Mission statement: North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

EXECUTIVE SESSION - Idaho Code Section 74-206*

6:00 p.m.
CONVENE BOARD MEETING/CALL TO ORDER
Pledge of Allegiance
Verification of Quorum/Introduction of Guests
Review Minutes
Public Comment**
Celebrating Success: Student Health Services Partnership 15 minutes Tim Gerlitz / Mike Baker, Heritage Health Chief Executive Officer

SPECIAL REPORT
Student Wellness & Recreation Center Update 15 minutes Sarah Garcia / ALSC Architects

CONSTITUENT REPORTS
ASNIC 10 minutes Colin Colquhoun
Staff Assembly 10 minutes Teresa Henderson
Faculty Assembly 10 minutes Erin Davis
Senate 10 minutes John Trombold

PRESIDENT’S REPORT 10 minutes Joe Dunlap

OLD BUSINESS
Tab 1: SECOND READING: Revised Policy #3.02.25 Holiday Pay 5 minutes Chris Martin/ Erin Norvell
Tab 2: FIRST READING: Reduction in Force Policy 10 minutes Joe Dunlap

NEW BUSINESS
Tab 3: Approval of Head Start Grant 10 minutes Beth Ann Fuller
Tab 4: FIRST READING: College Calendars Academic Years 2025-26 & 2026-27 5 minutes Graydon Stanley
**Upcoming Events**

- **“Postcards” Wind Symphony Concert**
  - March 23 7:30 p.m. – Schuler PAC
  - March 23 – SUB

- **Chief Morris Antelope Art Dedication**
  - April 4 p.m. – Centennial Trail bulkhead

- **NIC Foundation Campaign Kick-off Luncheon**
  - April 11 12:00 SUB Lake CDA Room
  - April 11 1 p.m. SUB Lobby

- **Musical Roots Concert**
  - April 19 7:30 p.m. – CDA First Presbyterian Church

- **KCTFHR Human Rights Banquet**
  - April 22 – Best Western CDA Inn

- **NWCCU Mid-cycle Evaluation & Visit**
  - April 25 & 26, 2016

- **NIC Jazz Music Concert**
  - April 26 7:30 p.m. – Schuler PAC

- **Presidential Candidate Interviews/Forums**
  - Week of April 25 (Tentative)

- **NIC Board Meeting**
  - April 27 – SUB

- **NIC Orchestra Concert**
  - April 28 – Schuler PAC

- **NIC Mother’s Day Music Concert**
  - May 8 2 p.m. City Park Bandshell

- **NIC Commencement Breakfast & Ceremony**
  - May 13 – SUB & Gymnasium

- **NIC Board Meeting**
  - May 25 – SUB

- **NIC Board Meeting**
  - June 22 - SUB
BOARD WORKSHOP

Accreditation

At 5:05 p.m., Chair Howard called the workshop to order. Dr. Karen Ruppel, NIC’s student learning outcomes assessment and accreditation coordinator opened her presentation by explaining the transition from the former 10-year accreditation cycle to the current seven-year cycle and she reviewed the process through which the college has moved under the newer standards. She went on to explain what evaluators will look for during their visit in April for the college’s mid-cycle evaluation and the trustees anticipated role. She reviewed the various sections of the report and appendices and described the relevance and relationship of college’s accreditation core themes to business the college and the board have undertaken over the past several years.

During the review of the annual core theme report, Trustee Nilson asked what caused scores for certain core themes to fall below the level of meeting or exceeding expectations, what will be done to ensure those areas score higher and how we quantify student success. Ruppel explained that the college uses at least three years of data from different sources such as IPEDs and the Voluntary Framework of Accountability to set expectations. She added that data from IPEDs, VFA, and external survey data, is aggregated and compared to other institutions. She went on to state that there are several initiatives, such as guided pathways, and statewide General Education Matriculation that will aid in student success and will help us improve scores. Dr. Dunlap explained that the community college board chairs and presidents have spent much time on defining student success utilizing the Voluntary Framework of Accountability that will enable the community colleges to account for those students earning certificates and moving on to the workplace or students completing transfer courses and transferring to four-year colleges.

Trustee Banducci asked if the construction of three new facilities would have an impact on the physical resources objective described in the report. Vice President Lita Burns expressed her agreement that the new facilities will help with this area and she went on to say that although buildings aren’t currently addressed in the core themes report, the core theme review is an annual process which allows the college to evaluate what is being measured, and that measures will evolve to help demonstrate that we are achieving mission fulfillment.

Chair Howard expressed concern about why we haven’t adopted the VFA’s definitions of student success and incorporated them in our measures. He further expressed concern that we’re reporting that there were not enough measures established to evaluate the community engagement and diversity core themes and further commented on several ways that the board engages the community that could be used as measures for that theme. Ruppel responded that we can present much anecdotal evidence about ourselves and what we’re doing, but the commission wants us to present evidence of outcomes based on the analysis of data and she added that the collection of data is a challenge.

Dr. Ruppel invited the trustees to provide any input they may have on the report and she reviewed a timeline for report submission and the evaluators’ visit in April.
Trustee Meyer requested that the baselines be refined for some of the measures and she thanked Dr. Ruppel for her work on the report.

**CALL TO ORDER AND VERIFICATION OF QUORUM**
Chair Ken Howard called the meeting to order at 6:15 p.m. and verified that a quorum was present.

**ATTENDANCE**
Trustees: Todd Banducci
            Judy Meyer
            Ron Nilson
            Ken Howard

Also present: Joe Dunlap, President
              Marc Lyons, Attorney for North Idaho College
              Mark Browning, Vice President for Communications and Governmental Relations
              Lita Burns, Vice President for Instruction
              Chris Martin, Vice President for Finance and Business Affairs
              Graydon Stanley, Vice President for Student Services

Chair Howard led the board and meeting attendees in the Pledge of Allegiance. He then asked Trustee Banducci to read, aloud, the college’s mission statement and he then welcomed attendees and guests to the meeting.

**APPROVAL OF MINUTES**
Chair Howard called for any changes to the minutes from the meeting held on January 20, 2016 and the special meeting held on February 2, 2016. There being none, the minutes were accepted, as presented.

**PUBLIC COMMENT**
None.

**CELEBRATING SUCCESS**
NIC Music Instructor Terry Jones presented information about the JAZZ NIC annual music festival and described benefits it brings in to the college, including the event’s recruiting potential, the inclusion of local school teachers in ensembles and free concerts for the public.

**CONSTITUENT REPORTS**

*ASNIC*
ASNIC President Colin Colquhoun opened by reporting that the open senate seats have been filled. He went on to report that senators took part in vendor presentations for the college’s learning management system, that one of the senators is working on a feasibility study for a multicultural center for the campus and others are working on improving the signage related to the college’s tobacco free policy. He went on to report that he recently traveled to Boise to attend the community college luncheon where he addressed legislators and he closed by reviewing several upcoming student events.

*Staff Assembly*
Chair Jessica Grantham reported that during their February meeting staff received a presentation from the NIC Foundation on the employee giving campaign and they received an update on the FY17 budget process and a President’s Cabinet report on the results of Institutional Optimization.
She reported that she shared results from a staff survey on the Reduction in Force proposal and the group reviewed the contents of the presidential search website.

*Faculty Assembly*
Chair Erin Davis reported that during their February meeting, faculty received an update on the FY17 budget process and she reported that the library had hosted a luncheon for the newly hired faculty reference librarian and invited faculty to attend and meet her.

*Senate*
Chair John Trombold reported on activities from the January and February Senate meetings including the policies that were reviewed and either approved or tabled at each meeting. He went on to read a resolution passed by Senate requesting that following its first reading by the board, the Reduction in Force proposal be returned to Senate for review and comment. Chair Howard commented that the process for the RIF proposal is for the board to have a first reading, and the time between the first and second reading provides an opportunity for the board to receive comment. He encouraged those interested in providing input to take advantage of that opportunity and expressed his hope that input would be provided in writing.

**PRESIDENT’S REPORT**
Dr. Dunlap opened by thanking Karen Ruppel for her accreditation workshop presentation. He went on the report that the men’s basketball team finished its regular season with a record of 30-0 and the women’s team finished 20-8. He continued by reporting on the faculty art show currently on exhibit in the Corner Gallery in Boswell Hall and a recent high school welding competition hosted by NIC. He commented that now that institutional optimization process is concluded, an institutional master plan will be completed and a draft provided to the trustees in April. He next reported that the NIC Foundation will kick off the public phase of the fundraiser for the CTE facility on April 11 and he thanked Trustee Nilson and members of the NIC Foundation Board for hosting a recent capital campaign event. He expressed his thanks to ASNIC President Colin Colquhoun for representing the college at the legislature.

**KTEC REPORT**
Trustee Nilson reported that during the KTEC Board meeting, the group received a presentation by the robotics team made up of students from the three high schools. He went on to report that in addition to receiving their certificates when they finish at KTEC, students receive college credit. He commented on a recent article from the Harvard Business Review related to the need to improve the labor market in the US.

Following Trustee Nilson’s report, Trustee Meyer reported on the meeting she attended instead of the KTEC meeting, which was an update from the County Commissioners hosted by the Coeur d’Alene Chamber. A brief discussion ensued about education’s role in working with authorities and others to provide education for those incarcerated or in the courts system.

**OLD BUSINESS**
*Revised Policy 3.02.22 Annual Staff Performance Appraisals*
VP Chris Martin presented revisions to the Annual Staff Performance Appraisals policy for a second reading and he requested board approval. Trustee Nilson requested that in the future, individual policies be presented and summarized separately and he then made a motion to adopt revisions to Policy 3.02.22. The motion, seconded by Trustee Meyer, carried unanimously.
Revised Leave Policies
VP Martin opened by stating that the administration is requesting that Policy #3.04.01.01 be withdrawn and returned to Senate for further review. Chair Howard stated that at the time it comes back before the board, it will be considered a first reading.

Chair Howard called for a motion to approve revisions to Annual Leave Policy 3.04.02. Trustee Meyer made a motion to approve revisions. The motion, seconded by Trustee Nilson, carried unanimously.

Chair Howard called for a motion to approve revisions to Jury Duty Leave Policy 3.04.04. Trustee Meyer made a motion to approve revisions. The motion, seconded by Trustee Banducci, carried unanimously.

Chair Howard called for a motion to approve revisions to Military Leave Policy 3.04.05. Trustee Banducci made a motion to approve revisions. The motion, seconded by Trustee Nilson, carried unanimously.

VP Martin stated that the administration is also withdrawing policies 3.04.06 and 3.04.06.01 because recent changes to the Affordable Care Act impact these policies and the administration wants to review them further. He went on to say that policy 3.04.06.02 was also being withdrawn for further review. Chair Howard restated the board’s position that when these policies are again before the board, they will be considered a first reading.

Status of Reduction in Force Proposal Review
Chair Howard stated that this opportunity was provided so that constituent leaders could bring forward comments from their assemblies about the RIF proposal. Staff Assembly Chair Jessica Grantham reported that following the board workshop on RIF in January, a survey was provided to staff to gather input specific to the bumping clause and she stated that staff voted 2 to 1 in favor of eliminating the bumping clause from the policy. Faculty Assembly Chair Erin Davis reported that faculty remain concerned about the policy and procedure being combined, but that they are in favor of the inclusion of item 7 under RIF principles regarding non-tenured faculty being impacted prior to tenured faculty. She continued by reporting that faculty are in favor of the sentence added to the bottom of page 1 which states that the provisions of the policy will not be used for the sole purpose of terminating employees for substandard performance, incompetence, or misconduct, and she added that some faculty felt it would also be good to strike the word “sole” from this sentence. She stated that faculty still agree that eliminating bumping rights would be good, but also feel that this element impacts staff more than faculty.

Trustee Banducci pointed out that in comments received through the Staff Assembly survey, a staff member had mentioned the Federal Worker Adjustment and Retraining Notification Act, which generally requires 60 days’ notice to employees, where the draft policy states 30 days’ notice. VP Martin stated that he would work with legal counsel to ensure the policy language is in compliance.

NEW BUSINESS
Revised Policy 3.02.25 Holiday Pay
VP Martin presented revisions to Holiday Pay Policy 3.02.25, stating that revisions clarify the use of holiday pay, call out that this policy relates to hourly non-exempt employees and correct the calculation of holiday pay. Trustee Nilson pointed out that the example given in the policy to show the calculation still shows it as a rate of 2.25 times an employee’s regular hourly pay. VP Martin responded that this is an error and the policy will be corrected prior to the second reading to show
the correct rate of 1.5 times the employee’s regular rate of pay. This was a first reading and no action was taken.

INFORMATION ITEMS

Career Technical Education Facility Update
VP Martin provided an update on the CTE facility, stating that the roof is on and the wall on the manufacturing side of the building is up. He added that 450 yards of concrete are being poured this week with another 100 going in to complete the second floor deck and he added that in the last two weeks over 16,000 square feet of pours were completed.

Legislative Session Update
VP Mark Browning reviewed the status of proposed legislation related to education. Trustee Nilson pointed out that when the board voted to oppose the bill related to community college re-districting, he was in favor of the legislation. There was a brief discussion about the timing related to the board’s work to form its five separate districts. Browning went on to review items in the Governor’s budget recommendations related to NIC.

BOARD CHAIR REPORT
Chair Howard reported on the board’s visits with the legislature, the Governor and other state agencies in January. He went on to report that during the Idaho Community College Consortium meeting earlier in the month, the group discussed the legislation on community college trustee zones and the potential for a program for educating inmates. He closed his report with an update on the presidential search.

REMARKS FOR THE GOOD OF THE ORDER
There were no remarks.

The meeting was adjourned at 7:45 p.m.
SUBJECT
Revised Policy #3.02.25 – Holiday Pay

BACKGROUND
Policy #3.02.25 has been reviewed by appropriate staff as part of the college’s comprehensive policy review process.

DISCUSSION
Policy #3.02.25 – Holiday Pay: Revisions have been made to clarify the use of holiday pay and call-out for hourly non-exempt employees and correct the calculation of holiday pay. During the board’s first reading of the policy, it was brought to the attention of the administration that the policy reflected an incorrect rate of overtime applied for employees working on a holiday. The policy has been further revised to correct that rate.

COMMITTEE ACTION
This policy has been reviewed and approved by President’s Cabinet and the College Senate.

FINANCIAL IMPACT
None.

REQUESTED BOARD ACTION
Request the board consider a motion approving revisions to Holiday Pay Policy #3.02.25.

