

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

| TAB | DESCRIPTION | ACTION | PAGE |
|------------|--|-------------------|-------------|
| 1 | EASTERN IDAHO TECHNICAL COLLEGE PROGRESS REPORT Bill Robertson will give the report | | 2 |
| 2 | BOISE STATE UNIVERSITY INTERIM PROGRESS REPORT Bob Kustra will give the report | | 3 |
| 3 | PRESIDENT'S COUNCIL REPORT Dene Thomas will give the report | | 4 |
| 4 | PEER INSTITUTIONS | | 5-13 |
| 5 | HEALTHCARE EDUCATION BUILDING PLACEMENT | | 14-15 |
| 6 | FIRST READING-GOVERNING POLICIES & PROCEDURES Section IV.E. Eastern Idaho Technical College | Motion to Approve | 16-19 |
| 7 | FINAL READING-GOVERNING POLICIES & PROCEDURES Section I.E. President Emeritus/Emerita Policy | Motion to Approve | 20-22 |
| 8 | STRATEGIC PLAN APPROVAL | Motion to Approve | 23-45 |
| 9 | PROPOSED RULES-TEACHER CERTIFICATION (MOST) | Motion to Approve | 46-99 |
| 10 | PROPOSED RULES- ACCOUNTABILITY | Motion to Approve | 100-112 |
| 11 | PROPOSED RULES- MISC. RULES | Motion to Approve | 113-114 |
| 12 | IDAHO STATE LIBRARY REAPPOINTMENT | Motion to Approve | 115-117 |

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

SUBJECT

Eastern Idaho Technical College Progress Report

Bill Robertson, EITC Interim President, will give the report.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

SUBJECT

Boise State University Interim Progress Report

Bob Kustra, BSU President, will give the report.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

SUBJECT

President's Council Report

Dene Thomas, LCSC President and Chair of the President's Council, will give the report.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

SUBJECT

Proposed Peer Institutions

BACKGROUND

At the Board's April 2003 meeting, the institutions discussed their approach to peer selection. At the June 2003 meeting, the Board requested an objective process for review of the peer lists, including consideration of the rationale used by MGT when they chose peers for the funding equity study.

DISCUSSION

As defined in the MGT funding equity study, a "peer" is a college or university that is "most like" another college or university based on similarities on a group of variables like mission, size, organization, control, location, mix of programs, and study body characteristics. In identifying peers, the institutions began by reviewing and revising the peer lists used in the MGT study. Attached are excerpts from the MGT study that discuss the rationale used by MGT when they chose peers for the study. All of the institutions have also included aspirational peers in their list of peers. Aspirational peers are those that the institution aspires to be like on some criterion, such as faculty salary or compensation levels, or academic reputation.

Also attached are the lists of proposed peers for each of the four-year institutions along with commentary on the selections. Once peer institutions have been selected, they can be used for various other comparisons (faculty salaries, student/faculty ratios, financial health, etc.).

BOARD ACTION

No action could be anticipated.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

B.2 Criteria for Peer Selection

The process of validating peers for each of the four Idaho institutions began with development of a set of criteria or variables that were selected in cooperation with each institution. In identifying potential peer institutions, the primary selection criterion reflected the mission of the institution, as approved by the State Board of Education.

VARIABLES/CRITERIA FOR USE IN VALIDATING PEERS

1. Public Control
2. Carnegie Classification
3. Number of headcount students by level and part-time or full-time status
4. Percent part-time and percent full-time students
5. Location in urban/rural/suburban area
6. Number of full-time equivalent students
7. Number of degrees awarded
8. Number of associates degrees awarded
9. Number of bachelor's degrees awarded
10. Number of master's degrees awarded
11. Number of doctoral degrees awarded
12. Number of first professional degrees awarded
13. Degrees awarded by field and percent degrees awarded by field
14. Total sponsored research expenditures
15. Land grant status
16. Discipline mix and number of disciplines
17. Number of staff by category

**Mission-Related Variables to Use
In Peer/Comparator Selection, Boise State University**

| Variable | Value |
|--------------------------------|--|
| Carnegie Classification | Doctoral I, II, Comprehensive I or II |
| Number of students | Headcount Percent full-time Percent undergraduate |
| Location | Rated 1 – 9, based on population Weighted |
| Number of degrees awarded | Total Number of associates Number of bachelors Number of masters Number of doctorates Number by two-digit CIP code: Education Business Social Science Public Administration/Affairs Performing Arts Engineering |
| Percent degrees awarded | Percent associates Percent bachelors Percent masters Percent doctorates Percent by two-digit CIP code: Education Business Social Science Public Administration/Affairs Performing Arts Engineering |
| Number of staff | Total Full-time Total Faculty Total Non-faculty Part-time Total Faculty Total Non-faculty |
| Percent staff | Percent Full-time Total Faculty |
| Percent full-time faculty | As a percent of total faculty |
| Total research expenditures | Total dollars |
| Number of separate disciplines | Count of 6-digit CIP coded disciplines |

**Mission-Related Variables to Use
In Peer/Comparator Selection, Idaho State University**

| Variable | Value |
|--------------------------------|---|
| Carnegie Classification | Doctoral I, II, Comprehensive I or II |
| Number of students | Headcount Percent full-time Percent undergraduate |
| Location | Rated 1 – 9, based on population, weighted |
| Number of degrees awarded | Total Number of associates Number of bachelors Number of masters Number of doctorates Number by two-digit CIP code: Health Professions Biological Sciences Physical Sciences Education |
| Percent degrees awarded | Percent associates Percent bachelors Percent masters Percent doctorates Percent by two-digit CIP code: Health Professions Biological Sciences Physical Sciences Education |
| Number of staff | Total Full-time Total Faculty Headcount students/faculty Total Non-faculty Part-time Total Faculty Total Non-faculty |
| Percent staff | Percent Full-time Total Faculty |
| Percent full-time faculty | As a percent of total faculty |
| Total research expenditures | Dollar amount |
| Number of separate disciplines | Count |

**Mission-Related Variables to Use
In Peer/Comparator Selection, Lewis-Clark State College**

| Variable | Value |
|--------------------------------|--|
| Carnegie Classification | Baccalaureate I and II. 2-year with B.A. |
| Number of students | Headcount Percent full-time |
| Location | Rated 1 – 9, based on population |
| Number of degrees awarded | Total Number of associates Number of bachelors Number by two-digit CIP code: Business Nursing Criminal Justice Social Work Education Technology |
| Percent degrees awarded | Percent associates Percent bachelors Percent by two-digit CIP code: Business Nursing Criminal Justice Social Work Education Technology |
| Number of staff | Total Full-time Total Faculty Total Non-faculty Part-time Total Faculty Total Non-faculty |
| Percent staff | Percent Full-time Total Faculty Total Non-faculty Percent Part-time Total Faculty Total Non-faculty |
| Percent full-time faculty | As a percent of total faculty |
| Number of separate disciplines | Count of 6-digit disciplines |

**Mission-Related Variables to Use
In Peer/Comparator Selection, University of Idaho**

| Variable | Value |
|--------------------------------|--|
| Carnegie Classification | Research I and II, Doctoral I and II |
| Number of students | Headcount Percent part-time Percent graduate Full-time equivalent students |
| Location | Rated 1 – 9, based on population |
| Number of degrees awarded | Total Number of bachelors Number of masters Number of first professional Number of doctoral Number by two-digit CIP code: Agriculture Forestry Mines Architecture Engineering Education Foreign Languages Law |
| Percent degrees awarded | Percent bachelors Percent masters Percent first professional Percent doctoral Percent by two-digit code: Agriculture Forestry Mines Architecture Engineering Education Foreign Languages Law |
| Land grant | Designation as land-grant university |
| Number of staff | Total Full-time Total Faculty Total Non-faculty Part-time Total Faculty Total Non-faculty |
| Research expenditures | Total dollars expended |
| Percent staff | Percent Full-time Total |
| Percent full-time faculty | As a percent of total faculty |
| Number of separate disciplines | Count of 6-digit CIP codes offered |

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

* = aspirational peer

BOISE STATE UNIVERSITY

The opportunity to revisit peers with the inclusion of aspirational ones is timely for Boise State. It has become clear that the Board and all the candidates for President see Boise State as a Doctoral university in the future; thus, revisions to the Peer list would remove three Master level institutions (Arizona State University West, University of Nebraska-Omaha, University of Northern Iowa) and replace them with University of Cincinnati, University of Louisville and Wayne State University. Arizona State University West and the University of Nebraska-Omaha, while located in metropolitan settings, are satellite campuses of major flagship institutions and hence are inappropriate aspirational peers for Boise State. Northern Iowa, insofar as it serves a largely rural area, is likewise inappropriate as a peer for Boise State. The three additions are appropriate aspirational peers for Boise State in light of its future as a large, doctoral degree granting, research institution serving a major metropolitan area. Moreover, like Boise State, Cincinnati and Louisville award a significant number of associate degrees as well as doctorates, and all three of the suggested universities feature a similar mix of programs, such as business, engineering, education, and the arts that are appropriate in meeting the needs of an urban clientele. These recommended peer institutions have established a level of quality and distinction that will challenge Boise State to achieve its outstanding potential.

| | |
|--|--|
| University of Alaska Anchorage | Portland State University |
| Northern Arizona University | University of Texas El Paso |
| California State University Fresno | Weber State University |
| University of Northern Colorado | George Mason University (VA) |
| University of Northern Iowa | University of Nebraska—Omaha |
| Wichita State University | Arizona State University West |
| Eastern Washington University | <u>University of Cincinnati*</u> |
| University of Nevada Las Vegas | <u>University of Louisville*</u> |
| Cleveland State University | <u>Wayne State University*</u> |

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

IDAHO STATE UNIVERSITY

ISU used the following general criteria to review our peer institutions:

- 1. Primary focus on Western States*
- 2. Role and mission and program mix*
- 3. Carnegie classification – plus or minus 1*
- 4. Enrollment and budget size*

The draft list of peer institutions satisfies the above criteria, but two changes are recommended to include aspirational peers:

- Remove University of Nebraska-Omaha and Wichita State University*
- Include University of Oregon and University of Kansas*

ISU also recommends that in-state universities also be included within our peers, therefore, we would include BSU and UI. An opportunity to change the peer institutions on some time schedule would be appropriate.

| | |
|--|--|
| Northern Arizona University University of Colorado Denver University of Northern Colorado Indiana State University University of Northern Iowa University of Montana Montana State University University of Nevada Las Vegas University of Nevada Reno | New Mexico State University University of North Dakota Portland State University University of Wyoming University of Nebraska-Omaha Wichita State University <u>Boise State University</u> <u>University of Idaho</u> <u>University of Oregon*</u> <u>University of Kansas*</u> |
|--|--|

LEWIS CLARK STATE COLLEGE

LCSC is content to maintain the current list of 19 institutions developed in our work with MGT. This list already contains one "regional aspirational" peer--the University of Hawaii (Hilo). Careful and exhaustive analysis went into the formulation of the MGT list. We choose not to override the methodology and analysis that underlie the MGT list. Bottom line: we believe that sticking with the current MGT list will be the best way to maximize our objectivity and credibility.

| | |
|--|---|
| University of Arkansas - Monticello Western State College (CO) University of Maine Farmington Lake Superior State (MI) Southwest State University (MN) Western Montana University University of Montana Northern New Mexico Highlands University Valley City State University (ND) | Central State University (OH) Southeastern Oklahoma State University Eastern Oregon University Lake Haven State University of Pennsylvania University of South Carolina Aiken Dakota State University (SD) Texas A & M Galveston Southern Utah University West Virginia U Institute of Technology University of Hawaii Hilo* |
|--|---|

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

UNIVERSITY OF IDAHO

UI reviewed and confirmed the list of UI peer institutions from the MGT study. We believe this set constitutes comparable universities with similar programs, role and mission. They are all land-grant universities except for Texas Tech. Our assessment is that three are appropriate "aspirational" peers. We second again the recommendation of the Financial Vice Presidents that the set of peer institutions be routinely reviewed and updated.

| | |
|--|--|
| University of Arkansas – Fayetteville Kansas State University University of Montana Montana State University University of Nebraska – Lincoln University of Nevada Reno Oklahoma State University Oregon State University | Texas Tech University Utah State University Washington State University University of Wyoming Iowa State University* University of Arizona* Colorado State University* |
|--|--|

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

SUBJECT

Healthcare Education Building Placement

BACKGROUND

At the January meeting, the Board acted to allow Eastern Idaho Technical College to seek support from the Governor's Office and the Legislature for a Healthcare Education building with the caveat that the Board will be looking at collaboration in Southeast Idaho in this area, including further discussions on where the building should be located. Subsequently, the Legislature approved this building as one that may be financed and developed through the Idaho State Building Authority. The concurrent resolution (HCR 30 provided that "this building was to be constructed in accordance with policies of the State Board of Education."

Criteria to aid the Board in determining the location of the healthcare education building in Idaho Falls were approved by the Board at the June meeting.

DISCUSSION

The following individuals will make presentations regarding placement of the healthcare education building:

- Richard Bowen, President, ISU
- Kathleen Nelson, Health Education Division Manager, EITC

BOARD ACTION

Motion could not be anticipated.

CRITERIA FOR PLACEMENT OF THE HEALTHCARE EDUCATION BUILDING

1. Priorities of the Local Health Community

How well it meets the priorities of the local health community

2. Proximity to hospitals, medical facilities and related clinical sites

3. Student Needs

Which site will best serve students currently enrolled in health care education programs in Idaho Falls, and with capacity to serve the greatest number of students in the future, including both which is most convenient for the students (traditional from a residential environment and nontraditional from a business or clinical environment) in terms of commuting and parking, and which provides most access to other programs, courses, and student services

4. Cost of Site Preparation

Expenses of utility infrastructure (water, sewer, storm drain, data connections, electrical service, natural gas, telephone, access roads, parking) and functionality of the site (maintenance, safety, environmental issues, access for individuals with disabilities)

5. Regulatory and funding constraints

Security of EDA funding

6. Long-Range Planning

Adequacy of long range campus development plan and consistency of proposed location with the current long range campus development plan, as well as which site would provide best building block in developing the long-term educational delivery for the Idaho Falls region.

7. Expenses incurred to date

Architectural planning, etc

8. Legislative Intent

How well it meets Legislative Intent (bonding bill language attached)

9. Which site maximizes enrollment and alleviates space crunch at ISU/UI University Place

10. Co-Location and Multi-Use Opportunities

Which site best serves co-location and multi-use opportunities including access by partners

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

FIRST READING

Changes to Section IV.E. Eastern Idaho Technical College

BACKGROUND

At the June 25-26, 2003 meeting, following appointments to the EITC Advisory Council, the Board staff to update policy in reference to the process for appointments and reappointments to the EITC Advisory Council, using the Idaho State Historical Society Board of Trustees and the Idaho State Library Board as a model.

DISCUSSION

The suggested changes to this policy will make procedures for appointments for the Eastern Idaho Technical College Advisory Council consistent with procedures for appointments to the Idaho State Historical Society Board of Trustees and the Idaho State Library Board.

In addition to the changes for appointments to the Advisory Council, the Division of Professional-Technical Education and the president of EITC had an opportunity to review the policy and request additional changes as necessary. The additional recommended changes are as follows:

- The portion referencing a brief annual report from the EITC President has been removed.
- The implementation portion of the policy is removed since the Council is currently active and operating on staggered terms.

BOARD ACTION

To approve for first reading changes to Section IV.E. Eastern Idaho Technical College.

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: I. Eastern Idaho Technical College

April 2002

I. Eastern Idaho Technical College

EITC is responsible for fostering and promoting Professional-Technical Education services in Region VI in Idaho under Idaho Code.

~~EITC Advisory Council Established by Statute.~~

~~33-2212. Creation of advisory council—Members—Compensation.—The state board for professional-technical education may appoint an advisory council consisting of not less than twelve (12) nor more than fifteen (15) persons to offer counsel and advice in the organization, establishment and conduct of the Eastern Idaho Technical College. Members of the council will serve without salary but shall be compensated as provided by section 59-509(b), Idaho Code. Members of said council shall be appointed from as nearly as is practicable the vocational area to be served by the Eastern Idaho Technical College as determined by the state board for professional technical education.~~

1. EITC Advisory Council.

a. The EITC Advisory Council shall be appointed by the Board as provided for in Idaho Code §33-2212.

~~a. The EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC president as ex-officio members, and other members appointed by the State Board for Professional-Technical Education, each to a term of three (3) years. An appointment to the EITC Advisory Council cannot be made until the nominations process has concluded.~~

b. The EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC president as ex-officio members, and other members appointed by the ~~State Board for Professional-Technical Education~~, each to a term of three (3) years. An appointment to the EITC Advisory Council cannot be made until the nominations process has concluded.

~~b. The State Board for Professional-Technical Education shall solicit nominations for members of the EITC Advisory Council which it appoints through utilization of both of the following methods:~~

~~(1) From the Current EITC Advisory Board.~~

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

~~The State Board for Professional Technical Education shall, when an appointment to the EITC Advisory Council is required, solicit from the current Council nominations for the position of Council members. The State Board for Professional Technical Education's call for such nominations shall include qualifications believed to be necessary to serve as a member of the EITC Advisory Council.~~

~~(2) From the public through advertisement in regional newspapers.~~

~~The State Board for Professional Technical Education shall, when an appointment to the EITC Advisory Council is required, solicit from the general public nominations for the position of Council members through advertisement in regional newspapers. The State Board for Professional Technical Education's advertisement for such nominations shall include qualifications believed to be necessary to serve as a member of the EITC Advisory Council.~~

c. Advisory Council Procedures:

(1) Incumbent Reappointment.

In the event that the incumbent candidate is interested in reappointment, the Advisory Council shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The Board may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

2. Open Appointment

(a) The EITC Advisory Council, on behalf of the Board, will advertise the vacancy in regional newspapers. Such advertisement will solicit interested persons to apply for the vacant position on the EITC Advisory Council.

(b) Each applicant must provide a written statement expressing his or her interest in becoming a member of the EITC Advisory Council. Each applicant must also provide evidence of his or her qualifications for the position and each applicant must identify his or her primary residence.

(c) The EITC Advisory Council will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of the review of applications is to eliminate from further consideration all but the most qualified applicants.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

(d) The EITC Advisory Council will forward only the most highly qualified applicants, in order of preference, through the EITC President to the State Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the EITC Advisory Council.

(e) The State Board for Professional-Technical Education EITC Advisory Council shall solicit such nominations beginning with the acceptance of any resignation or as soon as a vacancy shall occur for any other reason, and shall appoint a replacement within ninety (90) days of the beginning of solicitation for nominations.

~~In any case, regional representation on the EITC Advisory Council shall be maintained according to the discretion of the State Board for Professional-Technical Education.~~

~~23. Policies and Procedures~~

~~a. The EITC Advisory Council will operate under the State Division of Professional-Technical Education Advisory Committee Handbook.~~

~~b. The EITC Advisory Council will submit annually to the Board through the EITC president, an annual report. The report will consist of minutes (brief and concise) of meetings. Recommendations for consideration by the State Division of Professional-Technical Education and the Board will be included. This document will also include a brief annual report prepared by the EITC president.~~

a. The EITC Advisory Council will operate under the Professional-Technical Administrators Handbook for Advisory Committees.

b. The EITC Advisory Council will submit an annual report to the Board through the EITC president. The report will include recommendations for consideration by the Board.

~~3. Implementation~~

~~Implementation of this policy will include computation of the three-year terms for current advisory council members. Current members may serve until the Board appointment process has been completed. The state administrator will recommend to the Board for its consideration, an orderly staggered sequence of terms.~~

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

SUBJECT

Final Reading: President Emeritus/Emerita Policy (Section I.E. Governing Policies & Procedures)

BACKGROUND / DISCUSSION

The proposed policy related to granting President Emeritus/Emerita status to retired chief executives was drafted to guide the Board in the event there is interest in granting this status to a retiring president in the Idaho higher education system.

In compiling this draft policy, staff used guidelines from other states, and also policies at each of the Idaho institutions relative to faculty emeritus status (see attached table with summary of faculty emeritus policies). The Presidents' Council reviewed the draft policy at their June meeting as requested by the Board. There was general consensus that a recommendation to confer the title of President Emeritus/Emerita should come to the Board from the institution where the president served.

The first reading was approved at the June 25-26, 2003 Meeting. The only change between first and final reading is to incorporate the suggestion made by the Board in June that the rights and privileges included in the policy be examples and not mandated minimums.

BOARD ACTION

To approve final reading of Section I.E.5 – President Emeritus/Emerita Designation.

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: E. Executive Officers

NEW ITEM

5. President Emeritus/Emerita Designation

The Board may choose to grant President Emeritus/Emerita status to a retiring president. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring president emeritus/emera status is to bestow an honorary title in recognition of successful tenure in the presidential role.

a. Appointment Procedure

An institution may forward a recommendation to the Board that this honorary title be conferred upon a president that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

b. Rights, Privileges and Responsibilities

Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including ~~at a minimum~~ such privileges as:

- (1) staff privileges for activities, events and campus facilities
- (2) receipt of institutional newspaper and other major institutional publications
- (3) receipt of employee/spouse fee privilege (see Section V.R)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

SUMMARY OF FACULTY EMERITUS POLICIES

| BSU | LCSC | UI | ISU |
|--|---|--|--|
| <ul style="list-style-type: none"> Retired <p>And one of three following</p> <ul style="list-style-type: none"> 15 years of service less than 15, but forced into early retirement less than 15, but department & faculty senate recommend <p>Application is approved by the dean or division head, faculty senate, provost and president</p> | <ul style="list-style-type: none"> Retired 15 years service age 55 or older nominated by majority of division ultimate vote by faculty association (may make exception of years of service and age minimum) | <p>Automatic upon meeting criteria for university or state retirement</p> | <ul style="list-style-type: none"> Retired Hold a rank of at least assistant professor or instructor (if college of technology) Normally 15 years of service Receive recommendations from: <ul style="list-style-type: none"> department chair or majority of department faculty dean of college faculty senate academic vice president |
| <p>Listed in publications and ID card entitling them to:</p> <ul style="list-style-type: none"> faculty privileges for activities, events and facilities university newspaper notice of functions library privileges reduced fees parking privileges internet privileges as resources allow access to secretarial services and supplies as resources allow | <p>same as for active faculty members – including</p> <ul style="list-style-type: none"> invites to functions privileges at campus facilities participation in commencement academic fee reduction membership on faculty committees receipt of college publications listing in catalogue continued email account and access | <ul style="list-style-type: none"> Same as for active faculty members except for change in salary, certain benefits, obligation to perform duties and right to vote in faculty meetings Continue to have access to research, library and other facilities Other specific provisions include: <ul style="list-style-type: none"> campus mail box (if reside locally) receive publications office materials, supplies and postage for business purposes offices made available as space allows campus parking invites to functions considered for committees travel budget if appropriate and necessary email account commencement listing | <ul style="list-style-type: none"> Continue scholarly pursuits in name of ISU Lab and office space and support service as resources allow Attend faculty meetings (no vote) March in commencement Library and university facilities Attend social and ceremonial events Listed in catalogue |

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

SUBJECT

Strategic Plan Approval

BACKGROUND

Idaho Code provides that all state agencies create and update annually a strategic plan for submittal to the Division of Financial Management (DFM). Additionally, Board policy provides that Board governed institutions/agencies/school submit their plans annually to the Board for approval prior to submission to DFM.

DISCUSSION

Plans for BSU, ISU, UI, LCSC, CSI, NIC, EITC, IDPTE, IDVR, IEPBS, and ISDB have been submitted to the Board office. Included here are summaries of each plan as submitted by each organization for the Board's review and approval. Full copies of each plan are available from the Board office upon request. The institution, agency, and school strategic plans are to be aligned with the Board's strategic plan. The four major goals in the Board's plan are as follows:

Goal I: Direct efforts to continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.

