



## **STATE BOARD OF EDUCATION MEETING**

**October 19-20, 2022**

**Lewis-Clark State College  
Williams Conference Center  
801-899 4<sup>th</sup> Street  
Lewiston, ID 83501**

A regular meeting of the Idaho State Board of Education was held at Lewis-Clark State College on October 19-20, 2022. Board President Liebich called the meeting to order at 1:00 p.m. (PT).

### **Present**

Kurt Liebich, President  
Dr. David Hill, Secretary  
Shawn Keough  
Cally Roach

Cindy Siddoway  
William G. Gilbert, Jr.  
Superintendent Sherri Ybarra

### **Absent**

Dr. Linda Clark, Vice-President

**Wednesday, October 19, 2022 – 1:00 p.m. (PT)**

### **BOARD ACTION**

Superintendent Ybarra asked for unanimous consent to move State Department of Education agenda Tab #6 to the later portion of today's meeting instead of addressing it tomorrow. A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.

### **BOARDWORK**

1. Agenda Review / Approval

### **BOARD ACTION**

**M/S (Hill / Keough) I move to approve the agenda as modified.** A roll call vote was taken, and the modified motion carried 7-0. Dr. Clark was absent from voting.

2. Minutes Review / Approval



### **BOARD ACTION**

**M/S (Hill / Roach) I move to approve the minutes for the August 24, 2022, Regular Board meeting and to approve the amended minutes for February 17, 2022 and April 20-21 Regular Board meetings. A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.**

#### **3. Rolling Calendar**

### **BOARD ACTION**

**M/S (Hill / Keough) I move to set October 18-19, 2023, as the date and Lewis-Clark State College as the location for the October 2023 regularly scheduled Board meeting. A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.**

### **CONSENT**

#### **BAHR**

#### **1. Boise State University – Master Lease Agreement – Student Housing**

### **BOARD ACTION**

**M/S (Hill / Roach) I move to authorize Boise State University's President or her designee to execute the lease agreement and related documents for the premises located at 818 W. Ann Morrison Park Drive in Boise, Idaho, in substantial conformance with the attached draft and to take further actions as are necessary to complete the transaction. A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.**

#### **2. Idaho State University - Multi-Year Employment Agreement – Head Men's Basketball Coach**

### **BOARD ACTION**

**M/S (Hill / Roach) I move to approve the request by Idaho State University to enter into a four-year, seven-month employment agreement with Ryan Looney, Head Men's Basketball Coach, commencing on October 20, 2022 and terminating on May 7, 2027, at a base salary of \$139,287 and supplemental compensation provisions as submitted. A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.**

#### **3. Idaho State University - Multi-Year Employment Agreement – Head Women's Volleyball Coach**



#### **BOARD ACTION**

**M/S (Hill / Roach) I move to approve the request by Idaho State University to enter into a three-year, three-month employment agreement with Sean Carter, Head Women's Volleyball Coach, commencing on October 20, 2022 and terminating on January 20, 2026, at a base salary of \$78,000 and supplemental compensation provisions, as submitted. A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.**

#### **IRSA**

4. Graduate Medical Education Committee Appointments

#### **BOARD ACTION**

**M/S (Hill / Roach) I move to appoint Dr. Perry Brown Jr., Dr. Abby Davids, Dr. Robyn Dreibelbis and Dr. Matthew Larsen to serve on the Graduate Medical Education Committee effective immediately and expiring June 30, 2027. A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.**

#### **AND**

**M/S (Hill / Roach) I move to reappoint 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 serve on the Graduate Medical Education Committee effective immediately and expiring June 30, 2027. A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.**

#### **PPGA**

5. Indian Education Committee Appointments

#### **BOARD ACTION**

**M/S (Hill / Roach) I move to appoint Mr. Jesse LaSarte, representing the Coeur d'Alene Tribe to the Idaho Indian Education Committee effective October 19, 2022 and expiring June 30, 2026. A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.**

#### **AND**

**M/S (Hill / Roach) I move to appoint Ms. Jennifer Porter, representing the Kootenai Tribe of Idaho to the Idaho Indian Education Committee effective October 19, 2022 and expiring June 30, 2027. A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.**



**AND**

**M/S (Hill / Roach) I move to appoint Dr. Tim Thornes, representing Boise State University to the Idaho Indian Education Committee effective October 19, 2022 and expiring June 30, 2027. A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.**

**6. Data Management Council Appointments**

**BOARD ACTION**

**M/S (Hill / Roach) I move to approve the appointment of Dr. Lindsey Brown to the Data Management Council as the Registrar representative commencing immediately and ending June 30, 2023. A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.**

**SDE**

**7. Professional Standards Commission Appointment**

**BOARD ACTION**

**M/S (Hill / Roach) I move to appoint Stephanie Brodwater of Post Falls School District to the Professional Standards Commission for the remainder of the term she is assuming, beginning immediately and ending June 30, 2025, representing certificated classroom teachers. A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.**

**8. Emergency Provisional Certificates**

**BOARD ACTIONS**

**M/S (Hill / Roach) I move to approve the request by State Department of Education for one-year emergency provisional certificates in the Instructional and CTE endorsement area(s) at the specified school districts as provided herein for the 2022-2023 school year for the following individuals: Killie Cheney, Patricia Dowdy, Henry Molet, Rhiannon Terry, Kristi Dorris, Dawn O'Connell, Lewis Jones, MarissaTurner, Janelle Marie Kristina LaSalle, Ryan Allen, Hannah Meehan, Melissa Diaz, McKeyan Howell, Bryton Pancheri, Caden Bailey, Lily Bowers, Charles Rehdorf, Ryan Anderson, Mario Betancourt, Melinda Butkus, Alexander Hobson, Arielle Elizabeth Metz, Shawna Staley, Tanya Tellez, Joelle Anthon, Marian Christensen Searle, Faithe Warrell, Penn Peterson, Charmane Davis, Julian Slotten, Kathleen Smith, Emily Osterhout, Jarret Nuxoll, Sherry Curnutt, Katie Lemire, Amy Myers, Sara Meeks, Sadie Foote, Akayla Garner, Norma Gonzalez, Jean Hale, Janelle Ortiz, Nancy Schut, Kallie Stanger, Jennifer Struchen, Gabriel Cobabe, San**



Juana Valero Acosta, Emma Van Every, Grace Van Every, Alison Weikle, Amanda Winters, Ashlyn Jacobsen, Janessa Wilson, Caitlyn Dover-Pearson, Courtney Hildebrand, Brandi Lake, Jared Moore, Mardine Olsen, Tracy Bratcher, Brandi Burrup, Gary Rindlisbacher, Tabettha Seebert, Haily Crompton, Natasha Dixon, Thane Thomas, Kayla Harris, Holly Mortimer, Jessica Olsen, Mashalee Thomas, Tiffany Ford, and Kerena Clifton. A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.

**AND**

**M/S (Hill / Roach) I move to approve the request by State Department of Education for one-year emergency provisional certificates in the School Psychologist endorsement area at the specified school districts as provided herein for the 2022-2023 school year for the following individuals: Laurie Bowcutt, Nicholas Davis, Christopher Tucker, Emily Shryrock, and Phylicia Lee.** A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.

9. Curricular Materials Review Committee Recommendations

**BOARD ACTION**

**M/S (Hill / Roach) I move to approve the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 mathematics and K-12 English language learner, as submitted in Attachment 1.** A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.

**BOARD ACTION**

**M/S (Hill / Roach) I move to approve the consent agenda.** A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.

Board President Liebich mentioned that starting on November 1, 2022 the Executive members of the Board will begin holding a Community Forum on the four community college campuses. The rotation will be as follows; November 2022 to College of Southern Idaho, April 2023 to North Idaho College, Fall 2023 to College of Eastern Idaho and Spring 2024 to College of Western Idaho.

**BOARD OF TRUSTEES – LEWIS-CLARK STATE COLLEGE  
LEWIS-CLARK STATE COLLEGE COMMUNITY FORUM**

1. The following students from Lewis-Clark State College (LCSC) addressed the Board. They were Sarah Yenor, Taten Gorton, Victoria “Jay” Raulerson, Kerby Cole, Caden Massey, Emma Hartley, Doug Bauer.