Prepared by:
Chris Martin, VP for Finance and Business Affairs
Policy Narrative

This policy applies only to Category IV employees.

In the event employees are required by their supervisor to work on one of the ten holidays recognized by the NIC policy manual, they shall be compensated at 1.5 times their normal hourly rate of pay. Upon the employee's discretion, the employee may be credited with compensatory time at the rate of pay of 1.5 times the hours worked rather than receiving monetary compensation. The employee is required to use any earned compensatory time for holiday pay within 30 calendar days after the holiday shift worked.

The holiday date is defined as the 24 hour period beginning at 12:00 midnight and continuing until the following midnight except when the actual holiday falls on a Saturday or Sunday and then it shall also include the Friday preceding the holiday or the Monday following the holiday.

Employees who are required to work on the recognized holidays will be paid a minimum of 2 hours pay at the holiday rate.

Example: An employee is called in to work on President’s Day. After arriving on campus the employee works 1 hour and then goes home. This employee is credited with 2 hours (the minimum) of work at a pay rate of 1.5 times the employee’s regular rate.
In the event employees are required to work overtime on one of the 10 holidays, their compensation rate (either as pay or time off), will be at 1.5 times the holiday pay rate or 2.25 times the regular compensation rate.

Example: An employee is called in to work on President’s Day and has already completed 40 hours of work during the week. After arriving on campus the employee works 1 hour and then goes home. This employee is credited with 2 hours (the minimum) of work AT A HOLIDAY RATE OF 1.5 TIMES THE REGULAR RATE at an OVERTIME RATE OF PAY OF 1.5 times the holiday-pay.

This policy applies only to eligible classified non-exempt (hourly) employees.

In the event that the needs of the College necessitate that an employee must work on a holiday which is recognized as a paid holiday by the College, the employee shall be compensated at 1.5 times their normal hourly rate of pay for hours worked in addition to regularly scheduled holiday pay.

**Holiday Date Defined**

The holiday is defined as the single 24 hour period beginning at 12:00 midnight and continuing until the following midnight. When the actual holiday falls on a Saturday, the College observes the holiday the preceding Friday. If a holiday falls on a Sunday, the College observes the holiday on the following Monday. Actual holidays and holiday observances are documented on the official College calendar.

If the holiday falls on a Saturday or a Sunday and an employee is required to work on both the observed holiday date (either Friday or Monday) and the actual holiday date (Saturday or Sunday), the employee will only receive holiday pay for one of those dates, as the College only recognizes one 24 hour period per recognized holiday. The only exception to this is the extended Thanksgiving holiday break and the extended winter holiday break, for which the College observes multiple days.

**Minimum Call-In Holiday Pay**

Employees who are called in and required to work on a holiday will be paid a minimum of two hours pay at the regular holiday rate or actual time worked, whichever is greater.

**Example:** An employee is called in to work on President’s Day. After arriving on campus the employee works 1 hour and then goes home. This employee is credited with two hours (the minimum) of work at a pay rate of 1.5 times the employee’s regular rate in addition to their regularly scheduled holiday pay.

<table>
<thead>
<tr>
<th>Minimum Call-In Holiday Pay</th>
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<tbody>
<tr>
<td>Normal Rate of Pay</td>
<td>$10.00/HR</td>
<td></td>
</tr>
<tr>
<td>2 Hour Call In (OT Rate, 1.5)</td>
<td>$30.00</td>
<td>2 Hours @ $15.00/HR</td>
</tr>
<tr>
<td>2 Hours of Holiday Pay</td>
<td>$20.00</td>
<td>2 Hours @ $10.00/HR</td>
</tr>
<tr>
<td>Total Example Call-In Holiday Pay</td>
<td>$50.00</td>
<td>2 Hours @ $25.00/HR</td>
</tr>
</tbody>
</table>
Overtime Holiday Pay
In the event an employee works more than 40 hours during the week of a holiday, the employee will be entitled to an overtime pay rate of 1.5 for all hours worked over 40, in addition to regular holiday pay.
SUBJECT
Reduction in Force (RIF) Policy

BACKGROUND
In the past two years, the staff, faculty and administration of North Idaho College have engaged in the review of all institutional policies. However, policy 3.02.26, Staff Reduction Due to Financial Exigency, was initially evaluated and revisions were proposed in the spring of 2011. The proposed revisions were debated by the College Senate with counter proposals offered over the course of past four to five years.

A draft representing the work of President Joe Dunlap, members of the Faculty Assembly and the College Senate in revising previously proposed RIF policies was presented to the board in October 2015 as an information and discussion item. The revised draft was accompanied by a copy of the associated procedure, which had been concurrently revised and approved by the College Senate.

In November 2015, the board held a workshop to further review and discuss the proposal. During those discussions, a recommendation was made to combine the proposed policy and procedure and to make several other adjustments for future board review and consideration.

In December 2015, a combined proposal, dated December 9, 2015, was presented to the board and made available for employee review. In January 2016 the board held another workshop during which employee input on the combined proposal was received and the board agreed the proposal would be brought up for a first reading in March 2016.

DISCUSSION
The Reduction in Force Policy being presented to the board at this time fully incorporates all of the adjustments made following the November 2015 workshop and presented to the board and the college community in December 2015. No other changes have been made.

FINANCIAL IMPACT
None

REQUESTED BOARD ACTION
This is a first reading and no action is requested at this time.

Prepared by
Joe Dunlap, President
Draft Policy

Purpose and Scope:

North Idaho College highly values the contribution of all employees and recognizes the significant personal consequences related to a reduction in force. The board does recognize that any reduction in force will have an impact on the individual employees affected. Therefore, the North Idaho College Board of Trustees (the “Board”) seeks, by this policy, to ensure that an equitable process will be followed to implement changes associated with a reduction in force plan. The plan will be administered without prejudice and will seek to sustain collegiality, respect, and professionalism among employees and to minimize disruptions to students. The focus of the plan will be to continue to maintain and achieve the college’s mission and goals.

The North Idaho College Board of Trustees (the Board) acting in its governing capacity and in its sole discretion, may adopt a Reduction in Force Plan to more efficiently dedicate resources to achieve the primary purposes and goals of North Idaho College (NIC). As part of its evaluation of whether reduction in force is appropriate, the Board will direct the President to prepare a Reduction in Force Plan for Board consideration. A Reduction in Force Plan will utilize institutional data from a variety of sources as a basis for decision making. A Reduction in Force Plan may also be adopted when the Board, in the exercise of its governing responsibilities, declares a financial emergency. A financial emergency means a demonstrable condition of significant financial stress that adversely affects the institution as a whole. This emergency may be caused by circumstances that may include, but are not limited to, the following:

1. Inadequate or significant reduction in funding for a period projected to be more than one year;
2. Reduction in overall institutional enrollment and industry demand compared to the previous ten years;
3. Sudden degradation of program or college facilities due to natural disasters;
4. Organizational changes that prompt an across-the-college adjustment to staffing needs.

The Board’s adoption of a Reduction in Force Plan is discretionary and is not subject to appeal or contest by any employee in any grievance or appeal procedure; however, employees specifically identified for layoff under this policy may appeal the decision to the President who will evaluate whether the Reduction in Force procedures were followed and appropriate criteria were applied in arriving at the decision to lay off the employee. The provisions of this policy are not to be used for the sole purpose of terminating employees for substandard performance, incompetence, or misconduct.
This policy prescribes the manner in which NIC employees may be released should a reduction in force be announced by the Board. Alternatives to layoffs will be evaluated before a reduction in force occurs. A reduction in force may involve the elimination of courses, majors, degree tracks, programs and/or departments, resulting in the layoff of tenured faculty, non-tenured faculty, contract employees before the end of their contract term, and other employees. A reduction in force may also result in the non-renewal of annual contracts.

It is understood that this policy shall not apply in termination for cause and/or resignations, layoffs and dismissals unrelated to the Board’s direction to implement a RIF.

This Reduction in Force Policy is not superseded by any NIC employment termination policies or procedures. Any employee remedies for termination of employment due to RIF are limited to the due process rights contained herein.

**Developing the Board of Trustees Directed Reduction in Force Plan:**

Once a decision is made by the Board of Trustees to implement a Reduction in Force [RIF], the President shall formally inform the college campus that the college administration will be formulating a RIF plan. Institutional data from a variety of sources, such as program reviews, will provide the foundation for that plan. Once the draft plan is developed, the President shall submit the plan to the College Senate for distribution to constituent groups affected and allow a minimum of four (4) weeks for review by the College Senate, during which time the College Senate will prepare and deliver a written response to the President articulating recommendations for the President to consider. Thereafter, the President shall provide a written Reduction in Force Plan to the Board for approval.

Recommendations from the College Senate that are not incorporated into the final plan by the President will be provided to the Board, together with the final written plan proposed by the President.

When developing the plan, the primary focus will be on maintaining and achieving the college’s mission and goals, including student success, instructional and educational excellence, and community engagement.

**RIF Principles:**

1. A RIF will not be used to target specific employee groups. The entire college community and all employee groups will be considered in RIF implementation.
2. College financial reserves may be used for a duration of not more than the current fiscal year to mitigate or offset temporary effects of the proposed RIF in order to provide the college time to determine if contributing conditions leading to a RIF stabilize prior to implementation.
3. Institutional data, including program review data, will provide the foundation for evaluating programs and service areas. Other data sources may also be used as necessary to support the decision-making process.
4. The RIF will only extend to the degree that is necessary to accomplish the goal.
5. The RIF plan will include consideration of employees who have decided to depart or retire from the institution by the end of the fiscal year.
6. Consideration will be given to employees’ performance, tenure, seniority, specialty, and or qualifications.

7. Non-tenured faculty will be impacted prior to tenured faculty.

8. Low enrolled courses will not automatically be considered for elimination depending on whether there is a documented need to offer these courses that are required for graduation. Examples may include General Education, Transfer and CTE courses.

9. Since any layoff is a severe economic and personal loss, options for reduction of overtime/overloads, offering furloughs, reassignment within the college to vacant positions for which employees are qualified, and other alternatives will be considered.

10. Deans and divisional chairs will provide recommendations to their respective VPs to be considered in development of the RIF plan.

Final Reduction in Force Plan submitted to the Board of Trustees for Approval will include but not be limited to the following:

1. Rationale for the Reduction in Force decision.
2. The financial goal in implementing the RIF.
3. How enrollment and labor data trends are considered in the process.
4. What departments, programs, service areas, courses, majors, or degree tracks may be directly impacted and the degree to which that area may be affected, what employee positions may be directly affected, and the basis for these considerations.
5. How departments, service areas, programs, courses, majors or degree tracks may be impacted, including the number of positions that will be directly affected, how students will be impacted, and the expected duration of the RIF to include time to teach-out existing students enrolled in an affected program.
6. What categories of employees within the framework of the plan may be directly affected.
7. The fiscal impact of the plan on the college.
8. Any other data deemed pertinent.

Criteria for Layoff:

The President may consider factors including, but not limited to, the following, when identifying employees for a reduction in force:

1. The impact on the college’s mission.
2. Most recent institutional data, including program reviews.
3. The need to maintain necessary programs or services.
4. The need to provide students with the ability to complete a program.
5. The position(s) and/or classification(s) affected.
6. An employee’s contributions to the mission of the college.
7. An employee’s length of service and/or tenure at NIC.
8. An employee’s specialized training, skills, licenses or special certification for a particular function.
9. An employee’s total work experience in the field, including applicable non-NIC college experience.

10. An employee’s history and performance evaluations.

**Notice Requirements:**

Upon approval of a Reduction in Force Plan by the Board, the President shall communicate the following information, in writing, not less than thirty (30) days in advance of the effective date of the reduction in force plan, to each affected employee. The college will make an effort to ensure that affected faculty members are able to complete instruction of their respective course(s) for the semester. The written notice will include the following:

1. The reason(s) for the reduction in force.
2. The effective date.
3. A description of the basis and criteria for the decision to terminate the affected employee.
4. The benefits to which the employee is entitled.
5. The opportunity and process for the affected employee to appeal and respond in writing to the President.

**Notice of Openings:**

The College will make a reasonable effort to retain contact information of employees laid off for two years following the effective date of the RIF, but the employees will have the primary responsibility for updating their contact information with the human resources office. The College will make a reasonable effort during that time to notify such employees of an opening at the College pertaining to their prior position with the College and inviting them to apply for the opening.

**Appeal:**

Employees who are identified for layoff by the President, may appeal the decision to the President within fifteen (15) days of receipt of notice of layoff, by submitting a written request for appeal to the President setting forth the grounds for the appeal and an explanation of the facts supporting the employee’s appeal. The President will evaluate whether the established and approved process was followed and whether appropriate criteria were accurately applied in arriving at the decision within 60 days of the receipt of the appeal. The decision of the President is final.

**Benefits:**

Employees laid off pursuant to this policy are entitled to the benefits to which any laid off employee would be entitled under law and Board Policy.

**Procedure:**

There are no accompanying procedures for this policy. Any changes made to this policy will require input from the College Senate, as per NIC Governance-Initiation of Policies, 2.01.04.
Faculty input provided through Faculty Assembly Chair Erin Davis

1. Faculty feel strongly that RIF principle #7 “Non-tenured faculty will be impacted prior to tenured faculty” should remain in the policy. Trustee Nilson expressed concern over this during the January RIF workshop. However, we believe that NIC’s rigorous tenure evaluation system should be respected should a RIF occur. Tenured faculty not only go through a three-year rigorous evaluation process in order to become tenured, but they are re-evaluated for tenure every three years, and each year we are informally evaluated by our division chairs and formally evaluated by our students. The inclusion of this statement does not prevent tenured faculty from being affected by a RIF, but it does ensure that tenure will be respected during a RIF process.

2. Faculty strongly support the last sentence at the bottom of page one: “The provisions of this policy are not to be used for the sole purpose of terminating employees for substandard performance, incompetence, or misconduct.” NIC already has policies in place for dealing with individual cases of employee incompetence or misconduct. This statement ensures that a campus-wide RIF would not be abused by future boards or administrations as a pretense for terminating underperforming employees. In fact, Faculty Assembly recommends that the word “sole” be struck from that statement.

3. Faculty are fine with the removal of “bumping rights” from the policy. Since this affects staff more than faculty, we defer to staff’s opinion on this.

4. Faculty are fine with “employees’ performance” being included in item 6 of the RIF principles as long as tenure remains as one of the considerations in item six and “Non-tenured faculty will be impacted prior to tenured faculty” remains as item 7.