Goal II: Provide individuals of all ages and abilities access to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.

Goal III: Ensure education, training, rehabilitation and information/research services are relevant to the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government.

Goal IV: Ensure maximum benefit from education resources through efficient operation and management of the education system and investments in student learning centered software.

BOARD ACTION

A motion to approve the strategic plans for the Board governed agencies and institutions as presented.

Moved by _____, Seconded by _____. Carried Yes ___ No ___

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

BOISE STATE UNIVERSITY

The comprehensive planning process conducted during the 1999-2000 academic year confirmed that the fundamental strategic directions announced in Boise State University's 1994 strategic plan and pursued since that time remain sound and relevant today. Major departures or changes of direction are not warranted. Hence the updated plan reasserts the four major strategic initiatives that have directed the university's progress since 1994:

- 1) Manage growth while preserving and enhancing access;
- 2) Enhance academic quality and reputation;
- 3) Improve management and administrative functions; and,
- 4) Develop the university's human resources.

Specific objectives identified with each of these four major strategic initiatives have been updated or added to reflect progress achieved, current conditions, and future aspirations. Yet, in contrast to the 1994 strategic plan, which called for ambitious new undertakings such as acquisition of a satellite campus in Canyon County, installation of a new management information system, or creation of a theme-based residential Honors College, the updated strategic plan emphasizes continuity, follow-through, and consolidation of gains—themes of stability and sustainability signaled in the choice of the title *Meeting the Challenge: A Strategic Plan for Boise State University, 2000-2005*, which sustains the familiar title of the 1994 strategic plan while updating the focus. This emphasis on consolidation and stability has positioned the institution well for the current fiscal environment.

From the many specific objectives listed, nearly a dozen goals emerge. In summary, Boise State University should continue to:

- 1) Pursue its "distributed campus" strategy, disseminating programs and services geographically, technologically, and chronologically;
- 2) Construct or expand capital facilities to accommodate growth, both on the Boise Campus and the Boise State West Campus;
- 3) Manage enrollment growth at approximately 2% annually if funding is available, with student recruitment focused on the preferred student profiles identified in the University's Enrollment Management Plan;
- 4) Integrate technology into academic instruction and research, student services, and business operations;
- 5) Emphasize enhancement of teaching and learning, with special focus on opportunities for applied learning in real world settings;
- 6) Enhance the general education (core curriculum) experience, with special focus on improved student success and increased retention of students, and review all curricula to facilitate articulation and to eliminate unnecessary obstacles to timely academic progress;

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

- 7) Add new academic and professional-technical programs in accord with public demand and available resources;
- 8) Increase support for graduate education and research; increase fundraising efforts to support scholarships, capital facilities, and academic enrichment programs;
- 9) Improve communication within the campus community and with external constituents, with emphasis on coordinated and effective marketing;
- 10) Enhance management and administrative functions, with emphasis on improved service, efficiency, and accountability;
- 11) Enhance the quality of the "Boise State experience" by recruiting and retaining excellent faculty and staff and by promoting increased cultural diversity and an enriched sense of community.

These goals constitute a five-year agenda for Boise State's ongoing cycle of annual planning, implementation, and evaluation. Each year, broad-based planning meetings will be held to report results, evaluate progress, and establish priorities for the subsequent year. *Meeting the Challenge: A Strategic Plan for Boise State University, 2000-2005* will function as a living document, subject to amendment or refinement if conditions warrant, but nonetheless setting a clear direction for the university's continuing development in the years to come.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

IDAHO STATE UNIVERSITY

Idaho State University's Strategic Plan complements the State Board plan with six institution- specific goals. Accompanying each of these goals are objectives, strategies, and measures. While the 2003 revision of the institution's Strategic Plan reflects the impact of the budget reduction on faculty and programming, ISU maintains the attainment of each goal as critical.

Goal 1 ACCESS. Continue to provide access to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs. In particular, provide programming in the health professions statewide in fulfillment of ISU's mission.

Objective 1.1 Maintain and enhance the responsive processes that attract qualified undergraduate and graduate students and that help them meet their educational goals and/or persist to graduation.

Objective 1.2 Maintain and enhance access to academic programs through distance technology.

Objective 1.3 Maintain and enhance student support and academic services.

Goal 2 LEARNING. Provide an effective and efficient learning environment that serves students of varied ages, abilities, needs, and backgrounds.

Objective 2.1 Set performance-based standards for student learning and communicate these standards to students.

Objective 2.2 Develop learning environments that allow students of varied ages, abilities, needs, and backgrounds to succeed.

Objective 2.3 Continue collaborative work and partnerships.

Goal 3 RESEARCH. Conduct research consistent with the state, regional, and national public service missions and the University's undergraduate and graduate programs.

Objective 3.1 Continue to implement the University's comprehensive research policy, which enhances research quality and instruction and encourages innovation and the use of new technologies.

Objective 3.2 Continue to seek research grants and contracts, particularly in the mission emphasis areas of the health professions and basic sciences/engineering.

Objective 3.3 Increase shared use of research resources.

Objective 3.4 Help faculty increase research productivity.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

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| Goal 4 | SERVICE. Provide quality educational services to support economic development, continuing education, and access to University-sponsored training clinics, facilities, and events. |
| Objective 4.1 | Support economic growth within the region through applied research and development activities. |
| Objective 4.2 | Provide professional and personal developmental opportunities for individuals outside typical educational programs. |
| Objective 4.3 | Continue institutional goal of responsiveness by providing citizens of the region and state access to university programs providing direct services as part of the educational process. |
| Objective 4.4 | Provide community access to cultural enrichment through programs sponsored by the University and the use of University facilities. |
| Objective 4.5 | Support regional organizations and institutions, particularly those involved in education. |
| Goal 5 | FACULTY. Hire and retain a diverse faculty which sustains a high quality-learning environment through effective teaching, productive scholarship, and useful public service. |
| Objective 5.1 | Continue to recruit a high quality faculty. |
| Objective 5.2 | Continue to improve retention of high quality faculty by supporting personal and professional growth. |
| Goal 6 | SUPPORT. Manage University resources to provide appropriate staff and support while maintaining a high quality learning environment. |
| Objective 6.1 | Develop and maintain effective leaders. |
| Objective 6.2 | Develop and encourage the use of information and communication resources. |
| Objective 6.3 | Ensure that the University effectively and efficiently manages its resources in pursuit of its mission while maintaining program quality. |
| Objective 6.4 | Work to increase the resources available. |
| Objective 6.5 | Plan, develop, manage, and maintain the physical resources of the University. |

LEWIS-CLARK STATE COLLEGE

Approach: The LCSC Strategic Plan has been formatted to comply with the general guidance on strategic planning and reporting outlined in SBOE Policy and Procedures and in Title 67 of the Idaho Code. The LCSC plan provides concrete guidance and a comprehensive process to enable the College to pursue the abstract goals and objectives listed in the current versions of the SBOE and DPTE strategic plans. The guiding philosophy of the (LCSC) strategic plan is that planning, programming, budgeting, and assessment should be interconnected—this plan integrates these functions at the institutional level. The continuous, year-long planning cycle described in the plan engages all College constituencies and relies upon extensive top-down, bottom-up, and cross-organizational coordination. While the plan addresses the required items listed in Section M of SBOE Policy & Procedures, its primary audience/users are LCSC executives, faculty, and staff.

Strategic Setting: At the state-level, all higher education institutions, including LCSC, have a mandate to deliver high quality, accessible, relevant, and efficient programs to students. Idaho's population is growing, and it currently has one of the nation's lowest rates of participation by high school graduates in higher education. Although there are not yet concrete goals at the state level for increasing access (nor coherent funding mechanisms to sustain former levels of state support for the growth that has occurred), the implication of these trends is that LCSC must plan, program, and budget to meet growing demand in all of its primary mission areas. LCSC's strategic plan is supported by a Strategic Enrollment Management plan that forecasts 5% growth in student headcount in Fall 2004, and at least 3% growth for each succeeding year as the College eventually stabilizes at a 4,500 headcount of academic and professional-technical students within ten years.

Areas Addressed by the Plan: The 5-year strategic plan connects LCSC's state-assigned role and missions, LCSC's vision and unique operational approach, its (state and institutional) goals and objectives, LCSC's assessment of key institutional and external factors, its organizational structure, and its annual planning/programming/budgeting/assessment process. The plan provides general planning assumptions and specific Presidential program guidance to all segments of the college community for use in the development of detailed Unit Action Plans. The LCSC strategic plan outlines a systematic process in which all elements of the college can collaborate effectively in the development, execution, assessment, and improvement of mission-oriented programs. LCSC's strategic planning process has clear lines of communication and accountability—the planning process is credible because it is welded to the College's resource allocation (budgeting) process.

Major Goals/Initiatives: The plan lists the generic SBOE and DPTE strategic goals and objectives that are most relevant to LCSC's mission (pp. 6-9) and it lists LCSC goals/objectives (pp. 9-12), which complement and amplify the state-promulgated goals. The "Institutional Issues" and "Key External Factors" sections of the plan (pp. 12-21)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

include overarching planning guidance to all LCSC units, and Annex D of the plan (a stand-alone document, described on pp. 33-34) provides specific planning goals/guidance to LCSC units on key initiatives, including:

- Faculty/staff salary/compensation
- Review/revision of LCSC's Performance Measures
- Implementation of LCSC's Institutional Assessment Plan
- LCSC Foundation/Development operations
- Athletics strategic plan
- Recruiting/retention plan
- Strategic budgeting initiatives
- Faculty/staff workload analysis/balance
- ID card access/purchase systems
- Update of IT long-term plan
- Operational plan for the new Multipurpose Activities Center
- Financial aid process improvement—high risk students
- Interrelationship of academic/professional-technical baccalaureate degree tracks
- General Education core
- Course fee policies
- Accelerated (dual-enrollment) course offerings
- Capitalization (equipment) plan for School of Technology
- Developmental (remedial) course initiatives
- Regional health care initiatives
- Coeur d'Alene long-range plan
- Campus Facilities Master Plan (CFMP) update
- Space utilization; facilities review committee
- Quick-response initiative to expand residential housing space
- Periodic progress reviews of unit budget execution; program reviews of major projects
- Business practices initiatives (travel, credit cards, electronic pay deposits)
- HR/Payroll strategic plan
- Long-term assessment of MIS (Datatel) needs
- Update of Strategic Enrollment Management (SEM) targets to reflect growth rates
- International Program (study abroad) support
- Intramural sports and club sports
- Implementation of new LCSC system for employee evaluation of supervisors
- Preparation activities for 2004 institutional accreditation visit by NASCU

Time Frame/Planning Cycle: This annual revision of the rolling, five-year strategic plan, lays out a Fiscal Year planning, programming, budgeting, and assessment cycle that meshes with LCSC's annual academic calendar. The plan addresses execution of the current (FY04) budget, development of the next year's (FY05) budget, and longer-range planning and specific initiatives to be undertaken through the end of the out-years of the strategic planning window (i.e., through FY08). To assist institutional and unit

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

planners at LCSC, the plan also includes (rough-order-of-magnitude) assumptions on future state appropriation levels and student fee levels over the course of the 5-year plan [note: internal estimates only—the state does not currently provide planning parameters on appropriations, fees, or desired growth rates for use during annual or medium-range planning].

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

UNIVERSITY OF IDAHO

Teaching/Undergraduate Education:

Goal 1: Enhance the University of Idaho's undergraduate experience, and make the university a residential campus of choice in Idaho and the West.

This goal is aimed at providing an educational experience that features a top-notch curriculum, the benefits of a residential campus, exposure to a diverse, multicultural, international environment, undergraduate research opportunities and the advanced technology training to truly prepare students to be innovative, productive members of the 21st century work force. UI aims for a university experience that will keep Idaho's best and brightest in state to attend college and that it will attract students with talent and skills to come and stay in Idaho. Statistically, students more often than not end up working in the state where they attended college.

Graduate Education and Research:

Goal 2: Be a globally competitive center for high-quality graduate, professional, and research programs.

In a world measured in quarks and gigabytes, new knowledge is power-economic power. The total research activity at the University of Idaho places it among the best research institutions in the United States in terms of the number of doctoral degrees granted, the amount of contract and grant money generated and resulting discoveries. By building world-class interdisciplinary research and professional programs in focused academic areas, the University of Idaho will work to attract, educate and retain some of the finest minds in the world and continue to build partnerships with business and industry, government agencies and other institutions. This goal is aimed at strengthening the graduate education and research enterprise to provide Idaho with the new knowledge "muscle" it needs to be economically competitive.

Outreach

Goal 3: Expand the capacity and delivery of outreach programs and services in keeping with the University of Idaho's land-grant mission.

From its beginnings, the University of Idaho has operated outside the confines of the ivory tower to bring higher education service to citizens throughout Idaho. Access to higher education throughout the state and region is key to providing the new knowledge, skilled work force and continuing education services that will create, attract and retain new industry in the state. The University of Idaho is implementing university-wide outreach, broadening the role of the Cooperative Extension Service. The expansion will add offerings and services at its Resident Instruction Centers at Coeur d'Alene, Boise, Idaho Falls, and Twin Falls, and take full advantage of the technological advances of the day to help Idahoans meet the economic challenges of the future. This goal is aimed at extending select university educational and research programs to higher education customers throughout the state, region and nation for economic and social development.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

COLLEGE OF SOUTHERN IDAHO

Following is an overview of the College of Southern Idaho's four Strategic Goals developed during the 2001-2002 planning year. Reported after each goal are specific activities that have been carried out during the 2002-2003 year toward achieving those broad strategic areas.

Goal 1 Service:

Promote habitual characteristics of respectful and courteous interactions with the widening diversity of the internal community, as well as the community at large; enable access to educational and training opportunities; and, demand the highest possible quality of performance. Goal 1 Service Action Areas include *Student Service, Diversity of Student Body, Communication, and Quality.*

One activity that has occurred at CSI directly related to its goal of service is the realization of The Matrix. Its origin dates to discussions beginning four years ago involving CSI Administrators who researched and developed the idea of a service center that would consolidate, to the greatest extent possible, the services needed by a student enrolling at CSI. The Student Services Matrix Center houses the services provided by the Departments of Financial Aid and Admissions and Records, the Advising Center, and recruiters from New Student Information Services. A student will be able to obtain help with practically all of the enrollment process in The Matrix, with the exception of COMPASS testing.

The Student Success Center and Diversity Committee both continue to evolve and focus on multicultural and minority students. CSI's Multi-Cultural Day held in March brought a record number of potential students (267) from 12 area high schools.

Faculty are asked to teach more sections in order to maintain CSI's dedication to quality via smaller classes. Replacements of staff and faculty are being selected from qualified and ample pools of applicants.

CSI will also open its new Student Union Building (SUB), which is adjacent to the Taylor Administration Building. The College takes a significant step forward by providing wireless technology throughout the new SUB, as well as the existing spaces of the Taylor building. Completion is scheduled for November, 2003.

Further evidence of CSI's commitment to service is its selection of Student Support Services as one of three targeted strategic funding areas for 2002-2003.

Goal 2 Innovation:

Discharge duties inventively and creatively. This entrepreneurial environment is fostered by administrators and all other employees who undertake thoughtful, insightful, and forward-looking decisions, understanding that reasonable risk

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

may be a part of the College enterprise. The goal of “Innovation” is both to establish and to maintain the inventive spirit of the College. Goal 2 Innovation Action Areas include *Programs and Program Review, Technology, and New Funding*.

The most recent demonstration of CSI’s innovative spirit is the establishment of the Health Care Development Council, which is a partnership between Magic Valley Regional Medical Center (MVRMC) and the College of Southern Idaho. Through this council, MVRMC & CSI have hired a grantwriter who is employed by both institutions equally and whose charge is to research and write grants that benefit both the Hospital and the College.

Innovation has also been demonstrated by CSI’s receipt of the first ever Congressional Award in the amount of \$300,000 to expand and enhance its telecommunications system for improved delivery of distance education throughout the south central region. In addition, the CSI Foundation annually earmarks funds specifically for innovative projects competitively proposed by faculty and staff.

Further evidence of CSI’s commitment to the goal of innovation is its selection of two instructional program areas (Health Sciences and Teacher Education) as the remaining targeted strategic funding areas for 2002-2003.

Goal 3 Partnerships:

Cooperate and collaborate effectively and efficiently in the development and delivery of programs and services internally across administrative boundaries and externally with the other educational institutions, businesses, and community organizations. Goal 3 Partnerships Action Areas include *Internal Partnerships, Service Area School Districts, Higher Education Partnerships, and Community Partnerships*.

The College held a second community forum as a part of its planning process on July 28. That input showed the Community’s appreciation for CSI’s leadership in the Southern Idaho Economic Development Organization and on boards of hospitals, advisory boards, chambers of commerce and many other community entities.

Also, as mentioned before, CSI’s commitment to the goal of partnerships is evident in its selection of two instructional areas, requiring collaboration with community organizations, as well as with school districts and sister higher education institutions (Health Sciences and Teacher Education), as two of the targeted strategic funding areas for 2002-2003. An example of these partnerships is the development of the Paraeducator Training Center, which provides an avenue for teachers’ aides to meet certification standards, as well as enter a career ladder program toward a teaching degree; and the development of a collaborative National Science Foundation Math

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

Science Partnership targeted project with the Twin Falls School District, CSI and Idaho State University.

Goal 4 Fully Develop Resources:

Enhance potential successes and high-level achievement through the development and management of human, physical, and financial resources. Goal 4 Resources Action Areas include *Human Resources, Facilities and Grounds as a Resource, and Financial Resources.*

CSI continues to invest in its most important resource -- its faculty and staff. Over the last year, professional and classified staff have developed the PACE (Professional and Classified Employees) organization. Focused on providing professional development opportunities for staff across the institution, PACE is also the voice of staff to the President, just as the Faculty Senate is for faculty. In addition, PACE has sponsored training opportunities for those staff members that will transition to The Matrix.

In addition to investing in its human resources, CSI continues to plan and construct facilities to meet the needs of its growing student population. Expansion of the Herrett Center for Arts and Sciences to include an Observatory, Community Room, and Conservatory has reached the midway point and has been funded entirely by private donations. Planning for and the imminent construction of classroom and performance space in the Fine Arts building is the culmination of several years of development. The College will also expand services in the Wood River Valley by moving into the old high school.

CSI Foundation receipts for the fiscal year exceeded \$1 million. Grants planning and funding continue to be a priority to supplement College funding.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

NORTH IDAHO COLLEGE

GOAL 1: PLANNING AND ASSESSMENT

Develop a systematic planning and assessment process to assure the accountability and on-going improvement of the College and its programs.

To accomplish this goal, the college will

1. Implement a departmental planning and assessment process that is integrated with Strategic Planning and Outcomes Assessment efforts and is annually evaluated.
2. Establish an institutional research capability that supports planning and evaluation activities.
3. Tie together the planning and budget process.
4. Create a climate of planning that is respected throughout the College, that is well-utilized, and that drives the College's decision-making and budget process.

GOAL 2: EDUCATIONAL PROGRAMS

Provide high-quality educational programs in response to a wide range of student and community needs.

To accomplish this goal, the college will

1. Develop and refine the College's core curriculum, expressed in terms of learning outcomes and integrate the identified general education abilities throughout the curriculum.
2. Expand the College's portfolio of Applied Technology programs to address current and emerging workforce needs.
3. Enhance basic skill offerings and services to better prepare students to benefit from further higher educational experiences.
4. Increase access to training opportunities and services for the incumbent workforce.
5. Expand Community Education programming in response to local community needs.
6. Enhance external learning opportunities and services that enrich our students, our employees, and our community.
7. Strengthen the College's academic transfer curricula to ensure that students are successful upon transfer to baccalaureate degree-granting colleges and universities.

GOAL 3: TECHNOLOGY

Ensure effective educational and institutional information systems exist to support students and staff throughout the College service areas.

To accomplish this goal, the college will

1. Strengthen resources needed to provide computing and communications infrastructures that support the use of information technology.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

2. Optimize current resources including computer systems, system and application software, and telecommunications networks.
3. Establish plans, procedures, and schedules, complete with time-lines and budgets, to develop and maintain information systems.
4. Use information technology to enhance teaching and learning in order to improve the College's productivity, efficiency, and effectiveness.

GOAL 4: EDUCATIONAL ACCESS

Use flexible delivery systems to provide students throughout the College service area with broad access to educational opportunities.

To accomplish this goal, the college will

1. Ensure that flexible programs and services exist to meet the College's educational goals.
2. Ensure that the needs of students and other constituents drive the adoption of distance education delivery systems.
3. Ensure that adequate funding and support exist to maintain and upgrade distance education delivery systems.

GOAL 5: INSTITUTIONAL GROWTH

Ensure that College programs and facilities meet the educational and training needs of a growing regional population and that this population is aware of the programs and services offered by the College.

To accomplish this goal, the college will

1. Identify the educational and training needs of the College service area and develop informational and promotional campaigns to ensure that area residents are aware of the programs and services available through the College.
2. Ensure that admissions, advising, and registration processes are user-friendly and accessible to all students, faculty and staff.
3. Maximize the development of the main Coeur d'Alene campus to take full advantage of the investment already made at this unique and beautiful location.
4. Secure additional campus sites in collaboration with educational and community partners, to ensure that College facilities meet the needs of a growing regional population and enhance the teaching and learning process.

GOAL 6: COLLABORATION/COMMUNITY

Form appropriate partnerships to meet the educational and training needs of the College service area.

To accomplish this goal, the college will

1. Enlist the support of appropriate partners to complete the NICHE agreement.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

2. Collaborate with participating area school districts to ensure students transition effectively between secondary schools and higher education.
3. Ensure cooperative relationships exist between the College, local businesses, other educational entities, and community organizations throughout the service area.
4. Strengthen the relationship between North Idaho College, the Coeur d'Alene Tribe, and other culturally diverse groups in the region.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

EASTERN IDAHO TECHNICAL COLLEGE

Goal I

Deliver high-quality, minimal cost educational programs in professional technical fields, short-term customized training, community education, and basic skills training to meet the needs of students, businesses, industries, and the EITC service delivery community.

Objectives achieved in support of Goal I include:

Successful development of outreach education in Driggs, Salmon, Arco, Challis, St. Anthony and Rexburg
Specialized environmental safety and health education programs
NATEF Certification achieved in Diesel Technology
Training related graduate employment at 81%
Continuing ARC-ST accreditation awarded to Surgical Technology program
Automotive Technology recertified by NATEF
Health Education Division Manager/Instructor received NISOD "Excellence in Teaching" award and NurseWeek "Nursing Excellence" award
Adult Basic Education continued efforts to provide special services in selected areas throughout the nine county service area.

Goal II

Provide comprehensive services to enhance student success: advising, counseling, career planning, placement, basic skills assessment, remediation, and GED completion.

Objectives achieved in support of Goal II include:

Annual employer satisfaction survey conducted
Adult Basic Education services provide student a seamless linkage to PTE program enrollment
Math tutoring was added to the services offered through the campus Writing Center
Center for New Directions provides specialized counseling services to enhance non-traditional enrollments
Financial Aids and Admissions Fair offered to potential students
One to one admissions counseling offered to all applicants
Drug and alcohol abuse counseling services offered to interested students
Membership and participation in the Minority Recruitment Committee of the Idaho Falls Higher Education Advisory Committee
Participation in the annual Idaho Hispanic Youth Symposium
Minority student scholarship awarded

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

GOAL III

Establish and maintain partnerships with area school districts, universities, businesses, industries, government agencies, and other regional entities.

