

**Idaho Department of Education
Public Schools Agenda**

STATE BOARD OF EDUCATION

June 16-17, 2005

University of Idaho, Moscow

- A. Superintendent's Report, Marilyn Howard**
- B. Professional Standards Commission Appointments and Reappointments, Jana Jones**
- C. Approval to Transport Students Less Than One and One-Half Miles, Rod McKnight**
- D. Appeal and Waiver of 110% Pupil Transportation Funding Cap Formula, Mountain Home School District, Rod McKnight**
- E. Appeal and Waiver of 110% Pupil Transportation Funding Cap Formula, Soda Springs Joint School District, Rod McKnight**
- F. Appeal and Waiver of 110% Pupil Transportation Funding Cap Formula, Buhl Joint School District, Rod McKnight**
- G. Appeal and Waiver of 110% Pupil Transportation Funding Cap Formula, Wendell School District, Rod McKnight**
- H. Appeal and Waiver of 110% Pupil Transportation Funding Cap Formula, Moscow School District, Rod McKnight**
- I. Appeal and Waiver of 110% Pupil Transportation Funding Cap Formula, Horseshoe Bend School District, Rod McKnight**
- J. Appeal and Waiver of 110% Pupil Transportation Funding Cap Formula, McCall-Donnelly Joint School District, Rod McKnight**
- K. Appeal and Waiver of 110% Pupil Transportation Funding Cap Formula, Blackfoot Charter Community Learning Center, Rod McKnight**
- L. Proposed Administrative Rule Change to 08.02.03.128.01 – Rules Governing Thoroughness: Curricular Materials Selections, Subject Areas, Jana Jones**
- M. Proposed Administrative Rule Change to 08.02.02.004 – Rules Governing Uniformity: Revised Teacher Preparation Standards, Jana Jones**

- N. Proposed Administrative Rule Change to 08.02.02.020.01.a – Rules Governing Uniformity: Secondary Certification Requirements - Reading in the Content Area, Jana Jones**
- O. Proposed Administrative Rule Change to 08.02.02.022-024 – Rules Governing Uniformity: Revisions to Teaching Endorsement Requirements, Jana Jones**
- P. Proposed Administrative Rule Change to 08.02.02.076-077 – Rules Governing Uniformity: Clarification of the Code of Ethics for Idaho Professional Educators, Jana Jones**
- Q. Proposed Administrative Rule Change to 08.02.03.103-107 – Rules Governing Thoroughness: Revisions to Physical Education Requirements for K-12, Jana Jones**
- R. Proposed Administrative Rule Change to 08.02.02.031 – Rules Governing Uniformity: ROTC Instructors, Jana Jones**
- S. Proposed Administrative Rule Change to 08.02.02.028-030 – Rules Governing Uniformity: Exceptional Child Certificate, Consulting Teacher Endorsement, and Supervisor/Coordinator of Special Education Endorsement, Jana Jones**
- T. Qualifying Scores: Education of Young Children, Praxis II #0021; and World and U.S. History, Praxis II #0941, Jana Jones**
- U. Adequate Yearly Progress Update, Allison Westfall**

A. SUBJECT:

Superintendent's Report

B. SUBJECT:

Professional Standards Commission Appointments and Reappointments

BACKGROUND:

Idaho Code Section 33-1252 requires that “. . . three (3) nominees for each position on the commission shall be submitted to the state superintendent of public instruction, for the consideration of the state board of education . . . “

DISCUSSION:

Idaho Code 33-1252 provides a specific breakdown of the membership required on the Professional Standards Commission. The nominations are submitted for appointment/reappointment consideration by the State Board of Education to fill the four (4) terms that will become vacant June 30, 2005.

RECOMMENDATION:

The State Department of Education recommends the following nominations for appointment/reappointment consideration to fill the four (4) terms that will become vacant June 30, 2005.

Idaho School Superintendents' Association (submitted by the Idaho School Superintendents' Association)
Becky Ford, Post Falls School District #273 (**appointment**)

Idaho Association of Special Education Administrators (submitted by the Idaho Association of Special Education Administrators)
Elaine Keogh, Middleton School District #134 (**reappointment**)

Classroom Teacher (submitted by the Idaho Education Association)
Jeri Ann Lee, Post Falls School District #273 (**appointment**)

Public Higher Education (submitted by the deans of the colleges of education)
Diane Boothe, Boise State University (**appointment**)

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the request for Professional Standards Commission appointments and reappointments as submitted. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Resume for Becky Ford
2. Resume for Elaine Keogh
3. Resume for Jeri Ann Lee
4. Resume for Diane Boothe

Note: These materials were not received in electronic form. For more information, contact Mary Jane Markland, 208-332-6884.

C. SUBJECT:

Approval to Transport Students Less than One and One-half Miles

BACKGROUND:

§ 33-1006, Idaho Code, directs the State Board of Education to “determine what costs of transporting pupils . . . less than one and one-half (1½) miles as provided in section 33-1501, Idaho Code, when approved by the state board of education.”

Standards for Idaho School Buses and Operations states: “All school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests. The State Department of Education staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged. The local board of trustees shall annually, by official action (33-1502, Idaho Code), approve all new safety busing locations. School districts that receive state reimbursement of costs associated with safety busing will **re-evaluate all safety busing sites at intervals of at least every three years** using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement the local school board will, by official action, approve the initial safety-busing request and allow the students in question to be transported before the application is sent to the state.”

DISCUSSION:

The 2004-2005 school year is the third year since implementation of the new rule. Consequently, all safety-busing sites established prior to fiscal year 2003 must be reevaluated. Consideration for reimbursement is conditional; an application requesting safety busing reimbursement must be received on or before March 31 of the school year in which the safety busing began.

Requests for reimbursement for transporting students less than one and one-half miles received prior to or on March 31 are submitted to the State Board of Education for consideration. These reimbursement requests affect the

transportation of 30,140 public school students residing less than one and one-half miles from their school of attendance.

Requests for reimbursement for transporting students less than one and one-half miles not submitted or received after March 31 are not submitted to the State Board of Education for consideration. Fifteen school districts failed to submit or failed to correctly submit a request for safety busing reimbursement. These school districts will be evaluated and may have their pupil transportation reimbursement adjusted downward.

RECOMMENDATION:

Ninety-six school districts correctly applied for safety busing reimbursement consideration (see attachment). The State Department of Education recommends approving all correctly submitted reimbursement requests.

BOARD ACTION:

It was moved by _____, seconded by _____, and carried to approve/disapprove/table reimbursement to all school districts that correctly submitted a safety busing reimbursement request and to appropriately adjust reimbursement downward for all school districts, on a case-by-case basis, that incorrectly submitted or failed to submit a request for safety busing reimbursement.

ATTACHMENTS:

1. List of school districts that correctly submitted, incorrectly submitted, and failed to submit a request for safety busing reimbursement.

ATTACHMENT

Request to Transport Students Less than One and One-half Miles with Recommendation for Approval

The following is a list of previously approved and new safety busing requests from various school districts to transport students less than one and one-half miles to and from school. The requests were all received on or before the March 31 deadline, were approved by the local school district boards, and the students in the respective districts are currently being transported. All applications have been reviewed by Department of Education Staff and, in our opinion, meet safety-busing criteria.