5. I have communicated the BOT’s reasoning for combining policy and procedure to faculty. The Assembly remains concerned that doing so might set a precedent for future boards, even though that is not the intention of the current board. Because faculty have continued to express their concerns on this, I felt it was my responsibility to share that with the Board of Trustees again last night.

6. Faculty feel strongly that item 2 under circumstances that may cause a RIF, “Reduction in overall institutional enrollment and industry demand compared to the previous ten years” remain in the policy to ensure that a RIF is not enacted as a response to short-term, cyclical enrollment fluctuations.
SUBJECT
North Idaho College Head Start Grant Application with Narrative
North Idaho College Head Start Five Year Goals

BACKGROUND
North Idaho College has served as the grantee for the North Idaho College Head Start since August 1, 1974. NIC Head Start is a school readiness program that provides education and support for young children and their families. NICHS has nine sites in all five northern counties, currently serving 293 children.

DISCUSSION
In accordance with the Head Start Act, North Idaho College Head Start Policy Council met and approved the NICHS grant application on March 18, 2016. The grant application must then be reviewed and approved by the NICHS Governing Body, which is the North Idaho College Board of Trustees. The NICHS grant application and the accompanying grant documents must be signed by the NIC Board Chair and submitted to the Region X Office of Head Start no later than April 1, 2015. This grant application is for the second year of the five year definite grant period.

Also attached are NICHS Five Year Goals for five-year definite grant period beginning July 1, 2015.

FINANCIAL IMPACT
The Head Start grant is federal funding from The Department of Health and Human Services/Office of Head Start.

REQUESTED BOARD ACTION
Approvals: NIC Head Start grant application for program year July 1, 2016 to June 30, 2017.

Prepared by
Beth Ann Fuller
North Idaho College Head Start Director
# Table of Contents

Section I. Program Design and Approach to Service Delivery ......................................................... 2

A. Long Range Goals, Objectives and Program Impacts ................................................................. 2

B. Service Delivery .......................................................................................................................... 8

C. Approach to School Readiness ................................................................................................. 29

D. Parent, Family and Community engagement (PFCE) ............................................................... 30

E. Governance, Organizational and Management Structure, and Ongoing Oversight........... 32
Section I. Program Design and Approach to Service Delivery

A. Long Range Goals, Objectives and Program Impacts

North Idaho College Head Start (NICHS) set long-range goals and objectives through a process of self-assessment, program improvement goal setting, and forecasting for our five-year grant period, culminating in goals and objectives for each of our 5 years. Both Policy Council and the Board of Trustees approved our process for self-assessment which is conducted by members of all stakeholder groups, staff, parents, Policy Council and community stakeholders. Our 5-Year Program Goals were developed over a two day process of data sharing, risk assessment, forecasting and goal setting that culminated in a comprehensive plan with inspiring and innovative goals in four broad content areas, including a focus on school readiness and family engagement. In this first year of our five year grant period, we have made progress and reassessed our strengths and needs. Our 5 year goals, including objectives are still relevant for our upcoming second year of the grant period.

Through a thorough community assessment, several priorities were identified. In our first year, we have updated our community assessment with additional data reflecting the issues facing our communities. Through the assessment of the following facts about vulnerable populations of children and families, our program services are reflective of the needs of families who can benefit the most from comprehensive Head Start services.

Health:

The health risk behaviors for our service area that remain high or increased over the years such as health and proper nutrition, food instability, and lack of oral health access, give opportunities for educational training, and formation of support networks to impact the health
of children and families. Using motivational interviewing, staff will inspire families to set life-changing goals in health.

Percentages for births to mothers who smoke are lower over the last few years for all counties except Benewah, which has been steady. There were increases in preterm births in 2011 in Bonner and Shoshone counties. Seeking updated information would be helpful to determine the ongoing trends in this area. The addition of specialized neonatal physicians at Kootenai Health and the development of a Level II neonatal nursery will increase care for these infants and may even help reduce preterm births.

Information on Idaho oral health efforts and lead awareness and tracking are important for the program to be aware of and implement. These represent an increased activity and broader involvement in addressing these issues in the last five years.

**Nutrition:**

Information available by school district and elementary school gives valuable information on free and reduced lunch counts in our areas for recruitment of Head Start eligible families, possible locations of new centers and support needed for families living in that attendance area. High percentages of free/reduced meal qualifiers include: Borah Elementary in Coeur d’Alene at 77% (Kootenai County), Sunnyside Elementary in Kellogg at 76% (Shoshone County), Lakeside Elementary in Plummer at 80% and Upriver Elementary-Jr High in Fernwood at 78% (Benewah County) have the highest number of qualified students – all over 75%.

The number of Backpack Food Programs reported by Second Harvest Food Bank also suggest a high need for food for children and families in the entire area. Two of our centers are currently participating in backpack programs for all enrolled families.
Possible parent programming related to planning healthy meals on a budget, buying and storing foods and preparing meals could be implemented through parent trainings and resources.

Numbers of children age 0-4 on food stamps have decreased in Benewah, Bonner, Boundary and Kootenai counties but have remained relatively stable in Shoshone County.

Food insecurity is higher than the state rate in all counties except Kootenai. Food insecurity for children is higher than for the overall population in all counties and higher than the state rate for all counties surveyed except Kootenai. Although there appears to be a large number of food banks in the counties served and a large amount of food is distributed, most food banks report that they cannot meet the current need and must limit the number of times people can access assistance each month.

**Child Care:**

IdahoSTARS is our state approved professional development and child care licensing system, with a number of providers participating, especially in Kootenai County. In Benewah, Boundary and Shoshone Counties, there are few licensed providers listed in IdahoSTARS.

There is no way to tell the number of non-licensed providers or the extent of care provided by relatives. However, our yearly parent survey strongly suggests that full-day full-year child care centers is accessed by only a small percentage of our families (10%). Relative care or other forms of care percentages for current families is 38%, with a large percentage stating they do not require formal child care outside of the Head Start day (32%).

**Education:**

According to the Kids Count data center, table 9.1 summarizes the number of mothers per year who do not have a high school diploma. Data was available for 2007-2011 only but does
illustrate a trend over time with the highest percentage in the most recent year in Shoshone, Benewah and Boundary counties, followed by Bonner and then Kootenai County.

Another set of older data (2003) shown is the Basic Prose Literacy Skills (table 9.2) of persons in the five counties reviewed. Percentages hovering at the 10-13% level mean that a possible 14,400 to 18,700 people need literacy skills to assist them in functioning in everyday life.

One unique and helpful tie with our grantee is access to ABE/GED services. Our grantee offers scholarships and free tutoring to our families for GEDs. Each year we have been able to offer this as a resource and at least 10 parents have received their GEDs each year.

Post-Secondary education opportunities are available in all counties that NICHS serves.

**Disabilities:**

Infant Toddler Program enrollment through identification with an Established Medical Condition has steadily increased since 2011 in both Bonner, where it has almost doubled, and Kootenai counties with a lesser increase in Shoshone County. The numbers in Benewah and Boundary counties have remained fairly constant. The number of children served in Kootenai County has increased by just over 100 children since 2011, an increase of 43%. ITP staff in all counties are monitoring development of more children through the Developmental Milestones Program in the last few years, however these numbers are small in comparison to the total child population in the counties.

**Homelessness:**

The 2,104 homeless men, women and children counted in 2014 in Idaho represents an 18% increase from 2013, although is still below homeless totals for 2010 and 2011.
Unsheltered homeless account for 30% of all homeless persons in 2014 which is a marked increase from 2013 when only 21% of all homeless persons counted were unsheltered. The percentage of homeless veterans within the general homeless population continues to decline. While numbers of males and females were close to equal, men were more likely to be living in unsheltered situations (156/115) and women more likely to be in sheltered situations (142/90). Ages of children are not specified except “under 18”. The number of homeless families our program is able to serve fluctuates yearly between 15% and 19%. Approximately 50% of our homeless families find permanent housing by the end of our enrollment year. This is an area we focus on to be part of committees and coalitions to know of all available homeless services by region.

**Violence:**

The number of cases of Intimate Partner Violence (IPV), as reported for 2011 and 2012, has increased in Kootenai County while decreasing in all other counties. All counties except Benewah have women’s shelters and organizations which offer assistance. We recruit and serve families in these shelters regularly. The most common age of victims and offenders, 18-34, coincides with the common age group with children in Head Start. According to program data over the last three years, the self-reporting of family violence has risen to 29% of enrolled families stressing they have experienced some form of family violence in the last 12 months. Our Policy Council Selection Criteria Committee strongly supports giving priority points to those experiencing family violence in any form.
Transportation:

In Bonner, Benewah and Kootenai there is some public transportation available. Private taxi services are expensive and mostly located in the larger towns within the northern panhandle. Bus routes are limited, especially in our rural communities. Ridership does seem to be increasing and routes may be expanded. Friends of Head Start, a local non-profit 501(C)(3) organization, provides transportation assistance to our enrolled families through gas vouchers, prioritizing support at our most rural centers.

Unemployment:

Unemployment rates in all counties have moved lower each year from 2012 until 2014. The trend shows a strengthening job market over the last few years. Barriers for workers may include education needed, work history, transportation, child care availability and general employment skills. Statewide, almost a quarter of children under age 18 still live in families where no parent has regular, full time employment (lacks secure employment). Idaho’s minimum wage is only $7.25 and families spend a higher percentage of their income on essentials compared to other states (43% compared to a national average of 37.5%)

PIR Discussion:

For 2014-15, our Program Information Report included several noteworthy statistics. We have compared our PIR data to state and national data through PIR indicator reports. Children entering NIC Head Start for a second year is 18.6% and nationally returners make up 29.8% of Head Start enrollment figures. Our criteria for prioritizing 4 year olds over 3 year olds may be attributing to this. In health, the percentage of children with medical and dental homes is slightly higher than the national average. In disabilities services, 23.6% of our children were
identified as having disabilities, with the national average being 12.2%. One hundred percent of children in our program received disability services as compared to 97.2% nationally. This could be attributed to our strong collaborations with LEAs. In family services, over 99.4% of our families received at least one PIR service, higher than national. For homelessness, more of our families are acquiring housing during the enrollment year, 44.4% vs. 31.8%. Teacher qualifications meeting degree requirements (BA or higher) of the Head Start Act are at 76.5% vs. the national average of 72.8%.

**Five-Year Program Plan:**

The five-year program plan is additional attachment.

**Service Delivery**

Our service delivery models take best practice for working with young children and families, a thorough community assessment and data involving program services and results in models that meet the needs of each of our unique communities and sites. With our proposal to operate nine sites, each community is fully assessed for strengths, needs and capacity. Our proposal includes operating centers in all five northern counties of Idaho. Three of our sites are collaborative inclusion sites where we have partnered with high-performing innovative school districts, both School District #271 and School District #84, to pool resources and expertise to jointly serve children, including children with severe disabilities in a least restrictive environment.

According to our community assessment, demographics, especially numbers of families with children, is shrinking in four of five counties. Bonner County and Kootenai County are showing a rise in population, Kootenai reflects the most growth. Our proposal is to continue serving
families in all 5 counties, and returning to a center-based model of delivery, with at least 3.5 hours, in all locations. We serve 293 children without ever falling below funded enrollment or ever experiencing a 30-day vacancy in the history of our program services. This will address the over 389 children on our waitlist after slots were filled and services began for enrolled families for 2015-2016. We continue to recruit and serve well over 23% children with disabilities, approximately 17% homeless and 8% foster children this year.

Our community assessment provides valuable information at the county level and for towns within the counties. Because it is by town, recruitment efforts and service locations can be tailored to areas of need. Census Bureau estimates of population growth are also helpful for program planning in the future.

**Information to note for Benewah County:**

Projected population changes over the next four years include a slight increase in St. Maries but decreases in other towns and the county as a whole.

Towns with the lowest median age are St. Maries and Plummer at 37.2 years and highest at Tensed at 47.8 years. The county average is 45.3 years.

Educational attainment (high school graduate or higher) is highest in St Maries and Plummer and corresponds to the county average at approximately 87%.

Median household income is lowest in Tensed at $23,214 and highest in the county as a whole. While the population is overwhelmingly white in the whole county, there are a significant number of individuals identifying as Native American and Latino in Plummer. This area is part of the Coeur d’Alene Tribe Reservation.

There are 1,019 veterans in the county or 11% of the population.
Information to note for Bonner County:

Projected population changes over the next four years include growth in Kootenai, Ponderay, Oldtown, Dover and Hope/East Hope. Population decreases are projected for Priest River and for Bonner County in general.

Towns with the lowest median age are Sandpoint (36.5), Kootenai (31.1) and Ponderay (31.3) so might be locations where families would have Head Start eligible children.

Educational attainment (high school graduate of higher) is highest in Hope and Dover and lowest in Clark Fork and Oldtown.

Median household income is lowest in Ponderay, Clark Fork, Priest River and Oldtown and these towns also have the highest percentage of the population living below the poverty level.

While the population is overwhelmingly white, there are a number of people identifying as black in Sandpoint and Ponderay, some Asian in Sandpoint and Kootenai and a relatively high number of Hispanic or Latino individuals in all areas except Hope and Clark Fork.

There are 4,676 veterans in the county or 11% of the population.

Information to note for Boundary County:

Projected population changes over the next four years include growth in the towns of Bonners Ferry and Moyie Springs but a population decrease in the county as a whole. Information for smaller towns was not available. However, Boundary School District is reporting growth of over 100 students in 2015-2016, returning the district’s student counts back to levels from three years prior.

Educational attainment (high school graduate or higher) is approximately the same in the towns reported and in the county as a whole. Median household income is also the same in the
largest towns as the county as a whole. Percent of the population below poverty is slightly higher in Bonners Ferry at 18.8% than in the county as a whole. While the population is overwhelmingly white, there are a significant number of Native American, Latino and mixed race individuals. There are 1,263 veterans in the county or 12% of the population.

**Information to note for Kootenai County:**

Projections for growth in the next four years include increases, of varying amounts, in Hauser, Hayden/Hayden Lake, Coeur d’Alene, Post Falls and Rathdrum. Population decreases are expected in Spirit Lake, Athol, Huetter, Stateline and Dalton Gardens. Towns with the lowest median age are Coeur d’Alene, Post Falls, Rathdrum and Stateline so these might be locations where families would have Head Start eligible children. Median household income is lowest in Huetter and Stateline and percentage of population below the poverty level is also highest in Huetter, Stateline and Hauser, all in our service area.