Objectives achieved in support of Goal III include:

Dual credit enrollment offered to qualified high school students studying Automotive Technology, Health Occupations, or Electronics.

Member institution of the regional Tech Prep Consortium

Partnership with Professional Technical High School

Shared campus facilities with Idaho State University

Partnership with Bureau of Land Management and US Forest Service by providing classes in structural and wildland firefighting

Workforce training programs support business and industry in Salmon, Challis, St. Anthony, and Driggs.

Customized training classes offered included:

- Scaffold safety for Argonne National Lab employees

- Flagger certificate training for Fall River Rural Electric Co-op

- First Aid/CPR classes for BNFL employees

- Sheet metal Apprentice training

- Forklift certification training for Vernon Steel

- Electrical Lineman Apprentice training for City of Idaho Falls

- OSHA classes for a variety of student

GOAL IV

Effectively and efficiently utilize financial, physical, and human resources through the use of sound administrative practices.

Objectives achieved in support of Goal IV include:

Favorable audit report from D&T

Successful on-going financial support from the Eastern Idaho Technical College Foundation

Improved campus energy efficiency through installation of advanced computer controlled HVAC system and installation of a new boiler in the Technology Building.

Employee professional develop activities supported through Carl D. Perkins Act funds

Point-of-sale software adopted in support of college business office efficiency.

DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

Summary: This plan supports the four goals in the SBOE Strategic Plan. Several of the objectives were revised (annotated with an asterisk) to provide a stronger relationship to the goal. Strategy statements were reviewed and some deleted that were no longer necessary in achieving the objective. A few strategies were added, including career clusters and review of the organizational structure.

Mission Statement: The mission of the professional-technical education system is to provide Idaho's youth and adults with the technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace.

Vision Statement Summary: Professional-technical education is Idaho's public workforce education and training delivery system and is devoted to preparing students for occupations requiring other than a four-year college degree as well as training workers already in the workplace.

Goal I: Provide leadership and technical assistance that will continuously improve the quality of Idaho's professional-technical education system.

Objective 1: Promote initiatives that improve the quality of professional technical education.

Objective 2: Develop and improve the delivery of professional-technical programs and services, including; Agriculture Science and Technology, Business and Office Technology, Career Guidance, Emergency Services Training, Family and Consumer Sciences, Health Professions, Marketing Education, Tech Prep, Technology Education, Trade and Industry, and Workforce and Technical Training.

Objective 3: Provide qualified professional-technical educators.

Objective 4: Provide workforce development systems with the information and resources needed to make informed decisions about education and training. *

Objective 5: Collaborate with state agencies and contractors that develop and provide public sector training courses. *

Goal II: Provide individuals access to professional-technical programs and services that enable them to develop and execute educational plans, make informed career choices, and develop their skills and knowledge in order to be globally competitive workers, responsible citizens, and lifelong learners.

Objective 1: Increase the availability of high demand training programs / options.

Objective 2: Provide information and resources to develop skills for effective career counseling. *

Objective 3: Explain the role and contribution of professional-technical

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

education.*

Objective 4: Strengthen linkages with local, regional and state agencies to improve access to training for new and existing industries. *

Objective 5: Align secondary and post secondary professional-technical education.

Objective 6: Assist middle schools / junior high schools in defining and implementing exploratory professional-technical education, family and consumer sciences, and career guidance. *

Objective 7: Expand opportunities that help targeted individuals participate in professional-technical programs and services. *

Goal III: Ensure that professional-technical education is relevant to Idaho's continued economic, rural, and community development

Objective 1: Assess, prioritize and forecast professional-technical workforce needs.

Objective 2: Use a continuous improvement process system to assess program outcomes. *

Objective 3: Develop, review, and implement curricula to meet current standards.*

Objective 4: Develop and improve professional-technical education programs incorporating industry standards, requirements of licensure, certification and employer expectations. *

Objective 5: Provide access to the latest equipment and technology in professional-technical education programs to meet industry standards.

Objective 6: Maintain a system that supports high placement and completion rates for professional-technical students. *

Objective 7: Use career clusters as a tool to improve the organization and delivery of professional-technical education. *

Goal IV: Ensure maximum benefit from professional-technical education resources through efficient operations and management.

Objective 1: Review, revise and implement policies to make efficient use of professional-technical education system resources. *

Objective 2: Ensure funds designated for the professional-technical education system are efficiently managed to support the role and mission. *

Objective 3: Maintain efficient financial and accounting systems for the Division and the professional-technical education system.

IDAHO DIVISION OF VOCATIONAL REHABILITATION

Goal #1 - Continually Improve The Division's Performance

OBJECTIVES:

- #1 Enhance services for those with Mental Illness (MI); those in Adult Correction Programs; and in our School-Work Transition Program.
- #2 More fully utilize the expertise of the Counselor Council.
- #3 Focus on recruitment and retention of qualified staff.
- #4 Enhance revenue opportunities for all VR programs.
- #5 Serve individuals from minority backgrounds
- #6 Exceed a 75% client employment retention rate.
- #7 Streamline the Vocational Rehabilitation process.
- #8 Improve core business processes and infrastructures through the leveraging of Information Technology, resource planning, and business processes.
- #9 Utilize Information Technology to its maximum capacity.
- #10 Strengthen existing service delivery system statewide with emphasis on rural areas.
- #11 Establish a comprehensive Division Safety and Loss Control program.
- #12 Improve transportation options to enhance employment opportunities for individuals with disabilities through involvement with the Public Transportation Interagency Working Group (IWG).
- #13 Establish a Records Retention Plan for the Division.
- #14 Reflect a positive attitude and willingness to work with the Blue Ribbon Committee.
- #15 Preserve financial resources for Division functioning given economic downturn.
- #16 Establish statewide consistency for orientation and training to insure continuity among all levels of staff.

Goal #2 - Pursue Relevant Program Expansion to Meet Customer Needs.

OBJECTIVES:

- #1 Increase the number of School-Work Transition projects throughout the State
- #2 Increase the number of Adult Correction projects statewide
- #3 Ensure the complete and effective implementation of Gemini and Famis (Caseload and Fiscal Management Systems) statewide, fully utilizing current staff.
- #4 Strengthen and expand the Juvenile Corrections Program
- #5 Investigate the rehabilitation needs of Idaho's aging population with disabilities.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

- #6 Provide adequate Assistive Technology resources statewide.
- #7 Ensure VR staff has basic knowledge of the Social Security Ticket To Work Employment Program.
- #8 Cultivate and maintain close collaborative relationships with our community partners.

Goal #3 – Establish VR as the Primary Source on Information Relating to Vocational Training, Education and Employment of People with Disabilities

OBJECTIVES:

- #1 Ensure continued awareness of the value of the Vocational Rehabilitation Program with the State Board of Education.
- #2 Increase awareness in the Office of the Governor of the value of IDVR's participation in Idaho Works One-Stops with regards to serving persons with disabilities and strengthen the relationship with the State Workforce Development Council.
- #3 Ensure an effective Division Marketing Plan.
- #4 Ensure the availability of information about employment and disability issues.
- #5 Establish rehabilitation specialty areas for Regional Managers.
- #6 Ensure a continuing close working relationship with the State Rehabilitation Council and support SRC's efforts in terms of their advocacy for IDVR and its mission.

IDAHO EDUCATIONAL PUBLIC BROADCASTING SYSTEM

IdahoPTV Vision

Inspire, enrich, and educate the people we serve, enabling them to make a better world.

IdahoPTV Mission

The mission of Idaho Public Television is to meet the needs and reflect the interests of its varied audiences by:

- Providing quality educational and cultural television and related resources;
- Creating Idaho based programs and resources;
- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;
- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and
- Attracting, developing, and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

IdahoPTV Strategies

1. Provide high quality television and web programming.
2. Foster and nurture collaborative partnerships.
3. Provide access to IdahoPTV television content that accommodates the needs of the hearing and sight impaired.
4. Broadcast programs, and provide related resources, that specifically serve the needs of underserved audiences, which include children, ethnic minorities, and learners and teachers.
5. Provide additional access to citizens anywhere in the state to IdahoPTV and PBS resources, which support citizen participation and educational goals, via the WWW.
6. Progress towards DTV implementation, as a “statewide infrastructure in cooperation with public and private entities capable of converging voice, video and data technologies.”
7. Contribute to a well-informed citizenry.
8. Provide relevant Idaho-specific information.
9. Be a relevant educational and informational resource to all citizens.
10. Seek increased levels of state, federal, and private sector support.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

IDAHO SCHOOL FOR THE DEAF AND THE BLIND

Statement of Mission: To promote and maintain excellent and comprehensive educational opportunities for every deaf, hard of hearing, blind and visually impaired child from 0 to 21 years of age in the state of Idaho. This shall lead to the highest potential for an adult life of independence and self-sufficiency: a meaningful personal, family and community life; and a useful, productive occupational life.

Goal #1 Curriculum

To assure that ISDB is able to continually modify and improve its curriculum for students focused on outcome goals set forth in the ISDB Vision.

Goal #2 Technology

To fully utilize technology to enhance instructional, residential, and operational programs at ISDB that: a. increase daily job productivity; b. Expand (or replace) sensory input available to staff and students; and c. support the best available human learning theory for all instruction.

Goal #3 Transition

To develop a comprehensive transition strategy.

Goal #4 Staff Development

To develop a five-year coordinated staff development program and to secure the necessary trainers, materials, and fiscal resources to guarantee its implementation.

Goal #5 Outreach

To provide a comprehensive variety of services through the Outreach Program for children who are deaf, hard of hearing, blind or visually impaired and develop a support system for their parents and other service providers.

Goal #6 Cottage Life

To provide a comprehensive Cottage Life Program consisting of specialized services designed to meet the needs of students served, successful transition from school, and production of media items intended to provide consumers a forum to share information resulting in greater awareness of services available.

Goal #7 Administrative

In cooperation with the State Board of Education and the budget process, appropriate resources will be obtained by the administration to meet the needs of the ISDB program.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

SUBJECT

Proposed Rule Change – 08.02.02 Teacher Certification

BACKGROUND / DISCUSSION

To address the recent emphasis both nationally and at the state level on student achievement and the importance of teacher quality to that achievement, the Board launched a project in 1999 (Idaho's MOST) to develop a performance and standards-based system for teacher preparation, licensure, certification and professional development.

Initial recommendations from MOST are included in the enclosed proposed rule change. In addition to the MOST recommendations, the Professional Standards Commission, State Department of Education, and Division of Professional-Technical Education are recommending additional changes to Board rule related to teacher certification. The proposed changes are:

MOST Recommendations:

1. Change terminology from teaching "certificate" to "license." This term is changed throughout the rule. **NOTE:** The term certificate originates in Idaho Code, thus, a number of proposed statutory changes will need to accompany this rule change in order to be consistent. (throughout rule)
2. Add passage of an appropriate performance assessment as a requirement for Idaho licensure (Section 017. and other places throughout rule as appropriate).
3. Alternative Licensure Routes – provides for alternative route to licensure for teachers needing an emergency endorsement, individuals highly qualified in subject matter but with limited experience in educational methodology, and for para-educators (Sections 049.-052.). These alternative routes are to replace old measures for alternative routes and limited approval alternatives (Sections 046.-048.) effective July 1, 2006.
4. Tiered Licensure – provides that instructional licenses will follow a two-tiered system – initial and professional (Section 056.)
5. Professional Development – Provides a new model linked to tiered licensure and intended to advance a teacher's knowledge and skills for improved student achievement and learning (Sections 058.-061.). The new professional development model is to replace old requirements (Section 057.) effective September 1, 2007.
6. Updates and revisions to the Idaho Standards for Initial Certification of Professional School Personnel. These standards are a rule by reference, and are used as standards for approval of teacher education programs. The revisions remove unnecessary text, provide appropriate updates, and add new standards for Reading teachers (pgs. 89-99)

PSC / SDE / IDPTE Recommendations:

1. Remove certification manual as a rule by reference and incorporate all teacher certification (licensure) requirements in the administrative code (Sections 004.-038.)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

2. General editing and updates as necessary (throughout)
3. Addition of fee schedule, which was approved to be removed from Idaho Code and placed in Board rule in the 2003 session (Section 066.)
4. Revisions to the Code of Ethics in order to be more specific and to add definitions (Sections 076.-077.)
5. Changing time requirements for continuing approval of teacher education programs to be in compliance with NCATE requirements (Section 100.04)
6. Updates to section on school facilities to be consistent with recent statutory changes (Section 130.)

BOARD ACTION

To approve as proposed rules the changes to IDAPA 08.02.02 related to teacher certification/licensure.

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

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

001. TITLE AND SCOPE.

01. Title. These rules shall be known as IDAPA 08.02.02, “Rules Governing Uniformity”. (4-5-00)

02. Scope. Uniform standards and governance by the State Board of Education pertinent to Teacher ~~Certification~~ **Licensure**, School Facilities, Accreditation, Transportation, School Release Time, Driver’s Education and Juvenile Detention Centers. (7-1-02)

BREAK IN SECTION CONTINUITY

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates into its rules: (4-5-00)

~~**01. Incorporated Document.** The Idaho Department of Education Certification Standards and Code of Ethics for the Idaho Teaching Profession as approved on October 19, 2000. (3-30-01)~~

~~**02. Document Availability.** The Idaho Department of Education Certification Standards and Code of Ethics for the Idaho Teaching Profession are available at the Idaho State Department of Education at 650 W. State St., PO Box 83720, Boise, Idaho, 83720-0027. (3-30-01)~~

03.1. Incorporated Document. The Idaho Standards for the Initial ~~Certification~~ **Licensure** of Professional School Personnel as approved ~~on October 19, 2000~~ **in November 2003**. (3-30-01)

04.2. Document Availability. The Standards are available at the Office of the State Board of Education, 650 W. State St., PO Box 83720, Boise, Idaho, 83720-0037, and can also be accessed electronically at [http:// www.sde.state.id.us/osbe](http://www.sde.state.id.us/osbe). (3-30-01)

~~**05.3. Incorporated Document.** The Standards for Idaho School Buses and Operations as approved on November 15, 2001. (7-1-02)~~

~~**06.4. Document Availability.** The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (7-1-02)~~

~~**07.5. Incorporated Document.** The Idaho Standards for Public School Driver Education and Training as approved on November 22, 2002. (5-3-03)~~

~~**08.6. Document Availability.** The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)~~

~~**09.7. Incorporated Document.** The Idaho Driver Education Administrative Manual as approved on October 17, 1996. (5-3-03)~~

~~**10.8. Document Availability.** The Idaho Driver Education Administrative Manual is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)~~

BREAK IN SECTION CONTINUITY

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

007. DEFINITIONS.

01. Active Teacher. K-12 teacher with a valid Idaho licensure who is currently teaching in an Idaho K-12 classroom/school.

02. Alternative Routes. Routes to teacher licensure designed for candidates who want to enter the teaching profession from non-education professions or the para-educator profession, or for teachers lacking licensure in a specific area defined as an emergency district need.

03. Credential. The general term used to denote the document on which all of a person's educational licenses and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential

04. Endorsement. Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services.

05. Idaho Student Achievement Standards. Standards of achievement for Idaho's K-12 students. See IDAPA 08.02.03.

06. Institutional Recommendation. Signed form or written verification from an accredited institution with an approved teacher preparation program stating that an individual has completed the program and is now being recommended for state licensure.-

07. License. Verification by the State of Idaho as the legally constituted body that an individual is qualified to teach in Idaho.

08. Orientation. School district/school process used to acquaint teachers new to district/school on its policies, procedures and processes.

09. Para-educator. Aides and assistants employed by school districts to supplement instruction and provide additional assistance to students.

10. Pedagogy. Teaching knowledge and skills.

11. Professional Development. Educational experiences that prepare and support educators by promoting high standards of achievement, learning, and professional development through focused individual, collegial and organizational improvement, with the goal of improved student achievement and learning over time.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA

August 14-15, 2003

12. Professional Development Advisor. Assigned by the district, a person who has received standardized training to implement professional development policy (school administrator/individual designated by school administrator, a teacher, higher education faculty, etc).

13. Professional Development Domains. Five professional development areas that link professional development, student achievement and learning, and professional growth (These Domains are: State Priorities; Knowledge and Skills; School/District Improvement Plans; Advanced Degree/Education; Service and Leadership).

14. Professional Development Plan. A professional and personal growth plan designed to advance a teacher's knowledge and skills for improved student achievement and learning.

15. Professional Development Team Members. The school, district and teacher may modify team makeup according to their needs. A typical team includes school administrator/individual designated by school administrator; Professional Development Advisor; and Teacher-designated representative (optional).

16. Professional Development Units (PDUs): A PDU is a unit of measurement used to quantify and qualify a planned, focused activity, which contributes to the knowledge, behavior, skills and performance of the teacher to improve student achievement and learning over time.

008 -- 010. (RESERVED).

011. TECHNOLOGY STANDARDS.

The proliferation of technology in our daily lives makes it essential that ~~certificated~~ licensed educators are technologically literate. The State Board of Education has established a statewide goal that teachers and administrators be trained in the use of technology for education. ~~(5-3-03)~~ (7-1-04)

01. Preservice Competency. All applicants for initial Idaho ~~certification~~ licensure (Kindergarten through grade 12) from an Idaho approved teacher education program must demonstrate beginning technology skills by passing a basic educational technology competency assessment. ~~(5-3-03)~~ (7-1-04)

02. Renewal. (5-3-03)

a. For ~~certificate~~ license renewal purposes, all individuals holding a valid Idaho ~~certificate~~ license (pre-kindergarten through grade 12) shall demonstrate technology competency by passing a basic educational technology assessment as approved by the State Board of Education. ~~(5-3-03)~~ (7-1-04)

b. As part of the ~~certificate~~ license renewal process, the applicant shall submit an original certificate of completion, a notarized copy of the certificate, or an official letter of completion from a State Board of Education- approved provider of the technology competency assessment. ~~(5-3-03)~~ (7-1-04)

c. Evidence of meeting the competency requirement shall be accepted from January 1, 1997, the implementation date as approved by the State Board of Education. For renewal purposes, passing the technology competency assessment is required only once. (5-3-03)

03. Waiver Of Technology Competency. (5-3-03)

a. When applying for ~~certificate~~ license renewal, an automatic waiver of the technology requirement shall be granted for any ~~certificated~~ licensed individual who lives outside of the state of Idaho or who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. ~~(5-3-03)~~ (7-1-04)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

b. The State Superintendent of Public Instruction will develop and oversee a process for requests for waivers from ~~certificated~~ licensed educators who would otherwise be covered by this rule. ~~(5-3-03)~~ (7-1-04)

04. Out-Of-State Applicants. (5-3-03)

a. An out-of-state applicant for an Idaho ~~certificate~~ license shall be granted a three-year, non-renewable interim ~~certificate~~ license to allow time to meet the Idaho technology competency requirement. ~~(5-3-03)~~ (7-1-04)

b. Those individuals who qualify for an Idaho ~~certificate~~ license through the NASDTEC (National Association of State Directors of Teacher Education and Certification) Interstate Contract reciprocity agreement shall be granted a three-year, non-renewable, interim ~~certificate~~ license to allow time to meet the Idaho technology competency requirement. ~~(5-3-03)~~ (7-1-04)

05. Assessment Methods. Preservice educators, holders of a valid Idaho ~~certificate~~ license, and out-of-state applicants may elect to use any State Board of Education-approved technology assessment, including: ~~(5-3-03)~~ (7-1-04)

a. The Idaho Technology Competency Exam; (5-3-03)

b. The Idaho Technology Portfolio Assessment; (5-3-03)

c. The Idaho Technology Performance Assessment; or (5-3-03)

d. Another process which meets the express approval of the State Board of Education to demonstrate the required basic technology competency. (5-3-03)

012. ACCREDITED INSTITUTION.

For purposes of teacher ~~certification~~ licensure, an accredited school, college, university, or other teacher training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative model approved by the State Board of Education. (Sections 33-107; 33-114; 33-1203, Idaho Code) ~~(4-1-97)~~ (7-1-04)

~~013. 019. (RESERVED).~~

~~020~~ **013. CERTIFICATION** LICENSURE OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.

Considering credentials for teacher ~~certification~~ licensure submitted by persons trained in the institutions of foreign countries will be initiated by a translation and evaluation of the applicant's credentials. (4-1-97)

01. Determination Of Eligibility. Determination of eligibility for ~~certification~~ licensure will be made by the ~~certification office~~ State Department of Education as the agent of the State Board of Education. Appeals may be made to the Professional Standards Commission, (PSC). (Section 33-1209, Idaho Code) (4-1-97)

02. Other Procedures. All other procedures in effect at the time must be followed at the time of application. (4-1-97)

~~021. 029. (RESERVED).~~

~~030~~ **014. CERTIFICATES** LICENSES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS.

