Sandra Miller</i>	Date 07/02/2025

Amended 5/28/2025

State Board of Education – Emergency Provisional / Certification / 6

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

- ☒ Currently holds an associate's degree or higher
- ☐ Has at least 48 credits

Total number of credits completed:

Section II: Candidate Affirmations

This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		
Print	Signature	Date
Paloma Rodriguez	Paloma Rodriguez	7/2/25

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

- Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
- Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
- Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
- Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

PALOMA PALACIOS

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).

I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
	7-2-25

FOR OFFICIAL USE	Fee \$100	Date Received 8/1/19	Check # 22-100785710	BIC Status ✓	District/Charter Signed ✓
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STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL APPLICATION

2025-2026 SCHOOL YEAR

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

District/Charter Name Cassia School District		District/Charter Number 151	
Name of Superintendent/Charter Administrator Sandra Miller		Name of Contact Person Nicole Gee	
Contact Person's Email Address necol@CassiaSchools.org		Phone Number (208) 878-6600	
Mailing Address 3650 Overland	City Burley	State ID	Zip Code 83318

Section II: Educator Information

Last Name, First Name and Full Middle Name Serrano, Rosario, Alexis		Date of Birth 10/09/97	
Maiden Name	EDUID	Hire Date (for this position) 8/6/25	
Email Address rozieserrano@gmail.com		Phone Number 208-312-6610	
Mailing Address 1944 17th St	City Heyburn	State ID	Zip Code 83336

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual

Endorsement Name(s)	Endorsement Number(s)	Assignment Number
All Subjects K8	7010	23006

FOR OFFICIAL USE	Candidate Signature	Date of Hire	Declaration Date	College Training	SBOE Meeting Date
				☐ BA/BS ☐ AA ☐ # or Credits:	

Section IV: Emergency Explanation Verification – Recruitment Efforts

Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
8/6/2025	8/7/2025	6	6

Summary of Recruitment Efforts
Rosario interviewed along with 6 other candidates. No candidates were certified. Rosario was chosen using a rubric and because her personality & demeanor fit well with our school.

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☒ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☒ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☒ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☒ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☒ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☒ Agree that the endorsement(s) requested align to the assignment(s).
- ☒ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☒ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☒ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print Ryan Cranney	Signature <i>Ryan Cranney</i>	Date 8/11/25
Signature of District Superintendent or Charter Administrator		
Print Sandra Miller	Signature <i>Sandra Miller</i>	Date 08-11-2025

Amended 7/31/2025

State Board of Education – Emergency Provisional / Certification / 6

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

- ☒ Currently holds an associate's degree or higher
- ☐ Has at least 48 credits

Total number of credits completed: _____

Section II: Candidate Affirmations

RAS This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

RAS If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		
Print	Signature	Date
Rosario Serrano	<i>Rosario Serrano</i>	8/7/25

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

- Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
- Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
- Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
- Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

RAS

I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).

RAS

I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

RAS

I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

RAS

I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
	8/7/25

FOR OFFICIAL USE	Fee \$100	Date Received 8/7/25	Check # 3521	BIC Status open	District/Charter Signed ✓
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STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL APPLICATION

2025-2026 SCHOOL YEAR

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

District/Charter Name Cassia School District		District/Charter Number 151	
Name of Superintendent/Charter Administrator Sandra Miller		Name of Contact Person Nicole Gee	
Contact Person's Email Address leenicole@cassiaschools.org		Phone Number 208-878-6600 Ext 117	
Mailing Address 3650 Overland Ave	City Burley	State ID	Zip Code 83318

Section II: Educator Information

Last Name, First Name and Full Middle Name Smith, Lisa Ann		Date of Birth 7/25/1979	
Maiden Name Van Tassell	EDUID 546831348	Hire Date (for this position) 8-4-2025	
Email Address smilisa@cassiaschools.org		Phone Number 208-312-3475	
Mailing Address PO Box 39	City Oakley	State ID	Zip Code 83346

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual

Endorsement Name(s)	Endorsement Number(s)	Assignment Number
All subjects K-8	7010	51001

FOR OFFICIAL USE	Candidate Signature	Date of Hire	Declaration Date	College Training	SBOE Meeting Date
				☐ BA/BS	
				☐ AA	
				☐ # or Credits:	

Section IV: Emergency Explanation Verification – Recruitment Efforts

Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
07/01/2025	8/4/2025	4	4

Summary of Recruitment Efforts
Candidates that were interviewed lacked experience & credentials. Recruitment efforts were provided to the IASA, ISU job board, BYU-I job board, and CCSO website.

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☒ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☒ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☒ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☒ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☒ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☒ Agree that the endorsement(s) requested align to the assignment(s).
- ☒ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☒ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☒ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print Ryan Cranney	Signature <i>Ryan Cranney</i>	Date 8/5/2025
Signature of District Superintendent or Charter Administrator		
Print Sandra Miller	Signature <i>Sandra Miller</i>	Date 8-5-2025

Amended 7/31/2025

State Board of Education – Emergency Provisional / Certification / 6

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

- ☒ Currently holds an associate's degree or higher
☒ Has at least 48 credits

Total number of credits completed: _____

Section II: Candidate Affirmations

SS This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

SS If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		
Print	Signature	Date
Lisa Smith	Lisa Smith	8-4-25

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

- Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
- Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
- Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
- Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

JS I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).

JS I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

JS I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

JS I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
<u>Lara Smith</u>	<u>8-4-25</u>

FOR OFFICIAL USE	Fee \$100	Date Received 8/2/25	Check # 35143	BIC Status J	District/Charter Signed /
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STATE BOARD OF EDUCATION – EMERGENCY ^{2nd} PROVISIONAL APPLICATION

2025-2026 SCHOOL YEAR

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

District/Charter Name Wendell School District		District/Charter Number 232	
Name of Superintendent/Charter Administrator Ryan Bowman		Name of Contact Person Ryan Bowman	
Contact Person's Email Address rbowman@wendellschools.org		Phone Number 208-536-2418	
Mailing Address PO Box 300	City Wendell	State ID	Zip Code 83316

Section II: Educator Information

Last Name, First Name and Full Middle Name Morillo-Villasenor, Angela Sarahi		Date of Birth 01/27/01	
Maiden Name	EDUID 103027900	Hire Date (for this position) 6/16/2025	
Email Address avillasenor@wendellschools.org		Phone Number 208-961-1916	
Mailing Address 245 6 th Ave. W	City Wendell	State ID	Zip Code 83355

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual

Endorsement Name(s)	Endorsement Number(s)	Assignment Number
World Language - Spanish (6-12)	7720	00029

FOR OFFICIAL USE	Candidate Signature	Date of Hire	Declaration Date	College Training	SBOE Meeting Date
				☐ BA/BS ☐ AA ☐ # or Credits:	

Section IV: Emergency Explanation Verification – Recruitment Efforts

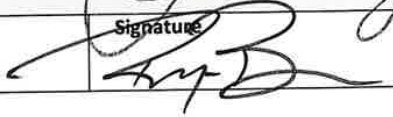
Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
JUNE 17, 2025	JUNE 17, 2025	0	0

Summary of Recruitment Efforts
We opened the position for a second straight year but received no applications. Board declared another emergency for second year and hired Angela Murillo-Villaseñor. Her letter explaining her struggles this past year is included. We have made it clear that if an Emergency Authorization is granted, we would be able to go past this year without her completing her BA.

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☒ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☒ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☒ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☒ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☒ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☒ Agree that the endorsement(s) requested align to the assignment(s).
- ☒ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☒ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☒ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print Tessa Yon	Signature 	Date 8/20/2025
Signature of District Superintendent or Charter Administrator		
Print Ryan Bowman	Signature 	Date 8/20/2025

Amended 7/31/2025

State Board of Education – Emergency Provisional / Certification / 6

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

☒ Currently holds an associate's degree or higher

☒ Has at least 48 credits

Total number of credits completed: _____

Section II: Candidate Affirmations

AM

This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

Am

If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		
Print	Signature	Date
Angela Sarahi Murillo V.		8-19-25

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

1. Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
2. Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
3. Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
4. Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

Am

I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).

Am

I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

Am

I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

Am

I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
	8/19/25

FOR OFFICIAL USE	Fee \$100	Date Received 9/22/25	Check # 110299	BIC Status /	District/Charter Signed /
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STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL APPLICATION

2025-2026 SCHOOL YEAR

INITIALS
SEC IV

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

District/Charter Name Jerome School Dist.		District/Charter Number # 261	
Name of Superintendent/Charter Administrator Brent Johnson		Name of Contact Person Gina Cakebread	
Contact Person's Email Address gina.cakebread@jeromeschools.org		Phone Number 208) 324.2392 x 1040	
Mailing Address 125 4th Ave W.	City Jerome	State ID	Zip Code 83338

Section II: Educator Information

Last Name, First Name and Full Middle Name Gaver, Melissa Ann		Date of Birth 10/15/1980	
Maiden Name	EDUID 776769295	Hire Date (for this position) 7/22/2025	
Email Address melissa.gaver@jeromeschools.org		Phone Number 208) 320-7189	
Mailing Address 803 E Ave H	City Jerome	State ID	Zip Code 83338

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual

Endorsement Name(s)	Endorsement Number(s)	Assignment Number
Social studies 6-12	7200	04151

MELISSA GAVER

FOR OFFICIAL USE	Candidate Signature	Date of Hire	Declaration Date	Collage Training ☐ BA/BS ☐ AA ☐ # or Credits:	SBOE Meeting Date
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*** Section IV: Emergency Explanation Verification – Recruitment Efforts**

Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
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July 22, 2025	July 30 2025	0	0
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Summary of Recruitment Efforts
Had position posted on 3 application platforms as well as Indeed, our website School Spring. We currently still have the position open on our website and School Spring (applicant tracking in hope of finding a more qualified person however with so many open positions we had to prepare to cover the classrooms to the best of our ability. We posted on social media, local businesses and in our community bulletin boards. We sent to staff to career fairs and colleges.
3 platforms - Red Rover - Fast Track - School Spring

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☒ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☒ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☒ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☒ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☒ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☒ Agree that the endorsement(s) requested align to the assignment(s).
- ☒ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☒ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☒ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print	Signature	Date
Staci Leavitt	Staci Leavitt	8/15/2025
Signature of District Superintendent or Charter Administrator		
Print	Signature	Date
Brent Johnson	[Signature]	8/15/2025

Amended 5/28/2025

State Board of Education – Emergency Provisional / Certification / 6

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

- ☒ Currently holds an associate's degree or higher
☒ Has at least 48 credits

Total number of credits completed:

Section II: Candidate Affirmations

This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		
Print	Signature	Date
Melissa Gaver		8-15-25

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

- Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
- Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
- Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
- Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

MELISSA GAVER

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

MG I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).

MG I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

MG I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

MG I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
	8-15-25

Amended 5/28/2025

State Board of Education – Emergency Provisional / Certification / 8

FOR OFFICIAL USE	Fee \$100	Date Received 9/25	Check # 110296	BIC Status ✓	District/Charter Signed ✓
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STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL APPLICATION

2025-2026 SCHOOL YEAR

*INITIALS
SEC W*

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

District/Charter Name Jerome School Dist		District/Charter Number #261	
Name of Superintendent/Charter Administrator Brent Johnson		Name of Contact Person Gina Cakebread	
Contact Person's Email Address gina.cakebread		Phone Number (208) 324-2392 x 1040	
Mailing Address 125 4th Ave W	City Jerome	State ID	Zip Code 83338

Section II: Educator Information

Last Name, First Name and Full Middle Name Peralta Francisca Analco		Date of Birth 10/02/1983	
Maiden Name	EDUID 442359375	Hire Date (for this position) 7/22/2025	
Email Address francisca.peralta@jeromeschools.org		Phone Number (208) 316-5802	
Mailing Address 938 Lynx Drive	City Jerome	State ID	Zip Code 83338

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual		
Endorsement Name(s)	Endorsement Number(s)	Assignment Number
All subjects K-8	7010	23005

Amended 5/28/2025

State Board of Education – Emergency Provisional / Certification / 5

FRANCISCA PERALTA

FOR OFFICIAL USE	Candidate Signature	Date of Hire	Declaration Date	College Training ☐ BA/BS ☐ AA ☐ # or Credits:	SBOE Meeting Date
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*** Section IV: Emergency Explanation Verification – Recruitment Efforts**

Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
July 22 2025	July 22, 2025	1	1

Summary of Recruitment Efforts
Career Fairs, Job Board, Indeed, SchoolSpring, our website, social media. Businesses posted on their signage for us.

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☒ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☒ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☒ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☒ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☒ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☒ Agree that the endorsement(s) requested align to the assignment(s).
- ☒ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☒ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☒ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print Staci Leavitt	Signature <i>Staci Leavitt</i>	Date 8/25/25
Signature of District Superintendent or Charter Administrator		
Print Brent Johnson	Signature <i>Brent Johnson</i>	Date 8/25/25

Amended 5/28/2025

State Board of Education – Emergency Provisional / Certification / 6

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

- ☐ Currently holds an associate's degree or higher
- ☐ Has at least 48 credits

Total number of credits completed:

Section II: Candidate Affirmations

This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		
Print	Signature	Date
Francisca Peralta	Francisca Peralta	8/25/25

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

- Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
- Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
- Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
- Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

FRANCISCA PERALTA

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

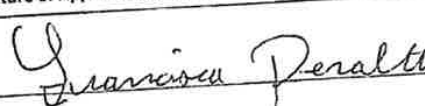
FP I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).

FP I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

FP I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

FP I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
	8/25/25

Amended 5/28/2025

State Board of Education – Emergency Provisional / Certification / 8

FOR OFFICIAL USE	Fee \$100	Date Received 9/22/25	Check # 110223	BIC Status ✓	District/Charter Signed ✓
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STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL APPLICATION

2025-2026 SCHOOL YEAR

*INITIALS
SEC IV*

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

District/Charter Name Jerome School Dist		District/Charter Number #261	
Name of Superintendent/Charter Administrator Brent Johnson		Name of Contact Person Gina Cakebread	
Contact Person's Email Address gina.cakebread@jeromeschools.org		Phone Number (208) 324-2392 x 1040	
Mailing Address 125 4th Ave W	City Jerome	State ID	Zip Code 83338

Section II: Educator Information

Last Name, First Name and Full Middle Name Raney London Eliana		Date of Birth 08/27/2004	
Maiden Name Stoker	EDUID 103272438	Hire Date (for this position) 7/22/2025	
Email Address London.Raney@jeromeschools.org		Phone Number (208) 595-0971	
Mailing Address 208 N 100 N	City Jerome	State ID	Zip Code 83338

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual

Endorsement Name(s)	Endorsement Number(s)	Assignment Number
All subjects K-8	7010	23006

LONDON RANEY

FOR OFFICIAL USE	Candidate Signature	Date of Hire	Declaration Date	College Training ☐ BA/BS ☐ AA ☐ # or Credits:	SBOE Meeting Date
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*** Section IV: Emergency Explanation Verification – Recruitment Efforts**

Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
July 22 2025	7/22/25	1	1

Summary of Recruitment Efforts
All positions were posted for months and still are on website, job boards, career fairs, College hiring events. Posted on community bulletin board, social media, with so many open positions we had to start planning for the start of the year.

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☒ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☒ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☒ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☒ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
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- ☒ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☒ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☒ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print	Signature	Date
Staci Leavitt	Staci Leavitt	8/15/2025
Signature of District Superintendent or Charter Administrator		
Print	Signature	Date
Brent Johnson	[Signature]	8/15/2025

Amended 5/28/2025

State Board of Education – Emergency Provisional / Certification / 6

LONDON RANEY

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature
Read and initial the statements below.

I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).



I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.



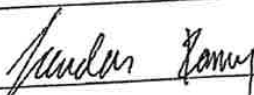
I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.



I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.



Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
	Aug 15, 2025

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

- ☒ Currently holds an associate's degree or higher
☒ Has at least 48 credits

Total number of credits completed:

Section II: Candidate Affirmations

This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		
Print	Signature	Date
London Raney	<i>London Raney</i>	Aug. 15, 2025

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

- Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
- Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
- Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
- Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

LONDON RANEY

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).

I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
	Aug 15, 2025

FOR OFFICIAL USE	Fee \$100	Date Received 8/18/25	Check # 46515	BIC Status w/aff	District/Charter Signed ✓
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STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL APPLICATION

2025-2026 SCHOOL YEAR

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

District/Charter Name		District/Charter Number	
Richfield School District		316	
Name of Superintendent/Charter Administrator		Name of Contact Person	
Mike Smith		Mike Smith	
Contact Person's Email Address		Phone Number	
mikesmith@richfieldsd.org		208-487-2241	
Mailing Address	City	State	Zip Code
555 North Tiger Drive	Richfield	ID	83349

Section II: Educator Information

Last Name, First Name and Full Middle Name		Date of Birth	
Koyle, Heidi, Nicole		03/05/1993	
Maiden Name	EDUID	Hire Date (for this position)	
Buckner	102820464	8-1-2025	
Email Address		Phone Number	
heidkoyl@richfieldsd.org		208-359-2085	
Mailing Address	City	State	Zip Code
573 Marley Rd.	Richfield	ID	83349

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual

Endorsement Name(s)	Endorsement Number(s)	Assignment Number
All Subjects (K-8)	7010	23003

FOR OFFICIAL USE	Candidate Signature 	Date of Hire 8/1/25	Declaration Date 8/1/25	College Training ☐ BA/BS ☐ AA ☐ # or Credits: 60	SBOE Meeting Date Oct 2025

Section IV: Emergency Explanation Verification – Recruitment Efforts

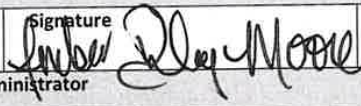
Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
August 1, 2025	August 1, 2025	3	3

Summary of Recruitment Efforts
We listed an open Elementary teaching position on our school website and the State School Board Website as well as one other online service in early June 2025. We had only one credentialed applicant to interview and offered her the position but she chose to accept a position in another school district.

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☒ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☒ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☒ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☒ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☒ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☒ Agree that the endorsement(s) requested align to the assignment(s).
- ☒ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☒ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☒ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print Amber Riley Moore	Signature 	Date 8-20-25
Signature of District Superintendent or Charter Administrator		
Print Mike Smith	Signature 	Date 8-20-2025

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

☐ Currently holds an associate's degree or higher

☒ Has at least 48 credits

Total number of credits completed: 60

Section II: Candidate Affirmations

HK This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

HK If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		
Print <u>Heidi Koyle</u>	Signature <u>Heidi Koyle</u>	Date <u>08/07/25</u>

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

1. Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
2. Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
3. Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
4. Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

HK

I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).

HK

I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

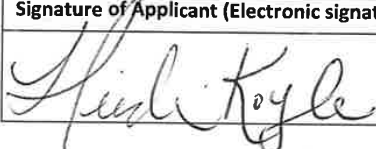
HK

I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

HK

I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
	08/07/25

FOR OFFICIAL USE	Fee \$100	Date Received 9/15	Check # 10205	BIC Status w/ JPP	District/Charter Signed J
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STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL APPLICATION

2025-2026 SCHOOL YEAR

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

District/Charter Name		District/Charter Number	
Avery School Distirct		394	
Name of Superintendent/Charter Administrator		Name of Contact Person	
Megan Sindt		Megan Sindt	
Contact Person's Email Address		Phone Number	
Msindt@calderidaho.org		(208)245-2479	
Mailing Address	City	State	Zip Code
PO Box 7	Avery	Idaho	83802

Section II: Educator Information

Last Name, First Name and Full Middle Name		Date of Birth	
Duran, Lyssa Marie		07/31/2001	
Maiden Name	EDUID	Hire Date (for this position)	
		8/11/2025	
Email Address		Phone Number	
Lduran@calderidaho.org		714-643-0383	
Mailing Address	City	State	Zip Code
30748 St. Joe River Rd.	Calder	Idaho	83808

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual

Endorsement Name(s)	Endorsement Number(s)	Assignment Number
Elementary	00005	

FOR OFFICIAL USE	Candidate Signature	Date of Hire	Declaration Date	College Training BA/BS AA # or Credits:	SBOE Meeting Date
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Section IV: Emergency Explanation Verification – Recruitment Efforts

Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
8/11/2025	8/11/2025	1	1

Summary of Recruitment Efforts

The Avery School District received more K-8 enrollments than we expected for the 2025-26 school year. With that, the School Board realized that finding a qualified individual in our very rural area would be difficult. Furthermore, with no available housing in the area, bringing a new staff member into Calder is impossible. The Board agreed that Ms. Duran is the best fit for this position. She has worked in the District for 3 years. She's served on the District's Leadership team, and she is working toward her certification.

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☒ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☒ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☒ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☒ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☒ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☒ Agree that the endorsement(s) requested align to the assignment(s).
- ☒ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☒ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☒ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print <i>Christen Harpold</i>	Signature <i>Christen Harpold</i>	Date 8/18/25
Signature of District Superintendent or Charter Administrator		
Print <i>Megan Sindt</i>	Signature <i>Megan Sindt</i>	Date 8/18/25

Amended 7/31/2025

State Board of Education – Emergency Provisional / Certification / 6

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

☒ Currently holds an associate's degree or higher

☒ Has at least 48 credits

Total number of credits completed: 128

Section II: Candidate Affirmations

LD This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

LD If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		Date
Print	Signature	
Lyssa Duran	<i>Lyssa</i>	8/11/25

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

- Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
- Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
- Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
- Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

LD _____ I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).

LD _____ I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

LD _____ I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

LD _____ I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
	8/11/25

FOR OFFICIAL USE	Fee \$105	Date Received \$1525	Check # 89	BIC Status ✓	District/Charter Signed ✓
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STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL APPLICATION

2025-2026 SCHOOL YEAR

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

MINUTES?

District/Charter Name		District/Charter Number	
Twin Falls School District		411	
Name of Superintendent/Charter Administrator		Name of Contact Person	
Brady Dickinson		Shannon Swafford	
Contact Person's Email Address		Phone Number	
swaffordsh@tfstd.org		208-733-6900	
Mailing Address	City	State	Zip Code
201 Main Ave W	Twin Falls	ID	83301

Section II: Educator Information

Last Name, First Name and Full Middle Name		Date of Birth	
Hodges, Jackson Robert		05/18/2002	
Maiden Name	EDUID	Hire Date (for this position)	
	823428587	8/11/2025	
Email Address		Phone Number	
HODGES.JACKSON@GMAIL.COM		541-539-7610	
Mailing Address	City	State	Zip Code
898 WENDELL ST	Twin Falls	ID	83301

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual

Endorsement Name(s)	Endorsement Number(s)	Assignment Number
All Subjects K-8	7010	23004

FOR OFFICIAL USE	Candidate Signature	Date of Hire	Declaration Date	College Training ☐ BA/BS ☐ AA ☐ # or Credits:	SBOE Meeting Date
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Section IV: Emergency Explanation Verification – Recruitment Efforts

Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
08/01/2025	08/01/2025	21	9

Summary of Recruitment Efforts
At this time, the Twin Falls School District has hired 22 elementary school teachers but continues to experience vacancies that we have been unable to fill with certified or otherwise qualified candidates. Therefore, we respectfully request that an Emergency Provisional License be issued to the applicant named above.

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☐ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☐ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☐ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☐ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☐ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☐ Agree that the endorsement(s) requested align to the assignment(s).
- ☐ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☐ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☐ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print Eric Smallwood	Signature 	Date 08/11/2025
Signature of District Superintendent or Charter Administrator		
Print Dr Brady Dickinson	Signature 	Date 8/11/2025

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

☐ Currently holds an associate's degree or higher

☒ Has at least 48 credits

Total number of credits completed: 58.34

Section II: Candidate Affirmations

JH

This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

JH

If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		
Print	Signature	Date
SACKSON HODGES	<i>Jackson Hodges</i>	08/04/2025

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

- Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
- Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
- Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
- Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

JH I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).

JH I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

JH I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

JH I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
	08/04/2025

FOR OFFICIAL USE	Fee \$100	Date Received 8/15/25	Check # 478	BIC Status /	District/Charter Signed /
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STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL APPLICATION

2025-2026 SCHOOL YEAR

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

minutes?

District/Charter Name		District/Charter Number	
Twin Falls School District		411	
Name of Superintendent/Charter Administrator		Name of Contact Person	
Brady Dickinson		Shannon Swafford	
Contact Person's Email Address		Phone Number	
swaffordsh@tfdsd.org		208-733-6900	
Mailing Address	City	State	Zip Code
201 Main Ave W	Twin Falls	ID	83301

Section II: Educator Information

Last Name, First Name and Full Middle Name		Date of Birth	
Lopez, Katherine Elizabeth		02/07/1996	
Maiden Name	EDUID	Hire Date (for this position)	
	333734834	08/11/2025	
Email Address		Phone Number	
KATI.LOPEZ2307@GMAIL.COM		325-226-3123	
Mailing Address	City	State	Zip Code
1135 LATITUDE CIR APT B102	Twin Falls	ID	83301

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual

Endorsement Name(s)	Endorsement Number(s)	Assignment Number
All Subjects K-8	7010	23005

FOR OFFICIAL USE	Candidate Signature	Date of Hire	Declaration Date	College Training ☐ BA/BS ☐ AA ☐ # or Credits:	SBOE Meeting Date
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Section IV: Emergency Explanation Verification – Recruitment Efforts

Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
08/01/2025	08/01/2025	16	6

Summary of Recruitment Efforts
At this time, the Twin Falls School District has hired 23 elementary school teachers but continues to experience vacancies that we have been unable to fill with certified or otherwise qualified candidates. Therefore, we respectfully request that an Emergency Provisional License be issued to the applicant named above.

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☐ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☐ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☐ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☐ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☐ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☐ Agree that the endorsement(s) requested align to the assignment(s).
- ☐ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☐ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☐ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print Eric Smallwood	Signature 	Date 08/11/2025
Signature of District Superintendent or Charter Administrator		
Print Dr Brady Dickinson	Signature 	Date 8/11/2025

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

☐ Currently holds an associate's degree or higher

☒ Has at least 48 credits

Total number of credits completed: 55 credits

Section II: Candidate Affirmations

KL

This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

KL

If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		
Print	Signature	Date
Katherine Lopez	<u>Katherine Lopez</u>	08/04/2025

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

1. Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
2. Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
3. Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
4. Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

 I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).

 I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

 I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

 I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
	08-04-2025

FOR OFFICIAL USE ONLY	Fee	Date Paid	Check #	PIC Status	Dist/Charter Signature
	\$100	7/14/25	14855	need	OK
Candidate Signature	Date of Hire	Declaration Date	College Training	SBOE Meeting Date	
OK	6/20/25	6/19/25	☐ BA/BS ☐ AA# credits 28	AUG 2025	

**STATE BOARD OF EDUCATION – EMERGENCY
PROVISIONAL APPLICATION**

DISTRICT/CHARTER AND CANDIDATE APPLICATION FORM
2025-2026 SCHOOL YEAR

DISTRICT/CHARTER SCHOOL SECTION – Must be completed by district/charter school.	
Section I: District/Charter School Information	
District/Charter Name Kimberly School District	District/Charter # 414
Name of District Superintendent/Charter Administrator Luke Schroeder	Name of Contact Person Matt Schvaneveldt
Email Address mschvaneveldt@kimberly.edu	Phone # 208-423-4170 ex. 3325
Mailing Address 141 Center Street West	City, State, Zip Code Kimberly, ID 83341
Section II: Candidate Demographic Information	
Last Name, First Name and Full Middle Name Maxwell, Tja Nicole	Birth Date 06/13/1994
Maiden/Another Name Gore	EDUID 349592476
Email Address tmaxwell@kimberly.edu	Phone # 208-329-9417
Mailing Address 3060 N. 3350 E.	City, State, Zip Code Kimberly, ID 83341
Section III: Standard Instructional Certificate and Endorsement code(s) requested (See endorsement tab 2024-2025 SDE Assignment Credential Manual)	
Endorsement # 7010	Endorsement Title All Subjects (k-8)
Endorsement #	Endorsement Title
Section IV: ISEE assignment code(s) and title(s) the candidate will be assigned (See endorsement tab 2024-2025 SDE Assignment Credential Manual)	
Assignment # 23007	Assignment Title Grade 4
Assignment #	Assignment Title

DISTRICT/CHARTER SCHOOL SECTION- Continued

Section V: Emergency Explanation Verification

Applications received after January 1 of the school year must be due to the school district/charter school losing a staff member after January 1 of the school year.

Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
June 19, 2025	June 20, 2025	1	1

Indicate Summary of Recruitment Efforts

- Job posting listed on website and social media
- Job fair for Magic Valley school districts

Section VII: District/Charter and School Board Attestations – PLEASE READ AND SIGN

We, the undersigned:

- ☒ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☒ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☒ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☒ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☒ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☒ Agree that the endorsement(s) requested align to the assignment(s).
- ☒ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☒ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☒ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson

Print Curtis Giles	Signature <i>Curtis Giles</i>	Date 6/20/2025
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Signature of District Superintendent or Charter Administrator

Print Luke Schroeder	Signature <i>Luke Schroeder</i>	Date 6/20/2025
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CANDIDATE SECTION- *Must be completed and signed by candidate.*

Section I: College Training

Do you have an associate degree or higher?

☐ Yes – attach transcripts showing the degree.

☒ No – attach transcripts showing completion of a minimum of 48 semester credits.

Total number of college credits earned: 128

Section II: Candidate Affirmations (please initial and sign)

I, the undersigned understand:

☒ This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

☒ If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate

Print

Tja Maxwell

Signature

Tja Maxwell

Date

6/20/2025

⚠️ Licensing History

You must answer "yes" to each question that applies to you, even if you have already answered "yes on a previous application.

IMPORTANT: Discrepancies in this section will result in denial of educator license/certificate.

1. Have you ever had an educator or teacher license/certificate denied by any professional licensing authority?

2. Have you ever had disciplinary action taken against a professional license/certificate?
Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.

3. Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?

4. Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?

☐ Yes ☒ No

☐ Yes ☒ No

☐ Yes ☒ No

☐ Yes ☒ No

ALL APPLICANTS ANSWERING YES: Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

CANDIDATE SECTION CONTINUED - Continued

Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** - To expedite your application, include a detailed written explanation and court records of each felony conviction.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

- **Misdemeanors** - There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Attestations and Signature

Read and initial the statements below

☒ I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/psc/ethics.html>).

☒ I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

☒ I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

☒ I understand that it is my responsibility to keep my mailing address updated with the State Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

FAILURE TO INITIAL AND SIGN WILL RESULT IN AN INCOMPLETE APPLICATION AND THE APPLICATION WILL NOT BE PROCESSED.

Signature of Candidate

Print

Tja Maxwell

Signature

Tja Maxwell

Date

6/25/2025

FOR OFFICIAL USE	Fee \$100	Date Received 8/1/25	Check # 3073	BIC Status DK w/ off	District/Charter Signed ✓
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STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL APPLICATION

2025-2026 SCHOOL YEAR

DISTRICT/CHARTER SECTION

Section I: District/Charter School Information

District/Charter Name		District/Charter Number	
Richard Mckenna Charter School		453	
Name of Superintendent/Charter Administrator		Name of Contact Person	
Dennis Wilson		Samantha Trombly	
Contact Person's Email Address		Phone Number	
strombly@rmckenna.org		208-580-2347	
Mailing Address	City	State	Zip Code
1305 E 8th N	Mountain Home	ID	83647

Section II: Educator Information

Last Name, First Name and Full Middle Name		Date of Birth	
Sayer, Heather Anne		03/25/1981	
Maiden Name	EDUID	Hire Date (for this position)	
Parkin	439597676	08/04/2025	
Email Address		Phone Number	
hsayer@rmckenna.org		208-918-7230	
Mailing Address	City	State	Zip Code
1510 Centennial Dr	Mountain Home	ID	83647

Section III: Requested Standard Instructional Endorsement and Assignment

2025-2026 SDE Assignment Credential Manual		
Endorsement Name(s)	Endorsement Number(s)	Assignment Number
All Subjects (K-8)	7010	23003, 23004

FOR OFFICIAL USE	Candidate Signature	Date of Hire	Declaration Date	College Training	SBOE Meeting Date
				☐ BA/BS ☐ AA ☐ # or Credits:	

Section IV: Emergency Explanation Verification – Recruitment Efforts

Declaration Date of Emergency	Date Hired	Applicants Received	Applicants Interviewed
07/21/2025	08/04/2025	0	0

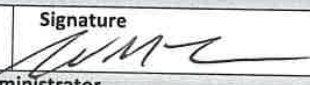
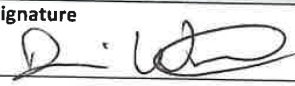
Summary of Recruitment Efforts

The position was posted since May 2025 with no applicants for this position. Heather was the assistant in that classroom for the last 3 years. She has been with Richard McKenna Montessori for nine years. She is in the process of completing her Bachelors Degree, with an anticipated graduation date of May 2026.

Section V: District/Charter and School Board Attestations – Please Read

We, the undersigned:

- ☒ The Board of Trustees declared an emergency exists in our district/charter for the position and recorded this declaration in the current school year official board minutes, which is included in this packet.
- ☒ Are aware the emergency provisional is a one (1) year non-renewable certificate.
- ☒ Confirmed the candidate holds an associate degree or higher or has at least two (2) years of college training from an accredited college or university (48 semester credits).
- ☒ Have ensured the candidate is not eligible for certification via other available pathways, including but not limited to alternative Authorizations or interim certification.
- ☒ Are aware this application may not be used for any special education, Administrators, Pupil Service Staff and/or CTE endorsement(s)/certificate(s).
- ☒ Agree that the endorsement(s) requested align to the assignment(s).
- ☒ Have ensured all the required documents are contained in this application packet and understand that only complete application packets will be reviewed by the State Board of Education for approval.
- ☒ Are aware if applying after January 1, it is due to losing a staff member after January 1 of the current school year.
- ☒ Are aware that an incomplete packet may result in a reduction of district/charter funding and is in violation of Idaho Code §33-1201.

Signature of School Board Chairperson		
Print William Lamb	Signature 	Date 7-22-25
Signature of District Superintendent or Charter Administrator		
Print Dennis Wilson	Signature 	Date 7/22/25

Amended 5/28/2025

State Board of Education – Emergency Provisional / Certification / 6

HEATHER SAYER

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).



I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.



I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.



I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
Heather Sayer	7/22/2025

HEATHER SAYER

Section IV: Legal History

As part of the application process, the Idaho Department of Education may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

Note: If you have provided these documents with a previous application, you do not need to re-submit them.

By signing this application, I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – To expedite your application, include a detailed written explanation and court records for each conviction.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT: Failure to respond to a request for information will result in your application not being approved.

Section IV: Attestations and Signature

Read and initial the statements below.

I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to <https://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf>).

I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

I understand that it is my responsibility to keep my mailing address updated with the Idaho Department of Education at all times. Failure to do so may result in not receiving legal/licensing documents related to my credential.

Failure to initial and sign will result in an incomplete application and the application will not be processed.

Signature of Applicant (Electronic signatures will not be accepted)	Date
Heather Sayer	7/22/2025

CANDIDATE SECTION

Section I: College Training

Must include official transcripts verifying degree or the completion of 48 credits

- ☒ Currently holds an associate's degree or higher
☐ Has at least 48 credits

Total number of credits completed:

Section II: Candidate Affirmations

This one (1) year emergency provisional is non-renewable and does not lead to a valid educator certificate in Idaho.

If I were to leave the Idaho district/charter while holding the Emergency Provisional, I must notify the new hiring Idaho school to request a letter to be sent to the Certification and Professional Standards Department attesting to monitoring my progress for the duration of the one (1) year Emergency Provisional.

Signature of Candidate		
Print Heather Sayer	Signature <i>Heather Sayer</i>	Date <i>7/22/2025</i>

Section III: Licensing History

You must answer "yes" to each question that applies to you, even if you have answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in a denial of an educator credential.

- Have you ever had an educator or teacher license/certificate application denied by any professional licensing authority?
☐ Yes ☒ No
- Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.
☐ Yes ☒ No
- Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?
☐ Yes ☒ No
- Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?
☐ Yes ☒ No

All applicants answering yes – Include a detailed written explanation for each question marked yes. You do not need to re-submit a written explanation if you have previously provided one.

CONSENT
OCTOBER 15-16, 2025

SUBJECT

Career Technical Education Appointment to the Professional Standards Commission

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

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

The Idaho Division of Career Technical Education has requested that Katie Shoup, Chief Educator Officer, replace Kristi Enger, Director of Educator Certification, as the Career Technical Education representative on the PSC, effective immediately through June 30, 2028. Katie Shoup began serving as the Chief Educator Officer at the Division of Career Technical Education as of August 18, 2025.

IMPACT

The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, student achievement, and improved professional practice.

ATTACHMENTS

Attachment 1 – Current PSC Member Roster

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to appoint Katie Shoup, Chief Educator Officer, to the Professional Standards Commission for a three-year term, replacing Kristi Enger, Director of Educator Certification, effective immediately for a term ending June 30, 2028, representing the Idaho Division of Career Technical Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Idaho Professional
Standards Commission

2025-2026 Member Roster

Angela Gillman, Chair

Classroom Teacher
Idaho Falls School District #091
Term 7/1/24 – 6/30/27

Kristi Enger, Educator Certification Director
Idaho Career Technical Education
Term 7/1/24 – 6/30/27

Erika Estes, Classroom Teacher
Weiser School District #431
Term 7/1/24 – 6/30/27

Melyssa Ferro, Classroom Teacher
Caldwell School District #132
Term 7/1/25 – 6/30/28

Melissa Green, Private Teacher Education
Brigham Young University
Term 7/1/24 – 6/30/27

Ramona Lee, Special Education Administrator
West Ada School District #002
Term 7/1/23 – 6/30/26

Katie Mathias, Public Teacher Education
Boise State University
Term 7/1/23 – 6/30/26

Amy McBride, Secondary Principal
Twin Falls School District #411
Term 7/1/25 – 6/30/28

MeLissa Rose, Vice Chair

Pupil Service Staff
Lakeland School District #272
Term 7/1/25 – 6/30/28

Jason Moss, School Superintendent
Grace School District #148
Term 7/1/25 – 6/30/28

Jamee Nixon, College of Letters and Sciences
Northwest Nazarene University
Term 7/1/25 – 6/30/28

Matthew Pollard, Classroom Teacher
Moscow School District #281
Term 7/1/25 – 6/30/28

Karen Pyron, School Board Member
Butte County School District #111
Term 7/1/24 – 6/30/27

Royal Toy, Public Teacher Education
Lewis-Clark State College
Term 7/1/25 – 6/30/28

Jonelle Warnock, Classroom Teacher
Boise School District #001
Term 7/1/23 – 6/30/26

Vacant, Elementary Principal

Vacant, State Department of Education

Vacant, Teacher of Exceptional Children

CONSENT
OCTOBER 15-16, 2025

SUBJECT

Proposed Adoption of the World-Class Instructional Design Assessment (WIDA Consortium) – Alternate Assessment Achievement Level Standards

REFERENCE

August 2021	Board approved Proposed Rule Docket 08-0203-2101 to update the incorporated by reference document from the 2012 WIDA English Language Development Standard to the 2020 WIDA English Language Development Standards in IDAPA 08.02.03.004.02.
November 2022	Board approved Pending Rule Docket 08-0203-2201 to move the Idaho English Language Proficiency Assessment (ELPA) Achievement Standards from IDAPA 08.02.03.004.03 to 08.02.03.111.08.
October 2024	Board adopted the WIDA Alternate ACCESS Achievement Level Standards as part of the Idaho English Language Proficiency Assessment Achievement Standards

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03.111.08

BACKGROUND/DISCUSSION

Since Idaho became a member of the World-Class Instructional Design Assessment (WIDA) Consortium (Consortium) in 2015, the state has utilized the WIDA suite of assessments to evaluate the English language proficiency of English learners (ELs). In 2016, Idaho adopted and introduced a large-print, paper-based alternate assessment (WIDA Alternate ACCESS) to ELs with the most significant cognitive disabilities in grades K-12 to assess their English language proficiency.

The Consortium developed new alternate English language achievement level standards with five proficiency levels and corresponding descriptors: PL1-Entering, PL2-Emerging, PL3-Developing, PL4-Expanding, and PL5-Bridging. These levels delineate the expected outcomes for ELs with significant cognitive disabilities in terms of their ability to produce and interpret language across Discourse and Word/Phrase dimensions.

The Board adopted the WIDA alternate ACCESS achievement level standards as part of the Idaho English Language Proficiency Assessment achievement standards in October 2024.

In August 2025, the Idaho Department of Education discovered an error in the WIDA alternate ACCESS achievement level descriptors in the Comprehension domain.

IMPACT

The WIDA Alternate ACCESS achievement level descriptors for the Comprehension domain are not part of the exit criteria and are not reported to the public. The discrepancies in the cut scores affected 20 students in 2024 and their scores stored in the state database. The individual reports produced by WIDA and accessed by districts and parents were not affected. The proposed changes minimally affect the local education agencies.

ATTACHMENTS

Attachment 1 – Revised WIDA Alternate Achievement Level Standards

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the revision to the Idaho English Language Proficiency Assessment Achievement Standards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

WIDA Alternate ACCESS Achievement Level Standards					
Grade	WIDA Alternate ACCESS Listening Cut Scores				
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-936	937-942	943-948	949-958	959-980
1	900-936	937-942	943-948	949-958	959-980
2	900-936	937-942	943-948	949-958	959-980
3	900-939	940-947	948-953	954-960	961-980
4	900-939	940-947	948-953	954-960	961-980
5	900-939	940-947	948-953	954-960	961-980
6	900-942	943-949	950-957	958-961	962-980
7	900-942	943-949	950-957	958-961	962-980
8	900-942	943-949	950-957	958-961	962-980
9	900-944	945-950	951-958	959-964	965-980
10	900-944	945-950	951-958	959-964	965-980
11	900-944	945-950	951-958	959-964	965-980
12	900-944	945-950	951-958	959-964	965-980

Grade	WIDA Alternate ACCESS Reading Cut Scores				
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-942	943-949	950-956	957-962	963-980
1	900-942	943-949	950-956	957-962	963-980
2	900-942	943-949	950-956	957-962	963-980
3	900-942	943-949	950-956	957-964	965-980
4	900-942	943-949	950-956	957-964	965-980
5	900-942	943-949	950-956	957-964	965-980
6	900-943	944-949	950-956	957-966	967-980
7	900-943	944-949	950-956	957-966	967-980
8	900-943	944-949	950-956	957-966	967-980
9	900-943	944-949	950-956	957-967	968-980
10	900-943	944-949	950-956	957-967	968-980
11	900-943	944-949	950-956	957-967	968-980
12	900-943	944-949	950-956	957-967	968-980

Grade	WIDA Alternate ACCESS Speaking Cut Scores				
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-940	941-947	948-957	958-961	962-980
1	900-940	941-947	948-957	958-961	962-980
2	900-940	941-947	948-957	958-961	962-980
3	900-945	946-952	953-958	959-964	965-980
4	900-945	946-952	953-958	959-964	965-980
5	900-945	946-952	953-958	959-964	965-980
6	900-945	946-953	954-960	961-965	966-980
7	900-945	946-953	954-960	961-965	966-980
8	900-945	946-953	954-960	961-965	966-980
9	900-945	946-953	954-960	961-965	966-980
10	900-945	946-953	954-960	961-965	966-980
11	900-945	946-953	954-960	961-965	966-980
12	900-945	946-953	954-960	961-965	966-980

Grade	WIDA Alternate ACCESS Writing Cut Scores				
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-940	941-950	951-959	960-967	968-980
1	900-940	941-950	951-959	960-967	968-980
2	900-940	941-950	951-959	960-967	968-980
3	900-941	942-952	953-959	960-967	968-980
4	900-941	942-952	953-959	960-967	968-980
5	900-941	942-952	953-959	960-967	968-980
6	900-944	945-954	955-962	963-971	972-980
7	900-944	945-954	955-962	963-971	972-980
8	900-944	945-954	955-962	963-971	972-980
9	900-946	947-956	957-964	965-974	975-980
10	900-946	947-956	957-964	965-974	975-980
11	900-946	947-956	957-964	965-974	975-980
12	900-946	947-956	957-964	965-974	975-980

Grade	WIDA Alternate ACCESS Overall Cut Scores				
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-940	941-948	949-956	957-963	964-980
1	900-940	941-948	949-956	957-963	964-980
2	900-940	941-948	949-956	957-963	964-980
3	900-942	943-950	951-957	958-964	965-980
4	900-942	943-950	951-957	958-964	965-980
5	900-942	943-950	951-957	958-964	965-980
6	900-944	945-951	952-959	960-967	968-980
7	900-944	945-951	952-959	960-967	968-980
8	900-944	945-951	952-959	960-967	968-980
9	900-945	946-952	953-960	961-969	970-980
10	900-945	946-952	953-960	961-969	970-980
11	900-945	946-952	953-960	961-969	970-980
12	900-945	946-952	953-960	961-969	970-980

Grade	WIDA Alternate ACCESS Oral Cut Scores				
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-938	939-945	946-953	954-960	961-980
1	900-938	939-945	946-953	954-960	961-980
2	900-938	939-945	946-953	954-960	961-980
3	900-942	943-950	951-956	957-962	963-980
4	900-942	943-950	951-956	957-962	963-980
5	900-942	943-950	951-956	957-962	963-980
6	900-944	945-951	952-959	960-963	964-980
7	900-944	945-951	952-959	960-963	964-980
8	900-944	945-951	952-959	960-963	964-980
9	900-945	946-952	953-959	960-965	966-980
10	900-945	946-952	953-959	960-965	966-980
11	900-945	946-952	953-959	960-965	966-980
12	900-945	946-952	953-959	960-965	966-980

Grade	WIDA Alternate ACCESS Literacy Cut Scores				
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-941	942-950	951-958	959-965	966-980
1	900-941	942-950	951-958	959-965	966-980
2	900-941	942-950	951-958	959-965	966-980
3	900-942	943-951	952-958	959-966	967-980
4	900-942	943-951	952-958	959-966	967-980
5	900-942	943-951	952-958	959-966	967-980
6	900-944	945-952	953-959	960-969	970-980
7	900-944	945-952	953-959	960-969	970-980
8	900-944	945-952	953-959	960-969	970-980
9	900-945	946-953	954-960	961-971	972-980
10	900-945	946-953	954-960	961-971	972-980
11	900-945	946-953	954-960	961-971	972-980
12	900-945	946-953	954-960	961-971	972-980

Grade	WIDA Alternate ACCESS Comprehension Cut Scores				
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-940	941-947	948-954	955-961	962-980
1	900-940	941-947	948-954	955-961	962-980
2	900-940	941-947	948-954	955-961	962-980
3	900-941	942-948	949-955	956-963	964-980
4	900-941	942-948	949-955	956-963	964-980
5	900-941	942-948	949-955	956-963	964-980
6	900-943	944-949	950-956	957-965	966-980
7	900-943	944-949	950-956	957-965	966-980
8	900-943	944-949	950-956	957-965	966-980
9	900-943	944-949	950-957	958-966	967-980
10	900-943	944-949	950-957	958-966	967-980
11	900-943	944-949	950-957	958-966	967-980
12	900-943	944-949	950-957	958-966	967-980

CONSENT
OCTOBER 15-16, 2025

SUBJECT

Graduate Medical Education Committee New Appointments

REFERENCE

December 5, 2017	Board approved a Graduate Medical Education 10-year plan.
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.
June 2020	Board approved reappointments to the Graduate Medical Education Committee.
August 2020	Board approved the appointments of Dr. Jaren Blake and Dr. A.J. Weinhold to the Graduate Medical Education Committee.
October 2020	Board approved the appointments of Dr. Thomas Mohr and Dr. John Grider to the Graduate Medical Education Committee.
October 2022	Board approved the appointments of Dr. Perry Brown Jr., Dr. Abby Davids, Dr. Robyn Dreibelbis, and Dr. Matthew Larsen and the reappointments of Dr. Mary Barinaga, Dr. Justin Glass, Dr. John Grider, Dr. Melissa Hagman, Susie Keller, Dr. Samantha Portenier, Dr. Kimberly Stutzman, and Dr. William Woodhouse to the Graduate Medical Education Committee.
December 2022	Board approved the reappointment of Dr. Clay Prince, Chief Medical Officer for Madison Health, to the Graduate Medical Education Committee.
June 2024	Board approved the appointments of Dr. Brandon Mickelson, Dr. Caroline Elizabeth Gass, Dr. Patricia Howell-DelTufo, and Travis Leach, to the Graduate Medical Education Committee.
August 2025	Board approved the reappointments of Dr. Ben Chan, Dr. Joshua Kern, Dr. A.J. Weinhold, Dr. Luisa Hiendlmayr, Dr. Liz Gass, Dr. Beth Botts, Dr. Lisa Nelson, Dr. Andy Wilper. Board approved new appointments of Toni Lawson, Dr. Jon Shupe, Dr. Heidi Shields, Dr. Michael Krug, Dr. Elizabeth O'Donnell, Dr. Karen Cabell, Dr. Hayes Baker, Dr. Kenneth Krell.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.C.

BACKGROUND/DISCUSSION

The Graduate Medical Education (GME) committee plays a vital role in making recommendations on the implementation and refinement of the 10-year GME plan approved by the Board at the December 5, 2017, special Board meeting.

Consistent with Board Policy III.C, the purpose of the GME Committee is to provide recommendations to the Board on ways to enhance graduate education in the state of Idaho. The committee also supports the development, implementation, and monitoring of the Board's graduate medical education short and long-term plans. The committee reports to the Board through the Instruction, Research, and Student Affairs Committee.

A maximum of thirty (30) members can serve on the committee. All committee members are appointed by the Board. Committee members represent postsecondary institutions providing graduate medical education for Idaho, residency sites, the Idaho Medical Association, and the Office of the State Board of Education. Representatives from medical organizations include a physician and an administrator. Appointments and/or reappointments serve five-year terms.

The Board is being asked to consider appointing the following new individuals to the GME Committee:

- Jesse Hinckley, MD, PhD, Eastern Idaho Regional Medical Center Psychiatry
- Ned Hillyard, PhD, Mountain View Hospital

Curriculum Vitae for each of these new potential GME members is provided as attachments.

IMPACT

These additional appointments to the GME committee will provide robust representation of medical professionals to serve on behalf of their designated institutions.

ATTACHMENTS

Attachment 1 – GME Committee Members 2025
Attachment 2 – CV for Jesse Hinckley, MD
Attachment 3 – CV for Ned Hillyard, MD

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to appoint the following new individuals to serve on the Graduate Medical Education Committee effective immediately and expiring June 30, 2030:

- Jesse Hinckley, MD, PhD, Eastern Idaho Regional Medical Center Psychiatry

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- Ned Hillyard, PhD, Mountain View Hospital

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS

Institution	Representative	Email	Term Expiration June 30 of
Office of State Board of Education	Jenn White, Executive Director Patrick Coulson, CFO Heidi Estrem, CAO	jwhite@edu.idaho.gov pcoulson@edu.idaho.gov hestrem@edu.idaho.gov	Ex Officio
GME Coordinator	Ted Epperly, MD	tedepperly@fullcircleidaho.org	Ex Officio
Idaho Hospital Association	Toni Lawson, Vice President of Advocacy and External Relations	tlawson@teamiha.org	2030
Idaho Medical Association	Susie Pouliot Keller, CEO (Mike Cunnington, IMA Director of Government Affairs)	susie@idmed.org cunnington@idmed.org	2027
Idaho College of Osteopathic Medicine	Robyn Dreibelbis, DO	rdreibelbis@icom.edu	2027
University of Utah School of Medicine	Ben Chan, MD (Kylie Christensen Assoc Director/ MPH, RUUTE and Regional Affairs)	Benjamin.Chan@hsc.utah.edu kylie.christensen@hsc.utah.edu	2030
University of Washington School of Medicine	Mary Barinaga, MD	barinm@uw.edu	2027
Full Circle Family Med Boise	Abby Davids, MD	abbydavids@fullcircleidaho.org	2027
Full Circle Family Med Caldwell	Samantha Portenier, MD	samanthaportenier@fullcircleidaho.org	2027
Full Circle Family Med Nampa	Kim Stutzman, MD	KimStutzman@fullcircleidaho.org	2027
Full Circle Family Med Twin Falls	Joshua Kern, MD	kernjw@slhs.org	2030
Full Circle Pediatrics	Perry Brown, MD	PerryBrown@fullcircleidaho.org	2027
Idaho State University Family Medicine Residency	Brandon Mickelson, MD	brandonmickelsen@isu.edu	2027
ISU Family Medicine Rexburg	A.J. Weinhold, MD	weinana@isu.edu ajweinhold@isu.edu	2030

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ATTACHMENT 1

Update 09/11/25

Coeur d' Alene Family Medicine Residency	Jon Shupe, MD	jshupe@kh.org	2030
EIRMC Family Medicine	Joshua Stringam, DO (PD) Luisa Hiendlmayr, MD (APD)	Joshua.Stringam@hcahealthcare.com luzpineda25@gmail.com	2030
EIRMC Internal Medicine	Kenneth Krell, MD	kkrell1@gmail.com kenneth.krell@hcahealthcare.com	2030
EIRMC Psychiatry	Jesse Hinckley, MD, PhD	jessehinckley@gmail.com jesse.hinckley@hcahealthcare.com	Pending
MSIGMER Nampa Family Medicine	Heidi Shields, MD	heidshie@gmail.com hshields@msigmer.org	2030
UW Boise Internal Medicine	Moe Hagman, MD – Chair	mhagman@uw.edu	2027
UW Boise Psychiatry	Liz Gass, MD	Caroline.Gass@va.gov	2030
University of Utah/Idaho Psychiatry Residency	Beth Botts, MD	Elizabeth.Botts@hsc.utah.edu	2030
Saint Alphonsus Healthcare	Lisa Nelson, MD – Vice Chair (Diane Johnson)	Lisa.M.Nelson@saintalphonsus.org Diane.L.Johnson@saintalphonsus.org	2030
St. Luke's Healthcare	Michael Krug, MD	krugmi@slhs.org	2030
Portneuf Medical Center	Elizabeth O'Donnell, MD	elizabeth.odonnell@pediatrix.com	2030
Madison Memorial Hospital	Clay Prince, MD	clayprince@mmhnet.org	2027
Kootenai Health	Karen Cabell, DO	kcabell@kh.org	2030
Boise VAMC	Andy Wilper, MD	wilpera@gmail.com	2030
Eastern Idaho Regional Medical Center	Hayes Baker, MD	margaret.baker2@hcahealthcare.com	2030
West Valley Medical Center	Vacant		
Mountain View Hospital Idaho Falls	Ned Hillyard, PhD	nhillyard@mvhospital.net	Pending

**Curriculum Vitae
Jesse D. Hinckley, MD, PhD
Child and Adolescent Psychiatry
Addiction Medicine
Office: 208-227-2259
Mobile: 720-670-8171
jesse.hinckley@hcahealthcare.com**

I. EDUCATION AND TRAINING

BS	2005	Neuroscience, graduated Magna Cum Laude	Brigham Young University Provo, Utah
MSTP	2006-2008	Medical Scientist Training Program	University of Iowa Carver COM Iowa City, Iowa
PhD	2013	Human Molecular Genetics	University of Colorado Denver Aurora, Colorado
MD	2015	Medical Degree	University of Colorado SOM Aurora, Colorado
Residency	2015-2018	Psychiatry Residency Training Program	University of Colorado SOM Aurora, Colorado
Fellowship	2018-2020	Child and Adolescent Psychiatry	University of Colorado SOM, Aurora, Colorado

II. HONORS, SPECIAL RECOGNITIONS, AND AWARDS

2006	Pediatric Department Award for Laboratory Research in Genetics, University of Iowa
2010	American Society of Hematology Medical Trainee Award
2013	American Society of Hematology Abstract Achievement Award
2017	29 th Annual University of Colorado SOM Department of Psychiatry Junior Faculty Poster Session: 1 st Place in Resident/Fellow Research
2018	National Institute on Drug Abuse-American Academy of Child and Adolescent Psychiatry Resident Training Award in Substance Use Disorders
2018	Randall Ross, MD, Clinical Scientist Award
2019	Marianne Wamboldt Award for Excellence in Presentation of Grand Rounds
2020	Colorado Psychiatric Society Resident Advocacy Award

III. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

2015-Present	Colorado Clinical and Translational Sciences Institute
2017-Present	American Academy of Child and Adolescent Psychiatry
2017-Present	American Psychiatry Association
2018-Present	Colorado Child and Adolescent Psychiatry Society
2019-Present	American Medical Association

IV. UNIVERSITY, PROFESSIONAL, AND COMMUNITY POSITIONS AND CERTIFICATIONS

Academic appointments

2020-2021	Senior Instructor, Division of Addiction Science, Treatment, and Prevention, Department of Psychiatry, University of Colorado School of Medicine, Aurora, CO
2021-2023	Assistant Professor, Division of Addiction Science, Treatment, and Prevention, Department of Psychiatry, University of Colorado School of Medicine, Aurora, CO
2023-2024	Assistant Clinical Professor, Division of Addiction Science, Treatment, and Prevention, Department of Psychiatry, University of Colorado School of Medicine, Aurora, CO
2024-Present	Associate Clinical Professor, Division of Addiction Science, Treatment, and Prevention, Department of Psychiatry, University of Colorado School of Medicine, Aurora, CO

University and Educational

2009-2012	Human Medical Genetics and Genomics Program Admissions Committee
2009-2012	Human Medical Genetics and Genomics Program Seminar Program Coordinator

2015-2018	Psychiatry Residency Call Committee
2017-2018	Psychiatry Residency Program Evaluation Committee
2018-2020	Child and Adolescent Psychiatry Program Evaluation Committee
2018-2020	Child and Adolescent Psychiatry Scholarship Committee
2019-2020	Chief Resident for Research, Department of Psychiatry
2020-2023	Member, Department of Psychiatry Quality Improvement Committee
2020-2023	Director of Adolescent Psychiatric Services, Addiction Research and Treatment Services, Department of Psychiatry, University of Colorado School of Medicine
2020-2023	Peer Mentor, Resident Research Track (R25MH125758), Department of Psychiatry, University of Colorado School of Medicine
2020-2023	Core faculty, Addiction Psychiatry Fellowship, University of Colorado School of Medicine
2020-2023	Teaching faculty, Child and Adolescent Psychiatry Fellowship, University of Colorado School of Medicine
2020-2023	Teaching faculty, Psychiatry Residency, University of Colorado School of Medicine
2021-2023	Co-director of the Addiction Biology Lab, Division of Addiction Science, Prevention, & Treatment, Department of Psychiatry, University of Colorado School of Medicine
2022-2023	Associate Medical Director, Clinical Decision Unit-2 (Psychiatric Emergency Services), UCHHealth, Department of Psychiatry, University of Colorado School of Medicine
2023-Present	Core clinical teaching faculty, Psychiatry Residency, Eastern Idaho Regional Medical Center
2024-Present	Associate Program Director, Psychiatry Residency, Eastern Idaho Regional Medical Center

Professional

2021-2022	Advocacy Liaison, Colorado Child and Adolescent Psychiatry Society
2023-Present	Child and adolescent psychiatrist, Behavioral Health Center (inpatient), Eastern Idaho Regional Medical Center
2023-Present	Consultant, Opioid Response Network
2024-Present	Chair, Department of Psychiatry, Eastern Idaho Regional Medical Center
2025-Present	Treasurer, Medical Staff Association, Eastern Idaho Regional Medical Center

Certifications

2016	Certified Expert Witness in Psychiatry, Douglas County, Colorado
2018	DEA X-Waiver, medication assisted therapy certification for buprenorphine
2019	Certified, Encompass: Motivational Enhancement Therapy, Cognitive Behavioral Therapy, and Contingency Management for Adolescents and Young Adults
2019	American Board of Psychiatry and Neurology
2020	American Board of Psychiatry and Neurology, Child and Adolescent Psychiatry
2020	Certified, Tobacco Treatment Specialist
2021	2021 Legislation Implementation Work Group, Regulating Marijuana Concentrates (HB21-1317), Colorado Department of Revenue, Marijuana Enforcement Division
2022	Certified, Risk Reduction Through Family Therapy (RRFT)
2024	American Board of Preventive Medicine, Addiction Medicine

Editor, Review, and Referee

2020-Present	Ad Hoc, <i>Journal of Addiction Medicine</i> reviewer
2020-Present	Ad Hoc, <i>PLOS One</i> reviewer
2020-Present	Ad Hoc, <i>Drug and Alcohol Dependence</i> reviewer
2021-Present	Ad Hoc, <i>Adolescent Psychiatry</i> reviewer
2021-present	Ad Hoc, <i>International Journal of Environmental Research and Public Health</i> reviewer
2022	Guest Editor, <i>Child and Adolescent Psychiatry Clinics of North America</i>
2022-Present	Ad Hoc, <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> reviewer
2023-Present	Ad Hoc, <i>Substance Abuse: Research and Treatment</i> reviewer
2023-Present	Contributing Editor, <i>Journal of the American Academy of Child and Adolescent Psychiatry</i>
2023-Present	Ad Hoc, <i>Journal of the American Academy of Child and Adolescent Psychiatry Open</i> reviewer
2024-Present	Ad Hoc, <i>Journal of the American Medical Association Network</i> reviewer
2025-Present	Ad Hoc, <i>The American Journal on Addictions</i> reviewer
2025-Present	Ad Hoc, <i>Drug and Alcohol Dependence</i> reviewer

Community

2009-2012	University of Colorado Special Awards Judge, Colorado Science and Engineering Fair
2010-2013	Assistant Section Leader, Tenor Section, Colorado Saints Chorale and Orchestra
2012-2015	American Society of Human Genetics DNA Day Essay Contest Final Round Judge
2011-2017	Venture Crew Advisor, Boy Scouts of America
2017-2018	Assistant Scout Master, Boy Scouts of America
2020-2022	Assistant Section Leader, Tenor Section, Colorado Saints Chorale and Orchestra
2010-2023	Denver Metro Regional Science and Engineering Fair (DMRSEF), Board Member
2013-2023	DMRSEF Scientific Review Committee, Chair
2023-Present	Foster care workshop presenter

V. ACADEMIC AND CLINICAL TEACHING RESPONSIBILITIES AND INVITED PRESENTATIONS

Research supervision

1. Hengyi Chen, Medical Student, St. George's University (2020-2022)
2. Daniel Grine, Medical Student, University of Colorado School of Medicine (2020-2021)
3. Brian Vu, Medical Student, University of Colorado School of Medicine (2021-2022)
4. Kwadwo Saka, Psychiatry Resident, Eastern Idaho Regional Medical Center (2024-2025)

Clinical supervision

1. Clinical supervisor, MS-3 Medical students, Psychiatric Emergency Services, Department of Psychiatry, University of Colorado School of Medicine, 2020-2021.
2. Clinical supervisor, PGY-3 Psychiatry residents, Addiction fellows, and Child and Adolescent Psychiatry fellows, Synergy Program, Department of Psychiatry, University of Colorado School of Medicine, 2020-2023.
3. Clinical supervisor, Psychiatry residents and Child and Adolescent Psychiatry fellows, CDU-2 psychiatric emergency services. 2020-2023.
4. Course director and clinical supervisor, MS-4 Medical students, PSY8001 Addiction Psychiatry, University of Colorado School of Medicine, 2020-2023.
5. Clinical supervisor, Psychiatry residents, inpatient child and adolescent psychiatry (BHC), 2023-present.