Mr. Gilbert asked what makes LCSC special to them in the face of the other institutions in the state. The students said since so many of the teachers are alums of LCSC it is very helpful because they understand what the students are going through. They also like that there are so many locals part of the campus, and the small class sizes at LCSC leads them to having real connection with others in the class. The small community feel is helpful because the prevailing answer was that the professors actually seem to care about the students, and their long-term success.

Dr. Hill asked how hard is it to be a local student. The students said being local has its ups and downs. Being local is the most affordable option since they get to live at home, however it does make it harder to meet people. Joining campus groups and activities in order to meet new people has made all the difference.

Matt Freeman, Executive Director, Idaho State Board of Education, asked what can the Board do better in getting information to first generation students. The students shared that having one-on-one attention from someone at LCSC to answer student questions or in giving them direction was very helpful. Having the Warrior One-Stop on campus was also helpful in getting information to students.

Board President Liebich asked Doug Bauer what made him return to school after having a successful career, and to return as an older student. Mr. Bauer said it was something he always wanted to do and he plans to take one or two classes a semester until he gets his master's degree. He hopes to finish his degree before his daughter graduates.

Mr. Gilbert asked Mr. Bauer, as a newspaper person how do you get LCSC's story out to the public beyond the local area. Mr. Bauer said LCSC does a good job of getting their story out to the local public. Recruiting efforts are affective but one avenue where they can reach out to a broader audience would be for LCSC to expand on the promotion of the portfolio program. This program allowed him to use prior work/life experience to earn college credits and that boost helped him decide to finish his degree.

There were no further comments or questions from the Board.

2. The following professors and staff members from Lewis-Clark State College addressed the Board. They were Dr. Nina Peterson, Dr. Alex Bezzerides, Dr. Gene Straughan, J.R. Kok, Dr. Sue Hasbrouck, Lindsey Hight, Kristin Myers, Lauren Grijalva.

Mr. Freeman said there is a lot of interest in our state to increase the high school graduation requirement by adding 1 or 2 credits for coding under computer science and he wanted their thoughts. Dr. Peterson thought that was a great idea. The problem initially was that some of the high school teachers did not have endorsements in teaching





computer science courses, but that has changed significantly. Math and Science teachers specifically were the most successful in getting the teaching endorsement. Dr. Bezzerides concurred that for modern science requirements students need to know how to code and not having that skill is a disadvantage to them.

Mr. Freeman said if this becomes a high school graduation requirement then every high school senior would need a course in coding and he wanted to know if everyone thought that was a fair requirement. The teachers said that the students who enter computer science courses and take coding love taking it. They see real world applications in knowing how to code, and knowing how to code before entering college would be a huge advantage for all students because they can use it in almost every science and math course. Most of the teachers represented on the panel concurred and said that coding would be helpful across all disciplines and it's to the student's advantage to have this skill.

Mr. Gilbert asked the teachers what resources could they use to advance LCSC's mission and to make them more successful. The response was that staff turnover is something that needs to be addressed and a period of rebuilding is important. Having more resources is always going to be important for them to continue their mission. Growing faculty infrastructure will help in ensuring that students who need services do not fall through the cracks. Part of that discussion needs to be compensation for faculty and staff since Idaho ranks 44<sup>th</sup> in salaries, which does not lead to hiring top talent to work in Idaho.

Board President Liebich asked what the moral was like on campus as it relates to the pre-pandemic world. Everyone said the students love being back on campus. Two positives that can be seen are that the teachers became better online instructors and the students learned how to become better self-learners during the pandemic. The one concern raised was learning to handle the students who will be coming to college who are underprepared due to the way they were taught during the pandemic. Many of them are ill prepared academically for what lies ahead, and that lays the burden on their college instructor to get them up to speed.

There were no further comments or questions from the Board.

At this time the Board took a 10-minute break returning at 2:30 p.m. (PT)

### **PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

1. Dr. Cynthia Pemberton, President, Lewis-Clark State College, gave the College's annual report. She began by acknowledging that LCSC is on the indigenous homelands of the Nimiipuu - Nez Perce Tribe. She acknowledged the Nimiipuu as original caretakers since time immemorial and recognized their continuing connection to the land, to the water, and to their ancestors. She expressed her appreciation and respect for the ongoing relationship built between Lewis-Clark State College and the Nez Perce Tribe.



She then shared the following with the Board.

1. LCSC has been serving students since 1893.
2. Tuition for one year at LCSC is \$6996 which makes it a very affordable option.
3. Post grad placements rates are 9 percent for Career Technical Education (CTE) and 98 percent for academic.
4. LCSC works closely with the other colleges / universities in Idaho and they have articulation agreements with
  - a) BSU (Masters of social work)
  - b) ISU (Public health and Coaching/Athletic Admin graduate articulation)
  - c) UI (Engineering, MS Math training, pre-law)
  - d) CEI, CWI, CSI, NIC (Pharm Tech, Phys Therapy Asst., Dental Hygiene)
5. Eighty percent of the students who attend LCSC are Idaho natives. Many of them are first generation students, half are Pell eligible, and many work full time.
6. Seventy percent of LCSC's employed graduates stay in Idaho.
7. Total enrollment headcount shows that enrollment is up 2 percent; male student enrollment is up 8 percent which bucks the national trend and LCSC's degree seeking, first time in / transfer students are up 13.6 percent this year.
8. Current rate of student retention is 63 percent. The goal is 70 percent, or higher, which LCSC hopes to attain in 3-4 years.
9. To increase enrollment LCSC is running an aggressive billboard campaign. Forty-three billboards will host advertising during the course of the next year telling everyone how LCSC is Idaho's affordable four-year institution. The overall campaign spend will be \$323,900 which will result in a multimedia presence throughout the state and region.
10. Outreach to Adult Learners includes the following; hiring of an Adult Learning Coordinator and an Extended Hour Mental Health Counselor. For Adult Learners there are 8-week courses and extended hours for student and support services. There is also a Prior Learning Assessments and a Portfolio program where students can get credits for past work experience.
11. One of the most exciting programs was the development of a Correctional Education Initiative. Many of these students are eligible for the second chance pell program. LCSC is poised to be the live and hybrid state leader / provider to Idaho Correctional Institutions statewide.
12. The Career Readiness Credential is the second micro credential connected to students sharpening their transferrable, durable, career skills and to make earning/acquiring/demonstrating these skills evident to students and employers. This accompanies the leadership credential.
13. LCSC is proud to share with the Board the following external validation rankings.
  - ✓ #10 top public school in the west region by U.S. News & World Reports (2022)
  - ✓ #2 overall in Idaho by College Consensus (2022)
  - ✓ #2 online college in Idaho by College Consensus (2022)
  - ✓ #1 in the nation for non-traditional students by Best College Reviews (2022)





- ✓ #1 ranked nursing program in Idaho among four-year institutions by RegisteredNursing.org (2022) – 2 years in a row!
- ✓ #4 Radiographic science online program in the nation by EduMed.org (2022)
- ✓ #1 Nursing RN to BSN online program in Idaho by RNtoMSN.org (2021)

Board President Liebich asked what did LCSC do to increase the percentage of enrollments among male students. Dr. Pemberton said dual credit was having an impact in males enrolling as well as male students entering the Humanities.

Dr. Hill asked if there was a need for an infrastructure investment to help LCSC attain the 70 percent or higher student retention mentioned. Dr. Pemberton said yes, LCSC will need to see some growth in personnel infrastructure to accommodate this growth. And some of this strategy will need to encompass how to rebuild staffing numbers to continue to service LCSC's students.

There were no further comments or questions from the Board.

## **INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**

### **1. Board Policy – III.E. – Certificates and Degrees – First Reading**

Dr. TJ Bliss, Chief Academic Affairs Officer, Idaho State Board of Education said there were a lot of changes made by the institutions. One of these changes was the definition of what a microcredential, a stacked microcredential and a digital badge are.

A microcredential is 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.

A stacked microcredential is 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.

A digital badge is a visual representation of one or more microcredentials. Digital badges, in compliance with standards recognized by the Division of Career Technical Education, are embedded with metadata that are verifiable and portable.

## **BOARD ACTION**

**M/S (Roach / Hill) I move to approve the first reading of proposed amendments to Board Policy III.E. Certificates and Degrees as submitted in Attachment 1.** A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.