01. The Department Of Education. The department of education is authorized to issue Idaho ~~Certificates~~ Licenses to applicants from regionally accredited institutions meeting requirements for ~~certification~~ licensure or equivalent (i.e., those based on a bachelor's degree) in other states when they substantially meet the requirements for the Idaho ~~Certificate~~ License. ~~The Teacher Certification Office will determine if an applicant's official transcripts meet the requirements.~~ (Sections 33-1203; 33-2203 Idaho Code) (4-1-97)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

02. The State Division Of ~~Vocational~~Professional-Technical Education. The state division of ~~vocational~~professional-technical education is authorized to determine whether applicants meet the requirements for instructing or administering vocational- technical programs at the secondary and postsecondary levels. (Section 33-2203, Idaho Code) (4-1-97)

~~031. 039. (RESERVED).~~

~~040. MISASSIGNMENTS - GRANDFATHERING.~~

~~01. Certificate.~~ A person employed by a school district in a position requiring a certificate must hold a valid certificate for the service being rendered. In any situation in which a person not holding a specific endorsement is to provide educational services in a specific area, the employing district must apply to the State Department of Education's Certification Office for misassigned status to place the individual in that assignment for the school year. The district must demonstrate in a written report that it has made a good faith effort to employ properly certificated educators for those duties and that a conscientious effort is being made to remedy each specific problem. Criteria for acceptance of the report includes the following: (4-1-97)

~~a. The duties may comprise no more than one half (1/2) of the teacher's full time assignment;~~ (4-1-97)

~~b. Teachers who are misassigned must have a minimum of six (6) semester hours of college credit in each subject area in which service is rendered; and~~ (4-1-97)

~~c. Teachers who are misassigned must comprise no more than five percent (5%) of the total number of the district's certificated, full-time teachers, or five (5) teachers, whichever is greater. Districts which have secondary schools located more than fifteen (15) miles from another secondary school may misassign up to an additional five (5) teachers upon approval of the Certification Office. However, in no circumstance will more than five (5) teachers be misassigned in any one building.~~ (4-1-97)

~~02. Waiver.~~ Districts may request a waiver of the misassignment policy, according to IDAPA 08.02.01, Section 001. The waiver request must include a rationale for the misassignment. (4-1-97)

~~03. Effect On Accreditation.~~ All misassignments will be noted on the accreditation report. Any misassignments not meeting the above criteria may effect accreditation. Funds will be withheld for that portion of the misassigned person's time which exceeds the criteria included in this rule if a waiver has not been approved by the State Board of Education. (4-1-97)

~~04. Previous Exceptions.~~ Any teacher authorized to teach under previous exceptions to the rules of the State Board of Education, based upon service or experience before September 1978, will continue to be authorized to teach as provided for under previous rule IDAPA 08.02.03, Subsection 180.06. (4-1-97)

~~041. 049. (RESERVED).~~

~~050~~**015. IDAHO INTERIM ~~CERTIFICATE~~LICENSE.**

~~01. Issuance Of Interim Certificate~~**LICENSE.** The State Department of Education ~~teacher certification office~~ is authorized to issue a non-renewable, three-year (3) interim ~~certificate~~**license** to those applicants who hold a valid certificate/ license from another state. (5-3-03)(7-1-04)

~~02. Waiver Of Deficiencies.~~ Specific academic deficiencies in an endorsement area may be waived upon verification of three (3) years of satisfactory employment in Idaho in the area of endorsement. (5-3-03)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

~~051. — 059. — (RESERVED).~~

~~060. — APPLICATION PROCEDURES.~~

~~01. — Application For Idaho Certificate. To obtain, renew, or reinstate an Idaho certificate, the applicant will submit an application on a form supplied by the State Department of Education or the State Division of Vocational Education. Requirements are listed in the Idaho Certification Manual. (4-1-97)~~

~~02. — State Board Of Education Requirements For Professional Growth. (4-1-97)~~

~~a. — Credits taken for recertification must be educationally related to the professional development of the applicant. (4-1-97)~~

~~b. — Graduate or undergraduate credit will be accepted for recertification. Credit must be college transferable and completed through an accredited college or university. (4-1-97)~~

~~c. — All requests for equivalent inservice training to apply toward recertification must be made through the Teacher Certification Office upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Vocational Specialist Certificates must receive State Division of Vocational Education approval of inservice training and course work prior to applying for renewal. (4-1-97)~~

~~d. — At least fifteen (15) hours of formal instruction must be given for each hour of inservice credit granted. (4-1-97)~~

~~e. — Recertification credits may not be carried over from one (1) recertification period to the next. (4-1-97)~~

~~f. — Certificated personnel teaching in subjects outside their major area of preparation will be encouraged to complete the courses required for major certification endorsement. (4-1-97)~~

~~03. — State Board Of Education Professional Development Requirements. (4-1-97)~~

~~a. — Districts will have professional development plans. (4-1-97)~~

~~b. — All certificated personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-1-97)~~

~~c. — At least three (3) semester credits will be taken for university or college credit. Verification will be by official transcript. (4-1-97)~~

~~061. — 069. — (RESERVED).~~

07016. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education ~~will authorize~~ the ~~Office of Teacher Certification~~ **State Department of Education** to issue ~~the following certificates~~ **licenses** and endorsements ~~on the IDAHO EDUCATOR CREDENTIAL~~ to those individuals meeting the specific requirements for each area **provided herein**. ~~The requirements for each certificate and endorsement are outlined in the Professional School Personnel Certification Standards Manual. (Section 33-1201, Idaho Code)~~ **(7-1-04)**

| |
|------------------------------|
| TEACHING CERTIFICATES |
| Standard Elementary, K-8 |

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

| |
|----------------------------------|
| Standard-Exceptional Child, K-12 |
| Standard-Secondary, 6-12 |
| Occupational Specialist |

| |
|--|
| ENDORSEMENTS, K-12 |
| Art |
| Bilingual Education |
| English as a Second Language |
| Exceptional Child, Generalist |
| Exceptional Child, Hearing-Impaired |
| Exceptional Child, Multiple Handicapped |
| Exceptional Child, Physically Handicapped |
| Exceptional Child, Seriously Emotionally Disturbed |
| Exceptional Child, Severe Retardation |
| Exceptional Child, Visually-Impaired |
| Foreign Language |
| Gifted and Talented |
| Media-Generalist |
| Music |
| Physical Education |
| Reading |

| |
|---|
| ENDORSEMENTS 6-12 |
| Agriculture, Science and Technology |
| American Government |
| American Studies |
| Anthropology |
| Art |
| Art-Crafts |
| Basic Math |
| Bilingual Education |
| Biological Science |
| Business Education |
| Chemistry |
| Communication |
| Computer Applications |
| Consumer Economics |
| Drafting |
| Dramatics |
| Driver Education |
| Early Childhood/Early Childhood-Special Education |
| Blended Certificate (Birth-Grade 3) |
| Earth Science |
| Economics |
| Electricity-Electronics |
| English |
| English as a Second Language (ESL) |
| Family and Consumer Sciences |
| Foreign Language |
| Geography |
| Health |
| History |
| Humanities |
| Journalism |

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

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|---------------------------------|
| Marketing Education |
| Musie |
| Natural Science |
| Physical Education |
| Physical Education – Health |
| Philosophy |
| Physical Science |
| Physics |
| Political Science |
| Psychology |
| Reading |
| Social Studies |
| Sociology |
| Sociology-Anthropology |
| Speech |
| Speech-Drama |
| Standard Math |
| Technology Education |
| Work-Based Learning Coordinator |
| |

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| ADMINISTRATOR CERTIFICATE |
| Director of Special Education and Related Services, Pre-K-12 |
| Principal, Pre-K-12 |
| Superintendent |
| Professional-Technical |

| |
|---|
| PUPIL PERSONNEL CERTIFICATE |
| Counselor, K-12 |
| Consulting Teacher |
| School Nurse |
| School Psychologist |
| School Social Worker |
| Speech-Language Pathologist |
| Standard Audiology |
| Supervisor/Coordinator of Special Education |

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|---------------------------------|
| LIMITED CERTIFICATES |
| Consultant Specialist |
| Interim Occupational |
| Letter of Authorization |
| Limited Occupational Specialist |
| Limited Transitional |
| Postsecondary Specialist |
| Teacher Trainee |

(4-5-00)

~~01. **Letters Of Authorization.** Letters of authorization allow Idaho school districts to request emergency certification when a professional position cannot be filled. A request for a Letter of Authorization for a teacher to serve in a position for which the teacher is not certificated will be sent to the State Department of Education, Certification Office. The request and supporting information will be reviewed by the Professional~~

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

~~Standards Commission. The final recommendation of the Commission will be submitted to the State Board of Education by the Superintendent of Public Instruction. A detailed description of the procedure and policy for the above rule is found in the Teacher Certification Manual. (4-1-97)~~

~~**02. Consultant Specialist.** At the request of a school district, the State Department of Education may issue a consultant specialist certificate to highly and uniquely qualified persons. The use of the certificate is limited to the applicant's district and is valid for one (1) year. It is intended that use of the consultant specialist provision be exceptional and occasional and not used as a regular hiring practice. (4-1-97)~~

~~**03. Certification Standards For Professional Technical Educators.** Teachers of professional-technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a secondary teaching credential or on an Occupational Specialist Certificate. Detailed description of the procedure and policy for the above rule is found in the Teacher Certification Manual. (4-5-00)~~

~~**04. Postsecondary Specialist.** A post-secondary specialist certificate will be granted to teaching faculty of Idaho public post-secondary institutions, who are not otherwise certificated, upon recommendation by the post-secondary institution (dean level or above) to be eligible to teach in the public schools. The certificate will be issued by the State Department of Education. It is intended that the certificate be used primarily for distance education and "virtual university" programs. (4-1-97)~~

~~**05. Grandfathering.** All credentials issued prior to July 1, 1997 and kept current are authorized for continued use. Current renewal requirements of the State Board of Education must be met for renewal of the credential. If a credential is allowed to lapse, all current requirements for initial certification apply. (4-1-97)~~

~~**071. 079. (RESERVED).**~~

~~**080. ALTERNATE CERTIFICATION.**~~

~~The purpose of this program is to provide an alternative for individuals to become certificated secondary teachers in Idaho without following a standard teacher education program. Qualified applicants will begin contracted teaching earlier and will be admitted to the program using criteria that are different from existing programs but more appropriate for the circumstances. A detailed description of the procedure and policy for the above rule is found in the Teacher Certification Manual. (4-1-97)~~

~~**081. 089. (RESERVED).**~~

017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR LICENSURE.

State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval.

018. STANDARD ELEMENTARY LICENSE.

A Standard Elementary License makes an individual eligible to teach grades Kindergarten (K) through eight (8), and may be issued to any person who has a bachelor's degree from an accredited college or university and who meets the following requirements: (7-1-04)

01. Professional Education Core Requirements. (7-1-04)

a. A minimum of twenty-four (24) semester credit hours, or thirty-six (36) quarter credit hours, in the philosophical, psychological, and methodological foundations and in the professional subject matter of elementary education, which shall include at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading and its application to the content area. (7-1-04)

b. At least six (6) semester credit hours, or nine (9) quarter credit hours, of elementary student

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

teaching or two (2) years of satisfactory experience as a teacher in grades K-8. (7-1-04)

02. General Education Requirements. A minimum of forty-four (44) semester credit hours, or sixty-six (66) quarter credit hours, in general education selected from the selected from the following areas: the humanities, the social sciences, the fine arts, mathematics, natural sciences, and language skills. These credits shall include the following: (7-1-04)

a. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of English, including composition and literature. (7-1-04)

b. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of social science, including U.S. history and/or American (federal) government (psychology will not satisfy this requirement). Course work accepted as social science shall be earned through these departments: History, Political Science, Sociology, Anthropology, Economics and/or Geography. (7-1-04)

c. Eight (8) semester credit hours, or twelve (12) quarter credit hours, in two or more areas of natural science (psychology will not satisfy this requirement). The three (3) natural science areas are: Biological Science, Physical Science and Earth Science. (7-1-04)

d. Three (3) semester credit hours, or four (4) quarter credit hours, of fine arts (music or art) department course work. (7-1-04)

e. Six (6) semester credit hours, or nine (9) quarter credit hours, in math department course work. (7-1-04)

f. Three (3) semester credit hours, or four (4) quarter credit hours, in the content or methods of physical education and/or health education, exclusive of activity classes. (7-1-04)

03. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades Kindergarten (K) through eight (8). (7-1-04)

04. Ninth (9th) Grade Endorsement. If an individual with a Standard Elementary License completes the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary License, an endorsement allowing teaching of that subject through grade nine (9) may be added to the Standard Elementary License. (7-1-04)

05. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved elementary content area and pedagogy assessments. (7-1-04)

019. EARLY CHILDHOOD / EARLY CHILDHOOD SPECIAL EDUCATION BLENDED LICENSE. An Early Childhood / Early Childhood Special Education Blended License is non-categorical and makes an individual eligible to teach in any educational setting for youth from birth to grade three (3), including those who are at-risk or have developmental delays. The Early Childhood / Early Childhood Special Education Blended License may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (7-1-04)

01. Professional Education Requirements. (7-1-04)

a. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations in instructional technology and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter of early childhood and early childhood-special education shall include course work specific to the young child from birth through grade three in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. (7-1-04)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

b. The required thirty (30) semester credit hours, or forty-five (45) quarter credit hours, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, or early childhood student teaching and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (7-1-04)

02. General Education Requirements. A minimum of forty-four (44) semester credit hours, or sixty-six (66) quarter credit hours, in general education selected from the following areas: the humanities, the social sciences, the fine arts, mathematics, natural sciences, and language skills. These credits shall include the following: (7-1-04)

a. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of English, including composition and literature. (7-1-04)

b. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of social science, including U.S. history and/or American (federal) government (psychology will not satisfy this requirement). Course work accepted as social science must be earned through these departments: History, Political Science, Sociology, Anthropology, Economics and/or Geography. (7-1-04)

c. Eight (8) semester credit hours, or twelve (12) quarter credit hours, in two or more areas of natural science (psychology will not satisfy this requirement). The three (3) natural science areas are: Biological Science, Physical Science and Earth Science. (7-1-04)

d. Three (3) semester credit hours, or four (4) quarter credit hours, of fine arts (music or art) department course work. (7-1-04)

e. Six (6) semester credit hours, or nine (9) quarter credit hours, in math department course work. (7-1-04)

f. Three (3) semester credit hours, or four (4) quarter credit hours, in the content or methods of physical education and/or health education, exclusive of activity classes. (7-1-04)

03. Additional Requirements. An institutional recommendation from an accredited college or university, and passage of the Idaho Comprehensive Literacy Exam. (7-1-04)

04. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (7-1-04)

020. STANDARD SECONDARY LICENSE.

A Standard Secondary License makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary License may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (7-1-04)

01. Professional Education Core Requirements. (7-1-04)

a. A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area. (7-1-04)

b. The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12). (7-1-04)

02. General Education Requirements. Preparation in at least two fields of secondary teaching: a major subject of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, and a minor subject

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of a major and minor field. (7-1-04)

03. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12). (7-1-04)

04. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must have a qualifying score on an approved content area assessment in any area(s) for which the license or endorsement(s) will be applied. (7-1-04)

021. ENDORSEMENTS.

Holders of a Secondary License or a Standard Elementary License may be granted endorsements in subject areas as provided herein. An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (7-1-04)

022. ENDORSEMENTS A – D.

01. Agriculture Science & Technology (6-12). (7-1-04)

a. Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education, agriculture mechanics, agriculture business management, soil science, animal science; and, plant science. (7-1-04)

b. Occupational teacher preparation coursework as provided in IDAPA 08.02.02.036-038. (7-1-04)

02. American Government (6-12). Twenty (20) semester credit hours, including six (6) semester credit hours in American Government; six (6) semester credit hours in American History; three (3) semester credit hours in Comparative Government; with remaining course work taken in History or Political Science. (7-1-04)

03. American Studies (6-12). Twenty (20) semester credit hours in the area of American Studies. (7-1-04)

04. Anthropology (6-12). Twenty (20) semester credit hours in the area of Anthropology. (7-1-04)

05. Art (K-12 or 6-12). Twenty (20) semester credit hours in the area of Art. To obtain an Art (K-12) endorsement, applicants holding a Secondary License must complete an elementary methods course, and applicants holding a Standard Elementary License must complete a secondary methods course. (7-1-04)

06. Arts & Crafts (6-12). Twenty (20) semester credit hours to include coursework in four (4) of the following areas: woodworking; plastics; metal art; graphic art; ceramics; leather work; or, drafting. (7-1-04)

07. Bilingual Education (K-12). Twenty (20) semester credit hours to include six (6) upper division credits in Modern Languages; three (3) semester credit hours in Cultural Diversity in the target language and/or in cross-cultural or multi-cultural course work; seven (7) semester credit hours in English as a Second Language, which shall include three (3) semester credit hours in Methodology and one (1) semester credit hour in Bilingual Practicum or Field Experience, with remaining credit hours in foundations, applied linguistics, testing, or bilingual education. Additionally, no more than five (5) semester credit hours of workshop credit will be accepted for this endorsement. (7-1-04)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

08. Biological Science (6-12). Twenty (20) semester credit hours to include at least six (6) semester credit hours of course work in each of the following areas: Botany and Zoology. (7-1-04)

09. Business Technology Education (6-12). (7-1-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Intermediate or Advanced Keyboarding, Accounting, and Business/Office Procedures. (7-1-04)

b. Occupational teacher preparation as provided in IDAPA 08.02.02.036-038. (7-1-04)

10. Chemistry (6-12). Twenty (20) semester credit hours in the area of Chemistry. (7-1-04)

11. Communication (6-12). Follow one of the following options. (7-1-04)

a. Option I: Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations, Argumentation/Personal Persuasion, Group Communications, Nonverbal Communication, Public Speaking, and Drama/Theater Arts. (7-1-04)

b. Option II: Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, and Methods of Teaching Speech/Communication. (7-1-04)

12. Communications/Drama (6-12). Twenty (20) semester credit hours including a minimum of six (6) credit hours in each of the following areas: Communications; and Drama. (7-1-04)

13. Consumer Economics (6-12). Hold an endorsement in Agricultural Science and Technology, Family and Consumer Sciences, Social Studies, Business Education, or Marketing Education and have at least six (6) semester credit hours in Economics and three (3) semester credit hours in a course designed for the average consumer. (7-1-04)

14. Drafting (6-12). Twenty (20) semester credit hours in the area of Drafting. (7-1-04)

15. Dramatics (6-12). Follow one of the following options: (7-1-04)

a. Twenty (20) semester credit hours, including a minimum of sixteen (16) semester credit hours in Drama or Theater Arts and four (4) semester credit hours in Communications. (7-1-04)

b. Possess an endorsement in English plus a minimum of six (6) semester credit hours in Drama or Theater Arts. (7-1-04)

16. Driver Education (6-12). Two (2) semester credit hours in Basic Driver Education for Teachers and two (2) semester credit hours in any of the following: Advanced Driver Education, Driver Simulation Education, Traffic Engineering, General Safety Education, or Highway Transportation. Additionally, an individual must have three (3) years of satisfactory driving experience immediately prior to endorsement as verified by the Motor Vehicle Division of the State Department of Transportation. (7-1-04)

023. ENDORSEMENTS E-L.

01. Earth Science (6-12). Twenty (20) semester credit hours including course work in each of the following: Earth Science, Astronomy, and Geology. (7-1-04)

02. Economics (6-12). Twenty (20) semester credit hours in the area of Economics. (7-1-04)

03. Education Media Generalist (K-12). Twenty (20) semester credit hours in the field of Education

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA

August 14-15, 2003

Media or Library Science, including a minimum of fifteen (15) credit hours of course work distributed among each of the following: Material Selection/Collection Development, Literature for Youth, Organization/Administration of Educational Materials, Library Automation/Information Technology Research Methods. (7-1-04)

04. English (6-12). Twenty (20) semester credit hours, including three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, three (3) semester credit hours in English Literature, six (6) semester credit hours in Advanced Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students. (7-1-04)

05. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include four (4) semester credit hours in Modern Languages, three (3) semester credit hours in Cultural Diversity, three (3) semester credit hours in ESL Methods, three (3) semester credit hours in Philosophical Foundations, Theory, Testing/Identification of Limited English Proficient Students OR Applied Linguistics in ESL, one (1) semester credit in ESL Practicum or Field Experience, and three (3) semester credit hours in an ESL related elective. Additionally, no more than five (5) semester credits of workshop will be accepted for this endorsement. (7-1-04)

06. Family and Consumer Science (6-12).

a. Thirty (30) semester credit hours to include coursework in each of the following: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Clothing and Textiles; Cultural Dress, Fashion Merchandising, or Design Nutrition; Food Preparation, Food Production, or Culinary Arts; Housing, Interior Design, Home Management, or Equipment; Consumer Economics or Family Resource Management; Introduction to Family Consumer Sciences; and, Integration of Family Consumer Sciences or Family Consumer Science Methods. (7-1-04)

b. Occupational Teacher Preparation as provided in IDAPA 08.02.02.036-038.

07. Foreign Language (6-12 or K-12). Twenty (20) semester credit hours with course work in a specific foreign language. To obtain an endorsement in a specific foreign language (K-12), applicants holding a Secondary License must complete an elementary methods course, and applicants holding a Standard Elementary License must complete a secondary methods course. (7-1-04)

08. Geography (6-12). Twenty (20) semester credit hours in the area of Geography. (7-1-04)

09. Geology (6-12). Twenty (20) semester credit hours in the area of Geology. (7-1-04)

10. Gifted and Talented (K-12). Twenty (20) semester credit hours, to include three (3) semester credits hours in each of the following: Foundations of Gifted and Talented Education, Creative/Critical Thinking Skills for Gifted and Talented Students, Social and Emotional Needs of Gifted and Talented Students, Curriculum and Instruction for Gifted and Talented Students, and Practicum and Program Design for Gifted and Talented Education. (7-1-04)

11. Health (6-12). Twenty (20) semester credit hours to include course work in Organization/Administration of a School Health Program, Health Science, Methods of Teaching Health, and a minimum of twelve (12) semester credit hours in at least four (4) of the following areas: Mental Health; Consumer Health; Nutrition; Human Sexuality; Aging, Death and Dying; Safety and Accident Prevention; Fitness/Wellness; Substance Use and Abuse; Disease; and, Community/Environmental Health. (7-1-04)

12. History (6-12). Twenty (20) semester credit hours to include at least nine (9) semester credit hours in United States History, and at least three (3) semester credit hours in American Federal Government. Remaining course work must be in History or Political Science. (7-1-04)

13. Humanities (6-12). An endorsement in English or History, and twenty (20) semester credit hours,

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA

August 14-15, 2003

including at least six (6) semester credit hours in each of two (2) of the following: Art; Drama; English; History; Humanities; Music; Foreign Language; and Philosophy. (7-1-04)

14. Journalism (6-12). Follow one of the following options: (7-1-04)

a. Option I: Twenty (20) semester credit hours to include a minimum of sixteen (16) semester credit hours in Journalism and four (4) semester credit hours in English. (7-1-04)

b. Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (7-1-04)

024. ENDORSEMENTS M-Z.

01. Marketing Technology Education (6-12). (7-1-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; and Curriculum and Materials Marketing, with remaining credit hours in the field of business. (7-1-04)

b. Occupational teacher preparation as provided in IDAPA 08.02.02.036-038. (7-1-04)

02. Mathematics – Basic (6-12). Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics. (7-1-04)

03. Mathematics – Standard (6-12). Twenty (20) semester credit hours including course work in Calculus and Analytical Geometry, with remaining course work in Mathematics. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics. (7-1-04)

04. Music (6-12 or K-12). Twenty (20) semester credit hours to include course work in the following: Theory and Harmony; Music History or Appreciation; Conducting; Applied Music; and Music Methods/Materials. To obtain a Music K-12 endorsement, applicants holding a Secondary License must complete an elementary music methods course. (7-1-04)

05. Natural Science (6-12). Must have an endorsement in biology, physics, chemistry, or geology, plus a minimum of twenty (20) semester credit hours to include a basic course plus a lab in each of the following areas: Biology; Physics; Chemistry; and Geology. The remaining course work may be taken from any of the following Natural Science areas: Biological Sciences, Botany, Zoology, Physical Science, Earth Science, Astronomy, Oceanography, Ecology, Limnology (7-1-04)

06. Philosophy (6-12). Twenty (20) semester credit hours in the area of Philosophy. (7-1-04)

07. Physics (6-12). Twenty (20) semester credit hours in the area of Physics. (7-1-04)

08. Physical Education (PE) (6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: Sport Skills; Secondary PE Methods; Student Evaluation in PE; Administration of a PE Program; Health; PE for Special Populations; Exercise Science; Sports Psychology or Sociology; and Movement. To obtain a Physical Education K-12 endorsement, applicants holding a Secondary License must complete an elementary PE methods course. (7-1-04)

09. Physical Education/Health

10. Physical Science (6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry; and Physics. (7-1-04)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

- 11. Political Science.** Twenty (20) semester credit hours in the area of Political Science. (7-1-04)
- 12. Psychology.** Twenty (20) semester credit hours in the area of Psychology. (7-1-04)
- 10. Reading (6-12 or K-12).** Twenty (20) semester credit hours in the area of reading including a minimum of fifteen (15) semester credit hours distributed among each of the following areas: Foundations of Reading or Developmental Reading; Reading in the Content Area; Literature for Youth; Psycholinguistics or Language Development; and Corrective/Diagnostic/Remedial Reading. To obtain a Reading K-12 endorsement, applicants holding a Secondary License must complete an elementary methods course. (7-1-04)
- 11. Social Studies (6-12).** Must have an endorsement in history, political science, economics, anthropology, sociology, psychology, or geography plus a minimum of twenty (20) semester credit hours of which the following are required: a minimum of six (6) semester credit hours of general U.S. history survey; a minimum of three (3) semester credit hours of American Federal Government. The remaining semester credit hours must include work from all of the following areas: world history, geography, economics, anthropology, sociology, and psychology. (7-1-04)
- 12. Sociology (6-12).** Twenty (20) semester credit hours in the area of Sociology. (7-1-04)
- 13. Sociology/Anthropology (6-12).** Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology; and Sociology. (7-1-04)
- 14. Technology Education (6-12).** (7-1-04)
- a. Twenty (20) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation; and, Principles of Technology. (7-1-04)
- b. Occupational teacher preparation as provided in IDAPA 08.02.02.036-038. (7-1-04)
- 025. NATIVE AMERICAN LANGUAGE (Idaho Code 33-1280).**
Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language. Upon receiving the names of American Indian languages teachers designated by an Indian tribe, the State Department of Education shall authorize those individuals as American Indian languages teachers.
- 026. ADMINISTRATOR LICENSE.**
Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator License. The license may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator License. Possession of an Administrator License does not entitle the holder to serve as a teacher at a grade level for which he is not qualified or licensed. (7-1-04)
- 01. School Principal Endorsement (Pre-K-12).** To be eligible for an Administrator License endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements:
- a. Hold a master's degree from an accredited college or university. (7-1-04)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

b. Have four years of full-time licensed experience working with students, Pre-K-12, while under contract in a school setting. (7-1-04)

c. Have completed an administrative internship, or have one year of experience as an administrator in grades Pre-K-12.
(7-1-04)

d. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include competencies in the following areas: leadership, ethics, and management of change; all forms of communication, including technology, advocacy, and mediation; customer involvement and public relations; staff development and supervision of instruction; school law and finance (including special education), and grant writing; curriculum development, integration of technology, delivery, and assessment; education of all populations, including special education; and, student behavior management/positive behavior supports/effective discipline.
(7-1-04)

e. An institutional recommendation is required for a School Principal Pre-K-12. (7-1-04)