Clinical supervision resulting in peer-reviewed publications or abstracts

1. Karla Molinero, MD, Addiction Fellow (2021). Peer-reviewed publication.
2. Andrew White, MD, Addiction Fellow (2021-2022). Peer-reviewed abstract and poster.
3. Roseanne Mauch, MD, Child and Adolescent Psychiatry Fellow (2022-2023).

Current teaching responsibilities

1. Psychiatry Residency Addiction Psychiatry Curriculum, Management of Co-Occurring Disorders in Adolescents (2019-Present)
2. Psychiatry Residency Marijuana Curriculum, Marijuana and the Developing Brain (2019-Present)
3. Child and Adolescent Psychiatry Fellowship, Adolescent Addiction course director (2022-present)
 - a. Cannabis in Adolescence (2022-present)
 - b. Managing OUD in Adolescents and Young Adults (2022-present)
 - c. Medication Prescribing in Adolescent SUD and Comorbid Mental Health (2022-present)
 - d. Navigating the Co-Occurrence of Trauma Disorders and SUD in Youth (2022-present)
4. EIRMC Psychiatry Residency, Substance Use Disorders course director (2023-present)
5. EIRMC Psychiatry Residency, Child and Adolescent Psychiatry course director (2023-present)
6. EIRMC Psychiatry Residency, Journal Club course director (2024-present)
7. EIRMC Psychiatry Residency, Case-Based Learning course director (2024-present)
8. EIRMC Psychiatry Residency, Motivational Interviewing course director (2024-present)
9. EIRMC Psychiatry Residency, Suicidal Behavior course director (2024-present)

Past teaching responsibilities

1. Psychiatry Residency Program Neuroscience Curriculum, The Neurobiology of Pain (2019-2021)
2. Psychiatry Residency Program Neuroscience Curriculum, Neurodevelopment (2019-2021)

3. Child Psychology Training Program, Trauma Informed Care: Intersections of Trauma and Substance Use (2022-Present)
4. Medical Student year 1 and 2 Psychiatry Small Group Facilitator (2020-2022)
5. Psychiatry Residency Addiction Psychiatry Curriculum, Screening, Brief Intervention, and Referral to Treatment (2019-2022)
6. Addiction Fellowship Program, Contingency Management (2019-2023)
7. Addiction Fellowship Program, Patient centered goals: abstinence and harm reduction (2021-2023)
8. Psychiatry Residency Program Neuroscience Curriculum, Genetics and Psychiatry Lecture (2018-2023)

Intramural and regional presentations and panels

1. Grand Rounds, Department of Psychiatry, University of Colorado, 15 March 2017.
2. Grand Rounds, Pediatric Mental Health Institute, Children's Hospital Colorado, 03 April 2019.
3. "Adolescent Marijuana Use and the Developing Brain: What Parents Should Know." Kent Denver, SMART Colorado, 21 January 2020 (Cherry Hills Village, CO)
4. Panelist, 20/20 Growth Conference, Cannabis Public Policy Conference, 6 March 2020 (Denver, CO)
5. Today's marijuana and the adolescent brain, Denver Public Schools, 07 October 2021 (Denver, CO)
6. Panelist, Colorado Safe Schools Summit, 22 October 2021 (Denver, CO)
7. Adolescent cannabis use: Why it matters and how to talk to teens. Rocky Mountain Public Health Training Center live recorded webinar, 08 February 2022 (Las Animas, CO)
8. Today's marijuana and the adolescent brain, Denver Public Schools, 31 August 2022 (Denver, CO)
9. The State of Substance Misuse and Understanding Suicidality, Children's Hospital Colorado Mental Health Town Hall, 31 August 2022 (Aurora, CO)
10. Youth and the Opioid Epidemic, Academy School District 20 Parent Academy, 29 November 2022 (Colorado Springs, CO)
11. Youth and the Opioid Epidemic, Colorado Consortium, 23 March 2023 (Denver, CO)
12. Talking to teens about substance use, Denver Public Schools, 17 May 2023 (Denver, CO)

National and international presentations

1. Marijuana and Mental Health Symposium. American Psychiatric Association IPS: The Mental Health Services Conference, 20 October 2017 (New Orleans, LA)
2. Marijuana and Mental Health Symposium. American Psychiatric Association IPS: The Mental Health Services Conference, 5 October 2019 (Manhattan, NY)
3. Connecticut Catchment Area Council 22. The impact of legalizing marijuana on the heels of the opioid crisis, 16 February 2021 (Hartford, CT)
4. BronxCare Hospital, MARCUS-CAP Lecture. Legalization of Cannabis, 27 April 2021 (Bronx, NY)
5. Using Screening, Brief Intervention, and Referral to Treatment to Build Inroads with Adolescents. American Academy of Child and Adolescent Psychiatry *Clinical Essentials on Cannabis Use Disorder*, 2021 (online CME course)
6. Panelist, Generation Schools Network. Social Emotional Learning for Prevention: Substance Use SEL Forum, 15 February 2022 (international Zoom forum)
7. Medical University of South Carolina, Department of Psychiatry Grand Rounds. Comorbid PTSD and substance use disorders in adolescents: What we know and where we go from here. 23 September 2022 (Charleston, SC)
8. Cincinnati Children's Hospital Child and Adolescent Psychiatry Grand Rounds. Cannabis use in adolescents: why it matters and how to talk to teens. 14 December 2022 (Cincinnati, OH).
9. Indiana University School of Medicine-Department of Psychiatry Addiction Psychiatry Symposium. Adolescent cannabis use: Neurodevelopmental consequences and treatment considerations. 09 January 2023 (Indianapolis, IN).
10. Maine Center for Quality Improvement, Maine Chapter AAP, treatME. Evidence-based psychotherapies for adolescents with co-occurring substance use and mental health disorders. 23 June 2023 (Hallowell, ME).
11. American Academy of Child and Adolescent Psychiatrists, General Assembly. Adolescent vaping: Update for child and adolescent clinicians. 24 October 2023 (New York City, NY).
12. Children's Hospital of Philadelphia, PolicyLab. 13 June 2024 (Virtual). The Clinical and Policy Landscape of Marijuana and Youth.
13. Workshop 20: Motivational Interviewing: Strengthening Advanced Practice Through Feedback and Analysis. AACAP, 17 October 2024 (Seattle, WA).
14. Workshop 41: Motivational Interviewing: Skills Bootcamp. AACAP, 19 October 2024 (Seattle, WA).

15. Working with teens who use substances: from conversations to easy wins. Washington Academy of Family Physicians Opioid Summit: Engaging Primary Care into Treatment, 21 June 2025 (Walla Walla, WA).

Media and news

1. Teens and Drug Use: How to Talk About Substance Use with Your Teens (2022).
<https://www.childrenscolorado.org/conditions-and-advice/parenting/parenting-articles/talking-to-teens-about-drug-use/>.
2. SiriusXM Dr. Radio: About Our Kids. Live interview February 17, 2023.
3. Bloomberg. Marijuana and Psychosis Links Spur a Search for Treatment (17 August 2023).
<https://www.bloomberg.com/news/newsletters/2023-08-17/marijuana-induced-psychosis-real-or-not-patients-look-for-treatment>.
4. Let's Get Psyched Podcast. #183 and 184 – Cannabis and Adolescent Mental Health (October 2024).
<https://podcasts.apple.com/us/podcast/lets-get-psyched/id1498987447>.

VI. SCHOLARSHIP

Publications

1. **Jesse D. Hinckley**, R.L. Park, S. Xiong, W.R. Andersen, and D.L. Kooyman. Identification and Development of Sex Specific DNA Markers in Ostrich Using Polymerase Chain Reaction. *International Journal of Poultry Science*. 2005; 4:663-669.
2. Shay Fabbro, Walter H.A.Kahr, **Jesse D. Hinckley**, Kai Wang, Jack Moseley, Gi-Yung Ryu, Brie Nixon, James G. White, Thomas Bair, Brian Schutte, and Jorge Di Paola. Homozygosity Mapping with SNP Arrays Confirms 3p21 as a Recessive Locus for Gray Platelet Syndrome and Narrows the Interval Significantly. *Blood*. 2010 Mar 24; 117(12):3430-3434 (PMID: 21263149)
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Book chapters

1. Christian Hopfer, **Jesse D. Hinckley**, and Paula Riggs (2017). Substance Use Disorders. In A. Martin, M. Bloch, and F. Volkmar (Eds.), *Lewis's Child and Adolescent Psychiatry: A Comprehensive Textbook 5th Edition* (pp. 568-580). Philadelphia, PA: Wolters Kluwer.
2. **Jesse D. Hinckley** and John Dillon (2022). Chapter 4: Developmental Impact. In *Cannabis in Psychiatric Practice* (pp. 45-60). Cham, Switzerland: Springer Nature. <https://doi.org/10.1007/978-3-031-04874-6>.
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Published Abstracts

1. **Jesse D. Hinckley**, K. Wang, T. Burns, J. Murray, A. Shapiro, Jorge Di Paola. Linkage analysis in a large Amish pedigree with von Willebrand disease identifies regions suggestive of linkage and candidate modifiers genes. 59th Annual Meeting of the American Society of Human Genetics, Hawaii, USA.
2. **Jesse D. Hinckley**, Kai Wang, Trudy Burns, Amy D. Shapiro, and Jorge A Di Paola. Quantitative trait locus (QTL) linkage analysis of a large pedigree with von Willebrand Disease identifies novel modifier loci of von Willebrand Factor levels and confirms some previously reported modifier loci. 52nd Annual Meeting, American Society of Hematology (**Oral platform; Medical Student Research Award**), Orlando, FL. *Blood* (ASH Annual Meeting Abstracts), Nov 2010; 116: 240.
3. **Jesse D. Hinckley**, Junmei Chen, Robert Montgomery, Sandra Haberichter, Jose Lopez, and Jorge Di Paola. The novel M1304R mutation in the von Willebrand factor gene (*VWF*) causes defective VWF storage and results in type 2 von Willebrand disease (VWD). 11th International Congress of Human Genetics (Poster), Montreal, Quebec, Canada and 28th Annual National M.D., Ph.D. Conference (**Oral platform**), Keystone, CO.
4. S. Gupta, M. Heiman, N. Duncan, P. Yoder, R. Montgomery, **Jesse D. Hinckley**, J. Di Paola, A.D. Shapiro. Comparison of quality of life in an Amish and non-Amish cohort affected with Von Willebrand disease. 2012 Scientific and Standardization Committee of the International Society of Thrombosis and Haemostasis.

5. **Jesse D. Hinckley**, Kai Wang, Trudy Burns, Luke Law, Amy Shapiro, and Jorge Di Paola. Replication of GWAS meta-analysis associations in a large Amish pedigree supports *VWF*, *ABO*, *STXBP5*, *STAB2*, and *SCARA5* as modifiers of VWF and FVIII levels. 62nd Annual Meeting of the American Society of Human Genetics, San Francisco, CA.
6. **Jesse D. Hinckley**, K Wang, T Burns, L Law, A Shapiro, J Di Paola. Characterization of the genetic etiology of von Willebrand factor and coagulation factor VIII levels in a multigenerational Amish cohort. 2013 ASCI/AAP Joint Meeting. Chicago, IL.
7. **Jesse D. Hinckley**, Trudy Burns, Kai Wang, Ayse Bilge Ozel, Meadow Heiman, Amy Shapiro, Robert R. Montgomery, Lawrence Brody, Karl C. Desch, and Jorge Di Paola. SNP Analysis of the *VWF* gene identifies multiple common variants that affect VWF levels and occur at different frequencies in patients with type 1 VWD. 55th Annual Meeting, American Society of Hematology (**Oral platform; Abstract Achievement Award**), New Orleans, LA. *Blood* (ASH Annual Meeting Abstracts), Nov 2013; 122:334.
8. S. Gordon, **Jesse D. Hinckley**, C. Jones. Sweet and Salty: hypernatremia in the setting of diabetic ketoacidosis. 2015 Rocky Mountain Hospitalist Medicine Symposium. Denver, CO (2015).
9. **Jesse D. Hinckley**, Christian Hopfer, Michael Stallings, John Hewitt, and Susan Young. Endorsing cannabis as drug of choice is associated with increased use of other illicit drugs: a longitudinal analysis. College on Problems of Drug Dependence 79th Annual Meeting (**Oral platform**), Montréal, Canada (2017).
10. **Jesse D. Hinckley**, Bryan McNair, and Paula Riggs. *Encompass*: integrated treatment for co-occurring substance and psychiatric disorders. American Academy of Child and Adolescent Psychiatry 64th Annual Meeting. Washington, DC (2017).
11. Zachary Adams, **Jesse D. Hinckley**, Bryan McNair, Leslie Hulvershorn, and Paula Riggs. Integrated treatment of adolescent substance use and psychiatric comorbidities: *ENCOMPASS* outcomes across diverse contexts. Association for Behavioral and Cognitive Therapies 51st Annual Convention, San Diego, CA (2017).
12. **Jesse D. Hinckley**, Shannon McWilliams, Susan Mikulich-Gilbertson, and Paula Riggs. *Encompass*: outcomes in adolescents with opioid use disorder and comorbid psychiatric disorders. American Academy of Child and Adolescent Psychiatry 65th Annual Meeting. Seattle, WA (2018).
13. Steven Solomon, Paula Riggs, **Jesse D. Hinckley**. Mental health and substance use screening and treatment practices in Colorado's school-based health centers. American Academy of Child and Adolescent Psychiatry 66th Annual Meeting, Chicago, IL (2019).
14. **Jesse D. Hinckley**. Using SBIRT to build inroads with adolescents. *Youth Cannabis Use Institute: What the Busy Clinician Needs to Know*. American Academy of Child and Adolescent Psychiatry 67th Annual Meeting (**Oral platform**; 2020).
15. Devika Bhatia, **Jesse D. Hinckley**, Susan Mikulich-Gilbertson, Joseph Sakai. Cannabis Legalization and Adolescent Electronic Vapor Product, Cannabis, and Cigarette Use. American Academy of Child and Adolescent Psychiatry 67th Annual Meeting (**Oral platform**, 2020).
16. **Jesse D. Hinckley**. SBIRT: Is it working for adolescents? American Academy of Child and Adolescent Psychiatry 68th Annual Meeting (**Oral platform**, 2021).
17. **Jesse D. Hinckley** and Iliyan Ivanov (chairs). Clinical Perspectives 74: Trauma and stressor-related and substance use disorders in adolescents: A practitioner's guide to understanding and treating these co-occurring disorders. American Academy of Child and Adolescent Psychiatry 68th Annual Meeting (**Oral platform**, 2021).
18. **Jesse D. Hinckley**. Exploring biologic intersections of trauma and substance use disorders. American Academy of Child and Adolescent Psychiatry 68th Annual Meeting (**Oral platform**, 2021).
19. **Jesse D. Hinckley**, Susan Mikulich, Jian-Ping He, Devika Bhatia, Brian Vu, Kathleen Ries Merikangas, and Joseph Sakai. Cannabis use is associated with depression severity and suicidal behavior in the National Comorbidity Survey – Adolescent Supplement. College on Problems of Drug Dependence 84th Annual Scientific Meeting. Minneapolis, MN (**Oral platform**, 2022).
20. **Jesse D. Hinckley**, Devika Bhatia, Jarrod Ellingson, Karla Molinero, and Christian Hopfer. The impact of recreational cannabis legalization on youth: The Colorado experience. *Cannabis Use and Youth Wellness: What Legalization Gotta Do With It?* 6th Annual Research Society on Marijuana Meeting. Boston, MA (**Oral platform**, 2022).
21. Andrew White and **Jesse D. Hinckley**. A case report: Outpatient low-dose induction of buprenorphine/naloxone in an adolescent with severe opioid use and concurrent fentanyl use. American Academy of Addiction Psychiatry 2022 Annual Meeting and Scientific Symposium. Naples, FL.
22. **Jesse D. Hinckley**, Jacqueline-Marie N. Freland, Randall J. Moss, Yasmin L. Hurd. A translational model of high-dose THC exposure and addiction vulnerability. *Cannabis Use Across the Lifespan*. American Academy of Child and Adolescent Psychiatry 2022 Annual Meeting. Toronto, ON, CAN (**Symposium**).

23. Christopher Rogers, Dawn Reinfeld, **Jesse D. Hinckley**. Special Interest Study Group 11: Active Advocacy to Protect Kids from the Impact of Cannabis Legalization: Hard-Learned Lessons from the Trenches of Colorado. American Academy of Child and Adolescent Psychiatry 2022 Annual Meeting. Toronto, ON, Can.
24. Grace Blake, Jarrod Ellingson, Kristen Raymond, Soo Rhee, Michael Stallings, Tamara Wall, Christian Hopfer, and **Jesse Hinckley**. Investigation of life events associated with development of opioid use disorder in young adults: A longitudinal study of a high-risk population. College on Problems of Drug Dependence 85th Annual Scientific Meeting. Denver, CO (2023).
25. J. Megan Ross, **Jesse Hinckley**, Jarrod Ellingson, Stephanie Zellars, Matt McGue, Robin Corley, Scott Vrieze, Soo Rhee, Sylvia Wilson, John Hewitt, William Iacono, Christian Hopfer. A prospective study on changes in alcohol, cannabis, and tobacco use from pre-COVID-19 to post-COVID-19. College on Problems of Drug Dependence 85th Annual Scientific Meeting. Denver, CO (2023).
26. **Jesse Hinckley**. Comorbid PTSD and substance use disorders: Shared symptomatology and neurobiology. College on Problems of Drug Dependence 85th Annual Scientific Meeting. Denver, CO (**Symposium**, 2023).
27. Elizabeth H Dohrmann, Scott R. Hunter, Nihit Kumar, Peter R. Jackson, **Jesse D. Hinckley**. Extended Workshop 5: Motivational Interviewing Intermediate/Advanced Session. American Academy of Child and Adolescent Psychiatry 2023 Annual Meeting. New York City, NY (2023).
28. Christopher Rogers, Iliyan Ivanov, Dawn Reinfeld, **Jesse D. Hinckley** (co-chair). Special Interest Group 1: Advocacy to Protect Kids From the Impact of Cannabis Legalization: Lessons Learned From the Trenches of Colorado and New York. American Academy of Child and Adolescent Psychiatry 2023 Annual Meeting. New York City, NY (2023).
29. Christopher Hammond and **Jesse D. Hinckley** (co-chair). Clinical Perspectives 15: Effective Strategies for Working with Drug-Using Adolescents Who Are Unmotivated to Quit or Treatment Resistant. American Academy of Child and Adolescent Psychiatry 2023 Annual Meeting. New York City, NY (2023).
30. **Jesse D. Hinckley**. An introduction to working with unmotivated or treatment resistant drug-using youth. American Academy of Child and Adolescent Psychiatry 2023 Annual Meeting. New York City, NY (**Oral platform**, 2023).
31. **Jesse D. Hinckley** (chair) and Christopher Hammond. Clinical Perspectives 72: Fentanyl and the Opioid Epidemic: Practical Guidance for Child and Adolescent Psychiatry Clinicians. American Academy of Child and Adolescent Psychiatry 2023 Annual Meeting. New York City, NY (2023).
32. **Jesse D. Hinckley**. How fentanyl is fueling the opioid epidemic among youth. American Academy of Child and Adolescent Psychiatry 2023 Annual Meeting. New York City, NY (**Oral platform**, 2023).
33. Gi Jung Shin, Jesse D. Hinckley, Manpreet K. Singh. Examining the role of substance use in thalamic structural trajectories for youth after their first episode of mania. American Academy of Child and Adolescent Psychiatry 2023 Annual Meeting. New York City, NY (2023).
34. **Jesse D. Hinckley**. Adolescent cannabis use: Neurodevelopmental consequences and treatment considerations. Society of Forensic Toxicology 2023 Annual Meeting, Denver, CO (**Symposium**, 2023).
35. McCabe, C. J., Wall, T.L., Stallings, M., Hopfer, C., Rhee, S., Gustavson, D., Corley, R., **Hinckley, J.**, Ross, J. M., & Ellingson, J. Evaluating directional associations between antisocial behavior and alcohol use disorder from adolescence through middle adulthood. 47th Annual Research Society on Alcoholism Scientific Meeting, Minneapolis, MN (2024).
36. Laura Saba, Joseph Schacht, **Jesse Hinckley**, Christian Hopfer. Using RNA expression from immune-related cell types in blood to better understand potential influences of THC and CBD on human health. NIDA Genetics and Epigenetics Cross-Cutting Research Team Meeting, Bethesda, MD (2024).
37. Moore, A., Lewis, B., Farrior, H., **Hinckley, J.**, Nixon, S.J., Bhatia, D. (June 2024). Impact of Pre-Adolescent Substance Familiarity on Subsequent use: Longitudinal Analysis of Risk by Latent Classes of Familiarity in the ABCD Sample. 86th Annual Scientific Meeting of the College of Problems of Drug Dependence (CPDD), Montreal, Canada (**Oral platform**, 2024).
38. **Jesse D. Hinckley**, Christopher J. Hammond. Associations between cannabis use and suicide risk among US youth: Emerging data on the importance of environment, attitude, and vulnerable subgroups. American Academy of Child and Adolescent Psychiatry 2024 Annual Meeting. Seattle, WA (**Symposium**, 2024).
39. **Jesse D. Hinckley**. Exploring the association between cannabis use and depression and suicidal behavior in youth. American Academy of Child and Adolescent Psychiatry 2024 Annual Meeting. Seattle, WA (**Symposium**, 2024).

40. **Jesse D. Hinckley**, Illiyan Ivanov. Neurobehavioral and environmental risk factors for alcohol initiation in adolescents. American Academy of Child and Adolescent Psychiatry 2024 Annual Meeting. Seattle, WA (**Symposium**, 2024).
41. Devika Bhatia, Ben Lewis, Andrew Moore, Hugh Farrior, **Jesse Hinckley**, Sara Jo Nixon. Substance familiarity in middle childhood and adolescent substance use. American Academy of Child and Adolescent Psychiatry 2024 Annual Meeting. Seattle, WA (**Symposium**, 2024).
42. Sophia Sugar, Gillian Lee, Hyun Kim, **Jesse Hinckley**, Erin Vipler, Tyler Coyle. Prevalence of Screening Positive for Attention-Deficit/Hyperactivity Disorder in Adults Seeking Methadone for Opioid Use Disorder. The ASAM 56th Annual Conference, Denver, CO (2025).

VII. GRANT FUNDING

Current support

1. K12DA000357 (PI: Kevin Gray, Jesse Hinckley, 75% effort). *Characterization of biomarkers of regular cannabis use in adolescents*. Direct cost: \$885,000. Funding period: 04/2021-05/2026.
2. SAMHSA 1H79TI085527-01 (PI: Coyle, 6.5% effort). *Professional Standardized Patient Equity Curriculum Training in the Use of Substances (ProSPECTUS) Program*. Direct cost: \$750,000. Funding period: 07/2023-06/2026
3. P50DA056408 (PI: Hutchison, 10% effort). *Rocky Mountain Cannabis Research Center*. Funding Period: 10/2023-09/2028.

Completed

1. CCTSI CO-Pilot Award (PI: Jesse Hinckley, 25% effort). *Characterization of endocannabinoid and endogenous opioid levels in adolescents with cannabis use disorder*. Direct costs: \$30,000. Funding period: 06/2020-05/2022.
2. PRI Pilot Award (PI: Jesse Hinckley, 10% effort). *Longitudinal study of cannabis use and abstinence on circulating endocannabinoids in adolescents*. Direct cost: \$10,000. Funding period: 10/2020-09/2022.
3. Doris Duke University of Colorado School of Medicine Fund to Retain Clinical Scientists Grant (PI: Hinckley). Direct cost: \$80,000. Funding period: 02/2022-01/2024.

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Health Care Regulatory Compliance Officer with 31 years of healthcare experience in Compliance, Risk Management, Quality Assurance, Medical Staff Management, Hospital legal affairs, Hospital & Work place Safety, Hospital Coding & billing practices, Audit Integrity program, Medical records Management. Work as a Vice President & Executive Compliance Officer. Administrator over Human Resource, Building Engineering, Pharmacy and Utilization Review. Extensive experience with Joint Commission, OIG, OCR and CMS regulations and the survey process. Believe staff knowledge & patient perception is the best concepts with in any compliance program. Proven track record of building hospital wide compliance programs with regards to HIPAA, CMS, JC, ISO, OSHA and OIG regulations.

CORE COMPETENCIES

- | | |
|---|--|
| ✓ Hospital Operation from strategic development to financial compliance | ✓ assessment, Legal review & Employment Law. |
| ✓ Building and management of JC programs | ✓ Health Care Safety & Compliance plan development and implementation. |
| ✓ Management of Medical Staff Compliance & all Medical Staff Committees including credentialing & MEC management of PEER review process | ✓ Management of hospital employee benefits |
| ✓ Auditing hospital compliance program regarding billing & coding practices | ✓ Interpersonal communication Management of all hospital insurances |
| ✓ Building process improvement programs to reduce expenses develop efficiency and promote safety. | ✓ Knowledge with experience of CMS requirements & implementations |
| ✓ Experience with clinical development programs. | ✓ Building trusted relationships with Medical Staff, Management & Employees |
| ✓ Timely communication with Governing boards regarding operational risk | ✓ Risk Management RCA, FMEA, Sentinel Event investigation with legal defense documentation |
| ✓ Extensive experience in Risk Management and prevention programs (QA). | ✓ HIPAA, STARK, OIG, OCR, OSHA DHHS and JC requirement and defendable plan of action |
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PROFESSIONAL EXPERIENCE

IDAHO FALLS COMMUNITY HOSPITAL, Idaho Falls, Idaho Developed and built from concept to accreditation an 88 bed Facility. 35 bed ED, 16 bed, ICU, 2 Cath-Lab,

Chief Clinical Operations / Compliance Officer November 2019 – Present. 88 bed, 3 OR, 16 ICU, 9 Peds Unit.

- Oversee and manage Hospital clinical operations.
- Executive team member responsible for Nursing and clinical practices in the facility
- Facility full accredited with 35 days of opening.
- Responsible for Risk Management & Quality Assurance / Safety for three facilities

MOUNTAIN VIEW HOSPITAL, Idaho Falls, Idaho 160% growth with both volume and financial from 06 - present

Chief Clinical Operation / Compliance Officer August 2008 – Present. 43 bed, 12 OR, 59 Clinics 3 ASC.

- Senior Administrative Team member
- One of three Administrative Officers of MVH
- Risk Manager
- Develop hospital wide occurrence reporting system both paper and paperless systems
- Restructured billing practices to comply with OIG standards and ongoing auditing Built an Audit Integrity department. (saved facility \$2.4 million)
- Administrator over Human Resource (1400 employees), Utilization Review, QA, Infection Control, Medical staff, Hospital Education, Risk Management department, Pharmacy, Engineering, Wellness Program, HCAPPS & SCIP programs, IT department, Audit Integrity, Space management.
- Restructured hospital By-laws to include committee structure & Medical Staff review process
- Implemented hospital wide compliance billing integrity Department
- Perform all legal hospital representation from Med Mal to Employee lawsuits with hospital Attorney
- Successfully defended an HMS/CMS billing recoupment audit from \$4.8 million to facility paid \$610,000.00
- Manage Medical staff office 5 FTE
- Manage QA department 12 FTE
- Manage Human Resource Department 8 FTE with 1400 employees
- Administrator over Hospital Pharmacy Department 9 FTE pharmacist, 8 FTE techs
- Administrator over Hospital Engineering Department & Hospital Housekeeping 42 FTE
- Conduct all Hospital investigation and implement corrective action plan. Communicate will all Regulatory bodies
- Implemented compliance programs for 97 speech therapist OT and PT clinic (*successfully removal from Medicaid audit*)
- Within 4 months of hire removed facility for all external regulatory audits with ongoing measures
- Develop ongoing ORYX measures for PHA
- Perform all aspect of insurance management for facility med mal, officer liabilities, and property.
- Perform all Safety inspection and chairperson for QA committee, Safety Committee and Ethics Committee
- Develop and implemented charge master structure and committee role
- Converted hospital from paper policies to intranet on line system
- Review and perform oversight for all hospital policies
- Manage all Medical staff issues from Credentialing to PEER review process
- Hospital Privacy Officer
- Administrator over Engineering Facility Management
- Developed an Audit Integrity Department 8 Certified Coders to perform internal audits, defend ADR, medical necessity, MAC defense, Provider improvement. Department has won over \$700,000 in appeals.

Classic Air Medical: Woods Cross, Ut

Compliance Officer/Risk Manager Aug 2011 – Present (28 Aircraft, 14 bases)

- Implemented Compliance Program
- Developed Patient Safety flight program
- Maintained CMS 855 and billing compliance programs

Sterling Management & Consulting: Idaho Falls, Idaho

Chief Compliance Officer Nov 2005 – Aug 2008

- Implemented multiple compliance programs to numerous hospitals and physician practices with an increase compliance by 40 – 50 %
- Management of all survey process that any of Sterling Consulting clients might face along with implementation of Plan of Corrections
- Provided management of all legal interaction with client's attorneys regard Risk Management cases; *client vs. patient documentation review.*
- Advised and reported to Board of Directors and or Facility Administration.
- Developed a Performance based Peer review process of Medical Staff management issues.
- Developed new programs, i.e. Sleep Lab, GI lab, Sport Medicine program, Bio-medical program, Risk Management Software, Medical Staff Committees and By-Law structure.
- Credentialing department and compliance for State and CMS regulations regarding Medical staff issues.
- Reduce patient and employee injuries on the average of 40% per facilities.
- Developed several successful Work Comp programs.
- Manage and development of Respiratory Care departments. Increase RT department revenues by 30% to 50%.
- Performed Charge to Chart Auditing
- Instituted a hospital wide culture change to establish an "Everyone Matter" campaign. This campaign works together towards philanthropic initiatives that achieve real and measurable impact in both the facility and community

CACHE VALLEY SPECIALTY HOSPITAL: NORTH LOGAN, UTAH

Regulatory Compliance Officer/Risk Manager Jan 2001 – 2006

- JCAHO Coordinator. Raised hospital compliance with JCAHO regulation by 90%. Last JCAHO inspection hospital received no recommendation for improvement and only one supplemental. The facility received immediate approval at closing inspection conference. Inspector stated "He had only granted on-site approval once before".
- Performed all Quality assurance management duties for facility
- Involved with compliance and JCAHO program development
- Developed a GI lab, Sleep lab and a medical record compliance programs.
- Managed Respiratory Care department increasing department revenue by 45%
- Managed hospital expansion program \$4,000,000/15 bed addition.
- Director of Engineering Decrease hospital utilities by 32% with several changes in systems.
- Safety Officer reduced work related injuries by 30%
- Risk Manager Performed RCA, FMEA, chart audits. Reported directly to CEO and Board of Directors

JOINT COMMISSION ON THE ACCREDITATION OF HEALTHCARE ORGANIZATIONS

Oakbrook Terrace, IL 60181

PREP inspector for Environmental Safety survey for JCAHO accredited hospitals

Jan 1998 – 2001 (PRN) when call upon

- Inspected hospital prior to JCAHO regulatory inspection
- Aid in hospital JCAHO compliance development programs

INTERMOUNTAIN HEALTHCARE (IHC) Logan & Salt Lake City, Provo Utah

Quality Assurance Analyst/Medical Staff Office Oct 1998 – Jan 2001

JCAHO prep team member May 1997 – Jan 2001

Respiratory Therapist PRN – 1994 - 2001

Medical Record Compliance Program Aug 1989 – 1994 / 1995 - Jan 2001

Surgical Scrub tech and a member of operating department Compliance Team June 1987 – 1989

- Manage Medical Record Billing compliance Program and developed an Audit program to reduce the incident of documentation errors.
- Performed STARK and EMTALA audits for multiple IHC hospitals.
- Prepared other IHC facility for JCAHO inspections by performing hospital Safety and medical record reviews.
- Implemented a Safety program that manages Occurrence reporting system. Asses risk probability. This system notifies manager and Administration immediately and calculates a risk assessment score.
- Chart Audits, open chart review and closed chart compliance.
- Worked in G.I. Lab as an GI Tech PRN
- Worked in Central Sterile as a Tech PRN
-

CENTER FOR MEDCAID / MEDCARE (CMS) PRN position

Policy analyst Region 7 as needed 1998 - 2002

- Audit Medical records for compliance with CMS regulation and make recommendation to Seattle, WA office

GRADY MEMORIAL HOSPITAL ATLANTA, GA (936 BED FACILITY)

Compliance Coordinator #6 1994-1995

- Audit Medical records for compliance, Environmental Safety inspections, and Billing practice audits.
- On-site OSHA inspector, Safety Officer for HAZMAT.
- Process Improvement with Legal investigations.

{CONTINUE}

EDUCATION

UTAH STATE UNIVERSITY

Logan, Utah 1985 -1992

- M.S. in Biology with emphases in Statistics and Probability of outcome.
- B.S in Biology/ Chemistry

UNIVERSITY of UTAH

Salt Lake City, Utah 1993

- Attended Classes in Health Care Administration with Legal focus

Loma Linda University

Loma Linda, California 1994

Respiratory Care Practitioner

SENTON HALL UNIVERSITY

South Orange, NJ Completed June 2016

- Ph.D. in Health Sciences (see attachment) *Dissertation: Mechanism of Healthcare Medical Errors & Organizational Incident with Consideration of Environmental human factors*

CERTIFICATION

- **CERTIFIED IN COMPLIANCE AND ETHICS (CCEP)** is someone with knowledge of relevant regulations and expertise in compliance processes sufficient to assist organizations with their legal obligations, and someone who promotes organizational integrity through the operation of effective compliance programs. (CURRENT)

- **CERTIFIED IN HEALTHCARE COMPLIANCE (CHC).** *By the Healthcare Compliance Association.*
- **CERTIFIED PROFESSIONAL HEALTH QUALITY (CPHQ)** *By the National Healthcare Quality Association. (NOT CURRENT)*
- **CERTIFIED PROFESSIONAL IN HEALTHCARE RISK MANAGEMENT (CPHRM)** *By the American Hospital Association. (CURRENT)*
- **CERTIFIED SAFETY MANAGER/OFFICER (CSM)** *By the World Health & Safety (NOT CURRENT)*
- **CERTIFIED IN HEALTHCARE PRIVACY COMPLIANCE (CHCP)** *By HCCA (CURRENT)*
- **CERTIFIED CREDENTIALING SPECIALIST (CCS).** *By certification commission. (NOT CURRENT)*
- **REGISTERED RESPIRATORY THERAPIST** *1994-2006 (NOT CURRENTLY LICENSED expired)*

HOBBIES & ACTIVITIES:

- *Member of Museum of Idaho Board of Directors*
- *Studies and lecture on the history of Philosophy and ethics.*
- *Give history lectures and re-enactment for local grade schools*
- *Participate in local history groups "Lewis & Clark Club" & "Roman Roundtable"*
- *Member of the North & South Skirmish Association*
- *Enjoy fishing, boating, hiking, and biking.*

I have worked in Health Care while attending school nearly all my adult life from the Hospital Kitchen to Surgery to management and then Administration. I am extremely dedicated to both moral and financial ethical behavior. I enjoy working in difficult environments while develop a change for value and understanding. I believe that with true empathy and understanding of the individual that are part of our team, we can accomplish anything.

Thank you for taking the time to review my resume. If you have any questions please call or email me and I will promptly respond. I greatly appreciate your time.

Ned Hillyard

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 15-16, 2025**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY II.G. - POLICIES REGARDING FACULTY (INSTITUTIONAL FACULTY ONLY) – FIRST READING	Action Item
2	BOARD POLICY V.H. AUDIT, RISK AND COMPLIANCE COMMITTEE – FIRST READING	Action Item
3	BOARD POLICY V.X. INTERCOLLEGIATE ATHLETICS – FIRST READING	Action Item
4	BOARD POLICY V.T. FEE WAIVERS – SECOND READING	Action Item
5	UNIVERSITY OF IDAHO – REQUEST FOR DESIGN PHASE AUTHORIZATION – TENNIS CENTER RESTORATION PROJECT	Action Item
6	DIVISION OF CAREER TECHNICAL EDUCATION – ADMINISTRATOR APPOINTMENT	Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 15-16, 2025

SUBJECT

II.G. Policies Regarding Faculty (Institutional Faculty Only) – First Reading

REFERENCE

February 2012	Board approved second reading for II.G. Policies Regarding Faculty (Institutional Faculty Only)
October 2011	Board approved first reading for II.G. Policies Regarding Faculty (Institutional Faculty Only)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.G. Policies Regarding Faculty (Institutional Faculty Only)

BACKGROUND/DISCUSSION

The proposed policy amendments modernize, streamline, and clarify Board policy language about faculty. The changes make the policy more consistent in tone, more precise in definitions, and clearer in procedures. Definitions have been added to provide further depth for some employment structures that are unique to higher education. Additional cross-references to policies that did not exist in 2012, such as Board Policy III.B Academic Freedom and Academic Responsibility, have been added to provide context.

Substantive adjustments affect contract terms, non-renewal procedures, and tenure processes, while many other edits are stylistic (tightening wording, aligning terminology, and removing redundancies). In brief, proposed amendments:

- Recognize the authority of the institution's chief executive officer in approving classifications, appointments, and in making appropriate personnel decisions when fiscally necessary to do so.
- Clarify procedures for termination of externally or grant-funded positions.
- Strengthens post-tenure review requirements with standards set by institutions and approved by the Board, and with now-required annual reporting.
- Requires each institution to establish a Faculty Code of Conduct, per the December 2024 Board Resolution on Governance in Higher Education.

IMPACT

The proposed amendments to Board Policy II.G. provide a clearer policy framework for faculty and the institutions. The new definitions provide updated language for the institutions to employ when revising their own institutional policies. The proposed amendments clarify the role of the chief executive officer and ensure that the institutions remain nimble and can respond more quickly to changing workforce needs.

ATTACHMENTS

Attachment 1 – II.G Policies Regarding Faculty (Institutional Faculty Only)

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 15-16, 2025**

STAFF COMMENTS AND RECOMMENDATIONS

Staff held eight open working sessions in Spring 2025 to gather input from institutional stakeholders. The proposed policy amendments have also been discussed with the institutional general counsels, at CAAP on September 25, 2025, and at BAHR on October 1, 2025

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy II.G. Policies Regarding Faculty (Institutional Faculty Only) as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 15-16, 2025**

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

December 2025

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES**Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)**

1. Purpose

Pursuant to its constitutional and statutory authority, the Board establishes this policy to set clear and consistent standards for the appointment, evaluation, development, and support of faculty across the institutions. Faculty are central to the academic mission, and their expertise in teaching, research, creative activity, and service is essential to student success, institutional integrity, and the advancement of knowledge. This policy provides a framework to ensure that tenure, promotion, and evaluation processes are transparent, fair, and aligned with both institutional goals and the public interest. It applies to all faculty, including tenure-eligible and non-tenure-eligible, unless otherwise noted.

2. Definitions

- a. Faculty: Faculty are employees of the institutions whose primary responsibilities include teaching, research, creative activity, and/or academic leadership, often in combination with service expectations. Faculty may hold positions that are tenure-eligible or non-tenure-eligible, and they may be full-time or part-time employees. Career-Technical Education faculty are employees whose primary responsibilities include instruction that is specific to technical education.
 - i. Tenure-eligible faculty are hired into a position that allows them to apply for tenure after undergoing review and meeting specific requirements.
 - ii. Non-tenure-eligible faculty include position types such as, but not limited to, the following:
 - 1) Full-time, non-tenure eligible faculty (clinical faculty, lecturers, and so on) who may be eligible for promotion.
 - 2) Adjunct faculty who are part-time, non-tenure-eligible academic faculty. They are often professionals or experts in their field who bring practical experience to the classroom. Adjunct faculty are not typically required to engage in research or service activities and are generally compensated per course or credit hour. Their appointments are often per-term.
 - 3) Affiliate faculty have a formal affiliation with a department without a traditional faculty appointment.
- b. Promotion: Promotion represents and rewards a faculty member's performance in teaching, research or creative activity, service, and/or academic leadership. Promotion is available for tenure-eligible faculty and may be available for non-tenure-eligible faculty.

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- c. Tenure: Tenure is an ongoing faculty appointment earned after an extensive multi-year review process that demonstrates a faculty member's continued excellence in teaching, research or creative work, and service.

3. Faculty Contracts

- a. Faculty Contracts and Acknowledgment: All faculty serve pursuant to employment contracts. The employment contract must include the period of the appointment, faculty classification, salary, pay periods, position title, employment status, and such other information as the institution may elect to include in order to define the contract of employment. Non-tenured faculty employees have no continued expectation of employment beyond their current contract of employment.

Each faculty employee must acknowledge receipt and acceptance of the terms of the employment contract by signing and returning a copy to the institution initiating the offer of appointment. Failure or refusal of the faculty employee to sign and return a copy of the employment contract within the time specified in the contract is deemed to be a rejection of the offer of employment unless the parties have mutually agreed in writing to extend the time for a faculty employee to sign and return a copy of the employment contract to the institution. Nothing in this paragraph prohibits the institution from extending another offer to the employee in the event the initial offer was not signed and returned in a timely manner. Any alteration by the employee of the offer of employment is deemed a counter-offer and constitutes a rejection of the offer of employment and requires an affirmative act of acceptance by an officer authorized to enter into contracts of employment binding the institution. Each contract of employment must include a statement to the following effect and intent: "The terms of employment set forth in this contract are also subject to the Governing Policies and Procedures of the State Board of Education (or the Board of Regents of the University of Idaho, in the case of the University of Idaho), and the policies and procedures of (the institution)."

- b. Term of Appointment: All non-tenured faculty employees have fixed terms of employment. Except as provided herein, no contract of employment with such an employee may exceed one (1) year. The institutions may implement policies allowing for multi-year contracts for certain classifications of non-tenure track faculty members. Such policies must include, at a minimum, the following requirements: (1) no contract of appointment may exceed three (3) years during the employee's first six (6) years of service; and (2) the designation of the classifications eligible for multi-year contracts must be approved in writing by the institution's Chief Executive Officer or designee. Employment is subject to satisfactory annual performance reviews.

A multi-year contract must state that it may be terminated at any time for adequate cause, as defined in Section II.L. of Board policy, or when the Board declares a state of financial exigency, as defined in Section II.N. of Board policy. The contract must also state that it may be non-renewed pursuant to Section

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II.G.3., II.B.2.b, and II.B.2.c of Board policy.

- c. Employment beyond the contract period may not be legally presumed. Reappointment of a faculty employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board. Faculty who serve pursuant to contracts of employment or notices (letters) of appointment containing a stated salary are not guaranteed such salary in subsequent contracts or appointments, and such salary is subject to adjustment during the contract period due to financial exigency (as provided for in Section II.N of Board Policy) or through furlough or work hour adjustments (as provided for in section II.G.7 and Board Policy II.B.2.d).

4. Faculty Rank and Promotion Pathways

- a. Faculty Ranks: There are three (3) primary tenure-eligible faculty ranks at each institution: (a) professor, (b) associate professor, and (c) assistant professor. Each institution may establish additional faculty ranks for non-tenure eligible faculty, specify the title of each rank, and delineate the requirements for each faculty rank so established.
- b. Tenure-Eligible Faculty Location: Tenure-eligible faculty, including initial appointment to faculty rank and any promotion to a higher rank at an institution, are generally located in a department or equivalent unit.
- c. Rank and Promotion: Each institution must establish criteria for initial appointment to tenure-eligible faculty rank and for promotion in rank at the institution. Each institution may establish criteria for non-tenure eligible rank and promotion. Such criteria must be submitted to the Board for approval and, upon approval, must be published and made available to the faculty.
- d. Special Cases: Employees who have made substantial contributions to their fields of specialization or who have demonstrated exceptional scholarship and competence or appropriate creative accomplishment of recognized outstanding quality may be appointed to faculty rank without satisfying established institutional criteria for initial appointment or promotion, provided that the qualifications of such individuals have been reviewed in accordance with institutional procedures and the appointment is recommended by the chief executive officer.
- e. Appointment of Non-Tenure-Eligible Faculty: Institutions must establish written policies that define the roles, responsibilities, and expectations as specified in the employment contract for non-tenured faculty.

5. Compensation

- a. Salary: All initial salaries for faculty employees are established by the chief executive officer, subject to approval by the Board where applicable. Any payment

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in addition to regular salaries must be authorized by the chief executive officer. The Board may make subsequent changes for faculty employee positions or may set annual salary guidelines and delegate to its executive director the authority to review compliance with its annual guidelines. Any annual salary increase outside Board guidelines requires specific and prior Board approval before such increase may be effective and paid to the employee. With the exception of the chief executive officers and other positions whose appointment is a reserved Board Authority, approval of salaries must be effective concurrently with Board approval of annual operating budgets for that fiscal year.

b. Salaries, Increases, and Other Compensation-Related Items

- i. **Categorizing for Reporting:** To categorize faculty employees for salary and reporting purposes, faculty includes all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, creative activity, or public service as a principal activity (or activities), and who hold the following academic rank or titles of professor, associate professor, assistant professor, clinical faculty, instructor, lecturer, adjunct faculty, or the equivalent of any of these academic ranks. Faculty report to deans, directors, or the equivalents, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Faculty do not include student teachers, research assistants, or medical interns or residents. For reporting purposes, deans, associate deans, and assistant deans are included in the executive/administrative category.
- ii. **Credited State Service/Full Time Status:** A faculty member employed for an academic year and paid over a twelve-month period will be credited with twelve (12) months of state service. For all benefit status determinations and calculations, faculty members must be considered full-time, year-round employees of the employing institution as long as the employee's teaching; research and service duties are commensurate with the full-time faculty workload assignment as defined by the employing institution.
- iii. **Pay Periods:** All faculty employees, including those on academic year appointments, are paid in accordance with a schedule established by the state controller.

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- iv. Automobile Exclusion - Unless expressly authorized by Board policy, no faculty employee will receive an automobile or automobile allowance as part of his/her compensation.

6. Annual Leave

- a. Only faculty members serving twelve (12) month appointments earn annual leave. Such annual leave must be earned in the same manner as for non-classified employees.

Pursuant to section 59-1606(3), Idaho Code, when a faculty member has accrued annual leave for service on a 12-month appointment, and subsequently such faculty member returns to a faculty position of less than 12 months where annual leave does not accrue, then the institution may pay the faculty member, as supplemental pay, the accrued annual leave balance.

6. Sabbatical Leave

- i. Eligibility: A sabbatical leave may be granted at the discretion of the chief executive officer to a faculty member who has completed at least six (6) years of full-time service at an institution. A sabbatical leave may not be awarded to the same faculty member more than once in any six (6) academic years and sabbatical leave time is not cumulative. Sabbatical leave proposals must be submitted, reviewed, and processed according to policies and procedures established at each institution. A sabbatical leave may be used for the purpose of acquiring and/or updating professional skills and knowledge, innovation in teaching, or for conducting research or creative activity. Sabbatical leave awards are fully dependent on the availability of appropriate funding.
- ii. Term: The term of a sabbatical leave is either one (1) academic semester at full pay or two (2) semesters at half pay.
- iii. Condition: Each faculty member who is granted a sabbatical leave must serve at the institution for at least one (1) academic year after completion of the sabbatical unless the chief executive officer approves a waiver of the requirement.
- iv. Report on Sabbatical Leave: By the end of the first semester following return to the institution from a sabbatical leave, or in the faculty member's subsequent annual evaluation report, the faculty member must submit a written account of sabbatical activities and accomplishments to the academic vice president.

7. Annual Performance Evaluation for Faculty

- a. Evaluation Criteria: Each institution must establish a policy for annual performance evaluations, publish the criteria, and ensure that all faculty members have advance access to the criteria. Institutions must apply performance standards consistently and

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fairly across appointment types. Faculty must have the opportunity to respond in writing to their evaluation. Each institution must develop policies, procedures, and measurement instruments to solicit feedback from students about their learning experiences to inform ongoing faculty efforts to improve course design and pedagogy.

- b. Process: Each year, the dean or their designee must submit an evaluation of each faculty member in the department. This evaluation, together with the input of higher administrators, will be used as one aspect of the final recommendation relative to reappointment, non-reappointment, or other personnel action, whichever is appropriate. The dean or designee must communicate an assessment of strengths and weaknesses to each faculty member evaluated.
- c. Record Retention: Any written recommendations that result from the evaluation of a faculty employee will be given to the employee, and a copy will be placed in the employee's file.

8. Non-renewal of Non-tenure Faculty Members

- a. Notice: Notice of non-renewal for full-time non-tenure faculty (including but not limited to positions such as clinical faculty, lecturers, or instructors) must be given in writing (see Board Policy II.F).
 - i. First Year of Service - A least 90 days in advance of the contract termination.
 - ii. Two (2) or More Years of Service - At least 180 days in advance of the contract termination.
 - iii. More Than Three (3) Years of Service – Institutions may establish policies to grant up to 365 days' notice of nonrenewal for full-time non-tenure faculty who have completed three (3) or more years of service.

Failure to provide timely notice of non-renewal because of a mechanical, clerical, or mailing error does not extend or renew the letter or contract of employment for another term, but the existing term of employment will be extended to provide the employee with a timely notice of non-renewal.

- b. General Exception to Notice Timeline: Notice of non-renewal is not required when the Board has authorized a reduction in force resulting from a declaration of financial exigency, and a non-tenured faculty member is to be laid off. In that event, notice of layoff must be given as provided under the policies for reduction in force.
- d. Exception for Grant-Funded Non-Tenure Faculty: The employment of a non-tenured faculty member whose continued employment is contingent upon the availability of external or grant funding, or the ability to secure external or grant funding, may be subject to non-renewal when the funding supporting the position has been

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terminated by the external funding source. Notice of non-renewal may match the notice period provided by the external funding source.

- e. Request For Review: Non-renewal is not subject to investigation or review except that the employee may request an investigation or review to establish that the institution did not comply with the requirements of Section 7.a. above. In such cases, the investigation or review will only concern the manner and date of notification of non-renewal. The employee must request such investigation or review in writing to the chief executive officer within fifteen (15) days of receipt of the written notice of non-renewal.

Provided, however, that if the non-tenured faculty member presents bona fide allegations and evidence in writing to the chief executive officer of the institution that the non-renewal was the result of discrimination prohibited by applicable law, the non-tenured faculty member is entitled to use the internal discrimination grievance procedure to test the allegation. In such cases, the same procedures, burden of proof, time limits, etc., as set forth for the grievance of non-renewal by non-classified employees must be used.

9. Tenure

- a. Purpose of Tenure: Tenure helps Idaho's colleges and universities attract and retain high-quality faculty who are dedicated to student success and the advancement of knowledge through teaching, research, and creative activity. It provides a stable foundation for long-term contributions to education and scholarship, while holding faculty accountable through structured peer review and institutional oversight. Tenure supports academic freedom by protecting the ability of faculty to explore complex topics, share diverse perspectives, and contribute to public understanding without fear of censorship or retaliation. As outlined in Board Policy III.B Academic Freedom and Academic Responsibility, this freedom is not exclusively a personal privilege but a professional obligation to serve the public by fostering open inquiry, critical thinking, and informed civic discourse.

Tenure is the presumption of continual employment conferred to faculty members after a rigorous, multi-year peer review of the extent to which their contributions to their disciplines and institutions are distinctive and indicative of continuing success. Tenure status is available only to eligible, full-time institutional faculty members, as defined by the institution. All faculty appointments are subject to the approvals as required in Board policy. See II.G.3.c for general contract terms applicable to all faculty. The following applies to tenure-eligible faculty during the probationary period.

- b. Acquisition of Tenure

- i. Career-Technical Faculty hired under the division of professional- technical education prior to July 1, 1993 who were granted tenure may retain tenure in

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accordance with these policies. Individuals hired as career-technical faculty subsequent to July 1, 1993 are hired and employed as non-tenure-track faculty. They are granted an employment contract in accordance with these policies and are subject to continued acceptable performance and/or the needs of the institution; they may also be afforded the right to pursue promotion and to serve on institutional committees.