Boise Independent School District No. 1

This request involves 2,423 students attending grades K through 9.

Anser Charter School No. 1-138

Answer Charter School failed to submit a request for safety busing reimbursement.

Hidden Springs Charter School No. 1-601

Hidden Springs Charter School failed to submit a request for safety busing reimbursement.

Meridian Jt. School District No. 2

This request involves 2,756 students attending grades K through 12.

Meridian Charter High School No. 2-601

Meridian Charter High School failed to submit a request for safety busing reimbursement.

Meridian Medical Arts Charter School No. 2-802

Meridian Medical Arts Charter School failed to submit a request for safety busing reimbursement.

North Star Public Charter School No. 1-801

North Star Public Charter School failed to submit a request for safety busing reimbursement.

Kuna Jt. School District No. 3

This request involves 687 students attending grades K through 12.

Meadows Valley School District No. 11

Meadows Valley School District failed to submit a request for safety busing reimbursement.

Council School District No. 13

Council School District failed to submit a request for safety busing reimbursement.

Marsh Valley Jt. School District No. 21

This request involves 110 students attending grades K through 12.

Pocatello School District No. 25

This request involves 1,411 students attending grades K through 12.

Pocatello Charter School No. 25-601

Pocatello Charter School failed to submit a request for safety busing reimbursement.

Bear Lake Co. School District No. 33

This request involves 154 students attending grades K through 12.

St. Maries Jt. School District No. 41

This request involves 111 students attending grades Pre-school through 8.

Plummer/Worley Jt. School District No. 44

This request involves 51 students attending grades Pre-school through 12.

Snake River School District No. 52

This request involves 193 students attending grades K through 12.

Blackfoot School District No. 55

This request involves 377 students attending grades K through 12.

Blackfoot Charter Community Learning Center No. 55-701

Blackfoot Charter Community Learning Center failed to submit a request for safety busing reimbursement.

Aberdeen School District No. 58

This request involves 140 students attending grades K through 12.

Firth School District No. 59

This request involves 186 students attending grades K through 12.

Shelley Jt. School District No. 60

This request involves 193 students attending grades 1st through 5th.

Blaine Co. School District No. 61

This request involves 377 students attending grades K through 12.

Garden Valley School District No. 71

This request involves 20 students attending grades K through 12.

Basin School District No. 72

This request involves 28 students attending grades Pre-school through 10.

Horseshoe Bend School District No. 73

This request involves 70 students attending grades K through 12.

West Bonner Co. School District No. 83

This request involves 48 students attending grades K through 6.

Lake Pend Oreille School District No. 84

This request involves 145 students attending grades K through 6.

Sandpoint Charter School No. 84-601

Sandpoint Charter School failed to submit a request for safety busing reimbursement.

Idaho Falls School District No. 91

This request involves 1,555 students attending grades K through 12.

Swan Valley School District No. 92

This request involves 9 students attending grades K through 8.

Bonneville Jt. School District No. 93

This request involves 1,494 students attending grades K through 12.

Boundary School District No. 101

Boundary School District failed to submit a request for safety busing reimbursement.

Butte County Jt. School District No. 111

This request involves 46 students attending grades Pre-school through 8.

Camas County School District No.121

This request involves 4 students attending grades K through 12.

Nampa School District No. 131

This request involves 906 students attending grades K through 12.

Liberty Charter School No. 131-601

North Star Public Charter School failed to submit a request for safety busing reimbursement.

Victory Charter School No. 131-

Victory Charter School failed to submit a request for safety busing reimbursement.

Caldwell School District No. 132

This request involves 1,861 students attending grades Pre-school through 12.

Wilder School District No. 133

This request involves 115 students attending grades K through 6.

Middleton School District No. 134

This request involves 515 students attending grades K through 12.

Notus School District No. 135

This request involves 100 students attending grades K through 12.

Melba Jt. School District No. 136

This request involves 32 students attending grades K through 12.

Parma School District No. 137

This request involves 52 students attending grades K through 5.

Vallivue School District No. 139

This request involves 628 students attending grades K through 12.

Thomas Jefferson Charter School No. 139-801

Thomas Jefferson Charter School failed to submit a request for safety busing reimbursement.

Grace Jt. School District No. 148

This request involves 23 students attending grades K through 12.

North Gem School District No. 149

This request involves 16 students attending grades K through 12.

Soda Springs Jt. School District No. 150

This request involves 234 students attending grades K through 12.

Cassia Co. Jt. School District No. 151

This request involves 617 students attending grades Pre-school through 12.

Clark Co. School District No. 161

This request involves 97 students attending grades Pre-school through 12.

Orofino Jt. School District No. 171

This request involves 107 students attending grades K through 8.

Challis Jt. School District No. 181

This request involves 57 students attending grades K through 12.

Mackay Jt. School District No. 182

This request involves 75 students attending grades Pre-school through 12.

Glenns Ferry Jt. School District No. 192

This request involves 161 students attending grades K through 12.

Mountain Home School District No. 193

This request involves 384 students attending grades K through 12.

Preston Jt. School District No. 201

This request involves 306 students attending grades K through 8.

West Side Jt. School District No. 202

This request involves 116 students attending grades K through 12.

Fremont Co. Jt. School District No. 215

This request involves 264 students attending grades K through 12.

Emmett Independent School District No. 221

This request involves 649 students attending grades K through 9.

Gooding Jt. School District No. 231

This request involves 244 students attending grades Pre-school through 12.

Wendell School District No. 232

This request involves 64 students attending grades K through 12.

Hagerman Jt. School District No. 233

This request involves 33 students attending grades K through 12.

Bliss Jt. School District No. 234

This request involves 70 students attending grades K through 12.

Grangeville Jt. School District No. 241

This request involves 132 students attending grades K through 12.

Cottonwood Jt. School District No. 242

This request involves 68 students attending grades K through 12.

Jefferson Co. Jt. School District No. 251

This request involves 353 students attending grades K through 12.

Ririe School District No. 252

This request involves 336 students attending grades K through 12.

West Jefferson School District No. 253

This request involves 43 students attending grades Pre-school through 12.

Jerome Jt. School District No. 261

This request involves 127 students attending grades K through 6.

Coeur d'Alene School District No. 271

This request involves 854 students attending grades K through 12.

Coeur d'Alene Charter School No. 271-605

Coeur d'Alene Charter School failed to submit a request for safety busing reimbursement.

Lakeland School District No. 272

This request involves 137 students attending grades K through 12.

Post Falls School District No. 273

This request involves 978 students attending grades K through 12.

Kootenai School District No. 274

This request involves 13 students attending grades K through 12.

Moscow School District No. 281

This request involves 241 students attending grades K through 12.

Moscow Charter School No. 281-103

Moscow Charter School failed to submit a request for safety busing reimbursement.

Genesee School District No. 282

This request involves 61 students attending grades K through 12.

Kendrick School District No. 283

This request involves 7 students attending grades K through 12.

Potlatch School District No. 285

This request involves 39 students attending grades K through 12.