02. Superintendent Endorsement. To be eligible for an Administrator License with a Superintendent endorsement, a candidate must have satisfied the following requirements:

a. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (7-1-04)

b. Have four years of full-time certificated/licensed experience working with students Pre-K-12 while under contract in a school setting.
(7-1-04)

c. Have completed an administrative internship for the superintendent endorsement or have one year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12, while holding that state's administrative license. (7-1-04)

d. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include competencies in the following areas in addition to those required for the School Principal Pre-K-12 endorsement: advanced school finance, grant writing, and generation of additional sources of revenue; policy development and school board operations/relations; district-wide support services; employment practices and negotiations; educational product marketing and community relations; and, special services and federal programs.
(7-1-04)

e. An institutional recommendation is required for a school superintendent. (7-1-04)

03. Director of Special Education and Related Services Endorsement (Pre-K-12). To be eligible for an Administrator License endorsed for Director of Special Education and Related Services Pre-K-12, a candidate must have satisfied all of the following requirements: (7-1-04)

a. Hold a master's degree from an accredited college or university. (7-1-04)

b. Have four years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting.
(7-1-04)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

c. Obtain college or university verification of demonstrated competencies in the following areas: organization and administration of student services, including foundations of special education; leadership, ethics, and management of change; all forms of communication, including technology, advocacy, mediation, and counseling with parents of children with disabilities; customer involvement and public relations; staff development and supervision of instruction; policy development as related to special education and related services; school law and finance as related to special education and related services, and grant writing; curriculum development, integration of technology, delivery, and assessment as related to special education and related services; student behavior management/positive behavioral supports/effective discipline; and, diagnosis and remediation in special education. (7-1-04)

d. Have completed an administrative internship/practicum in the area of administration of special education and related services. (7-1-04)

e. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12. (7-1-04)

027. PUPIL PERSONNEL SERVICES LICENSE

Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Personnel Services License, with the respective endorsement(s) for which they qualify. (7-1-04)

01. Counselor Endorsement (K-12). To be eligible for a Pupil Personnel Services License endorsed Counselor K-12, a candidate must have satisfied the following requirements. The Pupil Personnel Services License with a Counselor endorsement is valid for five years. Six (6) credits are required every five (5) years in order to renew the endorsement. (7-1-04)

a. Hold a master's degree and provide verification of completion of an approved program of graduate study in school guidance and counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, one-half of which must be in a K-12 school setting. Previous school counseling experience may be considered to help offset the field experience clock hour requirement. (7-1-04)

b. An institutional recommendation is required for a School Counselor K-12. (7-1-04)

02. School Psychologist Endorsement. This endorsement is valid for five years. Six (6) credits are required every five (5) years in order to renew the endorsement. To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one of the following options: (7-1-04)

a. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five quarter credit hour, School Psychology Specialist Degree program. (7-1-04)

b. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology. (7-1-04)

c. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum three hundred (300) clock-hour internship within a

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

school district under the supervision of the training institution and direct supervision of a licensed school psychologist. (7-1-04)

03. School Nurse Endorsement. This endorsement is valid for five years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through one of the following options:

a. The candidate must possess a valid registered nursing license issued by the Idaho State Board of Nursing, and a bachelor's degree in nursing, education, or a health-related field from an accredited institution. (7-1-04)

b. Nine (9) semester credit hours shall be taken for university or college credit in at least three (3) of the following areas: assessment of student health; child and adolescent health issues); counseling, psychology, or social work; methods of education instruction. Additionally, must have two years' full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (7-1-04)

04. Provisional Endorsement – School Nurse. This license will be granted for those who do not meet the educational requirements but who hold a valid registered nursing license in Idaho. An Interim License – School Nurse will be issued for two years while the applicant is meeting the educational requirements, and it is not renewable. (7-1-04)

05. Speech-Language Pathologist Endorsement. This endorsement is valid for five years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (7-1-04)

06. Audiology Endorsement. This endorsement is valid for five years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (7-1-04)

07. School Social Worker Endorsement. This endorsement is valid for five years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through possession of a social work license issued by the Idaho Bureau of Occupational Licenses, an institutional recommendation, and completion of one of the following options:

a. A master's degree in social work from an Idaho college or university approved by the State Board of Education, or a master's degree in social work from an out-of-state college or university. The program must be currently approved by the state educational agency of the state in which the program was completed. (7-1-04)

b. A master's degree in guidance and counseling, sociology, or psychology plus thirty (30) semester credit hours of graduate work in social work education, including course work in all the following areas: understanding the individual; casework method; field placement; social welfare programs and community resources; and research methods. (7-1-04)

028. EXCEPTIONAL CHILD LICENSE.

Holders of this license work with children who have been identified as having an educational impairment. (7-1-04)

01. Generalist Endorsement (K-12). The Generalist K-12 endorsement is non-categorical and allows one to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed. To

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

be eligible for an Exceptional Child License with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements:

a. Completion of a baccalaureate degree from an accredited college or university. (7-1-04)

b. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (7-1-04)

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (7-1-04)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested.

02. Hearing Impaired (K-12). Completion of a minimum of thirty (30) semester credit hours in the area of Hearing Impairment. An institutional recommendation specific to this endorsement is required. (7-1-04)

03. Visually Impaired (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. An institutional recommendation specific to this endorsement is required. (7-1-04)

04. Seriously Emotionally Disturbed (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of seriously emotionally disturbed. An institutional recommendation specific to this endorsement is required. (7-1-04)

05. Severe Retardation (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of severe retardation. An institutional recommendation specific to this endorsement is required. (7-1-04)

06. Multiple Impairment (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of multiple impairment. An institutional recommendation specific to this endorsement is required. (7-1-04)

07. Physically Impaired (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of physical impairment. An institutional recommendation specific to this endorsement is required. (7-1-04)

028. CONSULTING TEACHER ENDORSEMENT.

To be eligible for a Consulting Teacher endorsement on the Standard Exceptional Child License, the Early Childhood /Early Childhood Special Education Blended License (Birth-Grade 3), the Standard Elementary License or the Standard Secondary Teaching License, a candidate must have satisfied the following requirements:

(7-1-04)

01. Education Requirements. Completion, in an accredited college or university, of a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated competencies in the following areas: Assessment of learning behaviors; Individualization of instructional programs based on educational diagnosis; Behavioral and/or classroom management techniques; Program implementation and supervision; Knowledge in use of current methods, materials and resources available and management and operation of media centers; Ability in identifying and utilizing community or agency resources and support services; Counseling skills and guidance of professional staff.

(7-1-04)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

02. Experience. Completion of a minimum of three (3) years' teaching experience, at least two (2) years of which must be in a special education classroom setting. (7-1-04)

029. SUPERVISOR/COORDINATOR OF SPECIAL EDUCATION ENDORSEMENT

To be eligible for this endorsement on the Standard Exceptional Child License or the Pupil Personnel License endorsed for School Psychologist, Speech-Language Pathologist or Social Worker, a candidate must complete a master's degree program; have a minimum of three (3) years of experience in a special education setting; and, obtain college or university verification of demonstrated competencies in special education administration, supervision of instruction and counseling parents of exceptional children.

(7-1-04)

030. – 035. (RESERVED.)

036. LICENSURE STANDARDS FOR PROFESSIONAL-TECHNICAL EDUCATORS.

Teachers of professional-technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a secondary teaching license or on an Occupational Specialist License. (7-1-04)

037. DEGREE BASED PROFESSIONAL-TECHNICAL LICENSURE

01. Teacher Preparation Through Degreed Program. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: Agricultural Science & Technology; Business Technology Education; Family & Consumer Science; Marketing Technology Education; and, Technology Education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Licensure of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated four-thousand (4,000) clock hours of related work experience or shall have completed an approved practicum in their respective field of specialization. (7-1-04)

02. Professional-Technical Administrator License. The Professional-Technical Administrator license is required for an individual serving as an administrator, director, manager or coordinator of professional-technical education at the state or secondary level. Individuals must meet the following prerequisites to qualify for the Professional-Technical Administrator License. Equivalence in each area will be determined on an individual basis by the State Division of Professional-Technical Education. (7-1-04)

a. qualify for or hold an Occupational Specialist license or hold an occupational endorsement on the secondary teaching credential; (7-1-04)

b. provide evidence of a minimum of three (3) years' teaching in an occupational discipline; (7-1-04)

c. hold a masters degree; and, (7-1-04)

d. completed at least fifteen (15) semester credits of administrative course work. Applicants must have completed: financial aspects of professional-technical education; administration of personnel; and legal aspects of professional-technical education. Additional course work can be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (7-1-04)

e. To renew the Professional-Technical Administrator license, individuals are required to complete nine (9) semester hours of related course work or meet renewal requirements for state teachers and administrators.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

(7-1-04)

03. Professional-Technical Interim License. Secondary licensed educators and individuals who are highly qualified in a content area may apply for professional-technical interim licensure. These individuals may not have completed the required core course work, taken professional-technical teacher preparation course work and/or passed the Board approved performance assessment in the appropriate teaching area. The license is issued for one year and may be renewed twice, provided there is annual progress toward the needed endorsement. (7-1-04)

04. Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Secondary License or qualify for an Occupational Specialist License, plus complete course work in coordination of work-based learning programs. (7-1-04)

05. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services License endorsed Counselor K-12 and who have satisfied the following professional technical requirement: Career Pathways and Professional Technical Guidance; Principles/Foundations of Professional-Technical Education; and, Theories of Occupational Choice. (7-1-04)

038. OCCUPATIONAL SPECIALIST PROFESSIONAL-TECHNICAL LICENSURE.

Persons who need to hold the Occupational Specialist License include: secondary educators assigned to Health Occupations Education and to Trades & Industry Education; specialized occupational areas where specific degree-granting professional technical teacher education programs do not exist; and postsecondary professional-technical educators who teach courses to K-12 students. (7-1-04)

01. Standard Occupational Specialist License. Applicants must: be 18 years of age; document full-time, successful, recent, gainful employment in the area for which licensure is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, licensure or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one of the following three options: (7-1-04)

a. Have sixteen-thousand (16,000) hours of full-time, successful, recent, gainful employment in the occupation for which licensure is requested. Up to forty-eight (48) months credit can be counted toward the eight (8) years on a month-to-month basis for journeyman training and/or postsecondary training successfully completed as a full-time student in an approved/approvable, postsecondary, professional-technical education program. (7-1-04)

b. Have a bachelor's degree in the specific occupation or related area, plus six-thousand (6,000) hours of full-time, successful, recent, gainful employment in the occupation. (7-1-04)

c. Meet one of the following: (7-1-04)

i. Have at least journeyman level plus two (2) years of recent, full-time, gainful, related work experience. A person who has completed a formal apprenticeship program in the occupation or related area for which licensure is requested. The apprenticeship must be under the direction of an employer and the Bureau of Apprenticeship and Training or an approved State Apprenticeship Agency); (7-1-04)

ii. Pass approved state or national licensure/certification examination plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience emergency services and health professions will be determined on an individual basis); (7-1-04)

iii. Pass approved industry related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis.) If no competency test exists, a written recommendation from a representative occupational advisory council/committee

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

and recorded in its minutes is required to verify occupational competence (7-1-04)

d. The license must be renewed every five (5) years, which shall include completion of nine (9) semester credit hours of approved course work or verification of two- hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes, or workshops or any equivalent combination thereof; and file of a Professional Development Plan for the next licensure period. (7-1-04)

02. Advanced Occupational Specialist License. This license is issued to individuals who meet all the requirements outlined below: (7-1-04)

a. meet the requirements for the Standard Occupational Specialist License; (7-1-04)

b. provide evidence of completion of a teacher training degree program or thirteen (13) semester credits of approved course work in addition to the seventeen (17) semester credits required for the Standard Occupational Specialist License (a total of thirty (30) semester credits); and (7-1-04)

c. file a new Professional Development Plan for the next licensure period. (7-1-04)

d. This license must be renewed every five (5) years, which shall include completion of nine (9) semester credit hours of approved course work or submit verification of two-hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes and workshops or any equivalent combination thereof; and file a new Professional Development Plan for the next licensure period. (7-1-04)

03. Limited Occupational Specialist License. This license is issued to individuals who are new to teaching trades and health occupations in public schools. The license is valid for three (3) years, after which the holder must meet the requirements for the Standard Occupational Specialist License. When this license expires, the applicant for a new license must meet Idaho Standards for the Initial Licensure of Professional School Personnel in order to qualify for a standard/advanced license. Participation in a professional development process is a condition of holding the Limited Occupational Specialist License. (7-1-04)

a. Within the first 18 months, the holder must complete the pre-service workshop sponsored by the State Division of Professional-Technical Education and an approved course in professional technical methods and student assessment. (7-1-04)

b. complete a new-teacher induction workshop at the state or district level. (7-1-04)

c. file a Professional Development Plan with the State Division of Professional-Technical Education. (7-1-04)

d. Within the three (3) year period of the Limited Occupational Specialist License, the instructor must satisfactorily complete course work providing Idaho Standards for the Initial Licensure of Professional School Personnel in seventeen (17) semester credit hours of teacher preparation coursework that incorporate the Idaho Standards for the Initial Licensure of Professional School Personnel. (7-1-04)

039. – 045. (RESERVED).

046. LIMITED APPROVAL ALTERNATIVES (EXPIRES JULY 1, 2006).

01. Consultant Specialist License. At the request of a school district, the State Department of Education may issue a Consultant Specialist license to highly and uniquely qualified persons. The use of the license is limited to the applicant's district and is valid for one (1) year. It is intended that use of the Consultant Specialist provision be exceptional and occasional and not used as a regular hiring practice.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

02. Letters of Authorization (LOA). Letters of Authorization allow Idaho school districts to request emergency licensure when a professional position cannot be filled with someone who has the correct licensure. Individuals considered for an LOA must have at least a baccalaureate degree and must enroll in a program to achieve full licensure in the area of authorization. A request for a Letter of Authorization shall be sent to the State Department of Education. The request and supporting information will be reviewed by the Professional Standards Commission, with the final recommendation of the Commission submitted by the State Superintendent of Public Instruction for State Board of Education approval. An LOA is valid for one year and may be renewed annually upon completion of nine (9) semester credit hours applicable to the standards for full licensure in the area of authorization.

03. Limited Transitional Letter of Approval. This non-renewable letter of approval is valid for one year only. The purpose of the letter of approval is to allow a teacher with a secondary licensure (grades 6-12) to teach at the elementary levels (K-8) without additional student teaching, or vice versa. Other than student teaching, all other requirements for the desired license must be met. Upon successful completion of one year of teaching while holding the Limited Transitional Letter of Approval, the educator will be eligible to hold the appropriate elementary or secondary license. To be eligible for a Limited Transitional Letter of Approval, the following requirements must be met:

- a. Must hold a valid Idaho Elementary or Secondary Teaching License.
- b. Must provide verification of four years of successful classroom teaching while holding the proper state license.
- c. Must have completed all of the requirements for the Standard Elementary License, except student teaching, if the applicant currently holds a Standard Secondary License. If the applicant currently holds a Standard Elementary License, all of the requirements for a Standard Secondary License must have been completed, except student teaching.
- d. Must provide the State Department of Education with written verification that a mentor teacher holding the same license as the one the applicant is seeking will be provided for the applicant by the employing district; or be enrolled in a one-year supervised internship experience under the supervision of personnel from a college or university with an approved teacher preparation program.

04. Postsecondary Specialist. A Postsecondary Specialist Letter of Approval may be granted to teaching faculty of Idaho public postsecondary institutions, who are not otherwise licensed, upon recommendation by the postsecondary institution (dean level or above) to be eligible to teach in the public schools. It is intended that the letter of approval will be used primarily for distance education and "virtual university" programs. The Postsecondary Specialist Letter of Approval is valid for five (5) years and is renewable.

047. MISASSIGNMENT/GRANDFATHERING (EXPIRES JULY 1, 2006)

01. License. A person employed by a school district in a position requiring a license must hold a valid license for the service being rendered. In any situation in which a person not holding a specific endorsement is to provide educational services in a specific area, the employing district must apply to the State Department of Education for misassigned status to place the individual in that assignment for the school year. The district must demonstrate in a written report that it has made a good faith effort to employ properly licensed educators for those duties and that a conscientious effort is being made to remedy each specific problem. Criteria for acceptance of the report includes the following: ()

- a. The duties may comprise no more than one-half (1/2) of the teacher's full time assignment; ()
- b. Teachers who are misassigned must have a minimum of six (6) semester hours of college credit in each subject area in which service is rendered; and ()
- c. Teachers who are misassigned must comprise no more than five percent (5%) of the total number of the district's licensed, full-time teachers, or five (5) teachers, whichever is greater. Districts which have

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

secondary schools located more than fifteen (15) miles from another secondary school may misassign up to an additional five (5) teachers upon approval of the State Department of Education. However, in no circumstance will more than five (5) teachers be misassigned in any one building. ()

02. Effect On Accreditation. All misassignments will be noted on the accreditation report. Any misassignments not meeting the above criteria may effect accreditation. Funds will be withheld for that portion of the misassigned person's time that exceeds the criteria included in this rule. ()

048. ALTERNATIVE LICENSURE (EXPIRES JULY 1, 2006).

The purpose of this program is to provide an alternative for individuals to become licensed secondary teachers in Idaho without following a standard teacher education program. The purpose of this licensure is to provide an alternative for individuals with strong subject matter background but limited experience with educational methodology. Qualified applicants will begin contracted teaching earlier and will be admitted to the program using criteria that are different from existing programs but more appropriate for the circumstances. This licensure is valid for three (3) years and is non-renewable. To be eligible for a alternative licensure, the following requirements must be satisfied:

01. Initial Qualifications. Prior to application: The prospective candidate must possess a baccalaureate (or higher) degree from an accredited college/ university with a minimum grade point average of 2.0 on a 4.0 scale completed at least five (5) years earlier. Additionally, an applicant must hold academic credits equivalent to current major and minor requirements for secondary endorsements; be assured of full-time employment in an Idaho school district; and, meet all non-academic requirements of the State of Idaho.

02. Teacher Trainee Program. Alternative licensure is valid for two years of teaching. The teacher trainee program must be completed within three calendar years from the date of admission to the program. It authorizes the teacher trainee to teach only the subject(s) listed on the letter of approval and only at the secondary level.

a. A teacher trainee will work toward completion of the teacher trainee program through participating colleges and universities, the State Department of Education, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized two-year teacher trainee program as one of the conditions to receive recommendation for the Standard Secondary Teaching License. A formal teacher trainee plan will be developed by a consortium composed of the mentor teacher, a representative from the school district, a representative of the State Department of Education, and a representative of the participating higher education institution with an approved secondary education program. Any deviation from the formal trainee plan must be approved by the consortium. The consortium will be responsible for the program design, supervision, and evaluation of the training. The teacher trainee program shall include:

i. Prior to entering the classroom, completion of nine (9) semester credit hours of pre-service training from an institution of higher education in educational course work pertinent to the education profession.

ii. Prior to completion of the Alternate Route Program, at least one course in each of the following areas must be completed: Philosophical Foundations of Education; Psychological Foundations of Education; Methodology; Reading in the Content Area.

iii. Completion of a thirty (30) hour, pre-service orientation presented by the school district prior to a classroom assignment. This orientation shall include district policies, procedures, curriculum, instructional model, community characteristics, and resources.

iv. Completion of a four semester college/university internship. The trainee shall be enrolled in three (3) semester credit hours of internship each semester.

v. Completion of a six to nine (6-9) semester credit hour program during the second summer from an institution of higher learning. The pre-service AND second summer program of fifteen to eighteen (15-18) semester credit hours in total shall include: philosophical, psychological, and methodological foundations of the profession, and reading in the content area. The consortium will determine the content required for the trainee, which may include both pedagogical and subject area course work. When designing the content necessary for the individual teacher trainee to complete the program, the consortium shall consider previous college credit as documented in

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

official transcripts. Efforts will be directed to provide observation and clinical experiences during the time prior to being assigned to the classroom.

b. Assistance by Mentor Teachers: Each teacher trainee must be assisted by and guided throughout the two-year training period by a licensed employee of the district who has been designated as a mentor teacher. Principals must ensure that teacher trainees are provided with direct assistance, which should include close clinical supervision, especially at the beginning of the internship.

c. Performance Evaluations: In order to receive a consortium recommendation for the Standard Secondary Teaching License, the teacher trainee must complete at least two years of successful performance as a teacher under the teacher trainee program. Principals are to provide assistance to teacher trainees regarding the purpose, expectations, and procedures involved in the evaluation process and with whatever guidance may be needed. The principal shall formally evaluate the teacher trainee at least once each semester of the school year. For purposes of suspension or dismissal, teacher trainees are to be treated as non-continuing contract employees. The district may suspend or dismiss teacher trainees in accordance with the procedures as provided in Idaho Code. The Teacher Trainee Letter of Approval may be suspended or revoked if there is failure to satisfactorily and successfully complete the stages of the individualized plan within the specified time frames as established by the consortium; or, failure to obtain at least a 2.5 grade point average on a 4.0 scale in the college credit portion of the program. Also, no individual grade can be lower than a "C"; or, any other causes for suspension or revocation as found in Idaho Code, 33-1208.

d. The teacher trainee, upon successful completion of the teacher trainee program as verified by the consortium, will be eligible to apply for a Standard Secondary Teaching License. The two years of experience as a teacher trainee shall be counted toward continuing contract status as authorized in Idaho Code, 33-515.

049. ALTERNATE ROUTES TO LICENSURE (EFFECTIVE JULY 1, 2006).

The purpose of this program is to provide an alternative for individuals to become licensed teachers in Idaho without following a standard teacher education program. Individuals who are currently employed as Para-Educators, individuals who are currently licensed to teach but who are in need of emergency licensure in another area, and individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate licensure requirements provided herein.

050. ALTERNATIVE AUTHORIZATION – TEACHER TO NEW LICENSURE (EFFECTIVE JULY 1, 2006).

The purpose of this alternative authorization is to allow Idaho school districts to request emergency endorsement/licensure when a professional position cannot be filled with someone who has the correct endorsement/licensure. Alternative authorization in this area is valid for three (3) years and is nonrenewable.

01. Initial Qualifications. Prior to application, a candidate must hold a Bachelor's degree, and a valid Idaho teacher license without full endorsement in content area of need. The school district must declare an emergency and provide supportive information attesting to the ability of the candidate to fill the position.

