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# Establishing a Region I North Idaho Rural Resource Center (NIRRC)

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## Proposal from the Idaho Superintendent of Public Instruction

### What is a Rural Resource Center?

A Rural Resource Center would be designed as a regional education unit in Region I of Idaho (Coeur d'Alene). Organizationally different from a school district, the Rural Resource Center would serve the school districts of Northern Idaho. The North Idaho Rural Resource Center would be established to allow school districts to cooperatively work, plan, share resources when feasible, assist rural districts in filling hard-to-fill positions, and buy equipment collectively, i.e., economies of scale.

Additionally, the North Idaho Rural Resource Center may provide other intermediary services, as needed, between the Idaho Office of the Superintendent of Public Instruction and local school districts. The North Idaho Rural Resource Center's scope of services would include but is not limited to: curriculum, instructional support (professional development) and assessment, business operations, transportation, printing, public relations / communications, data processing, payroll, fingerprinting, network support, statewide computer networks, driver's education, construction management, homeless transportation, para-educator training, and special education.

The establishment of a North Idaho Rural Resource Center should not be seen as an attempt to consolidate school districts, *nor should it be viewed as injecting yet another layer of administrative bureaucracy*. The creation of the North Idaho Rural Resource Center (NIRRC) should rather be seen as a cooperative center for resource sharing of district and state services as well as a collective purchasing solution to meet the needs of Idaho's most underserved rural school districts and their students.

### What can a Rural Resource Center Accomplish?

Smaller districts often have fewer resources and would rely on the NIRRC to help provide essential services. However, the state's larger school districts also take advantage of ESDs for cost efficiency, resource sharing, technical assistance and program implementation.

The NIRRC would service larger districts in special education, finance and administration, technology integration, teaching and learning and community engagement—saving them time and money. The greatest benefit offered by establishing



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the NIRRC would be the provision of equity for all students in participating districts.

Stable Core Funding ultimately generates revenue and educational services at no additional cost to the state. The Core funding request of \$300,000 by the Idaho Superintendent for Public Instruction would constitute a small percentage the potential NIRRC revenues generated.

For example, in the state of Washington every \$1 in core funding, Washington's Educational Service Districts returned \$50 in educational programs and services—or \$235 per every student in Washington. Without the small amount of core funding requested (seed money) to establish the NIRCC, student services will continue to decrease with costs to the state continuing to increase.

The establishment of the NIRRC would actually subsidize state-mandated programs by generating funds to deliver innovative services in early childhood education, curriculum/instruction improvement, technology, special education, insurance pools/trusts, math, science and literacy support, school construction, substance abuse prevention, drop-out programs, emergency communications and personnel cooperatives.

**The following represents examples of other programs and services being offered Educational Service Districts (ESD) across 45 states.**

- Math, Science and STEM Coordination and Training, ESDs improve math and science instruction by providing equitable access to technical assistance and quality professional development. Current research confirms teaching practices aligned to math and science standards increase content knowledge among students. For example, algebra, geometry and biology students of teachers who have participated in professional development demonstrated higher levels of achievement
- ESDs provide both Special Education and Student Support Services to districts throughout each state. In Special Education, direct services are provided to many of the state's smallest districts, and targeted support is assured for all districts in the state. In the area of student support ESDs work closely with Office of the Superintendent of Public Instruction (OSPI) to provide support to educators, families, students and community partners in creating high quality learning environments.
- ESDs provide the latest evidence-based research and best instructional practices in literacy instruction and assessment, consistent with OSPI's completed strategic plan to fully implement the Common Core State Standards for English Language Arts (ELA)
- ESDs are working to assure students are kindergarten-ready by providing professional development and implementation support for early learning opportunities.
- ESDs provide grant management, liaison with state agencies, training, technical assistance, and overall program coordination for programs that serve income-eligible families and their children, prenatal to age five. Continued



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funding will ensure statewide capacity to offer comprehensive education, health, nutrition, and family support services to ensure all students are kindergarten ready.