Educational attainment (high school graduate of higher) is highest in Hayden Lake and Stateline and lowest in Huetter. While the population is overwhelmingly white, the number of people identifying as a minority are concentrated in Coeur d’Alene, Post Falls, Rathdrum and Hayden. There are 13,296 veterans in the county or 10% of the population.

**Information to note for Shoshone County:**

Projection for growth over the next four years is highest in Wallace. All other towns are projected to grow very slightly or decrease in population. Population decreases for Shoshone County as a whole are projected. Shoshone has a slightly higher number of older residents (median age 46.8) with the youngest median age identified in Wallace (39.2). This, of course, does not mean there are no younger families in Shoshone County, just fewer of them.
Educational attainment (high school graduate of higher) is lowest in Kellogg with 82.3% and other towns between that and 90.4%. Median household income is lowest in Smelterville at $19,637 and highest in Mullan at $40,536. The percentage of population below the poverty level is highest in Smelterville and Wallace. While the population is overwhelmingly white, there are a slightly higher number of Hispanic and mixed race individuals in this county as compared to the four other counties. There are 1,605 veterans in the county or 13% of the population.

**Comparison with totals for Idaho**

Idaho has a lower state-wide median age (34.9) than any of the NICHS served counties. (Benewah 45.3 yrs. Bonner 46 years, Boundary 42.8 years, Kootenai 39.2 years or Shoshone 46.8 years) High school completion is comparable, although Boundary and Shoshone are the lowest. Median income is higher than the state median ($46,767) in Kootenai County ($49,002) but lower in the other four counties. Shoshone (17.4%) and Boundary (16.5%) are above Bonner (15.2%), Kootenai (13.4%), Benewah (14.7%) and the Idaho state percentage (15.5%) in individuals below poverty level. The percentage of veterans is approximately the same in all counties but higher than the state average.

The rate of young children in poverty and extreme poverty is still higher than the total number of individuals below the poverty level but the total for both Kootenai and Idaho has decreased in 2013. (Data only available for Kootenai County and Idaho State) This may correlate with the current lower unemployment rate in the state.

Estimating the number of eligible children in each county: By using the number of children under 5 for each county and multiplying by the poverty rate, one can roughly estimate the
children below the poverty line in each county. If you assume that each age group (under 1 year, 1 to 2 years, 2 to 3 years, 3 to 4 years and 4 to 5 years) includes approximately 1/5 of the total children you can also estimate the approximate number of Head Start eligible three and four year olds in that county. Results are below:

Benewah County (602 x 14.7%/5 x 2) **35** children ages 3 and 4

Bonner County (2,142 x 15.2%/5 x 2) **130** children ages 3 and 4

Boundary County (687 x 16.5%/5 x 2) **45** children ages 3 and 4

Kootenai County (8,963 x 13.4%/5 x 2) **480** children ages 3 and 4

Shoshone County (620 x 17.4%/5 x 2) **43** children ages 3 and 4

Many of our local school districts are suffering shortfalls in revenue to operate. Our Boundary County school district operates on a 4 day week schedule, while our Shoshone County schools closed some schools to make ends meet.

For our 3 rural sites, St. Maries in Benewah County, Shoshone in Shoshone County, and Julien Bucher Center in Boundary County, our program is strongly committed to the resources to keep these three, one-classroom centers in operation in counties that have high levels of food insecurity, a lack of adequate health services per capita, and lack of licensed, quality child care. Our grant proposal includes moving all three of these rural centers to center-based (currently combination model) with 17 children; this gives us the opportunity to help families get children to school, to ensure that we can adequately fill these classrooms with income and age eligible children, and meet the high needs for support through home visits by both teachers and family advocates.
For Post Falls and Lakeland centers in Kootenai County, and Sandpoint inclusion collaboration in Bonner County, center-based option will continue to meet the needs of families. Our Sandpoint Center includes 3 classrooms in an inclusive model with school district staff working on site.

In our yearly parent survey, we have had the northern Coeur d’Alene/ Hayden area on the list yearly of areas that would better serve the needs of some of the families that have to travel down to the southern-most area of the city to receive services. Our collaboration with SD#271 will afford us a location to serve 17 of our 77 Harding Head Start slots through SD#271 Atlas Elementary School. We are proposing a change to center-based model at the two Harding North and South locations. Children receive all developmental service during four class days, some with an additional day of class for speech and/or language related goals provided by the school district.

Although it is a top priority for Idaho Child Care Program (ICCP) to make more slots available to limited-income families in high quality child care programs, this goal has not yet been met.

Serving 15 children at the North Idaho College Children’s Center (NICCC) offers parent/guardians on our Head Start waitlist who are community college students top priority on a waitlist of over 200 student families trying to get their children in to the NAEYC accredited NICCC.

The following is a listing of models and staffing patterns proposed for each site and a chart illustrating both PY15-16 service delivery options and our proposed PY16-17 service delivery proposal, including the changes to locations:

- Site in the Hayden area in collaboration with the Coeur d’Alene School District in a center-based model with 1 classroom of 17 children, meeting 128 class days – four days-a-week for
3.5 hours per day and two home visits and two parent/teacher conferences by the classroom teacher and three home visits by the family advocate. This site would have 17 enrollment slots; one classroom of 17 slots with staffing of one classroom teacher, one part-time assistant teacher, and one part-time family advocate; school district paraprofessionals, a school nurse and a consulting special education teacher employed by SD#271. Food service to be provided by the school district in accordance with school lunch program.

- Continue with the collaboration between Head Start and Coeur d’Alene School District #271 at the Harding Center South in Coeur d’Alene, with a center-based model with 4 classes meeting 128 class days – four days-a-week for 3.5 hours per day and two home visits by the classroom teacher and two parent/teacher conferences, and three home visits by the family advocate. This center would have 60 enrollment slots; two classrooms of 20 slots each with staffing in each classroom of one classroom teacher, and one part-time assistant teacher, with one family advocate providing service to both classrooms; and two classroom of 10 slots with a teacher/family advocate in collaboration of 10 slots with the school district. Other staff includes a center supervisor, one center assistant, one center cook, one part time cook aide, one classroom aide, and one part-time facility technician.

- Change the program option at our one-classroom, rural centers – Julien Bucher Center, Shoshone Center, and St. Maries Center – from a combination-based model to a center-based model. Each center would have 128 class days – four days-per-week for 3.75 hours per day and two home visits by the classroom teacher and two parent/teacher conferences, and three home visits by the family advocate. There would be 17 enrollment slots and one classroom at each center, with staffing of one classroom teacher, one part-time assistant
teacher, and one supervisor with family advocate duties, a part-time cook, and a part-time facility technician.

- Continue to partner with the North Idaho College Children’s Center by increasing the enrollment slots from 14 to 15 in a center-based model meeting four days-a-week. These four days would be 6 hours in length, an increase of two hours from last year. There would be 128 class days and two home visits by the classroom teacher, two parent conferences with the classroom teacher, and three home visits with the part-time family advocate. Family services will be provided by Head Start staff and education services will be provided by NIC Children’s Center teachers, meeting all staff qualifications of the Head Start Act.

- Continue with a center-based model at Post Falls with three classes meeting four days-a-week for 3.75 hours per day with 60 enrollment slots. The model would have 128 class days and two home visits by the classroom teacher, two parent conferences with the classroom teacher, and three home visits with the family advocate. The staff model will have a supervisor, one center assistant, three classroom teachers, three part-time assistant teachers, two family advocates (one part-time), one center cook.

- Continue with a center-based model at Lakeland with two classes meeting four days-a-week for 3.75 hours per day with 40 enrollment slots. The model would have 128 class days and two home visits by the classroom teacher, two parent conferences with the classroom teacher, and three home visits with the family advocate. The staff model has an area supervisor, one part-time center assistant, one part-time receptionist, two classroom teachers, two part-time assistant teachers, one family advocate, one center cook.
• Continue with a center-based model at Sandpoint and collaboration with the LPO school
district with two classrooms of 20, and one classroom with 10 slots and 10 slots for school
district. All will meet 4 days-a-week for 3.5 hours per day to meet the needs of the
collaboration with 50 enrollment slots. The model would have 128 class days and two
home visits by the classroom teacher, two parent conferences with the classroom teacher,
and three home visits with the family advocate. The staff model has a supervisor, one
center assistant, two classroom teachers, two part-time assistant teachers, one family
advocate, one teacher/family advocate, one lead cook, one cook aide and one part-time
facility technician.
## Allocation of Enrollment Slots

### 2016–2017 Enrollment Slots

<table>
<thead>
<tr>
<th>County</th>
<th>Center and Model</th>
<th>Current PY 2015–2016</th>
<th>Proposed PY 2016–2017</th>
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<tr>
<td>Kootenai</td>
<td><em>Harding Head Start and Preschool Center – in Coeur d’Alene</em></td>
<td>192 Total (*Includes 13 TANF)</td>
<td>192 Total (*Includes 13 TANF)</td>
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<td>Collaboration with School District #271,</td>
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<td><em>Post Falls Center – in Post Falls</em></td>
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<td>Center-based</td>
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<td>Benewah</td>
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<td>Benewah</td>
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<td>TOTAL</td>
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Head Start Centers in the Five Northern Idaho Counties

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<th>Program Year 2016-2017</th>
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<td><strong>Center</strong></td>
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<tr>
<td>Julien Burch Early Learning Center</td>
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<td>Harding South Head Start Center</td>
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<tr>
<td>Harding North Head Start Center</td>
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<tr>
<td>Lakeland Head Start Center</td>
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<tr>
<td>Post Falls Head Start Center</td>
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<tr>
<td>Sandpoint Head Start Center</td>
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<tr>
<td>Shoshone Head Start Center</td>
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<tr>
<td>St Maries Head Start Center</td>
</tr>
<tr>
<td>NIC Children's Center</td>
</tr>
</tbody>
</table>

Boundary County

Bonner County

Kootenai County

Rathdrum

Prest Falls

Coeur d'Alene

St Maries

Benewah County

Shoshone County
Health and Safety:

North Idaho College Head Start uses both a daily safety checklist for playgrounds and a weekly zoning chart for classrooms and playgrounds to ensure that child areas are safe at all times and properly supervised. Monthly health and safety checklists are performed at each site and any health or safety concerns are reported and remedied immediately. Yearly health and safety inspections are provided by the state safety inspector, fire, and health inspectors. The program follows a daily cleaning and sanitation schedule. Procedures are implemented to assure that no volunteer is ever left alone with children and that no child is left unattended. All staff and volunteers are trained yearly and regularly debrief on these safety measures.

Child, staff, and volunteer incident reports are monitored for all accidents and incidents of injury and origin, either behavioral or structural, and the subsequent triage procedure.

Monthly fire safety drills are performed in all classroom locations as well as periodic evacuation and shelter-in-place drills. Emergency evacuation sites are established for every site and a yearly contract is entered into with these sites. Field trip safety inspections are performed ahead of all approved trips. The program abides by an emergency preparedness plan, site-specific emergency plan procedures and community-wide safety plans.

Licensing:

All North Idaho College Head Start centers are child care licensed either through the State of Idaho Child Care Licensing, or the City of Coeur d’Alene, Idaho licensing which usurps state licensing for our NICCC and South Harding Center location. No centers are in violation of child care licensing laws or regulations. NICHS meets and exceeds all child care laws and regulations.
Federal Interest:

There are no planned changes to centers that involve Federal Interest at this time.

Recruitment and Selection:

North Idaho College Head Start utilizes a point system to establish *Criteria for Prioritization of Families* that is developed and approved by Policy Council and reviewed annually. This criteria allows the program to serve families who have the greatest opportunity to benefit the most from our services. The point system provides a method of determining eligibility based on: family income or categorical eligibility, formal referral, child’s age, and/or disabilities and other family stressors. Our program serves over ten percent of children with disabilities through aggressive recruitment efforts for children with disabilities including those with severe disabilities.

Selection of Target Area:

The *Selection of Target Area* is reviewed annually by the Grant Planning Committee to determine the needs and process for recommending center/site locations and allocating enrollment slots in areas of greatest need. A community assessment will be conducted yearly for the entire service area (five North Idaho Counties—Kootenai, Shoshone, Bonner, Boundary, and Benewah).

Program Option:

North Idaho College Head Start will select the program option of delivery of services using the following criteria:

1. *Family as the child’s primary educator:* The intent of Head Start is to build upon family strengths. The program option selected will support and strengthen families.
2. **Family isolation:** The isolation of the family may be alleviated by participation in the classroom or by a home visit. The program option selected will accommodate as many families as funding allows.

3. **Age of children to be served:** The program will be designed to best meet children’s needs in the service area.

4. **Best practices:** Head Start will select a program option that best supports methods validated by current research.

5. **Extended family:** All caregivers of the child will be considered. The program option selected will respond to the needs of all types of families.

6. **Delivery of social services:** Social services will be delivered to best meet the family’s needs.

7. **Parent Engagement:** Families will become engaged in all aspects of the program. The program option selected will give them the opportunity to further develop skills and capacities.

**B. Service Area Selection:**

Recognizing that there are currently Head Start enrollment opportunities available to fewer than 25% of the income-eligible families with age-eligible children in Region 1, especially Kootenai County, it is apparent that not all families requesting services will be able to obtain them. To ensure that limited Head Start resources are prudently and fairly allocated, it shall be the policy of North Idaho College Head Start to provide the greatest good to the greatest number by implementing the following **Service Area Selection** guidelines:

- Home visit routes must be confined to an area within 30 minutes or 25 miles; whichever is lower, of one-way travel from the Head Start Center or Site for the home visitation staff.
• The service area typically will fall in the school district(s) specified for each center listed in the following table.