Troy School District No. 287

Troy School District failed to submit a request for safety busing reimbursement.

Whitepine School District No. 288

Whitepine School District failed to submit a request for safety busing reimbursement.

Idaho Distance Education Academy Charter School No. 288-801

Idaho Distance Education Academy Charter School failed to submit a request for safety busing reimbursement.

Salmon School District No. 291

This request involves 130 students attending grades K through 12.

South Lemhi School District No. 292

South Lemhi School District failed to submit a request for safety busing reimbursement.

Nezperce School District No. 302

Nezperce School District failed to submit a request for safety busing reimbursement.

Kamiah Jt. School District No. 304

This request involves 47 students attending grades K through 12.

Shoshone Jt. School District No. 312

This request involves 112 students attending grades Pre-school through 12.

Dietrich School District No. 314

Dietrich School District failed to submit a request for safety busing reimbursement.

Richfield School District No. 316

This request involves 24 students attending K through 12.

Madison School District No. 321

This request involves 1,052 students attending grades K through 7.

Sugar-Salem Jt. School District No. 322

This request involves 121 students attending grades K through 12.

Minidoka Co. Jt. School District No. 331

This request involves 795 students attending grades K through 12.

Lewiston School District No. 340

Lewiston School District failed to submit a request for safety busing reimbursement.

Lapwai School District No. 341

This request involves 8 students attending grades K through 12.

Culdesac School District No. 342

This request involves 17 students attending grades K through 7.

Oneida Co. School District No. 351

This request involves 115 students attending grades K through 12.

Marsing Jt. School District No. 363

This request involves 83 students attending grades K through 7.

Pleasant Valley School District No. 364

Pleasant Valley School District failed to submit a request for safety busing reimbursement.

Bruneau/Grand View School District No. 365

Bruneau/Grand View School District failed to submit a request for safety busing reimbursement.

Homedale Jt. School District No. 370

This request involves 466 students attending grades K through 12.

Payette Jt. School District No. 371

This request involves 670 students attending grades K through 12.

New Plymouth School District No. 372

This request involves 66 students attending grades K through 8.

Fruitland School District No. 373

This request involves 138 students attending grades K through 8.

American Falls Jt. School District No. 381

This request involves 202 students attending grades K through 12.

Rockland School District No. 382

Rockland School District failed to submit a request for safety busing reimbursement.

Arbon School District No. 383

This request involves 1 students attending grades K through 12.

Kellogg Jt. School District No. 391

This request involves 76 students attending grades K through 8.

Mullan School District No. 392

Mullan School District failed to submit a request for safety busing reimbursement.

Wallace School District No. 393

This request involves 15 students attending grades K through 12.

Avery School District No. 394

This request involves 4 students attending grades K through 8.

Teton Jt. School District No.401

This request involves 91 students attending grades K through 5.

Twin Falls School District No. 411

This request involves 689 students attending grades K through 12.

Buhl Jt. School District No. 412

This request involves 328 students attending grades K through 12.

Filer School District No. 413

This request involves 92 students attending grades K-12.

Kimberly School District No. 414

This request involves 207 students attending grades K through 6.

Hansen School District No. 415

This request involves 67 students attending grades K through 12.

Castleford Jt. School District No. 417

This request involves 19 students attending grades K through 12.

Murtaugh School District No. 287

Murtaugh School District failed to submit a request for safety busing reimbursement.

McCall-Donnelly Jt. School District No. 421

This request involves 249 students attending grades K through 12.

Cascade School District No. 422

This request involves 11 students attending grades K through 12.

Weiser School District No. 431

This request involves 492 students attending grades K through 12.

Cambridge Jt. School District No. 432

This request involves 5 students attending grades K through 12.

Midvale School District No. 433

This request involves 22 students attending grades K through 12.

D. SUBJECT:

Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula – Mountain Home School District.

BACKGROUND:

During the 2001 legislative session, 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 110% the first year) the statewide average cost per mile and cost per rider during fiscal year 2004.

As of May 2, the following school districts are negatively affected by the pupil transportation funding cap: Boise (\$591,872), Blackfoot Community Center Charter School (\$5,436), Horseshoe Bend (\$9,457), Soda Springs (\$511), Mountain Home (\$20,111), Wendell (\$125,201), Moscow (\$90,808), Buhl (\$13,866), and McCall-Donnelly (\$31,048).

DISCUSSION:

Mountain Home School District submitted a Funding Cap Appeal Application to the State Department of Education on May 6, 2005.

On May 9-11, 2005, a team of pupil transportation specialists had the opportunity to ride twelve (21) morning or afternoon bus routes and seven (7) midday routes, evaluate district/contractor routing schemes, and review district pupil transportation accounting mechanisms.

Findings of the inspection team include:

- The Mountain Home School District is a geographically large district located approximately forty miles south of Boise, continuing southward to Bruneau-Grand View School District. The district surrounds Prairie Elementary School District.
- The district currently runs thirty-four (34) morning and thirty-four (34) afternoon routes, each consisting of one run. The district also operates fifteen (15) midday routes.
- The district has some off-pavement routes, which inherently increase vehicle maintenance costs.
- A few of the more remote and sparsely populated routes exponentially increase cost-per-rider and cost-per-mile.

- Most of the twenty-eight (28) routes observed had low bus capacity to rider ratios.
- Some routes appeared to geographically overlap or service areas close in proximity to each other.
- Some routes appeared to unnecessarily extend route load times and mileage due to “door-to-door” service and inefficient routing design.
- The superintendent and business manager expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety. In fact, the district expressed a strong desire to evaluate district-wide routing schemes and expressed confidence in their contractor to assist in this endeavor.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education approve the Mountain Home School District appeal application and set a funding rate of 0% less than the percentage rate necessary (see SDE Funding Cap Model) to eliminate the funding cap penalty for fiscal year 2004 (see § 33-1006, Idaho Code).

BOARD ACTION:

It was moved by _____, seconded by _____, and carried to approve/disapprove/table the Mountain Home School District Funding Cap Appeal Application at a funding cap rate of _____% less than the percentage rate necessary to eliminate the funding cap penalty for fiscal year 2004.

Alternate Motion: It was moved by _____, seconded by _____, and carried to approve/disapprove/table the Mountain Home School District Funding Cap Appeal Application at a funding rate of 85% of approved pupil transportation costs or at the reimbursement amount prior to implementation of the funding cap penalty for fiscal year 2004.

ATTACHMENTS:

1. SDE's 110% Funding Cap Model (see Attachment F.1.)
2. Funding Cap Explanation Memorandum (see Attachment F.2.)
3. 103% Funding Cap Appeal Application submitted by Mountain Home School District
4. Mountain Home School District map



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

103% Funding Cap Appeal Application for Fiscal Year(s):

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2004

District Name: **Mountain Home School District** Number: **193** Date: **May 6, 2005**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key)

- ☒ Uniquely difficult geographic circumstances (five-year application)
☒ Extraordinary one (1) time circumstances outside the district's foresight and contro

The district is requesting a funding rate of **3** % more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

The Mountain Home School District covers one of the larger geographical districts of the state. The sparse student density spread over such a large geographical area does not lend itself well to comparing our district against others in the state. The districts that are geographically larger than ours do not have the same level of safety bussing issues as our district due our citys unique highway and interstate traffic patterns. Our district costs compared to other districts show twenty districts that have a per mile cost greater than ours and 46 districts that have a greater per rider cost greater than ours. Due to our geographical size, sparse student density, and safety bussing issues, we exceed both caps established by Idaho Code but appear within reason when each limit is compared with other districts individually. We would welcome State Department of Education assistance in reviewing our costs, routes, and program to assist us in curbing our transportation costs.