Dr. Hill asked if these definition terms allow for any pathway through and for the student to acquire the credential and have it available to them in some form. Dr. Bliss said currently if you wanted to connect a microcredential to a credit bearing credential such as an associate's degree that is an option. More work needs to be done to link the microcredentials into the credit bearing curriculum.

There were no further comments or questions from the Board.

2. Board Policy – III.Z. – Planning and Delivery of Postsecondary Programs and Courses – First Reading

Dr. Bliss said Board staff worked with the provosts and presidents of all eight institutions to develop the new criteria for evaluating proposals by the universities to offer new associate degrees and proposals by the community colleges to offer bachelor's degrees. All parties agreed that Policy III.Z. is the appropriate place to include these criteria in Board policy.

The Council on Academic Affairs and Programs, the President's Leadership Council, and the Instruction, Research and Student Affairs Committee of the Board reviewed the proposed policy amendments at their meetings in August, September, and October 2022, respectively.

Mrs. Roach stated that the goal of this Board Policy is so that the universities are not competing with the community colleges for general studies or associate's degrees.

**BOARD ACTION**

**M/S (Roach / Hill) I move to approve the first reading of proposed amendments to Board Policy III. Z. Planning and Delivery of Postsecondary Education Programs and Courses as submitted in Attachment 1.** A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.

There were no comments or questions from the Board.

3. Established Program to Stimulate Competitive Research (EPSCoR) Annual Report

Andy Kliskey, Director of ID EPSCoR, gave the annual report. He shared that the Established Program to Stimulate Competitive Research (EPSCoR) is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are



building a high-quality academic research base that is serving as a backbone of a scientific and technological enterprise.

The Idaho EPSCoR committee oversees the implementation of the Idaho EPSCoR program and ensures program goals and objectives are met. The Idaho EPSCoR office and the Idaho EPSCoR Project Director are located at the University of Idaho. Partner institutions are Boise State University and Idaho State University.

The purpose of EPSCoR awards is to provide support for lasting improvements in a state's academic research infrastructure and its research and education capacity in areas that support state and university Science and Technology Strategic Plans. Idaho EPSCoR activities include involvement in K-12 teacher preparation and research initiatives and projects ranging from undergraduate research through major state and regional research projects.

Dr. Hill asked that since the current EPSCoR program requires a 20 percent state match to take advantage of this program presented today does that mean the state would need to increase the availability of state funds. Mr. Kliskey said that was correct, if the goal was to support multiple track lines.

There were no further comments or questions from the Board.

### **BUSINESS AFFAIRS AND HUMAN RESOURCES (35 min)**

1. Board Policy Amendments – Sections V.H. and V.Y. – Internal Audit – First Reading

Gideon Tolman, Chief Financial Officer, Idaho State Board of Education, reviewed the amended Board Policy for the Board. He shared that at its June 7, 2022 meeting, the Audit Committee provided final comments on amendments to Board Policy V.H. and the repeal of Board Policy V.Y. The changes move the provisions of Policy V.Y. to Policy V.H. and change the title of the Audit Committee to the Audit, Risk and Compliance Committee to better reflect the scope of the committee's work.

The amendments include:

- Incorporating key portions of the audit committee charter into board policy and board bylaws. The separate audit committee charter will be eliminated, and Board Policy V.H. and the bylaws will serve as the audit committee charter going forward.
- Providing changes to internal audit sections needed to meet professional internal audit standards and to reflect the new consolidated structure.
- Aligning audit-related sections of Board Policy V.H. and the bylaws.
- Adding general language addressing the consolidated risk management function.
- Moving Committee responsibilities into one policy section.



- Adding language to provide for co-sourcing audit arrangements.
- Updating language related to confidential reporting lines.
- Providing general updates to Board Policy V.H.

The Audit Committee section of the Board's bylaws was amended and presented to the Board as a first reading at the August 24, 2022 meeting. The second reading of the Board's bylaws will be considered at this Board meeting through the Policy, Planning, and Governmental Affairs portion of the agenda.

### **BOARD ACTION**

**M/S (Gilbert / Roach) I move to approve the first reading of Board Policy V.H. and to repeal Board Policy V.Y. as presented in Attachments 1 and 2.** A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.

There were no comments or questions from the Board.

### **2. Board Policy – Section V.Z. – Medical Education Reimbursement Program – Second Reading**

Mr. Tolman said there were no changes made between first and second reading. As a recap he said this policy is in response to a new law passed during the 2022 legislative session. Section 33-3731, Idaho Code, which requires medical students in the WWAMI or University of Utah School of Medicine programs who receive a subsidized seat to reimburse the State of Idaho for the state subsidy if the students do not practice in Idaho for four years following degree completion.

### **BOARD ACTION**

**M/S (Gilbert / Roach) I move to approve the second reading of Board Policy V.Z., Medical Education Reimbursement Program as submitted in Attachment 1.** A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.

Board President Liebich asked how this policy was going to be administered. Mr. Tolman said the policy includes delegation of authority to the University of Idaho to administer the reimbursement program, definitions of terms, calculation of repayments, and uses of reimbursed funding.

Before beginning medical education through the University of Utah or WWAMI programs, students will be required to sign a "Return to Practice Medicine in Idaho" agreement acknowledging the provisions of Idaho Code § 33-3731 and committing to reimburse the state if they fail to meet the stated requirements. The University of Idaho will keep track of students and request repayment if need be.



Mrs. Roach asked if there were any positive or negative reactions from students over this policy change. Dr. Jeff Seegmiller, Director of the WWAMI Medical Education Program, University of Idaho, said students have been applying for the 2023 class and they are well into applying for medical school at both the University of Utah and the University of Washington School of Medicine as a WWAMI applicant. As of right now there have not been a significant downturn in the number of applicants due to this policy change.

There were no further comments or questions from the Board.

### 3. Boise State University – Stadium Expansion – Planning and Design Approval

Jeramiah Dickey, Director of Athletics, Boise State University (BSU), said Boise State University (BSU) seeks Board approval to expand the North End Zone of Albertsons Stadium.

This expansion will include premium seating options that include field level suites, loge boxes, club seats, as well as a general seating area. It also includes a club room space that will be used on non-game days as a training table facility (i.e. an on-site dining program tailored to the individual needs of each of BSU's 18 sports programs) to feed the 350 student-athletes.

If approved, BSU will issue a request for proposals for design-build services with an agreement for design services in an amount not to exceed \$2.5 million. Consistent with Board policy, BSU will return to the Board for construction approval once the design process is complete and the construction budget is set. Financing approval may be secured at that time or, if debt financing is necessary, at a subsequent Board meeting, as required by Board policy.

### BOARD ACTION

**M/S (Gilbert / Hill) I move to approve the request by Boise State University to issue a request for proposals for design-build services for the North End Zone expansion project, to select a design-build team, and to proceed with design and planning for a cost not to exceed \$2.5 million.** A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.

There were no comments or questions from the Board.

### 4. University of Idaho - State of Idaho Land Board Agreements regarding CAFÉ Property



Mr. Brian Foisy, Vice-President, Division of Finance and Administration and Kent Nelson, General Counsel, University of Idaho (UI), reviewed the policy for the Board starting with how in 2019 the Regents acquired 336 acres in Minidoka County for the development of the CAFE dairy site. That parcel adjoins another 302 acres currently owned by the Idaho Dairymen's Association foundation (the Idaho Dairy Environmental Action League Research Foundation, or "IDEAL"). The University of Idaho (UI) is proposing to sell the entire 638 acres to the State of Idaho, Board of Land Commissioners (acting as trustees for the Agricultural College Endowment) for a purchase price of \$6 million (the appraised value of the property). IDEAL has agreed to transfer title to its property to the Regents contemporaneously with this sale.

Under the proposed transaction plan, the Endowment would use proceeds earned from the recent sale of its property near Caldwell (the former site of UI's Caldwell Research and Extension Center) to buy the 638-acre CAFE site in Minidoka County. The UI would

then use those proceeds to fund some of the capital projects necessary to make the dairy operational. Additionally, the Endowment would use the balance of its proceeds from the Caldwell sale (\$17.25 million) to fund the construction of improvements UI requires for the development and operation of the research dairy. The real property owned by the Endowment would still be managed by UI's College of Agricultural and Life Sciences as part of UI's CAFE project.