- ii. Each institution must develop policies for the acquisition of tenure by tenure-eligible faculty that are consistent with this general philosophy and policy statement of the Board.

Acquisition of tenure is not automatic, by default or defacto, but requires a rigorous, comprehensive review based on disciplinary and institutional standards by colleagues within the faculty member's academic unit and/or institution. This review may include input from members of the academic community external to the institution.

- iii. A faculty member is eligible to be evaluated for the acquisition of tenure after having completed four (4) full years of academic employment at the institution, although tenure may be awarded prior to completion of this initial eligibility period in certain exceptional cases as provided in Board Policy II.G.8.). In addition, an academic faculty member must be evaluated for the acquisition of tenure not later than the faculty member's sixth (6th) full academic year of employment at the institution.

b. Standards of Eligibility for Tenure

- i. Annual Appointments: Until the acquisition of tenure, all appointments are made for a period not to exceed one (1) year. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed.
- ii. Service in Professional Positions: All satisfactory service in any other professorial rank, whether tenure-eligible or non-tenure-eligible, may be used to fulfill the time requirement for acquiring tenure. Each institution must develop criteria and rules by which prior service may be evaluated for inclusion as part of the experience necessary for acquiring tenure.

Before a non-tenured faculty member holding academic rank is moved from one position in the institution to another, the member must be informed in writing by the academic vice president, after consultation with the receiving department, as to the extent to which prior service may count toward eligibility for tenure status.

- iii. Lapse in Service: Effect of lapse in service, transfer, reassignment,

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reorganization, and administrative responsibilities: A non-tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have his or her prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment.

A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president or his designee before appointment. The faculty member may be reappointed with tenure or may be required to serve additional years before being reviewed for tenure status.

- iv. Tenure for Academic Administrators: Academic administrators include roles, for example, such as the chief executive officer/presidents, chief academic officers/provosts, vice provosts, vice presidents, or equivalent of the institutions, deans, associate/assistant deans, department chairs of the academic units of the institutions, and academic program directors or equivalents.
 - 1) An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit.
 - 2) An employee hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the institution's president.
 - 3) Upon termination of employment as an academic administrator, an employee with tenure may return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause.
 - 4) Non-academic Administrators: An individual hired for a non-academic administrator position from outside the institution will not be considered for a tenured faculty rank in conjunction with such appointment. However, he or she may be granted a faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and president, if the individual will teach and otherwise contribute to that department.
- b. Exceptional Cases: Tenure may be awarded prior to completion of the usual eligibility period in certain exceptional cases. In such cases, the burden of proof rests with the individual. Extension of the tenure review period may be granted in certain exceptional cases. In such cases, the faculty member must formally request such an extension and indicate the reason for the request. An institution that permits an

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extension of the tenure review period must include in its policies the procedure a faculty member must follow to request such an extension, and the basis for determining the modified timeline for review.

- c. Evaluation for Tenure: It is expected that the chief executive officer, in granting tenure, will have sought and considered evaluations of each candidate by a committee appointed for the purpose of making recommendations related to tenure status. Such a committee must include tenured faculty as a majority. It may also include non-tenured faculty, students, and one (1) or more representatives from outside the faculty member's department. To the extent possible, some of the committee members must have knowledge and understanding of the candidate faculty member's discipline. Each member of the committee

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has an equal vote on all matters. The committee must use multiple sources of data and evidence to make a recommendation for tenure. Tenure recommendations may consider, but must not rely solely on, student evaluations of faculty teaching. The recommendation of the committee will be forwarded in writing through appropriate channels, along with written recommendations of the department chairperson or unit head, dean, and appropriate vice president, to the chief executive officer, who is responsible for making the final decision.

- d. **Award of Tenure:** The awarding of tenure to an eligible faculty member is made only by a positive action of the chief executive officer of the institution. The president must give notice in writing to the faculty member of the approval or denial of tenure. Notwithstanding any provisions in these policies to the contrary, no person will be deemed to have been awarded tenure because notice is not given.
 - e. **Notice:** An individual eligible for tenure must be informed, by proffered written contract, of appointment or nonappointment to tenure not later than June 30 after the academic year during which the decision is made. In case of denial of tenure, the faculty member must be given a written notice that tenure was denied.
 - f. **Reorganization:** Faculty impacted by the reorganization of an administrative structure retain tenure, subject to exceptions outlined elsewhere in II.G.
10. **Periodic Performance Review of Tenured Faculty Members:** It is the policy of the Board that at intervals not to exceed five (5) years following the award of tenure or achieving the rank of professor, whichever is later in time, the performance of tenured faculty must be reviewed by members of the department or unit and the department chairperson or unit head. The periodic performance review of tenured faculty is intended to support continued professional growth, recognize achievement, and ensure accountability to the institution's mission. The review process must respect academic freedom and be used to affirm contributions, guide improvement, and support faculty excellence.
- a. **Scope:** The review must be conducted in terms of the tenured faculty member's continuing performance in the following general categories: teaching effectiveness, research or creative activities, service, other assigned responsibilities, and overall contributions to the department, institution, and/or discipline.
 - b. **Procedures for Periodic Review:** Each institution must establish procedures for the performance review of tenured faculty members at the institution. Such procedures are subject to the review and approval of the Board. Each year the academic vice president or designee is responsible for designating in writing those tenured faculty members whose performance is subject to review during the year.
 - c. **Review Standards and Reporting:** Each institution must establish its own internal review standards subject to approval by the Board. Review Standards and Reporting: Each institution must submit an annual report to the Board related to post-tenure

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review outcomes that includes the number of reviews conducted, the number of performance improvement plans resulting from the post-tenure review process, and the justification for not dismissing faculty who fail to meet the requirements of a post-tenure performance improvement plan.

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- d. Exception for Associate Professors in the Promotion Process: In cases where a candidate submits an application for promotion from associate professor to professor rank in the same year that a post-tenure review would otherwise be scheduled, the promotion review will fulfill the requirement for the periodic post-tenure review.
- e. Periodic Review for Administrators: Each administrative employee who has been granted tenure must be evaluated in accordance with the policies established at each institution for the evaluation of an academic administrator. Annual performance reviews or an alternative comprehensive review strategy may be more appropriate for academic administrators.

When a tenured faculty member is serving as department chair, college dean, or in some other administrative or service capacity, retention of membership, academic rank, and tenure in the subject-matter department or similar unit is maintained. Should the administrative or service responsibilities terminate, the member takes up regular duties in the discipline within which membership, academic rank, and tenure was retained.

11. Termination of Employment for Tenure-eligible and Tenured Faculty

- a. Tenure-eligible faculty: If a faculty member is not awarded tenure, the chief executive officer must notify the faculty member of the decision not to recommend tenure and may either issue to the faculty member a contract for a terminal year of employment, or, at the sole discretion of the chief executive officer, issue to the faculty member contracts of employment for successive periods of one (1) year each. Such an appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure, and there is no continued expectation of employment beyond the annual appointment. When authorized by the chief executive officer, or his or her designee, the year in which the tenure decision is made may be the terminal year of employment.
- b. Tenured Faculty: If, following a full and complete performance review, a tenured faculty member's performance is judged to have been unsatisfactory during the period under review, the chief executive officer may initiate termination of employment procedures for the faculty member. A tenured faculty member may also be reassigned or terminated when:
 - i. The Board has declared a financial exigency under Policy II.N.
 - ii. When a program is discontinued, as described in Policy III.G.7, has been or must be modified for educational or financial considerations, based on specific criteria such as sustained enrollment decline, material loss of funding, or structural changes such as program merger.

Such actions are distinct from and separate grounds for reassignment or termination from a dismissal for adequate cause under Policy II.L.

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Each institution must develop and publish objective criteria to guide determinations of program reduction, discontinuance, or substantial modification, consistent with Policy III.G.7. These criteria must be developed through the normal policy process, be approved by the chief executive officer, and be based on documented evidence. Evidence may include, for example, multi-year enrollment trends, student demand, graduate outcomes, accreditation requirements, and/or cost and resource analysis. Faculty retain academic freedom as defined in Policy III.B.

Before terminating a tenured member, the institution must demonstrate good-faith efforts to address the circumstances through, for example, reassignment (including reasonable retraining), program consolidation, reduction of non-tenure positions, early retirement incentives (where permitted by law or policy), natural attrition, or other circumstances as allowed by law.

All actions under this section shall be subject to grievance procedures under the program discontinuation procedure as outlined in Policy III.G.7.b. Final authority for termination or reassignment of tenured faculty under this section rests with the chief executive officer.

12. Faculty Code of Conduct

Each institution must create, establish, and maintain a Faculty Code of Conduct that defines faculty rights, responsibilities, and expected conduct. The Code must foster and sustain an environment conducive to professionalism, to the sharing of and critical examination of knowledge and values, and that cultivates an ethical educational climate focused on effective teaching and learning. Its purpose is to articulate faculty rights and responsibilities in alignment with Board Policy III.B Academic Freedom and Academic Responsibility and to support the conditions necessary for faculty to fulfill the institution's mission. It is the responsibility of each institution to uphold these supportive conditions, reflecting a shared commitment to academic quality, accountability, and integrity.

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1. Purpose

Pursuant to its constitutional and statutory authority, the Board establishes this policy to set clear and consistent standards for the appointment, evaluation, development, and support of faculty across the institutions. Faculty are central to the academic mission, and their expertise in teaching, research, ~~or~~ creative activity, and service is essential to student success, institutional integrity, and the advancement of knowledge. This policy provides a framework to ensure that tenure, promotion, and evaluation processes are transparent, fair, and aligned with both institutional goals and the public interest. It applies to all faculty, including tenure-eligible and non-tenure-eligible, unless otherwise noted.

2. Definitions

a. Faculty: Faculty are employees of the institutions whose primary responsibilities include teaching, research, ~~or~~ creative activity, and/or academic leadership, often in combination with service expectations. Faculty may hold positions that are tenure-eligible or non-tenure-eligible, and they may be full-time or part-time employees. Career-Technical Education faculty are employees whose primary responsibilities include instruction that is specific to technical education.

i. Tenure-eligible faculty are hired into a position that allows them to apply for tenure after undergoing review and meeting specific requirements.

ii. Non-tenure-eligible faculty include position types such as, but not limited to, the following:

1) Full-time, non-tenure eligible faculty (clinical faculty, lecturers, and so on) who may be eligible for promotion.

2) Adjunct faculty who are part-time, non-tenure-eligible academic faculty. They are often professionals or experts in their field who bring practical experience to the classroom. Adjunct faculty are not typically required to engage in research or service activities and are generally compensated per course or credit hour. Their appointments are often per-term.

3) Affiliate faculty have a formal affiliation with a department without a traditional faculty appointment.

b. Promotion: Promotion represents and rewards a faculty member's performance in teaching, research or creative activity, service, and/or academic leadership. Promotion is available for tenure-eligible faculty and may be available for non-tenure-eligible faculty.

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c. Tenure: Tenure is an ongoing faculty appointment earned after an extensive multi-year review process that demonstrates a faculty member's continued excellence in teaching, research or creative work, and service.

1.3. ~~Letters of Employment~~ Faculty Contracts

a. ~~Faculty Contracts and Acknowledgment~~: All faculty ~~employees~~ serve pursuant to employment contracts. The employment contract must include the period of the appointment, faculty classification, salary, pay periods, position title, employment status, and such other information as the institution may elect to include in order to define the contract of employment.

b.a. ~~Non-Tenured Faculty~~: Non-tenured faculty employees have no continued expectation of employment beyond their current contract of employment.

1) Each faculty employee must acknowledge receipt and acceptance of the terms of the employment contract by signing and returning a copy to the institution initiating the offer of appointment. Failure or refusal of the faculty employee to sign and return a copy of the employment contract within the time specified in the contract is deemed to be a rejection of the offer of employment unless the parties have mutually agreed in writing to extend the time for a faculty employee to sign and return a copy of the employment contract to the institution. Nothing in this paragraph prohibits the institution from extending another offer to the employee in the event the initial offer was not signed and returned in a timely manner. Any alteration by the employee of the offer of employment is deemed a counter-offer and constitutes a rejection of the offer of employment and requires requiring an affirmative act of acceptance by an officer authorized to enter into contracts of employment binding the institution. Each contract of employment must include a statement to the following effect and intent: "The terms of employment set forth in this ~~letter (contract) of employment~~ are also subject to the Governing Policies and Procedures of the State Board of Education (or the Board of Regents of the University of Idaho, in the case of the University of Idaho), and the policies and procedures of (the institution)."

c. ~~Term of Appointment~~: All non-tenured faculty employees have fixed terms of employment. Except as provided herein, no contract of employment with such an employee may exceed one (1) year. The institutions may implement policies allowing for multi-year contracts for certain classifications of non-tenure track faculty members. Such policies must include, at a minimum, the following requirements: (1) no contract of appointment may exceed three (3) years during the employee's first six (6) years of service without prior Board approval; and (2) all multi-year employment contracts the designation of the classifications eligible

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~~for multi-year contracts must shall must~~ be approved in writing by the institution's Chief Executive Officer or designee; ~~and (3) all multi-year contracts must be reported to the Board at the next regular meeting.~~ Employment is subject to satisfactory annual performance review ~~s. with informal review at the end of each semester.~~

A multi-year contract ~~shall must~~ ~~also~~ state that it may be terminated at any time for adequate cause, as defined in Section II.L. of Board policy, or when the Board declares a state of financial exigency, as defined in Section II.N. of Board policy. The contract ~~shall must~~ also state that it may be non-renewed pursuant to Section ~~II.G.35., -II.B.2.b, and II.B.2.c~~ of Board policy.

- ~~e.~~ Employment beyond the contract period may not be legally presumed. Reappointment of a faculty employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board.

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~~f.c. Non-tenured faculty and tenured f~~Faculty, who serve pursuant to contracts of employment or notices (letters) of appointment containing a stated salary, are not guaranteed such salary in subsequent contracts or appointments, and such salary is subject to adjustment during the contract period due to financial exigency (as provided for in Section II.N of Board Policy) or through furlough or work hour adjustments (as provided for in section II.G.7 and Board Policy II.B.2.d). ~~e of Board Policy~~.

~~g.4.~~ Faculty Rank and Promotion Pathways F

~~i.a. Faculty Ranks:~~ There are ~~three~~ four (34) primary tenure-eligible faculty ranks at each institution: (a) professor, (b) associate professor, and (c) assistant professor, ~~and (d) instructor~~. Each institution may establish additional faculty ranks for non-tenure eligible faculty, specify the title of each rank, and delineate the requirements for each faculty rank so established. ~~Recommendations for additional faculty ranks must be submitted by the chief executive officer to the Board for approval.~~

~~ii.b. Tenure-Eligible Faculty Location:~~ Tenure-eligible fFaculty ~~rank~~, including initial appointment to faculty rank and any promotion to a higher rank at an institution, are traditionally~~generally~~ is located in a department or equivalent unit.

~~iii.c. Rank and Promotion:~~ Each institution must establish criteria for initial appointment to tenure-eligible faculty rank and for promotion in rank at the institution. Each institution may establish criteria for non-tenure eligible rank and promotion. Such criteria must be submitted to the Board for approval, and, upon approval, must be published and made available to the faculty.

~~iv. Special Cases: rank~~Persons~~Employees~~ who have made substantial contributions to their fields of specialization or who have demonstrated exceptional scholarship and competence or appropriate creative accomplishment of recognized outstanding quality may be appointed to faculty rank without satisfying established institutional criteria for initial appointment or promotion, provided that the qualifications of such individuals have been reviewed in accordance with institutional procedures and the appointment is recommended by the chief executive officer ~~and approved by the Board~~.

~~d.~~ v. A non-classified employee may hold faculty rank in a department or equivalent unit in which rank has previously been established by the institution. A non-classified employee may be granted rank at the time of appointment or subsequent thereto, or may be promoted in rank, if such employee meets the criteria for rank as established by the institution and approved by the Board.

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e. -Appointment of Non-Tenure-Eligible Faculty: Institutions must establish written policies that define the roles, responsibilities, and expectations as specified in the employment contract for non-tenured faculty.

2.5. _____ C
 ompensation

a. Salary:

a. All initial salaries for faculty employees are established by the chief executive officer, subject to approval by the Board where applicable. Any pPayment in addition to regular salaries must be authorized by the chief executive officer ~~and reported to the Board~~. The Board may make subsequent changes for faculty employee positions or may set annual salary guidelines and delegate to its executive director the authority to review compliance with its annual guidelines. Any annual salary increase outside Board guidelines requires specific and prior Board approval before such increase may be effective and paid to the employee. With the exception of the chief executive officers, and other positions whose appointment is a reserved Board Authority, approval of salaries ~~shall~~must be effective concurrently with Board approval of annual operating budgets for that fiscal year.

b. Salaries, Increases, and Other Compensation ~~R~~-related Items

i. Categorizing for Reporting: For purposes of eTo categorizing faculty employees for salary and reporting purposes, the following definition applies: Faculty includes all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, ~~or creative activity~~, or public service as a principal activity (or activities), and who hold the following academic rank or titles of professor, associate professor, assistant professor, clinical faculty, instructor, lecturer, adjunct faculty, or the equivalent of any of these academic ranks. Faculty rReport ~~in this category~~to deans, directors, or the equivalents, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Faculty dDo not include student teachers, ing or research assistants, or medical interns or residents. (For reporting purposes, deans, associate deans, and assistant deans are included in the executive/administrative category.)

i.

ii. Credited State Service/Full Time Status ~~—~~: A faculty member employed for an

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academic year and paid over a twelve-month period will be credited with twelve (12) months of state service. For all benefit status determinations and calculations, faculty members ~~shall~~must be considered full-time, year-round employees of the employing institution as long as the employee's teaching; research and service duties are commensurate with the ~~full-time~~full-time faculty ~~work load~~workload assignment as defined by the employing institution.

ii.

—Pay Periods: All faculty employees, including those on academic year appointments, are paid in accordance with a schedule established by the state controller.

iii.

~~Pay Periods—All faculty employees, including those on academic year appointments, are paid in accordance with a schedule established by the state controller.~~

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- ~~iii.~~ iv. Automobile Exclusion - Unless expressly authorized by Board policy, no faculty employee will receive an automobile or automobile allowance as part of his/her compensation.

3.6. _____ A
 Annual Leave

- a. Only faculty members serving twelve (12) month appointments earn annual leave. Such annual leave ~~shall~~must be earned in the same manner as for non-classified employees.

~~a.~~

Pursuant to section 59-1606(3), Idaho Code, when a faculty member has accrued annual leave for service on a ~~12-~~month appointment, and subsequently such faculty member returns to a faculty position of less than 12 months where annual leave does not accrue, then the institution may pay the faculty member, as supplemental pay, the accrued annual leave balance.

~~b.~~ _____

~~6.~~ _____ 6
Sabbatical Leave

~~i.~~ Eligibility:

- i. A sabbatical leave may be granted at the discretion of the chief executive officer to a ~~tenured~~ faculty member ~~(or a professional-technical faculty member)~~ who has completed at least six (6) years of full-time service at an institution. A sabbatical leave may not be awarded to the same faculty member more than once in any six (6) academic years and sabbatical leave time is not cumulative. Sabbatical leave proposals must be submitted, reviewed, and processed according to policies and procedures established at each institution. A sabbatical leave may be used for the purpose of acquiring and/or updating new professional skills and knowledge, innovation in teaching, or for conducting research or creative activity. ~~updating professional skills or conducting research.~~ Sabbatical leave awards are fully dependent on the availability of appropriate funding.

~~ii.~~ Term:

- ii. The term of a sabbatical leave is either one (1) academic semester at full pay or two (2) semesters at half pay.

~~iii.~~ Condition:

- iv. Each faculty member who is granted a sabbatical leave must serve at the institution for at least one (1) academic year after completion of the sabbatical unless the chief executive officer approves a waiver of the requirement. 7

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~~v.~~ Report on Sabbatical Leave:

~~iv.~~ By the end of the first semester following return to the institution from a sabbatical leave, or in the faculty member's subsequent annual evaluation report, the faculty member must submit a written account of sabbatical activities and accomplishments to the academic vice president.

4.7. Annual Performance Evaluation for Faculty

~~—Institutional policies must define a faculty member's type of appointment and ensure that the expectations and evaluation align with the faculty member's appointment.~~

a. Evaluation Criteria: Each institution must establish a policy for annual performance evaluations, publish the criteria, and ensure that all faculty members have advance access to the criteria. Institutions must apply performance standards consistently and fairly across appointment types. Faculty must have the opportunity to respond in writing to their evaluation. Each institution must develop policies, procedures, and measurement instruments to solicit feedback from students about their learning experiences to inform ongoing faculty efforts to improve course design and pedagogy.

b. Annual Evaluation Process: Each year, the ~~the dean or their designee~~ must submit an evaluation of each faculty member in the department. This evaluation, together with the input of higher administrators, will be used as ~~(1) basis~~ one aspect for of the final recommendation relative to reappointment, non—reappointment, ~~acquisition of tenure~~, or other personnel action, whichever is appropriate. The ~~chairman~~ dean or designee must communicate an assessment of strengths and weaknesses to each faculty member evaluated.

a. ~~Evaluation Criteria : Each institution must establish policy for annual performance evaluations, publish the criteria, and ensure that all faculty members have access to the criteria. Institutions must apply performance standards consistently and fairly across appointment types. Each institution must ensure that faculty are evaluated based on published criteria that are aligned with their responsibilities in teaching, research or creative activity, service, and other assigned duties. Faculty must have the opportunity to respond in writing to their evaluation. Each institution shall must publish its criteria for annual evaluation and ensure that all members of the faculty have access to the criteria.~~

~~Each institution must develop policies, procedures, and measurement instruments to solicit feedback from students about their learning experiences to inform ongoing faculty efforts to improve course design and pedagogy.~~

b.c. Record Retention: Any written recommendations that result from the evaluation of a faculty employee will be given to the employee, and a copy will be placed in the employee's file.

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~~c. Each institution must develop policies, procedures, and measurement instruments to be used in the evaluation by students of faculty teaching effectiveness.~~

~~5.~~ Non-renewal of Non-tenured Faculty Members

8.

a. Notice: Notice of non-renewal ~~for full-time non-tenure faculty (including but not limited to positions such as clinical faculty, lecturers, or instructors)~~ must be given in writing and in accordance with the following standards (see Board Policy II.F).:

i. First Year ~~Of Service - Not later than March 1 of the first full academic year of service; if the appointment is not to be renewed at the end of the academic year; or if a one-year appointment terminates during an academic year and is not to be renewed, At least three (3) months~~ 90 days in advance of ~~its the contract~~ termination.

ii.

~~ii. Second Two (2) or More Years of Service - Not later than December 15 of the second full academic year of service or aAt least six180 monthsdays in advance of the contract termination. if the appointment is not to be renewed at the end of the academic year; or, if the appointment terminates during an academic year and is not to be renewed, at least six (6) months in advance of its termination.~~

~~iii. More Than Three (3) Years of Service – Institutions may establish policies to grant up to 365 days' notice of nonrenewal for full-time non-tenure faculty who have completed three (3) or more years of service.~~

~~iv. Three (3) Or More Years Of Service — Not later than July 15 preceding the academic year at the end of which the appointment is to be terminated; or, if the appointment terminates during an academic year and is not to be renewed, at least twelve (12) months in advance of its terminati~~

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Failure to provide timely notice of non-renewal because of a mechanical, clerical, or mailing error does not extend or renew the letter or contract of employment for another term, but the existing term of employment will be extended to provide the employee with a timely notice of non-renewal.

~~b. General Exception to Notice Timeline: Financial Exigency~~—Notice of non-renewal is not required when the Board has authorized a reduction in force resulting from a declaration of financial exigency, and a non-tenured faculty member is to be laid off. In that event, notice of layoff must be given as provided under the policies for reduction in force.

~~b.~~

~~i.d. Exception for Grant-Funded Non-Tenure Faculty: The employment of a non-tenured faculty member whose continued employment is contingent upon the availability of external or grant funding, or the ability to secure external or grant funding, may be subject to non-renewal when the funding supporting the position has been terminated by the external funding source. Notice of non-renewal may match the notice period provided by the external funding source.~~

~~e. Request For Review:~~

~~i.~~—Non-renewal is not subject to investigation or review except that the ~~—~~employee may request an investigation or review to establish that ~~written notice was or was not received in accordance with the time requirements the institution did not comply with the requirements of Section 7.a. above were not complied with set forth in this section.~~ In such cases, the investigation or review will ~~be concerned only with only concern the~~ manner and date of notification of non-renewal. The employee must request such investigation or review in writing ~~of to~~ the chief executive officer within fifteen (15) days of receipt of the written notice of non-renewal.

~~e.~~

~~i.~~

~~ii.~~—Provided, however, that if the non-tenured faculty member presents bona fide allegations and evidence in writing to the chief executive officer of the institution that the non-~~reappointment~~ renewal was the result of discrimination prohibited by applicable law, the non-tenured faculty member is entitled to use the internal discrimination grievance procedure to test the allegation. In such cases, the same procedures, burden of proof, time limits, etc., as set forth for the grievance of non-renewal by non-classified employees ~~shall must~~ be used ~~(see subsection F).~~

~~d. Non-tenured faculty members who are notified that they will not be reappointed or that the succeeding academic year will be the terminal year of appointment are not entitled to a statement of reasons upon which the decision for such action is based. No hearing to review such a decision will be held.~~

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December 20256.9. Tenure

- a. Purpose of Tenure: Tenure helps Idaho's colleges and universities attract and retain high-quality faculty who are dedicated to student success and the advancement of knowledge through teaching, research, and creative activity. It provides a stable foundation for long-term contributions to education and scholarship, while holding faculty accountable through structured peer review and institutional oversight. Tenure supports academic freedom by protecting the ability of faculty to explore complex topics, share diverse perspectives, and contribute to public understanding without fear of censorship or retaliation. As outlined in Board Policy III.B Academic Freedom and Academic Responsibility, this freedom is not a exclusively a personal privilege but a professional obligation to serve the public by fostering open inquiry, critical thinking, and informed civic discourse.

~~Tenure Defined — Tenure is the presumption of a condition of presumed continuous~~continual employment following the expiration of a probationary period and after meeting the appropriate criteriaconferred to faculty members after a rigorous, —multi-year peer review of their—the extent to which their contributions to their disciplines and institutions are distinctive and indicative of continuing success—. After tenure has been awarded, the faculty member's service may be terminated only for adequate cause; except in the case of retirement or financial exigency as declared by the Board; in situations where extreme shifts of enrollment have eliminated the justification for a position; or where the Board has authorized elimination or substantial reduction in a program. Tenure status is available only to eligible, full-time institutional faculty members, as defined by the institution. All faculty appointments are subject to the approvals as required in Board policy. See II.G.3.c for general contract terms applicable to all faculty. The following applies to tenure-eligible faculty during the probationary period. Nontenured members of the faculty are appointed to term appointments pursuant to subsection G1. Any commitment to employ a nontenured member of the faculty beyond the period of his or her current term of appointment is wholly ineffective.

a.b. Acquisition of Tenure

- i. ProfessionalCareer-Technical Faculty hired under the division of professional-technical education prior to July 1, 1993 who were granted tenure may retain tenure in accordance with these policies. Individuals hired under the Division of Professional-Technicalas career-technical faculty education subsequent to July 1, 1993 are hired and employed as non-tenure-track faculty. They are granted an employment contract in accordance with these policies and are subject to continued acceptable performance and/or the needs of the institution;; and and they willmay also be; afforded the right to pursue promotion and to serve on institutional committees.

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- ~~1) — 1) be afforded the right to pursue promotion; and~~
 - ~~2) — 2) be considered and granted an employment contract in accordance with these policies~~these policies~~ and be subject to continued acceptable performance and/or the needs of the institution; and~~
 - ~~3) — 3) be afforded an opportunity to serve on institutional committees.~~
- ii. ~~Academic faculty members, after meeting certain requirements, established by the employing institution, may acquire tenure.~~ Each institution ~~shall~~must develop policies for the acquisition of tenure by tenure-eligible faculty that are consistent with this general philosophy and policy statement of the Board.
- ~~ii. — Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval.~~ a rigorous, comprehensive review based on disciplinary and institutional standards by colleagues within the faculty member's academic unit and/or institution. This review may include input from scholars-members of the academic community external to the institution.
- ~~— A faculty member is eligible to be evaluated for the acquisition of tenure after having completed four (4) full years of academic employment at the institution, although tenure may be awarded prior to completion of this initial eligibility period in certain exceptional cases as provided in Board Policy II.G.8.). In addition, an academic faculty member must be evaluated for the acquisition of tenure not later than the faculty member's sixth (6th) full academic year of employment at the institution.~~
- ~~— A faculty member is eligible to be evaluated for the acquisition of tenure after having completed four(4) full years of academic employment at the institution, although tenure may be awarded prior to completion of this initial eligibility period in certain exceptional cases as provided in Board Policy II.G.6.d.iv.1). In addition, an academic faculty member must be evaluated for the acquisition of tenure not later than the faculty member's sixth (6th) full academic year of employment at the institution. In certain exceptional cases a faculty member may petition for extension of the timeline for tenure due to extenuating circumstances as provided in Board Policy II.G.6.d.iv.2).~~

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iii.

~~b. Notification—An individual eligible for tenure must be informed, by proffered written contract, of appointment or nonappointment to tenure not later than June 30 after the academic year during which the decision is made. In case of denial of tenure, the faculty member must be given a written notice that—tenure was denied.~~

e.b. Standards of Eligibility for Tenure

i. Annual Appointments—: Until the acquisition of tenure, all appointments are made for a period not to exceed one (1) year. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed.

ii. Service in Professional ~~Rank P~~positions—: All satisfactory service in any other professorial rank, whether tenure-eligible or non-tenure-eligible, may be used to fulfill the time requirement for acquiring tenure. Each institution must develop criteria and rules by which prior service may be evaluated for inclusion in as part of the experience necessary for acquiring tenure.

~~of~~Before a non-tenured faculty member holding academic rank is moved from one position in the institution to another, the member must be informed in writing by the academic vice president, after consultation with the receiving department, as to the extent to which prior service may count toward eligibility for tenure status.

~~iii. Service in Instructor TE~~Rank P—: ~~A maximum of two (2) years satisfactory service in the rank of instructor at the institution will be allowed in partial fulfillment of the time requirement in the professorial ranks. Faculty members who hold the rank of instructor may be eligible for tenure status if provided for by the institution even though they teach in fields that have established professorial ranks.~~

iii. Lapse in Service: Effect of lapse in service, transfer, reassignment, reorganization, and administrative responsibilities: A non-tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have his or her prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment.

A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president or his designee before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status.

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iv. Tenure for Academic Administrators—: Academic administrators include roles, for example, such as the chief executive officer/presidents, chief academic officers/provosts, vice provosts, vice presidents, or equivalent of the institutions, deans, associate/assistant deans, department chairs of the academic units of the institutions, and academic program directors or equivalents.

1)—An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit.

1)

2)—An employee hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the institution's president.

2)

3) Upon termination of employment as an academic administrator, an employee with tenure may return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause.

4) Non-academic Administrators: An individual hired for a non-academic administrator position from outside the institution will not be considered for a tenured faculty rank in conjunction with such appointment. However, he or she may be granted a faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and president, if the individual will teach and otherwise contribute to that department.

3)

4)—Exceptional Cases:

—

a) Tenure may be awarded prior to completion of the usual eligibility period in certain exceptional cases. In such cases, the burden of proof rests with the individual.

5)

6)—Extension of the tenure review period may be granted in certain exceptional cases.

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In such cases, the faculty member must formally request such an extension and indicate the reason for the request. An institution that permits an extension of the tenure review period must include in its policies the procedure a faculty member must follow to request such an extension, and the basis for determining the modified timeline for review.

b.

~~d.c.~~ Evaluation For for Tenure: It is expected that the chief executive officer, in granting tenure, will have sought and considered evaluations of each candidate by a committee appointed for the purpose of annual evaluations or making recommendations related to tenure status. Such a committee must include tenured faculty as a majority. It may also include non-tenured faculty, students representation; and one (1) or more representatives from outside the faculty member's department. It is recommended that To the extent possible, some of the committee members must have knowledge and understanding of the candidate faculty member's discipline. Each member of the committee

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has an equal vote on all matters. The committee must ~~give proper credence and weight to collective student evaluations of faculty members, as evidenced by an auditing procedure approved by the chief executive officer~~use multiple sources of data and evidence to make a recommendation for tenure. Tenure recommendations may consider, but must not rely solely on, student evaluations of faculty teaching.

The recommendation of the committee will be forwarded in writing through appropriate channels, along with written recommendations of the department chairperson or unit head, dean, and appropriate vice president, to the chief executive officer, who is responsible for making the final decision.

- e. ~~Award of Tenure~~—: The awarding of tenure to an eligible faculty member is made only by a positive action of the chief executive officer of the institution. The president must give notice in writing to the faculty member of the approval or denial of tenure. Notwithstanding any provisions in these policies to the contrary, no person will be deemed to have been awarded tenure because notice is not given.

d. _____

- e. Notice: An individual eligible for tenure must be informed, by proffered written contract, of appointment or nonappointment to tenure not later than June 30 after the academic year during which the decision is made. In case of denial of tenure, the faculty member must be given a written notice that tenure was denied.

- f. Reorganization: Faculty impacted by the reorganization of an administrative structure retain tenure, subject to exceptions outlined elsewhere in II.G.

7. ~~Periodic Performance Review of Tenured Faculty Members~~—: It is the policy of the Board that at intervals not to exceed five (5) years following the award of tenure or achieving the rank of professor, whichever is later in time to faculty members, the performance of tenured faculty must be reviewed by members of the department or unit and the department chairperson or unit head. The periodic performance review of tenured faculty is intended to support continued professional growth, recognize achievement, and ensure accountability to the institution's mission. The review process must respect academic freedom and be used to affirm contributions, guide improvement, and support faculty excellence.

10. _____

- a. ~~Scope: Wperiodic performance~~—The review must be conducted in terms of the tenured faculty member's ~~—~~continuing performance in the following general categories: teaching effectiveness, research or creative activities, professional related service~~service~~, other assigned responsibilities, and overall contributions to the department, university institution, and/or discipline.

a. _____

- i. Procedures for Pperiodic Rreview—Each institution must establish procedures for

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the performance review of tenured faculty members at the institution. Such procedures are subject to the review and approval of the Board. Each year the academic vice president or designee is responsible for designating in writing those tenured faculty members whose performance is subject to review during the year.

b.

~~j. Review Standards and Reporting: Each institution must establish its own internal review standards subject to approval by the Board. Review standards—Each institution may establish its own internal review standards subject to approval by the Board. Absent such institutional standards, the institution must use the following standards.~~

-

~~—If during the periodic review, the performance of a tenured faculty member is questioned in writing by a majority of members of the department or unit, the department chairperson or unit head, the appropriate dean, the appropriate vice president, or the chief executive officer, then the appropriate vice president or equivalent administrator must decide whether a full and complete review must be conducted in accordance with the procedures established for the initial evaluation for tenure at the institution. If during the periodic review, the performance of a tenured faculty member is not questioned in writing, members of the department or unit and the department chairperson or unit head must prepare a written~~

c. Review Standards and Reporting: Each institution must submit an annual report to the Board related to post-tenure review outcomes that includes the number of reviews conducted, the number of performance improvement plans resulting from the post-tenure review process, and the justification for not dismissing faculty who fail to meet the requirements of a post-tenure performance improvement plan.

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~~—review statement that the performance review has been conducted and that a full and complete review is not required.~~

~~b. Exception for Associate Professors in the Promotion Process: —Generally, consideration for promotion from associate professor to full professor occurs no sooner than the fifth full year following the attainment of the associate professor rank, which typically coincides with the awarding of tenure. In cases where a candidate submits an promotion application for promotion from associate professor to professor rank in the same year that a post-tenure review would otherwise be scheduled, the promotion review will fulfill the requirement for the periodic post-tenure review. the promotion from the rank of associate professor to full professor is considered no earlier than the fifth full year after attaining the rank of associate professor, which is generally contemporaneous with the granting of tenure. In such cases, if review for promotion to full professor is scheduled during the fifth, sixth or seventh full year after the award of tenure then the promotion review may, if it meets substantially similar criteria and goals of the post tenure review, take the place of the periodic performance review described here.~~

~~c.~~

~~d.~~

e. Periodic Review for Administrators: Each administrative employee who has been granted tenure must be evaluated in accordance with the policies established at each institution for the evaluation of an academic administrator. Annual performance reviews or an alternative comprehensive review strategy may be more appropriate for academic administrators.

When a tenured faculty member is serving as department chair, college dean, or in some other administrative or service capacity, retention of membership, academic rank, and tenure in the subject-matter department or similar unit is maintained. Should the administrative or service responsibilities terminate, the member takes up regular duties in the discipline within which membership, academic rank, and tenure was retained.

~~d. —Termination of Employment: —If, following a full and complete review, a tenured faculty member's performance is judged to have been unsatisfactory or less than adequate during the period under review, the chief executive officer may initiate termination of employment procedures for the faculty member. In other words, an unsatisfactory or less than adequate performance rating shall must may constitute adequate cause for dismissal.~~

11. Termination of Employment for Tenure-eligible and Tenured Faculty:

a. Tenure-eligible faculty: If a faculty member is not awarded tenure, the chief executive officer must notify the faculty member of the decision not to recommend tenure and may either issue to the faculty member a contract for a terminal year of employment, or, at the sole discretion of the chief executive officer, issue to the faculty member

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contracts of employment for successive periods of one (1) year each. Such an appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure, and there is no continued expectation of employment beyond the annual appointment. When authorized by the chief executive officer, or his or her designee, the year in which the tenure decision is made may be the terminal year of employment.

b. Tenured Faculty: If, following a full and complete performance review, a tenured faculty member's performance is judged to have been unsatisfactory during the period under review, the chief executive officer may initiate termination of employment procedures for the faculty member. A tenured faculty member may also be reassigned or terminated when:

1. The Board has declared a financial exigency under Policy II.N
2. When a program is discontinued, as described in Policy III.G.7, has been or must be modified for educational or financial considerations, based on specific criteria such as sustained enrollment decline, material loss of funding, or structural changes such as program merger.

Such actions are distinct from and separate grounds for reassignment or termination from a dismissal for adequate cause under Policy II.L.

Each institution must develop and publish objective criteria to guide determinations of program reduction, discontinuance, or substantial modification, consistent with Policy III.G.7. These criteria must be developed through the normal policy process, be approved by the chief executive officer, and be based on documented evidence. Evidence may include, for example, multi-year enrollment trends, student demand, graduate outcomes, accreditation requirements, and/or cost and resource analysis. Faculty retain academic freedom as defined in Policy III.B

Before terminating a tenured member, the institution must demonstrate good-faith efforts to address the circumstances through, for example, reassignment (including reasonable retraining), program consolidation, reduction of non-tenure positions, early retirement incentives (where permitted by law or policy), natural attrition, or other circumstances as allowed by law.

All actions under this section shall be subject to grievance procedures under the program discontinuation procedure as outlined in Policy III.G.7.b. Final authority for termination or reassignment of tenured faculty under this section rests with the chief executive officer.

c.

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~~a.n. , When authorized by the chief executive officer, or his or her designee, the year in which the tenure decision is made may be the terminal year of employment.~~

~~However, termination should be limited to cases where unsatisfactory performance has persisted following implementation of a performance improvement plan, unsatisfactory performance has been documented in two or more previous annual performance reviews, or where other extraordinary circumstances exist.~~

~~e. ——— g. Dismissal for Adequate Cause – Tenured faculty members may be dismissed for adequate cause as provided for in Subsection L of this Section. Tenure for Academic Administrators~~

~~i. "Academic administrators," for purposes of this topic, meansare administrators of a wide variety of academic programs including roles, for example, such as the chief executive officer/presidents, chief academic officers/provosts, vice provosts or equivalent of the institutions, the deans, associate/assistant deans, and department chairs of the academic units of the institutions, and the vice presidents for research of the institutionsand academic program directors or equivalents., and shall not include persons occupying other administrative positions.~~

~~ii. An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit~~

~~An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the institutioninstitution~~

~~iii. ——— n's president.~~

~~iv. ——— Upon termination of employment as an academic administrator, an employee with tenure may, at his or her option, return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause.~~

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~~An individual hired for a non-academic administrator position from outside the institution will not be considered for tenured faculty rank in conjunction with such appointment. However, he or she may be granted a affiliate n adjunct faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and president, if the individual will teach and otherwise contribute to that department.~~

~~v. Notwithstanding the above, E each administrative employee who is has been granted tenure shall ~~must~~ be reviewed in evaluated in accordance with their administrative position description.~~

~~f. Terminal Contract of Employment - If a faculty member is not awarded tenure, the chief executive officer must notify the faculty member of the decision not to recommend tenure and may, at his or her discretion, either issue to the faculty member a contract for a terminal year of employment, or, at the sole discretion of the chief executive officer, issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be ~~is~~ no continued expectation of employment beyond the annual appointment.~~

~~g. When authorized by the chief executive officer, or his or her designee, the year in which the tenure decision is made may be the terminal year of employment.~~

~~h. Effect of lapse in service, transfer, reassignment, reorganization, and administrative responsibilities:~~

~~i. A non-tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have his or her prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment. A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president or his designee before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status.~~

~~Before a non-tenured faculty member holding academic rank is moved from one position in the institution to another, the member must be informed in writing by the academic vice president, after consultation with the receiving department, as to the extent to which prior service may count toward eligibility for tenure status.~~

~~ii. h~~

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~~the receiving department, as to the extent to which prior service may count toward eligibility for tenure status.~~

- ~~i. No faculty member's tenure in a discipline may be adversely affected by the reorganization of the administrative structure. A faculty member's tenure is not affected by reassignment of administrative responsibilities.~~

~~When a tenured faculty member is serving as department chairman, college dean, or in some other administrative or service capacity, retention of membership, academic rank, and tenure in the subject matter department or similar unit is maintained. Should the administrative or service responsibilities terminate, the member takes up regular duties in the discipline within which membership, academic rank, and tenure was retained.~~

12. Faculty Code of Conduct

Each institution must create, establish, and maintain a Faculty Code of Conduct that defines the faculty rights, responsibilities, and expected conduct. The Code must foster and sustain an environment conducive to professionalism, to the sharing of , support, and critical examination of knowledge and values, and that cultivates an ethical educational climate focused on effective teaching and learning. Its purpose is to articulate faculty rights and responsibilities in alignment with Board Policy III.B Academic Freedom and Academic Responsibility and to support the conditions necessary for faculty to fulfill the university institution's mission. It is the responsibility of each institution to uphold these supportive conditions, reflecting a shared commitment to academic quality, accountability, and integrity.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 15-16, 2025

SUBJECT

Board Policy V.H., Audit, Risk and Compliance Committee – First Reading

REFERENCE

June 2005	Board approved first reading updating policy to bring it into alignment with creation of Audit Committee.
August 2005	Board approved second reading of policy.
December 2008	Removal of ISDB, Historical Society and Commission from all applicable policies.
December 2015	Board approved first reading of amended policy dealing with audits of agencies under Board jurisdiction.
April 2016	Board approved second reading of policy amendments.
October 2022	Board approved first reading of amended policy V.H. and repeal of Policy V.Y.
December 2022	Board approved second reading of amended policy V.H. and repeal of Policy V.Y.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.H.

BACKGROUND/DISCUSSION

The proposed amendments to Board Policy V.H. expand and clarify the role of the Audit, Risk, and Compliance Committee as the Board's standing committee responsible for oversight of fiscal integrity, risk management, internal controls, compliance, and ethical standards across Idaho's higher education system. This policy also serves at the Audit, Risk, and Compliance Committee's charter.

Key revisions include:

- Establishing detailed responsibilities for financial oversight, internal audit, enterprise risk management, and institutional compliance programs.
- Formalizing expectations for external auditor selection, lead partner rotation, audit scope and reporting, and review of Single Audit Reports.
- Codifying the functional independence of the internal audit function under the Chief Audit Executive, who reports administratively to the Executive Director and functionally to the Audit, Risk, and Compliance Committee.
- Requiring each institution to maintain a compliance program administered by a Chief Compliance Officer, with minimum standards for ethics codes, training and reporting mechanisms – including anonymous hotlines, and coordination with legal, audit, and risk management functions.
- Clarifying the Audit, Risk, and Compliance Committee's meeting schedule, calendar of reports, and its role as liaison with external and regulatory auditors.

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- Updating terminology to align with new standards.

IMPACT

Approval of the proposed amendments provides updated and comprehensive governance guidance for the Audit, Risk, and Compliance Committee. The revisions strengthen oversight of fiscal, risk, audit, and compliance matters across the system, establish clearer accountability for institutional compliance functions, and align Board policy with current best practices in higher education governance.

ATTACHMENTS

Attachment 1 – Clean version of Board Policy V.H., Audits

Attachment 2 – Redline version of Board Policy V.H.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed revisions to Board Policy V.H. significantly strengthen and modernize the governance framework for the Audit, Risk, and Compliance Committee. They provide clarification on committee responsibilities, formalize oversight of institutional compliance programs, and reinforce the independence of the internal audit function. These changes align with the national best practices for board-level audit and compliance committees.

Board staff recommends approval of the first reading of the amendments to Board Policy V.H.

BOARD ACTION

I move to approve the first reading of the proposed amendments to Board Policy V.H. as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBSECTION: H. Audit, Risk and Compliance Committee

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1. General Purpose and Governance

The Audit, Risk and Compliance Committee (Committee) is established as a standing committee of the Board under Idaho State Board of Education, Policies and Procedures, Section I. Bylaws to provide fiscal, compliance and risk management oversight responsibilities. The Committee provides oversight for: financial statement integrity, financial practices, internal control systems, financial management, risk management, compliance and ethical standards of conduct. This policy and relevant sections of the Board's bylaws serve as the Committee's charter. Changes to this policy must be approved by the Committee before being submitted for approval by the Board.

The Committee serves as the Board's liaison with its external auditors, regulatory auditors, the internal audit and risk management functions of the Office of the State Board of Education, and with compliance officers of the institutions. The Committee reviews institution fiscal operations. The Committee also reviews institutional procedures for controlling operating risks and monitors the compliance programs. At the discretion of the Committee, this policy, or portions of it, can be applied to agencies of the Office of the State Board of Education or to programs and activities of the Office of the State Board of Education. The Committee chairperson reports periodically to the Board on the activities of the Committee, including any recommended changes or additions to the Board's policies and procedures through the Business Affairs and Human Resources Committee. The Committee is authorized to act on applicable items that do not require Board approval.

The Committee shall meet at least four times per year and may be aligned with regularly scheduled Board meetings or more frequently as circumstances may require. The Committee may require institution or agency management or others to attend the meetings and provide pertinent information as necessary.

2. Calendar

The Committee shall establish a calendar of all regularly scheduled meetings including Committee chairperson (or designee) reports to the Board, the independent auditors, institutions, and others as appropriate. The Committee should take into consideration the requirements and due dates of other State agencies in establishing timelines.

3. Selection of External Auditors

Items 3, 4 and 5 apply to the institutions only (Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College).

- a. The Committee shall allow enough time to prepare and publish a request for proposal, review and evaluate proposals, obtain Board approval of the selected

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audit firm, and negotiate a contract. The Committee shall consider the need to seek a new proposal every three years.

- b. The Committee shall establish a process for selecting an external audit firm. The process used should include representatives from the Board, Committee, and institutions.
- c. The Committee shall make the selection of the recommended external audit firm.
- d. The selection of the new external audit firm shall be presented to the Board for approval at the next Board meeting following the Committee's recommendation.
- e. An annual review of external auditor performance and fees shall be conducted.

4. Financial Statement Auditors**a. Lead Partner Rotation**

It is the intent of the Board to adhere to the recommendation of the National Association of College and University Business Officers (NACUBO) to require rotation of the lead audit partner of the external audit firm every five years, with a two-year timeout provision. The Committee shall establish when the five-year limit will be reached for the current lead audit partner. At least one year prior to that time, the Committee shall discuss transition plans for the new lead audit partner. The five-year limit will be reviewed annually with the external auditors. These discussions shall be documented in the Committee meeting minutes.

b. Scope and Reporting

- i. Prior to the start of any audit work for the current fiscal year, the Committee will meet with the lead external audit partner to review the audit scope. Questions related to audit scope should include significant changes from prior year, reliance on internal controls and internal audit function, assistance from institutional staff, and changes in accounting principles or auditing standards. The Committee should also discuss how the audit scope will uncover any material defalcations or fraudulent financial reporting, questionable payments, or violations of laws or regulations. Areas of the audit deserving special attention by the Committee and issues of audit staffing should also be reviewed.
- ii. Prior to the publication of the external auditor's report, the Committee will review all material written communications between the external auditors and institution management, including management letters, schedules of posted and/or unadjusted misstatements, and opinion modifications. The Committee

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shall conclude on the appropriateness of the proposed resolution of issues, and the action plan for items requiring follow-up and monitoring. The Committee shall review these risks with institution management at each meeting or sooner, if necessary, to make sure it is up-to-date.

- iii. Subsequent to the external audit report, the Committee shall meet with the lead external audit partner and the Chief Financial Officer of each institution, to review the scope of the previous year's audit, and the relationship between the internal audit function and the external auditors with respect to the scope of the external auditor's work. Prior to the start of interim work for the current year audit, the Committee shall review the audit plans.

- c. Accounting Policies

Annually and/or in conjunction with the year-end external audit, the Committee shall review with the lead external audit partner all critical accounting policies and practices and all alternative treatments of financial information within generally accepted accounting principles that have been discussed with management of the institutions, the ramifications of each alternative, and the treatment preferred by each institution.

- d. Financial Statement Review

At the completion of the external audit, the Committee shall review with institution management and the external auditors each institution's financial statements, Management's Discussion and Analysis (MDA), related footnotes, and the external auditor's report. The Committee shall also review any significant changes required in the external auditor's audit plan and any serious difficulties or disputes with institution management encountered during the audit. The Committee shall document any discussions, resolution of disagreements, or action plans for items requiring follow-up.

- e. Single Audit Review

At the completion of the Single Audit Report, as required under the Single Audit Act of 1984, and the Single Audit Act Amendments of 1996 (collectively "Single Audit Act"), the Committee shall review with institution management and the external auditors each institution's Single Audit Report. The Committee shall discuss whether the institution complies with laws and regulations as outlined in the Single Audit Act and applicable compliance guidance. The Committee shall report to the Board that the review has taken place and any matters that need to be brought to the Board's attention. The Committee shall document any discussions, resolution of disagreements, or action plans for items requiring follow-up.

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5. Internal Audit (Internal Audit and Advisory Services – IAAS)

- a. IAAS reports functionally to the Committee and administratively to the Board's executive director. The Committee shall have sole oversight of internal audit related activities. The internal audit function will be administered by a chief audit executive (CAE) within the Office of the State Board of Education. Institutions are prohibited from establishing their own internal audit functions. The Committee shall:
- i. Ensure that IAAS works under an internal audit charter, reviewed annually by the Committee
 - ii. Ensure the functional independence of IAAS
 - iii. Hiring, termination and discipline of the CAE rests with the Board with advice from the Committee and the OSBE Executive Director.
 - iv. Provide input into the performance review of the CAE
 - v. Approve and provide feedback on an annual plan submitted by the CAE
 - vi. Advise the Board about increases and decreases to IAAS needed to carry out internal audit activities
 - vii. Receive and review an annual performance report on IAAS from the CAE.
 - viii. Review IAAS's conformance to internal audit professional standards established by the Institute of Internal Auditors ("IIA").
 - ix. Review IAAS findings and recommendations, and review the adequacy of corrective action taken by institution management.
- b. IAAS shall have free and unrestricted access to institutional personnel, buildings, systems and records needed to perform internal audit work. Institutions are responsible for providing adequate office space, furniture and communication equipment for on-campus audit teams. The Committee shall review and resolve any difficulties encountered by internal audit staff including restrictions on scope or access to personnel, buildings, systems or records. Internal auditors are responsible for handling information in accordance with relevant policies, procedures and laws. The CAE shall establish audit procedures for the collection and retention of private personal, sensitive, or confidential information.
- c. IAAS will maintain a quality assurance and improvement program that covers all aspects of its operations. The program will include an evaluation of I conformance with internal audit standards and an evaluation of whether IAAS conforms to the IIA's Code of Ethics. The program will also assess the efficiency and effectiveness of IAAS and identify opportunities for improvement.

The CAE will communicate to the Committee IAAS's quality assurance and improvement program, including results of internal assessments (both ongoing and periodic) and external assessments conducted at least once every five years

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by a qualified, independent assessor or assessment from outside Idaho higher education.

6. Other Audits

a. Legislative Audits

- ii. All state agencies under the Board's jurisdiction, excluding the State Department of Education, will receive financial statement audits and federal single audits in accordance with federal and state laws and regulations. The Committee must be informed immediately by an agency of any audit activity being conducted by the legislative auditor.
- iii. At the completion of a legislative audit, the Committee may discuss with the legislative auditor the progress of the legislative audit, including a report on preliminary and final audit findings and recommendations.

b. Employee Severance Audits

When key administrative personnel leave an agency or institution, the Committee may bring to the Board a recommendation as to whether an audit should be conducted and the scope of such an audit.

c. Other External Audits and Reviews

The Committee is authorized to engage the services of outside auditors or evaluators to perform work used to supplement the work of the Committee, to assess compliance with laws and regulations, or to assess business processes.

7. Risk Management

The Committee shall provide oversight of a system-wide enterprise risk management process. This includes authorizing a standardized enterprise risk management methodology. It also includes receiving reports or presentations from board staff or institutional employees regarding operating risks and risk management activities.

8. Compliance

a. General

The Board is committed to ethical conduct and to fostering a culture of compliance with the laws and regulations which apply to the institutions and agencies under its governance.

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b. Compliance Officer

Each institution shall establish a compliance function, administered by a full-time Compliance Officer. The institutions shall consult with the Committee on the appointment of the Chief Compliance Officer. The Compliance Officer shall report directly to the institution President and indirectly to the Committee. Exceptions to this structure can be authorized by the Committee.

c. Compliance Program

The Committee shall provide oversight of the effectiveness and adequacy of resources of the compliance program. The Compliance Officer shall be responsible for administering a compliance program. A minimum, the compliance program must include the following:

- i. A code of ethics or standards of conduct that apply to all employees.
- ii. A published and widely disseminated list or index of compliance areas and assigned responsibilities, categorized and prioritized based on risk, likelihood, and negative impact of potential events.
- iii. A risk-based compliance training program to educate employees on the laws, regulations and policies relevant to their day-to-day job functions. Training for volunteers will be delivered as necessary and at the reasonable discretion of the supervising employee.
- iv. A framework for coordinating compliance oversight, monitoring and reporting. This includes a management level group or individual with authority and adequate resources to examine compliance issues and assist the compliance officer in investigating, monitoring, and assessing compliance and/or recommending policies or practices designed to enhance compliance.
- v. A process to ensure institutional policies are regularly reviewed for compliance with current federal and state laws and regulations and Board policies.
- vi. Reporting mechanism that provides for anonymous and confidential reporting of compliance issues. Once mechanism shall be an anonymous reporting hotline to be administered by the Chief Compliance Officer.
- vii. Processes to timely investigate or review potential issues of non-compliance. This process must include a process for documenting investigations or reviews.
- viii. Coordination with General Counsel, Internal Audit and Advisory Services, and Systemwide Risk Management Services to address compliance related issues.

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ix. A process to coordinate resolution of compliance matters.

d. Compliance Reporting

The compliance officer shall prepare and submit reports to the Board's executive director and the Committee regarding the adequacy and effectiveness of the compliance program and reasons for updates made to the program. This includes reporting information useful for understanding the effectiveness of the compliance program and to assess compliance related risk. These reports will be submitted at least annually and more frequently if directed by the Committee.

The compliance officer is required to timely report to the President and the Committee actual or likely issues of material non-compliance. Issues of material non-compliance are those that:

- 1) Are of significant public interest using the reasonable person standard
- 2) Result in corrective or enforcement action by a regulatory agency
- 3) Involve executive leadership; or
- 4) Expose the institution to fines, penalties exceeding \$25,000 or financial liability exceeding \$25,000. For purposes of this subparagraph, "financial liability" means the estimated obligation by the institution or another party resulting from non-compliance.

The compliance officer shall immediately report issues of potential or actual fiscal misconduct to the chief audit executive. Fiscal misconduct shall be resolved under Board policy V.Y.

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1. General Purpose and Governance

The Audit, Risk and Compliance Committee (Committee) is established as a standing committee of the Board under Idaho State Board of Education, Policies and Procedures, Section I. Bylaws to provide fiscal, compliance and risk management oversight responsibilities. The Committee provides oversight for: financial statement integrity, financial practices, internal control systems, financial management, risk management, compliance and ethical standards of conduct. This policy and relevant sections of the Board's bylaws serve as the audit Committee's charter. Changes to this policy must be approved by the Committee before being submitted for approval by the Board. ~~for the Audit, Risk and Compliance Committee.~~

The Committee serves as the Board's liaison with its external auditors, regulatory auditors, ~~the~~ internal audit and risk management functions of the Office of the State Board of Education, and with compliance officers of the agencies and institutions. The Committee reviews agency and institution fiscal operations. The Committee also reviews institutional procedures for controlling operating risks and oversees-monitors the compliance programs activities. At the discretion of the Committee, this policy, or portions of it, can be applied to agencies of the Office of the State Board of Education or to programs and activities of the Office of the State Board of Education. The Committee chairperson reports periodically to the Board on the activities of the Committee, including any recommended changes or additions to the Board's policies and procedures through the Business Affairs and Human Resources Committee. The Committee is authorized to act on applicable items that do not require Board approval.