Superintendent Signature:

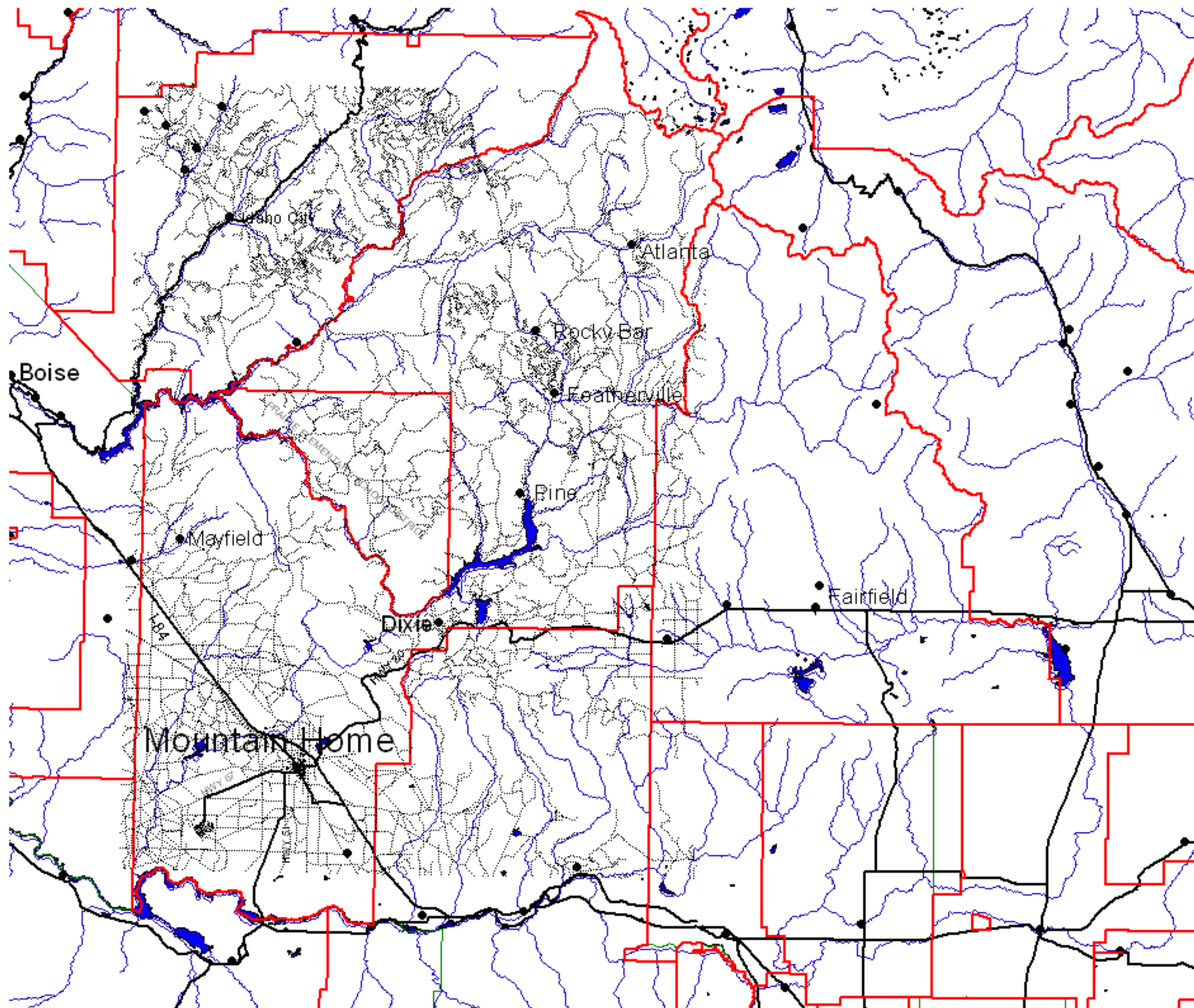
Dr. Jerry LeFevre

Date: **05/06/05**

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The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on



E. SUBJECT:

Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula – Soda Springs School District.

BACKGROUND:

During the 2001 legislative session, 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 110% the first year) the statewide average cost per mile and cost per rider during fiscal year 2004.

As of May 2, the following school districts are negatively affected by the pupil transportation funding cap: Boise (\$591,872), Blackfoot Community Center Charter School (\$5,436), Horseshoe Bend (\$9,457), Soda Springs (\$511), Mountain Home (\$20,111), Wendell (\$125,201), Moscow (\$90,808), Buhl (\$13,866), and McCall-Donnelly (\$31,048).

DISCUSSION:

Soda Springs School District submitted a Funding Cap Appeal Application to the State Department of Education on May 3, 2005.

The State Department of Education did not conduct a site visit to Soda Springs School District for purposes of reviewing routing configurations or evaluating operating costs because the “cap” amount in question is minimal. Extensive discussion did take place between district personnel and SDE staff.

Findings of the inspection team include:

- The district covers a large geographic area and is located in southeast Idaho. Bear Lake School District is south of Soda Springs School District and Swan Valley School District is located north of Soda Springs School District.
- The district currently runs eleven (11) morning and eleven (11) afternoon routes, each consisting of one run.
- The district is making plans to consolidate five (5) midday kindergarten routes into two (2) midday kindergarten routes and anticipates significant savings, which should bring the district’s costs in line with statewide averages.

- The superintendent and business manager have expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education approve the Soda Springs School District appeal application and set a funding rate of 0% less than the percentage rate necessary (see SDE Funding Cap Model) to eliminate the funding cap penalty for fiscal years 2004 and 2005 (see § 33-1006, Idaho Code).

BOARD ACTION:

It was moved by _____, seconded by _____, and carried to approve/disapprove/table the Soda Springs School District Funding Cap Appeal Application at a funding cap rate of _____% less than the percentage rate necessary to eliminate the funding cap penalty for fiscal years 2004 and 2005.

Alternate Motion: It was moved by _____, seconded by _____, and carried to approve/disapprove/table the Soda Springs School District Funding Cap Appeal Application at a funding rate of 85% of approved pupil transportation costs or at the reimbursement amount prior to implementation of the funding cap penalty for fiscal year 2004 and 2005.