To accomplish this transaction and ensure the intended outcomes for both parties, UI and Idaho Department of Lands staff have drafted a Purchase and Sale Agreement and an Agricultural College Endowment Experimental Farm Operations Agreement. The documents create a transaction and operations plan in which the Agricultural College Endowment pays the Regents appraised market value for the land and actual construction costs for selected improvements, and the Regents are granted the rights to permit the beneficiary of this specific endowment (the agricultural college) to utilize the property indefinitely although only for the purposes of operating an experimental farm.

## **BOARD ACTION**

**M/S (Gilbert / Ybarra) I move to approve the University of Idaho's Operations Officer for Finance and Administration to: 1) execute the attached Agricultural College Endowment Experimental Farm Operations Agreement with the Agricultural College Endowment of the State of Idaho (acting by and through the Idaho Board of Land Commissioners) in substantial conformance with Attachment 2; and 2) execute those documents anticipated and required for the disposal of real property as described by the attached Purchase and Sale Agreement. A roll call vote was taken, and the motion carried 7-0. Dr. Clark was absent from voting.**

There were no comments or questions from the Board.





At this time the Board took a 15-minute break returning at 4:35 p.m. (PT)

## **STATE DEPARTMENT OF EDUCATION**

### **6. Annexation/Excision – Lakeland School District #272 and Coeur d’Alene School District #27**

Superintendent Ybarra said this agenda item is an annexation request from the Lakeland and Coeur d’Alene school districts. A hearing officer was hired by the State Department of Education and he recommended approval using Idaho Code 33-307 based on the information provided by the districts, and what was in the best interests of the students. The question now before the Board is what code should this be put under. The State Department of Education has brought this type of action forward in previous meetings and Idaho Code 33-307 was used.

Jenifer Marcus, Deputy Attorney General, Idaho State Board of Education explained to the Board the difference in using Idaho Code 33-307 verses Idaho Code 33-308 in this situation. Idaho Code 33-307 addresses situations when there is an error in the legal description, or there is omitted property outside of the school district boundary, or where two school districts include the same property. For Idaho Code 33-307 the Board would make a decision and a correction to the boundary would be made.

Under Section 33-308 which is exclusive to annexations and excisions there is a more onerous process. The Department of Education would still hire a hearing officer who would determine what is in the best interest of the students who are impacted, and looks at the bonded debt to determine if it exceeds the prescribed limit. The final step would be for the matter to be on the ballot for the electorate in those school districts to vote on it.

As outlined in this motion moving forward with using Idaho Code 33-307 means the voters in those two school districts would not get a say in approving this annexation / excision.

Mrs. Keough modified the motion after the discussion.

## **BOARD ACTON**

**M/S (Keough / Gilbert) I would move to approve the petition for the alteration of the property between Lakeland School District 272 and Coeur d’Alene School District 271 and to approve both under 33-307 Idaho Code.** A roll call vote was taken and the motion passed 6-1. Mrs. Roach voted nay. Dr. Clark was absent from voting.

**AND**



**M/S (Keough / Gilbert) Further have the office of the State Board of Education and the State Department of Education's legal teams work together to make suggested statute changes in 33-307 and 33-308 to forward to the Legislature for future clarity on this issue.** A roll call vote was taken and the motion passed 6-1. Mrs. Roach voted nay. Dr. Clark was absent from voting.

Board President Liebich asked for clarification. The hearing officer hired by the State Department of Education recommended following Idaho Code 33-307 based on the language currently in Idaho Code 33-307. Mrs. Marcus said that was correct. That section talks about an error in a legal description and it is the phrase 'or for any other reason' which one would assume refers to corrections, not to a process where avoiding what the legislature has instructed for annexations and excisions is not followed.

Board President Liebich said what also complicates this issue is that a recent annexation request was done under Idaho Code 33-307 in 2019. Mrs. Marcus said that was correct but it was to correct the legal description.

Mrs. Keough asked for clarification on the hearing officers report. It was her understanding that the hearing officer did go through both codes and he chose the one he felt was most accurate, and which was better for the students. Mrs. Marcus said the hearing officers report is Attachment 5 of the State Department of Educations agenda materials. She also said the hearing officer did recommend using Idaho Code 33-307 after a discussion between the two districts, however the voters who live in those districts would not get a say as to if they agreed with the annexation.

Board President Liebich said the State Board of Education normally does not counter the decision of local school board's and both the Coeur d'Alene and Lakeland School District agreed with the direction put forth by the hearing officer to use Idaho Code 33-307. Mrs. Marcus said that was a good point but perhaps a solution would be for the Board to craft a revision of Idaho Code 33-308 to address situations like this and bring that change to the Legislature during the next session.

Mr. Gilbert said the reality is there already was an election as the voters choose the members of the school board who made the decision to go with Idaho Code 33-307. He then asked what the legal risk would be if the Board approved using Idaho Code 33-307 verses Idaho Code 33-308. Mrs. Marcus said it would be hard to predict if anyone would file a challenge to the use of Idaho Code 33-307. If there was a challenge the risk with going with Idaho Code 33-307 would be in unwinding the taxing districts and any voter can challenge the ruling, not just those directly affected by the annexation, such as parents of the children affected.



Mrs. Keough made a statement that if both school boards acted on this item at a local school board meeting, the public has weighed in on the decision already.

Ms. Bent shared that when a district is altered it alters the taxing district and affects the property taxes of the individuals. Part of the risk in not using Idaho Code 33-308 would be if the Legislature feels the Board has over stepped its authority by not following the statute that specifically addresses annexations and excisions. Board President Liebich said unfortunately precedent was set in 2019 when Idaho Code 33-307 was used in a similar decision.

Dr. Hill wanted clarification concerning taxing districts. Could a voter in the district, who had no children, find themselves in a different taxing district and therefore have different taxes. Mrs. Marcus said that was correct and that is why under Idaho Code 33-308 there is an election for the voters to have a say before moving forward on annexation/excision.

Mrs. Roach said reading through the hearing officers report she didn't see any distinction between the two codes. Ms. Bent said hearing officers are normally only hired when Idaho Code 33-308 is used. When Idaho Code 33-307 is used, a hearing officer is not hired but their main purview is to do what is best for the students. There are currently only three students who will be impacted by this change, for now. Superintendent Ybarra stated she has always hired a hearing officer when deciding between Idaho Code 33-307 verses Idaho Code 33-308 and she also runs this decision by her legal team for review before bringing these matters to the Boards attention.

Mr. Freeman asked the Board that no matter which way they decide to go it will be prudent for the Board to state for the record, that any further excisions or annexations have to proceed under Idaho Code 33-308, or until the statutes have been amended stating that the Board has additional discretion in which statute to use.

Dr. Hill asked if it would be prudent for the Board to take no action at this time. Was there anything time sensitive in getting this issue moved forward? Superintendent Ybarra said the districts have already waited a year for a ruling on this matter.

There were no further comments or questions from the Board.

The Board recessed for the evening at 5:13 p.m. (PT)

**Thursday, October 20, 2022 – 8:00 a.m. (PT)**

Dr. David Hill chaired day two of the meeting in Board President Liebich's absence. Dr. Clark was in attendance via zoom.



## STATE DEPARTMENT OF EDUCATION

### 1. K-12 Developments

Superintendent Ybarra started by mentioning the selection of the 2023 Teacher of the Year. Karen Lauritzen, from Treaty Rock Elementary, is a third-grade teacher who has been teaching for 20 years. Ms. Lauritzen has taught at the Post Falls-based elementary school since 2012. She has served on Treaty Rock's behavioral leadership teams and was the school's own teacher of the year in 2021.

During her 20-year career, Ms. Lauritzen has worked in Arizona and Alaska. She is the vice president of the Post Falls Education Association, a founding member of Citizens for Post Falls Schools and has "successfully advocated" for school levies.

Ms. Lauritzen is a 2002 graduate of the University of Fairbanks in Alaska and holds a Master of Arts in Special Education from Indiana's Ball State University. She is finishing up her Ph.D. in Curriculum and Instruction from the University of Idaho.

Ms. Lauritzen was not in attendance.