- ESDs work to assure district implementation of Teacher Principal Evaluation Programs is efficient and effective. State ESDs are hosting regional opportunities to learn about student growth and plan for local implementation. The focus of supervision has shifted from a contractual obligation to an opportunity for growth. Standards-driven, data conversations are a key factor in this effort. Expert cadres of practitioners are identified to train district leaders on the practical tools and templates for increasing skill and confidence with structured conversations that build professional expertise.
- State ESDs deliver common core training in English Language Arts and Mathematics to districts statewide. Teacher leaders/coaches are identified who are a crucial component of systemic statewide implementation efforts for Core Standards in Mathematics, English Language Arts and Science. Coaches support district implementation efforts and collaborate at the state, regional, district, and local levels to build coherence in supporting effective implementation of the CCSS and Science Standards, by focusing on shifts in instructional practice to increase student learning across each state.
- ESDs are partnering with OSPI to support a statewide system that provides strong regional support to improve student achievement in all schools, especially those that struggle. ESDs focus supported on Priority and Focus schools across the each state by delivering professional development aligned to school improvement plans, for teachers and leaders in the school communities. This work builds system capacity in data-driven analysis and improvement planning. Sufficient funding resources are needed to continue this important and necessary work.
- ESDs are proving to lead schools in a powerful and effective accreditation process. The Association of Educational Services Districts has expanded accreditation services in order to meet demand and ensure our state's high schools are meeting high quality standards.
- ESDs are providing both Special Education and Student Support Services to districts throughout each state. In Special Education, direct services are provided to many of the state's smallest districts, and targeted support is assured for all districts in each state. In the area of student support ESDs work closely with OSPI to provide support to educators, families, students and community partners in creating high quality learning environments. Additional support may add to OSIP, Capacity Builders, and Idaho Superintendent's Network.

## The Proposal

Governance, the governance of the NIRRC would reside with 13 superintendents in Region I:

- Avery #394



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- Boundary County #101
- Coeur d'Alene #271
- Kellogg #391
- Kootenai #274
- Lake Pend Oreille #084
- Lakeland #272
- Mullan #292
- Plummer/Worley #044
- Post Falls #273]St Maries #041
- Wallace #393
- West Bonner County #083

The Region I superintendents would hold the oversight responsibility of the management, both administrative and fiscal, of the NIRRC although the Region I Superintendents would meet regularly with the Executive Director/Superintendent to review progree and then report out and get feedback at the monthly meetings.. The Executive Director/Superintendent of the NIRRC would report directly to the Region I superintendents. The annual performance review of the NIRRC would be conducted by Region I. *There would be no creation of an additional board or administrative level.*

Funding Request of \$300,000 by the OSPI is specifically for the hiring of an Executive Director/Superintendent, a fiscal/contracts officer, an administrative assistant, office and professional development space, and associated legal fees for advice and contracts. The actually selection of the individual would be by the Superintendent of Public Instruction in consultation and advisement with Region I. The Region I superintendents are on record as indicating the hiring of an Executive Director/Superintendent is critical to the establishment of the NIRRC. They, individually or collectively, do not have the time to start up a rural resource center. It is envisioned that at least a year will be required to get the NIRRC operational and fully functioning.

**Services requested by the Region I school districts** *(the following was compiled by the University of Idaho Coeur d'Alene).*

	Avery #394	Boundary County #101	Coeur d' Alene #271	Kellogg #391	Kootenai #274	Lake Pend Oreille #084	Lakeland #272	Mullan #392	Plummer/Worley #044	Post Falls #273	St. Maries #041	Wallace #393	West Bonner County #083
<b>Administrative</b>													
<b>Clock Hours</b>													



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<b>Clock Hours Cooperative (lifetime)</b>														
<b>Clock Hours Cooperative (per class)</b>														
<b>E-rate Administration</b>	x	x	x		x		x					x		
<b>Fingerprinting</b>														
<b>School Closure/Alert Notification System</b>		x			x							x		
<b>Operations &amp; Technical Services</b>														
<b>Business Manager Services</b>		x			xxx									
<b>CEDARS Processing Services</b>		x												
<b>Rural Education Center</b>														
<b>NE Washington Information Service Center (Data Center)</b>														
<b>Unemployment Compensation Coop</b>		x												
<b>Workers' Compensation Cooperative - Claims</b>		x												
<b>Workers' Compensation Cooperative - Safety</b>		x					x							
<b>Asbestos Consultation</b>			x							x	x			
<b>Indoor Air Quality</b>														
<b>Occupation al Noise Levels</b>														
<b>Ergonomic Evaluations</b>										x				
<b>Rehab the Lab</b>														