The Committee shall meet at least four times per year and may be aligned with regularly scheduled Board meetings or more frequently as circumstances may require. The Committee may require institution or agency management or others to attend the meetings and provide pertinent information as necessary.

2. Calendar

The Committee shall establish a calendar of all regularly scheduled meetings including Committee chairperson (or designee) reports to the Board, the independent auditors, institutions, and others as appropriate. The Committee should take into consideration the requirements and due dates of other State agencies in establishing timelines.

3. Selection of External Auditors

Items 3, 4 and 5 apply to the institutions only (Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College).

- a. The Committee shall allow enough time to prepare and publish a request for proposal, review and evaluate proposals, obtain Board approval of the selected

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audit firm, and negotiate a contract. The Committee shall consider the need to seek a new proposal every three years.

- b. The Committee ~~may~~shall establish a process for selecting an external audit firm. The process used should include representatives from the Board, Committee, and institutions.
- c. The Committee shall make the selection of the recommended external audit firm.
- d. The selection of the new external audit firm shall be presented to the Board for approval at the next Board meeting following the Committee's recommendation.
- e. An annual review of external auditor performance and fees shall be conducted.

4. Financial Statement Auditors

a. Lead Partner Rotation

It is the intent of the Board to adhere to the recommendation of the National Association of College and University Business Officers (NACUBO) to require rotation of the lead audit partner of the external audit firm every five years, with a two-year timeout provision. The Committee shall establish when the five-year limit will be reached for the current lead audit partner. At least one year prior to that time, the Committee shall discuss transition plans for the new lead audit partner. The five-year limit will be reviewed annually with the external auditors. These discussions shall be documented in the Committee meeting minutes.

b. Scope and Reporting

- i. ~~Prior to External Audit:~~ Prior to the start of any audit work for the current fiscal year, the Committee will meet with the lead external audit partner to review the audit scope. Questions related to audit scope ~~may~~should include significant changes from prior year, reliance on internal controls and ~~any~~ internal audit function, assistance from institutional staff, and changes in accounting principles or auditing standards. The Committee should also discuss how the audit scope will uncover any material defalcations or fraudulent financial reporting, questionable payments, or violations of laws or regulations. Areas of the audit deserving special attention by the Committee and issues of audit staffing should also be reviewed.
- ii. Prior to the publication of the external auditor's report, the Committee will review all material written communications between the external auditors and institution management, including management letters, ~~and any~~ schedules of posted and/or unadjusted misstatements, and opinion modifications.

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~~differences.~~ The Committee shall conclude on the appropriateness of the proposed resolution of issues, and the action plan for ~~any~~ items requiring follow-up and monitoring. The Committee shall review these risks with institution management at each meeting or sooner, if necessary, to make sure it is up-to-date.

- iii. ~~Subsequent to Audit:~~ Subsequent to the external audit report, the Committee shall meet with the lead external audit partner and the Chief Financial Officer of each institution, to review the scope of the previous year's audit, and the ~~inter~~ relationship between ~~any~~ the internal audit function and the external auditors with respect to the scope of the external auditor's work. Prior to the start of interim work for the current year audit, the Committee shall review the audit plans ~~for the audit of the current year.~~

c. Accounting Policies

Annually and/or in conjunction with the year-end external audit, the Committee shall review with the lead external audit partner all critical accounting policies and practices and all alternative treatments of financial information within generally accepted accounting principles that have been discussed with management of the institutions, the ramifications of each alternative, and the treatment preferred by each institution.

d. Financial Statement Review

At the completion of the external audit, the Committee shall review with institution management and the external auditors each institution's financial statements, Management's Discussion and Analysis (MDA), related footnotes, and the external auditor's report. The Committee shall also review any significant changes required in the external auditor's audit plan and any serious difficulties or disputes with institution management encountered during the audit. The Committee shall document any discussions, resolution of disagreements, or action plans for ~~any~~ items requiring follow-up.

e. Single Audit Review

At the completion of the Single Audit Report, ~~as required under the Single Audit Act of 1984, and the Single Audit Act Amendments of 1996~~ (collectively "Single Audit Act"), the Committee shall review with institution management and the external auditors each institution's Single Audit Report. The Committee shall discuss whether the institution ~~is in compliance~~ complies with laws and regulations as outlined in the ~~current~~ Single Audit Act and applicable compliance guidance described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement. The Committee shall report to the Board that the review

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has taken place and any matters that need to be brought to the Board's attention. The Committee shall document any discussions, resolution of disagreements, or action plans for ~~any items~~ requiring follow-up.

5. Internal Audit (Internal Audit and Advisory Services – IAAS)

- a. IAAS reports functionally to the Committee and administratively to the Board's ~~E~~executive ~~D~~director. The Committee shall have sole oversight of internal audit related activities. The internal audit function will be administered by a ~~c~~Chief ~~A~~audit ~~E~~executive (CAE) within the Office of the State Board of Education. Institutions are prohibited from establishing their own internal audit functions. The Committee shall:

- i. Ensure that IAAS works under an internal audit charter, reviewed annually by the Committee
- ii. Ensure the functional independence of IAAS
- ~~ii.~~iii. Hiring, termination and discipline of the CAE rests with the Board with advice from the Committee and the OSBE Executive Director.
- ~~iii.~~ Consult with the executive director on the appointment of a CAE to oversee administration of IAAS
- ~~iv.~~ Consult with the executive director on termination or discipline of the CAE
- ~~v.~~iv. Provide input into the performance review of the CAE
- ~~vi.~~v. Approve and provide feedback on an annual ~~audit~~ plan submitted by the CAE
- ~~vii.~~vi. Advise the Board about increases and decreases to ~~internal audit resources~~IAAS resources needed to carry out internal audit activities
- ~~viii.~~vii. Receive and review an annual performance report on ~~internal audit activities~~IAAS activities from the CAE.
- ~~ix.~~viii. Review ~~internal audit's~~IAAS's conformance to ~~the International Standards for the Professional Practice of Internal Auditing ("Standards")~~internal audit professional standards established ~~published~~ by the Institute of Internal Auditors ("IIA").
- ~~x.~~ix. Review ~~internal audit~~IAAS findings and recommendations, and review the adequacy of corrective action taken by institution management.

- b. IAAS shall have free and unrestricted access to institutional personnel, buildings, systems and records needed to perform internal audit work. Institutions are responsible for providing adequate office space, furniture and communication equipment for on-campus audit teams. The Committee shall review and resolve any difficulties encountered by internal audit staff ~~during the course of internal audit work~~, including restrictions on scope or access to personnel, buildings, systems or records. Internal auditors are responsible for handling information in accordance with relevant policies, procedures and laws. The CAE shall establish audit procedures for the collection and retention of private personal, sensitive, or confidential information.

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- c. IAAS will maintain a quality assurance and improvement program that covers all aspects of ~~IAAS's~~ IAAS's operations. The program will include an evaluation of ~~IAAS's~~ IAAS's conformance with ~~the Standards~~ internal audit standards and an evaluation of whether ~~internal auditors~~ IAAS conforms to apply the IIA's Code of Ethics. The program will also assess the efficiency and effectiveness of IAAS and identify opportunities for improvement.

The CAE will communicate to the Committee IAAS's quality assurance and improvement program, including results of internal assessments (both ongoing and periodic) and external assessments conducted at least once every five years by a qualified, independent assessor or assessment from outside Idaho higher education.

6. Other Audits

a. Legislative Audits

- ii. All state agencies under the Board's jurisdiction, excluding the State Department of Education, will receive financial statement audits and federal single audits in accordance with federal and state laws and regulations. The Committee must be informed immediately by an agency of any audit activity being conducted by the legislative auditor.
- iii. At the completion of ~~a the~~ legislative audit, the Committee ~~shall~~ may discuss with the legislative auditor the progress of the legislative audit, including a ~~full~~ report on preliminary and final audit findings and recommendations.

b. Employee Severance Audits

When key administrative personnel leave an agency or institution, the Committee may bring to the ~~full~~ Board a recommendation as to whether an audit should be conducted and the scope of ~~such an the~~ audit.

c. Other External Audits and Reviews

The Committee is authorized to engage the services of outside auditors or evaluators to perform work used to supplement the work of the Committee, to assess compliance with laws and regulations, or to assess business processes.

~~7. Confidential Reporting Lines~~

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- ~~a. The Committee shall ensure the institutions have reporting mechanisms in place to provide for anonymous and confidential reporting of compliance issues. Such mechanisms include, but are not limited to, the use of external reporting hotlines. The Committee shall review the effectiveness of institutional processes used to resolve reports received through reporting mechanisms.~~
- ~~b. Reports of accounting, internal control or auditing matters~~
 - ~~i. The Committee shall set up a process to investigate complaints or reports received by the Board or institutions regarding accounting, internal accounting controls, auditing, or other areas of concern.~~
 - ~~ii. The Committee shall review the procedures for the receipt, retention, timely investigation and proper treatment of complaints, referenced in the preceding paragraph. The Committee shall review a cumulative list of complaints submitted annually to review for patterns or other observations.~~

8.7. Risk Management

The Committee shall provide oversight of a system-wide enterprise risk management process. This includes authorizing a standardized enterprise risk management methodology. It also includes receiving reports or presentations from board staff or institutional employees regarding operating risks and risk management activities. ~~assessment/risk management program. To accomplish this, the Committee shall:~~

- ~~a. Consult with the executive director on the appointment of a system-wide Risk Manager;~~
- ~~b. Monitor and periodically review processes established by the system-wide Risk Manager and institutions to implement effective risk management activities;~~
- ~~c. Periodically receive reports/presentations from the system-wide Risk Manager;~~
- ~~d. If necessary, receive reports from institution employees who oversee departments that manage key risk areas.~~

9.8. Compliance

a. General

The Board is committed to ethical conduct and to fostering a culture of compliance with the laws and regulations which apply to the institutions and agencies under its governance.

b. Compliance Program Officer

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Each institution shall ~~designate~~establish a ~~chief~~ compliance ~~function~~, ~~administered by a full-time Compliance Officer. The institutions shall consult with —officer, approved by the the~~ Committee on the appointment of the Chief Compliance Officer. The Compliance Officer shall report directly to the institution President and indirectly to the Committee. Exceptions to this structure can be authorized by the Committee.

c. Compliance Program

The Committee shall provide oversight of the effectiveness and adequacy of resources of the compliance program. The Compliance Officer, ~~and shall be responsible for administering a compliance program. —ensure that the institution establishes a compliance program to be approved by the Committee which must address, a~~At a minimum, the compliance program must include the following:

- i. A code of ethics or standards of conduct that apply ~~which applies~~ to all employees.
- ii. A published and widely disseminated list or index of ~~all major~~ compliance areas and assigned responsibilities, categorized and prioritized based on risk, probability/likelihood, and negative impact of potential events.
- iii. A risk-based compliance training program to educate employees on the laws, regulations and policies relevant to their day-to-day job functions. Training for volunteers will be delivered as necessary and at the reasonable discretion of the supervising employee.
- iv. A ~~mechanism framework~~ for coordinating compliance oversight, monitoring and reporting. This includes a management level group or individual with authority and adequate resources to examine compliance issues and assist the compliance officer ~~chief compliance officer~~ in investigating, monitoring, and assessing compliance and/or recommending policies or practices designed to enhance compliance.
- v. A ~~process to ensure means of assuring~~ institutional policies are regularly reviewed for compliance with current federal and state laws and regulations and Board policies. ~~Provision of training to educate employees on the laws, regulations and institution policies that apply to their day-to-day job responsibilities.~~
- vi. Reporting mechanism that provide for anonymous and confidential reporting of compliance issues. Once mechanism shall be an anonymous reporting hotline to be administered by the Chief Compliance Officer.

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vii. Processes to timely investigate or review potential issues of non-compliance. This process must include a process for documenting investigations or reviews.

viii. Coordination with General Counsel, Internal Audit and Advisory Services, and Systemwide Risk Management Services to address compliance related issues.

ix. A process to coordinate resolution of compliance matters.

e.d. Compliance Reporting

The compliance officer shall prepare and submit reports to the Board's executive director and the Committee regarding the adequacy and effectiveness of the compliance program and reasons for updates made to the program. This includes reporting information useful for understanding the effectiveness of the compliance program and to assess compliance related risk. These reports will be submitted at least annually and more frequently if directed by the Committee.

The compliance officer is required to timely report to the President and the Committee actual or likely issues of material non-compliance. Issues of material non-compliance are those that:

- 1) Are of significant public interest using the reasonable person standard
- 2) Result in corrective or enforcement action by a regulatory agency
- 3) Involve executive leadership; or
- 4) Expose the institution to fines, penalties exceeding \$25,000 or financial liability exceeding \$25,000. For purposes of this subparagraph, "financial liability" means the estimated obligation by the institution or another party resulting from non-compliance.

The compliance officer shall immediately report issues of potential or actual fiscal misconduct to the chief audit executive. Fiscal misconduct shall be resolved under Board policy V.Y.

- i. The chief compliance officer of each institution will prepare and submit a semi-annual compliance report in January and July, on a confidential basis, to Board counsel and the Committee noting all material compliance matters occurring since the date of the last report, and identifying any revisions to the institution's compliance program.

For purposes of this policy, a compliance matter shall be considered material if any of the following apply:

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- ~~1) The perception of risk creates controversy between management and the internal auditor.~~
- ~~2) It could have a material impact on the institution's financial statements.~~
- ~~3) It is or could be a matter of significant public interest or that carries risk of significant reputational damage.~~
- ~~4) It may be reported in an external release of financial information.~~
- ~~5) It relates to key controls over financial information that are being designed or redesigned, have failed, or otherwise are being addressed by the organization.~~
- ~~6) It involves fraud related to management.~~
- ~~7) It leads to correction or enforcement action by a regulatory agency.~~
- ~~8) It involves potential financial liability in excess of \$25,000~~

~~Notwithstanding the foregoing, a compliance matter with financial liability in excess of two hundred thousand dollars (\$200,000) must be reported to the Committee as soon as reasonably practicable. A de minimis compliance matter need not be reported to the Committee at any time. A violation will be considered de minimis if it involves potential financial liability of less than twenty-five thousand dollars (\$25,000) and is a matter that has not been recurring or is not otherwise indicative of a pattern of noncompliance. For purposes of this subparagraph, "potential financial liability" means the estimated obligation by the institution to another party resulting from noncompliance. Compliance concerns at agencies under the governance of the Board shall be reported to the Committee by the Board's Executive Director when, in his/her discretion, the matter presents material ethical, legal, or fiduciary responsibilities or obligations.~~

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 15-16, 2025**

BOISE STATE UNIVERSITY

SUBJECT

Proposed Revisions to State Board Policy V.X Intercollegiate Athletics - First Reading

REFERENCE

June 2019	Board approved second reading of amendments to Board Policy V.X.
April 2019	Board approved first reading of amendments to Board Policy V.X.
June 2016	Board approved use of the 4-year institutions' Federal Title IX reports for tracking compliance with Gender Equity regulations; and use of annual NCAA reports (and the NCAA report format in the case of Lewis-Clark State College) for annual tracking of institutions' athletic revenues and expenditures.
April 2016	Board approved first reading of amendments revising the reporting requirements for gender equity and financial reporting.
August 2014	Board approved second reading of amendments to Board Policy V.X.
June 2014	Board approved first reading of amendments setting athletic limits through formula rather than Board approval.
August 2012	Board approved second reading of new Board Policy V.X.
June 2012	Board approved first reading of amendments tying general fund limit to General Fund appropriation and tying institutional fund limit to total appropriation as new Board Policy V.X.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.X.

BACKGROUND/DISCUSSION

In an effort to review and update policies that could be clarified and streamlined, Boise State University is requesting an update to Board Policy V.X. to enhance clarity, update citations to other policies, streamline reporting, and modify calculations to provide predictability.

Several items within the policy needed to be updated, cleaned up or streamlined. Board Policy V.X includes references to Board Policy V.R. which was updated in February 2022 after Board Policy V.X. was approved by the State Board in June of 2019. References to the Board Policy V.R. needed to be updated to cite the

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proper section. The formatting of Board Policy V.X. needed to be updated as it was incorrect, such as missing a number 2. Further, the language was shortened and examples and statements unrelated to athletics funding were removed.

Finally, the athletics spending cap was created in 2014. The current formula for the spending cap ties all institutions funding together in the calculation and bases the calculation on the change in funding level creating variability year to year, limiting each institution's ability to plan for the cap each year. The modified formula bases the cap on each institution's prior three years of funding leveling out the variability, simplifying the calculation and increasing each institution's ability to plan for a fiscal year earlier and more accurately.

IMPACT

The modifications to this policy streamline and clean up the language and formatting for an old policy. In addition, the changes to the athletic spending cap updates an out-of-date formula that enhances understanding of the calculation and levels out year-to-year fluctuations allowing for better financial planning.

ATTACHMENTS

Attachment 1 – Policy V.X. Proposed Revisions – Clean Version
Attachment 2 – Policy V.X. Proposed Revisions – Redline Version
Attachment 3 – Proposed Revisions to Athletic Spending Limit Calculation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed the proposed amendments to Board Policy V.X. The revisions update outdated references, correct formatting errors, and remove unnecessary provisions, which will improve clarity and consistency across Board policies.

The proposed change to the athletics spending limit calculation: For each fiscal year, the individual institution's athletic spending caps shall be set at the greater of \$5 million or at 6% of the average of that institution's prior three (3) years of state general funds and institution funds.

This new calculation is intended to reduce annual variability by basing the limit on a rolling three (3) year average of institutions funding levels rather than year-to-year changes tied across institutions. This adjustment should enhance predictability, improve long-term financial planning for the four (4) year institutions, and reduce administrative complexity in applying the formula.

Since this is a first reading, additional edits may be incorporated prior to the second reading if feedback from Board members or institutions requires further clarification.

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BOARD ACTION

I move to approve the first reading of the proposed amendments to Board Policy Section V.X. as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: X. Intercollegiate Athletics

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1. Policies

The day-to-day conduct of athletic programs is vested in the institutions and in their chief executive officers. Decision making at the institutional level shall be consistent with the policies established by the Board and by those national organizations and conferences with which the institutions are associated. In the event that conflicts arise among the policies of these governance groups, the institution shall follow Board policy and the institution's chief executive officer shall notify the Board in a timely manner. Any knowledge of serious NCAA, NAIA, or conference rule infractions involving an institution shall be communicated by the athletic department to the chief executive officer of the institution immediately and the chief executive officer shall notify the Executive Director.

The sources of funds for intercollegiate athletics shall be defined in the following categories:

- a. State General Funds means state General Funds (as defined in Section 67-1205, Idaho Code) appropriated to the institutions.
- b. Student Athletic Fee Revenue means revenue generated from the full-time and part-time student activity fee that is dedicated to the intercollegiate athletics program pursuant to policy V.R.3.d.i.
- c. Program Funds means revenue generated directly related to the athletic programs, including but not limited to ticket sales/event revenue, tournament/bowl/conference receipts, media/broadcast receipts, concessions/parking/advertisement, game guarantees and foundation/booster donations.
- d. Tuition Funds is defined pursuant to policy V.R.3.a.
- e. Institutional Funds means any funds generated by the institution outside the funds listed in a., b. and c. above. Institutional Funds shall not include tuition and fee revenue collected under policy V.R.3.

2. Athletic spending limits:

- a. For each fiscal year, individual institution's athletics spending caps shall be set at the greater of \$5 million or at 6% of the average of that institution's prior three years of state general funds and tuition funds.
- b. No limits are set for the expenditure on athletic Program Funds or institutional funds.

3. Adjustments to Athletic Spending limits: Institution chief executive officers may request from the Board, one-time or permanent changes to the above-described spending limits to address non-routine programmatic changes. Changes that may be used as evidence for adjustments to the Athletic Spending Limit may include but are not limited to the addition of new sports, new expenditures related to compliance requirements, transitions to different athletic conferences, or expansion of team rosters and schedules.

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: X. Intercollegiate Athletics****December 2025**

4. Balanced Budgets
 - a. The chief executive officer of each institution is accountable for balancing the budget of the athletic department on an annual basis. If substantial changes in the budget occur during the fiscal year resulting in a projected deficit for that year, the chief executive officer shall advise the Executive Director of the situation immediately and shall submit a plan for Board approval to eliminate the deficit.
 - b. Donations to athletics at an institution must be made and reported according to Board policy V.E.
5. Financial Reporting.
 - a. The NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors for each university will be provided to the Board and will also serve as a reporting template for a similar annual report for Lewis-Clark State College.
 - b. An institution will provide the Board with report(s) required by the institution's federal regulatory body regarding compliance to Title IX in its athletics programs and any summaries of such reports.
 - c. Additional reporting requirements may be required based on a timeline and format established by the Executive Director.

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: X. Intercollegiate Athletics**June 2019December2025

1. Policies

The day-to-day conduct of athletic programs is vested in the institutions and in their chief executive officers. Decision making at the institutional level shall be consistent with the policies established by the Board and by those national organizations and conferences with which the institutions are associated. In the event that conflicts arise among the policies of these governance groups, the institution shall follow Board policy and the institution's chief executive officer shall notify the Board in a timely manner. Any knowledge of serious NCAA, NAIA, or conference rule infractions involving an institution shall be communicated by the athletic department to the chief executive officer of the institution immediately and the chief executive officer shall notify the Executive Director.

The sources of funds for intercollegiate athletics shall be defined in the following categories:

- a. State General Funds means state General Funds (as defined in Section 67-1205, Idaho Code) appropriated to the institutions.
- b. Student Athletic Fee Revenue means revenue generated from the full-time and part-time student activity fee that is dedicated to the intercollegiate athletics program pursuant to policy V.R.3.b-iid.i.
- c. Program Funds means revenue generated directly related to the athletic programs, including but not limited to ticket sales/event revenue, tournament/bowl/conference receipts, media/broadcast receipts, concessions/parking/advertisement, game guarantees and foundation/booster donations.

d. Tuition Funds is defined pursuant to policy V.R.3.a.

d.e. Institutional Funds means any funds generated by the institution outside the funds listed in a., b. and c. above. Institutional Funds shall not include tuition and fee revenue collected under policy V.R.3. Examples of Institutional Funds include, but are not limited to, fees from Auxiliary Enterprises (as defined in Board Policy V.B.4.a), investment income, interest income, vending, indirect cost recovery funds on federal grants and contracts, and administrative overhead charged to revenue-generating accounts across campus.

2. Athletic spending limits: The Board shall establish annual limits on

- a. For each fiscal year, individual institution's athletics spending caps shall be set the expenditures drawn from State General Funds greater of \$5 million or at 6% of the average of that institution's prior three years of state general funds and Institutional Funds. tuition funds.

3.b. No limits are set for the expenditure of on athletic Program Funds or institutional funds.

a. State General Funds and Institutional Funds

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: X. Intercollegiate Athletics**June 2019

~~i. The FY 2020 limits on total athletics spending from State General Fund Institutional Funds are:~~ December 2025

~~General Funds for Athletics:~~

a) Boise State University	\$ 5,265,600
b) Idaho State University	\$ 5,750,000
c) University of Idaho	\$ 6,850,000
d) Lewis Clark State College	\$ 3,532,600

~~ii. The athletic limits shall be calculated annually based on the rate of change for the next fiscal year of ongoing State appropriated funds compared to the ongoing State appropriated funds in the current fiscal year, unless set through Board action.~~

~~4.3. Adjustments to Athletic Spending limits: Institution chief executive officers may request from the Board, one-time or permanent changes to the above-described spending limits to address non-routine programmatic changes. Changes that may be used as evidence for adjustments to the Athletic Spending Limit may include but are not limited to the addition of new sports, new expenditures related to gender equity or other compliance requirements, transitions to different athletic conferences, or expansion of team rosters and schedules, inflationary factors related to the expense of academic support and tutoring, room and board increases, or atypical spikes in tuition rates.~~

~~b. Program Funds~~

~~The institutions can use the program funds generated, without restriction.~~

~~5. Fund Balances~~

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: X. Intercollegiate Athletics

October 2025

4. Balanced Budgets

- a. The chief executive officer of each institution is accountable for balancing the budget of the athletic department on an annual basis. ~~In accounting for the athletic programs, a positive fund balance for the total athletic program must be maintained. Athletic program funds shall be maintained in a separate account. If the fund balance becomes negative in any fiscal year, the institutions shall submit a plan for Board approval that eliminates the deficit. Reduction in program expenditures and/or increased program funds can be used in an institutional plan to eliminate a negative fund balance.~~ If substantial changes in the budget occur during the fiscal year resulting in a projected deficit for that year, the chief executive officer shall advise the Executive Director of the situation immediately and shall submit a plan for Board approval to eliminate the deficit.
- b. Donations to athletics at an institution must be made and reported according to Board policy V.E. ~~The amount of booster money donated to and used by the athletic department shall be budgeted in the athletic department budget.~~

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: X. Intercollegiate Athletics

October 2025

~~6. Gender Equity~~

- ~~a. Title IX of the Higher Education Amendments Act of 1972 prohibits discrimination on the basis of gender in any education program or activity receiving federal financial assistance, including athletics.~~

~~The chief executive officer of each institution shall prepare a gender equity narrative for review by the Board in a format and time to be determined by the Executive Director.~~

- ~~b.a. An institution will provide the Board with report(s) required by the institution's federal regulatory body regarding compliance to Title IX in its athletics programs and any summaries of such reports.~~

~~5. 6. Financial Reporting.~~

- ~~a. The NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors for each university will be provided to the Board and will also serve as a reporting template for a similar annual report for Lewis-Clark State College.~~

- ~~b. An institution will provide the Board with report(s) required by the institution's federal regulatory body regarding compliance to Title IX in its athletics programs and any summaries of such reports.~~

- ~~c. Additional reporting requirements may be required based on a timeline and format established by the Executive Director.~~

1	Calculation of Limits:	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
2	Appropriated Funds:													
3	Ongoing Appropriation Allocation:													
4	General Funds	236,543,600	251,223,200	258,776,400	273,694,900	280,266,400	288,293,200	299,534,700	284,845,055	306,866,500	331,822,800	347,500,400	358,655,900	376,121,900
5	Endowment	10,729,200	12,528,000	13,980,000	15,618,500	15,840,000	16,443,200							
6	Student Fee Revenue-Ongoing	216,048,800	226,704,200	240,109,300	255,436,400	261,830,100	261,397,800	280,864,800	296,049,300	264,321,900	278,049,900	301,690,600	310,860,300	330,157,700
7	Total Appropriated Funds	463,321,600	490,455,400	512,865,700	544,749,800	557,936,500	566,134,200	580,399,500	580,894,355	571,188,400	609,872,700	649,191,000	669,516,200	706,279,600
9	% Growth	3.77%	6.21%	3.01%	5.77%	2.40%	2.86%	3.90%	0.09%	-1.67%	6.77%	6.45%	3.13%	5.49%

General Funds and Institutional Funds		FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026
16								
17	Boise State University	5,265,600	5,270,100	7,682,000	8,202,300	8,731,100	10,004,500	10,553,900
18	Idaho State University	5,750,000	5,754,900	6,098,756	6,041,900	6,431,400	7,832,800	8,262,900
19	University of Idaho	6,850,000	6,855,800	6,741,200	7,197,800	7,661,800	9,251,700	9,759,700
20	Lewis-Clark State College	3,532,600	3,535,600	3,476,500	3,711,900	3,951,200	4,574,900	4,826,100
21	Total	21,398,200	21,416,400	23,998,456	25,153,900	26,775,500	31,663,900	33,402,600

Ongoing Appropriation Allocation:	Boise State	Idaho State	U of Idaho	Lewis-Clark	Boise State	Idaho State	U of Idaho	Lewis-Clark	Boise State	Idaho State	U of Idaho	Lewis-Clark
General Funds	120,502,400	90,068,200	100,862,300	20,389,900	125,254,900	94,980,500	105,504,500	21,760,500	128,879,800	98,206,800	109,126,500	22,442,800
Endowment (excluded)												
Tuition	147,062,900	53,787,900	61,951,500	15,247,600	157,286,900	59,351,000	69,580,500	15,472,200	160,918,800	61,910,900	72,402,600	15,628,000
Total Appropriated Funds	267,565,300	143,856,100	162,813,800	35,637,500	282,541,800	154,331,500	175,085,000	37,232,700	289,798,600	160,117,700	181,529,100	38,070,800
Total All Institutions	609,872,700				649,191,000				669,516,200			

BAHR
TAB 3

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 15-16, 2025**

LEWIS-CLARK STATE COLLEGE

SUBJECT

Board Policy Section V. Subsection T. – Fee Waivers – Second Reading

REFERENCE

February 2014	Board approved first reading of proposed amendments to Board policy V.T. which would align the fee waiver policy with recent federal legislation regarding waivers for veterans.
April 2014	Board approved second reading of proposed amendments to Board policy V.T. aligning the fee waiver policy with August 2014 federal legislation regarding waivers for veterans.
June 2020	Board approved partial waiver of the non-resident tuition caps established in Board policy V.T.2.b for student-athletes who have the option of an additional year of eligibility by NCAA or NAIA as a result of COVID-19 athletics program closures.
June 2021	Board approved a waiver of the non-resident tuition caps established in Board policy V.T.2.b. for the 2021-2022 academic year to accommodate those athletes in expanded rosters.
December 2023	Board approved first reading of proposed amendments to Board policy V.T. which would provide a clearer pathway for veterans.
February 2024	Board approved second reading of proposed amendments to Board policy V.T. providing a clearer pathway for veterans.
August 2024	Board approved first reading of proposed amendments to Board policy V.T. to align with changes to Federal Law that went into effect July 1, 2024, that impacts the amount of tuition states can charge students who are residents of the Freely Associated States of Micronesia, the Marshall Islands and Palau.
October 2024	Board approved second reading of proposed amendments to Board policy V.T. to align with changes to Federal Law that went into effect July 1, 2024, that impacts the amount of tuition states can charge students who are residents of the Freely Associated States of Micronesia, the Marshall Islands and Palau.
August 2025	Board approved first reading of proposed amendments to Board policy V.T. to increase the athletic fee waiver limit for Lewis-Clark State College

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 15-16, 2025

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Policy V.T. – Fee Waivers

BACKGROUND/DISCUSSION

The policy states: “Students Participating in Intercollegiate Athletics for the purpose of improving competitiveness in intercollegiate athletics, the universities are authorized up to two hundred twenty-five (225) waivers per semester and, Lewis- Clark State College is authorized up to one hundred ten (110) waivers per semester. The institutions are authorized to grant additional waivers, not to exceed ten percent (10%) of the above waivers, to be used exclusively for post-eligibility students.”

LC State is requesting permanent change to the policy to increase its athletic waiver limit from 110 waivers per semester to 160 waivers per semester. This request is driven by the institution’s ongoing efforts to advance its Title IX plan and the recent addition of two new women’s sports: Dance (recognized as an NAIA sport) and Cheer (achieving recognized sport status next year).

EADA reports across Idaho sister institutions reveal similarities in the number of sports offered, but lower overall participant numbers for LC State. Increasing LC State’s athletic waiver limits will increase the institution’s ability to recruit and retain student-athletes and build-out the two new women’s sports teams (Dance and Cheer).

- Boise State University: 16 varsity sports (10 women’s, 6 men’s) with 483 total participants.
- Idaho State University: 15 varsity sports (9 women’s, 6 men’s) with 441 total participants.
- University of Idaho: 16 varsity sports (9 women’s, 7 men’s) with 412 total participants.
- Lewis-Clark State College: 15-16 varsity sports (8-9 women’s, 7 men’s) with 299 total participants.

Dance is fully recognized as a NAIA sport for LC State and Cheer will achieve this status next year. It is anticipated that these sports (once fully implemented) will increase overall athletic participation numbers by 20-30 participants.

The requested waiver increase equates to approximately 50% of LC State’s anticipated participant total, which aligns with the other institutions’ relative waiver percentage.

IMPACT

Advance Title IX compliance efforts through enhanced support for women’s athletics.

- Effectively recruit and retain student-athletes for the Dance and Cheer sport program additions (Projected 20-30 participants).

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 15-16, 2025**

- Achieve parity with Idaho sister institutions in terms of athletic waiver support relative to participant numbers.
- Support institutional goals for student recruitment and retention through athletics.

Fiscal impact; Positive potential recruitment and retention

ATTACHMENTS

Attachment 1 – Letter of Support- Assistant Athletic Directors Alisha Alexander and Raymond Pedrina

Attachment 2 – Policy V.T. Proposed Revisions – Clean Version

Attachment 3 – Policy V.T. Proposed Revisions – Redline Version

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Lewis-Clark State College's request to increase its athletic fee waiver limit is aligned with institutional efforts to enhance Title IX compliance and expand opportunities for women's athletics through the addition of Dance and Cheer programs.

The proposed increase from 110 to 160 waivers per semester reflects the projected growth in student athlete participation and brings LC State into greater alignment with waiver-to-participant ratios at peer institutions in Idaho.

The increase supports broader institutional goals related to student recruitment, retention, and athletic competitiveness, with minimal financial impact due to the targeted nature of the waiver expansion.

Board staff recommends approval of second reading.

BOARD ACTION

I move to approve the second reading of the proposed amendment to Board Policy V.T. Fee waivers as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LEWIS-CLARK STATE COLLEGE
WARRIORS

July 8, 2025

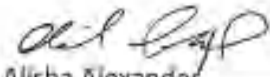
To: State Board of Education of the State of Idaho

From: Alisha Alexander, Assistant Athletic Director/Senior Woman Leader &
Raymond Pedrina, Assistant Athletic Director

We are writing this statement while serving in the capacity of co-interim athletic directors at Lewis-Clark State College. We fully endorse the proposal to increase the number of athletic waivers allotted to Lewis-Clark State College to better enrich the experience of the student-athletes.

LC State has made great strides in its Title IX plan with the addition of dance and cheer as varsity sports, and our coaches have made it a goal to increase their roster sizes to help align with Title IX efforts. With this, our student-athlete population has increased and will continue to do so. Our coaching staffs have also done a great job sharing how incredible both our institution and state are to those around the country and have recruited student-athletes from across the United State and across the globe, which also increases our need for these waivers.

Thank you,



Alisha Alexander
Assistant Athletic Director/Senior Woman Leader



Raymond Pedrina
Assistant Athletic Director

Lewis-Clark State College | 500 8th Ave. Lewiston, ID 83501 | 208-792-2471 |
www.lcsc.edu

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: T. Fee Waivers

October 2025

1. Purpose and Authority for Fee/Tuition Waivers

a. Definition

A fee/tuition waiver shall mean a reduction of some or all of the approved fees/tuition specified in Section V, Subsection R, attributable to a particular student as the cost for attending an Idaho institution of higher education.

b. Purpose

The purpose in authorizing fee/tuition waivers includes but is not limited to the achievement of the following strategic objectives:

- i. The enhancement of education opportunities for Idaho residents;
- ii. To promote mutually beneficial cooperation and development of Idaho communities and nearby communities in neighboring states;
- iii. To contribute to the quality of educational programs;
- iv. To assist in maintaining the cost effectiveness of auxiliary operations in Idaho institutions of higher education; and
- v. To comply with Section 3679(c) of Title 38, United States Code, effective July 1, 2015, ("Section 3679(c)") which states that the Secretary of Veterans Affairs shall disapprove courses of education provided by public institutions if certain veterans and their dependents are charged non-resident tuition.
- vi. To comply with Section 209 (b)(1)(E) of Title II of Division G of the Consolidated Appropriations Act of 2024 (Public Law 118-42) effective July 1, 2024 which states that "...for fiscal year 2024 and each fiscal year thereafter, the Government of the United States shall require as a condition of eligibility for a public institution of higher education in any State (as defined in section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003)) that is not a Freely Associated State to participate in or receive funds under any program under title IV of such Act (20 U.S.C. 1070 et seq.), that the institution charge students who are citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau tuition for attendance at a rate that is not greater than the rate charged for residents of the State in which such public institution of higher education is located."

c. Authority

An institution shall not waive any of the applicable fees/tuition specified in Section V, Subsection R., unless specifically authorized in this subsection. Employee/Spouse/Dependent, Senior Citizen, In-Service Teacher Education, and Workforce Training Credit fees as authorized pursuant to Board policy V.R. do not constitute waivers.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: T. Fee Waivers**

October 2025

2. Waiver of Nonresident Fees/Tuition

Nonresident fees/tuition may be waived for the following categories:

a. Graduate/Instructional Assistants

Waivers are authorized for students employed as graduate assistants appointed pursuant to Section III, Subsection P.11.c.

b. Students Participating in Intercollegiate Athletics

For the purpose of improving competitiveness in intercollegiate athletics, the universities are authorized up to two hundred twenty-five (225) waivers per semester, and Lewis-Clark State College is authorized up to one hundred sixty (160) waivers per semester. The institutions are authorized to grant additional waivers, not to exceed ten percent (10%) of the above waivers, to be used exclusively for post-eligibility students.

c. Nonresident students who prove to the institution that they meet the eligibility criteria set forth under Section 3679(c) of Title 38, United States Code.

If a Section 3679(c) waiver is granted, and eligibility for veteran benefits concludes prior to completion of the degree sought, and a student has completed at least one semester at the institution, at the election of the institution, Section 3679(c) waiver eligibility may be extended through the duration of a student's program of study for up to three additional years to allow for degree completion. If a student receiving a waiver under this section has an institution-approved gap in education for a medical or other emergency, the institution may exercise discretion to reinstate the waiver.

d. Waivers to Meet Other Strategic Objectives

The chief executive officer of each institution is authorized to waive nonresident fees/tuition for students, not to exceed the equivalent of six percent (6%) of the institution's total full-time equivalent enrollment. The criteria to be followed in granting such nonresident waivers shall be as follows:

- i. A waiver may be granted to place a nonresident student in an institutional program only when there is sufficient capacity in the program to meet the needs of Idaho resident students; and
- ii. A waiver may be granted only when its use is fiscally responsible to place a nonresident student in an institutional program in order to meet a strategic state and/or institutional need, as identified by the chief executive officer of the institution.

e. National Student Exchange Program - Domestic

Waivers are authorized for nonresident students participating in this program.

f. Western Interstate Commission for Higher Education

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: T. Fee Waivers****October 2025**

Waivers are authorized for nonresident students participating in the Western Interstate Commission for Higher Education Professional Student Exchange Program and the Graduate Student Exchange Program. An institution may include a participating nonresident student in its enrollment workload adjustment calculation, provided the figure does not exceed the maximum approved for an institution by the Board.

g. **Institution Agreements**

An institution may request Board approval of agreements with other entities resulting in special fees if it is shown to meet a strategic or workforce need (e.g. reaching an underserved or isolated population) or to help facilitate collaboration between the public institutions as it relates to enrollment and course/degree completion. The discounted dollar value of these special fees shall be reported to the Board, for inclusion in the annual discounts and waivers report, in a format and time to be determined by the Executive Director.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: T. Fee Waivers

~~October 2024~~ October 2025

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a. Definition

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b. Purpose

The purpose in authorizing fee/tuition waivers includes but is not limited to the achievement of the following strategic objectives:

- i. The enhancement of education opportunities for Idaho residents;
- ii. To promote mutually beneficial cooperation and development of Idaho communities and nearby communities in neighboring states;
- iii. To contribute to the quality of educational programs;
- iv. To assist in maintaining the cost effectiveness of auxiliary operations in Idaho institutions of higher education; and
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c. Authority

An institution shall not waive any of the applicable fees/tuition specified in Section V, Subsection R., unless specifically authorized in this subsection. Employee/Spouse/Dependent, Senior Citizen, In-Service Teacher Education, and Workforce Training Credit fees as authorized pursuant to Board policy V.R. do not constitute waivers.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

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October 2024 October 2025

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- ii. A waiver may be granted only when its use is fiscally responsible to place a nonresident student in an institutional program in order to meet a strategic state and/or institutional need, as identified by the chief executive officer of the institution.

e. National Student Exchange Program - Domestic

Waivers are authorized for nonresident students participating in this program.

f. Western Interstate Commission for Higher Education

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: T. Fee Waivers****October 2024 October 2025**

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An institution may request Board approval of agreements with other entities resulting in special fees if it is shown to meet a strategic or workforce need (e.g. reaching an underserved or isolated population) or to help facilitate collaboration between the public institutions as it relates to enrollment and course/degree completion. The discounted dollar value of these special fees shall be reported to the Board, for inclusion in the annual discounts and waivers report, in a format and time to be determined by the Executive Director.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 15-16, 2025

UNIVERSITY OF IDAHO

SUBJECT

Request for design authorization; proposed University of Idaho Tennis Courts Improvements, University of Idaho, Moscow, Idaho.

REFERENCE:

August 2025 Idaho State Board of Education (Board) approved the U of I Six-Year Capital Improvement Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.K.1, and Section V.K.3.a

BACKGROUND/DISCUSSION

This agenda item is an Authorization Request to allow the University of Idaho to proceed with planning, programming, and design phases of a Capital Project to the university Tennis Courts located to the west of the Physical Education Building (PEB). This agenda item represents the initial authorization request for this project effort.

There are six existing outdoor Tennis Courts located to the west of the Physical Education Building that are in a state of deterioration. These six courts are utilized by Varsity Athletics as well as general education programs, intramural recreation programs, and drop-in recreational users. The courts were resurfaced in 2008. However, the surface failed due to the presence of shallow subsurface water, causing the surface to bubble and tear. The extent of the deterioration is such that the courts can no longer be used for Varsity Athletic matches and the University of Idaho Tennis teams must schedule home matches at facilities located in Lewiston, Idaho, forty miles to the south of the main campus.

During the recent Long Range Campus Development Plan (LRCDP) effort, the university engaged in an Athletics Facilities Plan with the consulting services of the Athletics Facilities Studio within the firm Opsis Architecture. Both the LRCDP and the Athletics Facilities Plan contemplate a long-term recommendation eventually replacing the existing courts with a new Vandal Tennis Center facility complete with viewing stands, locker and restroom facilities, and event support facilities. The current request is a near-term, limited scope project to correct and improve the existing courts, making the existing courts useable and functional until the greater vision of the new Vandal Tennis Center can be realized.

The anticipated set of improvements at the existing courts includes the required subsurface drainage improvements to remove the shallow subsurface water at the core of the surface deterioration issue, new court base of either a/c paving or portland cement concrete paving, new performance court surfacing, fencing,

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windscreens, lighting, and other miscellaneous, associated improvements. A desired overhead canopy will be explored with the intent that providing protection from rain and snow can extend the use seasonally and both prolong and improve court utilization. The design will contemplate the open-air roof system and plan for the necessary structural support measures, but construction of the roof structure may be an alternate item and become a future phase if budget constraints arise.

IMPACT

The anticipated full project cost is \$5,000,000, based upon the feasibility study, program, and cost estimate prepared by Opsis Architecture as part of the Athletics Facility Plan effort.

The source of funding for this project effort is to be provided by the University of Idaho Athletics Department in the form of gifts and donations for this purpose. UI Athletics Department has secured sufficient funding to support the planning, programming, and design phase effort.

This request is for authorization to proceed with the design phase for the proposed University of Idaho Tennis Courts Improvements. The University seeks authority to spend \$770,100, based upon estimated costs for A/E fees, other planning necessities such as site survey and geotechnical investigation, and design phase contingency allowances.

Overall Project

Funding		Estimated Budget	
State		A/E Fees	453,000
Federal (Grant):		Const Cost	3,432,200
Other (UI):		Const Contingency (10%)	343,200
Athletics		Owner Cost, Permits, etc.	317,100
Gifted Funds	5,000,000	Project Contingency (10%)	454,500
Total	\$5,000,000	Total	\$5,000,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho (UI) is requesting authorization to begin design for improvements to its existing deteriorated outdoor tennis courts. The project addresses urgent facility needs that currently prevent varsity matches from being held on UI's campus. This request is consistent with the institution's approved Six-Year Capital Improvement Plan and aligns with long-term athletics facility planning efforts.

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Funding for this project will be provided entirely with private gifts and donations through the UI Athletics Department. No state appropriated funds are requested for this project. The design authorization request totals \$770,100 to cover A/E fees, site investigations, and contingencies.

Board staff believes this project represents a cost-effective, interim solution that restores court usability until a future comprehensive Vandal Tennis Center can be fully realized.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the planning, programming, and design phases of a Capital Project for the University of Idaho Tennis Courts Improvements, in the amount of \$770,100.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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ATTACHMENT 1

Office of the Idaho State Board of Education Capital Project Tracking Sheet As of October, 2025

History Narrative

- 1 **Institution/Agency:** University of Idaho **Project:** Capital Project Authorization Request, design phase, proposed University of Idaho Tennis Courts Improvements, University of Idaho (UI), Moscow, Idaho.
- 2 **Project Description:** A Capital Project to provide for the design of project to design and construct a proposed set of improvements to the University of Idaho Tennis Courts on the Moscow campus of the University of Idaho.
- 3 **Project Use:** The proposed renovation and improvements of the existing six-court Tennis Court facility located to the west of the Physical Education Building (PEB) in support of the University's Varsity Athletics program as well as general education programs, intramural recreation programs, and drop-in recreational users.
- 4 **Project Size:** N/A, Exterior Tennis Court facility

Project Cost History:	Sources of Funds				Use of Funds*			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const**	Other***	Total Uses
Initial Cost of Project, Design Phase Authorization Request. October 2025	\$ -	\$ -	\$ 5,000,000	\$ 5,000,000	\$ 770,100	\$ 3,775,400	\$ 454,500	\$ 5,000,000
History of Revisions:								
Total Project Costs	\$ -	\$ -	\$ 5,000,000	\$ 5,000,000	\$ 770,100	\$ 3,775,400	\$ 454,500	\$ 5,000,000

* Figures quoted are for the Total Project Cost. The University intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

** Direct Construction Costs & Construction Contingency

*** Owner's Costs & Project Contingency.

History of Funding:	PBF	ISBA	Other Sources of Funds-----			Total Other	Total Funding
			Institutional Funds **** (Gifts/Grants)	Student Revenue	Other		
Initial Cost of Project, Design Phase Authorization Request. October 2025	\$ -	\$ -	\$ 5,000,000	\$ -	\$ -	\$ 5,000,000	\$ 5,000,000
History of Revisions:						-	-
Total	\$ -	\$ -	\$ 5,000,000	\$ -	\$ -	\$ 5,000,000	\$ 5,000,000

**** UI Athletics, Gifts and Donations

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 15-16, 2025**

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Administrator Appointment

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.c.
Idaho Code §33-2205(1), Idaho Code §33-2202

BACKGROUND/DISCUSSION

- (1) The State Board of Education shall appoint a person to serve as an Administrator to the State Board for Career Technical Education, who shall be known as the Administrator of Career Technical Education. The Administrator shall designate, by and with the advice and consent of the State Board for Career Technical Education, such assistants as may be necessary to properly carry out the provisions of the federal acts and this chapter for the State of Idaho. The Administrator and such assistants shall together be known as the Division of Career Technical Education.
- (2) Board policy provides that the Board's Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board.

IMPACT

The Administrator for the Division of Career Technical Education (CTE) has been vacant since November 2024. The OSBE Executive Director has been serving as in the CTE Administrator role since then to ensure continuity of operations.

ATTACHMENTS

- Attachment 1 – Peter Risse - Resume
- Attachment 2 – Adrian San Miguel - Bio
- Attachment 3 – Tia Davis - Bio

STAFF COMMENTS AND RECOMMENDATIONS

Staff has conducted a review of Mr. Peter Risse's qualifications and professional background and find him well suited to serve as Administrator of the Idaho Division of Career Technical Education (IDCTE). Mr. Risse brings extensive experience in building partnerships among higher education, government, and industry, as well as direct leadership in career-focused training and adult education. His previous roles at Boise State University and the University of Alaska reflect a strong record of advancing workforce-aligned programming and technical training initiatives that align with the mission and objectives of IDCTE.

The Division of Career Technical Education plays a critical role in ensuring that Idaho students are prepared to meet current and emerging workforce demands. Mr. Risse's appointment will provide the leadership necessary to strengthen

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collaborations with industry and education partners while advancing the Board's strategic priorities for workforce development and postsecondary attainment.

Board staff recommends approval of the appointment of Mr. Peter Risse as Administrator of the Idaho Division of Career Technical Education beginning September 29, 2025.

Additionally, board staff recommends the designation of Mr. Adrian San Miguel and Tia Davis as assistants at the Idaho Division of Career Technical Education.

BOARD ACTION

I move to appoint Peter Risse as Administrator of the Idaho Division of Career Technical Education at the rate of \$78.99/hour with a start date of September 29, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

And

I move to approve the designation of Mr. Adrian San Miguel and Tia Davis as assistants at the Idaho Division of Career Technical Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Peter G. Risse

KEY ACCOMPLISHMENTS:

- Proven [Government and Industry Relations](#) professional, specializing in developing and maintaining transformational relationships with elected officials and industry leaders.
- Demonstrated Executive-Level leadership.
- Consulting member of the Boise State [TRANSFORM team](#).
- Proven ability to connect employers and students to a variety of innovative educational pathways that enhance economic and workforce development opportunities for all.
- Founding member of the Boise State [Business and Industry Partnership Hub](#).
- Successfully led the development and launch of the [Community Impact Program](#) (CIP).
- Successfully led the development and launch of the [Rapid Educational Prototyping for Education](#) (REP4) initiative at Boise State.
- Founding member of the [Idaho Onramp Program](#); developed and launched in collaboration with the College of Innovation and Design, Extended Studies, College of Western Idaho, Idaho Digital Learning Alliance, and Apple, Inc.
- Co-Principal Investigator for the successful development and launch of the [Cyber Operations and Resiliency program\(s\)](#).
- Co-Principal Investigator for the successful development and launch of the [Semiconductor for All](#) program
- Successfully led the development and launch of Boise State's [digital badging platform](#).
- Successfully led the development and launch of the high impact, Credit for Prior Learning program for the Bachelor of Arts in Multidisciplinary Studies and Bachelor of Applied Science programs.
- Successfully led the development and expansion of Boise State [Military Programs](#).
- Experience with all budget types supported through the Idaho State Board of Education to maximize funding opportunities both traditional and entrepreneurial.
- Proven ability to effectively partner across colleges, departments, and disciplines to bring effective programs to life.
- Proven ability to develop, lead, and assess highly effective strategic planning processes.
- High impact leader, focused on creating opportunities for staff and faculty to grow and thrive as they achieve consistent results.

RELEVANT PROFESSIONAL EXPERIENCE:

Director for Government and Industry Relations

Office of the President

Boise State University

Dates of Activity: September 2023—September 2025

Government Relations: Create, through effective legislative relations and policy initiatives, an environment at all levels of government that will advance the public mission and strategic objectives of Boise State University.

- Ensure **Full Funding** (based on Governor's request) for Boise State's state appropriation, line item, and strategic requests
- Enhance Boise State's reputation among elected officials, agency staff, and the public
- Educate elected officials on the benefits Boise State provides to ALL Idahoans
- Influence the Legislative process to ensure quality higher education policy outcomes
- Formulate and advocate policy issues affecting Boise State and higher education in Idaho
- Strengthen Boise State's impact on public policy through collaboration and the formation of strategic alliances

Industry Collaborations: Facilitate activities that ease university collaboration with business and industry by providing relevant tools, connections, and support. The resulting collaborative relationships accelerate student success, economic impact, and transformation of ideas into action.

- Accelerate business development and competitive advantage through powerful education and research partnerships
 - Drive entrepreneurial activity
 - Increase student success
 - Attract and retain the best talent for our partners and ourselves
 - Rapidly commercialize new technologies, processes, etc.
- Improve student success outcomes that advance individuals and families through improved employment/economic outcomes
- Enhance existing efforts to commercialize scientific and research discoveries through university industry collaborations
- Advance the existing entrepreneurial ecosystem and how Boise State contributes to it.

Associate Dean

Division of Extended Studies

Boise State University

Dates of Activity: November 2010—September 2024

Duties:

Leadership: Provides leadership and administrative oversight of Community-Based Educational Outreach Programming, Non-Credit Professional and Continuing Education, and Adult focused degree programs.

- Lead the President's Community Impact Program initiative.
- Lead outreach and engagement throughout the Boise Metro area and throughout the Treasure Valley.
- Lead Extended Studies in the development and long-term support of strategic corporate and business partnerships.
- Provide leadership and administrative oversight of Boise State's Military Programs including:
 - Military TA Promise program
 - Base Centers at Mountain Home Air Force Base and Gowen Field
 - Air Force General Education Mobile program
 - Air-University Associate to Baccalaureate Consortium partnership
- Provide leadership and administrative oversight of Boise State's Community College Centers including:
 - Recruitment and Transfer assistance
 - On-ground degree completion programs
 - Local Student Support
 - BroncoReCharge student success program
- Direct Extended Studies Professional and Continuing Education program. Includes:
 - K-12 Teacher Professional Development
 - Apple Onramp Initiative (in partnership with College of Innovation and Design)
 - Cross-campus partnerships with academic departments to support and deliver Professional and Continuing Education Programs
 - Internally developed and delivered programming for open access and customized corporate/governmental agency programs
- Provide leadership and administrative oversight of the Multi-Disciplinary Studies and Bachelor of Applied Science programs (in partnership with the College of Arts and Sciences).
 - Includes Credit for Prior Learning and Alternative Credentialing efforts.
- Provide leadership and administrative oversight of the Online Degree Pathway.
- In conjunction with other institutional leaders, identify and address needs related to educational access throughout Boise State's service area and beyond.
- Serve on appropriate university committees to represent Extended Studies, and advocate for the division's mission and unique student populations.

External Relations: Provides leadership and oversight of external relations with stakeholders, partners, and constituents to address needs and leverage connections to university expertise and resources that provide access to education, and enhance the social and economic vitality of students and the communities they reside in. Under the purview of the Dean, leads, serves, and/or supports a variety of external committees and boards to advance the educational access mission of Extended Studies and Boise State University. Examples include, but are not limited to:

- Community Impact Program Community Advisory Teams.
- Corporate/business leaders
- Local and State government representatives throughout Boise State's service area and operations beyond Boise. Including city, county, and state leadership (i.e., mayors, commissioners, legislative reps, etc.).
- Local economic development councils, chambers, service clubs, and related organizations.
- Various state agency leadership including State Board of Education staff, Dept. of Corrections, Dept. of Lands, Dept. Behavioral Health, Workforce Development Council, Dept. of Labor and other partner agencies.
- Community College Leadership including Deans, VPs, and Presidents.
- Military Leadership (ID National Guard and U.S. Air Force command structure).

Special Projects and Entrepreneurial Activity: Provides leadership, oversight, and direct support of a variety of special projects and entrepreneurial activities dedicated to advancing Extended Studies mission to provide educational access beyond traditional boundaries. Examples include but are not limited to:

- Management of start-up/capacity building grants.
- Corporate partnerships including Apple and Amazon that support advancement of specialized credentials, and/or unique learning opportunities for students and communities.
- University-wide activities that advance the mission and reputation of the institution, division, and team(s).
- Develop and lead implementation of innovative new programs.
- Perform other duties as assigned.
- Provide divisional leadership of Community and Professional Outreach teams and activities including:
 - Campus leadership for the development, implementation, and ongoing support for Community Impact Programs.
 - Campus direction of the Rapid Educational Prototyping for Equity in Education (REP4) initiative.
 - Military Programs including institutional engagement, program support, and student services support at Mountain Home Air Force Base and Gowen Field.
 - Administrative leadership of the Bachelor of Arts in Multidisciplinary Studies and Bachelor of Applied Science programs.
 - Operations of Regional Sites located at the College of Western Idaho, College of Southern Idaho, North Idaho College, Micron, and Meridian Center.
 - Transfer Partnerships supported by the Division of Extended Studies at College of Western Idaho and College of Southern Idaho.
 - Professional and Continuing Education.
 - K-12 Teacher Professional Development.
 - Institutional team leading the Idaho Onramp Program in partnership with Apple, Idaho Digital Learning Alliance, and College of Western Idaho.
 - Administrative leadership and support Cyber-Physical Systems program development and start-up.

Budgetary Management:

- Provides budgetary management of over \$4 million in funds annually. Fund types include appropriated, local, online program fee, grants, and contracts

Instruction:

- As needed, provide instruction for a variety of Professional and Continuing Education classes.
- As needed, provide executive coaching to external, corporate and governmental clients.
- As needed, serve as adjunct faculty for the Bachelor of Applied Science program.