02. Alternative Route Preparation Program.

a. Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. Candidate must complete a minimum of 9 semester credits annually to be eligible for extension of up to a total of three (3) years.

b. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences.

c. Candidate shall meet all requirements for the endorsement/license as provided herein.

051. ALTERNATIVE AUTHORIZATION – CONTENT SPECIALIST (EFFECTIVE JULY 1, 2006).

The purpose of this alternative authorization is to offer an expedited route to licensure for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for three (3) years and is not renewable.

01. Initial Qualifications.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

- a. Prior to application, a candidate must hold a Bachelor's degree.
- b. The candidate must be identified for employment by an Idaho school district. The candidate must remain employed by the district while in the alternative route preparation program.
- c. The candidate shall meet enrollment qualifications of the college/university offering the alternative route preparation program.
- d. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment.

02. Alternative Route Preparation Program.

- a. A consortium comprised of a designee from the college/university to be attended, and a representative from the school district, and the candidate shall determine preparation needed to meet the Idaho Standards for Initial Licensure of Professional School Personnel.
- b. Prior to entering the classroom, the candidate completes eight (8) to sixteen (16) weeks of accelerated study in education pedagogy.
- c. Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one of the conditions to receive a recommendation for Initial Licensure.
- d. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences.

052. PARA-EDUCATOR TO TEACHER (EFFECTIVE JULY 1, 2006).

The purpose of this alternative route to licensure is to encourage qualified para-educators employed in Idaho classrooms to become licensed teachers.

01. Initial Qualifications. Prior to application: the candidate must hold an AA/AAS degree, meet state para-educator standards, and be employed as a para-educator. Districts shall identify potential candidate with appropriate dispositions for teaching, and continue to employ candidate as para-educators. District/school provides orientation for candidate as deemed appropriate.

02. Alternative Route Preparation Program. Alternative licensure is valid for two years of teaching. The alternative route preparation program must be completed within three calendar years from the date of admission to the program.

- a. Candidate will work toward completion of the teacher trainee program through a participating college/university, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one of the conditions to receive a recommendation for Initial Licensure.
- b. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences.
- c. Candidate shall complete all requirements for initial licensure as provided herein.

052. – 055. (RESERVED).

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

056. TIERED LICENSURE (EFFECTIVE SEPTEMBER 1, 2007).

All instructional licenses issued (standard elementary, standard secondary, early childhood/early childhood special education blended) will be in compliance with the tiered system as provided herein. (7-1-04)

01. Interim License. Interim licenses may be granted to individuals with out-of-state licensure or certification. An interim license is valid for up to three (3) years and is nonrenewable. (7-1-04)

02. Initial License. All first-time applicants for Idaho Licensure, in any licensure category, who do not otherwise qualify for an Interim or Professional license, will be issued an Initial License. An Initial License is valid for five (5) years and is not renewable. (7-1-04)

03. Professional License. Applicants for Idaho licensure, in any license category, who verify at least three (3) years of teaching experience, may qualify for a professional license. First time applicants shall verify teaching experience and complete professional development that includes a minimum of sixty (60) professional-development units (PDUs) or equivalent college credit hours in accordance with 08.02.02.057-060, and evidence of improved student achievement and learning during previous teaching experience. The professional license is valid for five (5) years and may be renewed upon verification and completion of professional development that includes a minimum of one-hundred and fifty (150) PDUs or equivalent college credit hours in accordance with 08.02.02.057-060, and evidence of improved student achievement and learning during previous teaching experience. (7-1-04)

057. PROFESSIONAL DEVELOPMENT (EXPIRES SEPTEMBER 1, 2007).

01. State Board Of Education Requirements For Professional Growth. (4-1-97)

a. Credits taken for license renewal must be educationally related to the professional development of the applicant. (4-1-97)

b. Graduate or undergraduate credit will be accepted for license renewal. Credit must be college transferable and completed through an accredited college or university. (4-1-97)

c. All requests for equivalent inservice training to apply toward license renewal must be made through the State Department of Education upon recommendation of the board of trustees. Individuals holding Professional-Technical Specialist Licenses must receive State Division of Professional-Technical Education approval of inservice training and course work prior to applying for renewal. (4-1-97)

d. At least fifteen (15) hours of formal instruction must be given for each hour of inservice credit granted. (4-1-97)

e. Licensure renewal credits may not be carried over from one (1) re-licensure period to the next. (4-1-97)

f. Certificated personnel teaching in subjects outside their major area of preparation will be encouraged to complete the courses required for major licensure endorsement. (4-1-97)

02. State Board Of Education Professional Development Requirements. (4-1-97)

a. Districts will have professional development plans. (4-1-97)

b. All licensed personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the license being renewed. (4-1-97)

c. At least three (3) semester credits will be taken for university or college credit. Verification will be by official transcript. (4-1-97)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

058. PROFESSIONAL DEVELOPMENT (EFFECTIVE SEPTEMBER 1, 2007).

The annual teacher professional development plan is designed for professional and personal growth and should be directly linked to the Tiered Licensure requirements. It is a tool for an individual and advisor/team to use to advance a teacher's knowledge and skills for improved student achievement and learning.

01. The Professional Development Advisor(s) or Team(s). A professional development advisor or team will be established in each school with the principal or an individual he/she designate(s) as a member(s). All advisors and team members will receive standardized, state-approved training and re-training. The school/district will determine the most effective structure for the process in relation to cost, maintenance and sustainability

02. Each Idaho teacher will develop an individual professional development plan that will be updated/revised annually and that must relate to the five Idaho Professional Development Domains listed herein. Each professional development plan shall be based on one or more of the following list of needs:

a. Need(s) within the teacher's school that will result in improved student achievement and learning.

b. Need(s) within the teacher's classroom that will result in improved student achievement and learning.

c. When above needs have been addressed, need(s) within the school district that will result in overall improved student achievement and learning.

03. Each Idaho teacher will identify a variety of professional development activities related to the Domains and the Idaho Standards for the Initial Licensure of Professional School Personnel and the Idaho Student Achievement Standards that are based on effective methods and strategies to improve student achievement and learning.

a. At least 50 percent of the required PDUs must fall within Domains A, B and/or C.

b. PDUs are applicable to teacher's current licensure cycle, and cannot be carried over to the next renewal cycle.

c. The teacher is responsible for providing reflection annually and appropriate measurable evidence of accomplishment over the licensure renewal cycle from multiple sources to answer the following questions:

i. Did student achievement and learning improve? Provide measurable evidence of accomplishment from multiple sources for each goal.

ii. What are my next steps toward continued improvement of student achievement and learning? If improvement did not occur, how will I change my professional development plan? Explain.

iii. What did I learn?

iv. How did/will I use what I learned?

v. How did my colleagues/school community participate in or benefit from this new knowledge or these skills?

04.. Options for Idaho-licensed Teachers Not Employed as K-12 Idaho Teachers.

a. Complete all PDUs through university credit. To ensure that all credits qualify for license renewal, review Idaho's professional development domains. There is no assignment of percentage of credits to particular domains for teachers who are not currently employed.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

b. Complete all PDUs utilizing the standard plan for active teachers. This option requires that a PD Advisor/Team review and verify the professional development plan. The PD Advisor/Team can be sought by contacting an administrator in an Idaho public school or College of Education. Prior to engaging in this option, it is required that the teacher secures an agreement with a local Professional Development Advisor/Team to supervise and verify PDUs. Local educators are not required to verify PDUs for a teacher with whom an agreement is not recorded. There is no assignment of percentage of credits to particular domains for inactive teachers.

059. PROFESSIONAL DEVELOPMENT DOMAINS (EFFECTIVE SEPTEMBER 1, 2007)

Each Idaho teacher will develop an individual professional development plan that must relate to the five Idaho Professional Development Domains. At least 50 percent of the required (PDUs) must fall within State Priorities, Advanced Degree/Education in Teaching Area, and/or School/District Improvement Plans.

01. State Priorities. Develops the teacher's knowledge and skills in one or more areas identified as "state priorities." These include any federal requirements with which the state must comply. To qualify under Domain A, an activity must fall within the state priorities at the time the professional development plan is initiated. Any subsequent change in state priorities will not impact the plan. A list of state priorities will be developed by the Professional Standards Commission annually and submitted to the State Board of Education for approval.

02. Advanced Degree/Education in Teaching Area. Advances the teacher's knowledge and skills in his or her areas(s) of endorsement or teaching assignment in relation to the relevant standards or requirements.

03. School/District Improvement Plans. Addresses knowledge, skills and goals that are relevant to the license holder's local school improvement plan and district professional development priorities. This includes addressing critical district staffing needs.

04. Advanced Degree/Education in Additional Teaching Area(s). Expands the teacher's knowledge and skills in an additional teaching field or advances the individual toward acquisition of an additional teaching license, endorsement area or degree related to the field of education.

05. Service and Leadership. Provides service and leadership to improve the profession and education.

060. PROFESSIONAL DEVELOPMENT UNITS AND ACTIVITIES (EFFECTIVE SEPTEMBER 1, 2007).

Professional development units (PDUs) are units of measurement used to quantify time spent in professional development activities, events and reflection to develop teacher effectiveness that will in turn impact student achievement and learning. For purposes of professional development and licensure renewal requirements, professional development units are assigned to professional development activities as follows:

| | <u>PDUs/activity</u> | <u>Maximum PDUs in licensing period</u> |
|--|--------------------------------------|--|
| <u>1. Courses, Seminars, Institutes</u> | | |
| <u>Upper undergraduate course</u> | <u>1 semester hour = 15 PDUs</u> | <u>75 PDUs</u> |
| <u>Graduate course</u> | <u>1 semester hour = 22 PDUs</u> | <u>110 PDUs</u> |
| <u>Audited undergraduate or graduate course</u> | <u>1 semester hour = 7 PDUs</u> | <u>35 PDUs</u> |
| <u>Instructor of a post-secondary course (if not dual enrollment) for the first time the course is taught.</u> | <u>1 semester hour = 30 PDUs</u> | <u>60 PDUs</u> |
| <u>Continuing Education Unit</u> | <u>1 CEU = 10 PDUs</u> | <u>50 PDUs</u> |
| <u>2. Educator-Initiated Activities</u> | | |
| <u>Community-based activity beyond the normal scope of work</u> | <u>10 PDUs</u> | <u>30 PDUs</u> |

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

| | | | |
|---|-----------------------------------|---|--|
| <u>Attendance at professional conference/workshop/institute</u> | <u>10 PDUs</u> | <u>30 PDUs</u> | |
| <u>Presentation of material for the first time at a professional conference</u> | <u>10 PDUs</u> | <u>40 PDUs</u> | |
| <u>Professional Development Provider</u> | <u>20 PDUs</u> | <u>60 PDUs</u> | |
| <u>Curriculum Development</u> | <u>20 PDUs</u> | <u>60 PDUs</u> | |
| <u>Publishing: book, article/book chapter, master thesis/project; dissertation (different PDUs for each activity; refer to description)</u> | <u>Ranging from 20 to 60 PDUs</u> | <u>60 PDUs</u> | |
| <u>Service in a leadership role for a local school, district, professional organization or an educational entity</u> | <u>10 PDUs</u> | <u>30 PDUs</u> | |
| <u>Conduct educational research and innovation</u> | <u>20 PDUs</u> | <u>60 PDUs</u> | |
| <u>School-site Portfolio Measured against Standards</u> | <u>45 PDUs</u> | <u>45 PDUs</u> | |
| <u>Written Assessments of Content Knowledge and Pedagogy Measured against Standards</u> | <u>45 PDUs</u> | <u>45 PDUs</u> | |
| <u>3. School/District/Collaborative/Dept. of Education-Sponsored Activities</u> | | | |
| <u>Participate in teams to plan, design, implement and evaluate local efforts to improve teaching and learning.</u> | <u>20 PDUs</u> | <u>60 PDUs</u> | |
| <u>Passing score on the Praxis II for new content area assessment</u> | <u>20 PDUs</u> | <u>40 PDUs (2 content area assessments)</u> | |
| <u>Passing score on other state assessment requirements (i.e. Idaho Technology Competency Assessment, Comprehensive Literacy, etc.)</u> | <u>10 PDUs</u> | <u>20 PDUs</u> | |
| <u>Initiatives sponsored by State Board of Education, Department of Education, districts, collaboratives or other providers</u> | <u>20 PDUs</u> | <u>40 PDUs</u> | |
| <u>4. Performing Systematic Programs of Observation</u> | | | |
| <u>Mentoring, Peer Coaching, Peer Assistance and Review Programs, Cooperating Teacher</u> | <u>20 PDUs</u> | <u>60 PDUs</u> | |
| <u>Team for Accreditation/Inspection or Teacher Preparation Program Evaluation</u> | <u>10 PDUs</u> | <u>30 PDUs</u> | |

061. PROFESSIONAL DEVELOPMENT ACCOUNTABILITY (EFFECTIVE SEPTEMBER 1, 2007).
Idaho's Professional Development Model holds the individual teacher, professional development Advisor/Team, school, district and the state accountable. The State Department of Education shall conduct random audits of teacher professional development plans as part of a school's accreditation review in order to ensure the following provisions are being enacted.

01. Individual. Develop a professional development plan that addresses student achievement and learning, school specific and/or district-wide goals; Maintain professional development documentation and performance-based, measurable evidence of improved student achievement and learning for each goal over licensure period; Use multiple sources of data to reflect on, evaluate, and refine professional development plan annually and at completion of each goal; Work with a Professional Development Advisor/Team to update/revise the professional development plan annually or as needed; Follow state and district policies and procedures for license renewal; Provide evidence from multiple sources of improved student achievement and learning for each goal over licensure period.

02. Professional Development Advisor/Team. Complete the state-approved, standardized professional development Advisor/Team training and re-training; Assist teachers in the development and implementation of individual professional development plans focused on improving student achievement and learning; Work with teachers to update/revise professional development plans annually; Verify PDUs and forward verification to district office annually; and, Verify PDUs at time of licensure renewal.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA

August 14-15, 2003

03. School Administrator. Address professional development for school-specific and district-wide goals in the school improvement plan; Adapt schedules and procedures to support ongoing engagement in professional development; Use multiple sources of data to design, evaluate and refine professional development goals within the school improvement plan annually; Assist staff in development and implementation of individual professional development plans by serving as professional development advisor/team member or assign an individual as administrator designate; Ensure Professional Development Advisors/Teams receive state-approved, standardized training and re-training; Have individual professional development plans on file for school accreditation random audit; and, Identify and account for professional development funding.

04. District Superintendent/Board of Trustees. Develop and adopt district policies and procedures (including training and an appeals process) to implement the state professional development requirements; Ensure Professional Development Advisors/Teams receive state-approved, standardized training and re-training; Use multiple sources of data to design, evaluate, and refine professional development goals within the district comprehensive/strategic plan; Identify and account for professional development funding; Forward verification of teacher PDUs earned in the licensure period to the State Department of Education at the time of license renewal.

05. Institutions of Higher Education. Conduct needs assessments in order to provide relevant, quality professional development for local education agencies (LEAs) and educators; When possible, help deliver in-service workshops, courses and other professional development activities as identified through the needs assessment; Participate as mentor/advisor and/or professional development consultant for district as requested by local education agency (LEA); May assist in the coordination of regional or multi-district professional development activities; Provide official verification, as needed, of the participant's successful completion of professional development activities; and, May provide research and other technical assistance to districts in the development and implementation of district and individual professional development plans.

06. Professional Associations. When possible, help deliver in-service workshops, courses and other professional development activities; Help districts determine professional development needs; and, Help coordinate regional or multi-district professional development activities.

07. State Department of Education. Develop and implement procedures to enact professional development policy; Provide technical assistance and state-approved, standardized training and re-training for LEAs and professional development Advisors/Teams to help them implement state professional development policies and procedures; Help coordinate regional or multi-district professional development activities; May provide in-service workshops upon request; Incorporate professional development as a critical component of the school accreditation process, including a random audit of teacher professional development plans during a school's accreditation; Utilize resources for professional development; and, Report to the Idaho State Board of Education on the status of professional development policy.

08. Professional Standards Commission. Provide ongoing evaluation and revision of the state professional development system; and, If determined by State Board of Education, recommend an appeals process to the State Board of Education and serve as the state-level appeals body in the professional development process as it relates to license renewal.

062. – 065. (RESERVED).

066. FEES.

The state department of education shall maintain a record of all licenses issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefor. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) license, alternate license, change in license or replacement as follows:

01. Initial License. All types, issued for five (5) years -- \$ 75.00

02. Renewal License. All types, issued for five (5) years -- \$ 75.00

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

03. Alternate route authorization, all types, issued for one (1) year -- \$100.00

04. Additions or changes during the life of an existing license -- \$ 25.00

05. To replace an existing license -- \$ 10.00

067. – 075. (RESERVED).

076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS.

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct.

01. Aspirations and Commitments.

a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills and understanding that will meet their needs now and in the future.

b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his/her potential as an effective citizen.

c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior, and encourage respect for other's cultures and beliefs.

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He/She will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy.

e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He/she strives, therefore, to establish and maintain professional principles, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession.

f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He/she believes that sound professional personal relationships with governing boards are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons.

02. Principle I. A professional educator abides by all federal, state, and local laws and statutes. Unethical conduct may include the conviction of any felony or misdemeanor offense as defined by Idaho Code §18-110 and §18-111. All infractions (traffic) as defined by Idaho Code §18-113A are excluded.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

03. Principle II. A professional educator maintains a professional relationship with all students, both inside and outside the classroom. Unethical conduct includes but is not limited to:

- a. committing any act of child abuse, including physical and/or emotional abuse;
- b. committing any act of cruelty to children or any act of child endangerment;
- c. committing or soliciting any sexual act from any minor or any student regardless of age;
- d. committing any act of harassment (e.g., sexual harassment) as defined by district policy;
- e. soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, or physical) with a student, regardless of age;
- f. using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g. sexual innuendoes or sexual idiomatic phrases);
- g. taking inappropriate pictures (digital, photographic or video) of students;
- h. inappropriate contact with any minor or any student regardless of age using electronic media; and
- i. furnishing alcohol or illegal/unauthorized drugs to any student or allowing/ encouraging a student to consume alcohol/unauthorized drugs except in a medical emergency.

04. Principle III. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes but is not limited to:

- a. being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using or consuming illegal or unauthorized drugs;
- b. being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol;
- c. inappropriate/illegal use of prescription medications on school premises or at any school-sponsored events, home or away; and,
- d. inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function.
- e. Possession of an illegal drug as defined in Idaho Code Chapter 27 Uniform Controlled Substances.

05. Principle IV. A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to:

- a. fraudulently altering or preparing materials for licensure or employment;
- b. falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment and/or licensure;
- c. failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate/license from another state;
- d. failure to notify the state of past criminal convictions at the time of application for licensure;

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

e. falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students and/or personnel, including improper administration of any standardized tests (changing test answers, copying, or teaching identified test items, unauthorized reading of the test to students, etc.);

f. falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves;

g. falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry and/or investigation; and,

h. falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues.

06. Principle V. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

a. misusing, or unauthorized use, of public or school-related funds or property;

b. failing to account for funds collected from students or parents;

c. submitting fraudulent requests for reimbursement of expenses or for pay;

d. co-mingling of public or school-related funds in personal bank account(s);

e. using school computers for use in a private business;

f. using school computers to deliberately view or print pornography; and,

g. deliberate use of poor budgeting/accounting practices.

07. Principle VI. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

a. unauthorized soliciting of students and/or parents of students to purchase equipment or supplies from the educator who will directly benefit;

b. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;

c. tutoring students assigned to the educator for remuneration unless approved by the local board of education; and,

d. soliciting, accepting or receiving a pecuniary benefit greater than fifty (\$50.00) dollars as defined in Idaho Code §18-1359(b).

08. Principle VII. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes but is not limited to:

a. sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results with inappropriate individuals or entities; and

b. sharing of confidential information about colleagues obtained through employment practices with

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

inappropriate individuals or entities.

09. Principle VIII. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

a. abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency;

b. willfully refusing to perform the services required by a contract; and,

c. abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students.

10. Principle IX. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators, and submits reports as required by Idaho Code. Unethical conduct includes but is not limited to:

a. failure to comply with Idaho Code §33-1208A (reporting requirements and immunity)

b. failure to comply with Idaho Code §16-1619 (reporting of child abuse, abandonment or neglect); and,

c. having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official.

11. Principle X. A professional educator demonstrates conduct that follows generally recognized professional principles with the right to exercise academic freedom. Unethical conduct includes but is not limited to:

a. any conduct that seriously impairs the License holder's ability to teach or perform his or her professional duties;

b. conduct that is detrimental to the health, welfare, discipline, or morals of students;

c. conduct which is offensive to the ordinary dignity, decency, and morality of others;

d. failure to cooperate with the Professional Standards Commission in inquiries and/or investigations or hearings;

e. using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; and,

f. deliberately falsifying information presented to students.

077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS.

01. Administrative Complaint. A document issued by the State Department of Education outlining the specific, purported violations of Idaho Code §33-1208 and/or the Code of Ethics for Idaho Professional Educators.

02. Allegation. A purported violation of the Code of Ethics for Idaho Professional Educators and/or Idaho code.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA

August 14-15, 2003

- 03. Complaint.** A signed document defining the allegation that states the specific ground or grounds for revocation, suspension or issuance of a letter of reprimand (Idaho Code §33-1209 [1]). The State Department of Education may initiate a complaint.
- 04. Conditional License.** Allows an educator to retain licensure under certain stated License conditions as determined by the Professional Standards Commission (Idaho Code §33-1209 [10]).
- 05. Contract.** Any signed agreement between the school district and a licensed educator pursuant to Idaho Code §33-513(1).
- 06. Conviction.** Refers to all instances regarding a finding of guilt by a judge or jury; a plea of guilt by Nolo Contendere or Alford plea; or all proceedings in which a sentence has been suspended, deferred or withheld.
- 07. Educator.** A person who holds or applies for an Idaho License (Idaho Code §33-1001(16) & §33-1201).
- 08. Executive Committee.** A decision-making body comprised of members of the Committee Professional Standards Commission, including the chair and vice-chair of the Commission. A prime duty of the Committee is to review purported violations of the Code of Ethics of the Teaching Profession to determine probable cause and direction for possible action to be taken against a License holder.
- 09. Education Official.** An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO).
- 10. Hearing.** A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers.
- 11. Hearing Panel.** A minimum of three educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint.
- 12. Investigation.** The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Executive Committee, or following review by the Executive Committee at the request of the deputy attorney general assigned to the Department of Education.
- 13. License.** A document issued by the Department of Education under the authority of the State Board of Education allowing a person to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian (Idaho Code §33-1201).
- 14. License Denial.** The refusal of the state to grant a license for an initial or reinstatement application.
- 15. License Suspension.** A time-certain invalidation of any Idaho license as determined by a stipulated agreement or a due process hearing panel as set forth in Idaho Code §33-1209.
- 16. Minor.** Any individual who is under 18 years of age.
- 17. Not-Sufficient Grounds.** A determination by the Executive Committee that there is not-sufficient evidence to take action against an educator's license.
- 18. Principles.** Guiding behaviors that reflect what is expected of professional educators in the State of Idaho while performing duties as educators in both the private and public sectors.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

19. **Reprimand.** A written letter admonishing the License holder for his/her conduct. The reprimand cautions that further unethical conduct may lead to consideration of a more severe action against the holder's License.

20. **Respondent.** The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics of the Teaching Profession.

21. **Revocation.** The invalidation of any License held by the educator.

22. **Stipulated Agreement.** A written Agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms, or by subsequent action by the Professional Standards Commission.