<table>
<thead>
<tr>
<th>Center / Site and location</th>
<th>School District / County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harding Head Start and Preschool Center in Coeur d’Alene (Cd’A)</td>
<td>Coeur d’Alene District #271 (Cd’A area)</td>
</tr>
<tr>
<td>Harding North Head Start and Preschool Center in Hayden</td>
<td>Coeur d’Alene District #271 (north schools attendance zones boundaries area)</td>
</tr>
<tr>
<td>North Idaho College Children’s Center (Head Start slots)</td>
<td>Kootenai County residents; also North Idaho College students</td>
</tr>
<tr>
<td>Post Falls Center in Post Falls</td>
<td>Post Falls District #273</td>
</tr>
<tr>
<td>Lakeland Center in Rathdrum</td>
<td>Lakeland District #272, West Bonner District #83, Lake Pend O’Reille District # 84</td>
</tr>
<tr>
<td>Shoshone Center in Kellogg</td>
<td>Kellogg Joint District #391, Mullan District #392, Wallace District #393</td>
</tr>
<tr>
<td>Sandpoint Center in Sandpoint</td>
<td>Lake Pend O’Reille District # 84, West Bonner County District # 83</td>
</tr>
<tr>
<td>Julien Bucher Early Learning Center in Bonners Ferry</td>
<td>Boundary District #101</td>
</tr>
<tr>
<td>St. Marys Center in St. Marys</td>
<td>St. Marys Joint School District #41, Kootenai District #274, Avery District #394</td>
</tr>
</tbody>
</table>

We develop Interagency Agreements with LEAs in our service area. Using the State of Idaho template including Part B and Part C program coordination for all areas, we develop detailed plans for the timely and effective screening and assessment of children in our program and in the community to meet the requirements of IDEA. Staff attends IEP meetings and Infant/Toddler transition meetings upon request.
Child Health Services Delivery:

In collaboration with parents and health care providers, Head Start identifies each child’s health and developmental needs. Every child receives a comprehensive health assessment by a licensed physician as quickly as possible, but no later than 90 calendar days from the first day of services. Each child receives a physical exam as soon as possible, but no later than 90 calendar days following their enrollment date. Early identification and treatment helps reduce health risks and improve well-being. Comprehensive follow-up ensures an ongoing source of continuous, accessible health care for children and families. Head Start follows Idaho’s EPSDT guidelines for a comprehensive well child exam. This process includes:

- Explore and identify barriers (i.e. transportation, child care, etc.) to completing the child’s physical exam. Help families’ problem-solve possible solutions.
- Emphasize to parents the importance and requirements of Head Start physicals and empower them to make sure their medical provider or family physician completes a physical examination.
- Remind parents with private insurance to take their insurance card and policy information to their child’s physical appointment.
- Complete all follow-up needs as soon as possible. Document follow-up activities in the program’s child data collection system.
- Complete a Referral Form and Referral Summary for all health related referrals. A copy of the referral must be sent to the Health Services Consultant.
- The Health Services Consultant is available as a resource to staff and families.
• Track all health activities in the program’s child data collection system. Print the Child Health Summary Report for parents at the end of the school year.

All standard tests and measurements are conducted within 45 days of child entry to the program to ensure all barriers to learning are addressed and proper treatment/follow-up occurs for optimum learning. Lead screening results are requested from the physician.

• *Growth Assessment.* Height, weight, and age should be entered into the program’s child data collection system at enrollment and again in six months. Staff will weigh and measure the children at entry and the six month checkpoint. This information, along with the height and weight measurement from the child's physical exam, assists the Health Consultant in assessing the child's growth pattern.

• *Vision Screening.* The program utilizes vision screening for near and far vision, depth perception and strabismus in conjunction with the developmental screening process.

• *Hearing Screening.* The program utilizes pure tone and/or impedance measurement in conjunction with the developmental screening process.

• *Blood Count.* Screening for anemia should be performed following the Idaho EPSDT guidelines. Families on the Women, Infants, and Children (WIC) feeding and nutrition program receive this screening on an annual basis.

• *Child Developmental Issues.* Children receive a developmental screening either prior to or within 45 days of entry into the program. The developmental screening, physical exam results, social-emotional parent questionnaire, teachers' and mental health professionals' observations are all utilized to assist the Classroom Teacher to individualize each child's educational experience while at Head Start. Adaptations are
made and special services arranged to accommodate children with disabilities and other special needs.

- **Immunizations.** Each child must have an immunization record, or a printout from the IRIS program to attend class, or have a conditional attendance waiver or exemption on file. Head Start tracks each child's immunization status and helps families with the necessary resources to ensure that their child receives current on immunizations throughout the school year.

- **Dental:** Each child receives a comprehensive dental exam as quickly as possible, but no later than 90 calendar days following their entry date. The dental exam includes: an initial exam and dental cleaning, instruction in self-care and proper oral hygiene procedures, services to relieve pain or infection, pulp therapy for primary and permanent teeth, restoration of decayed primary or permanent teeth, fluoride supplements as prescribed by the dentist, a detailed treatment plan for any needed follow-up treatment.

**Mental Health:**

North Idaho College Head Start embraces a vision of mental wellness for all children and families. NICHS strives to build collaborative relationships among children, families, staff, mental health professionals, and the larger community, in order to enhance awareness and understanding of mental wellness and the contribution that mental health information and services can make to the wellness of all children and families. NICHS works collaboratively with parents for issues related to parenting and mental health and incorporates mental wellness activities throughout the program for children, families, staff, and the community. NICHS provides supportive social and emotional classroom environments that:
• encourage self-awareness and self-regulation skills
• provide an environment of acceptance through cultural awareness and diversity
• help develop positive self-concepts
• enhance individual strengths and encourage social relationships
• provide multiple opportunities for success through program activities
• invite individual and group participation, active and quiet periods, and opportunities for child-initiated and adult-initiated activities
• infuse a trauma-informed philosophy into our classrooms and program

NICHS has a Mental Health Consultant on staff that is active in the program beginning with the program orientation and continuing throughout the program year with classroom observations on a regular schedule. These observations are designed to implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children. The Mental Health Consultant:

• assists staff and parents in designing and developing practices responsive to identified behavioral and mental health concerns
• promotes children's mental wellness by providing education on mental health issues for staff and parents
• observes each classroom, debriefs and recommends strategies
• identifies and provides special help for children with atypical behavior or development
• encourages staff and parents to utilize other community mental health resources as needed
• provides group and individual staff and parent education on mental health topics
NICHS assists families in accessing services by helping families utilize resources available in the community (i.e. Medicaid, private insurance, Child and Adult Mental Health Services through Idaho Health and Welfare, and identifying family and community assistance and support), and seeking alternative funding sources when necessary. NICHS maintains an MOU with Health & Welfare Child Protection and Children’s Mental Health departments.

**Nutrition:**

Nutrition is important for a child’s growth and development. Head Start staff will complete a nutrition screening to review each child’s eating and growth patterns to identify any nutritional needs and look for possible risks. Head Start staff will review each child’s eating habits, feeding problems, food allergies or special diet needs, and medical conditions. Staff will also review height and weight measurements and lab results from the child’s healthcare provider. Head Start staff will discuss the nutritional screening results with the parent/guardian. If needed, staff may suggest a more detailed nutritional assessment performed by a nutrition professional (Registered Dietician).

**Transition Planning:**

NICHS maintains an MOU with our neighboring Early Head Start agency, Jannus EHS, to ensure that children and families transition smoothly to our program when they are age eligible, to coordinate transition services and to utilize family goals and resources needed.

The goal of NICHS transition plan is to promote the continued involvement of Head Start parent/guardians in the education development of their children upon transition to school. We use “Transitioning from Head Start-The Next Step” transition booklet on home visits, provide
parent training on kindergarten transition, offer tours and field trips to local schools and participate in school district kindergarten roundups.

C. Approach to School Readiness

North Idaho College Head Start uses the *Creative Curriculum* which is in full alignment with Idaho’s Early Learning Guidelines (ELG) and the Head Start Early Learning Outcomes Framework. *Creative Curriculum* is embraced by our local schools and it is the preferred curriculum framework for our inclusive settings. It is a valid and reliable tool.

Our screening and assessment process involves a strong partnership with each Local Education Agency (LEA) in our area. We conduct a joint screening in each of our service areas, often hosting developmental screeners. We use either the Dial-4 or the Brigance III which are valid and reliable, developmentally appropriate tools for 3 year old and 4 year old children. These tools are also culturally relevant. We screen in the family’s preferred home language. Every assessment tool we maintain is cross walked to the ELGs for our state. Our approach to school readiness includes a thorough assessment of child outcomes at three checkpoint period and ending in a yearly analysis of growth for children in all domains. Utilizing *Teaching Strategies Gold* (*TSG*) online data system, teaching staff and parents are invited to provide work samples to demonstrate growth. Teachers use technology such as tablets to collect samples and load them into *TSG*. Our home teaching is aligned with child goals and current curriculum focus. It is designed in partnership with staff and parents and is verified by the teacher. This partnership generates non-federal share as families learn that not only are they their child’s most important and influential teacher, but careful focus on a child’s needs in any developmental area helps them be ready for their ongoing school experience.
Our program has a strong commitment to quality teaching practices. We use the Classroom Assessment Scoring System (CLASS) observation tool. Our teachers are inter-rater reliable in scoring the TSG, and our CLASS scorers are reliable observers whom utilize dual-coding. Our program mentor/coaches join our Education and Disabilities Coordinator in scoring. We employ our school district partners, T/TA specialists and other Head Start administrators to get a strong sense that each classroom is a high quality environment.

We use our Fall-to-Spring comparison scores to identify needed supports. We are utilizing the Child Plus data system CLASS option to house and generate scores for monitoring progress.

Our most current focus based on child outcomes data is reflected in our school readiness plan. Our objective in Language includes using language to express thoughts and needs. Our Literacy goal is to identify and name letters. Our Cognitive goal area is demonstrating positive approaches to learning with specific focus on attending and engaging, persistence, and problem solving. Our Physical goal is focusing on the development of fine-motor strength and coordination, and demonstrating gross-motor manipulative skills. In the Social-Emotional arena, our goal is participating cooperatively and constructively in group situations, balancing the needs and rights of self and others. In General Knowledge, our focus based on growth data is mathematics, with using number concepts and operations, exploring and describing spatial relationships and shapes, comparing and measuring, and demonstrating knowledge of patterns.

Our T/TA Plan reflects professional development for teaching staff in these areas.

Parent, Family and Community Engagement (PFCE)

North Idaho College Head Start utilizes a Strengths and Needs Assessment with each family to provide a framework for not only meeting the needs for families to receive timely, specific
resources to meet their needs, but to also establish the strengths that each individual in the family brings to work from a strengths-based approach to service delivery. Upon analyzing Individual Family Partnership Agreements, family service and education staff use the strengths assessment to individualize the frequency and type of resources for each family. After a yearly parent survey and feedback from Policy Council and center parent committees, the program develops PFCE goals that improve our service delivery. Our current focus includes Outcome Teaching and Learning: Families are engaged as equal partners in their child’s learning and development. Our program ensures that information about individual child and family progress is shared and it is in the form and fashion in which the family prefers to have it delivered. We utilize the *Strengthening Families* model: Concrete supports in time of need, Knowledge of parenting and child development, Social and emotional competence of children, Parental resilience, and Social connections. The five protective factors of *Strengthening Families* also crosswalk to the seven outcomes in the PFCE framework.

The reflection we have received for three years on our parent survey is that families would like to feel more connected to their communities but do not necessarily show significant growth in this area by year-end (50%). Our program goal of making more meaningful connections is supported through using these outcomes measures to connect our families and our staff to lasting and meaningful community activities and services. Another major focus in this area will be to analyze and remove barriers impacting child attendance.

Our program goal for strengthening our connections to community health networks and providers is an example. Our common practice of connecting our families to their lead education agencies is a primary transition strategy. Another focus developed after careful data
analysis is a focus on PFCE’s family well-being: Parents and families are safe, healthy and have increased family security. Our program goals and T/TA plan include enhanced training in the areas of health and financial literacy. In accordance with our Five-Year Plan, the *Integrating Strategies for Program Progress (ISPP)* will be incorporated at each site to analyze and improve practices for engaging families in their school and their community.

Our community service assignments continue to strengthen our community and the services available to families we serve. This is a five-year focus area that we are committed to strengthening as we tailor our involvement with all stakeholders to be even more relevant and meaningful, and to raise parent engagement.

**E. Governance, Organizational and Management Structure, and Ongoing Oversight**

North Idaho College, our grantee, has been a strong governance leader of the NICHS program for over 40 years. The North Idaho College Board of Trustees, our governing board is an elected board. Currently our Board includes an attorney, an economist, a retired instructor, a retired police sergeant and a local business owner. The Board, as part of a larger educational organization, also has access to experts in the areas of finance, administration and the appointed college attorney. Experts in child development and education provide guidance to our program on behalf of the Board. Our Policy Council is highly active in the administration of our program. Policy Council meets monthly and along with the Board reviews our finances, budget, program services and approves all policies and important actions. They review all documentation on a regular basis in accordance with the Head Start Act. Policy Council members serve on our Grant Planning Committee and special committees, and give monthly reports to each parent committee.
The governing board abides by a conflict of interest policy, Policy #3.02.15, that ensures that all governing board members shall avoid any conflict between personal interests and the interests of the college programs, including Head Start.

The Policy Council shall be composed of no less than 51% parents currently enrolled in Head Start and no more than 49% representatives from the community. Representatives are elected before the October Policy Council Meeting. Each Head Start Center Parent Committee elects voting representatives as follows:

<table>
<thead>
<tr>
<th>Centers / Parent Committees</th>
<th>Center Enrollment Slots</th>
<th>Number of Parent Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center A</td>
<td>61-90</td>
<td>4</td>
</tr>
<tr>
<td>Center B</td>
<td>41-60</td>
<td>3</td>
</tr>
<tr>
<td>Center C</td>
<td>21-40</td>
<td>2</td>
</tr>
<tr>
<td>Center D</td>
<td>0-20</td>
<td>1</td>
</tr>
</tbody>
</table>

**Policy Council Parent Representatives**

- Each Head Start Center Parent Committee elects Policy Council Representatives by the first Friday in October. Center Policy Council Representatives are comprised exclusively of the parents of children currently enrolled at the center. This allows for their attendance and training at the October meeting.
- Their term of office will be October through October.
  - This allows for the October meeting to have experienced members from the previous program-year present to run the meeting.
• Policy Council Representatives, elected during the year will be seated at the first possible meeting after their election at the Center Parent Committee with their term going through the following October meeting.

• No Grantee staff or members of their immediate families may serve on Policy Council.

Policy Council Community Representatives

• Representatives from the community may include individuals selected from the following community groups by the Policy Council: Community representation will be considered from all our communities when positions are available.

  o State service agencies
  o Private service agencies
  o Community organizations
  o Public and private school personnel
  o Parents of former Head Start children, including those holding an office with any of the following agencies: Idaho Head Start Association, Region X Head Start Association, or National Head Start Association
  o A representative from Grantee Board of Trustees
  o Health Care Professionals
  o Recommended interested community citizens.

• Prior to the October Policy Council meeting, permission is obtained from proposed representatives from the community to submit their names for nomination to the Policy Council. Policy Council members, Head Start staff, and Grantee Board may submit
nominations to the Policy Council. Nominations for community representative will be submitted throughout the program-year as needed.