Director

Chugiak-Eagle River Campus
Community and Technical College
University of Alaska Anchorage
Dates of Activity: February 2006—October 2010

Duties:

- **Budget management and development:** Oversee annual General Fund base budget of \$1.65 million as well as grants and contracts in excess of \$900K annually. Total annual budget \$2.55 million.
- **Assistant Professor,** Bachelor of Science Technology program.
- **Faculty and staff supervision:** Daily supervision of faculty and staff. Inform all affected parties of changes in procedures and regulations.
- **Student Support:** Mediate problems between faculty and the approximately 5,000 students attending courses at this campus regarding grades, fairness issues, classroom procedures and teaching methods. Develop day-to-day operating procedures to ensure a peaceful, efficient and safe learning, teaching, and working environment.
- **Faculty Support:** Oversee hiring and training, supervise, and support approximately 70 academic adjunct faculty members delivering nearly 300 course sections annually.
- **Workforce and Professional Education:** Oversee delivery of all workforce and professional development offerings developed at the campus. Act as liaison between all Community and Technical College (CTC) Departments and University of Alaska Corporate Programs (UACP) for non-credit, continuing education and customized delivery of academic courses. Oversee the development and maintenance of courses, services and support used in the delivery of educational training to business, industry and individuals within Anchorage and across the state.
- **North Pacific Fisheries Observer Training Center:** Supervisory Oversight, ensure that state and federal grant and contract related training is conducted according to relevant state and federal regulatory requirements.
- **Community relations:** Maintain strong connections to the local community including business and government entities to ensure that the Chugiak-Eagle River Campus continually offers relevant academic, workforce, and personal enrichment opportunities. Conduct annual community forum meetings to help establish campus priorities through strong community partnerships.
- **ACT Test Center:** Ensure that testing guidelines that are consistent with ACT Testing Center policies and procedures. Oversee hiring of proctors and other staff as necessary to provide for the ever-expanding duties and responsibilities associated with high stakes testing and employee screening and skills assessment initiatives.
- **Schedule development:** Develop each semester's course schedule after consultation with faculty, academic departments and academic counselor (as needed) to determine need, timing, location, and space availability.
- **Enrollment management:** Oversee tracking of enrollment trends, costs, capacities, average class size and utilization statistics. Devise strategic enrollment plans to maximize retention of students and efficient delivery of academic and non-credit workforce development courses.
- **Campus marketing:** Oversee marketing concepts, plans and budgets developed by staff. Review plans annually to determine consistency with department, college, and university goals.

External Funds and Project Development- Temporary Special Project Assignment

University of Alaska Anchorage,
Community and Technical College, Office of the Dean
Dates of Activity: September 2005—February 2006

Duties:

- Responsible for developing preliminary Community and Technical College (CTC) external funds management for the twelve technically and academically diverse divisions and programs that comprise the college.
- Identified opportunities and strategies to engage private donor support of CTC activities and infrastructure.
- Served on University of Alaska Anchorage Facilities and Planning Board.
- Responsible for facilities planning within the CTC. Efforts and recommendations provided here resulted in significant facility improvements for three CTC departments.
- This work was done concurrently with duties outlined below.

Director

University of Alaska Anchorage,
North Pacific Fisheries Observer Training Center
Dates of Employment: April 2002—February 2006

Duties:

- Responsible for the overall program administration of the University of Alaska Anchorage, North Pacific Fisheries Observer Training Center (OTC).
- **Outreach and Governmental/Community Relations:** Represented the OTC at college administrative and programming councils, reported to the Dean and University administration on OTC activities. Provided technical expertise on observer and related training programs, curricula, implementation and management. Lectured on training program operations and planning to varied audiences including educational and government institutions both nationally and internationally. Facilitated public relations in Alaska and beyond by representing the University of Alaska Anchorage and the OTC. Developed and maintained strong working relationships with key members of the fishing industry, observer programs, fisheries management councils, resource management agencies, and environmental groups. Edited the OTC quarterly newsletter and website content.
- **Planning:** Developed annual goals and objectives for the OTC to meet the needs of industry and agency partners.
- **Budget Development:** Principal Investigator and author of annual Sea Grant funding proposal. Responsible for annual budget and expenditures, approved maintenance contracts, equipment leases and purchases, and all other finance issues related to project.
- **Instruction:** Taught fish identification and marine survival on an ongoing and regular basis to post-secondary graduates entering the fisheries workforce.
- **Reports:** Responsible for timely completion of all technical program progress reports required by funding agency.
- **Scheduling:** Planned, scheduled and coordinated observer training activities at the OTC to most efficiently meet the needs of the fishing industry, observer contractors, the National Marine Fisheries Service and the Alaska Department of Fish and Game. Implemented frequent and unpredictable program and curriculum changes in response to the dynamic nature of the fisheries.
- **Staff Supervision:** Developed staffing plan for the OTC, hired and provided supervision and evaluation of seven program personnel.
- **Quality Control:** Assured compliance with training and certification standards of the National Marine Fisheries Service and the Alaska Department of Fish and Game. Designed and implemented curriculum and course evaluation system and outcomes assessment including an external program evaluation.

Fisheries Biologist

National Marine Fisheries Service, (NMFS)
Alaska Fisheries Science Center
Dates of Employment: October 1999—April 2002

Duties:

- Instructed full scale observer training classes on observer sampling equipment, fish identification, marine safety, and related observer duties.
- Identified and coordinated development of program applications to meet current needs.
- Developed and planned sexual harassment and assault prevention training for all NPGOP and North Pacific Fisheries Observer Training Center staff through a contract with STAR of Anchorage.
- Acted as the North Pacific Groundfish Observer Program (NPGOP) Vessel Inspection Coordinator.
- Responsible for addressing data related questions and ensuring that Anchorage staff procedures were consistent with those used in the main office located in Seattle, Washington.
- Conducted mid-cruise and final debriefing interviews with observers to ensure that proper sampling methods were used and that data was recorded properly.
- Provided written and verbal evaluations of observers following deployments.

- Monitored observer performance during their cruises to provide assistance and direction regarding sampling procedures and program policies.
- Provided writing and technical support to the development of program documents.
- Participated in annual NMFS sponsored research cruises.

SELECT SERVICE BOARDS AND COMMITTEES:

- 2023—2025. Member, President's Executive Council
- 2023—2025. Member, President's Administrative Council
- 2023—2024. Member, Boise State University Carnegie Community Leadership Classification Committee
- 2022—Present. Member, Sorenson Impact Center, Rural Education and Economic Development Advisory Team
- 2022—2024. Member, Boise State University Carnegie Community Engagement Reclassification Committee
- 2021—2024. Member, Rapid Educational Prototyping for Equity in Education (REP4) National Alliance
- 2018—2020. Member, Idaho State Board of Education Lumina Foundation Grant Implementation Team.
- 2018, Member, Search Committee, Academic Associate Vice-President, Boise State University, Boise, Idaho.
- 2013/14. Chair, Boise State University Carnegie Community Engagement Reclassification Committee (successful submission).
- 2015—Present. North Idaho Higher Education Local Operations Committee.
- 2010—Present. Southwest Idaho Local Operations Committee.
- 2010—Present. Boise State University Education Council (Associate Deans).
- 2006—2010 Chugiak-Eagle River Chamber of Commerce Board of Directors, Treasurer 2006-2008, President Elect 2008-2010.
- 2009/2010. Member, Search Committee, Welding Non-Destructive Testing Faculty, University of Alaska Anchorage.
- 2009/2010. Member, Search Committee, Grants and Contracts Coordinator, Community and Technical College, University of Alaska Anchorage.
- 2008/2009. Anchorage Chamber of Commerce Workforce Development Taskforce.
- 2002—2009. Voting Member, North Pacific Fishery Management Council Observer Advisory Committee.
- 2005—2007. Alaska Marine Safety Education Association Board of Directors, Secretary/Treasurer 2005.
- 2005/2006. University of Alaska Anchorage Facilities and Planning Board.
- 2006/2007. Member, Search Committee, Associate Dean, Community and Technical College, University of Alaska Anchorage.
- 2006/2007. Member, Search Committee, Assistant Director, Matanuska-Susitna College, University of Alaska Anchorage.
- 2006/2007. Member, Search Committee, Director, Aviation Technology Division, University of Alaska Anchorage.
- 2003/2004. Member, Marketing Committee, Community and Technical College, University of Alaska Anchorage.
- 2003/2004. Member, Program Review Committee, Culinary Arts Department, University of Alaska Anchorage.

RESEARCH INTERESTS:

- Community engaged educational processes
- Barriers to higher education
- Learner-Centric Design
- Rural access to higher education
- Credit for Prior Learning/Alternative Credentials

RELEVANT PRESENTATIONS:

- Presenter, “Boise State Passport to Education.” WCET Oregon State University, Corvallis, Oregon, February 2020.
- Presenter, “Boise State Passport to Education.” University Professional and Continuing Education Association (UPCEA) National Conference, Seattle, Washington, April 2019.
- Presenter, “Boise State Passport to Education.” University Professional and Continuing Education Association (UPCEA) West Regional Conference, Long Beach, California, October 2018. Winner of “Best in Show.”
- Presenter, “The Advantages of University Based Fisheries Observer Training.” International Fisheries Observer Conference, Sydney, Australia. November, 2004
- Presenter, “Sexual Assault Training for Fisheries Observers.” International Fisheries Observer Conference, New Orleans, Louisiana. November, 2002

GRANTS/FUNDING RECEIVED:

- \$37,000, “2024 REP4 Learner Design Summit: Creating a High Impact Career Exploration Program for High School Juniors and Seniors” Steelcase Foundation, PI, March 2024—December 2024.
- \$4,990,000, “Semiconductor for All” Idaho Workforce Development Council, Co-PI with Loo, May 2023—May 2026.
- \$41,896, “2023 REP4 Learner Design Summit: Increasing Participation in STEAM Education” Steelcase Foundation, PI, March 2023—December 2023.
- \$40,398, “Develop Pilot, Peer Mentoring Program” Steelcase Foundation, PI, September 2022—June 2023
- \$833,000, “Cyber-Physical Systems Program Development,” Idaho Workforce Development Council, Co-PI with Loo, November 2019—November 2022.
- \$100,000, “Library Commission Project: Idaho Learning Partnership,” Idaho State Board of Education, Lumina Foundation Project, PI, January 2019—December 2020.
- \$350,000 (estimated total contract value based on anticipated need), “Pre-Employment Skills Assessment Testing, Hiring and Training Support Professional Service Agreement,” BP Alaska, July 2010-June 2012.
- \$300,000, “Pre-Employment Skills Assessment Testing, Hiring and Training Support Professional Service Agreement,” BP Alaska, May 2008-June, 2010.
- \$83,600, University of Alaska Statewide System Workforce Development Funding, September, 2007.
- \$78,000, University of Alaska Statewide System Workforce Development Funding, April, 2007.
- \$200,000, “Pre-Employment Skills Assessment Testing Professional Service Agreement,” BP Alaska, December, 2006-June, 2008.
- \$37,000, University of Alaska Statewide System Workforce Development Funding, October, 2006.
- \$1,500,000, “North Pacific Fisheries Observer Training Contract,” National Marine Fisheries Service Alaska Fisheries Science Center, Fisheries Management and Analysis Division, Co-PI with Saxton, September, 2008-January 2011.
- \$900,000, “North Pacific Fisheries Observer Training Contract,” National Marine Fisheries Service Alaska Fisheries Science Center, Fisheries Management and Analysis Division, Co-PI with Saxton, September, 2006-August, 2008.
- \$702,000, “Continuation of University-Based Marine Resource Observer Training,” National Oceanic and Atmospheric Administration Sea Grant College Program, September, 2005.
- \$752,000, “Continuation of University-Based Marine Resource Observer Training,” National Oceanic and Atmospheric Administration Sea Grant College Program, September, 2004.
- \$757,000, Continuation of University-Based Marine Resource Observer Training, National Oceanic and Atmospheric Administration Sea Grant College Program, September, 2003.
- \$25,000, “Marine Mammal Fisheries Observer Training Contract,” National Marine Fisheries Service Alaska Regional Fisheries Management Office, Division of Protected Resources, Alaska Marine Mammal Observer Program, June, 2003.
- \$617,000, “Continuation of University-Based Marine Resource Observer Training,” National Oceanic and Atmospheric Administration Sea Grant College Program, September, 2002.

SERVICE AND PROGRAM AWARDS:

- Recipient, Outstanding Credit Program for the Boise State Community Impact Program, University Professional and Continuing Education Association, West Region. 2022
- Recipient, President's Community Service Award, Boise State University. 2021
- Best in Show, University Professional and Continuing Education Association, West Region. 2019
- Recipient, Alaska's Top 40 Under 40, Anchorage Chamber of Commerce and Alaska Journal of Commerce. 2008
- Distinguished Service or Contribution Award, Standing Together Against Rape. 2001

EDUCATION:**University of Alaska Anchorage**

Anchorage Alaska 99501

M.Ed., 2009

Thesis Project Title: *Marine Mammal Observer Training: Developing a Comprehensive Training Program for Effective Natural Resource Management of the Chukchi Sea.*

The Evergreen State College

Olympia, Washington 98501

Bachelor of Science, 1994

Emphasis: Fisheries and Environmental Science

Adrian San Miguel, Bio

As the Chief Program Officer at Idaho Division of Career Technical Education (CTE), Adrian San Miguel leads the development, implementation, and oversight of CTE programming at the secondary and postsecondary levels. He has over 18 years of experience in higher education and holds a master's and bachelor's degree from Baylor University.

In his current role, Adrian works closely with Division staff, state agencies, and stakeholders to improve the quality and impact of CTE programs and their services. He leads a team of 30 staff that are responsible for managing federal and related programs, specifically Perkins and Adult Education federal funding, supporting student leadership development in our seven career technical student organizations, and designing and supporting high-quality CTE programs.

As a son of a welder and railroad construction engineer, he understands the power technical skills can bring to help change the economic trajectory in a family's lives, which is why he is passionate about creating CTE pathways for all Idahoans.

Additional information, if needed:

As a strong public servant, Adrian also serves on several boards including Opera Idaho as a Board Director. He was gubernatorially appointed by both Governors Otter and Little to serve as a Commissioner for the Idaho Commission on the Arts. He represents Idaho as a Board of Trustee with Creative West, a 13 state and 3 pacific jurisdictions regional arts organization as their Treasurer and chair of their Finance and Investment Committee.

Tia Davis, Bio

Tia Davis currently serves as Chief of Staff at Idaho Division of Career Technical Education. Tia brings 20 years of experience managing diverse teams and projects of varying sizes, various leadership roles in the Banking and Finance industry, and serves on the leadership team at IDCTE. Tia's education resume includes teaching Business & Finance courses at the secondary level and teaching professional development for new CTE teachers and adult learners. Tia served as Lead Advisor for Business Professionals of America in her school district and served on the Idaho Business Professionals of America State Board. She holds a Bachelor of Arts, in English, from Boise State University and a Master of Education from University of Idaho. Most recently, Tia served as Acting Administrator to IDCTE for a period of five months to ensure continuity of operations for internal and external stakeholders.

Tia is an Idaho Native and grew up on a rural farm in Southern Idaho. She is happily married, and mother to two sons. Tia enjoys outdoor adventures with her family, including fishing and paddle-boarding. She delights in soaking up Idaho's beautiful landscapes and lifestyle.

Tia is committed to the mission of CTE and whole-heartedly believes in the power of CTE to change students' lives and legacies.

IDAHO DEPARTMENT OF EDUCATION
OCTOBER 15-16, 2025

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE (K-12)	Information Item
2	ASSESSMENT ITEM REVIEW COMMITTEE RECOMMENDATIONS	Action Item

**IDAHO DEPARTMENT OF EDUCATION
OCTOBER 15-16, 2025**

SUBJECT

K-12 Overview

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Bylaws (Operational Procedures) Section E.4.
Section 33-125, 125A, and 127, Idaho Code

BACKGROUND/DISCUSSION

Idaho State Board of Education bylaws establish the Superintendent of Public Instruction as responsible for carrying out the policies, procedures, and duties prescribed by the Constitution of the State of Idaho and by Idaho Code, or as otherwise established by the Board for all elementary and secondary school matters.

Debbie Critchfield was sworn in as the Idaho Superintendent of Public Instruction on January 2, 2023. She will update the State Board of Education on the Superintendent's priorities moving forward.

- Federal Flexibility Update
- FY 2027 Budget Request
- A250 Update

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item, no Board staff recommendation.

BOARD ACTION

This item is for informational purposes only.

**IDAHO DEPARTMENT OF EDUCATION
OCTOBER 15-16, 2025**

SUBJECT

Assessment Item Review Committee Recommendations

REFERENCE

December 2022	The Board approved the removal of one (1) grade 4 ELA item.
December 2023	The Board approved the removal of (1) ISAT ELA/L stimulus set was determined to not pass the Idaho Bias and Sensitivity guidelines. This stimulus set affected fourteen (14) total items that were also rejected.
October 2024	The Board was informed that the committee recommended no items for removal.

APPLICABLE STATUTE, RULE OR POLICY

Section 33-134, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

In accordance with Section 33-134, Idaho Code, the State Board of Education approved a review committee of thirty (30) individuals, with representation from each of the six (6) educational regions in the state, representing parents of students, teachers, administrators, and school board members in Idaho's public education system.

The committee is required to have two (2) parents, one (1) public or charter school teacher, one (1) school district or public charter school administrator, and one (1) member from the board of trustees or charter school board of directors for each of the six (6) education regions.

The committee reviews the computer-adaptive test questions on the summative Idaho Standards Achievement Test (ISAT) developed by the Smarter Balanced Consortium, in English Language Arts (ELA)/Literacy and Math, the computer-adaptive test questions on the summative ISAT developed by Idaho's assessment vendor, Cambium Assessment, Inc., in Science, and the computer-adaptive test questions and the summative Idaho Reading Indicator (IRI) developed by Idaho's assessment vendor Amira Learning.

The committee is authorized to make recommendations to the Board and the State Department of Education to revise or eliminate summative computer-adaptive test questions from the assessment forms.

During the 2025-2026 Assessment Item Review Committee meeting, the committee, by majority vote, flagged one (1) IRI item for recommendation to the Board for removal or revision and zero (0) ISAT items.

IMPACT

The assessment item review itself cost \$82,806.08 (see Attachment 5) to facilitate.

**IDAHO DEPARTMENT OF EDUCATION
OCTOBER 15-16, 2025**

ATTACHMENTS

Attachment 1- 2025 IRI Assessment Item Review Committee Report by Amira Learning

Attachment 2- 2025 IRI Assessment Item Review Committee Presentation by Amira Learning

Attachment 3- 2025 ISAT Assessment Item Review Committee Report by Cambium Assessment, Inc.

Attachment 4- 2025 ISAT Assessment Item Review Committee Presentation by Cambium Assessment, Inc.

Attachment 5 - 2025 Assessment Item Review Expenditure Report

Attachment 6- 2025 Assessment Item Review Committee Members and Attendance

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the removal of the one (1) flagged item from the 2025- 26 Assessment Item Review Committee.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**2025 IRI Assessment Item Review Committee Report by Amira
Presented by The Idaho Department of Education**

Prepared by Amira Learning

August 2025

Section 1: Background and Introduction

In accordance with Idaho Code § 33-134 – Assessment Item Review Committee, the Idaho Department of Education (Department) established a review committee intended to ensure that stakeholders of Idaho’s public education system (parents, teachers, administrators, and school board members) have the opportunity to review the types of questions that are being used on Idaho state assessments. The law requires that a committee annually review all summative computer adaptive test questions for possible issues of bias and sensitivity.

The committee is authorized to make recommendations to the State Board of Education and the Department regarding the revision or elimination of summative computer adaptive test questions from the state assessments. According to the law, the committee is to consist of at least 30 Idaho residents and shall include the following members from the six regions of Idaho and shall be appointed by the State Board of Education: two parents of public school or public charter school students (12 representatives); one public school or public charter school teacher (6 representatives); one member who is an administrator of a school district or public charter school (6 representatives); and one member from the district board of trustees or public charter school board of directors (6 representatives).

The Department recruited 30 participants from the six regions adhering to the legislative requirements to participate in the Assessment Item Review Committee. Committee members are volunteers. Idaho Code § 33-134 states that “no committee member may receive compensation or benefits for the member’s service on the committee.”

Eleven participants attended the meeting to review the items on the Idaho Reading Indicator (IRI), an early literacy screener required by Idaho Code § 33-1806. The administration of the IRI is contracted to Amira Learning (Amira) as the sole provider for the State of Idaho. Amira Learning facilitated the bias and sensitivity review committee meeting on August 4, 2025.

Section 2: Two-Round Review Process

The bias and sensitivity review was completed over the course of one business day. Each assessment item was reviewed in Round 1 by at least two (2) committee

members, chosen at random from the overall committee pool. Items that were “flagged” as displaying bias and sensitivity issues by any single reviewer were moved into Round 2 for a whole-group discussion and review.

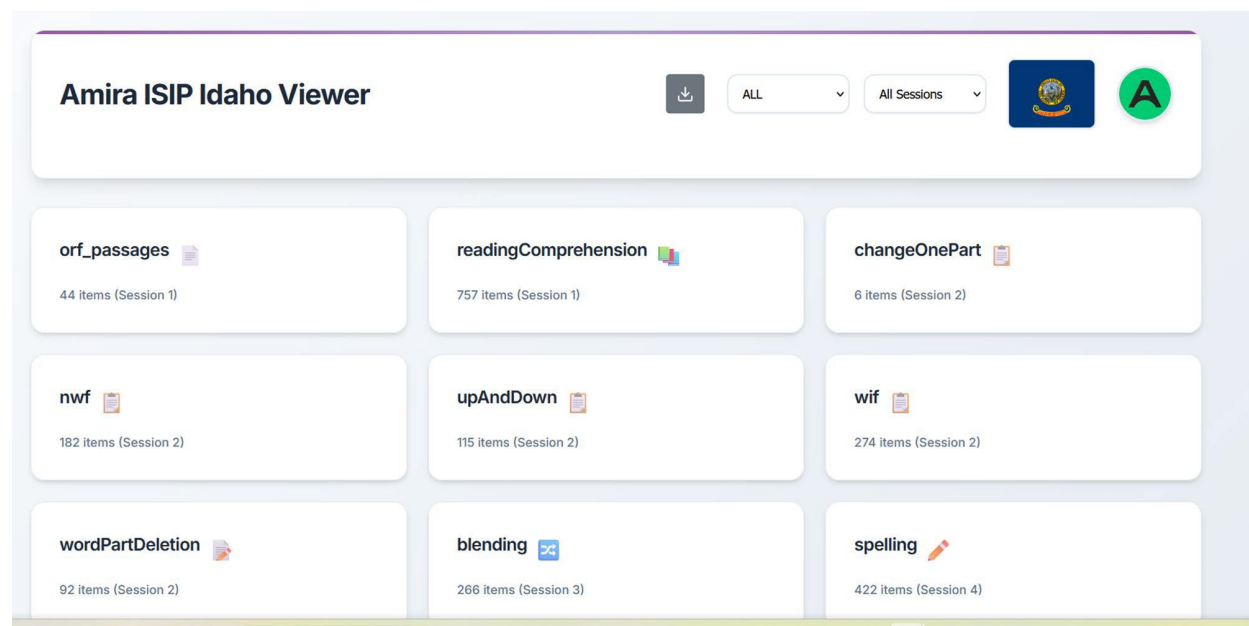
The Round 2 process occurred at the end of each of seven review sessions and consisted of the following steps:

1. Flagged items were individually displayed on the projector screen for the whole group to view.
2. The committee members who flagged the item explained their point of view for their initial concern.
3. Other committee members were provided the opportunity to respond for or against with their point of view.
4. When discussion was complete, the Amira facilitator conducted a simple raise-of-hand vote, asking committee members how many were in favor of referring the item to the State Board of Education (SBOE) for rejection or revision.
5. Items with a simple majority (6 of 11 members) in favor of rejection were flagged as “rejected”. Items that did not receive a simple majority were marked as approved to remain in the assessment pool, but with a note created for the consideration of Amira and Department staff.

Section 3: Preparation

For ease of assignment and review by the committee, Amira organized the items into batches by assessment domain. Each of the batches was assigned to every committee member at random prior to the meeting in a Reviewer Interface created by Amira to expedite the item review process (Figure 1).

Figure 1. Amira Reviewer Interface Landing Page



Amira configured the Reviewer Interface to provide a streamlined process for bias and sensitivity review that allowed reviewers to view specific batches of items that aligned to seven review sessions (Table 1). The Amira facilitator previewed the structure of the items for each session. Then committee members entered the Reviewer Interface in structured sessions and had the option to select either “Approve” (i.e., keep as-is) or “Reject” (i.e., refer to the SBOE for removal) each item as well as provide comments on why an item was rejected.

Table 1. Review Session Sequence

Session	Assessment Component(s) Reviewed
Session 1	Oral Reading Fluency (ORF) and Reading Comprehension
Session 2	Up and Down, Change One Part, Word Part Deletion, Word Identification Fluency, and Non-Word Fluency
Session 3	Blending
Session 4	Spelling
Session 5	Vocabulary
Session 6	Retell
Session 7	Rapid Automatized Naming (RAN), Letter Names, Letter Sounds, and Non-Word Repetition

During the review Round 1 and Round 2 review processes, committee members referred to a handout with fairness criteria and guidelines (Figure 2). Round 2 determinations were made after each session while the items were fresh in reviewers’ memories.

Figure 2. Fairness Criteria & Guidelines Handout

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Fairness Criteria & Guidelines

Purpose: Test materials need to be free from unnecessary barriers to the success of diverse groups of students so that each assessment is a valid measurement of student achievement and is a positive experience for students.

Criteria 1: Assessment should be free of bias and stereotypes.

- ✓ Assessment content does not express bias or present stereotypes of people of different groups.
- ✓ Assessment content demonstrates respect for people of different groups.
- ✓ Assessment content is inclusive and reflects the diversity of the community.
- ✓ Assessment content represents various demographic groups fairly regardless of gender; race, ethnicity, or culture; religion; age; disability; and/or socioeconomic status.

Criteria 2: Assessment should be sensitive to student and community beliefs and experiences.

- ✓ Assessment content does not include topics that are considered controversial by the community, unless these topics are part of the learning standards.
- ✓ Assessment content avoids emotionally-charged topics.
- ✓ Assessment content does not give advice or promote specific morals, unless these are universally accepted.
- ✓ Assessment content does not depict people engaged in dangerous activities.

Guiding Questions:

- ? Does the material require a student to take a position that challenges authority?
- ? Does the material present sensitive or highly controversial subjects, such as death, war, abortion, euthanasia, or natural disasters, except where they are needed to assess learning standards?
- ? Does the material trivialize significant or tragic human experiences?
- ? Does the material require the parent, teacher, or examinee to support a position that is contrary to their religious beliefs?
- ? Does the material contain advice pertaining to health and well-being about which there is not universal agreement?
- ? Does the material portray people engaged in dangerous activities, unless required to assess the learning standard?

Criteria 3: Assessment should be accessible to all students, to the greatest extent possible.

- ✓ Language used in the assessment is understandable and inclusive.
 - ? Does the material use exclusive or gender-specific terms rather than inclusive terms?
 - ? Does the material use words or phrases that may not be similarly understood by students of different groups?
- ✓ Assessment content does not rely on vocabulary or background knowledge that would be significantly more or less familiar to a student because of their demographic group. (Differential familiarity)
 - ? Does the material require knowledge of individuals, events, or groups that is not familiar to all groups of students?

Section 4: Training

Committee members are trained to identify bias and sensitivity concerns in items prior to beginning the review process. The slide deck presentation utilized for review of the IRI items is included in Attachment 1.

Department staff provided training on the background and statutory requirements for the review committee. An Amira facilitator provided training for the committee members to learn what they should be looking for when reviewing items. This presentation included the steps in the item development process, information about the difference between bias and content related issues, noted that participants should only be flagging items for bias issues, and provided specific examples of items that may show bias. Upon completion of the bias and sensitivity training, the committee was trained to use the Reviewer Interface to submit their feedback on each item electronically.

Section 5: 2024 Summary of Committee Review

Procedures

After being trained on the item review process, committee members individually reviewed their randomly assigned item batches in the Reviewer Interface during each of seven (7) sessions. Each item was reviewed by at least two committee members. Any items flagged as “Rejected” were immediately moved into a Round 2 determination review during which a simple majority (at least 6 of 11) members was required to refer the flagged item to the SBOE.

Results

On August 4, 2025, a **total of 1,466** items were presented to the committee. Of all the items, the committee approved **1,431 as free of bias and sensitivity** concerns. During Round 1, committee members **flagged 35 items for possible concerns** with bias and sensitivity. During Round 2, committee members referred 27 items for removal or revision. After further review (Round 3), The Department’s executive team then decided which items to send to the State Board of Education for a final determination: 26 of the 27 items were classified as content concerns rather than bias or sensitivity issues. One item will be referred to the State Board of Education for final review. A summary of the results is provided in Table 2.

Table 2. Summary of Review Committee Determinations

Session	Assessment Component(s) Reviewed	Total # of Items Reviewed	# of Items with Zero Flags	# of Items Flagged in Round 1	# of Round 2 Items Referred to the Department	# of Round 3 Items Referred to SBOE
Session 1	Oral Reading Fluency (ORF) and Reading Comprehension	372	364	8	5	0
Session 2	Up and Down, Change One Part, Word Part Deletion, Word Identification Fluency, and Non-Word Fluency	669	665	4	4	0
Session 3	Blending	102	88	14	12	0
Session 4	Spelling	212	206	6	3	1
Session 5	Vocabulary	30	28	2	2	0
Session 6	Retell	20	19	1	1	0
Session 7	Rapid Automatized Naming (RAN), Letter Names, Letter Sounds, and Non-Word Repetition	61	61	0	0	0
Total		1,466	1,431	35	27	1

Section 6. Final Results

Of the 1,466 items reviewed by the committee per Idaho Code § 33-134, **1 item (as seen in Figure 3) was rejected or flagged as needing further review by the Department and State Board of Education.**

Implications of Excluding the Rejected and Flagged Items

Amira has analyzed the impact and found there are no risks associated with how rejected items may impact the performance of that IRI assessment.

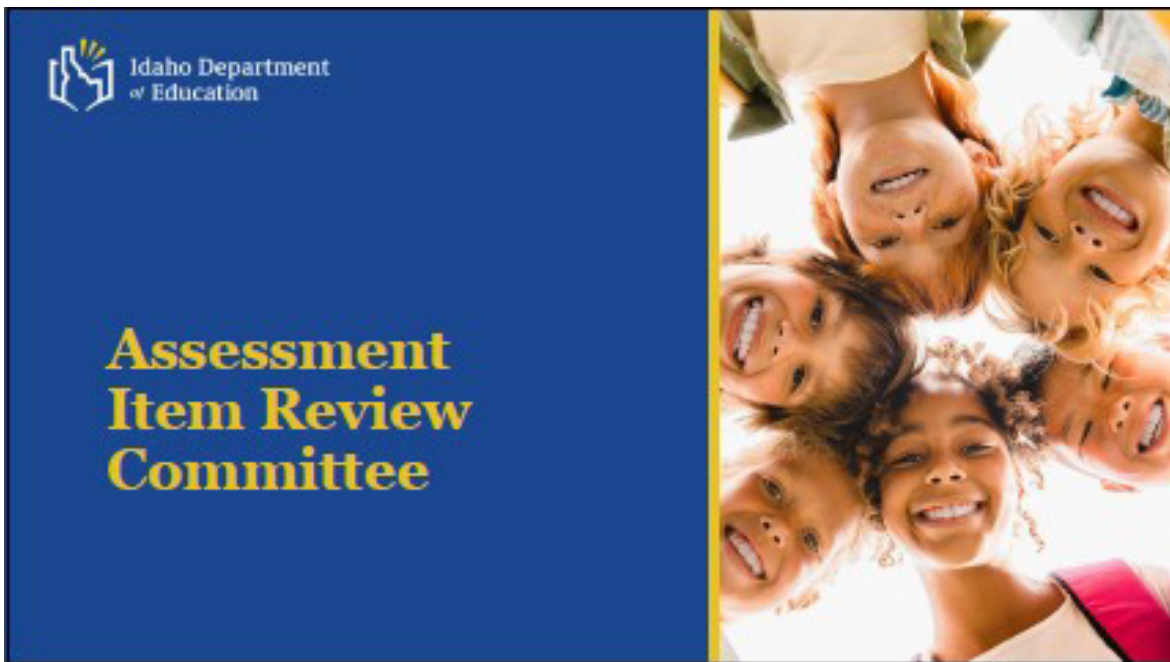
For additional questions, please contact Ayaka Nukui, Director of Assessment & Accountability, at the Idaho Department of Education (208-332-6926 or

anukui@sde.idaho.gov).

Figure 3: Redacted item rejected or flagged as needing further review by the Department and State Board of Education.

The screenshot shows a web interface for reviewing a redacted item. At the top left, the word "spelling" is visible next to a redacted area and a blue button labeled "Grade: 2". At the top right, there is a large redacted area and a small profile picture icon. Below these are two buttons: "Approve" with an unchecked checkbox and "Reject" with a checked checkbox. The bottom section contains three input fields: "Word" with a redacted value, "Sentence Context" with a redacted value, and "Calibration Form" with the text "g2 spelling5".

2025 IRI Assessment Item Review Committee Presentation by Amira Learning



Support Staff



- Idaho Department of Education Staff
 - Ayaka Nukui (Director)
 - Kacy Proctor (IRI Coordinator)
 - Amber Van Vooren (ISAT Coordinator)

4

Background



- Formed by the Idaho Legislature in 2014 through [Idaho Code 33-134](#).
- Last met in fall 2024.
- First time for IRI

5

Purpose



- To ensure that statewide assessments measure what they intend to measure (i.e. student's knowledge and skills) by removing questions that could unfairly interfere with student performance.

Your Role



- To make recommendations to the State Board of Education to revise or eliminate questions that could interfere with student performance.

Your Role



- To make recommendations to the State Board of Education to revise or eliminate questions that could interfere with student performance.



Statewide Assessments



- Idaho Reading Indicator
- Grades K-3
- Early Literacy Skills- foundational Reading Standards
- Administered in BOY (Beginning of Year) and EOY (End of Year)
- All students (except those that qualify under 33-1618- EL exemption)



What's Next?



- Training
- Review Items
- Review Items
- Review Items
- ...
- Possibly Virtual Follow-up (if not finished)

43

Questions?





44

Contact



Kacy Proctor | IRI Coordinator
Assessment & Accountability
Idaho State Department of Education
208-332-6988 | kproctor@ide.idaho.gov

Amber Van Vooren | ISAT Coordinator
Assessment & Accountability
Idaho State Department of Education
208-332-6979 | avvooren@ide.idaho.gov



IRI Fairness Review Stakeholder Meeting

Boise, Idaho | August 4, 2025

Amira Learning | Idaho Department of Education





Test Security	AMIRA
• Non-disclosure agreements should have already been signed. • All test materials viewed during this meeting are the intellectual property of Amira Learning and are considered secure and confidential. • Do NOT discuss test material content outside of this meeting.	

Agenda

Time	Agenda Item
8:00 – 8:30	Check in
8:30 – 9:00	System Set Up
9:00 – 9:15	Welcome & Introductions
9:15 – 9:45	Item Review Training
9:45 – 11:00 (75)	ORF & Reading Comprehension (Break as Needed)
11:00 – 11:15	Determinations
11:15 – 12:15 (60)	Up and Down, Change One Part, Word Part Deletion, Word Identification Fluency, and Non-Word Fluency
12:15 – 12:30	Determinations
12:30 – 12:45 (15)	Grab Lunch & Break
12:45 – 1:30 (45)	Working Lunch: Blending
1:30 – 1:45	Determinations
1:45 – 2:30 (45)	Spelling
2:30 – 2:45	Determinations
2:45 – 3:00 (15)	Vocabulary
3:00 – 3:15	Determinations
3:15 – 3:30 (15)	Break
3:30 – 4:00 (30)	Ratell
4:00 – 4:15	Determinations
4:15 – 4:30 (15)	RAN, Letter Names, Letter Sounds, Non-Word Repetition
4:30 – 4:45	Determinations
4:45 – 5:00	Final Wrap up
5:00	Adjourn

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Steps in the Development Process

Steps in Item Development Process



- Item Development and Pre-Testing
 - Initial item creation aligned to a rigorous blueprint, standards, and learning objectives
 - Review and inclusion of legacy Amira and ISIP assessment item banks
 - Review and Revision
- Pilot Testing
 - Field Testing
 - Data Collection
- Item Validation and Refinement
 - Item fit analysis
 - Item pool creation
 - Continuous monitoring
- Implementation in Computer-Adaptive Testing (CAT)



Fairness Review: What

Assessment Fairness

AMIRA

Purpose: Test materials need to be free from unnecessary barriers to the success of diverse groups of students.

Why?

- Valid measurement of student achievement
- Positive student experience

Assessment Fairness

AMIRA

Assessment content should be:

1. Free of bias and stereotypes
2. Sensitive to student and community beliefs and experiences
3. Accessible to all students, to the greatest extent possible

Free of Bias and Stereotypes

AMIRA

- Assessment content does not express bias or present stereotypes of people of different groups.
- Assessment content demonstrates respect for people of different groups.
- Assessment content is inclusive and reflects the diversity of the community.

Free of Bias and Stereotypes

AMIRA

- Gender
- Race, Ethnicity, Culture
- Religion
- Age
- Disability
- Socioeconomic

Sensitive to Student and Community Beliefs and Experiences

AMIRA

- Assessment content does not include topics that are considered controversial by the community, unless these topics are part of the learning standards.
- Assessment content avoids emotionally-charged topics.
- Assessment content does not give advice or promote specific morals, unless these are universally accepted.
- Assessment content does not depict people engaged in dangerous activities.

Sensitive to Student and Community Beliefs and Experiences

AMIRA

Does the material:

- Require a student to take a position that challenges authority?
- Present sensitive or highly controversial subjects, such as death, war, abortion, euthanasia, or natural disasters, except where they are needed to assess learning standards?
- Trivialize significant or tragic human experiences?
- Require the parent, teacher, or examinee to support a position that is contrary to their religious beliefs?
- Contain advice pertaining to health and well-being about which there is not universal agreement?
- Portray people engaged in dangerous activities, unless required to assess the learning standard?

Accessible to All Students to the Greatest Extent Possible

AMIRA

Language used in the assessment is understandable and inclusive.

- Does the material use exclusive or gender-specific terms rather than inclusive terms?
- Does the material use words or phrases that may not be similarly understood by students of different groups?

Assessment content does not rely on vocabulary or background knowledge that would be significantly more or less familiar to a student because of their demographic group. (Differential familiarity)

- Does the material require knowledge of individuals, events, or groups that is not familiar to all groups of students?

Rater Guidelines

- Keep your Fairness Criteria & Guidelines handout close as a reference.
- When in doubt, ask for help.

Fairness Criteria & Guidelines

AMIRA

Purpose: Fairness criteria used to help assess fairness to the extent of diverse groups of students across race, ethnicity, gender, socioeconomic status, and other characteristics.

Criteria 1: Assessment should be free of bias and stereotypes.

- ✓ Assessment content does not contain stereotypes or knowledge unique to ethnic groups.
- ✓ Assessment content does not contain content that is unique to ethnic groups.
- ✓ Assessment content is not based on stereotypes or knowledge unique to ethnic groups.
- ✓ Assessment content does not contain stereotypes or knowledge unique to ethnic groups.
- ✓ Assessment content does not contain stereotypes or knowledge unique to ethnic groups.
- ✓ Assessment content does not contain stereotypes or knowledge unique to ethnic groups.

Criteria 2: Assessment should be sensitive to students and community beliefs and experiences.

- ✓ Assessment content does not include topics that are considered controversial in the community.
- ✓ Assessment content does not include topics that are considered controversial in the community.
- ✓ Assessment content does not include topics that are considered controversial in the community.
- ✓ Assessment content does not include topics that are considered controversial in the community.
- ✓ Assessment content does not include topics that are considered controversial in the community.

Guiding Questions:

1. Does the material require a student to have specific characteristics or abilities?
2. Does the material present students in highly stereotypical ways, such as being very obedient, intelligent, or capable students, or are they presented as individuals?
3. Does the material require students to have specific knowledge or experiences?
4. Does the material require students to have specific knowledge or experiences?
5. Does the material require students to have specific knowledge or experiences?
6. Does the material require students to have specific knowledge or experiences?
7. Does the material require students to have specific knowledge or experiences?

Criteria 3: Assessment should be accessible to all students, to the greatest extent possible.

- ✓ Language used in the assessment is understandable and inclusive.
- ✓ Assessment content does not contain stereotypes or knowledge unique to ethnic groups.
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Flagged Items

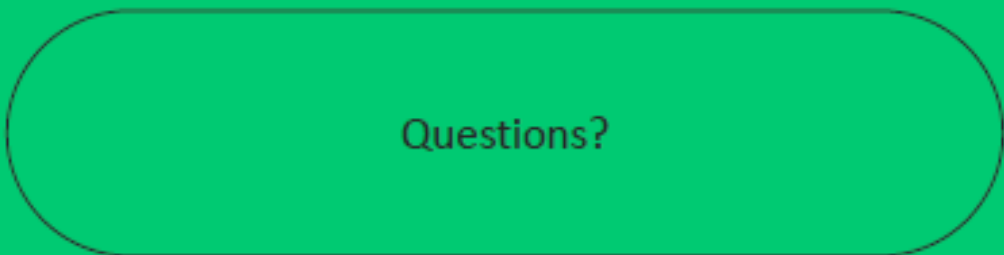
- Items flagged for possible bias and sensitivity concern will be reviewed by the whole group.
- The group will vote and decide as a simple majority.
- If a simple majority agrees with the flag, the item will be recommended for removal.
- If a simple majority does not agree with the flag, the item will be flagged for the discretion of the IRI Coordinator to make a determination.



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Norms and Participant Guidelines

Participant Guidelines	AMIRA
• Do not record, screenshot, or download specific content. • After the meeting, destroy any personal notes related to content or phenomenon discussed. • Do not speak to other panelists about specific passages or items outside of the meeting. • To limit disruptions, try to take breaks at designated break times. • If you have any questions about the review or procedures, feel free to ask.	

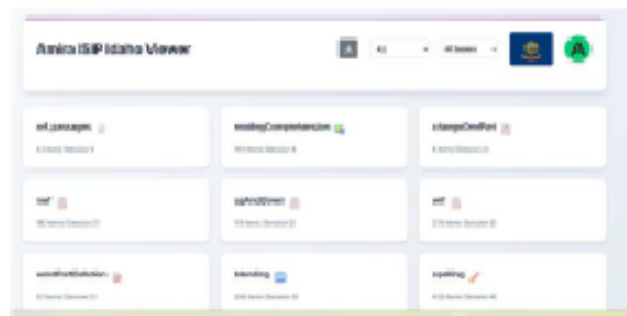


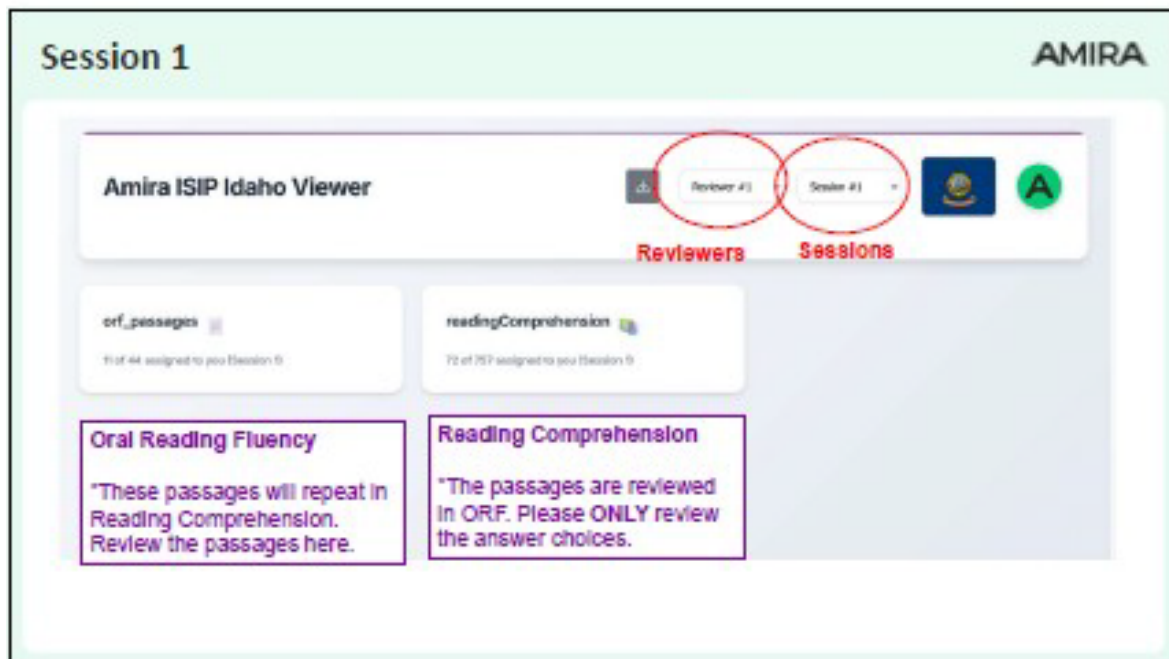
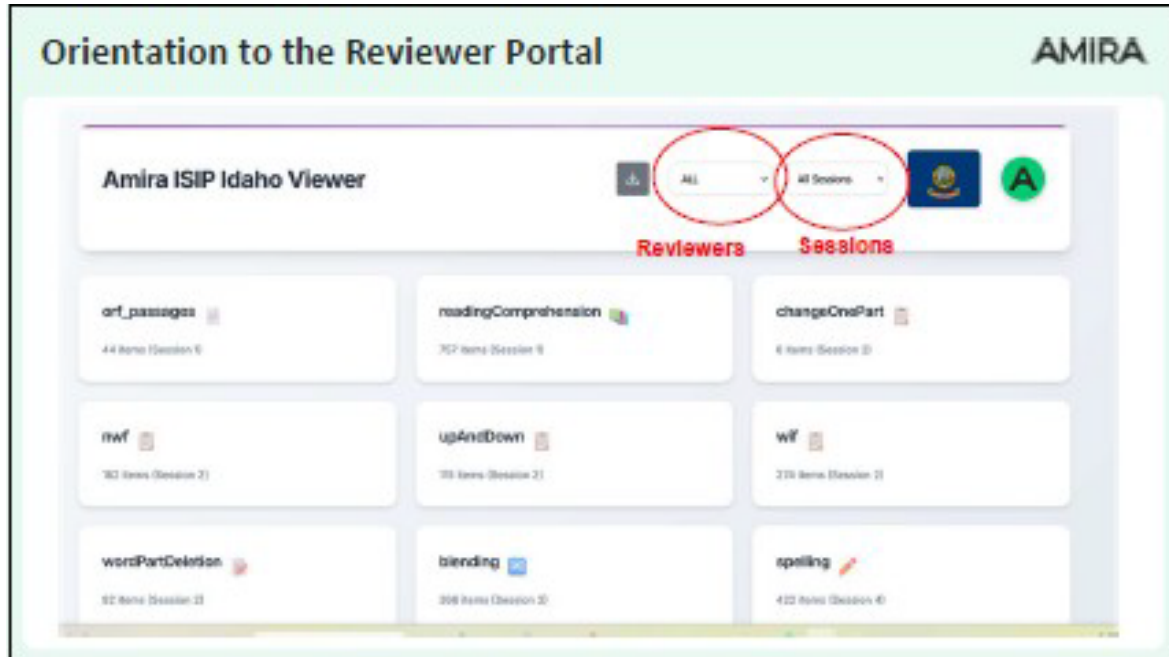
Amira Reviewer Interface	AMIRA
Log into your computer. • Password: user • Please keep packaging materials to return the computers Enter into the Content Interface system. • Reviewer Link: tinyurl.com/Amira8425 • Password: idaho2025	

Bit.ly/47d4RXK
idaho2025

AMIRA

- We will review assessment sections one session at a time.





Simple Majority Vote

AMIRA

- Review the item before you.
- Consider the Fairness Criteria & Guidelines
- Hand Vote
 - All in favor of referring the item to the State Board of Education for removal, raise your hand.

Session 2

AMIRA

Amira ISIP Idaho Viewer

Review #1

Session #2



A

Reviewers

Sessions

Change One Part

changeOnePart

0 of 6 assigned to you (Session 2)

Non-Word Fluency

nwf

52 of 102 assigned to you (Session 2)

Up and Down

upAndDown

28 of 75 assigned to you (Session 2)

Word Identification Fluency

wif

46 of 124 assigned to you (Session 2)

Word Part Deletion

wordPartDeletion

19 of 62 assigned to you (Session 2)

Simple Majority Vote

AMIRA

- Review the item before you.
- Consider the Fairness Criteria & Guidelines
- Hand Vote
 - All in favor of referring the item to the State Board of Education for removal, raise your hand.

Session 3

AMIRA

Amira ISIP Idaho Viewer

Reviewers

Sessions

Blending

blending

100 of 200 assigned to you (Session 3)

Reviewers

Sessions

Simple Majority Vote

AMIRA

- Review the item before you.
- Consider the Fairness Criteria & Guidelines
- Hand Vote
 - All in favor of referring the item to the State Board of Education for removal, raise your hand.

Session 4

AMIRA

Amira ISIP Idaho Viewer

Reviewers

Sessions

Spelling

spelling

285 of 422 assigned to you (Session 4)

Reviewers

Sessions



A

Simple Majority Vote

AMIRA

- Review the item before you.
- Consider the Fairness Criteria & Guidelines
- Hand Vote
 - All in favor of referring the item to the State Board of Education for removal, raise your hand.

Session 5

AMIRA

Amira ISIP Idaho Viewer

Reviewer #1

Session #5





Reviewers

Sessions

Vocabulary

vocabulary

7 of 30 assigned to you (Session 5)

Simple Majority Vote

AMIRA

- Review the item before you.
- Consider the Fairness Criteria & Guidelines
- Hand Vote
 - All in favor of referring the item to the State Board of Education for removal, raise your hand.

Session 6

AMIRA

Amira ISIP Idaho Viewer

Reviewer #1

Session #5



A

Reviewers

Sessions

Retell

retell

5 of 28 assigned to you | Session 6

Simple Majority Vote

AMIRA

- Review the item before you.
- Consider the Fairness Criteria & Guidelines
- Hand Vote
 - All in favor of referring the item to the State Board of Education for removal, raise your hand.

Session 7

AMIRA

Amira ISIP Idaho Viewer

Reviewer #1

Session #7



A

Reviewers

Sessions

Letter Name

letterName

4 of 28 assigned to you (Session 7)

Letter Sound

letterSound

4 of 28 assigned to you (Session 7)

Non-Word Repetition

nonsenseWordRepetition

1 of 8 assigned to you (Session 7)

Rapid Automatized Naming

ran

1 of 3 assigned to you (Session 7)

Simple Majority Vote

AMIRA

- Review the item before you.
- Consider the Fairness Criteria & Guidelines
- Hand Vote
 - All in favor of referring the item to the State Board of Education for removal, raise your hand.

AMIRA
LEARNING

Wrap Up

Thank you!

AMIRA

- . Your participation today has been very helpful!
- . Please return your laptops and supplies to the boxes provided.
- . Next steps
- . Any final questions?

2025 ISAT Assessment Item Review Committee Report by Cambium

IDAHO DEPARTMENT OF EDUCATION
[Assessment.Item.Review.Committee.Report.](#)
August.868①

Section 1: Background and Introduction

In accordance with Idaho Code § 33-134 – Assessment Item Review Committee, Cambium Assessment, Inc. (CAI) and the Idaho Department of Education (Department) established a review committee intended to ensure that stakeholders of Idaho’s public education system (parents, teachers, administrators, and school board members) have the opportunity to review the types of questions that are being used on Idaho state assessments. The law requires that a committee annually review all summative computer adaptive test questions for possible issues of bias and sensitivity. The committee is authorized to make recommendations to the State Board of Education and the Department regarding the revision or elimination of summative computer adaptive test questions from the state assessments. According to the law, the committee is to consist of at least 30 Idaho residents and shall include the following members from the six regions of Idaho and shall be appointed by the State Board of Education: two parents of public school or public charter school students; one public school or public charter school teacher; one member who is an administrator of a school district or public charter school; and one member from the district board of trustees or public charter school board of directors. The Department recruited 30 participants from the six regions adhering to the legislative requirements to participate in the Assessment Item Review Committee. Eleven participants attended the meeting.

[Section.8;Preparation](#)

Committee members review newly developed items that will be field tested during the upcoming Spring ISAT administration. During the August 2025 meeting, committee members reviewed items for the Idaho Standards Achievement Test (ISAT) English Language Arts (ELA)/Literacy, ISAT math, and ISAT Science. No Idaho Alternate Assessment (IDAA) items were reviewed by the committee. The 2025-2026 school year is the last year the current IDAA will be administered, and therefore no field-test items are required.

Table 3 shows the number of items that were slated for review.

Table.9;Number.of.ISAT.Items.for.Review.by.Content.Area

Subject	Total Items for Review
ISAT ELA/LITERACY	968
ISAT MATH	1489
ISAT SCIENCE	51
TOTAL	2508

For ease of assignment and review by the committee, CAI organized the items into batches by subject. Each of the batches was assigned to every committee member at random in the first round.

CAI configured the Item Tracking System software to create a “Bias and Sensitivity Survey” in its Content Rater application so that committee members could submit electronic feedback about each item in real time. As shown in Figure 4, the user interface for Content Rater displayed each item with a “click-to-enlarge” box that contained the “Item Rating Question” (with comment boxes for feedback); an “Item Overview” dialog pane, which included information about the content alignment of the item; and an “Item Content Web Preview” dialog pane, which presented a rendering of the item as it would appear to a student taking an actual test administration. The Content Rater application contained a single question for the committee to answer: “Bias and Sensitivity: Meets Criteria.” A response of “Yes” or “No” was required for this question on each item that an individual reviewed. If a participant determined that the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation and as per standing CAI Language Accessibility Bias and Sensitivity (L.A.B.S.) guidelines (i.e., the item **did** display a bias and sensitivity concern), then the panelist would select “No.” A “No” response from a committee member would require a comment.

Figure 4. Content Rater Interface

The screenshot displays the Content Rater Interface. At the top, it shows 'Home' and 'Content Rater' with a dropdown arrow. Below this, it indicates 'Item 8 in Batch 81 (ID: 19862 Type: Traditional)' and provides navigation buttons: 'Return to list', 'Previous Item', 'Next Item', and 'All Items: #3-8'. The interface is divided into two main sections. The left section, titled 'Item Rating Questions', contains a question '1: Is this item free from bias?' with 'Yes' and 'No' radio button options. Below the question is a 'General Comment: optional' text area with a '1500 characters remaining' indicator and 'Save' and 'Reset' buttons. The right section, titled 'Item Overview', includes an 'Item Content Webpreview' area with various icons for 'Review', 'Item Card', 'Item Rubric', 'Item Score', 'Add Exemplar', 'Edit Exemplar', and 'Refresh Content'. It also features a 'Resolution' dropdown set to 'Off-Use my', a 'Content Source' dropdown set to 'Preview Con', a 'Season' dropdown set to 'Latest Exper', and a 'Test Settings' dropdown set to 'ALT-ELA'. Below these are 'Items: Item 8' and a 'Back' button. The main content area shows a large number '8' and the name 'Theodore Waczynski'.

Prior to the committee meeting, CAI created usernames and passwords for each committee member within the Item Tracking System. CAI loaded and randomly pre-assigned batches of items for each committee member to review. Participants were instructed to ask for additional batches as they completed and submitted their initial assignment.

Section.9;Training

Committee members are trained to identify bias and sensitivity concerns in items annually. The “Idaho Assessment Item Review Committee” PowerPoint presentation is included in Attachment 4.

Additionally, CAI provided a training presentation for the participants to learn what they should be looking for when reviewing items. This presentation included the steps in the item development process, information about the difference between bias and content related issues, noted that participants should only be flagging items for bias issues, and provided specific examples of items that may show bias. Upon completion of the Bias and Sensitivity training, the committee was trained to use the Item Tracking System and Content Rater to submit their feedback on each item electronically (Figure 4).

Section.0;Two_Round.Review.Process

The Round 1 review process in 2025 was adjusted so each ISAT ELA/Literacy and ISAT Math item was reviewed by at least one (1) committee member and each ISAT Science item was reviewed by at least two (2) committee members, chosen at random

from the overall committee pool. Items “flagged” as displaying bias and sensitivity issues by any reviewers moved on to Round 2 for a large group discussion and review.

Round 2 consisted of a large group discussion where committee members shared their point of view and heard the perspectives and input of other members for each item flagged in Round 1. After discussion, committee members individually voted if an item met bias and sensitivity criteria. Items for which a majority of the full committee voted an item did not meet bias and sensitivity criteria were then moved on to a Round 3 Review conducted by Department staff.

During the Round 3 review process, Department staff reviewed the items to filter for bias and sensitivity concerns versus content concerns. The Department’s executive team then reviewed any items with a bias and sensitivity concern that were “Rejected” by a two-thirds supermajority from the committee. The Department’s executive team then decided which items would be brought forth to the State Board of Education for final determination.

[Section.1.8681Summary.of.Committee.Review](#)

Round 1 Procedures

After being trained on the item review process, committee members individually reviewed their randomly assigned item batches in the Content Rater Interface. Again, each ISAT ELA/Literacy and ISAT Math item is reviewed by at least one (1) committee member and each ISAT Science item is reviewed by at least two (2) committee members. Any items flagged as “Rejected” by at least one committee member moved on to Round 2.

[Round.7.Results](#)

In the August 2025 meeting, 2,508 items were presented to the committee. The results of the Round 1 review appear in Table 4.

Table.0;Results.from.Round.7

Subject	Total Items Reviewed	Number of Items Flagged for Round 2 Review
ISAT ELA/Literacy	968	5
ISAT MATHEMATICS	1489	2
ISAT SCIENCE	51	4
TOTAL	2508	11

Round 2 Procedures

At the beginning of Round 2, committee members participated in a whole group discussion about the items flagged for bias and sensitivity issues from Round 1. After the discussion, the committee members individually voted on each remaining item. The vote used a simple majority vote rule for identifying items for proposed “Rejected” during Round 2 that should be submitted to the Department for further consideration.