23. **Student.** Any individual enrolled in any Idaho public or private school from preschool through grade 12.

24. **Sufficient Grounds.** A determination by the Executive Committee that sufficient evidence exists to issue an Administrative Complaint.

078. – 089. **(RESERVED).**

090. INTERSTATE ~~CERTIFICATION~~LICENSURE COMPACT.

Idaho participates in the Interstate Agreement of Qualification of Education Personnel. This agreement applies equally to teachers entering Idaho from another compact-member state and to teachers entering another compact-member state from Idaho. The compact applies to classroom teachers only. Trades and industries teachers are not covered by the agreement. (Section 33-4104, Idaho Code) (4-1-97)

091. -- 099. **(RESERVED).**

100. OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.

(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle For The Approval Of Teacher Education Programs. The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial ~~Certification~~ Licensure of Professional School Personnel as approved on ~~October 19, 2000~~ November 2003. The ~~Office of Teacher Certification~~ State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial ~~Certification~~ Licensure of Professional School Personnel. Such revisions will not take effect on approval evaluations of the Idaho program until two (2) years after notification of such revision. The two (2) year deferral may be waived upon written request of the head of the college or department to be evaluated (3-30-01)

02. Effective Date. The effective date for the NCATE approved Idaho Standards for the Initial ~~Certification~~ Licensure of Professional School Personnel is September 1, 2001. Students with junior or senior standing and currently enrolled in an institution's program that does not meet the Standards will be eligible for ~~certification~~ licensure in Idaho after successfully completing their program if this program is completed within two (2) years of the September 1, 2001 effective date. All programs not meeting the Standards will be responsible for informing enrolled students of their non-compliance. (3-30-01)

03. Reference Availability. The Idaho Standards for the Initial ~~Certification~~ Licensure of Professional School Personnel are incorporated herein by reference and are available for inspection in the Office of the State Board of Education. (3-30-01)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

04. Continuing Accreditation. The state of Idaho will follow the National Council for Accreditation of Teacher Education (NCATE) model and pursue continuing approval at the end of ~~five (5)~~seven (7) years following baseline approval. ~~(3-30-01)~~()

101. -- 109. (RESERVED).

110. PERSONNEL STANDARDS.

The State Board of Education supports the efforts made by the Idaho Legislature to lower class size. Significant progress has been made in grades one through three (1-3). The State Board of Education believes that class sizes in grades four through six (4-6) are too high. Districts are encouraged to lower all class sizes as funds become available. Each district will develop personnel policies and procedures to implement the educational program of the district. The policies and procedures will address representation in each of the following personnel areas, as appropriate to student enrollment and the needs of each attendance area. Districts should strive to achieve ratios consistent with state class size ratio goals.

| TEACHERS | STATE GOALS |
|---------------------------|-----------------------------|
| Kindergarten | 20 |
| Grades 1, 2, 3 | 20 |
| Grades 4, 5, 6 | 26 |
| Middle School/Jr. High | 160 teacher load |
| High School | 160 teacher load |
| Alternative School (7-12) | 18 average daily class load |

INSTRUCTIONAL PERSONNEL

Schools are encouraged to explore technological options that provide for credible alternative delivery systems. Present and emerging information transmission technology may provide for greater teacher/pupil class size ratios.

| PUPIL PERSONNEL | |
|---|--|
| (Certificated) <u>Licensed</u> School Counselors, Social Workers, Psychologists) | 400:1 * student/district average |
| Secondary Media Generalist and Assistants | 500:1 * student/district average |
| Elementary Media Generalist or Assistants | 500:1 * student/district average |
| Building Administrative Personnel | Not to exceed 500:1 * district average |

* The stated pupil to personnel ratio is the goal; each school district will assign personnel as appropriate to student enrollment and the needs of each attendance area.

Classroom Assistants - State Goal: will be provided where the student/teacher ratio is deemed excessive by the district or where other student special needs exist (e.g., limited English proficiency or special education).

Classified Personnel - State Goal: will be employed in each building to support the needs of the staff, students, and community. (4-1-97)

111. -- 119. (RESERVED).

120. LOCAL DISTRICT EVALUATION POLICY.

Each school district board of trustees will develop policies in which criteria and procedures for the evaluation of ~~certificated~~licensed personnel are established. The process of developing criteria and procedures for ~~certificated~~licensed personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the ~~certificated~~licensed personnel for whom it is written. (4-1-97)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA

August 14-15, 2003

01. Participants. Each district evaluation policy will include provisions for evaluating all ~~certificated~~licensed employees identified in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librarian (Section 33-515, Idaho Code). Policies for evaluating ~~certificated~~licensed employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (4-1-97)

02. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which ~~certificated~~licensed personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating ~~certificated~~licensed personnel performance. The individuals assigned this responsibility should have received training in evaluation. (4-1-97)

d. Sources of data -- description of the sources of data used in conducting ~~certificated~~licensed personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data. (4-1-97)

e. Procedure -- description of the procedure used in the conduct of ~~certificated~~licensed personnel evaluations. (4-1-97)

f. Communication of results -- the method by which ~~certificated~~licensed personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of ~~certificated~~licensed personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

03. Evaluation Policy - Frequency Of Evaluation. The evaluation policy should include a provision for evaluating all ~~certificated~~licensed personnel on a fair and consistent basis. At a minimum, the policy must provide standards for evaluating the following personnel: (4-1-97)

a. First-, second-, and third-year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year. (4-1-97)

b. All renewable contract personnel will be evaluated at least once annually. (4-1-97)

04. Evaluation Policy - Personnel Records. Permanent records of each ~~certificated~~licensed

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA

August 14-15, 2003

personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code).

(4-1-97)

121. -- 129. (RESERVED).

130. SCHOOL FACILITIES.

Each school facility consists of the site, buildings, equipment, services, and is a critical factor in carrying out educational programs. The focus of concern in each school facility is the provision of a variety of instructional activities and programs, with the health and safety of all persons essential. (4-1-97)

01. Buildings. All school buildings, including portable or temporary buildings, will be designed and built in conformance with the current edition of the codes specified in the Uniform Idaho Building Code Advisory Act, Section 39-4109, Idaho Code, including but not limited to, the National Electrical Code, Uniform Plumbing Code, Life Safety Code, and Idaho General Safety and Health Standards. All school buildings, including portable or temporary buildings, will meet other more stringent requirements established in applicable local building codes.

(4-1-97)

**IDAHO STANDARDS FOR INITIAL
LICENSURE~~CERTIFICATION~~ OF
PROFESSIONAL SCHOOL PERSONNEL**



Idaho State Board of Education

Idaho State Department of Education

November 2003~~October 20th, 2000~~

Standards for Initial **Licensure** **Certification** of Professional School Personnel Table of Contents



| Content | Page Number |
|--|-------------|
| Background/Summary Information.....IV | |
| Version 4 Standards.....1-177 | |

| Standards Area | Page # |
|---|-----------|
| Core Teacher Standards | 1 |
| Bilingual Education | 13 |
| Communication Arts | 18 |
| -Journalism (20) | |
| -Speech & Debate (22) | |
| Driver Education | 25 |
| Early Childhood/Blended | 28 |
| Elementary Education | 33 |
| Foreign Language | 35 |
| Gifted & Talented | 39 |
| Health | 43 |
| Language Arts | 46 |
| Library Science | 50 |
| Math | 55 |
| Physical Education | 58 |
| Professional-Technical | 62 |
| -Agricultural Science & Technology (68) | |
| -Business Technology (70) | |
| -Family & Consumer Sciences (72) | |
| -Marketing (74) | |
| -Technology Education (75) | |
| Reading | 77 |

| Standards Area | Page # |
|-----------------------------------|---------------|
| Science | 7781 |
| -Biology (862) | |
| -Chemistry (884) | |
| -Earth/Space Science (9086) | |
| -Natural Science (9288) | |
| -Physical Science (9389) | |
| -Physics (9490) | |
| Social Studies | 9296 |
| -Economics (984) | |
| -Geography (995) | |
| -Government/Civics (10197) | |
| -U.S. History (10399) | |
| Special Education | 101105 |
| -Generalist (11107) | |
| -Specialist (1104) | |
| -Blind & Visually Impaired (1173) | |
| -Deaf & Hard of Hearing (12147) | |
| Visual/Performing Arts | 122126 |
| -Drama (13026) | |
| -Music (13228) | |
| -Visual Arts (1340) | |
| Other Endorsement Areas | 131135 |

| Pupil Personnel Standards (non-teaching) | Page Number |
|--|--------------|
| School Administrators | 1373 |
| -School Superintendents (1473) | |
| -Special Education Directors (14650) | |
| School Counselors | 15248 |
| School Nurses | 15659 |
| School Psychologists | 1684 |
| School Social Workers | 18076 |

Idaho Standards for Initial Certification of Professional School Personnel

Summary & Background

Overview of the past standards

The past standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. The old standards were "input-based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

Example – Past (input-based) Standard Format, Biological Science:—

Twenty (20) semester credit hours to include at least six (6) credit hours of course work in EACH of the following areas: Botany and Zoology (some course work in physiology is also recommended).

The standards were seriously outdated, and Idaho was in danger of losing its partnership with the National Council for Accreditation of Teacher Education (NCATE), which is the nationally recognized teacher education program accreditation body. In addition to being a benchmark for program quality, NCATE partnership helps Idaho program graduates gain certification reciprocity opportunities with other states.

Overview and format of the new standards

The new standards are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) model. These standards reflect a move to "performance-based" standards, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do.

Each proposed standard/principle is broken down into three areas:

- ☐ Knowledge (what the candidate needs to know)
- ☐ Disposition (how the candidate views teaching/the profession, the content area, and/or students & their learning)
- ☐ Performance (what the candidate is able to do).

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program review team when evaluating for program accreditation.

Example – New (performance-based) Standard Format, Physical Education:—

Knowledge:

1. The [physical education] teacher ***understands*** the components of physical fitness and their relationship to a healthy lifestyle.

Disposition:

1. The [physical education] teacher ***recognizes*** that participation in regular physical activity and physical fitness is essential to the health and well-being of individuals.

Performance:

1. The [physical education] teacher models a variety of physical activities (e.g. aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

Core Teacher Standards

The "Idaho Core Teacher Standards" apply to ALL teacher certification areas. These are the 10 basic principles all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge, dispositions, and performances in the first section of this packet. The summary of each standard/principle is:

- ☐ **Principle #1: Knowledge of Subject Matter**—*The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.*
- ☐ **Principle #2: Knowledge of Human Development and Learning**—*The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.*
- ☐ **Principle #3: Adapting Instruction for Individual Needs**—*The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.*
- ☐ **Principle #4: Multiple Instructional Strategies**—*The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem-solving, and performance skills.*
- ☐ **Principle #5: Classroom Motivation and Management Skills**—*The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*
- ☐ **Principle #6: Communication Skills**—*The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*
- ☐ **Principle #7: Instructional Planning Skills**—*The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*
- ☐ **Principle #8: Assessment of Student Learning**—*The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.*
- ☐ **Principle #9: Professional Commitment and Responsibility**—*The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.*
- ☐ **Principle #10: Partnerships**—*The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.*

The teacher candidate must also meet "Enhancement" standards/principles in order to become certified in a specific content area. The Core Teacher Standards outline what **every** teacher needs to know and be able to do. The Enhancement Standards outline what teachers need to know and be able to do in their content areas (such as Math, Science, Language Arts, etc.).

Enhancement Standards

The Core Teacher Standards apply to ALL teacher certification areas. The Enhancements for each content certification area are behind the Core Standards in this packet, alphabetically.

Enhancement Standards refer to additional knowledge, dispositions, and performances a teacher must know in order to teach a certain content area. The Enhancement Standards, therefore, further "enhance" the Core Standard.

Example of content area Enhancements:

☐ **Principle #1: Knowledge of Subject Matter** — *The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.*
In other words, Core Principle #1 basically states that the teacher must know the subject and how to create meaningful learning experiences.

Examples an Enhancement to Principle #1:

For Language Arts: The teacher integrates reading, writing, speaking, listening, viewing, and language study.

For Math: The teacher applies the process of measurement to two and three-dimensional objects using customary and metric units.

In this way, the Idaho Core Teacher Standards and Enhancements are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that **every** teacher needs to know. Therefore, it is Principle # 11 under Science. (See the graph for further illustration and titles of additional standards in subject areas.)

In no case are there more than 12 overall Principles for any subject area.

Pupil Personnel and Administrator Certification Standards

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes:

- ☐ School Administrators
- ☐ School Counselors
- ☐ School Nurses
- ☐ School Psychologists
- ☐ School Social Workers

Because of the unique role of these professionals, their standards are independent of the Core Standards but are still written in the same performance-based format: Knowledge, Dispositions, and Performances.

The process of Idaho standards development

These standards were developed in 1999 & 2000 with task groups from around the state composed of a variety of Idaho education stakeholders including teachers, higher education representatives, parents, school administrators, business people, and others.

Each task group averaged 5-10 people, for a total of over 250 participants statewide.

Members of the Idaho's MOST Standards Committee formed by the State Board of Education and standards writing Task Groups together have dedicated a total of over 4,000 volunteer hours on development of these standards.

Standards for Initial Licensure Certification of Professional School Personnel

Foundation areas and Enhancements to Core Standards

| CORE STANDARDS | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 | #9 | #10 | #11 | #12 | Page |
|---|----|----|----|----|----|----|----|----|----|-----|----------------|-------------------|--------------------|
| Bilingual Education | X | X | X | X | | | | | | X | | | 13 |
| Communication Arts | X | | | | | | | | | | | | 18 |
| Journalism | X | | | | | | | | | | | | 20 |
| Speech & Debate | X | | | | | | | | | | | | 22 |
| Driver Education | X | | X | X | | X | X | X | X | X | Safety | | 25 |
| Early Childhood/Blended | X | X | X | X | X | X | X | X | | X | | | 28 |
| Elementary Ed | X | X | | | | | | | | | | | 33 |
| Foreign Language | X | X | X | X | | | | X | | X | | | 35 |
| Gifted & Talented | X | X | X | X | | | X | X | | X | | | 39 |
| Health | X | | | | X | X | X | | X | X | | | 43 |
| Language Arts | X | X | | X | | | | X | X | | | | 46 |
| Library Science | X | X | X | X | X | X | X | X | X | X | Leadership | | 50 |
| Math | X | | | X | | | | | | | Critical Links | | 55 |
| Physical Education | X | X | X | | X | | X | X | | | Safety | | 58 |
| Professional-Technical Education | X | | | X | | | X | X | X | X | Safety | Work Applications | 62 |
| Agricultural Science & Technology | X | | | | | | | | | | | | 68 |
| Business Technology | X | | | | | | | | | | | | 70 |
| Family & Consumer Sciences | X | | | | | | | | | | | | 72 |
| Marketing | X | | | | | | | | | | | | 74 |
| Technology Education | X | | | | | | | | | | | | 75 |
| Reading | X | X | X | X | X | | | X | X | X | | | 77 |
| Science | X | X | | X | | X | | | X | | Safety | Labs | 77 ⁸¹ |
| Biology | X | | | | | | | | | | | | 82 ⁸⁶ |
| Chemistry | X | | | | | | | | | | | | 84 ⁸⁸ |
| Earth/Space Systems | X | | | | | | | | | | | | 86 ⁹⁰ |
| Natural Science | X | | | | | | | | | | | | 92 ⁸⁸ |
| Physical Science | X | | | | | | | | | | | | 89 ⁹³ |
| Physics | X | | | | | | | | | | | | 90 ⁹⁴ |
| Social Studies | X | X | | | | | | | | | | | 92 ⁹⁶ |
| Economics | X | | | | | | | | | | | | 94 ⁹⁸ |
| Geography | X | | | | | | | | | | | | 95 ⁹⁹ |
| Government/Civics | X | | | | | | | | | | | | 97 ¹⁰¹ |
| U.S. History | X | | | | | | | | | | | | 99 ¹⁰³ |
| Special Education | X | | X | X | X | X | X | X | | X | | | 101 ¹⁰⁵ |
| Generalist | X | X | | X | X | | X | X | | X | | | 107 ¹¹¹ |
| Specialist | X | | X | X | X | | X | X | | X | | | 110 ¹¹⁴ |
| Blind & Visually Impaired | X | X | X | X | | | X | X | | X | | | 113 ¹¹⁷ |
| Deaf & Hard of Hearing | X | X | X | X | X | X | | X | | X | | | 117 ¹²¹ |
| Visual/Performing Arts | X | | | | X | | X | X | X | X | Safety | | 122 ¹²⁶ |
| Drama | X | | | | | | | | | | | | 126 ¹³⁰ |
| Music | X | | | | | | | X | | | | | 128 ¹³² |
| Visual Arts | X | | | | | | | | | | | | 130 ¹³⁴ |
| Other Endorsement Areas | | | | | | | | | | | | | 131 ¹³⁵ |

Pupil Personnel Certification Standards Independent of Core Teaching Standards

| | | |
|------------------------------|--------------------------|--------------------|
| School Administrators | 6 Independent Standards | 13 ⁷³ |
| School Superintendents | | 14 ⁷³ |
| Special Education Directors | | 15 ⁴⁶ |
| School Counselors | 12 Independent Standards | 15 ²⁴⁸ |
| School Nurses | 7 Independent Standards | 16 ³⁵⁹ |
| School Psychologists | 11 Independent Standards | 16 ⁸⁴ |
| School Social Workers | 3 Independent Standards | 17 ⁶¹⁸⁰ |

Idaho Standards for Reading Teachers

In addition to the standards listed here, reading teachers must meet Idaho Core Teacher Standards.

Principle 1: Knowledge of Subject Matter

Knowledge

1. The teacher understands the relationships and roles of the components of a balanced literacy program, which encompasses: a) oral language development and its role in the emergence of writing and reading; b) phonological awareness, phonics, structural and morphemic analysis; semantic, syntactic, and pragmatic systems of language, and their relation to reading and writing processes; c) language patterns, vocabulary, comprehension and critical thinking; and d) development of fluency (rate and accuracy).
2. The teacher knows the methods of literacy instruction congruent with a balanced literacy program.
3. The teacher understands that reading is a process of constructing meaning.
4. The teacher knows a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information, (e.g. metacognition, self-monitoring, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).
5. The teacher understands strategies for developing and extending vocabulary in narrative, expository and technical information, encompassing, but not limited to: wide-reading, direct vocabulary instruction, systematic word analysis - etymology, morphology, orthography.
6. The teacher understands the relationships between reading, writing, speaking, listening, and viewing.
7. The teacher understands why it is important for developing literacy skills to read aloud to students.
8. The teacher is familiar with a wide range of children's literature encompassing all genres.

Dispositions

1. The teacher recognizes the importance of reading aloud to children.
2. The teacher recognizes the importance of early literacy experiences for the prevention of reading failure.

Performance

1. The teacher applies the components of pre-reading and reading instruction in authentic classroom settings in accordance with individual student performance.

2. The teacher articulates and demonstrates knowledge of various research-supported approaches to pre-reading and decoding instruction (e.g. synthetic, analytic, explicit, implicit, embedded, analogy-based).
3. The teacher articulates and demonstrates a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).
4. The teacher implements strategies for developing and extending vocabulary in narrative, expository and technical information (e.g. wide-reading, direct vocabulary instruction, systematic word analysis - etymology, morphology, orthography).
5. The teacher utilizes the reciprocal relationships among reading, writing, speaking, listening, and viewing to build student literacy skills.
6. The teacher provides literacy lessons and opportunities congruent with best research practices.
7. The teacher reads aloud to children.

Principle 2: Knowledge of Human Development and Learning

Knowledge

1. The teacher knows historical and current brain research as it relates to reading.
2. The teacher understands the significance of home language and culture on the development of literacy in the classroom.

Performance

1. The teachers implements cognitively compatible strategies in developing reading instruction.
2. The teacher utilizes the home language and culture of students to foster the development of literacy in the classroom.
3. The teacher encourages learner reflection and teaches students to evaluate and be responsible for their own literacy learning.

Principle 3: Adapting Instruction for Individual Needs

Knowledge

1. The teacher understands research-based best practices in prevention identification, intervention and remediation of reading difficulties.
2. The teacher understands methods for accelerating and scaffolding the students' development of reading strategies.

3. The teacher understands the impact of learning disabilities, giftedness, and language histories on literacy development.

Disposition

1. The teacher recognizes the power of collaborating with other professionals to maximize every learner's literacy development.

Performance

1. The teacher articulates and demonstrates knowledge of structured, sequential, multi-sensory reading instruction.
2. The teacher differentiates reading instruction and utilizes flexible grouping in response to student performance.

Principle 4: Multiple Instructional Strategies

Knowledge

1. The teacher understands that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher-level skills.

Performance

1. The teacher incorporates literacy instruction into all academic content areas in ways that engage each student.

Principle 5: Classroom Motivation and Management Skills

Knowledge

1. The teacher understands the power of literacy as it relates to academic success and life-long learning.
2. The teacher understands the importance of extensive reading in a variety of genres for developing literacy skills.

Performance

1. The teacher advocates extensive reading for information and for pleasure.
2. The teacher demonstrates the power of literacy as it relates to academic success and life-long learning.

Principle 6: Communication Skills

Principle 7: Instructional Planning Skills

Principle 8: Assessment of Student Learning

Knowledge

1. The teacher understands the use of assessment for different literacy purposes (e.g. monitoring reading development, assessing reading achievement and performance.

enabling students to self-assess their reading strengths and needs, and diagnosing reading difficulties to adjust reading instruction).

2. The teacher knows how to choose, administer, and interpret multiple assessments for various aspects of reading (e.g. language proficiency, concepts of print, phonemic awareness, phonological awareness, letter recognition, sound/symbol knowledge, word recognition, spelling, writing, reading fluency and oral and silent reading comprehension).

Performance

1. The teacher gathers and interprets data from multiple assessments to plan instruction, taking into consideration the student characteristics and instructional history.
2. The teacher collects and utilizes data from multiple sources to inform instruction.
3. The teacher uses assessment to increase students' awareness of their literacy strengths and needs and to encourage them to set personal goals for learning.
4. The teacher uses literacy assessment data to evaluate instructional effectiveness and to guide professional development.
5. The teacher advocates that the needs of every student are accurately represented in assessment data.

Principle 9: Professional Commitment and Responsibility

Disposition

1. The teacher values the critical examination and sharing of research and professional publications in order to advance an understanding of best literacy teaching practices.

Principle 10: Partnerships

Knowledge

1. The teacher knows sources and programs that promote family literacy.
2. The teacher knows community-based programs that promote literacy development.