Center Parent Committees

Center parent committees consist of all parent/guardians of enrolled children. Parents are encouraged to be meaningfully involved in site and program based decision-making, including program and center budgets, program and center strategic plans, curriculum and lesson planning and volunteering in all areas of the program.

Organizational Chart:

The organizational chart is an additional attachment.

Criminal Records Checks, Health Exams and TB Screening

All employees, interns and regular volunteers are required to submit an application for background check and disclose all information regarding any past criminal history or investigations. This application gives consent for the Idaho State Department of Health and Welfare to conduct a Federal-level background check including fingerprinting. No volunteer or employee starts work before this background clearance is complete and confirmation is received, and an assessment is completed on the relevancy of any arrests, convictions or pending charges. Policy Council only approves hires after a full background clearance is on file. No employee or regular volunteer works before these approvals are complete. All employees and regular volunteers are tested for tuberculosis and submit a negative TB result or clearance at hire, and every three years thereafter in accordance with Idaho state child care licensing requirements and our health policy on TB testing. Every new employee must provide, within the first month of hire, a signed statement from their health provider verifying that they are
free of communicable disease and are fit to work in an early childhood environment within the unique duties of the job description. The employee is to take their job description and a letter from our program asking a physician to determine that the employee is free from communicable disease and able to perform the job duties.

**Staff Qualifications:**

**Director:**

The Director must possess the expertise and knowledge to lead the organization. Qualifications include strategic vision and knowledge of Head Start policies and procedures, and a thorough knowledge of all components of the Head Start program.

The Director must possess a Bachelor’s or higher in Early Childhood Education, Social Sciences, Business, or a related degree and experience. The NICHS Director has an AS in Child Development, a BS in Social Work, and an M Ed in Educational Leadership.

**Classroom Teachers:**

Each Head Start classroom in our center-based models have a minimum of an Associate’s degree in Child Development or a related field with the equivalent of a major in Child Development/Early Childhood Education and experience working with preschool age children. Our program prefers the Bachelor’s level or higher in Child Development/ECE, or equivalent with a major in ECE, well over the 50% minimum national requirement, of current teachers. Our teachers demonstrate proficiency in planning for quality learning, establishing and maintaining safe learning environments, support growth in social emotional and all learning domains, and understand the importance of family engagement in school readiness.
Mentor Teachers:

Our Mentor Teachers provide on-the-job training and assistance to teaching staff, observe and assess teaching practices, and provide guidance for improvement. Mentor/coaches are carefully chosen by meeting the following criteria: a Bachelor’s or higher in ECE, at least 5 year’s experience in early childhood setting with at least three with Head Start, average to above average CLASS scores in all areas, and inter-rater reliability in child assessment. We currently have three mentors in this role.

Assistant Teachers:

All assistant teachers in both our center-based and combination models have at least a Child Development Associate Credential (CDA) and are enrolled in a program leading to an Associate’s in ECE, or they have an Associate’s degree in Child Development/ECE, or an Associate’s in a related field with a major in ECE with experience with preschoolers. The majority of our assistant teachers either have an AS and some possess a Bachelor’s in ECE.

Family Service Workers:

Family Advocates provide both in-home and referral services, needs assessments and goal setting to families of children participating in Head Start. Our Family Advocates are required to have at least an Associate’s in a Social Science, preferably Bachelor’s level, and preference for Social Work. With families in need of support, Family Advocates must possess the ability to support family engagement in their child’s learning and the ability to use a strengths-based approach to help families reach their goals. The majority of our Family Advocates possess a Bachelor’s in Family and Consumer Studies/ECE or Bachelor’s or Master’s in Social Work. The
maximum caseloads of full-time Family Advocates do not exceed 40 families and for part-time Family Advocates, caseloads are a maximum of 20 families.

**Coordinators:**

**Education/Disabilities Coordinator**

Our Education and Disabilities Coordinator offers assistance to education staff through mentor/coaching, including CLASS observation of Head Start classroom staff. We require at least a Bachelor’s in the field of Early Childhood Education and education and experience in Special Education. Our Ed Coordinator possesses a Bachelor’s with the equivalent of a major in ECE, a minor in Special Ed, and has 20 years of experience teaching preschoolers. She is also a certified CLASS observer.

**Family and Community Engagement Coordinator**

The role of our FCE Coordinator is to improve the quality and effectiveness of staff providing in-home and other services (strengths and needs assessment, development of family plans, family advocacy, and coordination of service delivery) to families of children participating in our Head Start program. Our FCE Coordinator must possess at least a Bachelor’s in Social Sciences or ECE. Our FCE Coordinator holds a BS in Family and Consumer Studies/ECE and has 20+ years working with preschoolers and their families in a Head Start setting.

**Health/Nutrition Consultant**

Our Health Consultant must possess at least an RN or Bachelor’s degree in Nursing or Public Health, be able to assist the program in meeting the health and wellness needs of children, and provide guidance for policies and procedures for health services. Our current Health Consultant contractor has a Master’s in Pediatric Nursing and Public Health.
Any referral services requiring a Registered Dietician is referred to Kootenai Health through our Interagency Agreement for consultation of individual children and for menu review and meal compliance guidance.

**Mental Health Consultant**

The Mental Health Consultant (MHC) provides guidance and direction on the mental health and well-being of children, families and staff. The MHC provides classroom and individual child observations, resources and referral for mental health issues. Using observation tools, the MHC gives staff guidance in maximizing the mental health of the classroom environment. The MHC also provides training to all stakeholders. Our MHC has a license in Counseling, and endorsement in Infant and Child Mental Health.

**Fiscal**

Fiscal coordination is offered through our grantee, North Idaho College, from both the Fiscal Officer who is a Certified Public Accountant, the Vice President of Finance and Business Affairs who is also liaison to the Board, and the grants manager, who is an accountant.

**Education Services Plan**

Partnering with our families and communities, NICHS provides comprehensive services and integrated programming; NICHS is implementing the components of the Head Start Parent, Family, and Community Engagement Framework (PFCEF) to achieve positive and goal orientated relationships necessary to building such high quality partnerships. NICHS embeds throughout our practices the four elements identified in the PFCEF as foundational to parent and family engagement:

- Program environment is respectful, welcoming and creates feelings of authentic value.
• Family partnerships are defined as staff and family jointly identifying and working together towards achieving child, family and program goals.

• Teaching and learning partnerships are equally weighted as families participate in their children’s learning and development with the support of capable and caring staff.

• Community partnerships are developed which support families’ needs and interests and invite families to be engaged in their children’s learning.

• NICHS uses a comprehensive educational approach to early childhood education which is culturally, linguistically, and developmentally appropriate. The educational approaches integrate the components of child development, health and safety, nutrition, mental health and family and community partnerships throughout the program. Our program’s systematic approach is anchored both in our Positive Behavior Interventions and Support (PBIS) plan and School Readiness Plan (SRP). The PBIS plan articulates the implementation of our educational approach through Tier 1- universal practices, Tier 2- secondary practices and Tier 3- focused individualized interactions. Following is an outline of the key elements within the curricula and monitoring protocols embedded in the PBIS Tier 1. These elements comprise the essence of the Education Services Plan. Classrooms are inviting, safe, well equipped and with defined learning centers.

• Every classroom will post up-to-date curriculum planning forms in a designated space, thereby keeping families informed of current activities and creating an opportunity for families to offer suggestions and provide ideas for future activities.
This area includes: Weekly Lesson Plans, Classroom Individualizing for School-Readiness Goals form, the monthly menu, a copy of the monthly curriculum calendar for families, the Creative Curriculum Developmental Objectives, a Daily Program Schedule / Zoning form, and the Teaching Strategies Teacher Checklist.

Each document has a procedure found in the Operations and Monitoring System (OMS).

- Outdoor activities will be planned across all developmental domains and learning content areas, extending classroom learning opportunities and enhancing school-readiness.

- **Teaching Practices**
  
  - Lesson plans reflect daily activities which include both child and adult initiated activities across individual, small group and large group times.
  
  - Activity times will include: a circle/meeting time, story time, work/choice time, meals/snacks, small group lesson time, movement time (inside and outside).
  
  - Transitions will be planned; minimizing wait time and maximizing learning opportunities.

- **Supplemental Curriculums**
  
  - Second Step: Social-Emotional Skills for Early Learning provides activities and practices to help adults directly teach children skills to learn how to establish self-control, pay attention and strengthen their working memory. Feeling language, friendship skills and problem solving are primary skills vital to children’s school readiness.
o **Handwriting without Tears** is a fine motor curriculum supporting the skills necessary for writing while integrating the literacy skills of phonological awareness, letter knowledge, and concepts about print. To be used with fidelity, lessons are incorporated into the weekly schedule and demonstrated on the lesson plan.

o **MyPlate** is a health/nutrition curriculum teaching where food comes from, encouraging children to try a variety of foods, and provides some physical activities to foster better overall health. Nutrition activities and lessons are planned and documented a minimum of two times a month.

o **Cavity Free Kids** is a dental health curriculum teaching children and families the importance of healthy teeth and how to prevent tooth decay. Dental health activities are planned and documented a minimum of two times a month. Letters are sent home during the year, sharing the current lesson and inviting families to learn and practice the strategy at home.

o **Learn Not to Burn** is a fire safety curriculum. Lessons are planned and documented a minimum of one time a month and additional safety drills include evacuation and lock-down practices. These are scheduled twice a year: fall and spring. Letters are sent home during the year, sharing the current lesson and inviting families to learn and practice the safety strategy at home.

o **Picturing America** is a resource from the National Endowment of Humanities created to share the world of art with children. *Picturing America* offers opportunities to address children’s school readiness, family literacy and parent involvement goals.

• Local Education Agency (LEA) Content Area Curriculums
Each center is in partnership with their LEA as described in the individual Interagency Agreements. The agreements include a section stating the curriculums used by each agency. Curriculums used by the LEA may be deemed appropriate to adopt at a center-level as a supplemental curriculum. This would happen as a strategy to support school-readiness as children transition to kindergarten in the school district.

Assessment Outcomes and Data Analysis

Following each of the three assessment entries, the data gathered from the *Creative Curriculum Objectives for Development and Learning* is additionally analyze to inform planning and ongoing improvement at the classroom and program-level.

- Teaching teams and Area Supervisors analyze the class profile reports generated from the electronic assessment data program to determine teacher, classroom, center, and program needs.
  - The varied needs identified may include: personnel professional development; additional domain or content area specific materials or activities; or at the center level, the support might include an environment or scheduling need.
  - Progress, on the North Idaho College Head Start *School-Readiness Goals*, is evaluated to determine the efficiency of current practices and identify future program strategies for increasing school-readiness.
  - Staff records their reflections on the *Assessment Data Analysis* form (PDM/143) and forward a copy to the Education Coordinator.
- The Education Coordinator reviews the center reports and also completes a program outcomes analysis following each checkpoint.
  - The data may inform possible program trends, professional development needs and determine current progress on the NICHS-SRP and what supports or changes the data is suggesting.
  - This data is reported out to the Office of Head Start, our program’s Governing Boards, and included in the Program Annual Report.

**Classroom Monitoring**

The Classroom Monitoring Schedule (PDM/136.a) outlines the timeline, observation tools to use, and the staff responsible to provide monitoring throughout the year.

- NICHS uses three observation tools to dually assess the strengths of our teaching practices and to identify needs for both individual staff and program-wide professional development. The protocols used include the *Creative Curriculum: The Fidelity Tool for Teachers (CC Implementation Checklist)*, the *Teaching Pyramid Observation Tool (TPOT)*, and the *Classroom Assessment Scoring System (CLASS)*.
  - The *Teaching Strategies Teacher Checklist* provides a comprehensive programmatic overview and is used first by the teaching team as a self-reflective tool.
    - Sections are completed monthly i.e.: September-Environments, October-Structure, Nov/Dec- Teacher-Child Interactions, January-Assessment, and February-Family Partnerships.
    - Area Supervisors follow-up with physical observations of each section to provide feedback and support.
The TPOT provides a formal measure of a teacher's implementation of the Pyramid Model and in supporting children's social competence while preventing challenging behavior in young children.

- The Mental Health Consultant completes the observation within the first eight weeks of programming to proactively support the social-emotional environment of each classroom.
- Teachers identify skills and strategies from the TPOT as individual professional development goals and the observations are additionally analyzed to determine program-wide needed improvements.
- Follow-up observations are scheduled as requested or as needed.

The CLASS provides a common lens and language focused on the classroom interactions that boost student learning and school-readiness under the domains of Emotional Support, Classroom Organization and Instructional Support.

- The Education/Disability Coordinator completes two rounds of observations; the first, conducted between fall and winter, provides a baseline and informs how best to support individual staff and teaching teams. The second, conducted in the spring, provides comparative data to measure improvements and identify program level professional development needs for the following fall.
- Teachers identify skills and strategies from the CLASS as individual professional development goals and the observations are additionally analyzed to determine program-wide needed improvements.
Center and classroom environments are monitored for safety and American’s With Disability Act (ADA) compliance.

- A state safety inspection is completed annually of all centers.
- The ASTMI-CPSC Playground Safety Audit is completed prior to the start of the school year.
- The ADA Checklist is completed twice a year: prior to class and in the spring.
- The Monthly Safety and Hazard Inspection (PDM/150) is completed monthly with staff and at least one parent. Any findings are addressed immediately.
- A daily playground checklist is completed by the Education Team daily.

**Program Monitoring and On-going Improvement**

NICHS conducts an annual Self-Assessment including staff, community partners and Policy Council members to monitor the quality of services across all program components, including the Education Plan. Areas that are identified as needing improvement are added to the program’s Program Improvement Plan. The program instituted a peer-mentor coaching system to partner mentor/coaches with new education staff (Assistant Teachers and Classroom Teachers) following the practice-based coaching model.

**Management Systems**

The Self-Assessment is to be conducted and approved by the Board and Policy Council each program year.

The Monthly Program Information Report (MPIR – PDM/141) summarizes the delivery of services and reports for all components for the month. Staff submit to supervisors and
supervisors review and submit to component area coordinators. The component area coordinators present the MPIR at the monthly Policy Council and administrative meetings. The Central Office responds to the MPIR on the *Administrative Response to the MPIR* (PDM/146). An email of this form is sent back to the center. Area Supervisors reply to this response with the next month’s documentation.