ATTACHMENTS:

1. SDE's 110% Funding Cap Model (see Attachment F.1.)
2. Funding Cap Explanation Memorandum (see Attachment F.2.)
3. 103% Funding Cap Appeal Application submitted by Soda Springs School District
4. Soda Springs School District map



DEPARTMENT OF EDUCATION

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BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

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103% Funding Cap Appeal Application for Fiscal Year(s):

2004-2005

District Name: Soda Springs

Number: 150

Date: May 3, 2005

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key)

- ☐ Uniquely difficult geographic circumstances (five-year application)
☒ Extraordinary one (1) time circumstances outside the district's foresight and contro

The district is requesting a funding rate of 1 % more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

Soda Springs Jt. School District Costs for the 2003-2004 school were higher because of the safety busing for our kindergarten children. We let the families choose which kindergarten class their child went to. Highway 30 divides the town in just about half. During the last years it has taken 5 buses to bring the kindergarten children to and from the school. By savings monies for the District and the State Transportation we are dividing the town in half and bringing the children on the north side of highway 30 in the morning and all children on the south side of highway 30 in the afternoon. By doing this, we have calculated it will only use two buses and will save the District approximately \$9,000.00 which is our portion of the savings. We would appreciate your consideration in increasing are funding by the 103.5% which would bring our District approxamtely \$500.00. Thank you for your consideration. Max L. Hemmert, Business Manager/Clerk

Superintendent Signature:

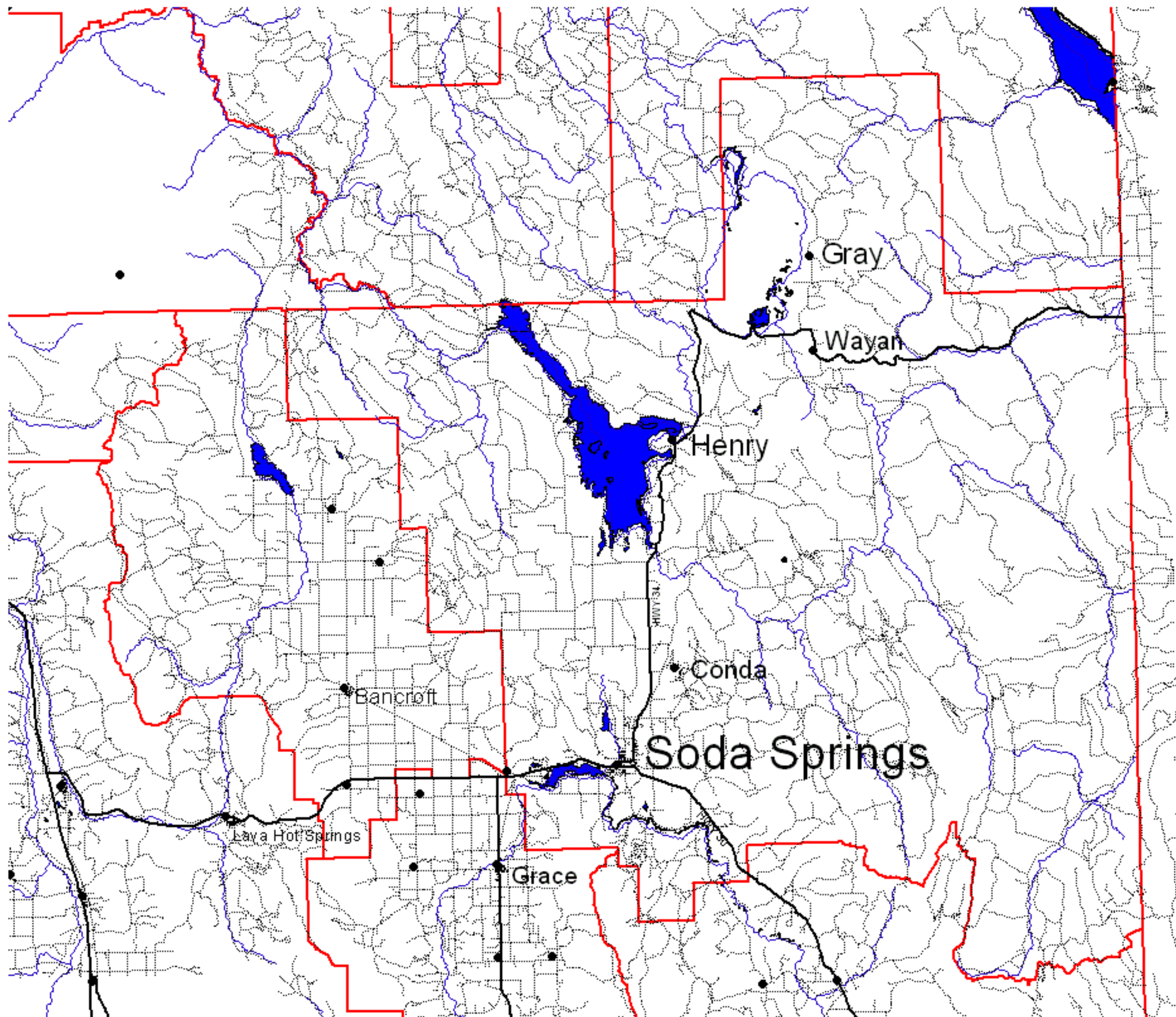
Dr. Kenneth Phipps

Date: 05/03/05

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The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on



F. SUBJECT:

Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula – Buhl School District.

BACKGROUND:

During the 2001 legislative session, 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 110% the first year) the statewide average cost per mile and cost per rider during fiscal year 2004.

As of May 2, the following school districts are negatively affected by the pupil transportation funding cap: Boise (\$591,872), Blackfoot Community Center Charter School (\$5,436), Horseshoe Bend (\$9,457), Soda Springs (\$511), Mountain Home (\$20,111), Wendell (\$125,201), Moscow (\$90,808), Buhl (\$13,866), and McCall-Donnelly (\$31,048).

DISCUSSION:

Buhl School District submitted a Funding Cap Appeal Application to the State Department of Education on March 25, 2005.

On March 28 – April 1, 2005, a team of pupil transportation specialists had the opportunity to ride twelve (12) bus routes, evaluate district/contractor routing schemes, and review district pupil transportation accounting mechanisms.

Findings of the inspection team include:

- The Buhl School District covers a large geographic area and is located south and west of the Snake River and north of the Castleford School District. Filer School District is located east of Buhl School District.
- The district currently runs thirteen (13) morning and thirteen (13) afternoon routes, each consisting of one run.
- Several bus routes cover short distances in areas with sparse populations, which inherently result in high cost-per-rider and cost-per-mile calculations.
- One (1) bus run transports a small number of riders and involves the transportation of special needs students, which inherently result in a high cost-per-rider calculation.

- One (1) bus run transports a small number of students from a sparsely populated area (Bell Rapids), which inherently result in a high cost-per-rider calculation.
- Consolidation of routes may be feasible, but remains uncertain. Buhl School District may be routing and operating as efficiently as possible; however, the inspection team strongly recommended annual evaluation of district-wide routing schemes with a focus on low bus capacity to rider ratios and improving routing efficiencies. The superintendent indicated a willingness to explore all cost-cutting possibilities.
- The superintendent expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety. In fact, the district expressed a strong desire to evaluate district-wide routing schemes and expressed confidence in their contractor to assist in this endeavor.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education approve the Buhl School District appeal application and set a funding rate of 0% less than the percentage rate necessary (see SDE Funding Cap Model) to eliminate the funding cap penalty for fiscal year 2004 (see § 33-1006, Idaho Code).