Performance

1. The teacher engages with colleagues, community, other professionals, and parents to improve the literacy-learning environment.
2. The teacher fosters parental support for family literacy activities.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

SUBJECT

Proposed Rule Change – 08.02.03 Accountability

BACKGROUND / DISCUSSION

The Board originally embarked on creation of new provisions for standards, assessment and accountability in 1997. Achievement standards have been adopted and are being implemented in all Idaho public schools. A comprehensive assessment program was put in place in 2001. The final step is establishing accountability measures, which will tie the effort together and ensure compliance with the No Child Left Behind Act. The Board appointed a Commission to bring forward recommendations in this area. The Accountability Commission's recommendations in this regard are summarized as follows:

1. Include proficiency on the ISAT as an additional requirement for high school graduation, provided that a student who has not attained proficiency by graduation may appeal to his/her local school district and be given an opportunity to meet the standards through some other locally established, State Board of Education approved mechanism (Section 105-107). **NOTE – The Commission had no recommendation on an effective date for this provision; thus, Board guidance in this area is needed.**
2. Require that the ISAT include sections for both selected and constructed responses (Section 111.03)
3. All Limited English Proficient (LEP) students must now participate in the assessment program regardless of the number of years he/she has been speaking English. The section outlines provisions for adaptations and accommodations for the LEP population (Section 111.04).
4. Students will no longer be allowed to bank the fall 10th grade ISAT scores. The U.S. Department of Education advised that the test that will determine AYP must be the first time that test is given at a particular grade level. The 10th grade test that will determine AYP will be the spring on-grade level test. The fall test will be a levels test. The rule outlines that once a student has taken the spring 10th grade test, he/she will be able to bank the spring test or any test thereafter, levels or on-grade level (Section 111.06.I).
5. Under the Accountability section, the student achievement level definitions have been amended slightly from those that were approved by the board in March 2003 (Section 112.01).
6. The remaining components of the Accountability section are those aspects that were submitted to the U.S. Department of Education in the Consolidated State Application Accountability Workbook to meet federal guidelines. The definitions in this section apply only for the purposes of determining Adequate Yearly Progress (AYP).
 - Definition of schools
 - Subgroups definitions
 - Rewards and Failure to Meet AYP
7. Other updates and revisions for clarity.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

BOARD ACTION

To approve as proposed rules the changes to IDAPA 08.02.03 related to accountability.

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

105. GRADUATION FROM HIGH SCHOOL.

Graduation from an Idaho high school requires that: (4-1-97)

01. Credit Requirements. All students will demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year. (4-5-00)

02. Achievement Standards. All students will meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures.

03. Proficiency (EFFECTIVE ???) All students shall receive a proficient or advanced score on the High School Idaho Standards Achievement Test in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the local school board, and be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. ~~(3-30-01)~~)

034. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the ~~local school board~~ Board of Trustees. (4-5-00)

106. (RESERVED).

107. HIGH SCHOOL GRADUATION STANDARDS (EFFECTIVE JULY 1, 2000).

The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the High School Idaho Standards Achievement Test. The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and vocational areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. ~~(7-1-00)~~)

01. Secondary Language Arts And Communication. (Nine (9) credits required with instruction in communications including oral communication and technological applications). Includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. A course in speech or a course in debate will fulfill one (1) credit of the nine (9) credit requirement. (7-1-00)

02. Mathematics And Science. (Eight (8) credits required) a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory sciences. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (7-1-00)

03. Social Studies. (Five (5) credits required), including government (two (2) credits), U.S. history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs and world history may be offered as electives, not to be counted as a social studies requirement. (7-1-00)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

04. Humanities. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or foreign language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. (5-3-03)

05. Health/Wellness. (One (1) credit required). A course focusing on positive health habits. (7-1-00)

06. Assessment. A proficient or advanced score on the High School Idaho Standards Achievement Test ()

BREAK IN SECTION CONTINUITY

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. A statewide student assessment program consisting of standardized achievement testing and performance appraisal activities in the fundamental basic skills will be conducted annually. The State Board of Education will provide oversight for all components of the comprehensive assessment program. The State Department of Education will be responsible for the administration of assessment efforts as provided for by the State Board of Education. (3-15-02)

02. Purposes. The purpose of assessment in the public schools is to: (3-15-02)

a. Measure and improve student achievement; (3-15-02)

b. Assist classroom teachers in designing lessons; (3-15-02)

c. Identify areas needing intervention and remediation, and acceleration; (3-15-02)

d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)

e. Inform parents and guardians of their child's progress; (3-15-02)

f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)

g. Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-02)

h. Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the Direct Writing Assessment (DWA), the Direct Mathematics Assessment (DMA), the National Assessment of Educational Progress (NAEP), and the Idaho Standards Achievement Tests (ISAT). The ISAT will include two components: a selected response section and a constructed response section. (5-3-03)()

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

04. Testing Population. All students in Idaho public schools, grades kindergarten through twelve (K-~~12~~10), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. All students who are eligible for special education shall participate in the statewide assessment program. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. ~~English Language Learners (ELL)~~ Limited English Proficient (LEP) students who receive a score in the low range on the state approved language acquisition test and have an Education Learning Plan (ELP) ~~have been in an English speaking school for less than one (1) year and score a 1 or 2 on the Pre LAS or LAS, or a 1 or 2 on the Woodcock Munoz, or an A or B on IPT, or limited or intermediate on the Macualitas may be~~ shall be given the ISAT with accommodations or adaptations. ~~excluded from testing. If the student does not have a local language score they are not excluded from testing. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations.~~ ~~(5-3-03)~~()

05. Scoring And Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels ~~as appropriate~~. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (5-3-03)

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.07.a. through 111.07.m. Each assessment will be comprehensive of and aligned to the Idaho State Achievement Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in social studies, science, health and humanities. (5-3-03)

- a. Kindergarten - Idaho Reading Indicator. (3-15-02)
- b. Grade 1 - Idaho Reading Indicator. (3-15-02)
- c. Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (5-3-03)
- d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (5-3-03)
- e. Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (5-3-03)
- f. Grade 5 - Direct Writing Assessment, Grade 5 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (5-3-03)
- g. Grade 6 - Direct Math Assessment, Grade 6 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (5-3-03)
- h. Grade 7 - Direct Writing Assessment, Grade 7 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (5-3-03)
- i. Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (5-3-03)
- j. Grade 9 - Direct Writing Assessment, Grade 9 Idaho Standards Achievement Test covering

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

Language Arts/Communication and Math Standards. (5-3-03)

k. Grade 10 - High School Idaho Standards Achievement Test covering Language Arts/Communications and Math Standards*. (5-3-03)

~~l. Grade 11 - High School Idaho Standards Achievement Test*. (5-3-03)~~

~~m. Grade 12 - High School Idaho Standards Achievement Test*. (5-3-03)~~

~~n. *Students who achieve a proficient or advanced score on a portion or portions of the ISAT offered in the Spring of their tenth (10th) grade year or later are not required to continue taking that portion or portions. who do not receive a proficient or advanced score on a portion or portions of the High School Idaho Standards Achievement Test will may retake the appropriate portion or portions each time thereafter that it is offered. Once a student achieves proficiency, at a level established by the State Board of Education, on a portion or portions of the assessment, regardless of which grade level, ten through twelve (10-12), that student is not required to continue taking that portion or portions. (5-3-03)()~~

07. Comprehensive Assessment Program Schedule. (5-3-03)

a. The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho Code. (3-15-02)

b. The Direct Math Assessment and the Direct Writing Assessment will be administered in December in a time period specified by the State Department of Education. (3-15-02)

c. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)

d. The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education. (5-3-03)

08. Costs Paid By The State. Costs for the following testing activities will be paid by the state: (4-1-97)

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)

b. Statewide distribution of all assessment materials; (3-15-02)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program; and (3-15-02)

d. Implementation, processing, scoring and distribution of prescribed reports for the Direct Writing Assessment and the Direct Mathematics Assessment. (3-15-02)

09. Costs Of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-02)

10. Services. The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (3-15-02)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

11. Test Security, Validity and Reliability. Test security is of the utmost importance. School districts will employ the same security measures in protecting statewide assessment materials from compromise as they use to safeguard other formal assessments. (3-15-02)()

a. All ISAT paper and pencil test booklets will be boxed and shipped to the test vendor to be counted no later than two (2) weeks after the end of the testing window. ()

b. The ISAT will be refreshed each year to provide additional security beginning with grades 4, 8 and 10 in 2007. Items will be refreshed for grades 3 and 7 in 2008; grades 5 and 6 in 2009; and grades 2 and 9 in 2010. ()

c. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Achievement Standards. ()

12. Demographic Information. Demographic information will be required to assist in interpreting test results. It may include but not be limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (5-3-03)

13. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-02)

a. The Idaho Standards Achievement Tests (grades 2-9 and High School). (5-3-03)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.14.c.i. through 111.14.c.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (3-15-02)

i. Language Arts/Communications. (3-15-02)

ii. Math. (3-15-02)

iii. Science. (3-15-02)

iv. Social Studies. (3-15-02)

v. Health. (3-15-02)

vi. Humanities. (3-15-02)

112. ACCOUNTABILITY

The provisions in this section apply for the purposes of meeting the "No Child Left Behind" Act and the state of Idaho accountability requirements. ()

01. Student Achievement Levels. There are four (4) levels of student achievement for the ISAT. ()

a. Advanced: Exceeds Standards. The student demonstrates thorough knowledge and mastery of skills that allows him/her to function ~~independently~~ independently above his/her current educational level. ()

i. The student demonstrates a comprehensive understanding of all relevant information ~~relevant to the topic at level~~. ()

ii. The student demonstrates comprehension and understanding of knowledge and skills above

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

his/her grade level. _____ ()

iii. The student can perform skills or processes independently without significant errors. _____ ()

b. Proficient: Meets Standards. The student demonstrates mastery of knowledge and skills that allow him/her to function independently on all major concepts and skills at his/her educational level. _____ ()

i. The student demonstrates a comprehensive understanding of all information relevant to the topic, at level. _____ ()

ii. The student can perform skills or processes independently without ~~any~~ significant errors. _____ ()

c. Basic: Below Standards. The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills at his/her educational level. Requires remediation and assistance to complete tasks without significant errors. _____ ()

i. The student has an incomplete knowledge of the topic and/or misconceptions about some information. _____ ()

ii. The student requires assistance and coaching to complete tasks without errors. _____ ()

d. Below Basic: Critically Below Standards. The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation. _____ ()

i. The student has critical deficiencies of relevant knowledge of topic and/or misconceptions about some information. _____ ()

ii. The student cannot complete any skill set without significant assistance and coaching. _____ ()

02. Adequate Yearly Progress (AYP). _____ ()

a. Proficiency is defined as the number of students scoring proficient or advanced on the spring ISAT. _____ ()

b. The State Department of Education will make AYP determinations for schools and districts each year. Results will be given to the districts no later than one month prior to the first day of school. _____ ()

c. The baseline for AYP will be set by the Board and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period. _____ ()

03. Adequate Yearly Progress (AYP) Definitions. For purposes of calculating and reporting adequate yearly progress, the following definitions shall be applied. _____ ()

a. Full Academic Year (Continuous enrollment). _____ ()

i. A student who is enrolled continuously in the same public school from the end of ~~the second~~ the second school month through the Spring ~~May~~ testing administration period will be included in the calculation to determine if the school achieved AYP. A student is continuously enrolled if s/he has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. Students who are expelled but return to another school in the same district are considered continuously enrolled to determine the district AYP. _____ ()

ii. A student who is enrolled continuously in the school district from the end of the second school _____ ()

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

month through the spring testing administration period will be included when determining if the school district has achieved AYP. ()

iii. A student who is enrolled continuously in a public school within Idaho from the end of the second school month through the spring testing administration period will be included when determining if the state has achieved AYP. ()

b. Participation Rate. ()

i. Failure to include 95% of all students and 95% of students in designated subgroups automatically identifies the school as not having achieved AYP. The 95% determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the March enrollment report (1st Friday in March): ()

ii. Schools with populations less than 34 students must test the number of students outlined in the table.

| n | Permitted Absences | n Tested | % Tested |
|----------|-------------------------------|-----------------|-----------------|
| 33 | 2 | 31 | 94% |
| 32 | 2 | 30 | 94% |
| 31 | 2 | 29 | 94% |
| 30 | 2 | 28 | 93% |
| 29 | 2 | 27 | 93% |
| 28 | 2 | 26 | 93% |
| 27 | 2 | 25 | 93% |
| 26 | 2 | 24 | 92% |
| 25 | 2 | 23 | 92% |
| 24 | 2 | 22 | 92% |
| 23 | 2 | 21 | 91% |
| 22 | 2 | 20 | 91% |
| 21 | 2 | 19 | 90% |
| 20 | 2 | 18 | 90% |
| 19 | 2 | 17 | 89% |
| 18 | 2 | 16 | 89% |
| 17 | 2 | 15 | 88% |
| 16 | 2 | 14 | 88% |
| 15 | 2 | 13 | 87% |
| 14 | 2 | 12 | 86% |
| 13 | 2 | 11 | 85% |
| 12 | 1 | 11 | 92% |
| 11 | 1 | 10 | 91% |
| 10 | 1 | 9 | 90% |
| 9 | 1 | 8 | 89% |
| 8 | 1 | 7 | 88% |
| 7 | 1 | 6 | 86% |
| 6 | 0 | 6 | 100% |

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA **August 14-15, 2003**

| | | | |
|---|---|---|------|
| 5 | 0 | 5 | 100% |
| 4 | 0 | 4 | 100% |
| 3 | 0 | 3 | 100% |
| 2 | 0 | 2 | 100% |
| 1 | 0 | 1 | 100% |
| 0 | | | |

c. Schools. ()

i. An elementary school ~~is has a~~ includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof, ~~that may include grades K-4 but does not contain grade 8 or higher.~~ ()

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade 8 but does not contain grade 12. ()

iii. A high school is any school that contains grade 12. ()

iv. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. ()

~~v. Students who attend alternative education programs as defined in Board policy shall be included by having individual test scores aggregated in the results of the school/district of referral.~~ ()

d. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: ()

i. Race/Ethnicity – Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. ()

ii. Economically disadvantaged – identified through the free and reduced lunch program. ()

iii. Title I – receiving funds to administer Title I services. ()

iv. Students with disabilities – individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). ()

~~v. Limited English Proficient, defined as individuals who were not born in the United States or whose native language is a language other than English; individuals who come from environments where a language other than English is dominant; individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English.~~ ()

e. Graduation Rate. The State Board of Education will establish a graduation rate for high schools. All high schools must meet the graduation target for both the aggregated population and the subpopulations listed in 112.03(d).

f. Additional Academic Indicator. The State Board of Education will establish a target for the Language Arts ISAT. All elementary and middle schools must meet the additional academic indicator target for both the aggregated population and the subpopulations listed in 112.03(d).

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

013. REWARDS.

01. Exemplary Status. Exemplary Status is issued to a public school when the measure of the school's student and school performance and progress exceeds the proficient level performance on the baseline adopted by the Board.

02. Distinguished Schools. The State Board of Education may identify Title I schools that exceed the Idaho performance standards as Distinguished Schools.

03. Additional Yearly Growth (AYG) – Schools and districts who improve proficiency levels of subpopulations or in the aggregate by greater than _____ % would be considered to have achieved AYG. Given that the school/district has met AYP, AYG would designate the school/district for a **reward?**

014. FAILURE TO MEET ADEQUATE YEARLY PROGRESS (AYP).

The State Department of Education shall develop procedures for a Technical Assistance Plan, School Improvement, School Choice, Supplemental Education Services, Corrective Action, and an Alternate Governance Plan for approval by the State Board of Education.

01. Technical Assistance Plan. Schools and districts that fail to achieve AYP for two consecutive years will be provided with technical assistance from the State Department of Education. _____ ()

02. School Improvement. Schools and districts that fail to achieve AYP for two consecutive years must be placed on School Improvement, develop an improvement plan and offer school choice the following year. ()

03. School Choice. Schools and districts that fail to achieve AYP for two consecutive years must inform all parents of the School Improvement Status and offer students the option to choose another school. This is at the expense of the school/district that did not meet AYP. _____ ()

04. Supplemental Education Services in Reading and Math. Schools/Districts that fail to meet AYP for three consecutive years must offer school choice and supplemental services in reading and math. _____ ()

05. Corrective Action. Schools/Districts that fail to meet AYP for four consecutive years must be placed on corrective action. _____ ()

06. Alternate Governance Plan. Schools/Districts that fail to meet AYP for five consecutive years may become governed by the State. _____ ()

07. "Safe Harbor" Provision. If any subgroup(s) does not meet or exceed Idaho baseline (see IDAPA 08.02.03.112), the public school or district may be considered to have achieved AYP if any one of the following conditions are met: _____ ()

a. The subgroup(s) that did not meet or exceed Idaho's baseline reduce by ten (10) percent the percentage of nonproficient students, and the school/district as a whole achieves the state baseline for proficiency in language arts. _____ ()

b. The subgroup(s) that did not meet or exceed Idaho's baseline for language arts reduces by ten (10) percent the percentage of nonproficient students. _____ ()

08. Appeals Process. _____ ()

a. The State Department of Education determines preliminary identification of all schools and districts that have not met AYP according to the state criteria. _____ ()

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

b. ~~Within 30 days of preliminary identification, the agency (district/school) reviews its data and may challenge its identification. The agency (district/school) not meeting AYP may appeal its status and provide evidence to support the challenge to the State Department of Education agency making the identification (Idaho Board of Education or school district).~~

c. ~~No later than thirty days after preliminary identification, the identifying agency reviews the appeal and makes a final determination of identification for school improvement.~~ ()

015. DATA COLLECTION.

~~The State Department of Education will collect the required information from participating school files for state and federal reporting and decision-making. The enrollment collection will contain information about the enrollment of the student attributes such as active special education, Limited English Proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status. The collection will be done in mid-October, early February, and May (end of the testing window). Each participating school is required to verify the data submitted in the files to assure accuracy.~~ ()

116. – 127. (RESERVED). ()

11228. CURRICULAR MATERIALS SELECTION (SECTIONS 33-118; 33-118A, IDAHO CODE).

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. ~~Committee appointments will be for a period of five (5) years.~~ The membership of the committee will include one (1) representative from each of the state's institutions of higher education (Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho); two (2) Idaho public school administrators; two (2) Idaho public school elementary classroom teachers; two (2) Idaho public school secondary classroom teachers; one (1) person who is not a public school educator nor a public school trustee, one (1) person (parent, teacher, or administrator) representing Idaho's private/parochial schools, who will not be a public school educator or trustee; one (1) public school trustee; three (3) parents and one (1) curriculum consultant from the Division of Instruction of the State Department of Education and one (1) from the Division of Vocational Education whose appointment will be for one (1) year. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. (4-1-97)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of five (5) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, handwriting, literature, driver education. (4-5-00)

02. Multiple Adoptions Are Made In Each Subject Area. (4-5-00)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

05. Local Policies. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

~~113. 119. (RESERVED).~~

1209. COMMUNICATION.

01. Communication Skills Emphasis. Communication skills enabling students to be responsible citizens of their homes, schools and communities will be emphasized throughout the curriculum. The teaching and

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

demonstrating of effective communication skills will be exemplified throughout the kindergarten through twelve (K-12) system. (4-1-97)

02. Age-Appropriate Classroom, School, And Community Activities. Each year, age-appropriate classroom, school and community activities will be provided to all students for the purpose of developing written and oral communication skills with individuals and groups. Good listening skills are a critical component of the communication process. (Section 33-1612, Idaho Code) (4-1-97)

~~121. 129. (RESERVED).~~

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

SUBJECT

Proposed Rule Change – 08.01.08 Miscellaneous Rules

BACKGROUND / DISCUSSION

The miscellaneous rules related to alcohol on campus have been in place since 1993. Previous Board's have provided exceptions to the rules on a case-by-case basis for certain venues. At the Board's December meeting, concern was expressed over the current rule language and lack of definitive guidelines for waivers of the prohibition.

The proposed rule changes add that waivers to the prohibition will be as provided in the Board's Governing Policies and Procedures. Staff is working with representatives from the universities to draft a waiver policy, and will bring it forward for consideration at the Board's October meeting.

BOARD ACTION

To approve as proposed rules the changes to IDAPA 08.01.08 related to alcohol on campus.

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

IDAPA 08
TITLE 01
CHAPTER 08

08.01.08 - MISCELLANEOUS RULES OF THE STATE BOARD OF EDUCATION

000. -- 099. (RESERVED).

100. POSSESSION, CONSUMPTION, AND SALE OF ALCOHOLIC BEVERAGES AT PUBLIC HIGHER EDUCATION INSTITUTIONS.

Illegal possession or consumption of alcoholic beverages is prohibited in college or university-owned, leased, or operated facilities and on campus grounds. (7-1-93)

01. General Use Areas. Alcoholic beverages may not be possessed or consumed under any circumstances in areas open to and most commonly used by the general public. These areas include, but are not limited to, lounges, student union buildings, recreation rooms, conference rooms, athletic facilities, and other public areas of college or university-owned buildings or grounds. (7-1-93)

02. Sale. Sale of alcoholic beverages is prohibited in college or university-owned, leased, or operated facilities and on campus grounds. (7-1-93)

03. Sanctions. Students who violate this policy will be subject to sanctions established by institutional administration. (7-1-93)

04. Guests And Visitors. Guests or visitors must observe these regulations while on campus or other college or university property. Non-compliance may subject a person to sanctions imposed by the college or university, as well as to the provisions of local and state law. (7-1-93)

05. Waivers. Waivers of these provisions are as provided in the State Board of Education Governing Policies and Procedures. ()

101. -- 999. (RESERVED).

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

SUBJECT

Idaho State Library Board – Reappointment of Member

BACKGROUND

A vacancy on the Idaho State Library Board occurred on June 30, 2003, with Bruce Noble of Post Falls completing a five-year term. According to Idaho Code §33-2502, the State Board of Education shall appoint members to the Idaho State Library Board. Board policy provides that incumbent candidates interested in reappointment to the Idaho State Library Board should forward a letter of interest and statement of qualifications, along with a recommendation from the Idaho State Library Board. The Board may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures.

DISCUSSION

At its April 11, 2003 Quarterly Meeting, Bruce Noble expressed interest in being reappointed the Idaho State Library Board. The Idaho State Library's Board of Trustees voted unanimously to recommend to the State Board of Education Bruce Noble to fill the vacancy. His letter of interest details his desire to be reappointed to the Idaho State Library Board for a third term of service, and his commitment to the Library providing valuable and necessary service to the citizens of Idaho. His letter, along with a current list of Idaho State Library Board members, is attached.

BOARD ACTION

To approve the reappointment of Bruce Noble to the Idaho State Library Board of Trustees for a term of five years, ending on June 30, 2008.

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

June 12, 2003

Charles Bolles, State Librarian
Idaho State Library
325 W. State Street
Boise, ID 83702

Dear Charles:

This letter is a request that you place my name before the Idaho State Board of Education for reappointment for the position of Trustee of the Idaho State Library.

As an engineer with a liberal arts education, and a lifelong patron of Idaho Libraries, I believe I have a well rounded perspective on the ever changing place of libraries in our society.

Having served two terms as Trustee, I bring to the board the knowledge of Idaho State Library policies and functions which has been gained in my service. I believe this experience to be invaluable as the State Library evolves in to an institution geared toward assisting libraries to build the capacity to better serve their clientele.

The greatest asset I bring to the Board of Trustees is my belief that the Library and its staff provide a valuable and necessary service to the citizens of Idaho and specifically the library patrons of Idaho. To continue as a member of this worthy team prompts my request for reappointment.

Thank you for your consideration.

Respectfully,

R. Bruce Noble

PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
August 14-15, 2003

IDAHO STATE LIBRARY BOARD MEMBERS

Larry Weeks, Chair
1308 N. Cole Road, Suite C
Boise, ID 83704-7361
377-2721; Fax: 377-2227
Term Expires: 6/30/2004

Pete Black, Vice-Chair
Pocatello School District 25
3115 Poleline Road
Pocatello, ID 83201-6119
232-3563; Fax: 235-3280
Term Expires: June 30, 2005

Sara Staub, Secretary
75 E. Judicial St.
Blackfoot, ID 83221
785-1940; FAX: 785-1591
Term Expires: June 30, 2006

Richard Rognas
PO Box 1204
Lewiston, ID 83501
743-0818; Fax: 798-0626
Term Expires: 6/30/2007

Bruce Noble
S. 61 Sequoia Court
Post Falls, ID 83854
509-747-4600; Fax: 509-747-8913
Term Expires: 6/30/2003

Carolyn Mauer
State Department of Education
650 W. State
Boise, ID 83720-0027
332-6944; Fax: 332-6965