Component Coordinators site visits are made to all centers. All monitoring and follow up activities are recorded in Child Plus using the Internal Monitoring Suite.

Administration provides input for any necessary updates or changes to any of these systems during the monthly Administrative Team Meetings.

**Outcome accountability:**

We identify, measure and report the who, what and how children and their families are affected by participating in NICHS. Child goals and the achievement of those goals is documented on the *Creative Curriculum Child Planning and Progress report*. Child progress is recorded using individualizing summaries, anecdotal records, and portfolios. Family goals and the achievement of those goals is documented on the *Family Strengths and Needs Assessment*. These participant focused outcomes are often small but critical steps necessary to see longer-term family and societal outcome.

**File Reviews:**

Family Advocates, Classroom Teachers, Area Supervisors, Coordinators, and Director review family files. The purpose of this monitoring is two-fold: 1) documentation of monitoring and follow up by Family Advocates/Classroom Teachers, Supervisors, Coordinators and the Director
and 2) to guide for the staffing process on families and children between the Area Supervisor and Family Advocates or Classroom Teacher.

Family Advocates and Classroom Teachers are required to monitor their area of each family file and to formally staff with their Area Supervisor on families and children three times per year.

- The first staffing review must be completed within the first 30 calendar days of the child’s entry date to determine completeness of family/child file and compliance with 45 day requirements. The second staffing review is completed 45 days after the first staffing review to determine completeness of family/child file and compliance with 90 day requirements. The third staffing review must be completed within the 75 days following the second review.

**Staff Monitoring**

Staff will use content area forms: Education Staff will use the *Education* (PDM/139-A) and *Disabilities* (PDM/139-B) when applicable.

Family Advocates will use *Family and Community Partnership* (PDM/139-C) and *Health* (PDM/139-D)

**Supervisors/Coordinators/Director Monitoring**

Area Supervisors, Component Area Coordinators, and Director will use the *Family/Child Monitoring Form* for their specific component area. (PDM/139 E-F-G)

- Area Supervisors will review a minimum of 10% of all family files.
- Component Area Coordinators will review a minimum of 10% of all component area of family files.
• Focus Files: Children with disabilities, new enrollments, new staff, and staff receiving supplemental professional development support.
• The Coordinators/Director will review findings that require follow-up with the Supervisor and Staff as part of the site visit debrief.
• Completed forms will be added to the Family Advocate’s or the Classroom Teacher’s monitoring/staffing folder and used by staff to review indicated, necessary follow up.
• Director will conduct periodic monitoring reviews: i.e. Self-Assessment, ERSEA, health

**Recordkeeping/Reporting**

At North Idaho College Head Start, staff, child and family and fiscal information is held in strict confidence, following confidentiality and ethics guidelines revisited and signed yearly by staff in all positions. Records are kept according to a strict schedule and only released when appropriate with consent. All files are kept under lock and key and electronic records are password protected. The level of security access is established on a “need-to-know” basis. These duties and responsibilities are listed in the job descriptions and work plans for every staff member.

**Communication**

The NICHS staff follow an established communication plan for all staff to understand the program processes.
Training and Technical Assistance Plans

The NICHS develop training plans for staff, Policy Council, and parents for ongoing monitoring and professional development to meet best practices. The T/TA Plans are part of the supporting documents. The T/TA Plan for 2016-2017 is illustrated in the following chart.
North Idaho College

MISSION

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

North Idaho College Head Start

MISSION

North Idaho College Head Start is a school-readiness program that provides education and support for young children and their families.

Program Goal #1
Our professional development system will inspire staff to acquire skills, knowledge, and sensitivity to provide high-quality services and to build life-long learners.

Program Goal #2
Staff will support parents/guardians in promoting the health and well-being of their families through health and nutrition education that supports optimum opportunities for growth, learning and development.

Program Goal #3
Families will make community connections toward enhanced parenting, career, and life goals.

Program Goal #4
The program will establish sustainable supports for children, families, and staff to create nurturing and responsive relationships and high quality learning environments for optimal school-readiness.

1.1 Utilize performance reviews and staff surveys to determine the training and technical assistance needs of the program and the needed delivery system.

1.2 Staff exhibit competency and consistency in utilizing the program's data collection, on-going assessment, and child/family outcome tools.

1.3 Increase the mentor-coaching program-wide as a professional development approach.

2.1 Staff will support parents/guardians to identify the connections between the success of their children in school, the well-being of the family, and on-going routine health practices, health promotion, and prevention.

2.2 Staff will support increased connections and collaborations with community agencies which provide health and nutrition services for families with young children.

3.1 Align data collection tools and procedures with the Parent, Family and Community Engagement Framework (PFCE), and the 7 family engagement outcomes.

3.2 Establish meaningful ways to connect staff, parents, and guardians to community supports through events, committees, boards, and coalitions.

4.1 Infuse the philosophy of Positive Behavior Intervention and Supports (PBIS) across all services to children and families leading to school-readiness and future success.

4.2 Improve instructional supports in all learning domains through research-based practices.
**Program Goal:**
OUR PROFESSIONAL DEVELOPMENT SYSTEM WILL INSPIRE STAFF TO ACQUIRE SKILLS, KNOWLEDGE, AND SENSITIVITY TO PROVIDE HIGH-QUALITY SERVICES AND TO BUILD LIFE-LONG LEARNERS.

<table>
<thead>
<tr>
<th>Objective #1:</th>
<th>Utilize performance reviews and staff surveys to determine the training and technical assistance needs of the program and the needed delivery system.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective #2:</td>
<td>Staff exhibit competency and consistency in utilizing the program’s data collection, on-going assessment, and child/family outcome tools.</td>
</tr>
<tr>
<td>Objective #3:</td>
<td>Increase the mentor-coaching program-wide as a professional development approach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Year</th>
<th>Obj. #</th>
<th>Strategies / Program Activities That Support BOTH Goals and Objectives</th>
<th>Who</th>
<th>By When and Date Completed</th>
<th>Data Tools and Measurement Outcomes</th>
<th>Financial Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1</td>
<td>Establish and implement a comprehensive survey for gathering staff input for needed trainings.</td>
<td>Director Staff Development Committee</td>
<td>2016</td>
<td>Staff survey results reflected in T&amp;TA plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2</td>
<td>Utilize innovative adult learning methods for delivery of all trainings to employees and stakeholders and measure effectiveness.</td>
<td>Coordinators</td>
<td>2020</td>
<td>Training evaluations will reflect positive feedback Staff survey</td>
<td></td>
</tr>
<tr>
<td>Goal Year</td>
<td>Obj. #</td>
<td>Strategies / Program Activities That Support BOTH Goals and Objectives</td>
<td>Who</td>
<td>By When and Date Completed</td>
<td>Data Tools and Measurement Outcomes</td>
<td>Financial Supports</td>
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</tr>
<tr>
<td>1-5</td>
<td>1.3</td>
<td>Utilize enhanced technology and communications system for training delivery and measure the effectiveness <em>(Free or Low-Cost Virtual Meeting Tools such as: Video Calling and Conferencing; Sharing Documents; Website Design; Social Media and Blackboard Learning Management System).</em></td>
<td>Director Technology Technician Program Assistant</td>
<td>2020</td>
<td>Staff survey ChildPlus professional development module Training evaluations</td>
<td>$2,000</td>
</tr>
<tr>
<td>1</td>
<td>2.1</td>
<td>Review all data collection and documentation procedures to eliminate duplication of efforts and increase consistency of documentation between hard-copy file and electronic file.</td>
<td>Director Coordinators</td>
<td>2016</td>
<td>Review of ChildPlus monitoring reports Child files Monthly program information reports</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2.2</td>
<td>Provide Child Plus training to all staff for inputting data for accurate monitoring and reporting and using underutilized features such as Internal Monitoring Suite and Organizer</td>
<td>Director</td>
<td>2016</td>
<td>Staff sign-in sheets Training evaluations Program information report and monitoring reports</td>
<td>$6,000</td>
</tr>
<tr>
<td>Goal Year</td>
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</tr>
<tr>
<td>1</td>
<td>2.3</td>
<td>All staff will receive information and training on how to implement motivational interviewing in working with children and families.</td>
<td>FCE Coordinator</td>
<td>August 2015 Pre-Service</td>
<td>Staff sign-in sheets Home visit/parent-teacher observations Parent surveys</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3.1</td>
<td>Create a mentor-coaching calendar connected to the work plan timeline of the teaching mentee.</td>
<td>Ed/Dis Coordinator</td>
<td>2017</td>
<td>Mentor-coaching calendar</td>
<td></td>
</tr>
<tr>
<td>2-5</td>
<td>3.2</td>
<td>Create learning communities as a coaching tool to support best practice in component-related topics.</td>
<td>Director Coordinators</td>
<td>2020</td>
<td>Blackboard Learning Management System Annual evaluation of mentor-coaching system</td>
<td></td>
</tr>
</tbody>
</table>
# Program Goal:

**STAFF WILL SUPPORT PARENTS/GUARDIANS IN PROMOTING THE HEALTH AND WELL-BEING OF THEIR FAMILIES THROUGH HEALTH AND NUTRITION EDUCATION THAT SUPPORTS OPTIMUM OPPORTUNITIES FOR GROWTH, LEARNING AND DEVELOPMENT.**

## Objective #1:

Staff will support parents/guardians to identify the connections between the success of their children in school, the well-being of the family, and on-going routine health practices, health promotion, and prevention.

## Objective #2:

Staff will support increased connections and collaborations with community agencies which provide health and nutrition services for families with young children.

<table>
<thead>
<tr>
<th>Goal Year</th>
<th>Obj. #</th>
<th>Strategies / Program Activities That Support BOTH Goals and Objectives</th>
<th>Who</th>
<th>By When and Date Completed</th>
<th>Data Tools or Methods for Tracking Progress</th>
<th>Financial Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td>1.1</td>
<td>Staff will offer each family focused monthly health information, corresponding to national health promotion themes.</td>
<td>Component Coordinators Family Advocates</td>
<td>First day of each month</td>
<td>Monthly program information report supplement</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Staff will introduce parents to an individualized health tracking system so that parents can better advocate for their children, helping to ensure children are up-to-date on all preventative care.</td>
<td>Health Consultant Family Advocates</td>
<td>August 2015 through end-of-enrollment for each family</td>
<td>Health monitoring reports Health summaries</td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>2.1</td>
<td>Center-based Points of Contact will be established with area health care providers.</td>
<td>Center Supervisors Family Advocates Health Consultant</td>
<td>July 2015</td>
<td>Percentages of 45/90 day documentation will increase by 10%</td>
<td></td>
</tr>
<tr>
<td>Goal Year</td>
<td>Obj. #</td>
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</tr>
<tr>
<td>1-5</td>
<td>2.2</td>
<td>To improve health services for Head Start families, memorandum of Understanding (MOU) will be established and maintained with Region 1 health district, WIC program and Department of Health and Welfare.</td>
<td>Director Health Consultant Mental Health Consultant</td>
<td>December 2016</td>
<td>Panhandle Health District, including WIC program MOU Department of Health and Welfare, Family and Children Services, Child Protection and Children’s Mental Health.</td>
<td></td>
</tr>
<tr>
<td>2-5</td>
<td>2.3</td>
<td>To improve health services for Head Start families, memorandum of Understanding (MOU) will be established and maintained with each county-specific community health organizations and county-level emergency preparedness planning agencies.</td>
<td>Director Health Consultant Mental Health Consultant</td>
<td>January 2017 through December 2020</td>
<td>• Boundary County • Bonner County • Kootenai County • Kootenai County • Shoshone County • Benewah County</td>
<td></td>
</tr>
</tbody>
</table>

Revised: 03/25/2015
### Program Goal:
**FAMILIES WILL MAKE COMMUNITY CONNECTIONS TOWARD ENHANCED PARENTING, CAREER, AND LIFE GOALS.**

### Objective #1:
Align data collection tools and procedures with the Parent, Family and Community Engagement Framework (PFCE), and the 7 family engagement outcomes (family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and community, families as advocates and leaders).

### Objective #2:
Establish meaningful ways to connect staff, parents and guardians to community supports through events, committees, boards, and coalitions.

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<th>Data Tools and Measurement Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Align our current strengths and needs assessment (data collection tool) with the 7 family engagement outcomes in the PFCE framework.</td>
<td>FCE Coordinator</td>
<td>July 2016</td>
<td>Monitoring reports Program information report</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Customize electronic data collection system to enhance effectiveness of gathering and analyzing family outcome data.</td>
<td>FCE Coordinator</td>
<td>July 2016</td>
<td>Monitoring reports Program information report</td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>1.3</td>
<td>Assess the effectiveness of program practices in supporting family outcomes.</td>
<td>Management Team Center Supervisors Center Staff</td>
<td>2020</td>
<td>Monitoring reports Integrating Strategies for Program Progress (ISPP) tool</td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>2.1</td>
<td>Utilize information and strategies identified through Strengthening Families© Leadership Team to support practices in establishing strong, community connections for staff and families.</td>
<td>FCE Coordinator Mental Health Coordinator</td>
<td>2020</td>
<td>Strengthening Families© Self Assessment Tool for center-based early care and education programs</td>
<td></td>
</tr>
</tbody>
</table>

Revised: 03/25/2015
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<tbody>
<tr>
<td>1</td>
<td>2.2</td>
<td>Strengthen branding of Kootenai County family celebration events toward Strengthening Families©.</td>
<td>FCE Coordinator Center Supervisors (Kootenai County centers)</td>
<td>2020</td>
<td>Promotional flyers News releases Social media</td>
<td></td>
</tr>
<tr>
<td>2-5</td>
<td>2.3</td>
<td>Establish Strengthening Families©-based events in Boundary, Bonner, Benewah, and Shoshone counties.</td>
<td>FCE Coordinator Center Supervisors</td>
<td>2020</td>
<td>Promotional flyers News releases Social media Add one new county each year</td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>2.4</td>
<td>Establish meaningful community service assignments with organizations that provide a safety net for families. Develop summary report for staff to evaluate effectiveness of community service assignments.</td>
<td>FCE Coordinator Staff w/community service hours</td>
<td>2020</td>
<td>Community service assignment list: • Identify new opportunities to increase involvement by at least five new organizations • Summarized community service reports from staff</td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>2.5</td>
<td>Expand parent survey with specific questions about community engagement.</td>
<td>FCE Coordinator</td>
<td>2020</td>
<td>Completed parent survey analysis and summary</td>
<td></td>
</tr>
</tbody>
</table>
# Program Goal:
**THE PROGRAM WILL ESTABLISH SUSTAINABLE SUPPORTS FOR CHILDREN, FAMILIES, AND STAFF TO CREATE NURTURING AND RESPONSIVE RELATIONSHIPS AND HIGH-QUALITY LEARNING ENVIRONMENTS FOR OPTIMAL SCHOOL-READINESS.**

## Objective #1:
Infuse the philosophy of Positive Behavior Intervention and Supports (PBIS) across all services to children and families leading to school-readiness and future success.