Round.8.Results

The committee members proposed “rejected” or flagged three items as needing further review by the Department. A detailed summary of the results of Round 2 is provided in Table 5.

Table.1;Results.from.Round.8

Subject	Total Items Reviewed	Number of Items with Zero Flags	Number of Items Flagged for Round 3 Review
ISAT ELA/Literacy	5	3	2
ISAT MATHEMATICS	2	1	1
ISAT SCIENCE	4	4	0
TOTAL	11	8	3

Round 3 Procedures

Upon receiving the proposed items for rejection from the committee after Round 2,

Department staff filtered the rejected items by bias and sensitivity concerns versus content concerns. Items with bias and sensitivity concerns that were “Rejected” by a two-thirds supermajority vote from the committee were presented to the Department’s executive team for review. The Department’s executive team then decided which items to send to the State Board of Education for a final determination.

Round 9 Results

The committee members rejected or flagged three items as needing further review by the Department. Upon review by the Department, two items were determined to be content concerns, and one item did not meet the supermajority threshold of two-thirds to be brought to the State Board of Education for rejection. A detailed summary of the results of Round 3 is provided in Table 6.

Table 6: Results from Round 9

Subject	Total Items Reviewed	Number of Items Flagged for Review by the State Board of Education
ISAT ELA/Literacy	2	0
ISAT MATHEMATICS	1	0
ISAT SCIENCE	0	0
TOTAL	3	0

Section 6. Final Results

Of the 2,508 items reviewed by the committee per Idaho Code § 33-134, **no items were rejected or flagged as needing further review by the State Board of Education.**

Implications of Excluding the Rejected and Flagged Items

There was no need for an analysis of the risks associated with how rejected items may impact Item Bank pools because no items were recommended for rejection by the 2025 Bias and Sensitivity Committee.

For additional questions, please contact Ayaka Nukui, Director of Assessment & Accountability, at the Idaho State Department of Education (208-332-6926 or anukui@sde.idaho.gov).

2025 ISAT Assessment Item Review Committee Presentation by Cambium



IDAHO | AUGUST 5-6, 2025

ASSESSMENT ITEM REVIEW COMMITTEE

Cambium Assessment, Inc. | Idaho Department of Education

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Idaho Department
of Education

Assessment Item Review Committee



Welcome and Thank You



Thank you for volunteering your time to participate in the 2025 Assessment Item Review Committee Meeting for Bias and Sensitivity.

3

Support Staff



- Idaho Department of Education Staff
 - Ayaka Nukui (Director)
 - Austin Ambrose (ISAT Coordinator)
 - Amber Van Vooren (ISAT Coordinator)
 - Stacie Rekow (IDAA Coordinator)

4

Background



- Formed by the Idaho Legislature in 2014 through [Idaho Code 33-134](#).
- Last met in fall 2024.

5

Purpose



- To ensure that statewide assessment items measure what they intend to measure (i.e. student's knowledge and skills) by removing questions that could unfairly impact a student's performance due to a bias or sensitive nature of the item.

6

Your Role



- To make recommendations to the State Board of Education to revise or eliminate questions that could interfere with student performance.

7

Statewide Assessments



- Idaho Standards Achievement Test (ISAT)
- Grades 3-8, HS
- English language arts, mathematics, science
- Administered in March-May
- All students (except for those who qualify for IDAA)

8

What's Next?



- Overview on test security
- Training on item review
- Individual item review
- Group discussions
- Facilitated item review
- Possibly Virtual Follow-up (if not finished)

9

Questions?



10

Contact



Amber Van Vooren | ISAT Coordinator
Assessment & Accountability
Idaho State Department of Education
208-332-6979 | avanvooren@sde.idaho.gov

Austin Ambrose | ISAT Coordinator
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Stacie Rekow | IDAA Coordinator
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Idaho State Department of Education
208-332-???? | srekow@sde.idaho.gov

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Test Security

- Non-disclosure agreements should have already been signed.
- All test materials viewed during this meeting are considered secure.
- Do NOT discuss test material content outside of this meeting.



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Agenda – Day 1

Day 1 Meeting Agenda (August 5, 2025)	
8:00 – 8:30	Check In
8:30 – 9:00	System Set Up
9:00 – 9:15	Welcome/Introductions/Overview
9:15 – 9:45	Item Review Training
9:45 – 10:30	Individual Item Review
10:30 – 10:45	Break
10:45 – 12:30	Individual Item Review
12:30 – 1:15	Working Lunch
1:15 – 1:30	Group Discussion
1:30 – 3:00	Individual Item Review
3:00 – 3:15	Break
3:15 – 5:00	Facilitated Item Review
5:00	Adjourn



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Agenda – Day 2

Day 2 Meeting Agenda (August 6, 2025)	
8:00 – 8:30	Check In/System Set Up
8:30 – 10:00	Individual Item Review
10:00 – 10:15	Break
10:15 – 11:30	Individual Item Review
11:30 – 12:30	Working Lunch
12:30 – 2:45	Facilitated Item Review
2:45 – 3:00	Closing Remarks
3:00	Adjourn



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Steps in the Development Process



Steps in Item Development Process

- Item development
- Client review/approval
- Educator Review (Content & Fairness)
- Field Test with Students
 - Rubric Validation and Data Review
- Idaho Assessment Item Review Committee (Fairness)
- Operational Use



Fairness Review Process



Assessment Fairness

Purpose:

- Test materials need to be free from unnecessary barriers to the success of diverse groups of students.

Why?

1. Valid measurement of student achievement.
2. Positive student experience.



Assessment Fairness

Assessment content is...

1. free of bias and stereotypes.
2. sensitive to student and community beliefs and experiences.
3. accessible to all students, to the greatest extent possible.



Assessment Fairness

Assessment content is free of bias and stereotypes.

- Assessment content does not express bias or present stereotypes of people of different groups.
- Assessment content demonstrates respect for people of different groups.
- Assessment content is inclusive and reflects the diversity of the community.



Assessment Fairness

Assessment content is free of bias and stereotypes.

- Gender
- Race, Ethnicity, Culture
- Religion
- Age
- Disability
- Socioeconomic



Assessment Fairness

Assessment content is sensitive to student and community beliefs and experiences.

- Assessment content does not include topics that are considered controversial by the community, unless these topics are part of the learning standards.
- Assessment content avoids emotionally-charged topics.
- Assessment content does not give advice or promote specific morals, unless these are universally accepted.
- Assessment content does not depict people engaged in dangerous activities.



Assessment Fairness

Assessment content is accessible to all students to the greatest extent possible.

- Language used in the assessment is understandable and inclusive.
 - a. Does the material use exclusive or gender-specific terms rather than inclusive terms?
 - b. Does the material use words or phrases that may not be similarly understood by students of different groups?
- Assessment content does not rely on vocabulary or background knowledge that would be significantly more or less familiar to a student because of their demographic group.
(Differential familiarity)
 - a. Does the material require knowledge of individuals, events, or groups that is not familiar to all groups of students?



Fairness Review Process

1. Enter Content Rater system and begin batch.
2. Review each item from a fairness perspective.
 - a. Utilize Fairness Criteria Guidelines if needed
 - b. Document comments and answers to questions in content rater for discussion
3. Items flagged for possible BNS concern go to Round #2 (small group review)



Norms and Participant Guidelines



Participant Guidelines

- Do not record, screenshot, or download specific content.
- After the meeting, destroy any personal notes related to content or phenomenon discussed.
- Do not speak to other panelists about specific passages or items outside of the meeting.
- To limit disruptions, try to take breaks at designated break times.
- If you have any questions about the review or procedures, feel free to ask Cambium staff.



Questions?



Accessing Content Rater



Accessing Content Rater

The screenshot shows the Cambium Assessment Secure Login page. At the top left is the Cambium Assessment logo. Below it, the text "Secure Login" is displayed. There are two input fields: "Email Address" and "Password". The "Password" field has a toggle icon (an eye) to its right. Below the "Password" field is a link that says "Reset Password". At the bottom left of the login area is a blue button labeled "Log In". On the right side of the page, under the heading "Support", there is a list of links: "Why reset passwords each school year?", "Didn't receive the reset password email?", "Link doesn't work?", "Need an account?", "Not sure if you're registered?", and "Need more help?". At the bottom of the page, there is a footer with the text "Copyright © 2025. All rights reserved. | Terms of Use & Privacy Policy" and the Cambium Assessment logo.

Secure Login

Email Address

Password

[Reset Password](#)

Log In

Support

- [Why reset passwords each school year?](#)
- [Didn't receive the reset password email?](#)
- [Link doesn't work?](#)
- [Need an account?](#)
- [Not sure if you're registered?](#)
- [Need more help?](#)

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Accessing Content Rater

The screenshot shows the Cambium Assessment Item Tracking System interface. At the top left is the Cambium Assessment logo and the text "Item Tracking System". At the top right, there is a "User:" label followed by a "Manage Account" link and a "Logout" link. The main content area has the heading "Item Tracking System". Below this heading is a form with the text "Please select an item bank:". There are two dropdown menus. The first dropdown menu is open, showing a list of item banks: "10006 - Idaho Assessment" and "10200 - SBAC Field Test IAT". The second dropdown menu is closed and shows "Please Select...".

Item Tracking System

Please select an item bank:

10006 - Idaho Assessment

10200 - SBAC Field Test IAT



Accessing Content Rater

Incomplete Batches			
Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B1	Batch ID: 535
Item ID	Status	Stimulus	Comment
31652	Incomplete		
34893	Incomplete		
35969	Incomplete		
36066	Incomplete		
36129	Incomplete		
36131	Incomplete		
36145	Incomplete		
36483	Incomplete		

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B2	Batch ID: 536
Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
19749	Incomplete		
20385	Incomplete		
20955	Incomplete		
22970	Incomplete		
25687	Incomplete		



Accessing Content Rater

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 535)

Item Rating Questions

1 : Bias and Sensitivity: Meets Criteria

☒ Yes ☐ No

General Comment: optional
General Comment on the Item is Optional

Save Reset Return to list

Next Item

Item Overview

Item Content Webpreview

Item 31652 Languages: ENU Preview Content settings

Review Score Item Rubric

Items: [dropdown]

Back Next Pause Item Score

Zoom Out Zoom In

31652



Accessing Content Rater

Incomplete Batches			
Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B1	Batch ID: 535
Item ID	Status	Stimulus	Comment
35969	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Incomplete		
36483	Incomplete		
42951	Incomplete		
42953	Incomplete		



Questions?



2025 Assessment Item Review Expenditure Report

Type of Cost	Cost Incurred
Travel Reimbursements (including per diem)	\$4,358.25
Room Costs	\$7,353.00
Meeting Room Fee	\$1050.00
Total Hotel Costs	\$13,761.25
Catering Costs	\$860.00
Coffee and Refreshments	\$184.83
Total Meal Costs	\$ 1044.83
Contract Cost from Amira Learning	\$4,000.00
Contract Cost from Cambium	\$ 64,000.00
TOTAL MEETING COST	\$ 82,806.08

2025 ASSESSMENT ITEM REVIEW COMMITTEE MEMBERS AND ATTENDANCE

Region	First Name	Last Name	Role	Exit Year	Attended 2025 Meeting?
1	Richard	Meyer	Board Member	2027	No
1	Peggy	Loutzenhiser	Administrator	2027	Yes
1	Jennifer	Kelly	Parent	2027	No
1	Tim	Hunt	Parent	2025	No
2	Alicia	Wheeler	Teacher	2027	No
2	Jolyn	Hobson	Administrator	2027	No
3	Joy	McDaniel	Parent	2027	No
3	Lori	Frasure	Board Member	2027	No
3	Allyson	Randall	Teacher	2027	No
3	Kim	Arrasmith	Administrator	2025	No
3	Tanya	Koyle	Parent	2025	No
4	Joy	Kane	Administrator	2027	Yes

Region	First Name	Last Name	Role	Exit Year	Attended 2025 Meeting?
4	Charity	Smith	Teacher	2027	Yes
4	Chelsea	Lee	Parent	2027	No
4	Darlene	Dyer	Parent	2025	Yes
5	Angie	Eldredge	Parent	2027	Yes
5	JoDee	Cook	Teacher	2027	Yes
5	Carmelita	Benitez	Administrator	2025	No
6	Christina	Fullmer	Teacher	2027	No
6	Lisa	Puckett	Administrator	2027	Yes
6	Mark	Olsen	Parent	2027	Yes
6	Karen	Pyron	Board Member	2027	Yes
4	Sally	Toone	Alternate	--	Yes
4	Erin	Denney	Alternate	--	No
4	Laree	Jensen	Alternate	--	Yes

**PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 15-16, 2025**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY VII.C. IDAHO DIVISION OF CAREER TECHNICAL EDUCATION CERTIFICATION – SECOND READING	Action Item
2	IDAHO PUBLIC TELEVISION – BUDGET UPDATE	Information Item
3	BOISE STATE UNIVERSITY PRESIDENT SEARCH UPDATE	Information Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 15-16, 2025

SUBJECT

Board Policy VII.C. Career Technical Educator Certification – Second Reading

REFERENCE

June 2023	Board approved first reading of proposed amendments to Board policy IV.E. moving the policies regarding the Division to Section VII and repealing Board policy IV.E.
August 2023	Board approved second reading of proposed amendments, repealing Board Policy IV.E. and establishing Board Policy Section VII for Division of CTE policies.
June 2024	Board approved first reading of proposed amendments to Board policy VII.E. creating new endorsements for cybersecurity and aircraft maintenance and updating language regarding small engine repair and outdoor power equipment.
August 2024	Board approved second reading of proposed policy amendments adding two new endorsement areas.
August 2025	Board approved first reading of proposed amendments, adding one new endorsement area and making technical corrections.

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Policy VII.C.
Section 33-2201, 33-2203, and 33-2205, Idaho Code.

BACKGROUND/DISCUSSION

Board policy VII.C. prescribes the various endorsements that may be awarded to individuals holding a career technical educator certificate. As the Division works through the annual process of updating existing standards or creating new standards for emerging career technical education programs, it also reviews any impacted certificate endorsement areas. This year one new endorsement area has been identified as well as minor technical corrections to the endorsement language.

The proposed amendment creates a new endorsement in aviation. Additional technical corrections include adding a Board Policy reference to the computer science and engineering endorsement language for the respective degree-based career technical certificate endorsements.

No comments were received, and no amendments are being proposed between approval of the first reading and submittal of the second reading.

IMPACT

The proposed amendments will add an endorsement area for the new aviation pathway and make technical corrections.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 15-16, 2025

ATTACHMENTS

Attachment 1 – Board Policy VII.C. Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the Second reading of Board Policy VII.C. Career Technical Educator Certification as provided in attachment 1

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION****Subsection: C. Career Technical Educator Certification** ~~August 2024~~October 2025

~~Occupational Specialist Certificate Endorsements, effective July 1, 2020.~~ Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. Each certificate must have one or more endorsements indicating the occupational area the teacher is qualified to provide instruction in. Endorsement eligibility is determined by the Idaho Division of Career Technical Education as applicable to the type of career technical education certification, and industry experience. Career technical education certificate endorsements consist of the following:

1. Endorsements A-C

- a. Administrative Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and business office operations.
- b. Agribusiness (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales.
- c. Agriculture Food Science and Processing Technologies (6-12). Industry experience that indicates applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing.
- d. Agriculture Leadership and Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles.
- e. Agriculture Mechanics and Power Systems (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems.
- f. Aircraft Maintenance (6-12). Industry experience that indicates applied competence in the majority of the following areas: aviation safety regulations, aviation industry trends; aviation career paths, skills, and qualifications; knowledge of aircraft systems including electrical, hydraulic, pneumatic, avionics, and

propulsion systems, and other components; aircraft maintenance principles and practices; maintenance tools and equipment; experience in inspecting, troubleshooting, and diagnosing issues with aircrafts; composite repair techniques, and preventative and structural maintenance.

- g. Animal Science (6-12). Industry experience that indicates applied competence in the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and animal science risk management.
- h. Apparel/Textiles (6-12). Industry experience that indicates applied competence in the majority of the following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety.
- i. Applied Accounting (6-12). Industry experience that indicates applied competence in the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and payroll procedures.
- j. Automated Manufacturing (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab organization and safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control (CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing.
- k. Automotive Collision Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: auto body collision-repair practices; tools; trade skills in refinishing, welding, and painting.
- l. Automotive Maintenance and Light Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.
- m. Aviation (6-12). Industry experience that indicates applied competence in the majority of the following areas: aviation careers/career planning; engineering design; forces of flight; aircraft classifications; aircraft systems and design; aircraft performance; unmanned aircraft systems; aviation weather theory and services; airspace and navigation reviews; flight planning; flight instruments; aircraft documents and regulations; airport operations; pilot responsibilities; and aeromedical factors.
- m.n. Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.

- n-o. Business Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.
- o-p. Cabinetmaking and Bench Carpentry (6-12). Industry experience that indicates applied competence in the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading.
- p-q. Certified Welding (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.
- q-r. Child Development and Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: early childhood-education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education.
- r-s. Commercial Photography (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software.
- s-t. Computer Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry.
- t-u. Construction Trades Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading.
- u-v. Cosmetology (6-12). Industry experience that indicates applied competence in the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications. Instructor must hold a current and valid Idaho license or certificate as a cosmetologist.
- v-w. Culinary Arts (6-12). Industry experience that indicates applied competence in the majority of the following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-

recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options.

~~W-X.~~ Cybersecurity (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamentals of cybersecurity, cyber operations, offensive security, defense security, forensics, incident response, networking, risk management, cyber systems thinking, and advanced topics in cybersecurity

2. Endorsements D-N

- a. Dental Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and dental radiology. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.
- b. Digital Media Production (6-12). Industry experience that indicates applied competence in the majority of the following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills.
- c. Drafting and Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two- and three-dimensional drawings, manual drafting, and computer aided design.
- d. Ecology and Natural Resource Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management.
- e. Electrical Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or certificate as an electrician.
- f. Electronics Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools.

- g. Emergency Medical Technician (EMT) (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website). Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.
- h. Firefighting (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code. Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.
- i. Graphic Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communications; communication; editing and proofreading; graphic design in digital media; and applied art.
- j. HVAC Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers. Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.
- k. Heavy Duty Truck and Equipment (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications.
- l. Hospitality Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations.
- m. Hospitality Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management.

- n. Industrial Mechanics (6-12). Industry experience that indicates applied competence in the majority of the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance.
 - o. Journalism (6-12). Industry experience that indicates applied competence in the majority of the following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership.
 - p. Law Enforcement (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.
 - q. Marketing (6-12). Industry experience that indicates applied competence in the majority of the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis.
 - r. Medical Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance. Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.
 - s. Networking Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations.
 - t. Nursing Assistant (6-12). Industry experience that indicates applied competence in the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current and valid Idaho registered nursing license and be approved as a certified CNA primary instructor through Idaho Department of Health and Welfare.
3. Endorsements O-Z
- a. Ornamental Horticulture (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops;

business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture.

- b. Pharmacy Technician (6-12). Industry experience that indicates applied competence in the majority of the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.
- c. Plant and Soil (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety.
- d. Plumbing Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current and valid Idaho license or certificate as a plumber.
- e. Powersports and Outdoor Power Equipment (6-12). Industry experience that indicates applied competence in the majority of the following areas: workplace safety; tools and equipment; precision measuring instruments and fasteners; unit, equipment, and component identification; engine repair, lubrication, and cooling; electrical/electronic systems; fuel, ignition, and engine management systems; drives, clutches, axles, and transmission systems; wheels, tires and brake systems; chassis, suspension, and steering systems; and hydraulic systems.
- f. Pre-Engineering Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.
- g. Precision Machining (6-12). Industry experience applied the majority of the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques.
- h. Programming and Software Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic programming principles; problem solving; programming logic; validation; repetition; programming classes; exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support.
- i. Rehabilitation Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic

interventions; and common pathologies. Instructor must be a health professional holding a current and valid Idaho license or certificate in his/her field of study.

- j. Small Engine Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.
- k. Web Design and Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: web page development, web page design and layout, integration of web pages, web planning and organizational standards, and web marketing.
- l. Work-Based Learning Coordinator (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Degree Based Career Technical Certificate or Occupational Specialist Certificate, and complete coursework in coordination of work-based learning programs.

4. Degree Based Career Technical Certificate Endorsements:

- a. Agricultural Science and Technology (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching agricultural science and technology, agriculture education, agriculture mechanics, agriculture business management, soil science, animal science, plant science, and horticulture.
- b. Business Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching business technology education, accounting, computer and technical applications in business, economics, business communication/writing, finance, marketing, business management, and office procedures. Additional coursework may include entrepreneurship or business law.
- c. Computer Science (6-12). Successful attainment of an institutional recommendation for the Computer Science (6-12) endorsement on a Standard Instructional Certificate, and completion of coursework satisfying ~~IDAPA 08.02.02.015.04.a.~~ IV.D.2.k, Computer Science (6-12).
- d. Cybersecurity Technology Education (6-12). Twenty (20) semester credit hours to include coursework or entry-level cybersecurity certifications in methods of teaching cybersecurity, fundamentals of cybersecurity, cyberoperations, offensive security, defense security, forensics, incident response, networking, risk management, cyber-systems thinking, and advanced topics in cybersecurity
- e. Engineering (6-12). Successful attainment of an institutional recommendation for the Engineering (6-12) endorsement on a Standard Instructional Certificate, and completion of coursework satisfying ~~IDAPA 08.02.02.015.04.a.~~ IV.D.2.q, Engineering (6-12).
- f. Family and Consumer Sciences (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching family and consumer sciences; foundations of family and consumer sciences; consumer economics and family resources; child/human development; early childhood laboratory or practicum teaching

experience; family and interpersonal relationships; food safety; the science of food preparation or culinary arts; lifespan nutrition and wellness; living environments and interior design; and apparel and textiles. Additional coursework may include hospitality and tourism, and entrepreneurship.

- g. Marketing Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching marketing technology education, marketing, business management, economics, merchandising/retailing, finance, and accounting. Additional coursework may include entrepreneurship.
 - h. Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching technology education; communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy, and transportation; principles of engineering design; and other relevant emerging technologies.
5. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:
- a. Agricultural Business Management (6-12)
 - b. Agricultural Power Machinery (6-12)
 - c. Agricultural Production (6-12)
 - d. Animal Health and Veterinary Science (6-12)
 - e. Aquaculture (6-12)
 - f. Business Management/Finance (6-12)
 - g. Child Development Care and Guidance (6-12)
 - h. Culinary Arts (6-12)
 - i. Dietitian (6-12)
 - j. Farm and Ranch Management (6-12)
 - k. Fashion and Interiors (6-12)
 - l. Food Service (6-12)
 - m. Forestry (6-12)
 - n. Horticulture (6-12)
 - o. Information/Communication Technology (6-12)
 - p. Microcomputer Applications (6-12)
 - q. Natural Resource Management (6-12)
 - r. Networking and Computer Support (6-12)
 - s. Orientation to Health Professions (6-12)
 - t. Programming and Web Design (6-12)
6. The review and approval of professional development courses subject to the provisions of Section 33-1614, Idaho Code, will be evaluated and approved by the Division.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 15-16, 2025**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.E. CERTIFICATES AND DEGREES – FIRST READING	Action Item
2	BOARD POLICY III.Q. ADMISSION STANDARDS – FIRST READING	Action Item
3	BOARD POLICY III.U. INSTRUCTIONAL MATERIAL ACCESS AND AFFORDABILITY – FIRST READING	Action Item
4	UPDATE ON ACADEMIC PROGRAM EXEMPTIONS – COMMUNITY COLLEGES (IDAHO CODE § 67-5909D)	Information Item

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 15-16, 2025**

SUBJECT

Board Policy III.E. Certificates and Degrees – First Reading

REFERENCE

December 2013	Board approved first reading of amendments to Board Policy III.E that included updates to definitions for technical certificates and credit hour.
February 2014	Board approved the second reading of amendments to Board Policy III.E.
June 2018	Board approved the first reading of amendments to Board Policy III.E and asked staff to provide a definition of an applied baccalaureate degree, separate from the academic baccalaureate degree.
February 2019	Board approved another first reading of amendments to Board Policy III.E due to changes between readings. This included a definition of an applied baccalaureate degree and a definition of micro-certifications.
April 2019	Board approved second reading of amendments to Board Policy III.E.
June 2020	Board approved the first reading of amendments to Board Policy III.E that added a definition of a specialized certificate.
August 2020	Board approved the second reading of amendments to Board Policy III.E.
October 2022	Board approved the first reading of amendments to Board Policy III.E. that revised the definition of microcredentials, updated several other definitions, and removed the advanced associate of applied science (AAS) degree.
December 2022	Board approved the second reading of amendments to Board Policy III.E.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.E.

BACKGROUND/DISCUSSION

Board Policy III.E. provides definitions for approved certificates and degrees, including credit requirements for career technical education programs and academic programs. In brief, these proposed amendments:

- Set updated standards for the issuance of microcredentials across educational settings
- Clarify the degree credit expectations for general education per III.N Statewide General Education
- Add a new category of degree: the reduced-credit baccalaureate.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 15-16, 2025**

IMPACT

The proposed amendments will provide institutions greater flexibility in utilizing platforms for microcredentials that are in use at the institutions. The amendments establish widely-accepted standards for digital badging as best practice and will ensure that students receive badges that are meaningful, high-quality, and portable.

For most baccalaureate degree programs, 120-credit degrees will continue to be required. This is particularly true for programs that have licensure and external accreditation requirements. Additionally, 120-credit degrees enable students to add minors and stackable credentials in ways that enhance their learning and can provide greater flexibility in the workplace.

Reduced-credit baccalaureates are degree options that several institutions across the country have developed. While they are very new, most are structured using the credit parameters outlined in the amendments: general education plus the equivalent of a major area. Since not much is yet known about their salience in the workplace, the proposed amendments provide institutions with the option to pilot these programs for the appropriate student populations. Institutions must monitor these programs and provide regular updates to the Board.

ATTACHMENTS

Attachment 1 – Board Policy III.E. Certificates and Degrees – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

These proposed amendments were reviewed with CTE staff, discussed at CAAP on September 25, 2025, and discussed at IRSA on October 2, 2025.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.E. Certificates and Degrees as submitted in Attachment 1 and to establish a cap of no more than three new reduced-credit baccalaureate programs per postsecondary institution as part of a pilot phase that will allow Board staff and participating institutions to assess public interest and industry need. Board staff and participating institutions are directed to report back to the Board with findings and recommendations in accordance with a timeline established by the Board's Executive Director.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: III. POSTSECONDARY AFFAIRS****SUBSECTION: E. Certificates and Degrees**December 2025⁵²

1. Definitions

Programs of instruction require specified numbers of credits earned through educational work on the part of students. Completion of the program of instruction results in the awarding of a certificate to or conferring of a degree upon the student by the faculty and the Chief Executive Officer. The following definitions have been approved by the Board:

a. MICROCREDENTIALS

Credentials awarded for mastery of defined skills or concepts, including career technical and academic skills. Microcredentials reflect skills, knowledge, and abilities gained in increments and measured by identified outcomes that are equal to or less than a single course of study but may also build upon or complement each other, resulting in a stacked microcredential. Microcredentials are most often distributed as digital badges. To ensure verifiability and interoperability, all digital badges must be issued on a platform that has achieved certification for adherence to Open Badges standards and verifiable digital metadata specification.

i. Stacked Microcredential

A set of organized microcredentials that an individual can earn after meeting specific outcomes. Completion of stacked microcredentials may result in credit through institutions' prior learning assessment policies.

ii. Digital Badge

A visual representation of one or more microcredentials that provides a verifiable and portable record of achievement through embedded metadata. Its issuance is contingent upon successful completion of assessments tied to industry-relevant competencies or academic standards. ~~Digital badges, in compliance with standards recognized by the Division of Career Technical Education, are embedded with metadata that are verifiable and portable.~~

b. CERTIFICATES

i. Academic Certificate of Completion

A credential awarded for completion of a coherent program of study consisting of one (1) to six (6) semester credits, representing a coherent body of knowledge that does not lead to an academic undergraduate certificate or a degree.

ii. Academic Undergraduate Certificate

A credential awarded for completion of a coherent program of study consisting of seven (7) semester credits or more, representing a coherent body of

knowledge that may lead to an academic degree. Academic undergraduate certificates may be earned as standalone certificates or attached to an undergraduate degree.

iii. Graduate Certificate

A credential awarded for completion of a coherent program of study consisting of nine (9) or more semester credits of graduate course work, representing a coherent body of knowledge that may lead to a degree or may be unique and standalone. Graduate certificates may be earned as standalone certificates or attached to a graduate degree.

iv. Technical Certificate

A credential awarded for completion of requirements in an approved career technical program that represents mastery of a defined set of competencies. Technical certificates are awarded based on a total number of required credits and intended to be stackable:

- 1) Technical Certificate of Completion – 1 to 7 credits
- 2) Basic Technical Certificate – 8 to 29 credits
- 3) Intermediate Technical Certificate – 30 to 51 credits
- 4) Advanced Technical Certificate – 52 to 59 credits

v. Specialized Certificate

A credential awarded upon successful completion of specific credit-bearing courses within a career technical or academic program of fewer than 60 semester credits that have been industry validated and sequenced for the purpose of developing new skills and upgrading existing skills in an occupation. Specialized certificates are to be stacked on or appended to other credentials as advanced training. In exceptional cases, stand-alone Specialized Certificates may be proposed if justified by the content of the certificate.

c. ASSOCIATE OF APPLIED SCIENCE DEGREE: A credential awarded for completion of requirements in an approved career technical program of at least 60 semester credits (includes a minimum of 15 general education credits) and represents mastery of a defined set of competencies.

d. ASSOCIATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 60 semester credits of academic work (includes a minimum of 36 general education credits, see Board Policy Section III.N). An Associate Degree shall not require more than 60 semester credits unless necessary for matriculation to a specific baccalaureate program or for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.

e. REDUCED-CREDIT BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 90 semester credits of academic or a combination of academic and career technical coursework (includes a minimum of 36 general education credits, see Board Policy Section III.G). At least 36 credits must be at the 300x and 400x level. A reduced-credit baccalaureate degree must meet all standards and learning outcomes for a baccalaureate degree. These baccalaureate degrees are limited– to workforce-focused circumstances where this streamlined pathway does not disadvantage learners. Three-year degrees might not align with graduate school entrance requirements, licensure, or certification requirements. Program titles must clearly indicate the reduced-credit threshold and conform to Board-approved naming conventions.

f. ~~f.e.~~ BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 120 semester credits of academic work (includes a minimum of 36 general education credits, see Board Policy Section III.N). A baccalaureate degree shall not require more than 120 semester credits unless needed for unique accreditation, certification, professional licensure purposes, or by exception approved by the Board.

gf. APPLIED BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 120 semester credits of academic and career technical coursework (includes a minimum of 36 general education credits, see Board Policy Section III.N). An applied baccalaureate degree shall not require more than 120 semester credits unless needed for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.

hg. ~~GRADUATE DEGREES~~: A credential awarded for completion of academic work beyond the baccalaureate degree, including any required research. Graduate degrees consist of master's degrees, specialist degrees, and doctoral degrees.

2. Academic and Career Technical Credit Hour Requirements

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- a. One (1) hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- b. At least an equivalent amount of work as required in paragraph (a) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the

award of credit hours.

3. Requirements for Certificates and Degrees

A postsecondary ~~institution~~ institution has authority to establish the number of earned credits required for each certificate and degree (see III.G and Board Policy III.N Statewide General Education). ~~The requirements may differ from the general requirements specified in the definitions in subsection 1; however, all~~ A credit requirements must receive Board approval in accordance with the program approval policies provided in Board Policy III.G-. Institutional catalogs shall specify the required number of earned credits for each certificate and degree.

4. Authorization Required

Programs offered at the institution, as well as the certificates and degrees to which they lead, are subject to review and approval in accordance with the program approval policies provided in Board Policy III.G. A certificate or degree conferred upon the student is conferred under the authority of the Board.

5. Authorized Microcredentials, Certificates, and Degrees

A current listing of authorized microcredentials, certificates, and degrees awarded by each institution is maintained at the institution by the Chief Executive Officer and for all institutions at the Office of the State Board of Education. ~~All Career-technical~~ microcredentials ~~shall~~ must be tracked as digital badges ~~using through~~ a platform approved and ~~maintained~~ managed by the Division of Career Technical Education.

6. Honorary Degrees

Each institution may award honorary degrees, not to exceed the highest level of Board-authorized degrees currently awarded by the institution, to persons in recognition of distinguished achievements at the local, state, or national level in areas such as education, public service, research, sciences, humanities, business, or other professions. The award of an honorary degree must receive the prior approval of the Chief Executive Officer upon recommendation by the faculty.

Each institution will develop its own procedures for seeking nominations for and selecting honorary degree recipients. Those procedures may include a statement of eligibility requirements for honorary degrees. However, no person who is currently employed by the institution, is a member of the Board, is staff of the Office of the State Board of Education, or is an incumbent elected official is eligible for an honorary degree during the term of employment, appointment, or office.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 15-16, 2025**

SUBJECT

Board Policy III.Q., Admission Standards – First Reading

REFERENCE

June 2007	Board approved the first reading of amendments to Board Policy III.Q.
August 2007	Board approved the second reading of amendments to Board Policy III.Q.
December 2013	Board approved the first reading of amendments to Board Policy III.Q.
February 2014	Board approved the second reading of amendments to Board Policy III.Q.
April 2017	Board approved the first reading of amendments to Board Policy III.Q.
June 2017	Board approved the second reading of amendments to Board Policy III.Q.
June 2020	Board approved a temporary waiver of the College Entrance Exam minimum admission requirement in response to the COVID-19 pandemic.
June 2021	Board approved removing College Entrance Exam minimum admission requirements.
April 2024	Board approved the first reading of amendments to Board Policy III.Q to update sections on direct admissions, high school requirements, and Career Technical Education program admissions.
June 2025	Board approved the second reading of amendments to Board Policy III.Q.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q., Admission Standards

BACKGROUND / DISCUSSION

The landscape of school accreditation is shifting. In 2024, staff researched accreditation and understood that, at that time, most high schools were accredited by Cognia. Since then, staff has discovered that there are other appropriate secondary accreditors, particularly for private schools. The proposed amendment establishes a process for including more secondary schools in these admissions standards.

IMPACT

This policy amendment allows greater flexibility in approving secondary accreditors at the Board office level. It will streamline admissions processes for prepared high school students who are applying to postsecondary institutions.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 15-16, 2025**

ATTACHMENTS

Attachment 1 – Board Policy III.Q. Admission Standards – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed policy amendments were reviewed by the Idaho Department of Education staff, the Council on Academic Affairs and Programs on September 25, 2025, and the Instruction, Research, and Student Affairs Committee of the Board on October 2, 2025.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.Q, Admission Standards as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: III. POSTSECONDARY AFFAIRS****SUBSECTION: Q. Admission Standards****June 2024****1. Institution Policies**

Each postsecondary institution must establish institutional policies which meet or exceed the following minimum academic and career technical admission standards. Additional and more rigorous requirements also may be established by the institutions for admission to specific programs, departments, schools, or colleges. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee. Career Technical Education program admission requirements apply to all technical colleges, including the College of Eastern Idaho, the College of Southern Idaho, the College of Western Idaho, Lewis-Clark State College, Idaho State University College of Technology, and North Idaho College.

2. Institutional Academic Admission**a. Direct Admission**

Students attending an Idaho public school, or Idaho private school that has entered a Direct Admission participation agreement with the Board, may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. Direct admission offers are based on the following criteria:

Verified Achievement	Institution Admission
ISAT Math level ≥ 3 and ELA/Literacy level ≥ 3 OR Unweighted GPA = 3.0	Admission to all Idaho public institutions.
Unweighted GPA between 2.25 and 2.99	Admission to Idaho's public community colleges, Lewis-Clark State College and Idaho State University.
Unweighted GPA < 2.25	Admission to Idaho's public community colleges.

Admission awarded though the program is contingent on the verified level of achievement in high school curriculum (grade point average), performance on the 11th grade Idaho Standards Achievement Test (ISAT), and successful completion of Idaho high school graduation requirements. Direct admission decisions apply only to offers of admission to Idaho public institutions made between October 1 to June 30 of the senior year of high school.

b. Academic Regular Admission

An applicant who is not admitted under the Board's Direct Admission Program must graduate from a high school accredited by a body recognized by the Board and complete the Admission Standards Core Courses with a minimum 2.00 cumulative grade point average. ~~Cognia is the Board's recognized high school accrediting body. The Board office maintains a list of approved high school accreditors.~~ Applicants who graduated from high school prior to 1995 will be subject to the admission standards at the time of their high school graduation. Each institution may develop a separate policy for the admission and placement of international students.

Admission Standards Core Courses

Subject Area	Minimum Requirement	Select from These Subject Areas
Secondary Language Arts and Communication	8 credits	Composition, Literature, and Oral Communication
Mathematics	6 credits	A minimum of six (6) credits. Secondary Mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in Mathematical Problem Solving and Quantitative Reasoning. A total of 8 credits are strongly recommended. Four (4) of the required mathematics credits must be taken after 9th grade. Courses not identified by traditional titles (i.e., Algebra I or Geometry) may be used as long as they contain all of the critical components of higher math functions prescribed by the State Mathematics Content Standards. Institutions may recognize other Mathematics courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.
Social Studies	5 credits	American Government (state and local), Geography, U.S. History, and World History. Other courses may be selected from Economics, including Consumer Economics, if it aligns to the state content standards, Psychology, and Sociology.
Science	6 credits	Secondary sciences include instruction in Applied Sciences, Earth and Space Sciences, Physical Sciences, and Life Sciences. Institutions may recognize other Science courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements. Must have laboratory science experience in at least two (2) credits.

		A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.
Arts and Humanities (including world languages)	2 credits	Humanities courses include instruction in Visual Arts, Music, Theatre, Dance, or World Language aligned to the Idaho content standards for those subjects. Other courses such as Literature, History, Philosophy, Architecture, or Comparative World Religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. History courses beyond those required for state high school graduation may be counted toward this category. World Language is strongly recommended. The Native American Languages may meet the world language credit requirement.
Other College Preparation	3 credits	Speech or Debate [no more than one (1) credit]. Debate must be taught by a certified teacher. Studio/Performing Arts (art, dance, drama, and music). Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category). Secondary Career Technical courses.

If the student graduated from a high school that does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/World Languages) may not also count in another category.

c. Academic Alternative Admission

- i. Degree-seeking applicants who do not qualify for admission based on subsection 2.b. above may be granted alternative admission if they satisfy one (1) or more of the criteria below:
 - 1) Graduated from a secondary school accredited by a body recognized by the Board but has not completed the Admission Standards Core courses set forth above;
 - 2) Did not graduate from a secondary school accredited by a body recognized by the Board, [e.g. home-schooled students, General Educational Development (GED) diploma holders], and have acceptable predictive indicators of academic success approved by the institution;
 - 3) Deserve consideration by the institution because of special status (e.g., returning veterans, gifted and talented students wishing to enter college

early, or other students in unique circumstances as determined by the institution). Each institution may develop a separate policy for the admission of special status students.

- ii. Students granted alternative admission may have conditions placed on their admission, subject to institutional policies. Students may be granted admission and be required to satisfactorily complete up to fourteen (14) baccalaureate level credits, twelve (12) of which must be general education credits. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

d. Academic Transfer Admission

- i. A degree-seeking student who, after graduating from high school or earning a GED, has earned at least fourteen (14) or more semester hours of transferable academic college level credit from a regionally accredited college or university with a minimum cumulative GPA of 2.00 may be admitted.
- ii. A student not meeting the requirement in subsection 2.b. may petition the institutional admissions officer to be admitted. If admitted, the student may have conditions placed on their admission, subject to institutional policies as described in subsection 2.c.ii.

d. Academic Program Placement

Placement assessments indicating potential for success may be required for some academic programs. Placement requirements vary according to the program. Each institution shall establish academic program placement policies and publish these policies in an accessible manner on the institution's website.

3. Career Technical Program Admission

Institutional academic admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a career technical program. The admission standards and placement criteria do not apply to workforce development or short-term training programs. Career technical programs employ program admission and student advising/navigation processes in addition to institutional academic admission.

Admission to a specific career technical program is based on the capacity of the program and specific academic and/or physical requirements established by the technical college/program.

a. Career Technical Program Placement Criteria

Placement test scores indicating potential for success may be required for

enrollment in a career technical program of choice. Placement score requirements vary according to the program.

Each institution shall establish career technical program placement policies and publish these policies in an accessible manner on the institution's website.

Specific career technical programs may require different levels of academic competency and admission requirements. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

- i. Specific program requirements (including placement exam scores) established by the technical program. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills; and
- ii. Formal procedures and definitions for program admission employed by the technical college. Program admission requirements and procedures shall be clearly defined and published for each program.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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SUBJECT

Board Policy III.U. Instructional Material Access and Affordability – First Reading

REFERENCE

April 2018	Board received an update on an Open Educational Resources (OER) initiative.
June 2018	Board discussed system-wide access and affordability strategies including OER and requested an inventory and implementation timeline be provided at the October 2018 Board meeting.
August 2018	Board approved a line item request for OER funding.
December 2018	Board was provided with a timeline and inventory update regarding OER and the total number of course sections delivered exclusively with OER throughout Idaho colleges and universities.
April 2019	Board was provided with an inventory of common indexed courses for which funding will be focused for OER adoption.
August 2019	Board approved the first reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
October 2019	Board approved the second reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
February 2021	Board temporarily waived the implementation deadline for Board Policy III.U.
April 2021	Board approved the first reading of proposed amendments to Board Policy III.U. Textbook and Instructional Material Affordability.
June 2021	Board approved the second reading of proposed amendments, which require institutions to develop plans for increasing access and affordability to instructional materials.
December 2022	Board received a report on Open Educational Resources (OER) in higher education in Idaho from Board staff.
December 2024	Board adopted a resolution on Freedom of Expression in Higher Education.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.U.

BACKGROUND/DISCUSSION

Board Policy III.U. Instructional Materials Access and Affordability was last amended in 2021. Amendments included adding definitions for key terms and requiring all four-year institutions to develop, maintain, and report on plans for increasing affordability of textbooks and other materials for students. The

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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institutions developed and submitted their initial plans in June 2022 and have provided annual reports to the Board office every year thereafter. Through the implementation of these plans, many institutions have added initiatives and policies that have saved students money and increased their access to relevant instructional materials.

The proposed amendments:

- Clarify institutional reporting requirements;
- Improve definitions of key terms;
- Streamline reporting requirements;
- Provide additional guidance on instructional materials that are paid for through automatic charge models; and
- Require curricular transparency through a common learning management system, posted course information, and posted course syllabi.

Bookstores and publishers leverage automatic charge models to ensure that students have access to instructional materials on the first day of class by paying a flat, up-front rate. Students benefit from these programs because publishers are incentivized to lower costs and ensure timely access to instructional materials when student participation is largely guaranteed through advanced automatic charges. Because students may opt-out of automatic charges under federal guidelines, however, unforeseen consequences may arise after implementing this business model at the course, program, or institutional level.

Under this revised policy, all eight public institutions must satisfy updated requirements for communicating and reporting the costs of materials, methods of access, and rights of students to opt-out of an automatic charge for instructional materials. In the event that students opt out of an automatic charge, institutions must provide alternative access to instructional materials to ensure student success. Because decisions about instructional materials and curricula are protected under board policy on academic freedom and academic responsibility, automatic charge programs cannot disincentivize faculty from adopting non-commercial or no-new-cost instructional materials (e.g., open educational resources, library subscriptions, public domain documents, etc.) that are available free of charge and do not need to be accessed through automatic billing. Lastly, since automatic billing models typically manage access to instructional materials through third party platforms, this policy now set limits on the use of student data.

With respect to the Resolution on Freedom of Expression in Higher Education that the Board adopted in December 2024, this policy now establishes a relationship between curricular transparency and instructional material access.

IMPACT

Proposed amendments to Board Policy III.U. update the requirements of existing policy to aid implementation and streamline reporting for all eight public institutions. Proposed amendments also require institutions to restrict publishers' use of

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student data through any automatic charge program contracts. Finally, the proposed amendments require institutions to ensure that accurate and current descriptions of all courses are available to the public and that students have access to full syllabi on the first day of class.

ATTACHMENTS

Attachment 1 – Board Policy III.U. Instructional Material Access and Affordability – First Reading -- REDLINED
Attachment 2 -- Board Policy III.U. Instructional Material Access and Affordability – First Reading -- CLEAN

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recognize the significant investments institutions have made to increase the likelihood that students will have the option to enroll in sections with no or low-cost instructional materials. Institutions have also made strides in adding course marking (which provides students with up-front information about the cost of course materials). The proposed amendments bolster those efforts and clarify reporting requirements. Additionally, automatic charge models have become standard for publishers and bookstores in postsecondary settings. While these can provide cost savings for students, additional guidance and reporting obligations will help ensure that best practices are followed for ensuring student access and safety. Finally, the curricular transparency amendments will enable students to make informed decisions about their courses.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy III.U. Instructional Material Access and Affordability, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: U. Instructional Material Access and Affordability

June 2021

December 2025

This policy shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

1. Definitions

- a. Automatic Charges are-is an additional course assessed to a student for the purpose of accessing course instructional materials. fee automatically charged to a student by an institution or entity authorized by the institution for the purpose of providing access to instructional materials. Automatic charges for course materials may apply at the course, program, or institutional level. Automatic charges do not include tuition. Special course fees, as defined in Board policy V.R., are not considered automatic charges for instructional materials.
- b. Course Marking is the act of assigning specific attributes (e.g., letters, numbers, graphic symbols, colors, etc.) to course sections that help students quickly identify important information and make informed decisions at time of registration.
- c. Instructional Materials are print or digital media used to support access to knowledge. Books Common examples of instructional materials include books, articles, lab manuals, study guides, software, subscriptions, modules, multimedia, assessments, assignments, courseware, and full courses are common examples of instructional materials.
- d. Cost is the consistent total list price for the faculty-preferred format of all required instructional materials in a single course or course section for one term and shall must be qualified as follows:
 - i. "Zero cost" means a total list price of \$0.
 - ii. "Very low cost" means a total list price of \$1-\$30.
 - iii. "Low cost" means a total list price of \$31-\$50.
 - iv. "Mid cost" means a total list price of \$51-\$100.
 - v. "High cost" means a total list price of more than \$100.
- e. Affordable instructional materials are instructional materials that meet cost definitions for courses as defined in 1.d. Examples may include open

educational resources, low-cost textbooks, materials accessed through an institution's library.

e.f. Open educational resources (~~OER~~) are teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others.

2. Institution Plans for Ensuring Instructional Material Access and Affordability

Each institution ~~shall~~must develop and implement a plan to increase access and affordability of instructional materials for all students. Plans ~~shall~~must include the following elements:

a. Resources and support to help faculty ensure ~~all~~any instructional materials are relevant and accessible for all students, especially students who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet access, etc.).

b. Policies and/or strategies that ~~minimize~~account for the cost of instructional materials ~~for students and protect while maintaining the quality of education, promote~~ the academic freedom and responsibility of faculty and students relevant to instructional materials (see Board Policy III.B), and the recognition that the average cost of instructional materials is higher in certain disciplines, and some disciplines require higher cost materials which are used over multiple terms or throughout an entire program.

i. ~~c.~~ Professional development opportunities for faculty and staff related to the discovery, adoption, and use of ~~OER and other~~ affordable instructional materials.

ii. ~~d.~~ Strategies to support and promote faculty adoption, adaption, and/or use of ~~OER and other~~ affordable instructional materials.

iii. ~~e.~~ Programs, incentive structures, or other strategies to encourage and support faculty to create, adapt, and publicly share open educational resources developed for their own courses. These scholarly practices may, for example, be considered as part of tenure and promotion practices.

iv. ~~f.~~ Strategies to implement cCourse marking indicating the cost, delivery, and any automatic charges related to instructional materials. processes at the time of course schedule releases that indicate the cost of instructional materials in course sections that are reliably zero cost or very low cost, as defined in this policy.

v. ~~Course marking processes at the time of course schedule releases that indicate course sections that reliably require the purchase of, including an automatic charge for, any access codes for instructional materials.~~

vi. Strategies with measurable goals for improving and using readily available and relevant zero cost or very low cost instructional materials in common

~~indexed courses as articulated in Board Policy III.N.6.b., including dual credit courses.~~

~~vii. A list of existing courses and programs that utilize automatic charges for instructional materials. Institutions must identify whether students may opt in or opt out and briefly describe how the institution will provide alternative materials to students who opt out.~~

~~b. Plans may include the following elements:~~

- ~~i. Course marking that indicates the cost of instructional materials in course sections at time of registration that are low cost, mid cost, and/or high cost, as defined in this policy.~~
- ~~i. Strategies with measurable goals for improving and using readily available and relevant OER or other affordable instructional materials in noncommon indexed courses.~~
- ~~ii. Policies or procedures that encourage faculty to be intentional in the selection and use of instructional materials, including ongoing review and reconsideration of required materials.~~
- ~~iii. Inclusion of efforts to increase access and affordability of instructional materials as part of tenure and promotion processes.~~
- ~~iv. Plans to sunset existing or implement new automatic charge programs.~~
- ~~v. Other elements as determined by the institution.~~

~~c.b. Institutions shall submit their initial plans to the Board Office for review and feedback by June 1, 2022. Institutions ~~shall~~ must regularly review and update their plans as needed.~~

~~d. Institutions ~~shall~~ must submit to the Board Office an annual report on the implementation and outcomes of their plans ~~annually~~. The Executive Director of the Board Office or designee determines ~~t~~ The format and requirements of this annual report ~~shall be determined by the Executive Director or designee.~~~~

3. Administering Automatic Charges for Course Materials

~~a. Institutions must clearly communicate the costs associated with automatic charges to students. Information about opting in or out of automatic charges must be available to students for at least two full weeks after the beginning of each course.~~

~~b. Institutions must ensure that any automatic charge program does not disincentivize faculty members from adopting affordable instructional materials, including open education resources.~~

- c. Contracts for any instructional materials made available through automatic charges must require that any student data that may be obtained through the students' use of the instructional materials must only be used to support learning during the course for which the automatic charge applies. Such contracts must prohibit the sale or transmission of any data obtained through students' use of the instructional materials.

4. Maintaining Curricular Transparency

- a. To ensure that curricular transparency is consistently maintained across courses, each institution must utilize the same enterprise learning management system and share financial responsibility for a statewide contract coordinated by the Board Office.
- b. Each institution must ensure that an accurate and current description of each course is available to the public on the institution's website at least one week before the start of the course.
- c. Each institution must ensure that students have access to current syllabi for all course sections in which they are enrolled. Syllabi must be available within the learning management system and available no later than the first day of the course.-.

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: III. POSTSECONDARY AFFAIRS****SUBSECTION: U. Instructional Material Access and Affordability****December 2025**

This policy shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter “institutions”).

1. Definitions

- a. Automatic charges are assessed to a student for the purpose of accessing course instructional materials. . Automatic charges for course materials may apply at the course, program, or institutional level. Automatic charges do not include tuition. Special course fees, as defined in Board policy V.R., are not considered automatic charges for instructional materials.
- b. Course marking is the act of assigning specific attributes (e.g., letters, numbers, graphic symbols, colors, etc.) to course sections that help students quickly identify important information and make informed decisions at time of registration.
- c. Instructional materials are print or digital media used to support access to knowledge. Common examples of instructional materials include books, articles, lab manuals, study guides, software, subscriptions, modules, multimedia, assessments, assignments, courseware, and full courses.
- d. Cost is the consistent total list price for all required instructional materials in a single course or course section for one term and must be qualified as follows:
 - i. “Zero cost” means a total list price of \$0.
 - ii. “Very low cost” means a total list price of \$1-\$30.
 - iii. “Low cost” means a total list price of \$31-\$50.
 - iv. “Mid cost” means a total list price of \$51-\$100.
 - v. “High cost” means a total list price of more than \$100.
- e. Affordable instructional materials are instructional materials that meet cost definitions for courses as defined in 1.d. Examples may include open educational resources, low-cost textbooks, materials accessed through an institution’s library.

- f. Open educational resources are teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others.
2. Ensuring Instructional Material Access and Affordability
- Each institution must develop and implement a plan to increase access and affordability of instructional materials for all students. Plans must include the following elements:
- a. Resources and support to help faculty ensure any instructional materials are relevant and accessible for all students, especially students who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet access, etc.).
 - b. Policies and/or strategies that account for the cost of instructional materials and protect the academic freedom and responsibility of faculty and students relevant to instructional materials (see Board Policy III.B).
 - c. Professional development opportunities for faculty and staff related to the discovery, adoption, and use of affordable instructional materials.
 - d. Strategies to support and promote faculty adoption, adaption, and/or use of affordable instructional materials.
 - e. Programs, incentive structures, or other strategies to encourage and support faculty to create, adapt, and share open educational resources. These scholarly practices may, for example, be considered as part of tenure and promotion practices.
 - f. Strategies to implement course marking indicating the cost, delivery, and any automatic charges related to instructional materials.
 - g. A list of existing courses and programs that utilize automatic charges for instructional materials. Institutions must identify whether students may opt in or opt out and briefly describe how the institution will provide alternative materials to students who opt out.

Institutions must regularly review and update their plans as needed. Institutions must submit to the Board Office an annual report on the implementation and outcomes of their plans. The Executive Director of the Board Office or designee determines the format and requirements of this annual report.

3. Administering Automatic Charges for Course Materials
 - a. Institutions must clearly communicate the costs associated with automatic charges to students. Information about opting in or out of automatic charges must be available to students for at least two full weeks after the beginning of each course.
 - b. Institutions must ensure that any automatic charge program does not disincentivize faculty members from adopting affordable instructional materials, including open education resources.
 - c. Contracts for any instructional materials made available through automatic charges must require that any student data that may be obtained through the students' use of the instructional materials must only be used to support learning during the course for which the automatic charge applies. Such contracts must prohibit the sale or transmission of any data obtained through students' use of the instructional materials.
4. Maintaining Curricular Transparency
 - a. To ensure that curricular transparency is consistently maintained across courses, each institution must utilize the same enterprise learning management system and share financial responsibility for a statewide contract coordinated by the Board Office.
 - b. Each institution must ensure that an accurate and current description of each course is available to the public on the institution's website at least one week before the start of the course.
 - c. Each institution must ensure that students have access to current syllabi for all course sections in which they are enrolled. Syllabi must be available within the learning management system and available no later than the first day of the course.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 15-16, 2025**

SUBJECT

Update on Academic Program Exemptions – Community Colleges (Idaho Code § 67-5909D)

REFERENCE

June 2025	The Board was provided with an update on academic program exemptions guidance and procedures.
August 2025	The Board was provided with the initial list of approved program exemptions.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 67-5909D
Idaho State Board of Education Policy III.G. Instructional Program Review and Approval

BACKGROUND/DISCUSSION

During the 2025 legislative session, Senate Bill 1198, Freedom of Inquiry in Higher Education was passed and codified as Idaho Code § 67-5909D. This law prohibits state education institutions (including four-year institutions, community colleges, career technical schools and private universities/colleges that receive state-appropriated funding) from engaging in certain “diversity, equity, and inclusion” activities.

In light of the law's effective date and its potential impact on summer session curricula, Board staff—with the support of the Board—issued a guidance memorandum to institutions. Board staff subsequently issued additional guidance for community colleges, advising these institutions to seek approval for program exemptions from their local governing boards first. Upon receiving that approval, institutions then submitted program exemption requests to the Board.

IMPACT

Continued guidance and direction from the Board and staff will ensure that institutions of higher education are aligned with the legal requirements.

ATTACHMENTS

Attachment 1 – Updated Approved Program Exemptions by Institution

BOARD STAFF COMMENTS AND RECOMMENDATIONS

In late summer, community colleges were provided with updated interim guidance for submitting programs for exemption consideration. Community college programs were first approved by their local governing boards and then submitted to the Office of the State Board of Education. In accordance with the interim process, those requests were approved.