BOARD ACTION:

It was moved by _____, seconded by _____, and carried to approve/disapprove/table the Buhl School District Funding Cap Appeal Application at a funding cap rate of _____% less than the percentage rate necessary to eliminate the funding cap penalty for fiscal year 2004.

Alternate Motion: It was moved by _____, seconded by _____, and carried to approve/disapprove/table the Buhl School District Funding Cap Appeal Application at a funding rate of 85% of approved pupil transportation costs or at the reimbursement amount prior to implementation of the funding cap penalty for fiscal year 2004.

ATTACHMENTS:

1. SDE's 110% Funding Cap Model.
2. Funding Cap Explanation Memorandum.
3. 103% Funding Cap Appeal Application submitted by Buhl School District.
4. Buhl School District rationale letter.
5. Buhl School District map.

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State

Average Cost Per Mile and Cost Per Rider

Fiscal Year 2004 Data - Approved Costs Reimbursed in Fiscal Year 2005 (First Capped Year)

Set percentage cap to apply to statewide average	110%	Defaults are:
		110% for FY 2005
		105% for FY 2006
		103% for FY 2007
Revised: May 2, 2005		
	Cost Per Mile	Cost Per Rider
Statewide Averages before cap	\$2.69	\$674
Statewide Averages after cap	\$2.96	\$741
Total Savings From Cap	\$953,389	Capped Reimb. Actual Reimb.
Savings Following State Board Action	\$888,310	\$57,891,114 \$57,956,193