Other information items presented were;

- For the CARES or ESSER I fund, 99.75 percent of those funds meant to flow to districts have been expended.
- For ESSER II, as of October 14<sup>th</sup>, 80 percent of those funds meant to flow to districts have been expended.
- For ESSER III, only 16 percent of those funds have been expended.
- Dyslexia Guidance and Training manual update. SDE has been working with various districts in providing additional requirements regarding the new law.
- There is a new Federal Clean School Bus Program which schools and districts can apply for. The funding is not through the State Department of Education. These are grant opportunities that districts can apply for and is a rebate program. Districts will need to apply, proving that they have ordered new clean busses. What will need to be addressed, is if the Board would allow for payment for installing charging stations for these busses and safety issues as it pertains to using these clean busses. The Board sets these requirements through the Administrative Rule process.
- The Superintendent's Student Advisory Council met recently. After a tour of the Capitol they were asked to fill out a survey to get their feedback in what education policy decisions they believe impact them; what is going right in education and what did they believe needed to be addressed. They imparted the following; 1. The students are very interested in civic participation 2. The advanced opportunity program was high on their list of programs that they supported and wanted to see continued 3. Mental health issues including suicide and bullying were concerns

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they wanted to discuss mostly to find out what services were available for their peers. 4. They also expressed concern for Students with Disabilities and to make sure they had the resources that they needed. 5. When asked to say what was right with Idaho they mentioned their teachers, but they went a step further and said they were concerned that the teachers' salaries were too low for the work that they do.

The Superintendent then introduced the current 2022 Teacher of the Year to the Board. He is Todd Knight who teaches science, engineering and coding classes to sixth, seventh and eighth graders at Crossroads Middle School in Meridian, where he serves as Digital Technology Lead and Science Department Head.

Mr. Knight is a graduate of Meridian High School and holds a bachelor's degree in Elementary Education from Boise State University and a master's of curriculum and instruction in STEM Education from Concordia University.

He finds personalized, relatable ways to communicate scientific data and principles and inspires students to demonstrate what they know in ways that relate to their lives: for example, a research paper on how tackling in football demonstrates Newton's Law of equal and opposite reactions.

Mr. Knight then addressed the Board, saying he wanted to share his students' stories with them. The students expressed concerns about the following;

- Safety in schools; some expressed that they did not feel safe while in school especially in the restrooms.
- Idaho education is good but they don't listen to the students enough.
- Low academic performing students feel undue pressure to preform which adds stress to their day.
- Encouraging good quality teachers to stay in Idaho is very important.

Mr. Gilbert asked Mr. Knight what he thought the biggest challenge was in education today. Is it in how students are evaluated; is it the social emotional learning support; is it safety. Giving the Board a focused way to deal with the major issues would be helpful. Mr. Knight said the answer would depend on who gets asked. Many of his students feel beat down by the education system. More mental health services is becoming necessary for many of the students.

There were no further comments or questions from the Board.

### 3. Advanced Opportunities Annual Report



Dr. Eric Studebaker, Director of Student Engagement and Safety Coordination, State Department of Education gave the Advanced Opportunities (AO) annual report. He shared the following with the Board.

The AO program has numerous components that include the following.

- Overload course - a course taken that is in excess of a full credit load and outside of the regular school day, including summer courses.
- Dual credit courses - can be taken in a high school aligned course through a local school district or as a college course at college or university and transferred back to a high school transcript.
- Exams – include Advanced placement (AP); International baccalaureate (IB); College-level examination program (CLEP); and Career technical education examinations that lead to an industry-recognized certificate, license, or degree.
- Workforce training courses - help individuals gain skills intended for immediate application within the workforce.
- Early Graduation Scholarship - is earned when a student graduates at least one year early to be utilized at an Idaho public post-secondary institution.
- The AO program impacts nearly 40,000 Idaho students annually. Dual credit is the largest cost to the program at 86 percent of the costs in FY 2022, however the number students that utilize various components of the program is much more diverse. Whereas exams and overload courses consume about 14 percent of the costs, the number of students who utilize these two components of the program is much larger.
- Dual credit costs are broken into two categories; direct tuition costs and out-of-district fees. Out-of-district fees are those fees paid for students attending a community college outside of Twin Falls, Jerome, Bonneville, Kootenai, Ada or Canyon counties. These additional fees are not paid by students and are not encompassed by a student's \$4125 allocation. Out-of-district fees were 11 percent of dual credit costs in FY 22.
- Dual credit was offered by all Idaho public institutions with the two largest providers being the College of Western Idaho and the College of Southern Idaho.
- The number of dual credits from FY 21 to FY 22 seems to have recovered from the impact of the pandemic.
- Seventy-five percent of dual credit courses taken by Idaho students are general education courses and not electives.
- Dual credits taken per student has remained at 8 credits in the last few years.
- Participation of Hispanic students is less than the percentage of the statewide comparable data of those eligible by a significant margin. Idaho's post-secondary partners are aware of these statewide numbers and are key in helping address this gap.





- Gender gaps in the program still exist. Male students have a lower participation rate than female students and is even further exaggerated when comparing statewide data. For example, males make up over 51 percent of the statewide student population, but participation is just 44 percent. Whereas 56 percent of females use the program in comparison to 49 percent of student population.
- There has been an increase in the number of students who are maximizing their Advanced Opportunities funds. In total 3,434 students have utilized the allotted \$4,125.
- During FY22, SDE awarded 81 Early Graduation Scholarships. These scholarship awards represent students who graduated at least one year early and enrolled in an Idaho post-secondary institution. Last year we saw an 11 percent increase in the number of these students. These students also save the state significant money by eliminating a year of costs related to their public high school education.

Dr. Hill asked about the low number of students entering workforce training. Dr. Studebaker said workforce training courses, as they are currently designed, are not a good fit for minor students (K-12); they are more of an adult education program. However, Idaho's postsecondary schools are beginning to develop new workforce training programs with the idea of being able to support K-12, or high school students.

Dr. Clark asked if there was any data on the number of students taking AO who go-on to some postsecondary education. Dr. Studebaker said the last report he is aware of is two years old and that report resides on the Board of Education's website. Dr. Clark asked for an update of this report from Board staff.

Dr. Clark asked if there was any data on how much money the State is saving by offering AO. Dr. Studebaker said he has not seen any data presented, or collected, representing the savings to the State of Idaho concerning students who do not have to duplicate coursework that they have taken during AO. The savings should be substantial to not only the families, but also to the State. He indicated Board staff should be able to estimate that information using the data they have on hand.

Mrs. Roach asked if it would be helpful to this program if there were more funding for councilors who could encourage more students and parents to be involved in this program. Dr. Studebaker said more money is always a good thing.

There were no further comments or questions from the Board.

#### 4. Less than 10 Pupils in Average Daily Attendance

Superintendent Ybarra reminded the Board that at the November 1999 meeting, the State Board of Education (Board) delegated authority to the State Superintendent of Public



Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the Board at the October meeting.

Six (6) schools have requested to operate with less than ten (10) average daily attendance during the 2022-2023 school year. Superintendent Ybarra has approved all of the requests. The schools are; Lowman Elementary, Howe Elementary, Prairie Elementary – Jr High School, Pine Elementary Jr High School, Elk City Public School and Three Creek Elementary Jr High School.

There were no comments or questions from the Board.

#### 5. Elementary Secondary Education Act – Consolidated State Plan Amendment

Superintendent Ybarra introduced this agenda item and said, the process the Board uses for making amendments to the Consolidated State Plan includes those amendments first being submitted to the Accountability Oversight Committee (AOC) for their recommendation and then coming to the Board for formal action. Small technical changes or temporary waivers may be submitted directly to the Board for consideration without recommendation from the Accountability Oversight Committee when time is of the essence. On January 20, and February 14, 2022, the AOC discussed both the one-year Consolidated State Plan Addendum and the plans for the long-term Consolidated State Plan Amendment. The Consolidated State Plan Amendment was brought back to the AOC on August 31, 2022, as it related to additional changes to be made that aligned to the committee's previous recommendations. While nearly all of the proposed changes included in the Consolidated State Plan Amendment align to the AOC's feedback and recommendations, there is one area of misalignment. The AOC has consistently recommended that chronic absenteeism be used as a school quality measure for all grades (K-12). The proposed amendment maintains the college and career readiness indicator for high school, but only includes chronic absenteeism for

grades K-8. The AOC had anticipated that chronic absenteeism would be used for school identification, as outlined in the Consolidated State Plan, and that the college and career readiness indicator would remain in Idaho's larger accountability framework (report cards and other reporting), but would not be used for school identification. Since federal law requires at least one school quality measure but allows for more, both could be used if the Board wishes to maintain the college and career readiness indicator for school identification. The college and career readiness indicator are based on student participation in advanced opportunities programs.