## Objective #2:
Improve instructional supports in all learning domains through research-based practices.

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<th>Data Tools and measurement outcomes</th>
<th>Financial Supports</th>
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</thead>
<tbody>
<tr>
<td>1-5</td>
<td>1.1</td>
<td>Provide Individualized PBIS training for all employees based on component area to build understanding of the philosophy program-wide.</td>
<td>Ed/Dis Coordinator Mental Health Consultant</td>
<td>2016</td>
<td>Training Evaluations Staff sign-in sheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2</td>
<td>Teaching Pyramid Observation Tool (TPOT) and CLASS scores will be analyzed bi-annually to identify all pyramid of intervention levels in need of improvement.</td>
<td>Mental Health Consultant Ed/Dis Coordinator Admin Team</td>
<td>Bi-annually beginning Fall 2015</td>
<td>TPOT scores – annual report CLASS scores – annual report</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Trauma-informed care (TIC) training will be infused in every classroom debriefing; also at each interagency training with Region 1 Department of Health &amp; Welfare Behavioral Health and Child Protective Services.</td>
<td>Mental Health Consultant</td>
<td>August 2015 Pre-service Center-based trainings</td>
<td>Interagency agreements for each county CLASS debriefing forms Staff sign-in sheets CLASS scores TPOT scores</td>
<td></td>
</tr>
<tr>
<td>Goal Year</td>
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<tr>
<td>1</td>
<td>2.1</td>
<td>Introduce project-planning approach teaching practices to strengthen the concept development indicators of the instructional support domain.</td>
<td>Ed/Dis Coordinator</td>
<td>Fall Winter Spring</td>
<td>TSGold baseline outcomes (language, cognition, and math) and staff data analysis</td>
<td></td>
</tr>
<tr>
<td>2-5</td>
<td>2.2</td>
<td>Using project-approach teaching practices, teacher outcomes in instructional support scores will improve across the concept development domain.</td>
<td>Ed/Dis Coordinator</td>
<td>Bi-annually</td>
<td>TSGold outcomes: 90% of children will meet or exceed their widely-held expectations in the domains of language and cognition and the content area of math  CLASS scores consistently between mid to mid-high ChildPlus CLASS Internal Monitoring Feature TSGold electronic data base reports</td>
<td></td>
</tr>
<tr>
<td>Goal Year</td>
<td>Obj. #</td>
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<tr>
<td>1-2</td>
<td>2.3</td>
<td>Help families prepare for school-readiness as they gain an understanding of the impact of attendance on their child’s learning.</td>
<td>FCE Coordinator Ed/Dis Coordinator Family Advocates Classroom Teachers</td>
<td>Overall attendance at end-of-year</td>
<td>Attendance percentages will increase by 5% overall</td>
<td></td>
</tr>
</tbody>
</table>
North Idaho College Head Start  
Program Year 2016-2017 Budget

<table>
<thead>
<tr>
<th>Funding Description</th>
<th>2016/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Operations Grant - PA22</td>
<td>$2,356,573</td>
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<tr>
<td>PA20 T &amp; TA</td>
<td>$30,489</td>
</tr>
<tr>
<td>COLA</td>
<td>$-</td>
</tr>
<tr>
<td><strong>Total Federal Funding</strong></td>
<td>$2,387,062</td>
</tr>
<tr>
<td>State TANF Funding</td>
<td>$106,999</td>
</tr>
<tr>
<td><strong>Total Federal/State Funding</strong></td>
<td>$2,494,061</td>
</tr>
<tr>
<td>Harding Rental Income (projected)</td>
<td>$25,000</td>
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<tr>
<td>USDA/CACFP [projected]</td>
<td>$140,000</td>
</tr>
<tr>
<td><strong>Total Operating Budget</strong></td>
<td>$2,659,061</td>
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<table>
<thead>
<tr>
<th>Category Description</th>
<th></th>
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<tbody>
<tr>
<td><strong>A. Personnel</strong></td>
<td></td>
</tr>
<tr>
<td>Personnel Salaries</td>
<td>$1,429,311</td>
</tr>
<tr>
<td><strong>B. Fringe Benefits</strong></td>
<td></td>
</tr>
<tr>
<td>Medical/Dental Insurance, LTD &amp; EAP</td>
<td>$321,439</td>
</tr>
<tr>
<td>Retirement - PERSI</td>
<td>$133,614</td>
</tr>
<tr>
<td>FICA</td>
<td>$84,725</td>
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<tr>
<td>Unemployment</td>
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<tr>
<td>Worker's Comp</td>
<td>$8,663</td>
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<tr>
<td><strong>C. Travel</strong></td>
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</tr>
<tr>
<td>Out of Area Travel - T&amp;TA</td>
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</tr>
<tr>
<td>Out of Area Travel - CO</td>
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<tr>
<td><strong>D. Equipment/Furniture/Maintenance</strong></td>
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<tr>
<td>Durable purchases</td>
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<tr>
<td><strong>E. Supplies</strong></td>
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<tr>
<td>Classroom</td>
<td>$30,765</td>
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<tr>
<td>Admin Supplies</td>
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<tr>
<td>Office Supplies</td>
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<tr>
<td>Education Supplies - [T’s Gold &amp; Child Plus]</td>
<td>$20,000</td>
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<tr>
<td>Maintenance Supplies</td>
<td>$3,500</td>
</tr>
<tr>
<td>Computer Supplies/Equipment/Repairs</td>
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<tr>
<td>Staff Development/Training - PA 20</td>
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</tr>
<tr>
<td>Other Supplies - Custodial/Cleaning</td>
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<tr>
<td>Other Supplies - Children's Meal Service - Sundry (USDA)</td>
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<tr>
<td>Other Supplies - Children's Meal Service - Food (USDA)</td>
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<td>Other Supplies - Children's Meal Service - Supplies (USDA)</td>
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<tr>
<td>Other Supplies - Children's Meal Service - Consumable (USDA)</td>
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<td>Other Supplies - Postage</td>
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<td>Other Supplies - Copier Fees/Maintenance - Rent</td>
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<td>Other Supplies - Copier Fees/Maintenance</td>
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<tr>
<td>Information Technology Service Contract</td>
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<td>NIC Email Services</td>
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<tr>
<td>Health and Nutrition Services</td>
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<td>Maintenance Services</td>
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<tr>
<td>Fiscal Audit</td>
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<td><strong>G. CONSTRUCTION</strong></td>
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$
## North Idaho College Head Start
### Program Year 2016-2017 Budget

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<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td><strong>H. OTHER CATEGORY</strong></td>
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<tr>
<td>Other Parent Services</td>
<td>Policy Council</td>
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<tr>
<td></td>
<td>Parent Education Activities (Center)</td>
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<tr>
<td><strong>Children Services</strong></td>
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<tr>
<td></td>
<td>Medical (Other)</td>
<td>$1,500</td>
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<tr>
<td></td>
<td>Dental (Other)</td>
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<tr>
<td></td>
<td>Nutrition (Other)</td>
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<tr>
<td></td>
<td>Mental Health/Psychological Services</td>
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<tr>
<td></td>
<td>Disabilities Related Services (Other)</td>
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<tr>
<td></td>
<td>NIC Children’s Center Child Services</td>
<td>$62,577</td>
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<tr>
<td><strong>Local Travel</strong></td>
<td></td>
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<tr>
<td></td>
<td>Staff Travel - mileage</td>
<td>$25,886</td>
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<tr>
<td><strong>Child Travel - Local Travel</strong></td>
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<td>Disabilities Pupil Transportation (Other)</td>
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<tr>
<td><strong>Rental/Lease</strong></td>
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<tr>
<td></td>
<td>Lease - Shoshone</td>
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<td>Lease - Sandpoint</td>
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<td>Lease - Boundary</td>
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<td>Lease - Lakeland Center</td>
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<td><strong>Utilities</strong></td>
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<tr>
<td></td>
<td>Telephone</td>
<td>$22,407</td>
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<tr>
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<td></td>
<td>Utilities</td>
<td>$66,000</td>
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<td><strong>Printing/Publications</strong></td>
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<tr>
<td></td>
<td>Printing</td>
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<td></td>
<td>Publications &amp; Subscriptions</td>
<td>$250</td>
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<tr>
<td></td>
<td>Advertising</td>
<td>$500</td>
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<td><strong>Accounting Services</strong></td>
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<td>Indirect Costs</td>
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<td><strong>Liability Insurance</strong></td>
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<td>Liability Insurance General</td>
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<td><strong>Other Category</strong></td>
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<td></td>
<td>Personnel/Volunteer - Background Checks/Licensing (Other)</td>
<td>$3,500</td>
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<tr>
<td></td>
<td>Memberships (Other)</td>
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<tr>
<td><strong>Staff Development/Training - PA 20</strong></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Mentor Coaching Fees</td>
<td>$1,500</td>
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<tr>
<td></td>
<td>Registration Fees, Presenter Fees</td>
<td>$3,500</td>
</tr>
<tr>
<td></td>
<td>Academic Tuition/Fees</td>
<td>$5,489</td>
</tr>
<tr>
<td><strong>TOTAL funding allocation</strong></td>
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<td>$2,659,061</td>
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</tbody>
</table>

**TOTAL Federal Match Requirement of 25% of Federal Funding:** $596,766

**Total Income:** $2,659,061

**Total Expenses:** $2,659,061

**Difference:** $

---

Page 2 of 2 Revised: 03/14/2016 5:03 PM
SUBJECT
First Reading: College Calendar, Academic Years 2025-26 and 2026-27

BACKGROUND
The North Idaho College Calendar Committee has prepared the 2025-26 and 2026-27 calendars. See Attachments A and B.

DISCUSSION
NIC’s instructional calendar includes two 17-week semesters and a summer session. A semester is comprised of 16 weeks of instruction and one week of final exams. Summer instruction is delivered in 4, 6 or 8 week sessions. The proposed calendars include term dates, commencement, holiday closures and spring break.

There are no departures from the current operating timelines in the calendars for 2025-26 and 2026-27.

COMMITTEE ACTION
The College Senate is being provided the calendars as an information item.

FINANCIAL IMPACT
None

REQUESTED BOARD ACTION
None. This is a first reading.

Prepared by
Graydon A. Stanley
Vice President for Student Services
# NORTH IDAHO COLLEGE
## COLLEGE CALENDAR
### 2025 - 2026

<table>
<thead>
<tr>
<th>May 2025</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Spring semester ends</td>
</tr>
<tr>
<td>16</td>
<td>Commencement</td>
</tr>
<tr>
<td>17</td>
<td>Summer session begins</td>
</tr>
<tr>
<td>26</td>
<td>Memorial Day – campus closed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June 2025</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Independence Day - campus closed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July 2025</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Independence Day - campus closed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>August 2025</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Summer session ends</td>
</tr>
<tr>
<td>25</td>
<td>Fall semester begins</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September 2025</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Labor Day – campus closed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October 2025</th>
<th>Event</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>November 2025</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-28</td>
<td>Thanksgiving Break – campus closed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December 2025</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Fall semester ends</td>
</tr>
<tr>
<td>25</td>
<td>Christmas Day - campus closed</td>
</tr>
<tr>
<td>26-31</td>
<td>Holiday Break - campus closed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January 2026</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>New Year’s Day - campus closed</td>
</tr>
<tr>
<td>12</td>
<td>Spring semester begins</td>
</tr>
<tr>
<td>19</td>
<td>Martin Luther King Day – campus closed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>February 2026</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Presidents’ Day – campus closed</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>March 2026</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-31</td>
<td>Spring Break – classes not in session</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April 2026</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Spring Break continues – classes not in session</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May 2026</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Spring semester ends</td>
</tr>
<tr>
<td>15</td>
<td>Commencement</td>
</tr>
<tr>
<td>16</td>
<td>Summer session begins</td>
</tr>
<tr>
<td>25</td>
<td>Memorial Day – campus closed</td>
</tr>
</tbody>
</table>

Draft: 02/22/16
# NORTH IDAHO COLLEGE
## COLLEGE CALENDAR
### 2026 - 2027

<table>
<thead>
<tr>
<th>May 2026</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Spring semester ends</td>
</tr>
<tr>
<td>15</td>
<td>Commencement</td>
</tr>
<tr>
<td>16</td>
<td>Summer session begins</td>
</tr>
<tr>
<td>25</td>
<td>Memorial Day – campus closed</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>June 2026</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>July 2026</td>
<td>Independence Day ‘observed’ - campus closed</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>August 2026</td>
<td>Summer session ends</td>
</tr>
<tr>
<td>21</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Fall semester begins</td>
</tr>
<tr>
<td>September 2026</td>
<td>Labor Day – campus closed</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>October 2026</td>
<td></td>
</tr>
<tr>
<td>November 2026</td>
<td>Thanksgiving Break – campus closed</td>
</tr>
<tr>
<td>25-27</td>
<td></td>
</tr>
<tr>
<td>December 2026</td>
<td>Fall semester ends</td>
</tr>
<tr>
<td>18</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Christmas Day - campus closed</td>
</tr>
<tr>
<td>28-31</td>
<td>Holiday Break - campus closed</td>
</tr>
<tr>
<td>January 2027</td>
<td>New Year’s Day - campus closed</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Spring semester begins</td>
</tr>
<tr>
<td>18</td>
<td>Martin Luther King Day – campus closed</td>
</tr>
<tr>
<td>February 2027</td>
<td>Presidents’ Day – campus closed</td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>March 2027</td>
<td>Spring Break – classes not in session</td>
</tr>
<tr>
<td>29-31</td>
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</tr>
<tr>
<td>April 2027</td>
<td>Spring Break continues – classes not in session</td>
</tr>
<tr>
<td>1-2</td>
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</tr>
<tr>
<td>May 2027</td>
<td>Spring semester ends</td>
</tr>
<tr>
<td>13</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Commencement</td>
</tr>
<tr>
<td>15</td>
<td>Summer session begins</td>
</tr>
<tr>
<td>31</td>
<td>Memorial Day – campus closed</td>
</tr>
</tbody>
</table>

Draft: 02/22/16