District #: (- *- -) If Exempt From Cap	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	SDE Program Assessment Fee	Total Adjusted Reimbursable Costs (Less In- Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursemen t (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY04 Reimbursemen t ("R") Plus Adjustments ("S")	Total Amount Reimbursed Prior to Cap Less Prior Year Adjustments
001	Boise Ind Sch Dist 1	\$591,872	11.4%	\$6,102,017	\$1,763	\$18,297	\$6,081,957	1,817,544	6,652	\$3.35	\$914	124%	136%	\$4,577,791	\$4,190,225	\$4,594,842	\$34	\$4,594,876	\$5,186,714
001	ANSER Charter 1-138	\$0	0.0%	\$2,093	\$0	\$4	\$2,089	700	65	\$2.98	\$32	111%	5%	\$0	\$0	\$1,779	\$0	\$1,779	\$1,779
002	Meridian Jt Sch Dist 2	\$0	0.0%	\$7,437,827	\$0	\$20,504	\$7,417,323	2,520,175	12,067	\$2.94	\$615	109%	91%	\$0	\$0	\$6,322,153	\$39	\$6,322,192	\$6,322,153
002	Meridian Charter High School 2-407	\$0	0.0%	\$14,420	\$0	\$0	\$14,420	5,415	92	\$2.66	\$157	99%	23%	\$0	\$0	\$12,257	\$6,312	\$18,569	\$12,257
002	Meridian Medical Arts Charter 2-802	\$0	0.0%	\$12,905	\$0	\$0	\$12,905	4,846	92	\$2.66	\$140	99%	21%	\$0	\$0	\$10,969	\$0	\$10,969	\$10,969
003	Kuna Jt Sch Dist 3	\$0	0.0%	\$975,112	\$1,915	\$2,435	\$970,762	349,536	1,671	\$2.78	\$581	103%	86%	\$0	\$0	\$828,845	\$5	\$828,850	\$828,845
011	Meadows Valley Sch Dist 11	\$0	0.0%	\$72,874	\$0	\$0	\$72,874	29,821	37	\$2.44	\$1,970	91%	292%	\$0	\$0	\$61,943	\$0	\$61,943	\$61,943
013	Council Sch Dist 13	\$0	0.0%	\$71,526	\$3,515	\$238	\$67,773	31,154	82	\$2.18	\$827	81%	123%	\$0	\$0	\$60,797	\$2	\$60,799	\$60,797
021	Marsh Valley Jt Sch Dist 21	\$0	0.0%	\$464,061	\$10,969	\$1,238	\$451,854	193,091	818	\$2.34	\$552	87%	82%	\$0	\$0	\$394,452	-\$1,034	\$393,418	\$394,452
025	Pocatello Sch Dist 25	\$0	0.0%	\$2,764,809	\$736	\$7,237	\$2,756,836	871,466	3,955	\$3.16	\$697	117%	103%	\$0	\$0	\$2,350,088	\$13	\$2,350,101	\$2,350,088
033	Bear Lake Co Sch Dist 33	\$0	0.0%	\$503,340	\$1,730	\$0	\$501,610	315,542	557	\$1.59	\$901	59%	134%	\$0	\$0	\$427,839	\$2	\$427,841	\$427,839
041	St Maries Jt Sch Dist 41	\$0	0.0%	\$584,544	\$2,390	\$1,555	\$580,599	212,192	461	\$2.74	\$1,259	102%	187%	\$0	\$0	\$496,862	\$2	\$496,864	\$496,862
044	Plummer/Worley Jt Sch Dist 44	\$0	0.0%	\$330,866	\$0	\$844	\$330,022	135,949	263	\$2.43	\$1,255	90%	186%	\$0	\$0	\$281,236	\$2	\$281,238	\$281,236
052	Snake River Sch Dist 52	\$0	0.0%	\$588,693	\$0	\$1,726	\$586,967	341,088	1,087	\$1.72	\$540	64%	80%	\$0	\$0	\$500,389	\$3	\$500,392	\$500,389
052	Idaho Leadership Academy 52-801	\$0	0.0%	\$114,712	\$0	\$0	\$114,712	82,148	82	\$1.40	\$1,399	52%	208%	\$0	\$0	\$97,505	\$0	\$97,505	\$97,505
055	Blackfoot Sch Dist 55	\$0	0.0%	\$1,228,986	\$0	\$0	\$1,228,986	502,152	2,540	\$2.45	\$484	91%	72%	\$0	\$0	\$1,044,638	-\$108	\$1,044,530	\$1,044,638
055	Blackfoot Learning Center 55-701	\$5,436	15.8%	\$40,501	\$0	\$124	\$40,377	11,468	35	\$3.52	\$1,154	131%	171%	\$28,884	\$22,047	\$28,989	\$0	\$28,989	\$34,426
058	Aberdeen Sch Dist 58	\$0	0.0%	\$309,604	\$0	\$0	\$309,604	134,343	382	\$2.30	\$810	86%	120%	\$0	\$0	\$263,163	\$2	\$263,165	\$263,163
059	Firth Sch Dist 59	\$0	0.0%	\$212,526	\$0	\$677	\$211,849	111,611	488	\$1.90	\$434	70%	64%	\$0	\$0	\$180,647	\$2	\$180,649	\$180,647
060	Shelley Jt Sch Dist 60	\$0	0.0%	\$406,656	\$0	\$1,289	\$405,367	161,076	1,075	\$2.52	\$377	93%	56%	\$0	\$0	\$345,658	\$2	\$345,660	\$345,658
061	Blaine Co Sch Dist 61	\$0	0.0%	\$1,106,047	\$2,800	\$0	\$1,103,247	416,434	1,299	\$2.65	\$849	98%	126%	\$0	\$0	\$940,140	-\$17,930	\$922,210	\$940,140
071	- *- - Garden Valley Sch Dist 71	\$45,459	24.2%	\$220,906	\$10,070	\$599	\$210,237	52,902	140	\$3.97	\$1,502	148%	223%	\$133,243	\$88,189	\$142,311	\$2	\$142,313	\$187,770
072	Basin Sch Dist 72	\$0	0.0%	\$249,761	\$0	\$732	\$249,029	109,495	273	\$2.27	\$912	84%	135%	\$0	\$0	\$212,297	\$2	\$212,299	\$212,297
073	Horseshoe Bend Sch Dist 73	\$9,457	9.5%	\$117,620	\$930	\$331	\$116,359	34,431	142	\$3.38	\$819	125%	122%	\$86,720	\$89,449	\$90,520	\$0	\$90,520	\$99,977
083	West Bonner School Dist 83	\$0	0.0%	\$523,911	\$1,553	\$1,711	\$520,647	257,297	732	\$2.02	\$711	75%	106%	\$0	\$0	\$445,324	\$3	\$445,327	\$445,324
084	Lake Pend Oreille School Dist 84	\$0	0.0%	\$1,375,180	\$8,306	\$3,848	\$1,363,026	566,829	1,304	\$2.40	\$1,045	89%	155%	\$0	\$0	\$1,168,903	\$8	\$1,168,911	\$1,168,903
091	Idaho Falls Sch Dist 91	\$0	0.0%	\$2,067,026	\$0	\$7,345	\$2,059,681	628,908	3,203	\$3.28	\$643	122%	95%	\$0	\$0	\$1,756,972	\$15	\$1,756,987	\$1,756,972
092	Swan Valley Sch Elem Dist 92	\$0	0.0%	\$92,599	\$0	\$190	\$92,409	50,904	63	\$1.82	\$1,467	67%	218%	\$0	\$0	\$78,709	\$0	\$78,709	\$78,709
093	Bonneville Jt Sch Dist 93	\$0	0.0%	\$1,583,630	\$0	\$4,445	\$1,579,185	579,590	3,265	\$2.72	\$484	101%	72%	\$0	\$0	\$1,346,086	\$8	\$1,346,094	\$1,346,086
101	Boundary Co Sch Dist 101	\$0	0.0%	\$721,931	\$16,211	\$1,895	\$703,825	327,924	750	\$2.15	\$938	80%	139%	\$0	\$0	\$613,641	\$5	\$613,646	\$613,641
111	Butte Co Jt Sch Dist 111	\$0	0.0%	\$271,462	\$0	\$755	\$270,707	125,068	251	\$2.16	\$1,079	80%	160%	\$0	\$0	\$230,743	\$3,415	\$234,158	\$230,743
121	Camas Co Sch Dist 121	\$0	0.0%	\$87,380	\$2,908	\$213	\$84,259	49,009	55	\$1.72	\$1,532	64%	227%	\$0	\$0	\$74,273	\$0	\$74,273	\$74,273
131	Nampa Sch Dist 131	\$0	0.0%	\$3,553,184	\$2,535	\$8,133	\$3,542,516	909,459	6,312	\$3.90	\$561	145%	83%	\$0	\$0	\$3,020,206	\$25,380	\$3,045,586	\$3,020,206
131	Liberty Charter 131-602	\$0	0.0%	\$152,052	\$0	\$0	\$152,052	62,928	250	\$2.42	\$608	90%	90%	\$0	\$0	\$129,244	\$0	\$129,244	\$129,244
132	Caldwell Sch Dist 132	\$0	0.0%	\$2,032,042	\$0	\$0	\$2,032,042	427,069	2,976	\$4.76	\$683	177%	101%	\$0	\$0	\$1,727,236	\$10	\$1,727,246	\$1,727,236
133	Wilder Sch Dist 133	\$0	0.0%	\$113,600	\$0	\$278	\$113,322	44,620	210	\$2.54	\$540	94%	80%	\$0	\$0	\$96,560	\$0	\$96,560	\$96,560
134	Middleton Sch Dist 134	\$0	0.0%	\$774,870	\$0	\$1,770	\$773,100	205,373	1,449	\$3.76	\$534	140%	79%	\$0	\$0	\$658,640	\$3	\$658,643	\$658,640
135	Notus Sch Dist 135	\$0	0.0%	\$130,757	\$0	\$310	\$130,447	62,777	188	\$2.08	\$694	77%	103%	\$0	\$0	\$111,143	\$0	\$111,143	\$111,143
136	Melba Jt Sch Dist 136	\$0	0.0%	\$223,878	\$2,023	\$0	\$221,855	101,457	333	\$2.19	\$666	81%	99%	\$0	\$0	\$190,296	-\$7,904	\$182,392	\$190,296
137	Parma Sch Dist 137	\$0	0.0%	\$348,197	\$0	\$983	\$347,214	137,773	435	\$2.52	\$798	94%	118%	\$0	\$0	\$295,967	\$3	\$295,970	\$295,967
139	Vallivue Sch Dist 139	\$0	0.0%	\$1,647,899	\$3,480	\$3,977	\$1,640,442	621,172	2,646	\$2.64	\$620	98%	92%	\$0	\$0	\$1,400,714	\$8	\$1,400,722	\$1,400,714
148	Grace Jt Sch Dist 148	\$0	0.0%	\$238,867	\$0	\$0	\$238,867	118,648	256	\$2.01	\$933	75%	138%	\$0	\$0	\$203,037	\$2	\$203,039	\$203,037
149	North Gem Sch Dist 149	\$0	0.0%	\$92,667	\$530	\$0	\$92,137	45,874	90	\$2.01	\$1,024	75%	152%	\$0	\$0	\$78,767	\$0	\$78,767	\$78,767
150	Soda Springs Jt Sch Dist 150	\$511	0.2%	\$300,378	\$32,743	\$825	\$266,810	89,840	279	\$2.97	\$956	110%	142%	\$226,277	\$175,748	\$254,810	\$2	\$254,812	\$255,321
151	Cassia Co Jt Sch Dist 151	\$0	0.0%	\$1,254,069	\$4,511	\$0	\$1,249,558	592,534	2,165	\$2.11	\$577	78%	86%	\$0	\$0	\$1,065,959	\$6	\$1,065,965	\$1,065,959
161	Clark Co Sch Dist 161	\$0	0.0%	\$118,846	\$0	\$344	\$118,502	59,944	79	\$1.98	\$1,500	73%	223%	\$0	\$0	\$101,019	\$0	\$101,019	\$101,019
171	Orofino Jt Sch Dist 171	\$0	0.0%	\$571,897	\$5,689	\$0	\$566,208	198,191	649	\$2.86	\$872	106%	129%	\$0	\$0	\$486,112	-\$24,194	\$461,918	\$486,112
181	Challis Jt Sch Dist 181	\$0	0.0%	\$290,676	\$3,561	\$838	\$286,277	127,127	237	\$2.25	\$1,208	84%	179%	\$0	\$0	\$247,075	\$2	\$247,077	\$247,075
182	Mackay Jt Sch Dist 182	\$0	0.0%	\$163,378	\$0	\$489	\$162,889	83,297	144	\$1.96	\$1,131	73%	168%	\$0	\$0	\$138,871	\$0	\$138,871	\$138,871
191	Prairie Elementary School District	\$0	0.0%	\$4,207	\$4,178	\$29	\$0	0	0	\$0.00	\$0	0%	0%	\$0	\$0	\$3,576	\$0	\$3,576	\$3,576
192	Glenns Ferry Jt Sch Dist 192	\$0	0.0%	\$193,496	\$2,826	\$532	\$190,138	86,789	331	\$2.19	\$574	81%	85%	\$0	\$0	\$164,472	\$107	\$164,579	\$164,472
193	Mountain Home Sch Dist 193	\$20,111	2.0%	\$1,160,242	\$15,016	\$0	\$1,145,226	378,506	1,278	\$3.03	\$896	112%	133%	\$953,331	\$805,037	\$966,095	\$6	\$966,101	\$986,206
201	Preston Jt Sch Dist 201	\$0	0.0%	\$498,468	\$3,300	\$1,357	\$493,811	166,664	1,165	\$2.96	\$424	110%	63%	\$0	\$0	\$423,698	\$3	\$423,701	\$423,698
202	West Side Jt Sch Dist 202	\$0	0.0%	\$186,941	\$0	\$494	\$186,447	76,225	367	\$2.45	\$508	91%	75%	\$0	\$0	\$158,900	\$2	\$158,902	\$158,900
215	Fremont Co Jt Sch Dist 215	\$0	0.0%	\$613,152	\$9,173	\$1,652	\$602,327	311,692	1,234	\$1.93	\$488	72%	72%	\$0	\$0	\$521,179	\$3	\$521,182	\$521,179