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<b>Safety Trainings</b>										x			
<b>Site Safety Assessments</b>			x										
<b>Safety Manager Program</b>			x										
<b>Program Compliance</b>									x				
<b>Safety Committees &amp; Safety Boards</b>													
<b>Publications</b>									x		x		
<b>Public Relations Cooperative</b>													
<b>Video Production Services</b>		x							x				
<b>Student Learning &amp; Support Services</b>													
<b>Teacher Professional Development</b>		x	x		x					x			
<b>Prevention/Intervention Services</b>													
<b>Student Assistance Program</b>		x											
<b>Education Advocate Program</b>													
<b>Regional Crisis Response Training</b>		x			x					x			
<b>ATOD Specialist (Anticipated)</b>					x								
<b>Suicide Prevention Training (Anticipated)</b>											x		
<b>CCSS Support (in-district) - Regional Math,</b>		x											
<b>Science, Humanities, K-4</b>		x											



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Coordinator														
CCSS Support (multi-district PD) - Regional	x													
Math, Science, Humanities, K- 4 Coordinator	x													
School Improvement/Success	x			x										
Knowledge Bowl														
Early Childhood Services/Child Care	x													
ELC Registration fee														
ELC/Child care half-day preschool														
ELC/Child care full-day preschool														
ELC/Child care half-day kindergarten care														
ELC/Child care full-day kindergarten care														
ELC - half- day preschool														
ELC - full- day preschool														
School Nursing (fee-for-service)	x							x						
Technical Assistance & Consultation Services			x						x					
Para- Professional Core Competency Classes			x		x									
Science Kit Cooperative					x				x					
Elementary			x						x					



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<i>Science kit purchase</i>														
<i>Elementary Science kit refurbishment</i>			x					x						
<i>Middle School Science kit purchase</i>			x					x						
<i>Middle School Science kit refurbishment</i>			x					x						
<i>Cost for additional consumables</i>														
<i>Special Education Services</i>		x				x								
<i>Psychologic al Services</i>		x	x	x				x	x			x		
<i>Communica tion Services</i>		x	x						x					
<i>Audiologist</i>		x	x											
<i>Teacher</i>		x	x											
<i>Administrat ive fees dependent on level of svcs.</i>														
<i>Special Education Support Services</i>		x												
<i>On-site Professional Development</i>		x	x						x					
<i>On-site File &amp; Program Reviews</i>		x	x											
<i>Highly Capable</i>														
<i>Profess ional Development</i>		x										x		
<i>Region al meetings</i>														
<i>Title 1/LAP</i>			x											
<i>Netwo</i>		x				x								





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rk meetings																				
Region al meeting		x																		
<i>Data Coaching/Data Quality Training</i>						x														
<i>PBIS</i>		x																		
<b>4 days of team training at NEWESD 101</b>																				
<b>2 days of follow-up training at NEWESD 101</b>																				
<i>RTI</i>		x			x															
Technology and Design Services																				
Educational Technology Programs		x	x			x														
Instructional Resources Cooperative																				
<i>Basic district membership based on FTE</i>																				
Additional resources added to basic membership																				
<i>Discovery Education Streaming Media</i>																				
<i>Learn 360 Streaming Media</i>																				
Internet Safety Programs						x														
<i>Life.On.Line Digital Citizenship &amp; Internet</i>		x																		x
<i>Safety Supplemental Curriculum</i>		x																		



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<i>Digital Citizenship &amp; Internet Safety webinars and</i>		x												
<i>educat or trainings</i>		x							x					
<b>Network Services Cooperative</b>									x					
<i>Basic District Membership</i>									x					
<i>Basic Membership Plus On- site Services</i>														
<i>Additional online &amp; remote support services</i>														
<i>added to Basic Membership</i>														
<i>E-Mail server &amp; spam filter support</i>									x					
<i>Genera l server support</i>									x					
<i>Firewal l support</i>									x					
<i>Backup server monitoring</i>									x					
<i>Full service, on-site support packages</i>														
<b>1 day/week (40 days)</b>														
<b>2 days/week (80 days)</b>														
<b>2 days/month (20 days)</b>									x					
<b>Half- day/week (40 visits - limited service area)</b>														

### Cooperative Services agreements



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On an annual basis each district superintendent would negotiate with the NIRRC for a list of needed services and pricing for the upcoming school year. As indicated above those services may range from professional development to nursing. The NIRRC Executive Director/Superintendent would then pool each individual district's request together to determine the number of FTEs necessary to meet the collective request of each district. For example one nurse FTE may over the course of a month visit five to six districts on a routine consistent schedule. Thus each district only pays for the actual time the nurse spends in their district, while the nurse is paid full time for spending 160 hours over the course of a month visiting the five to six school districts.

## **Conclusion**

The NIRRC is all about achieving economies of scales and achieving equity for our rural school districts by bringing qualified, certified, and scarce staff to rural district only for the time required by those districts.