BOARD ACTION

This item is for informational purposes.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 15-16, 2025

Approved Program Exemption Requests

ATTACHMENT 1

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
To be presented at October 2025 Board Meeting							
CSI	Associate of Social Work	This AA requires SOCY 238 which is a course on Race and Ethnic Relations that provides an examination of ethnic, racial, and other minority groups from both an historical and contemporary social perspective. It includes a review of theories concerning prejudice and discrimination, patterns of minority relations, and future relationship patterns in the United States.	SOCY	238	Race and Ethnic Relations	3	Fall 2025
CSI	Associate of Sociology	This AA requires SOCY 238 which is a course on Race and Ethnic Relations that provides an examination of ethnic, racial, and other minority groups from both an historical and contemporary social perspective. It includes a review of theories concerning prejudice and discrimination, patterns of minority relations, and future relationship patterns in the United States.	SOCY	238	Race and Ethnic Relations	3	Fall 2025
CWI	Associate of Arts in Social Work	This course is a required component of the Social Work degree and is designed to transfer directly to four-year institutions. As such, there are no appropriate substitution options available for students. To ensure full compliance with Idaho Senate Bill 1198, CWI has proactively submitted an exemption request. SOCW 101 is aligned with the Council for Social Work Education (CSWE) Educational Policies and Accreditation Standards (EPAS), which are required for programmatic accreditation at the receiving institutions. Alignment with these standards is essential to maintaining a seamless transfer pathway for students pursuing a bachelor's degree in Social Work.	SOCW	101	Introduction to Social Work and Social Welfare	3	Summer 2025
Presented at August 2025 Board Meeting							
BSU	Critical Theory Minor	This minor requires GENDER 200 course, which examines how concepts of gender shape lives, personal relationships, and social institutions. Gender issues studied from a multicultural perspective across lines of class, race, and ethnicity.	GENDER	200	Intro to Gender Studies	3	Summer 2025
BSU	Gender Studies Minor	This minor requires GENDER 200 course, which examines how concepts of gender shape lives, personal relationships, and social institutions. Gender issues studied from a multicultural perspective across lines of class, race, and ethnicity.	GENDER	200	Intro to Gender Studies	3	Summer 2025
BSU	Bachelor of Social Work (BSW and BSW Online)	This bachelor's program requires SOCWRK 101, which is a survey and critical analysis of contemporary social welfare policies and programs, their historical development, underlying philosophy, and the need for social services in modern society.	SOCWRK	101	Introduction to Social Welfare	3	Summer 2025
		This bachelor's program requires SOCWRK 201, which is an overview of the generalist intervention model with a focus on strengths, perspectives, dimensions of poverty, cultural humility, values and ethics.	SOCWRK	201	Foundations of Social Work	3	Summer 2025
		This bachelor's program requires SOCWRK 320 that provides knowledge of empirically based theories that focus on the interactions between and among individuals, families, groups, communities, institutions, and societies. This course explores the role of cultural identity in human development, utilizing theory to better understand experiences of disadvantage and inequity across the life course. This information is professionally necessary to be able to practice in any state in the United States, and contributes greatly to the value of the degree.	SOCWRK	320	Human Behavior and the Social Environment I	3	Fall 2025

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 15-16, 2025

ATTACHMENT 1

Approved Program Exemption Requests

Insttit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
		This bachelor's program requires SOCWRK 355, which introduces concepts related to power, privilege, and oppression in society and the role these play in the lives of clients, communities, and society as a whole. This course examines the role of implicit and explicit bias in society, and ways to use self-awareness to monitor and address personal biases, and explores the concept of a human rights approach in social work practice. This information is professionally necessary to be able to practice in any state in the United States, and contibutes greatly to the value of the degree.	SOCWRK	355	Diversity and Social Justice in Social Work Practice	3	Fall 2025
		This bachelor's program requires SOCWRK 420, which is the second course in the Human Behavior and the Social Environment (HBSE) sequence. Drawing on traditional and alternative/conflict theoretical perspectives and the role of systemic oppression and discrimination, course examines how experiences differ across factors such as race/ethnicity, gender, sexual orientation, ability, social and economic status, and religiosity/spirituality, and examines strategies designed to eliminate oppressive structural barriers. This information is professionally necessary to be able to practice in any state in the United States, and contibutes greatly to the value of the degree.	SOCWRK	420	Human Behavior and the Social Environment II	3	Fall 2025
BSU	Master of Social Work (MSW, MSW Online and MSW Advanced Standing)	MSW program requires SOCWRK 512, which explores the role of cultural identity in human development, utilizing theory to better understand experiences of disadvantage and inequity across the life course.	SOCWRK	512	HBSE I Human Development through the Life Cycle	3	Summer 2025
		MSW Advanced Standing program requires SOCWRK 514, which focuses on exploration of power, privilege, and oppression experienced by identity-based groups and communities.	SOCWRK	514	Navigating Identity in Social Work	3	Summer 2025
		MSW program requires SOCWRK 513, which focuses on understanding of the social work profession's commitment to practice grounded in equity and social justice.	SOCWRK	513	Advanced Issues in Human Diversity	3	Summer 2025
		MSW programs require SOCWRK 505, which critically examines welfare policies that affect wellbeing, human rights, service delivery, and access to social services in the context of U.S. Emphasis is placed on examination of policies for effectiveness, equity, and access to basic social and economic security, particularly for vulnerable populations. This information is professionally necessary to be able to practice in any state in the United States, and contibutes greatly to the value of the degree.	SOCWRK	505	Foundation of Social Welfare Policy	3	Fall 2025
		MSW programs require SOCWRK 521, which examines strategies designed to eliminate oppressive structural barriers and ensure human rights are protected. This course draws on traditional and alternative/conflict theoretical perspectives and the role of systemic oppression and discrimination to examine how experiences differ across factors such as race/ethnicity, immigration status, gender, gender identity/expression, sexual orientation, ability, social and economic status, political ideology, and religiosity/spirituality. This information is professionally necessary to be able to practice in any state in the United States, and contibutes greatly to the value of the degree.	SOCWRK	521	HBSE II Social Dimensions of Human Behavior	3	Fall 2025

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 15-16, 2025

ATTACHMENT 1

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
BSU	Ethnic Studies BS	This bachelor's program requires ETHNIC 230 (also listed as SOC 230) course, which examines concepts such as majority and minority relations, societal problems (including racism, prejudice, etc.), questions of economic and political power, the distribution of the power, and American society's institutional role in maintaining and perpetuating systematic inequality.	ETHNIC (cross-listed as SOC)	230	Introduction to Ethnic Studies	3	Fall 2025
		This bachelor's program requires SOC 305 course, which provides a comparative study of inter-ethnic relations, and examines problems and possibilities of genocide, oppression, integration, pluralism and equality.	SOC	305	Racial and Cultural Minorities	3	Fall 2025
BSU	Ethnic Studies Minor	This minor requires ETHNIC 230 (also listed as SOC 230) course, which examines concepts such as majority and minority relations, societal problems (including racism, prejudice, etc.), questions of economic and political power, the distribution of the power, and American society's institutional role in maintaining and perpetuating systematic inequality.	ETHNIC (cross-listed as SOC)	230	Introduction to Ethnic Studies	3	Fall 2025
		This minor requires SOC 305 course, which provides a comparative study of inter-ethnic relations, and examines problems and possibilities of genocide, oppression, integration, pluralism and equality.	SOC	305	Racial and Cultural Minorities	3	Fall 2025
BSU	Mexican American Studies Minor	This minor requires ETHNIC 230 (also listed as SOC 230) course, which examines concepts such as majority and minority relations, societal problems (including racism, prejudice, etc.), questions of economic and political power, the distribution of the power, and American society's institutional role in maintaining and perpetuating systematic inequality.	ETHNIC (cross-listed as SOC)	230	Introduction to Ethnic Studies	3	Fall 2025
		Comparative analysis of contemporary socioeconomic and political issues confronting Mexican Americans in U.S. society. Topics include study of community, gender, labor, immigration, heterogeneous identity, environmental justice, and social change. Special attention given to comparing the Mexican American experience with other racial-ethnic groups. Institutional and social responses to contemporary issues will also be examined.	SOC	333	Contemporary Chicana Issues	3	Fall 2025
BSU	MA in Counseling	This master's program requires COUN509 course, which is a theoretical course with an experiential component to develop awareness, knowledge, and skills for counselors-in-training preparing to work in a pluralistic society. This information is professionally necessary to be able to practice in any state in the United States, and contributes greatly to the value of the degree.	COUN	509	Culturally Aware Counseling	3	Fall 2025
BSU	PhD in Counselor Education and Supervision	This PhD program requires COUN 609 course, which explores advocacy models and current multicultural issues as they relate to social change theories. Student learn about models, leadership roles, and strategies for responding to community, national, and international crisis and disasters, as well as understand current topical and political issues in counseling. This information is professionally necessary to be able to practice in any state in the United States, and contributes greatly to the value of the degree.	COUN	609	Advanced Culturally Aware Counseling	3	Fall 2025
ISU	Gender and Sexuality Studies -- Minor	This course will examine gender and sexuality from a sociological perspective. It will focus on the socio-cultural meanings of femininity and masculinity and how these intersect with race, ethnicity, class, sexuality, age and other aspects of identity. This course will also consider how incorporating the concept of gender into theories of human life can help explain broader social processes, and the ways in which our social conceptualization of gender change over time.	SOC	2201	Introduction to Gender and Sexuality Studies	3	Summer 2025

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 15-16, 2025

ATTACHMENT 1

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
ISU	Social Work -- Bachelor of Arts in Social Work	This course will examine gender and sexuality from a sociological perspective. It will focus on the socio-cultural meanings of femininity and masculinity and how these intersect with race, ethnicity, class, sexuality, age and other aspects of identity. This course will also consider how incorporating the concept of gender into theories of human life can help explain broader social processes, and the ways in which our social conceptualization of gender change over time.	SOC	2201	Introduction to Gender and Sexuality Studies	3	Summer 2025
ISU	Social Work -- Master of Social Work (Standard Admissions and Advanced Standing Admissions)	This course is designed to familiarize students with the ways in which diversity impacts social work practice. Course content will focus on increasing students' knowledge of the lived experiences of diverse populations, awareness of theoretical frameworks regarding privilege, oppression, and perception of others, and increased knowledge of contemporary social issues related to diversity. Students will explore their personal positionality and learn to identify the ways in which this can shape their practice with diverse populations. This class will emphasize cultural humility and examine how this can be practically applied in a social work setting.	SOWK	6635	Diversity in Social Work Practice	3	Summer 2025
ISU	Master of Counseling (all areas)	In this course, students will explore issues of diversity, social justice, and multiculturalism including race/ethnicity, gender, sexual orientation and other cultural factors, and participate in experiential activities relevant to culturally responsive counseling. This course builds core competency in counselor populations so that they can deliver responsive care with improved outcomes for various human populations.	COUN	6624	Cultural Counseling	3	Fall 2025
ISU	Doctor of Philosophy in Counselor Education and Counseling	In this course, students will explore issues of diversity, social justice, and multiculturalism including race/ethnicity, gender, sexual orientation and other cultural factors, and participate in experiential activities relevant to culturally responsive counseling. These trainings build core competency in counselor populations so that they can deliver responsive care with improved outcomes for different human populations. Pedagogy relevant to current social and cultural issues is engaged in, as well. The role of diversity issues in counselor education, supervision, and counseling are also examined. This course builds core competency in counselor and counselor educator populations so that they can deliver responsive education for counselors in training as well as care with improved outcomes for various human populations.	COUN	7724	Advanced Diversity Issues	3	Fall 2025
ISU	Doctor of Philosophy in Clinical Psychology	This course focuses on the critical evaluation of scholarship on and social representations of cultural diversity and individual differences. It includes a review of current theory, research, assessment, and intervention practices with diverse populations. It facilitates an understanding of and skill in working with diverse populations when seeking psychological care.	PSYC	6634	Cultural Diversity and Individual Difference	3	Fall 2025
LCSC	Social Work BSN	Students who complete a minimum of 3 credit hours in accredited social work courses that integrate cultural competency, anti-oppressive frameworks, and ethical mandates	SW	340	Social Work Policy	3	Summer 2025
		Students who complete a minimum of 3 credit hours in accredited social work courses that integrate cultural competency, anti-oppressive frameworks, and ethical mandates	SW	343	Social Work Practice with Families	3	Summer 2025
		Students who complete a minimum of 3 credit hours in accredited social work courses that integrate cultural competency, anti-oppressive frameworks, and ethical mandates	SW	364	Social Work Children/Adolescents	3	Summer 2025

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 15-16, 2025

ATTACHMENT 1

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	140	Intro/Social Work	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	241	Social Work Practice Foundations	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	321	Human Behavior/Social Envir I	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	322	Human Behavior/Social Envir II	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	340	Social Work Policy	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	341	Practice/Individuals	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	355	Self-Care	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	386	Social Work Research	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	407	Treatment/Complex/Trauma	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	410	Dialectic/Behavioral Therapy	3	Fall 2025

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 15-16, 2025

ATTACHMENT 1

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	480	Diversity Awareness	3	Fall 2025
LCSC	Women & Gender Studies Minor	Disciplinary standards require content and approaches that necessitate an exemption.	SS	200	Intro/Women's Studies	3	Summer 2025
		Disciplinary standards require content and approaches that necessitate an exemption.	ID	300F	Gender/Culture	3	Fall 2025
		Disciplinary standards require content and approaches that necessitate an exemption.	ID	300U	Women/20th Century	3	Fall 2025
		Disciplinary standards require content and approaches that necessitate an exemption.	JS/SOC	422	Race/Class/Gender/Justice	3	Fall 2025
UI	Women's, Gender, and Sexuality Studies Minor	This minor requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Summer 2025
		This minor requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Equity and Justice Academic Certificate	This certificate program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Sociology/Anthropology Teaching Minor	This certificate program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Human Development and Family Studies (BS)	This degree program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**OCTOBER 15-16, 2025****ATTACHMENT 1****Approved Program Exemption Requests**

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
UI	Disability and Inclusive Human Services Undergraduate Academic Certificate	This certificate program includes one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Sociology (BA or BS)	This degree program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025

**WORK SESSION
OCTOBER 15-16, 2025**

TAB	DESCRIPTION	ACTION
1	IRSA – DEMONSTRATING THE VALUE OF POSTSECONDARY EDUCATION	Information Item

**WORK SESSION
OCTOBER 15-16, 2025**

SUBJECT

Work Session: Demonstrating the Value of Postsecondary Education

REFERENCE

APPLICABLE STATUTE, RULE, OR POLICY

Not applicable

BACKGROUND/DISCUSSION

Postsecondary attainment is more important than ever before, and yet higher education institutions are also facing greater skepticism. According to a recent report from the Georgetown University's Center on Education and the Workforce, "the number of college-educated retirees retiring "far outpaces the number of young people entering the workforce with similar levels of education." The report predicts that the United States will need an additional 5.25 million workers with college credentials.

At the same time, a recent Gallup poll indicates that the percentage of Americans' confidence in higher education has declined. The Board, together with the institutions, can address this challenge through strategic initiatives designed to bolster economic mobility and civic engagement at all institutions.

In Idaho, the urgency is particularly clear. Employers, community leaders, and citizens alike emphasize the importance of graduates who are prepared to engage productively in civic life, bringing skills in civil discourse, problem solving, and informed decision-making to their workplaces and communities. Idaho's strong tradition of civic participation, from high rates of volunteerism to high voting turnouts, underscores the opportunity to reinforce these habits of democracy in higher education. By fostering both career readiness and civic readiness, the Board and institutions can build public trust, strengthen Idaho's workforce, and ensure that graduates contribute meaningfully to the state's economic and democratic vitality.

IMPACT

This presentation and guided discussion will enable Board members to learn more about the national conversation and context around these issues. While the broader context is an important part of this conversation, the Board's leadership is key in establishing guidance for institutions to develop institution-wide approaches so that students gain civic knowledge and experience civil dialogue. By fostering both career readiness and civic readiness, the Board and institutions can build public trust, strengthen Idaho's workforce, and ensure that graduates contribute meaningfully to the state's economic and democratic vitality.

ATTACHMENTS

None

**WORK SESSION
OCTOBER 15-16, 2025**

STAFF COMMENTS AND RECOMMENDATIONS

Idaho's public postsecondary institutions are well positioned to respond to this discussion with both experience and commitment. They bring existing strengths in workforce preparation and civic engagement and can align their efforts with the Board's leadership in addressing public confidence. Board staff will work with institutions to coordinate their efforts and provide updates as appropriate.

BOARD ACTION

This item is for informational purposes.

**INFORMATIONAL
OCTOBER 15-16, 2025**

TAB	DESCRIPTION	ACTION
1	PPGA – LEWIS-CLARK STATE COLLEGE – ANNUAL PROGRESS REPORT	Information Item
2	IDE – PROFESSIONAL STANDARDS COMMISSION ANNUAL REPORT	Information Item

LEWIS-CLARK STATE COLLEGE

SUBJECT

Lewis-Clark State College – Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Lewis-Clark State College to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives, and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT

This institutional annual report serves to provide a state of the college update and inform the Idaho Board of Education of the annual Presidential Priorities and how they are and will be used to guide the institution forward.

ATTACHMENTS

Attachment 1 – Lewis-Clark State College Annual Report

STAFF COMMENTS AND RECOMMENDATIONS

Informational item, no staff comments.

BOARD ACTION

This item is for informational purposes only.

LC State Institutional Progress Report

October 2025



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Institutional Overview

Lewis-Clark State College (LC State) is a regional state institution, operating under the governance of the Idaho State Board of Education. Its mission, as approved by the Idaho State Board of Education, is ... *Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.* In so doing, LC State emphasizes:

- Undergraduate teaching and learning
 - Research plays a supporting role to teaching
- Application of learning
- Direct interaction among students and faculty (LC State does not rely on teaching assistants)
- A small-school/small-class environment that maximizes the opportunities for the success of LC State's traditional and non-traditional students

LC State was established by the Idaho State Legislature in 1893 as a regional Normal School dedicated to teacher training. Today, LC State is one of Idaho's four public four-year higher education institutions. LC State's Carnegie classification is "Professions-focused," referring to the College's awards focused in fields that are classified as pre-professional or career-aligned. The Carnegie classification of LC State's access is "Higher Access" by "providing access to a student population that reflects the location they serve."

LC State's credit and non-credit programs fall within three primary mission areas: academic programs, career and technical education programs, and professional programs. In addition to its traditional four-year baccalaureate programs, LC State has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education; and in 2020 Gov. Brad Little signed a bill (House Bill 395) that officially amended Idaho Code to allow LC State to offer graduate-level course work. The College emphasizes teaching and learning (with research playing a supporting role to teaching), application of learning, direct interaction among students and faculty, and a small-college/small-class environment that maximizes the opportunities for the success of LC State's traditional and non-traditional students.

LC State's campus is located in Lewiston, Idaho; also delivering instructional programs at the LC State Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: Boise State University, Idaho State University, North Idaho College, and the University of Idaho); operates an outreach center in Grangeville; and in collaboration with Idaho Department of Corrections (IDOC), offers prison education programs in Orofino, Boise and Pocatello. LC State's chief executive officer, Dr. Cynthia Pemberton, assumed her duties as the College's 16th president July 1, 2018. LC State is accredited by the Northwest Commission on Colleges and Universities (NWCCU).



Presidential Priorities

Every year brings new challenges and opportunities, and this year (academic year 2025-26) the Presidential Priorities are:

1. Lewis-Clark State University (www.lcsc.edu/university)
2. Enrollment: Input, Throughputs, Outputs
3. Automate & Integrate (AI)

The chart below displays the alignment between LC State's Presidential Priorities (PPs), its strategic plan and the Idaho State Board of Education's Strategic Plan.

Lewis-Clark State College Strategic Plan Goals	State Board of Education Goals ¹	
	<i>Educational Access</i>	<i>Educational Attainment</i>
Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming	PP 1, 2	PP 1, 2
Goal 2: Optimize Student Enrollment, Retention and Completion	PP 1, 2	PP 1, 2
Goal 3: Foster and Support Community Campus Culture	PP 1, 2, 3	PP 1, 2, 3
Goal 4: Increase and Leverage Institutional Resources to Support College's Mission	PP 1, 2, 3	PP 1, 2, 3

Table 1: The alignment of LC State's Presidential Priorities, strategic plan and the Idaho State Board of Education's (SBOE) strategic plan.

Presidential Priority 1: Lewis-Clark State University

LC State has education offerings ranging from GED to graduate programs. As LC State navigates the authorization process towards university status, the institution plans to remain accessible, affordable and accomplished. Fall term enrollment goals remain that of a small school at 4,000-4,400 (unduplicated) headcount and 3,000-3,300 full-time equivalent (FTE) enrollments. LC State's mantra will remain "A private school experience at a public school price." This transition reflects the realities of LC State's national [peer institutions](#) who all have

¹ The Idaho State Board of Education (SBOE) has three goals in its strategic plan, two of which are presented here in alignment with LC State's strategic plan goals and objectives. The goal missing in the above table from the SBOE plan is composed of measures entirely relating to K-12 education.

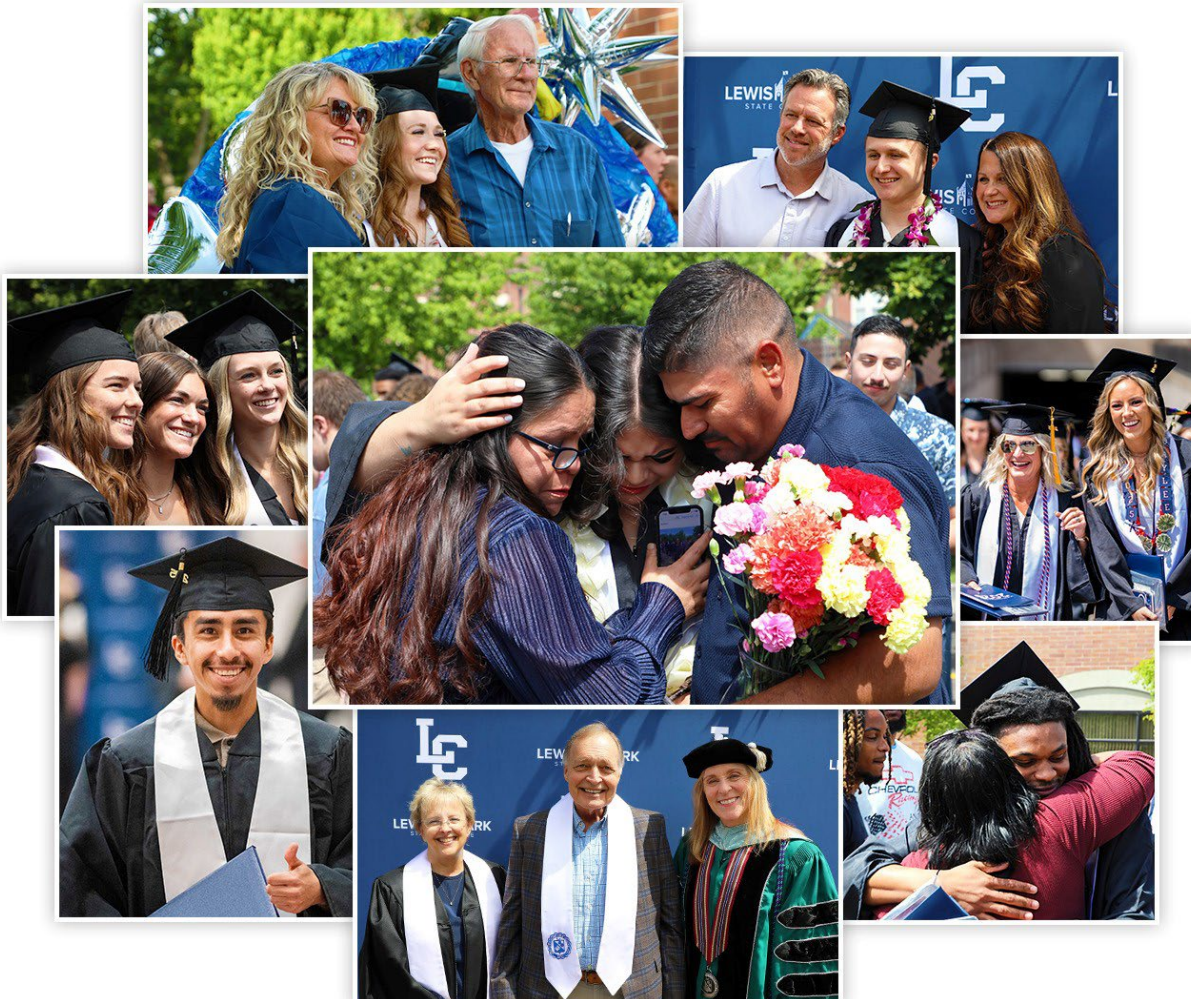
already made the transition from “college” to “university” status. In so doing, LC State will be better acknowledged as Idaho’s only public four-year small school “university” experience. LC State will continue to be the place where...

LC State students are:

- 80% Idaho residents.
- Overwhelmingly the first generation in their families to attend college.
- Nearly half Pell grant awardees indicating high financial need.

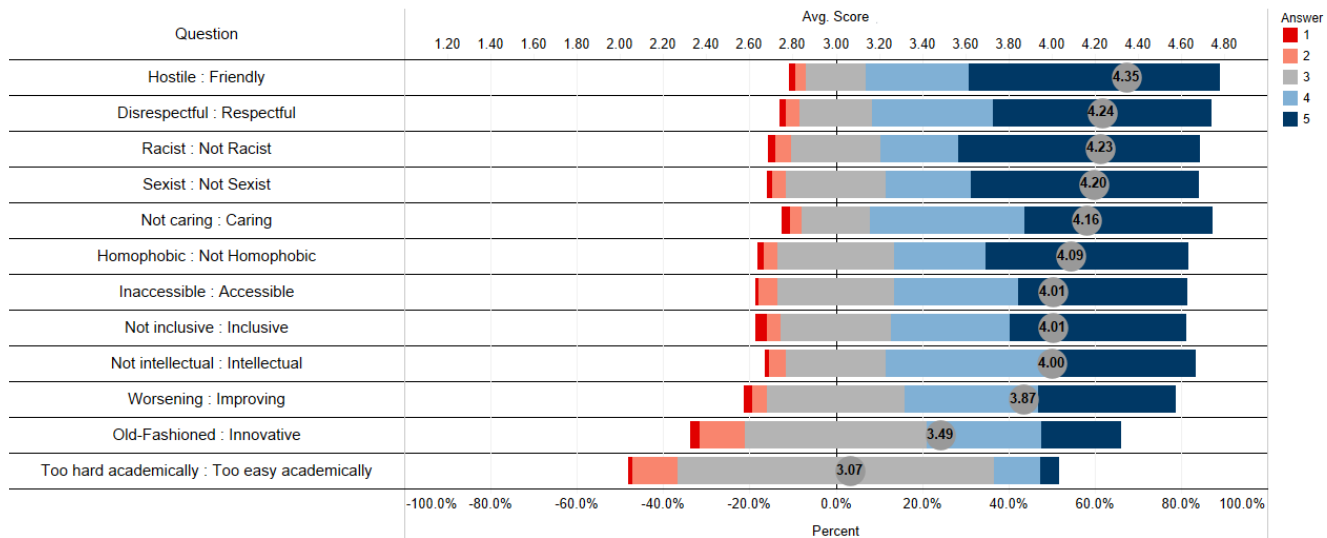
Other important statistics about LC State students:

- Vast majority work, many full-time, while attending college.
- Majority of employed graduates of LC State stay in Idaho.
- Over 200 Native American students.
- Over 120 veteran students supported by some of the best services among small public colleges nationwide.



LC State is and remains committed to providing an outstanding small school experience, serving and serving well, Idaho students, first-generation, low income, traditional and non-traditional students. Findings from the annual all-campus survey continue to affirm that students believe LC State is friendly, respectful, and caring, affirming the LC State experience as an outstanding small school experience.

Please rate the degree to which LC State culture is more closely aligned with one phrase or the opposing phrase.



Who we are, What we value and Who we serve

LC State continued its climb in the annual ranking of best public colleges in the West to earn the number eight (8) spot among colleges in the West and Southwest, having previously been ranked No. 9 in 2023 and No. 10 in 2022.² LC State offers the most affordable tuition among Idaho's public four-year institutions and is regularly recognized as Idaho's top nursing program among four-year institutions.³ For the fourth consecutive year and the seventh time in the last eight years, LC State was honored for being a small college doing big things and named a Hidden Gem in the Rocky Mountains Region.⁴

Other notable program degree rankings include:

- **LC State's online sport management program** was ranked among the top 31 programs nationally.⁵ It was the only Idaho college ranked for prioritizing both quality and affordability of top-tier online and hybrid educational programs.
- **LC State's hospitality management program** was recognized as the Idaho Division of Career Technical Education (IDCTE) Exemplary Postsecondary Program. According to IDCTE the award, which was given to LC State's graphic communications program in 2024, recognizes programs which "provide rigorous, relevant instruction; foster strong

² Sources: U.S. News & World Report

³ Source: Research.com

⁴ Source: College Raptor

⁵ Source: Intelligent.com

industry and community partnerships; demonstrate measurable student achievement; and create supportive environments that prepare students for success beyond school.”

“This recognition highlights our strategic focus on student recruitment and the development of industry-responsive curriculum. We are proud to prepare students with the skills, knowledge, and experience needed to succeed in today’s fast-evolving hospitality industry.”

- Magen Fairley, assistant professor of culinary arts

- **LC State’s nursing program** has again been ranked No. 1 among four-year higher education institutions in Idaho.⁶ LC State’s first-time pass rates on the NCLEX – the national exam that all nursing program graduates must take to demonstrate competency and to be licensed to begin their nursing career – have been the highest of the public four-year institutions in Idaho for the past five years,.
 - **LC State’s radiographic science online degree program** has been ranked No. 1 in the nation among four-year colleges and universities.⁷ This No. 1 ranking is three spots higher than its No. 4 rankings in 2022 and 2023. LC State is one of two schools ranked in the top eight from Idaho with Boise State University being ranked fifth. High ranking programs are both affordable and comprehensive.
-

“Our programs and academic outcomes are outstanding, and students thrive in our small-school, close-knit environment. LC State is no longer a hidden gem – but truly an Idaho gem!”

- President Cynthia Pemberton

These rankings are evidence of LC success in delivering programs that are affordable and comprehensive with a commitment to student success. But what makes LC State even more distinct from its peers is its superb student support services. For a second consecutive year, LC State has been designated as a **Military Friendly School** with Gold-level designation by the Military Friendly organization. The Gold designation is made up of the top 10% of institutions outside of the top 10 category for small public colleges. LC State’s Veterans Services Office assists veterans, active-duty servicemen, national guardsmen, and their dependents in completing their education, as well as when applying for GI Bill benefits, and Dependent Education Assistance benefits.

⁶ Source: RegisteredNursing.org

⁷ Source: EduMed.org

"At LC State, we are proud to support veterans in building upon their existing skills or developing new ones, easing their transition into civilian life – whether they're returning after one tour or retiring from long-term service. We also deeply recognize and appreciate the sacrifices made by military families, whose support is invaluable. Being recognized as a Military Friendly Gold institution is an honor, and we remain committed to upholding – and surpassing – this standard."

- Mickey Kelton, LC State coordinator of Veterans Services

LC State was recently recognized by the Army Enlisted Commissioning Program (AECPP) as one of a select number of schools that have been vetted and approved by the U.S. Army Nurse Corps. The announcement, which was sent out U.S. Army-wide, listed LC State among 11 institutions nationwide as preferred schools for the AECPP program. The program, which is within the Army, allows active duty service members to attend college, obtain a nursing degree, and re-enter the service as a commissioned officer. The AECPP is one of three programs LC State works in conjunction with. It also works with the Air Force's Nurse Enlisted Commissioning Program and the Navy's Medical Enlisted Commissioning Program to allow Air Force and Navy service members to have the same opportunity. A consistent increase in enrolled participants of these three programs has been seen at LC State over the last three years.



Student parents can utilize **LC State's KinderCollege**, an on-campus childcare facility fully accredited by the National Early Childhood Program Accreditation (NECPA). This designation means KinderCollege is part of a select group of early childhood care and education programs showing exceptional commitment to professional and programmatic quality. Not only do student parents receive discounted childcare, KinderCollege is now embedded within the college's early childhood development program, giving early childhood development students workplace experience at KinderCollege to enhance hands-on/applied learning experience.

"From the moment I arrived, I've felt welcomed by the teachers and embraced by the close-knit community. Both students and faculty genuinely care for one another, creating a supportive and uplifting environment. The convenience of having an on-campus daycare has been perfect for my family, allowing me to focus on my classes with peace of mind, knowing my children are nearby. LCSC feels like a hidden gem for students, and I would highly recommend it to anyone pursuing a nursing degree or any other career path."

- Shnighdine Aristil, a senior from West Palm Beach, Florida, in the nursing program at LC State and participant in the AECP program

Research and Economic Development

While remaining teaching-focused, research plays a supporting role to teaching at LC State. Every year, LC State students and faculty present their classroom and independent research projects or performances during the college's Annual Research Symposium taking place at LC State's Lewiston campus, the Schweitzer Career & Technical Education Center and the Coeur d'Alene Center. Students from all divisions participate in research projects associated with their college major or coursework.

LC State faculty maintain impressive research agendas and portfolios in complement to their teaching. LC State is honored to receive the Idaho IDeA Network of Biomedical Research Excellence (INBRE) sub-award to support the work of Dr. Eric Stoffregen, Dr. Nancy Johnson and Dr. Leigh Latta and their undergraduate student research mentorship. Dr. Johnson led a summer research group of five undergraduate students utilizing funding from the Idaho Established Programs to Stimulate Competitive Research (EPSCoR) funded by the National Science Foundation (NSF) and INBRE funded by the National Institutes of Health (NIH). Both funding sources exist to build research capacity. And in that vein, Dr. Stoffregen, was awarded a competitive grant for his research from the NIH for over half a million dollars.

LC State ensures its curriculum aligns with the needs of the community, business and industry and that its graduates possess the necessary knowledge and skills for success in their chosen fields by way of [Technical Advisory Committees \(TAC\)](#), composed of local industry employers who incorporate active input from qualified business/industry advisors. TACs connect students and staff with the larger community and professional networks that provide opportunities like internships, work experience and career exploration for LC State students and graduates. And the connection between an LC State education and industry needs are evidenced by the awards students earn in the field and in their industries. Three LC State engineering technology students worked together to win the Esri StoryMap Competition hosted by the National Society of Professional Surveyors (NSPS) in Washington, D.C. A team of three LC State business

students placed second in the International Accreditation Council for Business Education (IACBE) Student Case Study Competition. Because all three LC State business students were double majoring in other fields of computer science, sports management, natural science and mathematics, they had the wide variety of skills needed to accomplish this achievement.

And finally, LC State recently invested in a stronger community by relocating its Workforce Training center to accompany LC State's Adult Learning Center, Small Business Development Center and Center of Arts & History on Main Street, Lewiston. At its Adult Learning Center, LC State serves approximately 200 students with GED services each year and had 87 total graduates throughout the year. LC State's Small Business Development Center has been embedded within the Business & Computer Science Division to capitalize on synergies between workplace industry training and traditional academic programming. Now within one block on Main Street, students can earn their GED, receive customized workforce training and develop their entrepreneurial business plans all through the services offered by LC State.

Community Partnerships

LC State's Center and Center of Arts & History (CAH) on Main Street, Lewiston, is an anchor for the community. This summer, the Port of Lewiston opened a new berth with a ribbon cutting ceremony for the Confluence Riverfront with the first mooring spot for overnight passenger cruise boats in Idaho for American Cruise Lines. LC State's CAH is a valued excursion opportunity for the Port and cruise line.

LC State's CAH is also an important community collaborator in preserving significant local history. In March, 2025, LC State and the Nez Perce County Historical Society (NPCHS) collaborated to preserve and transfer the Beuk Aie Temple collection to NPCHS. The Beuk Aie Temple exhibit contains cooking utensils, mining implements, and other items that chronicle how Chinese gold miners in the 1860s made their living in the area, along with the temple. When LC State acquired the historic First Security Bank in 1991, it became home to the Center for Arts & History. Transferring the temple to NPCHS will preserve its quality care and allow increased public access to this important historical collection. CAH has been honored to serve as the custodial home and caretaker of this important part of Lewiston's community history for over three decades and LC State is glad to collaborate with NPCHS to ensure it is preserved.

For the second summer, LC State's Outdoor Adventures program engaged in an interagency partnership with Idaho Parks and Recreation, specifically with Hells Gate State Park, to offer hourly paddleboard, kayak, and float tube rentals. More generally through their Float n' Tote Rentals – Gear Up for Summer program LC State students, staff, faculty, and community members alike have access to rafts, kayaks, paddleboards, camping gear, and everything one would need for their next weekend getaway or outdoor adventure.

LC State leadership are members of local boards and are actively engaged partners in the community:

- President Cynthia Pemberton is a board trustee of St. Joseph Regional Medical Center, serves as a member of the LC Civic Group, and supported the Asotin County Family Aquatic Center Capital Campaign through time and talent.
- Senior Vice President, Vice President for Student Affairs Andrew Hanson is a board trustee of the Lewiston City Library.
- Provost, Vice President for Academic Affairs Fredrick Chilson is a board trustee of the TriState Health Foundation.

- Vice President of Institutional Research, Planning & Effectiveness Grace Anderson is a board member of Valley Vision, the lead agency for economic development activities throughout the Lewis-Clark Valley.
- Chief Communication & Marketing/State & Local Affairs Officer Logan Fowler is the LC State representative on the Lewis Clark Valley Chamber of Commerce.

Looking Forward & Moving Forward

Looking forward to the 2025-26 academic year, new challenges and opportunities present themselves, namely acknowledging LC State's fiscal realities by prioritizing its program offerings, and LC State's full regional Northwest Commission of Colleges and Universities (NWCCU) accreditation review.

Program Prioritization – Program Performance

During fall 2024, in accordance with SBOE Policy III. F, LC State Provost and Vice President of Academic Affairs established a strategy team that includes the three academic deans (of Career & Technical Education, School of Professional & Graduate Studies, and Liberal Arts & Sciences), as well as faculty representatives from each of the seven academic units/divisions. The team was tasked to review all instructional programs and establish assessment of program criteria that follows the SBOE policy. The team reviewed all academic

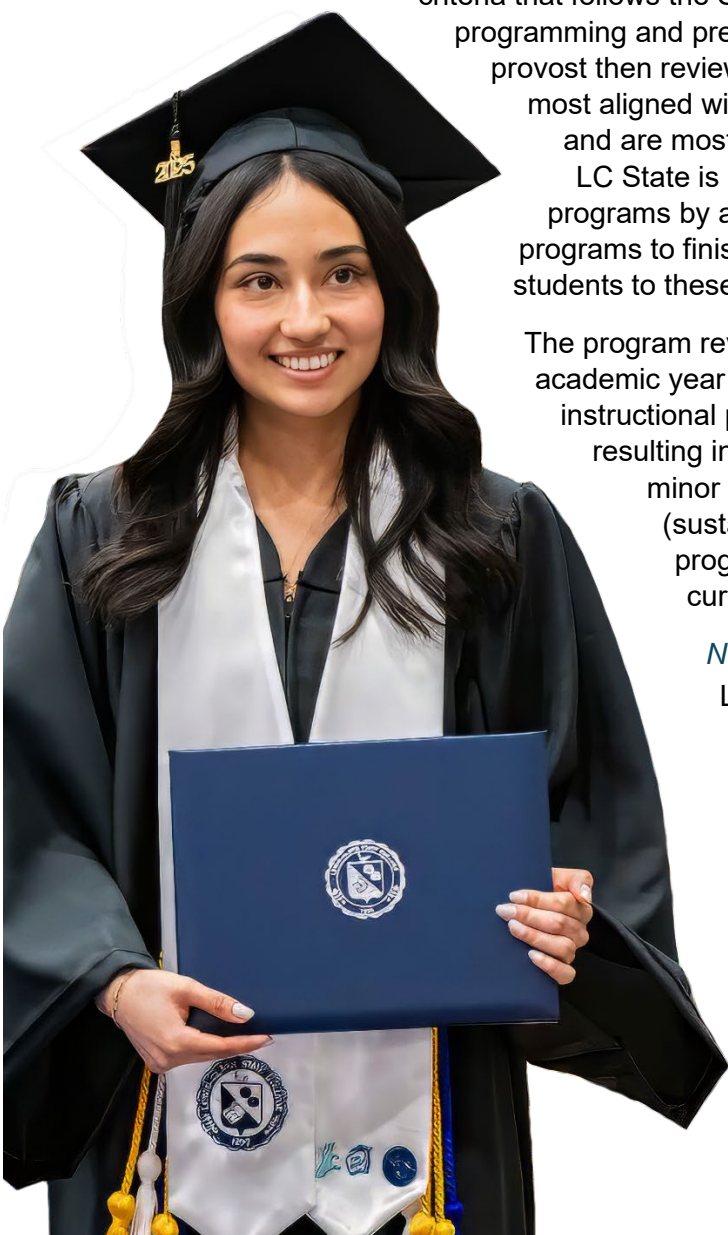
programming and presented their quintile findings to the provost. The provost then reviewed, with the team, and confirmed which programs are most aligned with the institution's mission, have the highest impact, and are most efficient in using resources. Based on the findings,

LC State is scheduled to eliminate nearly 40 degree/certificate programs by allowing the students currently enrolled in these programs to finish their credentials but discontinuing the intake of new students to these programs.

The program review of non-instructional programs took place during academic year (AY) 2020-21 and AY 2021-22. Thirty-four (34) non-instructional programs with quintile groupings were identified resulting in 18 programs assigned quintile 1 (sustainable with minor modification), and 16 programs assigned quintile 2 (sustainable with modification). No non-instructional programs were assigned quintile 3 (not sustainable in current operational mode).

NWCCU Self-Study

LC State, as of writing this report, is in its seventh year of a seven-year regional accreditation cycle. In September 2024, LC State submitted its Policies, Regulations, and Financial Review (PRFR) report addressing Standard Two, Governance, Resources, and Capacity, of the Northwest Commission on Colleges and Universities. In August 2025, LC State submitted its Year Seven Mission Fulfillment and Sustainability Report. In so doing, LC State conducted a comprehensive self-evaluation on all



standards and eligibility requirements for NWCCU. This self-evaluation includes the institution's assessments of mission fulfillment, student success and achievement. Year seven evaluations include an on-site visit by a team of peer evaluators which is scheduled to take place the week after the SBOE meeting in October 2025. The institutional reports are evaluated by the visiting teams and together with their evaluation and analysis of the institution's resources, including the stability and sustainability of financial resources, serve as the basis on which the commission grants reaffirmation of accreditation. Regional accreditation is not only necessary but is the capstone assessment and ultimate affirmation of LC State's Value Proposition.

Presidential Priority 2: Enrollment: Inputs, Throughputs, Outputs...

Propelled by a 16.5% increase in degree-seeking first-time students in fall 2024 official census day totals, LC State's fulltime equivalent enrollment was up 3.5%. LC State's overall headcount increased 2.4% and was the third most in school history. [Due to the timing of this submission Fall 2025 enrollment is not yet available, but will be shared during the live presentation.] Continuing to buck national trends and attract more students with its small-school niche and combination of quality and affordability, the institution's spring term 2025 overall headcount was up 11.2% and fulltime enrollment increased 8.2% compared to the prior year. LC State's enrollment has stabilized since the pandemic and is strategically growing, which is unique among small rural colleges nationwide.

"More students coming and thriving at LC State means that our communities will have more exceptional healthcare workers, teachers, business people, welders, accountants, scientists, cybersecurity experts, and the list goes on and on. When our students thrive, we all thrive."

- President Cynthia Pemberton

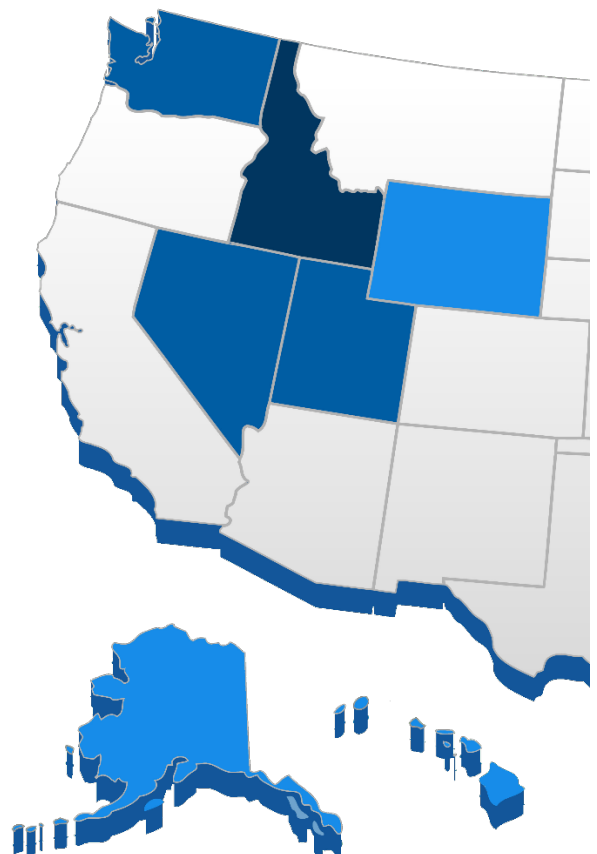
Recruitment Investments

The expansion of student recruitment and outreach has produced results. Increased admissions applications and enrollment conversions are evidenced not only across Idaho, but have been realized from Nevada, Utah, Washington, Wyoming, Hawaii, and Alaska.

Marketing and Promotion

\$1.1M in ongoing strategic investments

- \$385K three-year Career Technical Education (CTE) campaign.
- \$500K general campaign funding.
- \$320K general campaign planned for this year.





Enrollment Growth through Collaboration

Expanded Career Technical Education

A strategic three-year marketing campaign, focused solely on CTE, has increased awareness about the programs and paid dividends on enrollment. The number of students in LC State's School of Career & Technical Education increased by 18.5%, according to the school's official fall 2024 census day numbers. It was the largest jump in fall-to-fall CTE headcount on record. Recent reorganization and marketing strategies had a lot to do with the surge.

"For the past few years, we've been looking closely at our organizational structure and for ways to reduce duplication and silos and increase career pathways for students,"

- Jeff Ober, dean of the School of Career & Technical Education.

Specifically, the concept of career clusters was applied to CTE programming, an idea growing in popularity across the nation in which programs are grouped more by subject matter than by traditional divisional lines. Examples include:

- LC State's medical administrative assistant and medical assistant programs, a part of the school's CTE offerings, are now grouped with the Nursing & Health Sciences Division, providing students and faculty even broader access to healthcare education-related resources, collaboration, and pathways. Nursing students who may decide they

do not want to be a nurse have immediate and broader access to advisors and instructors who can help them find another career in healthcare.

- LC State's graphic communications and packaging design program has been grouped with the communications department in the Humanities Division. Communications majors now more clearly see they have options in graphic design, and many are looking at obtaining a two-year degree on the way to their four-year degree.
- LC State's early childhood development program has been grouped with the Teacher Education & Mathematics Division. Teacher education is working with early childhood development on creating new options for teacher certification that include early childhood.
- Hospitality management has been grouped with the Business & Computer Science Division.
- Legal studies and paralegal have been grouped with the justice studies department in the Social Sciences Division. Industry members of the technical advisory committee from paralegal are excited that the paralegal students now have more access to instructors and faculty with different experiences, such as practicing lawyers.

Expanded Healthcare Education

To help address the healthcare professional shortage in Idaho and as part of a long history of healthcare education collaboration with Idaho State University (ISU), LC State signed another Memorandum of Understanding (MOU) to help address healthcare needs in Idaho. This time the two leaders in Idaho healthcare education seek to address the critical shortage of paramedics in rural Idaho as well as to create pathways for more qualified applicants into other health professions programs. The agreement expanded ISU's existing paramedic science academic program to the LC State campus beginning fall of 2025, allowing students in the northern part of the state to have access to comprehensive paramedic education in their own community. The partnership leverages ISU's existing expertise, accreditation, and resources while at the same time utilizing LC State's general education courses, local clinical training sites and partnerships, and 60-plus year history in healthcare education. Students who complete

the program can earn an academic certificate or an Associate of Science in Paramedic Science from ISU and can become certified to work as paramedics as well as have seamless transfer opportunities to LC State's Bachelor of Science Health Studies or Bachelor of Science in Nursing degree programs. Past healthcare education collaborations with ISU include in July 2023, LC State and ISU signed an MOU creating a pathway for pharmacy students. Then in December of 2023, a partnership for expanding the ISU physician assistant program to north Idaho was created. April 2024 saw another MOU creating a pathway for students seeking a master's in occupational therapy at ISU, and a new MOU is now in place to give LC State students a pathway to ISU's Master of Science Athletic Training program.

Expanded Graduate Programming

Master of Science in Athletic Training

The collaboration between LC State and ISU is not limited to healthcare programs. LC State and ISU signed an MOU in April 2025 to offer a program where



students can complete a Bachelor of Science in Exercise Science and a Master of Science in Athletic Training (MSAT) in five years. This represents an expedited process through both degrees, which traditionally takes six years to complete. Students will start their education at LC State, where they will study exercise science for three years, before transferring to ISU to finish their bachelor's and master's degrees. This agreement will allow students to finish all general education, lower-level degree specific classes, and a number of upper-division degree specific courses at LC State before transferring to ISU.

Master of Science in CyberAccounting degree

LC State began offering a second full Master's of Science (MS) in CyberAccounting degree in spring 2025. The fully online degree combines a focus on information technology, fraud detection, and accounting into a 30-credit program not offered by any other Idaho public institution. This is the second full master's degree at LC State. In July, 2024, LC State announced an online leadership-focused Master of Science in Nursing (MSN) degree, the only one of its kind among Idaho public institutions. Both degrees are possible thanks to a 2020 bill that officially amended Idaho Code to allow LC State to offer graduate-level coursework. Spearheaded by LC State President Cynthia Pemberton, the bill was sponsored by former senator, and now Lewiston mayor, Dan Johnson, and former representative Paul Amador, and was signed by Gov. Brad Little.

Expanded Prison Education Programming

In fall 2024, LC State had 76 students at the correctional institution in Orofino, 40 in Boise, and 12 at the women's correctional center in Pocatello. The Prison Education Program (PEP) offers students both online and in-person coursework, the latter of which sets LC State apart and has proven to be a difference maker for students. On Oct. 11, 2024, LC State received notification from the U.S. Department of Education that its rapidly expanding prison education program had successfully completed the final step of the PEP approval process, making LC State the first Idaho institution to receive such approval. At that time, LC State was one of only 11 approved Prison Education Programs in the nation. And among this group, only one of three institutions offering both associate and bachelor's degrees. Having this official PEP status means that LC State's incarcerated students in Orofino, Boise, and Pocatello can, like students on campus, apply for and receive, if eligible, Pell grants.



"We know that education is directly related to people finding success and living crime-free after incarceration, and LC State is leading the way throughout Idaho to make these opportunities available. I thank President Pemberton and her team for their continued hard work and success."

- Josh Tewalt, former director of the Idaho Department of Correction

In the spring of 2025 LC State held commencement ceremonies for 15 graduates of its program at the Idaho Correctional Institution in Orofino (ICIO) and two graduates at the Idaho State Correctional Center (ISCC) in Boise. To date, four individuals have been released from custody and are continuing their education with LC State. The college is the first Idaho institution to be approved as a prison education program site.

"I'm 60-years-old and never thought that I'd be graduating from college. This program has afforded the opportunity to show I can go beyond any expectation that I ever had in my life. I was a very poor student in high school and to see myself be on the president's list every semester, presidential honors for graduation, you just have to do the work, and I know now that I can do the work."

- ICIO graduate, Spring 2025

Presidential Priority 3: Automate & Integrate

Streamline, Coordinate & Collaborate

An integral part of any thriving and productive organization is effective communication. Students, staff and faculty are kept apprised by various messaging strategies including:

- Monday all-campus email messages.
- Warrior Weekly emails to all students expressing important dates, campus news, announcements and events.
- All-campus meetings at the start of every semester maximizing high-level synergies.
- President's Cabinet, Academic Affairs, Student Affairs, and Business/Finance Council meetings, School, Department/Division, Unit meetings.
 - President's Cabinet was expanded to include not just the vice presidents, but all direct reporting units to the President (Athletics, College Advancement, Communications & Marketing) as well as the deans in Academic Affairs and the Chair of Faculty Senate. The success of this expanded Cabinet is noticeable in that the rationale behind decisions are understood more broadly across the campus community, helping to increase awareness that decisions are bounded by the constraints of resource limitations, budgetary uncertainty and political diplomacy.
- Incentivized professional development training is available to all faculty and staff.

Strategic Use of Resources

Using Technology Wisely

In order for LC State to maintain its lowest tuition/fee position compared to its Idaho sister four-year institutions, LC State needs to fully utilize technology to lower the cost of doing business. Below are the ways in which LC State is streamlining its use of automation through technology.

- Continue to consolidate data centrally and increase integration of various information systems.
- The appropriate use of Artificial Intelligence (AI) tools: LC State was grateful to receive state support by way of the Higher Education Research Council (HERC) to support research related to AI. It is expected that faculty and research support staff members use AI technology to streamline and enhance decision intelligence making LC State better aligned to face the challenges of its future.
- Enhancing and modernizing employee training to use these tools.

In doing these things, LC State seeks to maximize cross-unit utility and accuracy.

Valuing Personnel

LC State is incredibly appreciative of the Change in Employee Compensation (CEC) consisting of:

- Up to \$1.55/hour (variable based on merit).
- Payline and professional staff minimum increases.
- The statewide initiative to increase IT staff compensation an additional 4.5% increase.
- The special legislative appropriation specifically awarded to LC State to bring instructor and assistant professors up to the K-12 median.

We know that compensation is a key part of what it takes to remain committed to a teaching-focused, student-centered mission – helping students move forward in life as successful leaders, lifelong learners and engaged citizens. The relative small size of LC State's personnel footprint means cross-training, synergies and efficient problem-solving are key to reducing costly duplication of effort while maintaining crucial business processes.

Capital Facilities Master Planning

Over the past two years, LC State has benefited from state support of critically needed deferred maintenance and accessibility projects.

Overall state support has totaled \$13.3 million. LC State continues to make notable progress towards the goals of the Campus Facility Master Plan for FY2023-2029, approved by SBOE in October, 2021, by completing the following projects:



- The first floor of Clearwater Hall has been renovated to allow Workforce Training to co-locate with our Adult Learning and Small Business Development centers on Main Street, Lewiston. Now Workforce Training has increased visibility and accessibility, and now half a block of Main Street “retail space” is occupied by and focused on LC State programming and auxiliary unit revenue generation.
- The Music Building has transitioned into a Living and Learning Center and is now fully occupied. This project included a fire sprinkler project, an interior ADA project, and an exterior ADA improvement project. This facility is critical in supporting a high need for student housing, as student housing demand has exceeded capacity for the past four years by a sum of 137 residents.

A 2021 deferred maintenance study helped LC State identify 20 projects to address upgrades to life safety systems, HVAC/plumbing/electrical systems, and building envelopes. That study helped secure two rounds of funding from the Permanent Building Fund Advisory Council in fiscal years 2024 and 2025. These projects are currently underway, and to date, LC State has completed the following projects:

- Fire alarm panel upgrades have occurred in multiple buildings, including Meriwether Lewis Hall, Thomas Jefferson Hall, P1FCU Activity Center, and Reid Centennial Hall.
- HVAC projects completed this year include the P1FCU Activity Center, Reid Centennial Hall, and the Library. The Central Heat Plant boilers have received a facelift and re-build.
- The Administration Building is receiving exterior elevation repairs as well as stormwater intrusion prevention measures.
- The Tennis Center and Mechanical Technical Building welding lab have also received new overhead radiant heating systems.

In compiling its FY25 funding request, LC State was very selective in requesting projects that enhance life safety and help ensure code compliance. Consequently, LC State secured funding from the Permanent Building Fund Advisory Council for fiscal year 2025 to make the following campus improvements:

- Wittman Complex systems upgrades
- Williams Conference Center fire sprinkler system
- Multi-building fire alarm systems
- Thomas Jefferson Hall envelope repairs
- Multi-building ADA accessibility improvements
- Campus-wide sidewalk improvements

Funded Permanent Building Fund Advisory Council for fiscal year 2026 are:

- Multi-building electronic access control
- Multi-building winterizations
- Mechanical Technical Building HVAC Upgrades
- Campus-wide sidewalk improvements
- Administration Building front doors replacement

Another project that reflects the goals of our master plan is the library re-carpet project. Phase one was completed during the summer of 2025 which replaced the carpet on the second floor. During winter break of 2025, the first-floor carpet will be replaced. This will be done in a way that creates a student-centric space within a space, offering increased opportunities for student collaboration.

Aside from maintenance and repair, new construction projects at LC State include:

- Connector to the Learning Garden: This project extends parking and will create a scenic connector between campus and student housing and learning garden. Once completed, signage will be installed in recognition of the students' legacy project contribution to beautifying LC State's campus.
- Student Union Building (SUB) Patio: This project includes improved landscaping/dry-scaping of the steep hillside areas to the south and east of the SUB patio, inclusive of dry creek beds and some small terrace sections for additional seating. The patio itself will have ornamental pavers as well as sunshades which should make the area not only more aesthetically pleasing, but usable for longer periods throughout the year. Finally, installation of a retractable window/wall adjoining the SUB/CSL Solarium with the patio is planned. This part of the project will ultimately create indoor-outdoor space usage that will greatly enhance the utility of LC State's SUB space.
- Williams Conference Center (WCC): This project will address infrastructure improvements that will permit LC State to expand use of this space to include what was formerly the LC State Bookstore.



Building Capacity

In the fall of 2024, the Office of the State Board (OSBE) sought funding project ideas to build capacity in critical high need education areas (e.g., healthcare education). The OSBE source of support was to be a portion of Idaho's share of the federal Emergency Assistance to Non-Public Schools (EANS) funds associated with pandemic-related federal monies. By winter of 2025, the federal monies were withdrawn, and institutions were told to scale down or discontinue previously approved projects. LC State had \$3.2M in approved projects. Because LC State had immediately engaged the projects, they were too far along to prudently stop or scale back. Now, dedicated cash balance funds are and will be used to complete these projects and launch the associated healthcare education programs. Facility expansions include:

- A campus owned house is being repurposed/refurbished to serve as a living and learning community to house students pursuing degrees in one of LC State's health education programs, such as nursing. Renovations include life safety upgrades (e.g., fire

sprinklers, a fire alarm system, and emergency egress windows), ADA accessibility improvements (e.g., parking stall, entry ramp and sidewalk) and upgrades to the kitchen and bathroom. Phase 1 of the work is scheduled to be completed during the fall 2025 semester and should accommodate up to six students. The entire project should be completed by the end of the fall term and, pending final inspections, may accommodate 12 students. This translates to a 3% increase of LC's total current bed space or a 16% increase if you remove all traditional residence halls from the count. This would help alleviate the costs (over \$200,000) to house (137) students at a local hotel from (fall 2022 to fall 2025).