## **BOARD ACTION**

**M/S (Ybarra / Gilbert) I move to approve the 2022-2023 Amendment to the Elementary and Secondary Education Act of 1965 (ESEA) as amended by Every Student Succeeds Act (ESSA) Consolidated State Plan as provided in Attachment 1, and authorize the Board President to submit the amendment request on behalf of the State Board of Education.** A roll call vote was taken, and the motion carried 7-0. Board President Liebich was absent from voting.

There were no comments or questions from the Board.

### **7. Temporary Rule – IDAPA 08.02.03.004, Documents Incorporated by Reference – Idaho Standards Achievement Test – Science Achievement Level Descriptors and Idaho Alternate Assessment Achievement Standards**

Superintendent Ybarra said each time an assessment is amended, a process is gone through to set new achievement standards identifying the score range for each level of proficiency on the assessment. Ideally, this is done through the approval of a temporary and proposed rule immediately following the earliest administration of the applicable assessment where the standards can reliably be set so that they can be used for scoring the assessment just administered and are then used ongoing until the next time the assessments are changed. For Idaho's statewide assessments that are part of our state and federal accountability system, these achievement standards are necessary for meeting the federal requirements in the Elementary Secondary Education Act for identifying those schools whose student achievement is in the lowest 5 percent of our public schools. The existing achievement standards are based on the previous versions of these two assessments and are no longer appropriate for scoring the assessments administered in the Spring 2022. If the achievement standards are not updated, the State Department of Education will not be able to appropriately score these two assessments or meet the federal requirements for identifying low performing schools. At the October 2021 Board meeting, the Board waived the portion of IDAPA 08.02.03 setting the achievement standards for the Idaho Alternate Assessment (IDAA) for the 2021-2022 school year. For the Idaho Standards Achievement Test (ISAT) Achievement Level Descriptors, all three content areas are included in a single document, therefore, amending one content area requires the amendment and reincorporation of the complete document.

With last years amendments to IDAPA 08.02.03, in moving the ISAT administration from the 10th grade to the 11th grade, a similar process will be needed to consider the 11th grade ISAT achievement standards. A separate request will be submitted for adjusting those achievement standards for use with the Spring 2023 administration of the ISAT. Board staff received no prior request to include the ISAT science and IDAA achievement standards in this year's negotiated rulemaking for the proposed rules being promulgated



under Docket 08-0203-2201. The proposed rules include removal of the incorporated documents setting the achievement standards for all of the statewide assessments. If this rule is accepted by the Legislature in 2023, the Board will no longer need to go through the rulemaking process to change these scores. If the rule is rejected, the Board will need to request permission to promulgate a new temporary rule following the 2023 Legislative Session as well as negotiate a new proposed rule incorporating the cut scores on an ongoing basis into IDAPA 08.02.03.004.

## **BOARD ACTION**

**M/S (Ybarra/Keough) I move to approve the revised Idaho Standards Achievement Test Achievement Level Descriptors as provided in Attachment 1, the revised Idaho Alternate Assessment Achievement Standards as provided in Attachment 2, and temporary rule amendments to IDAPA 08.02.03.004 as provided in Attachment 3. A roll call vote was taken, and the motion carried 7-0. Board President Liebich was absent from voting.**

There were no comments or questions from the Board.

## **PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

### **2. Idaho Division of Vocational Rehabilitation – Annual Report**

Jane Donnellan, Administrator, Idaho Division of Vocational Rehabilitation, gave the annual report.

She shared the following with the Board.

- The Idaho Division of Vocational Rehabilitation (IDVR) mission is to prepare individuals with disabilities for employment and career opportunities while meeting the needs of the employers and is charged with two major responsibilities: Management of the State/Federal Vocational Rehabilitation (VR) Program and serve as the fiscal agent for the Council for the Deaf and Hard of Hearing (CDHH).
- Vocational Rehabilitation (VR): The VR program is one of the oldest and most successful federal/state programs in the United States. VR serves individuals with severe disabilities that impose significant barriers to gainful employment. VR assists Idahoans with a diverse array of disabilities to prepare, obtain, advance in, and retain employment based on their unique skills and abilities. The VR program provides services to eligible Idahoans with disabilities to assist them in transitioning from unemployment to gainful employment or to maintain employment. The VR program is a way to self-sufficiency and works in concert with the State Rehabilitation Council (SRC), which serves in an advisory capacity.
- Council for the Deaf and Hard of Hearing (CDHH) is an independent agency organized under IDVR. This is a flow-through council for budgetary and administrative support purposes only, with no direct programmatic implication for

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IDVR. CDHH's vision is to ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

- There are eight regional offices for VR; Coeur d'Alene, Lewiston, Twin Falls, Pocatello, Idaho Falls, Treasure Valley Central / West / East.
- VR Initiatives for 2023 are Community Rehabilitation Program Improvement and the Apprenticeship Opportunities expansion grant.
- For FY 2022 VR helped 648 students with their post-secondary education and training.
- VR graduates work in a wide range of jobs such as construction, nursing, production, teaching, judgeships. VR graduates earn wages from \$22 to \$50 an hour in their chosen fields.
- Eleven school districts throughout Idaho partnered with VR to provide students with a paid work-based learning experience during their school day.
- Seventeen school districts partnered with VR to provide students with a paid work-based learning experience during the summer. One hundred twenty-nine students participated in this program.
- VR worked with five schools who each had CTE programs to create a program tailored to the students in such diverse experiences as culinary arts, small engine repair and welding; auto mechanic; home repair remodeling, robotics and wood working.
- More than 1500 business engagement plans were in place in FY 2021.
- Challenges persist in the hiring of qualified counselors. To mitigate current staff leaving VR worked with the Division of Financial Management and Division of Human Resources to offer a \$5,000 retention bonus to qualified counselors. That bonus was offered to 55 current counselors.

There were no comments or questions from the Board.

### 3. Next Steps Idaho Update

Sara Scudder, College and Career Access Officer, Idaho State Board of Education gave the Board an update on the Next Steps Idaho (NSI) program.

She informed the Board of the following.

- The number of new visitors to the NSI website has grown by over 22 percent in the past year.
- Returning visitors have also increased by over 22 percent.
- On average the typical student spends over five minutes reviewing the NSI website which means they are looking at more than two pages.
- The greatest increases in usage are coming from Idaho's most rural communities.





- As of today, over 10,000 portfolio users have accessed the website in the past year.
- Most of the NSI users are in 8<sup>th</sup> and 9<sup>th</sup> grade because that is when they can start their career pathway plans.
- Top activities in portfolios are the Learning Styles Assessments that students can take and information on scholarships.
- Goals for NSI
  - increase website traffic from rural schools by 20 percent year over year
  - increase the number of schools and organizations they are working with from 200 to 250 with 50 percent of these being rural schools
  - increase unique authenticated users by 300 percent
  - provide 60 training and support sessions (5 per month) for schools, districts, and adult connectors and support adoption of portfolios by student and adult users alike
- Enhancements for NSI
  - Improvements to make the metrics and login management system easier for districts, administrators, teachers and counselors, and connectors for adults
  - Upgrades to portfolios for adult users and specifically designed activity plans for our adult-serving agencies
  - Resume builder and cover letter generator to build out the activities to get people into careers
  - Deeper integration with Idaho Launch and Idaho Works from Career NSI Career Cards and the site's career information content sections
  - Addition of national school information along with a college discovery center to highlight Idaho's institutions
  - Addition of a programs and majors module with links to Idaho colleges' programs
  - Expansion of scholarship listings to include national opportunities
  - Development of additional curriculum, adding tools for 7th grade and including lessons that meet Idaho CTE's First Steps standards
- Outreach for NSI
  - Hold bi-weekly Education Sessions
  - Workshops with counselors
  - Continuation of individualized training opportunities
  - Digital and broadcast ad campaigns
  
  - Public relations efforts
  - Presentations to associations of school administrators, agency stakeholders, and other connectors (those who can use Next Steps Idaho with those they serve)
- How Can the Board Help NSI?
  - Schedule a one-on-one training and become more familiar with the site





- Talk to schools, employers, families in your life and community about how they can use Next Steps Idaho
- Share our outreach materials (<https://nextsteps.idaho.gov/media-kit>)
- Follow Next Steps Idaho on Facebook & Instagram and share posts with your audiences. Add an endorsement in your “share”

Dr. Hill asked if there was any data to tell how far NSI has reached into rural communities and how far did they still need to go. Mrs. Scudder said she can give anecdotal data about how many times she and her staff have visited rural school districts but nothing in firm numbers.

Mrs. Roach asked if Mrs. Scudder noticed any challenges with broadband access in the rural areas and could the Board help with that. Mrs. Scudder said one of the things that NSI has tried to do is to make the website available via a student’s phone if they do not have web access.

Mrs. Keough said in some rural areas cell phone service is not available as many of the providers are no longer investing in cell phone towers since the population is not there. She wondered if the Board should perhaps discuss this issue further. Dr. Clark asked Matthew Reiber, Education Liaison, Office of the Governor, if he knew more about the federal investment funds for broadband service and he said he would look into this matter further and report back to the Board at a later time.

There were no further comments or questions from the Board.

#### 4. Board Policy – IV.B – Educator Certification – Endorsement Requirements – First Reading

Ms. Bent reviewed the changes requested during the 2022 legislative session.

The proposed amendments are extensive and touch on every existing endorsement. The most substantive amendments are:

- All subjects (K-8), increased the number of credit hours from 20 semester credit hours to 30 while eliminating the requirement that it be accompanied by a second endorsement allowing the instructional staff to teach a specific subject area through at least grade 9.
- American Government/Political Science, adds requirement that coursework includes methods of teaching social sciences.
- Anthropology (5-9 or 6-12), new endorsement in sociology content area.
- Bilingual Education (K-12), adds a requirement for candidate to score an advanced or higher on an oral proficiency assessment conducted by an objective second party.



- Blended Elementary Education/Elementary Special Education (4-6), prohibits use in a middle school setting. • Blind and Low Vision (Pre-K-12), creates a new endorsement. This endorsement is not required to teach students who are blind or have low vision. Replaces the Visual Impairment (Pre-K-12) endorsement.
- Early Literacy (K-3), creates a new endorsement. This endorsement is not required to teach early literacy. There is an existing endorsement that already covers this grade range, Literacy (K-12).
- Humanities (5-9 or 6-12), this endorsement currently requires candidates to earn 10 credits each in at least two difference content areas that fall under the Humanities. Individuals with this endorsement can teach any humanities course. The humanities include: literature, music, word language, humanities survey, history, visual art, philosophy, drama, comparative world religion, architecture, and dance. The proposed amendments would require individuals to take all 20 credits in one of the subject areas, duplicating the existing standalone endorsements and limiting them to teaching only that subject area.
- Social Studies, currently there are two social studies endorsements, social studies (5-9) and social studies (6-12). The endorsement for grades 5 through 9 requires 20 credit hours, five credits each in history, geography, American government/political science or economics. The endorsement for grades 6 through 12 requires a subject specific endorsement in history, American government/political science, economics, or geography and a minimum of twelve credit hours in a second identified subject area, resulting in a total of 32 credits. The new options result in a Social Studies (6-12) endorsement requiring between 32, 36 or 48 credit hours.
- Teacher Leader – Instructional Technology, adds a new endorsement that is not required to provide any type of instruction. Adds to the list of existing teacher leader endorsement of: instructional specialist, literacy, mathematics, and special education. In FY 2022 there were 934 instructional staff with the Teacher Leader - Special Education Endorsement, two with the Instructional Specialist, and 153 with the mathematics focus area. There are no instructional staff with the Teacher Leader – Literacy endorsement.
- Visual Impairment (Pre-K-12), removed. Pursuant to Section 33-1201B, Idaho Code, individuals who held a specific endorsement issued or recognized by the State Board of Education shall continue to hold the specific endorsement and be recognized as holding the specific endorsement even if, in the future, the State Board of Education ceases to issue or recognize such specific endorsements.

Once the first reading is approved, additional stakeholders will have the opportunity to give comment prior to the proposed policy amendment coming back to the Board as a second reading. Ms. Bent noted the Humanities endorsement changes are not recommended to move forward at this time.



## **BOARD ACTION**

**M/S (Clark / Roach) I move to approve the first reading of Board Policy IV.B., Instructional Staff Certificate Endorsements, as provided in Attachment 1, with the exception of the Humanities endorsement.** A roll call vote was taken, and the motion carried 7-0. Board President Liebich was absent from voting.  
There were no comments or questions from the Board.

5. Board Policy – By-laws and I.U. Presidents Leadership Council - Second Reading – Action Item

Ms. Bent said while there were no changes between first and second reading, at the Planning, Policy and Governmental Affairs (PPGA) committee meeting there was a request to tweak some of the language. Since it was too late in the process to make those changes the new language will be brought back to the Board at a future meeting.

## **BOARD ACTION**

**M/S (Clark / Siddoway) I move to approve the second reading of Board policy - Bylaws as submitted in Attachment 1 and Board policy I.U. Presidents Leadership Council as submitted in Attachment 2.** A roll call vote was taken, and the motion carried 7-0. Board President Liebich was absent from voting.

There were no comments or questions from the Board.

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

6. University of Idaho Extension – 4H Youth Development Program

Dr. Clark mentioned that the Board approved, at its regular June 2022 meeting, the University of Idaho 4- H program, subject to school district and public charter school policies and applicable subject area alignment with Idaho content standards. The University of Idaho would like to update the Board on progress they have made with the program so far.

Sunny Wallace, Director of Executive Projects, University of Idaho, shared the following with the Board.

- University of Idaho has been delivering 4-H youth development programs since 1912.
- Idaho 4-H professionals and volunteers serve over 75,000 youth age 5-18 through 4-H club and out of school programs.
- Idaho 4-H serves every community in Idaho, with 42 offices in 44 counties, in addition to 3 offices on tribal reservations.



- UI partners with local school districts, charter schools, and homeschool groups, in addition to larger statewide partners such as the Idaho Department of Education and Idaho Out of School Network, just to name a few.
- Our motto is “Learn by Doing”, where we empower 4-H youth to reach their full potential.
- Through *Learn Everywhere with 4-H*, UI is working with families and schools to identify 4-H projects, where youth will then have to complete and show have they have accomplished mastery. Each project includes working with caring adults, meeting 4-H project requirements for the youth’s appropriate skill level, completing a minimum of 6-hours of project work, in addition to completing a record book, presentation, and project interview. UI 4-H Youth Development faculty have developed mastery check lists which will be used to ensure mastery of 4-H projects.
- UI is targeting two 4-H project areas to refine the process and ensure program quality before opening Learn Everywhere to more youth and projects.
- The first two projects offered include Civics/Government studies projects, particularly the 4-H Know Your Government project, which includes study and culminates with a 3-day event where youth actively make “laws” and argue court cases. They are coached in this by state legislators and members of the court. The youth have different responsibilities and levels of government where they learn and engage in each year of participation. Additionally, they complete a journal or 4-H Record Book to complete the project.
- 4-H Animal Science project – with or without an animal, eliminating barriers to participation. Includes animal husbandry, but also biology, nutrition, and financial literacy. 4-H Members undertake prescribed lessons, must exhibit their project, complete a speech or demonstration and complete their 4-H Record Book.
- UI received a gift of \$50,000 from the Stand Together Trust to help staff and build a replicable program in Learn Everywhere with 4-H. UI 4-H Youth Development Faculty are targeting school districts where existing relationships are strong and also districts identified as progressive as pilots in the first year. Identified pioneer school districts located across the state include:
  1. Hansen SD
  2. Twin Falls County (includes homeschools and charters)
  3. Kootenai County
  4. Melba SD
  5. Owyhee County Schools
  6. Leadore SD
  7. Plummer – Lakeland Elementary at minimum
  8. Bingham County Schools
  9. Bonneville County Schools



There were no comments or questions from the Board.

## 7. Education Staff Shortage Update

Dr. Clark led the discussion by sharing the following with the other Board members. She shared the results of two surveys, one done by the Idaho Association of School Administrators (IASA) conducted requesting feedback on open positions during the month of May. Preliminary results of the survey received during the last week of May showed large fluctuations in open positions as individuals notified school districts at the same time districts were actively filling positions that they already knew would be vacant in the coming school year. The final survey results to the May survey indicated there were 702 open positions (332 in Elementary and 370 in Secondary). There were 452 retirements.