- Development of a medical diagnostic imaging program.
- Build-out of our Workforce Training Center to connect community with expanding healthcare education certificate programs.
- Build a Physician Assistant (PA) program lab, a partnership program between LC State and ISU.
- Create new CTE programs in Medical lab Technology, Physical Therapist Assistant and Peri-Operative Nursing, all of which require teaching and lab space renovations.

Annual Campus Resource Planning and Assessment

Anytime a program or key unit on campus asks for resources or uses its own auxiliary resources, those requests must be tied to program objectives, outcome indicators, Presidential Priorities, and/or justified as repairs, replacements or upgrades. A summary of FY26 resource allocation decisions can be found in Appendix A. Highlights of FY26 resource allocation decision include funding for:

- Year four of an LC State marketing campaign.
- The purchase of an enterprise level AI tool for campus.
- Converting classrooms to "SuperClassrooms" that accommodate multi-modality learning (simultaneous online and in-person instruction/interaction).
- Compensation for KinderCollege student workers in the early childhood development program, giving workplace experience to enhance a hands-on/applied learning experience.

Fundraising and Capital Campaign

The LC State Foundation reported \$21,852,988 in total assets as of June 30, 2025:

- \$17,696,737 are endowed funds.
- Endowment distributions increased by 3.5% in FY25 in comparison to FY24.
- Annual fund distributions increased by 72.86% in FY25 in comparison to FY24.

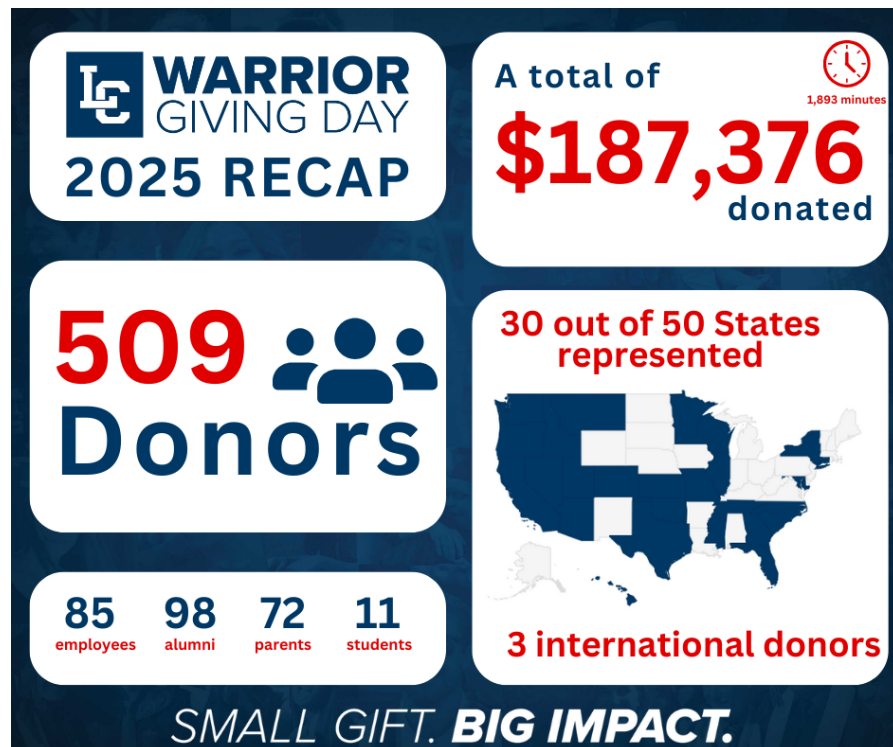
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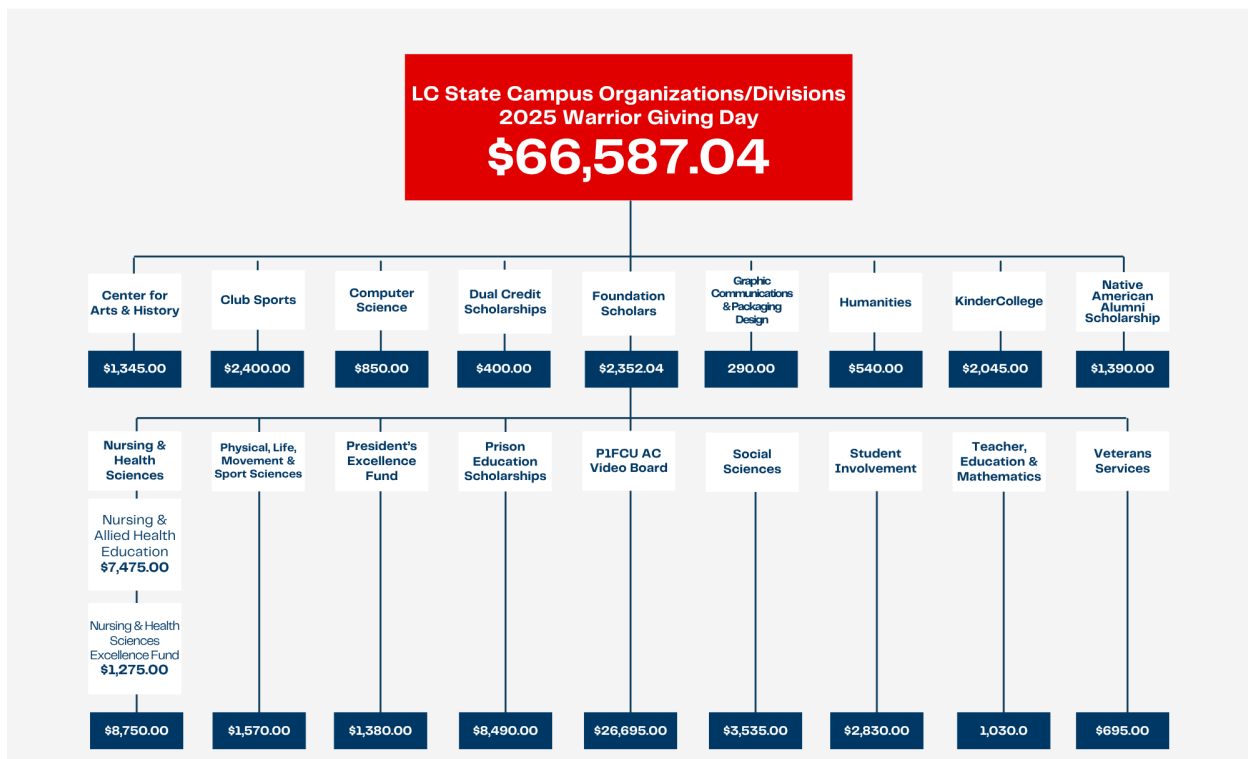
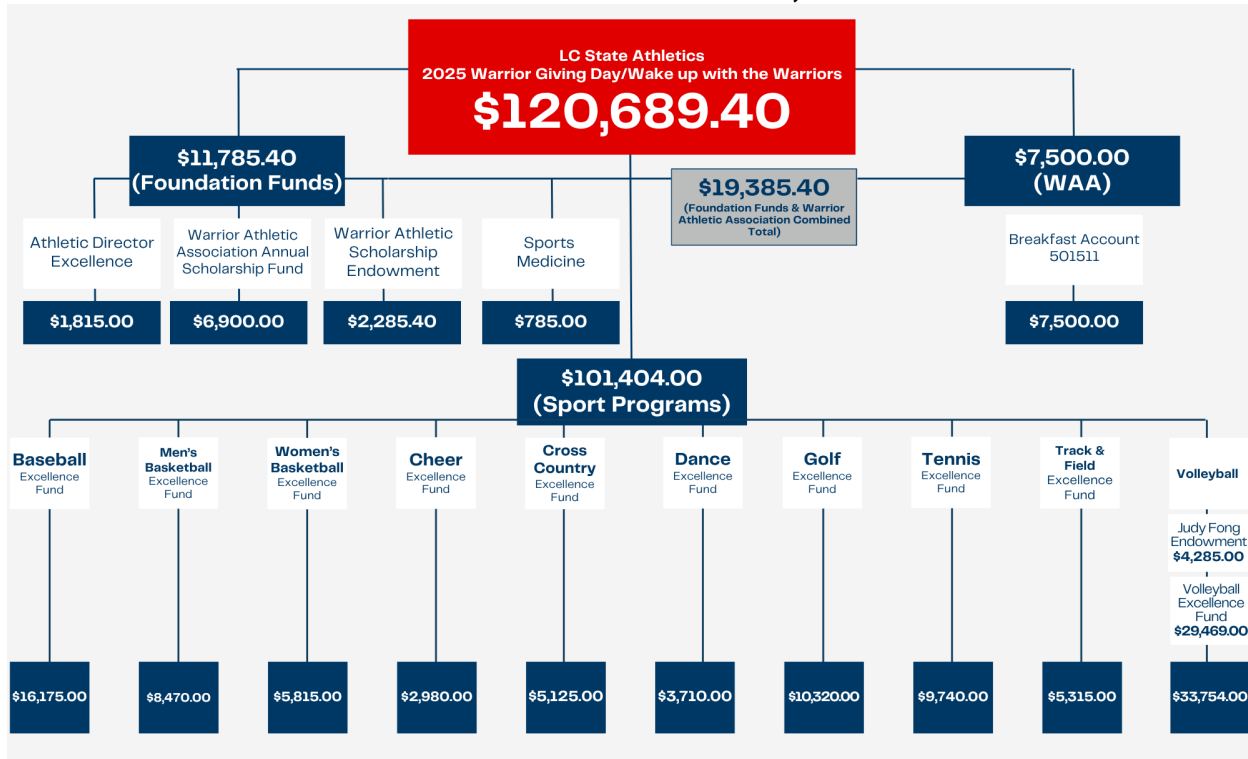
ATTACHMENT 1

Key Data	FY2021	FY2022	FY2023**	FY2024	FY 2025*
Total Assets	\$16,070,808	\$15,914,916	\$17,268,054	\$20,564,337	\$21,859,567
Revenues	\$2,905,131	\$3,725,494	\$1,614,610	\$3,256,954	\$1,994,427
Endowment Funds	\$11,723,556	\$11,514,532	\$12,791,175	\$15,700,127	\$17,696,737
Funds Distributed for Scholarships	\$532,656	\$542,798	\$591,088	\$623,268	\$634,111
Distributions to LC Programs and Capital Projects	\$1,432,096	\$1,312,478	\$879,766	\$951,410	\$1,688,097

*FY2025 figures are unaudited as per June 30, 2025.

On April 1-2, the LC State community came together for Warrior Giving Day to make a lasting impact on students' lives raising \$120,000 for LC State athletics and over \$66,000 for campus organizations and academic divisions. LC State Giving Day creates awareness and inspires others to donate across the LC State community and beyond.





Strategic Planning

LC State's Strategic Plan, with its current goals and objectives, was composed by a representative campus committee and submitted for Board review during its March 2018 meeting and adopted during the June 2018 meeting. The strategic plan document has been modified and streamlined annually to reflect LC State's post-pandemic realities. Goals and benchmarks are aligned with the Board's K-20 Strategic Plan as well as LC State's financial modeling to maintain a "sweet spot" fall term enrollment goal of 3,000-3,300 FTE and 4,000-4,400 HC (when excluding dual credit students). Institutional performance undergoes annual Cabinet review and changes are made in alignment with objective performance review and subjective evaluation of the involved campus stakeholders. LC State will engage a campuswide strategic plan update initiative beginning spring 2026, pending legislative statute change in LC State's name from "Lewis-Clark State **College**" to "Lewis-Clark State **University**". The system-wide performance measures are highlighted at the beginning of the LC State's plan as well as comingled among institutional performance measures to undergird LC State's commitment to "systemness".

Systemwide Performance Measures

Annual Enrollments⁸

Enrollment	FY21 (20- 21)	FY22 (21- 22)	FY23 (22- 23)	FY24 (23- 24)	FY25 (24- 25)
Total Annual Unduplicated HC	4,835	4,636	4,661	4,674	4,871
Total Annual FTE	2,542	2,464	2,438	2,435	2,561

Student Retention

Retention	FY21 (20- 21)	FY22 (21- 22)	FY23 (22- 23)	FY24 (23- 24)	FY25 (24-25)
First-Time, Full-Time, Baccalaureate-Seeking, Students	63%	63%	64%	62%	<i>Available after Fall 2025 census</i>
All Degree-Seeking Students	74%	76%	77%	78%	

Student Success: 150% Graduation Rates

First-Time Full-Time Cohorts	Degree Attained w/in 150% Time	FY21 (2014 Cohort)	FY22 (2015 Cohort)	FY23 (2016 Cohort)	FY24 (2017 Cohort)	FY25 (2018 Cohort)
All First-Time, Full-Time Students	Bacc., Assoc., & Certificates	36%	37%	35%	45%	40%

⁸ As reported to the Idaho State Board of Education on the annual PSR 1, different than annual enrollment figures reported in the IPEDS 12-month Enrollment Survey.

Student Affordability: Average Net Price

Net Price	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark
						FY 26-30 (2025-26 thru 2029-30)
\$	\$13,267	\$11,476	\$12,508	\$15,917	Available Feb. '26	Available Fall '31

Degree & Certificate Production

Certificates & Degrees	FY21 (20-21)	FY22 (21-22)	FY23 (22-23)	FY24 (23-24)	FY25 (24-25)
Certificates	51	62	83	61	65
Associates	218	204	314	298	238
Baccalaureates	599	579	554	541	548
Graduate Certificates		2	1	1	3

College Highlights

Ranking and Accolades

#1 BEST VALUE IN IDAHO, #1 IN NURSING IN IDAHO – LC State was ranked the No. 1 Best Value College and the No. 1 Best College for Nursing in Idaho in fall of 2024 by Niche, an online resource for prospective students and their families.

#8 IN THE WEST – U.S. News & World Report's annual fall ranking of best colleges ranked LC State as No. 8 in the Top Public Schools – West Region category, which includes public colleges in the West and Southwest.

NAMED A HIDDEN GEM – For the fourth consecutive year and the seventh time in the last eight years, College Raptor honored LC State for being a small college doing big things.

MILITARY FRIENDLY GOLD – LC State was once again designated as a Military Friendly School with a special Gold-level designation by Military Friendly.

NURSING U.S. ARMY PREFERRED PROGRAM – LC State was recognized by the Army Enlisted Commissioning Program as one of only 11 schools in the nation to be vetted and approved by the U.S. Army Nurse Corps.

NURSING RANKED #1 IN IDAHO – LC State's nursing program was ranked No. 1 among four-year higher education institutions in Idaho by RegisteredNursing.org.

RADIOGRAPHY RANKED #1 IN NATION – LC State's radiographic science online degree program was ranked No. 1 in the nation among four-year colleges and universities by EduMed.org in its annual rankings.

RADIOGRAPHIC SCIENCE REACCREDITATION – LC State's Radiographic Science program received reaccreditation. The Joint Review Committee on Education in Radiographic Technology (JRCERT) announced the program was awarded accreditation for a period of eight years, the maximum award that can be received from JRCERT.

ONLINE SPORT MANAGEMENT PROGRAM RANKED NATIONALLY – LC State's online sport management program was ranked among the top 31 programs nationally by Intelligent.com. It was the only Idaho college recognized in the ranking.

PRISON ED FEDERAL APPROVAL – LC State administrators received notification on Oct. 11 from the U.S. Department of Education that its rapidly expanding prison education program successfully completed the final step of the Prison Education Program (PEP) approval process, becoming the first Idaho institution to receive such approval.

CTE HOSPITALITY MANAGEMENT AWARD – LC State's hospitality management program was selected as the Idaho Division of Career Technical Education Exemplary Postsecondary Program.

ARBORETUM REACCREDITED – The LC State arboretum again received level one accreditation status through ArbNet. The accreditation period began in December 2024 and will remain active until July 2027.

BUSINESS PROGRAMS REACCREDITATION – Three degrees within LC State's Business & Computer Science Division received reaffirmation of specialized accreditation by the International Accreditation Council for Business Education: accounting, business administration, and business management.

INTERNATIONAL BUSINESS COMPETITION – A team comprised of three students from LC State placed second in the International Accreditation Council for Business Education Student Case Study Competition. The competition involved 190 students representing 54 teams and 20 schools internationally.

GUELCHER NAMED STATE STAR – LC State's regional director of the North Central Idaho SBDC was awarded the Idaho Small Business Development Center State Star Award.

MYKLEBUST NAMED POSTSECONDARY TEACHER OF YEAR – LC State Fire Service Technology instructor Travis Myklebust was recognized as the 2024 New Postsecondary Teacher of the Year by Career Technical Educators of Idaho.

TOLSON NAMED OUTSTANDING FACULTY – LC State instructor Kimberly Tolson was recognized as one of Idaho's outstanding faculty members during the General Education Summit hosted by the Idaho State Board of Education.

VAN MULLEM COLLEGIATE EDUCATOR OF YEAR – LC State Physical, Life, Movement & Sport Sciences professor, Heather Van Mullem, was selected as the 2025 SHAPE Idaho Collegiate Educator of the Year.

Firsts & New Initiatives

NAME CHANGE – LC State officials presented a request to change the school's name to Lewis-Clark State University at the Idaho State Board of Education meeting and received unanimous approval.

BOISE PRISON COMMENCEMENT – LC State held a commencement ceremony for two graduates of its prison education program at Idaho State Correctional Center (ISCC). This was the first ceremony at ISCC. LC State has held two similar ceremonies at the Idaho Correctional Institution – Orofino, celebrating 15 graduates at Orofino that same week.

MSAT MOU – LC State and Idaho State University signed a Memorandum of Understanding to offer a partnership program where students can complete a Bachelor of Science in Exercise Science at LC State and a Master of Science in Athletic Training at ISU in five years.

PARAMEDICS MOU – LC State and Idaho State University signed an MOU to help address the critical shortage of paramedics in rural Idaho and to create pathways for qualified applicants into other health professions programs.

Enrollment & Graduation

CTE PROGRAM GROWTH – The number of students in LC State's School of Career & Technical Education increased by 18.5%, according to official fall (2024) census day numbers, the largest jump in fall-to-fall CTE headcount on record.

FALL (2024) ENROLLMENT UP 3.5% – Propelled by a 16.5% increase in degree-seeking first-time students, LC State's fulltime equivalent enrollment was up 3.5% in fall 2024. LC State's overall headcount increased by 2.4%, attracting 3,881 students, the third most in school history.

SPRING (2025) ENROLLMENT UP 11.2% – LC State's spring overall headcount jumped 11.2% and full-time enrollment increased 8.2% compared to the prior year. Overall spring enrollment at LC State was 3,100, up from 2,787 the spring before, and is the most since 2019.

Warrior Athletics

ACADEMIC EXCELLENCE – Warrior athletics earned fifth straight Presidents' Cup Academic Excellence status for the 2024-25 school year thanks to a combined GPA of 3.44. LC State ranked third in the Cascade Collegiate Conference with 74% of its student-athletes earning Academic All-Cascade Conference honors.

ALEXANDER WINS RISING STAR AWARD – Assistant Athletic Director-Sports Information Director Alisha Alexander received the 2025 College Sports Communicators Rising Star Award.

BASEBALL SLUGGER & SCHOLAR – Charlie Updegrave was named a CSC Academic All-American, fifth in program history, and earned First-Team All-Cascade Collegiate Conference and a Second-Team NAIA All-America honors. With a Cascade-leading 21 home runs in 2025, the senior finished with 46 in his career, the most in Cascade history.

BASKETBALL PLAYER OF THE YEAR – Warrior men's basketball player Alton Hamilton was voted the Cascade Collegiate Conference Player of the Year and also earned First-Team NAIA All-American and NABC All-America Team honors.

VOLLEYBALL PLAYER HISTORIC SEASON – Warrior volleyball player Juliauna Forgach Aguilar was named an AVCA All-American Honorable Mention and a CSC Academic All-District Honoree. The junior broke school record in kills per set (4.60) and points per set (4.91).



Conclusion

In conclusion, LC State has been proudly serving students since 1893 as Idaho's small "private" school experience offered at a public school price. Guided by its mission, LC State is fully committed to expanding access to higher education and ensuring success for all students. Despite the challenges of the past few years, LC State's enrollment is strategically growing. As a result, LC State has emerged in a strong and fiscally stable and sustainable position, having evolved to serve the unique needs of its students under unique circumstances. This institutional annual report serves to provide a state-of-the-college snapshot and to inform the Idaho SBOE of the annual Presidential Priorities guiding the institution forward.



Appendix A

LEWIS-CLARK STATE COLLEGE
FY26 RESOURCE ALLOCATION DECISIONS

(Includes both General Education and Career & Technical Education)

Total, incl.
CTE

A. Salary & Benefit Cost Increases (Gen Ed/CTE):	
1. CEC/CSO Payline Shift Increases	\$1,204,388
2. Faculty Promotions	165,598
3. PSO Payline Shift, K-12 Faculty Alignment & All Employee Groups Equity Adjustments	329,828
4. Health Insurance and Variable Benefits	292,811
Subtotal-Salary & Benefit Cost Increases	\$1,992,625
B. Ongoing RRF Funded Items (Gen Ed Only):	
1. (Controller's Office) Yearly Audit Support	
2. (Physical Plant) Simple K – Key Management Software - Cloud Based	
3. (Communications & Marketing) Web Coordinator	
4. (Financial Aid) Prison Ed Financial Support – Boise Based	
5. (Student Success Center) Operating Expenses	
6. (Physical Plant) Custodial Irregular Help – Pay Increase	
Subtotal-Ongoing Gen Ed RRF Funded Items	\$177,480
C. One-Time RRF Funded Items (Gen Ed Only):	
1. (Technical & Industrial) Paint MTB doors blue	
2. (Liberal Arts & Sciences) Maintenance & Repair of MLH basement	
3. (School of Professional & Graduate Studies) HILL Space Modification	
4. (Physical Plant) Tuff Shed – 10'x12' Storage Shed	
5. (Physical Plant) Echo Backpack Blowers	
6. (Physical Plant) Echo String Trimmers	
7. (Human Resource Services) Two (2) Fujitzsu Scanners	
8. (Athletics) Faucets – P1FCU Activity Center	
9. (Communications & Marketing) Marketing Campaign – Year Four	
10. (IT/IR&E/OGC) Artificial Intelligence Tool For Campus	
11. (Residence Life) Clearwater Hall Exterior Siding Replacement	
12. (Student Counseling) Waiting Room Permanent Wall	
13. (Student Counseling) Office Check In Counter	
14. (NHS/Healthcare Education Ctr) Convert SGC 124 To SuperClassroom	
15. (Athletics) Video Board(s) – P1FCU Activity Center	
Subtotal-One-Time Gen Ed RRF Funded Items	\$961,197
D. One-Time RRF Funded Items (CTE Only):	
Subtotal-One-Time CTE RRF Funded Items	\$0
TOTAL FY26 COLLEGE RESOURCE ALLOCATIONS	\$3,131,302

Local RRF Funded Items:

1. (TEAMS) Student Specialist x2
2. (Public Safety) New Patrol Vehicle
3. (Athletics) Volleyball Locker Floors
4. (WCC) Wireless Hotspot in Old Bookstore
5. (School of Professional & Graduate Studies) HILL Space Modification
6. (Public Safety) Annual Parking Permit Increase From \$80 To \$95
7. (Public Safety) Semester Parking Permit Increase From \$60 To \$65
8. (TEAMS) Software Purchase

Auxiliary RRF Funded Items:

1. (SUB/CSL) Roof Replacement
2. (SUB/CSL) South Patio
3. (SUB/CSL & WCC) Awnings, Flashing & Amphitheater Paint
4. (Residence Life) Off Campus Rental House Repairs
5. (Residence Life) Clearwater Hall Exterior Siding Replacement
6. (KinderCollege) Infant Room – Part-Time Increase From \$45 To \$50
7. (KinderCollege) Infant Room – Full-Time Student Increase From \$750 To \$800
8. (KinderCollege) Infant Room – Full-Time Community Increase From \$850 To \$900
9. (KinderCollege) Toddler Room – Part-Time Increase From \$35 To \$40
10. (KinderCollege) Toddler Room – Full-Time Student Increase From \$650 To \$700
11. (KinderCollege) Toddler Room – Full-Time Community Increase From \$750 To \$800
12. (KinderCollege) Preschool/Pre-K – Part-Time Increase From \$32 To \$37
13. (KinderCollege) Preschool/Pre-K – Full-Time Student Increase From \$600 To \$650
14. (KinderCollege) Preschool/Pre-K – Full-Time Community Increase From \$700 To \$750

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission 2024-2025 Annual Report

REFERENCE

October 2024	Board accepted the Professional Standards Commission 23-24 Annual Report
December 2023	Board accepted the Professional Standards Commission 22-23 Annual Report
December 2022	Board accepted the Professional Standards Commission 2021-2022 Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1208, 33-1251, 33-1252, 33-1253, 33-1254, and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined with the Professional Practices Commission, established by the state legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The PSC consists of eighteen (18) constituency members appointed for terms of three (3) years, the membership of which is prescribed in Section 33-1252, Idaho Code:

- Secondary or Elementary Classroom Teacher (7), including
 - Exceptional Child Teacher (1)
 - Pupil Service Staff (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

The PSC publishes an annual report following the conclusion of each academic year to inform the State Board of Education of actions taken by the PSC during that year. The 2024-2025 report includes ethics complaints and closed case data from July 1, 2020, through June 30, 2025.

**INFORMATIONAL
OCTOBER 15-16, 2025**

IMPACT

The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, student achievement, and improved professional practice.

ATTACHMENTS

Attachment 1 – PSC 2024-2025 Annual Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item, no staff recommendation.

BOARD ACTION

This item is for informational purposes only.

IDAHO PROFESSIONAL STANDARDS COMMISSION

2024-2025 Annual Report



IDAHO DEPARTMENT OF EDUCATION
IDAHO PROFESSIONAL STANDARDS COMMISSION

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE / 711 TRS
WWW.SDE.IDAHO.GOV

CREATED 07/10/2025

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INTRODUCTION

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Idaho Professional Practices Commission, established by the state legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The PSC was created in the Idaho Department of Education and consists of 18 constituency members appointed or reappointed for terms of three (3) years, representing the following:

Certificated elementary or secondary classroom teachers (7), including

- Teacher of exceptional children (1)
- Pupil service staff (1)

Elementary school principal (1)

Secondary school principal (1)

Special education director (1)

School superintendent (1)

School board member (1)

Higher education letters and sciences faculty member (1)

Community colleges and education departments of public institutions of higher education (2)

Education departments of private institutions of higher education (1)

Idaho Department of Education staff (1)

Division of Career Technical Education staff (1)

Section 33-1252, Idaho Code

Statutory Responsibilities of the PSC

(1) The professional standards commission may conduct investigations on any signed allegation of unethical conduct of any teacher brought by:

- (a) An individual with a substantial interest in the matter, except a student in an Idaho public school; or
- (b) A local board of trustees.

Section 33-1209, Idaho Code

The commission shall have authority to adopt recognized professional codes and standards of ethics, conduct and professional practices which shall be applicable to teachers in the public schools of the state, and submit the same to the state board of education for its consideration and approval. Upon their approval by the state board of education, the professional codes and standards shall be published by the board.

Section 33-1254, Idaho Code

The commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

Section 33-1258, Idaho Code

PSC Membership for the 2024-2025 Academic Year

Name	Agency	Representing
Angela Gillman, Chair	Idaho Falls School District #091	Classroom Teachers
Ramona Lee, Vice Chair	West Ada School District #002	Special Education Administrators
Vanessa Anthony-Stevens	University of Idaho	Public Teacher Education
Stephanie Brodwater	Post Falls School District #273	Classroom Teachers
Kristi Enger	Division of Career Technical Education	Division of Career Technical Education
Erika Estes	Weiser School District #431	Classroom Teachers
Melissa Green	Brigham Young University-Idaho	Private Teacher Education
Lance Harrison	Preston School District #201	School Superintendents
Stacey Jensen	Pocatello School District #025	Classroom Teachers
Katie Mathias	Boise State University	Public Teacher Education
Amy McBride	Twin Falls School District #411	Secondary School Principals
Wendy Moore	Department of Education	Department of Education
Jamee Nixon	Northwest Nazarene University	Colleges of Letters and Sciences
Marci Nuxoll	Mountain View School District #244	Teachers of Exceptional Children
Karen Pyron	Butte County School District #111	School Boards
MeLissa Rose	Lakeland School District #272	Pupil Service Staff
Jonelle Warnock	Boise School District #001	Classroom Teachers
Alejandro Zamora	Wilder School District #133	Elementary School Principals

PSC OPERATION

During the 2024-2025 academic year, the PSC met five (5) times, in September, December, February, April, and June. December and February meetings were held virtually.

The PSC's two (2) committees perform specific duties.

Executive Committee – Educator Ethics

- Determine if there is probable cause to pursue discipline against a certificated educator for alleged unethical conduct.
- Review and make recommendations to revise the Code of Ethics for Idaho Professional Educators as needed.
- Examine cases where an educator has voluntarily surrendered their certificate and consider whether to recommend that the PSC find probable cause that the alleged inappropriate conduct occurred.
- Review courses related to disciplinary action remediation.

Recommendations Committee

- Execute projects as requested by the State Board of Education, Idaho Department of Education, or the PSC Administrator.
- Consider recommendations from education stakeholders regarding educator ethics and educator certification and preparation.
- Recommend rule and policy changes regarding educator standards, educator certification, and endorsement requirements to the full Commission for consideration by the State Board of Education.

EDUCATOR ETHICS

In accordance with Sections 33-1208 and 33-1209, Idaho Code, the PSC has the responsibility for suspending, revoking, issuing letters of reprimand, or placing reasonable conditions on any certificate for educator misconduct.

During the 2024-2025 academic year, the PSC received sixty-six (66) written complaints of alleged educator ethical misconduct, of which thirty-three (33) cases were opened. Forty-eight (48) cases were closed during the 2024-2025 academic year, with one case under judicial review. Two (2) of the closed cases involved educators employed as administrators, both resulting in a letter of reprimand being issued. The following data represents the 48 closed cases.

2024-2025 Closed Cases

Case Number	Category of Allegation	Probable Cause Found	Disciplinary Action
22316	Inappropriate Conduct with Student	Yes	Letter of Reprimand
22326	Inappropriate Conduct with Student	Yes	Revocation
22328	Misdemeanor	Yes	Revocation
22333	Breach of Contract	Yes	Letter of Reprimand
22335	Inappropriate Conduct	Yes	Revocation
22401	Breach of Contract	Yes	Suspension
22402	Inappropriate Conduct	Yes	Revocation
22408	Inappropriate Conduct	Yes	Revocation
22409	Sexual Misconduct with a Student	Yes	Revocation
22410	Inappropriate Conduct with Student	Yes	Letter of Reprimand
22412	Inappropriate Conduct	Yes	Revocation
22413	Inappropriate Conduct with Student	N/A	Voluntary Surrender
22414	Theft-Fraud	Yes	Revocation
22416	Inappropriate Conduct with Student	Yes	Suspension
22417	Substance Abuse	Yes	Suspension
22418	Inappropriate Conduct with Student	Yes	Suspension
22419	Inappropriate Conduct with Student	Yes	Suspension
22420	Inappropriate Conduct	Yes	Suspension
22421	Inappropriate Conduct	Yes	Letter of Reprimand
22422	Inappropriate Conduct with Student	Yes	Suspension
22423	Breach of Contract	Yes	Letter of Reprimand
22424	Breach of Contract	Yes	Letter of Reprimand
22425	Inappropriate Conduct	No	None
22426	Breach of Contract	Yes	Letter of Reprimand
22427	Sexual Misconduct NOT with a Student	Yes	Revocation (Permanent)

2024-2025 Closed Cases, Continued

Case Number	Category of Allegation	Probable Cause Found	Disciplinary Action
22428	Sexual Misconduct with a Student	Yes	Revocation (Permanent)
22429	Breach of Contract	Yes	Letter of Reprimand
22430	Breach of Contract	Yes	Letter of Reprimand
22431	Inappropriate Conduct	Yes	Letter of Reprimand
22432	Inappropriate Conduct	Yes	Revocation
22433	Inappropriate Conduct with Student	Yes	Suspension
22435	Inappropriate Conduct with Student	No	None
22436	Inappropriate Conduct with Student	No	None
22437	Inappropriate Conduct with Student	No	None
22438	Inappropriate Conduct with Student	Yes	Revocation
22439	Sexual Misconduct with a Student	N/A	Voluntary Surrender
22440	Inappropriate Conduct with Student	Yes	Suspension
22441	Inappropriate Conduct with Student	No	None
22442	Inappropriate Conduct with Student	No	None
22443	Breach of Contract	No	None
22444	Inappropriate Conduct	No	None
22445	Inappropriate Conduct with Student	Yes	Revocation
22446	Breach of Contract	Yes	Suspension
22447	Breach of Contract	Yes	Suspension
22449	Inappropriate Conduct	No	None
22500	Breach of Contract	No	None
22505	Breach of Contract	No	None
22508	Breach of Contract	No	None

During the 2024-2025 academic year, the PSC finalized disciplinary action in 36 of the 48 cases that were closed.

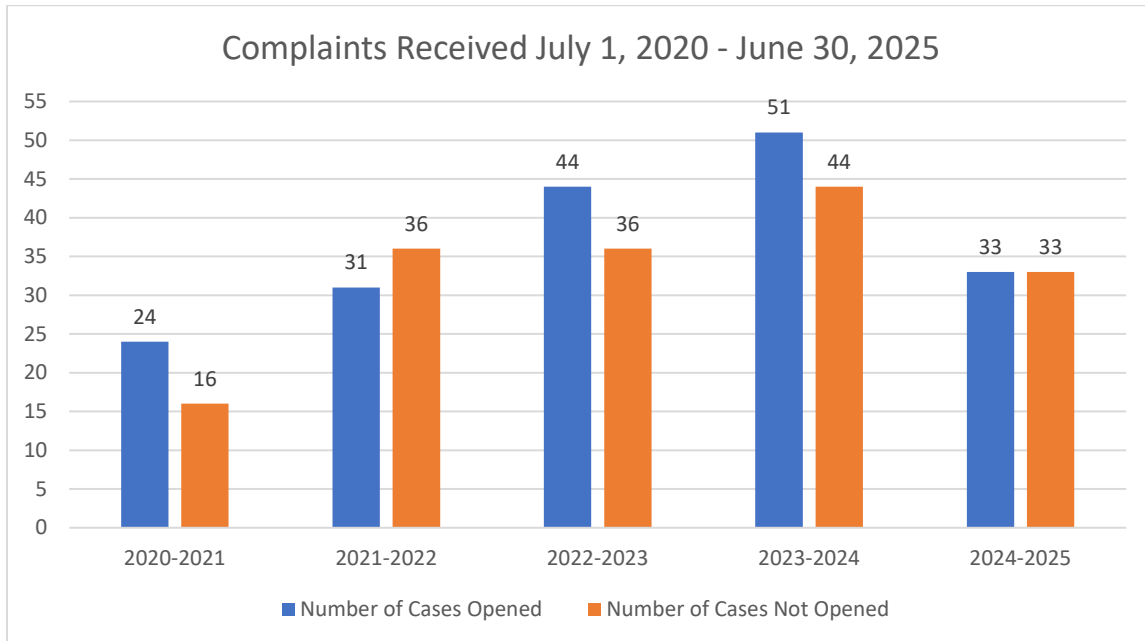
2024-2025 Closed Cases Resulting in Disciplinary Action, by Category of Ethical Violation

Category of Ethics Violation	Number of Cases Closed	Percentage of Cases Closed
Breach of Contract	9	18.75%
Inappropriate Conduct	8	16.67%
Inappropriate Conduct with a Student	12	25.00%
Misdemeanor	1	2.08%
Sexual Misconduct NOT with a Student	1	2.08%
Sexual Misconduct with a Student	3	6.25%
Substance Abuse	1	2.08%
Theft-Fraud	1	2.08%

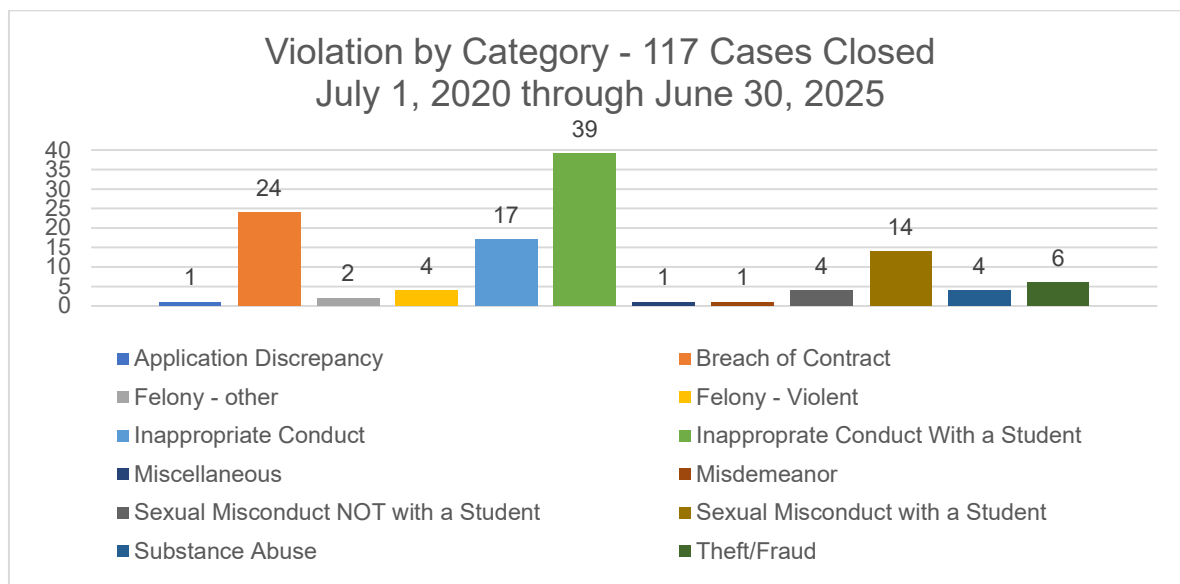
Category of Discipline	Number of Cases Closed	Percentage of Cases Closed
Letter of Reprimand	10	20.83%
Revocation	11	22.92%
Revocation (permanent)	2	4.17%
Suspension	11	22.92%
Voluntary Surrender	2	4.17%

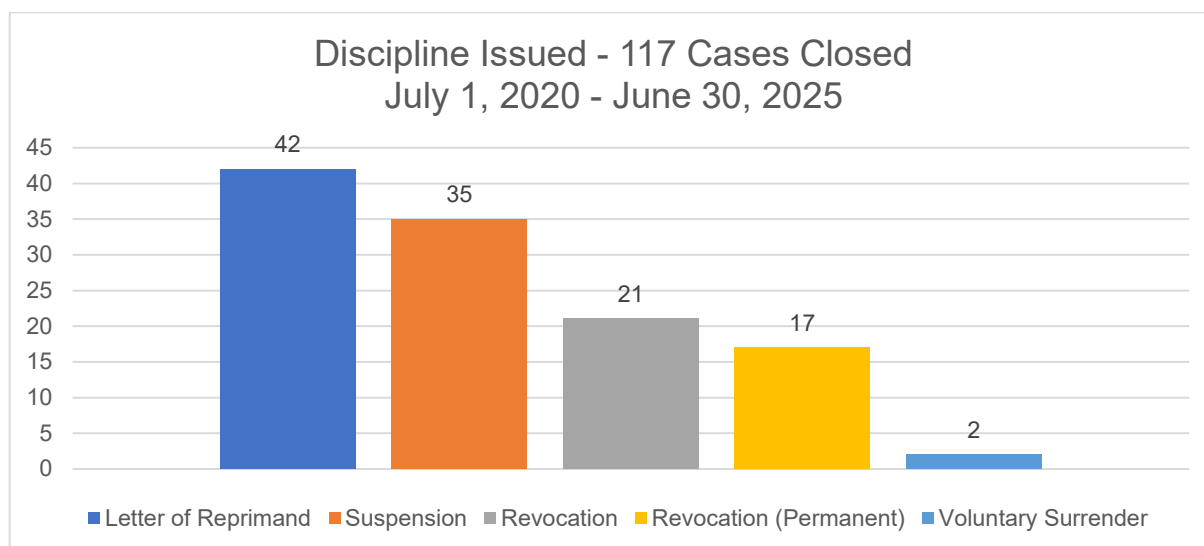
ETHICS DATA - JULY 1, 2020 THROUGH JUNE 30, 2025

The PSC received 348 educator ethics complaints between July 1, 2020, and June 30, 2025. Of those complaints, 183 cases were opened to determine probable cause for violations of the Code of Ethics for Idaho Professional Educators.

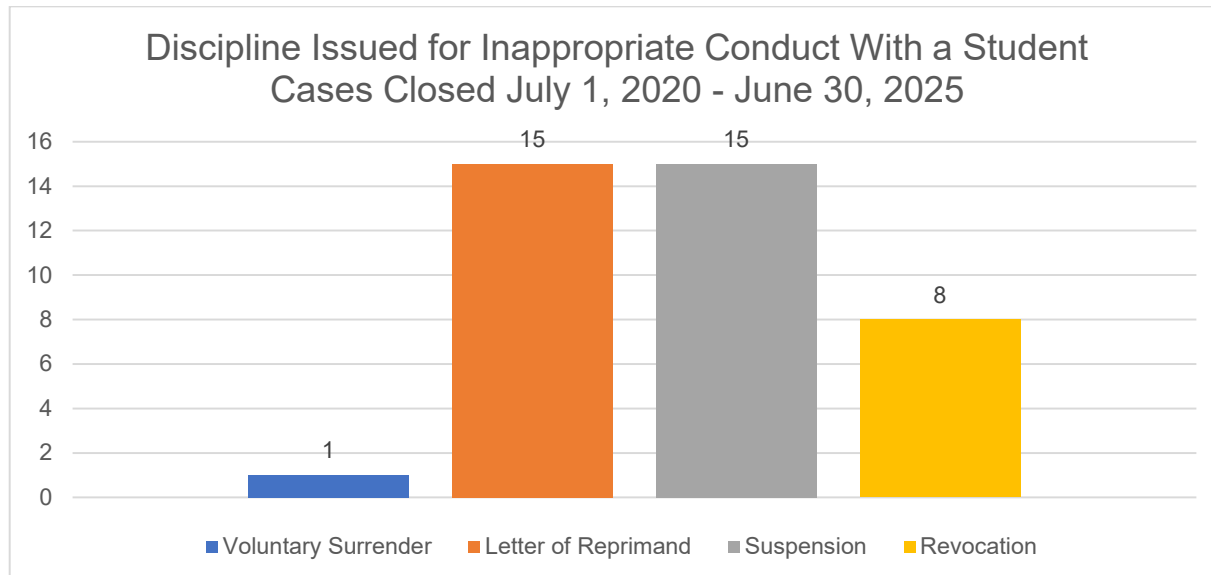


Between July 1, 2020, and June 30, 2025, the PSC determined that 117 opened cases were found to have probable cause, resulting in educator discipline issued between July 1, 2020, and June 30, 2025. The charts that follow describe the violation categories and resulting discipline.

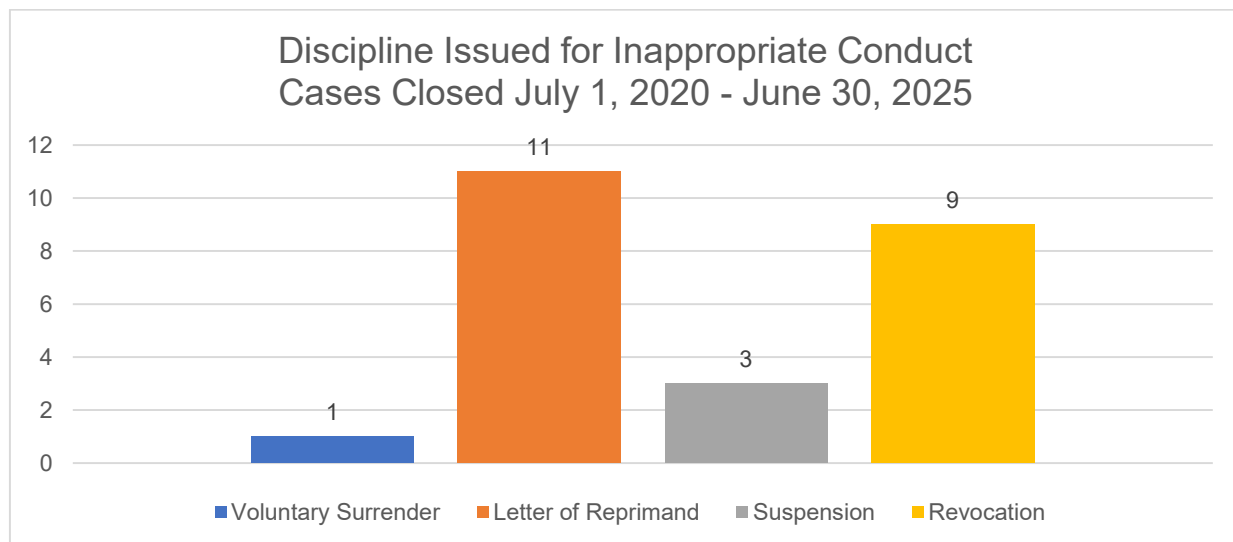
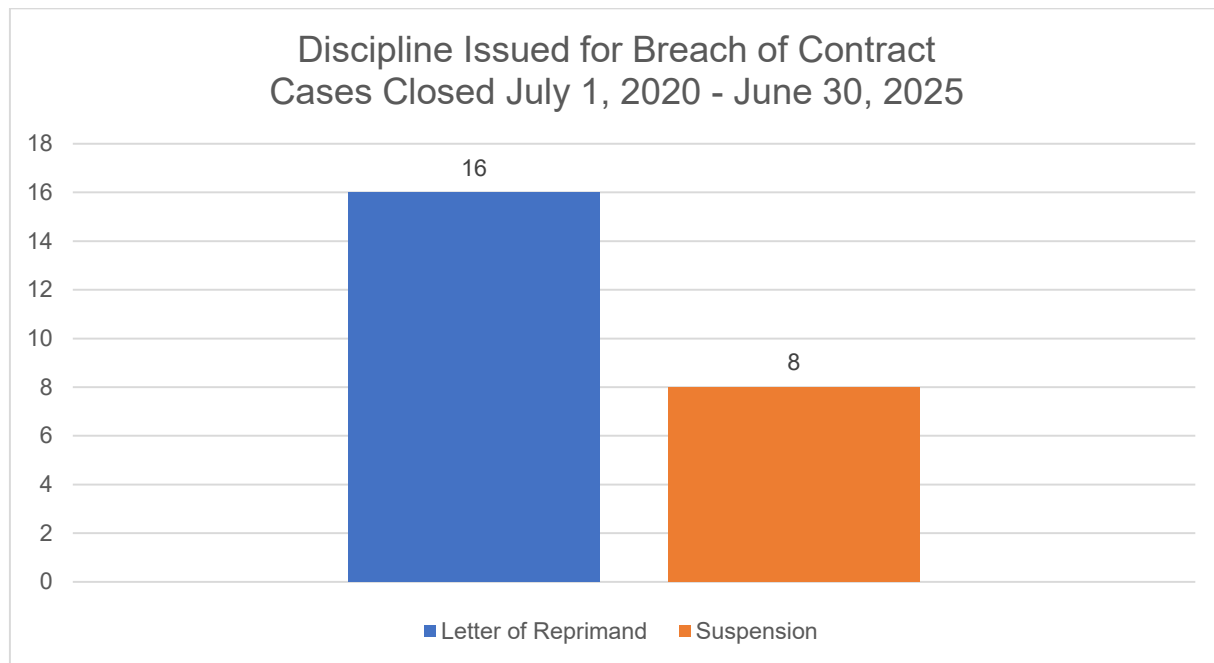




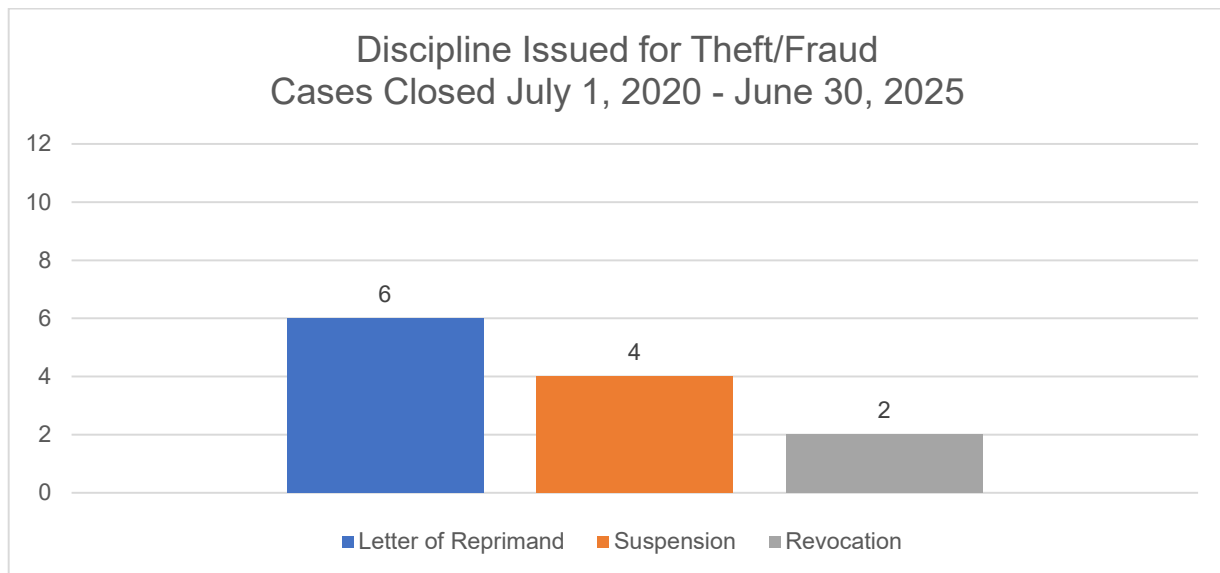
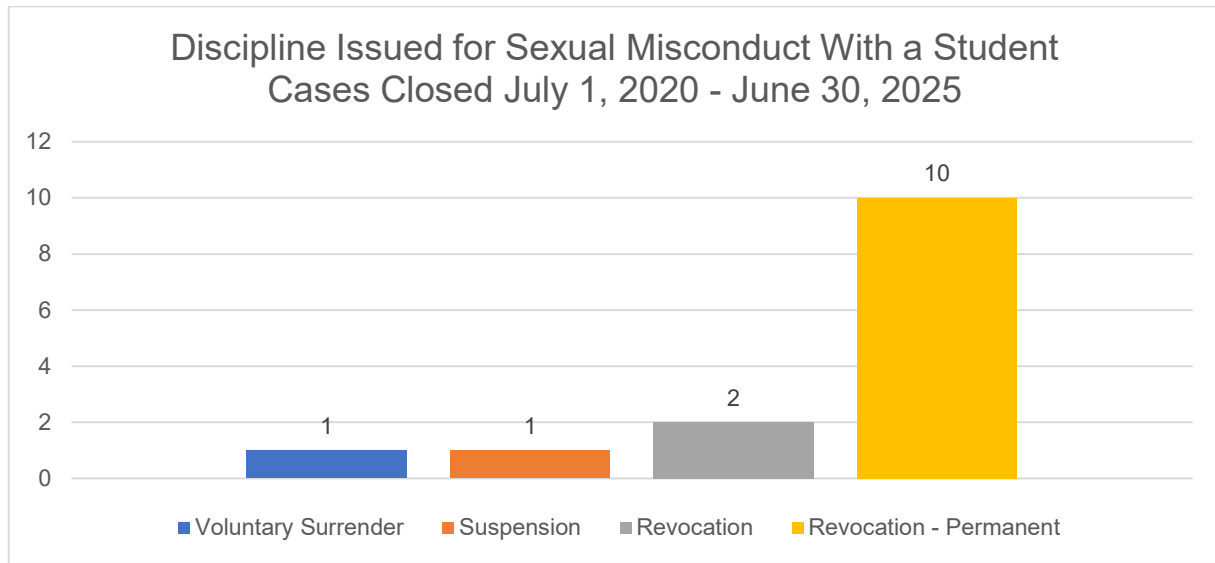
The following charts show the top five (5) ethics violation categories in cases closed between July 1, 2020, and June 30, 2025, and their resulting discipline. The top five (5) ethics violation categories in cases closed between July 1, 2020, and June 30, 2025, are Inappropriate Conduct with a Student, Breach of Contract, Inappropriate Conduct, Sexual Misconduct with Student, and Theft/Fraud.



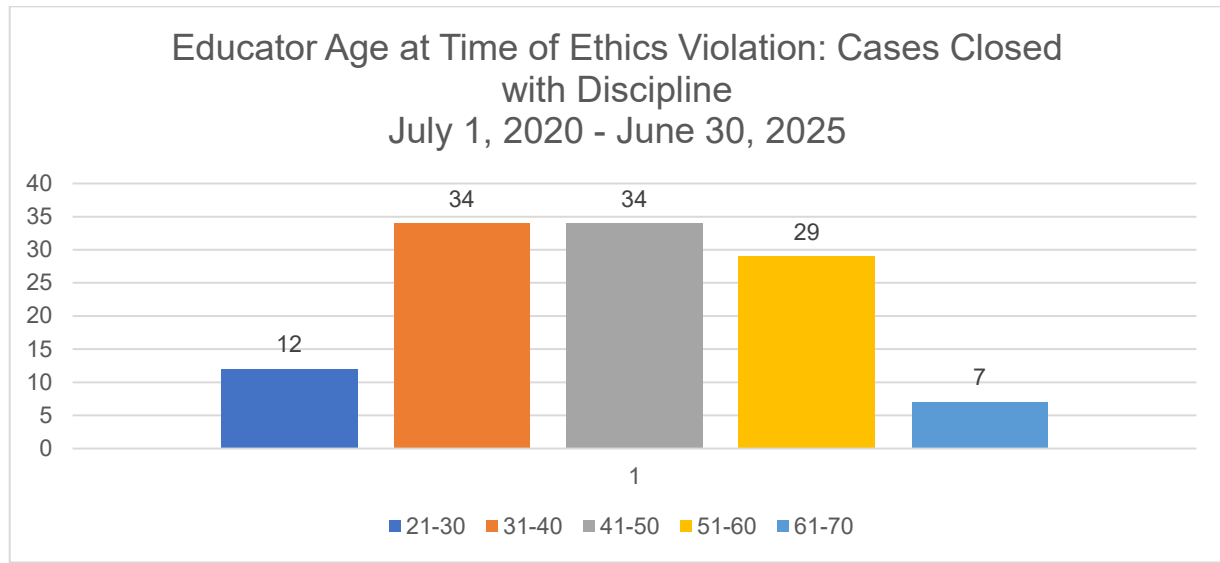
Violations of Inappropriate Conduct with a Student included use of unapproved restraint and seclusion techniques, throwing objects, use of inappropriate physical force, striking, grabbing, inappropriate texting/emailing, swearing, and inappropriate comments of a sexual or political nature.



Violations of Inappropriate Conduct included inappropriate relationships with subordinate staff members, viewing or possessing inappropriate images/websites, using a school computer to engage in inappropriate chats with an artificial intelligence chatbot during instructional time, inappropriate sexual comments to coworkers, emailing confidential student information, and having certificates revoked in other states for misconduct.



Violations of Theft/Fraud included stealing from colleagues, falsifying reporting data, and falsifying documents for employment and licensure.



RECOMMENDATIONS

During the 2024-2025 academic year, the PSC Recommendations Committee discussed various subjects of interest in the areas of educator preparation, educator certification, and educator ethics. Work of the Recommendations Committee included:

Breach of Contract Guidance Document for Educators

Completed the *Breach of Contract Guidance Document for Educators* for distribution to school districts and charters.

Idaho Educator Pipeline Report Work Session

Provided recommendations to Board staff that, in the Committee's opinion, could positively impact the educator pipeline in Idaho:

1. Improve educator compensation towards closing the 24 percent pay gap as outlined in the 2023 educator pipeline report.
2. Provide and fund mentoring and retention programs that support all educators and enhance positive school culture.
3. Expand Pupil Service Staff preparation programs and certification pathways (especially Speech Language Pathologists and School Psychologists).
4. Improve educator working conditions, e.g., available/affordable housing, easing new educators into assignments/preps, greater planning time, quality of life, stress, hours, etc. (Reference: [The State of the Teacher Workforce | Learning Policy Institute](#))

Praxis Bridge Alternate Content Assessment

Recommend the Praxis Bridge Alternate Content Assessment with a three (3) year retroactive eligibility to the Idaho State Board of Education for approval.

PSC Nomination Review

Reviewed PSC nomination packets and recommended nominees to the Idaho State Board of Education for appointment.

Review of Recommendation for School Psychologist Praxis Assessment

Recommended the adoption of the School Psychologist assessment with a qualifying score of 155 to the Board of Education for approval.

Alternate Content Assessment for Idaho Educator Preparation Providers

Recommended the Alternate Content Assessment for Idaho educator preparation providers to the Idaho State Board of Education for approval and immediate implementation.