At PPGA's request, IASA ran a follow up survey to get a snapshot in time as we moved through the start of the school year. In the follow up survey 87 school districts responded, providing the following information. There were 134 certified staff openings (62 in Elementary and 72 in Secondary).

School districts also shared what were the hardest to fill positions. They were:

- Special Ed: 68%
- Math: 52%
- Science: 35%
- Elementary: 21%
- Electives: 16%
- English: 11%
- Social Studies: 5.8%
- Other: 29% (CTE, School Psychologist, Language Specialists)

In addition to the survey information, the regional superintendent representative has informed Board staff that they are having equal, if not more difficulty in filling classified staff positions. This category includes paraprofessional and classroom aides.

Dr. Clark said one of the most concerning aspects of this issue is a statement from the May survey that said "we are no longer looking for highly qualified teachers for our classrooms, circumstances have put us in a place where we are looking for a willing body and then we figure out a way to get him or her certified." All of the data shared should therefore give the Board concern about the quality of education. There will be a tremendous need for mentoring and support to help these people with little or no teacher training. And this is a national issue.



Superintendent Ybarra said the long-term concern will be the dips in academics not just from Covid-19 but from folks who do not know how to intervene with students who may have issues with reading or math.

Mr. Gilbert asked if there was a way, as we head into the early spring, to know what the number of teacher / staff turnover might be before summer. Having this data prior to going into Legislative session in January might be helpful. Dr. Clark said teachers are not compelled to give notice until their contract expires which would not be until the end of the school year.

Mr. Gilbert asked Mr. Freeman if it would be the appropriate time to bring this issue up to Legislators to make changes to statute to alleviate this problem. And a discussion concerning classified pay has to be addressed. Superintendent Ybarra echoed that sentiment; that pay raises for both teachers and classified staff needs to be addressed, saying that teachers talk about the huge amount of student debt they rake up getting their educations and with the low salaries being offered they leave the profession to make more money elsewhere.

Mrs. Roach said her understanding is that we are graduating 1200 teachers a year at Idaho universities. Some of the programs do offer teacher mentoring. Ms. Bent said all Idaho teacher prep programs are required to offer a level of entry level mentorship and that training has increased over the years as there are more requirements at the school district level. At the College of Southern Idaho, they offer a mastery-based program. Dr. Clark said some districts have expressed concern because some teachers are not staying long enough to get mentoring.

There were no further comments or questions from the Board.

Board member Gilbert left the meeting at 10:38 a.m. (PT)

## **WORK SESSION**

### **PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

#### **A. Education Performance Measure Review and Discussion**

Ms. Bent led the work session. She shared that the annual performance review is a look back at the previous four years' performance and is based on performance measures last approved by the Board at the June 2021 Regular Board meeting for the institutions and agencies and February 2021 for the Board's K-20 Strategic Plan. The strategic plan performance measures approved by the Board in 2022 are scheduled to be reported to the Board at the October 2023 Regular Board meeting.





This year's performance reporting will be split between two meetings, rather than reviewing the performance measures across the system in one meeting. The October Work Session will focus on the K-12 statewide assessment data that was discussed at the June and August Board meetings and the postsecondary performance measures are scheduled to be discussed in December when the Board discusses the K-20 Education strategic plan. The institution and agency annual performance measures reports are included in the October Work Session agenda material to provide adequate time for review prior to the December regular Board meeting discussion as well as provide an opportunity for the Board to identify specific areas they would like to focus on in December. During the December meeting, Board members will have the opportunity to provide direction to Board staff on amendments the Board would like include for consideration when the Board updates to the K-20 Education Strategic Plan in February.

The October Work Session is also the time when the Board provides direction to staff and the agencies and institutions on any changes they would like to see in strategic plans, performance measures, and benchmarks/performance targets for the Board's consideration in 2022. The Board is scheduled to discuss amendments in December during the Work Session. Approval of any amendments to the K-20 Education System strategic plan are then considered at the February Regular Board meeting and the institutions and agencies plans at the April Regular Board meeting.

The focus of today's discussion can be found at Work Session, Tab A, Page 2, Attachment 2 of the Board agenda materials.

Mrs. Roach said she reads this as 80 percent of students who stay in their district from kindergarten to grade three are testing at 80 percent or better. She asked what were the numbers the Board should be concerned with. Ms. Bent said the English Language Learners (at 62 percent) and the economically disadvantaged (at 70 percent) student numbers are still cause for concern.

Ms. Bent said when looking at assessment growth limited to new IRI tests beginning in 2019 for students at grade level the proficiency level jumps to 90 percent (Work Session, Tab A, page 3, Attachment 2).

Also included in the discussion was Work Session, Attachment 32, a report from SAS on Unfinished Teaching and Learning Results from the COVID-19 Pandemic. Some of the data from the report was as follows.

- In grades 5-8 and 10 ISAT English Language Arts (ELA), students tended to score close to the pre-pandemic expectation, with effect sizes ranging from -0.06 to 0.01, representing little to no impact.
- In grades 5-8 and 10 ISAT Math, there was an observable amount of unfinished teaching and learning represented by effect sizes of -0.17 to -0.07.



- Students who took IRI assessments in Fall 2020 fell short of expectations based on the pre-pandemic average schooling experience with effect sizes ranging from -0.18 to -0.14.
- Students in many schools and districts across Idaho met or exceeded the pre-pandemic expectations, suggesting there are many exemplars that could offer valuable lessons learned. About 50 percent of schools and districts met or exceeded the pre-pandemic expectation in ISAT ELA, about 25 percent of schools and districts met or exceeded in ISAT Math, and over 10 percent met or exceeded in IRI.
- Some student groups exhibited more unfinished teaching and learning than other students, illustrating widening achievement gaps relative to their peers: • Students who are economically disadvantaged • Students learning English • Students who were chronically absent
- Students in virtual schools experienced similar levels of unfinished teaching and learning compared to students not served in virtual schools, but students served in virtual schools tended to experience more unfinished teaching and learning for ISAT assessments and less unfinished teaching and learning for IRI assessments.
- Students in schools classified as “City” and “Rural” tended to experience slightly less unfinished teaching and learning than students in schools classified as “Suburban” and “Town.”

Along with the data SAS has given school districts access to a program called Education Visualization and Analytics Solution (EVAAS) where schools will be able to see individual student level progress all the way into the classroom to help the schools create individualized programs for students.

Dr. Hill asked if any of the data gathered showed that students who continued to get in class instruction did better than those who did remote learning during the COVID-19 pandemic. Ms. Bent said yes, that data is included in the report and yes, students who received in person instruction did fair better than those who were remote learners only.

Ms. Bent said all of these scatter graphs and data being presented today will be available for the general public to review. That web link is; <https://osbe.sas.com/welcome.html> Ms. Bent said what is presented today is only three years' worth of data and the 2022 data will be included in the next month on the website. Current school year data will then be added to the website up to 2024 as it is gathered.

Dr. Hill asked if the contract with SAS was at the State level. Ms. Bent said it was at the State level through the Office of the State Board of Education.



Mrs. Roach asked about the data being available to the public. Ms. Bent said the data is available through the Board's website and that school districts received training virtually on how to access the data earlier this week.

Ms. Bent said overall the data gathered shows that Idaho students did very well in several testing levels.

Ms. Bent also noted the annual transfer and articulation report is included in the agenda material. This report is required to be compiled from the postsecondary institutions annually. Currently, there are discrepancies in how the data being reported by the institutions that still need to be resolved. Some institutions are only providing a sampling of transfer activity and then applying to the student body while the statute requires all transferred credits be reported.

Before the discussion ended Ms. Bent asked the Board to prepare for the December Board meeting by preparing any questions around Work Session, Attachment 1, Tab A, Page 1, K-20 Education Strategic Plan Performance Measures FY 2022.

There were no further comments or questions from the Board.

## **INFORMATIONAL**

### **SDE**

1. Elementary Secondary School Accreditation Report, 2021-2022

There were no comments or questions from the Board.

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

## **BOARD ACTION**

**M/S (Clark / Hill) I move to adjourn the meeting at 11:10 a.m. (PT).** A roll call vote was taken, and the motion carried 6-0. Board President Liebich and Mr. Gilbert were absent from voting.