District #: (- - -) If Exempt From Cap	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	SDE Program Assessment Fee	Total Adjusted Reimbursable Costs (Less In- Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursemen t (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY04 Reimbursemen t ("R") Plus Adjustments ("S")	Total Amount Reimbursed Prior to Cap Less Prior Year Adjustments
221	Emmett Jt Sch Dist 221	\$0	0.0%	\$912,084	\$6,844	\$2,481	\$902,759	339,178	1,757	\$2.66	\$514	99%	76%	\$0	\$0	\$775,271	\$5	\$775,276	\$775,271
231	Gooding Jt Sch Dist 231	\$0	0.0%	\$404,629	\$6,159	\$1,137	\$397,333	119,887	563	\$3.31	\$706	123%	105%	\$0	\$0	\$343,935	\$3	\$343,938	\$343,935
232	Wendell Sch Dist 232	\$125,201	35.0%	\$420,536	\$0	\$1,264	\$419,272	84,219	367	\$4.98	\$1,142	185%	170%	\$212,120	\$231,181	\$232,255	\$2	\$232,257	\$357,456
233	Hagerman Jt Sch Dist 233	\$0	0.0%	\$101,708	\$0	\$276	\$101,432	39,093	120	\$2.59	\$845	96%	125%	\$0	\$0	\$86,452	\$0	\$86,452	\$86,452
234	Bliss Jt Sch Dist 234	\$0	0.0%	\$54,579	\$0	\$165	\$54,414	28,116	125	\$1.94	\$435	72%	65%	\$0	\$0	\$46,392	\$2	\$46,394	\$46,392
241	Grangeville Jt Sch Dist 241	\$0	0.0%	\$717,541	\$47,229	\$0	\$670,312	284,879	563	\$2.35	\$1,191	87%	177%	\$0	\$0	\$609,910	\$5,354	\$615,264	\$609,910
242	Cottonwood Jt Sch Dist 242	\$0	0.0%	\$164,795	\$0	\$534	\$164,261	66,989	243	\$2.45	\$676	91%	100%	\$0	\$0	\$140,076	\$2	\$140,078	\$140,076
251	Jefferson Co Jt Sch Dist 251	\$0	0.0%	\$1,229,337	\$0	\$3,456	\$1,225,881	637,219	2,246	\$1.92	\$546	71%	81%	\$0	\$0	\$1,044,936	\$6	\$1,044,942	\$1,044,936
252	Ririe Jt Sch Dist 252	\$0	0.0%	\$168,805	\$0	\$471	\$168,334	67,167	357	\$2.51	\$472	93%	70%	\$0	\$0	\$143,484	\$0	\$143,484	\$143,484
253	West Jefferson Sch Dist 253	\$0	0.0%	\$302,761	\$0	\$880	\$301,881	221,770	422	\$1.36	\$715	51%	106%	\$0	\$0	\$257,347	\$2	\$257,349	\$257,347
261	Jerome Jt Sch Dist 261	\$0	0.0%	\$737,725	\$0	\$2,064	\$735,661	296,262	1,010	\$2.48	\$728	92%	108%	\$0	\$0	\$627,066	\$5	\$627,071	\$627,066
262	Valley Sch Dist 262	\$0	0.0%	\$398,139	\$0	\$1,146	\$396,993	154,630	399	\$2.57	\$995	95%	148%	\$0	\$0	\$338,418	\$2	\$338,420	\$338,418
271	Coeur D Alene Sch Dist 271	\$0	0.0%	\$1,738,304	\$13,396	\$4,116	\$1,720,792	620,531	2,664	\$2.77	\$646	103%	96%	\$0	\$0	\$1,477,518	-\$1,046	\$1,476,512	\$1,477,518
272	Lakeland Jt Sch Dist 272	\$0	0.0%	\$1,113,231	\$3,130	\$2,990	\$1,107,111	494,803	1,585	\$2.24	\$698	83%	104%	\$0	\$0	\$946,246	\$6	\$946,252	\$946,246
273	Post Falls Sch Dist 273	\$0	0.0%	\$967,167	\$741	\$2,667	\$963,759	285,132	2,183	\$3.38	\$441	125%	66%	\$0	\$0	\$822,092	\$5	\$822,097	\$822,092
274	Kootenai Sch Dist 274	\$0	0.0%	\$179,971	\$351	\$506	\$179,114	79,329	247	\$2.26	\$725	84%	108%	\$0	\$0	\$152,975	\$2	\$152,977	\$152,975
281	Moscow Sch Dist 281	\$90,808	18.6%	\$574,490	\$0	\$1,517	\$572,973	148,558	629	\$3.86	\$911	143%	135%	\$374,168	\$396,219	\$397,509	\$3	\$397,512	\$488,317
282	Genesee Jt Sch Dist 282	\$0	0.0%	\$131,365	\$0	\$0	\$131,365	59,840	112	\$2.20	\$1,173	81%	174%	\$0	\$0	\$111,660	\$0	\$111,660	\$111,660
283	Kendrick Jt Sch Dist 283	\$0	0.0%	\$142,784	\$1,812	\$0	\$140,972	81,077	190	\$1.74	\$742	65%	110%	\$0	\$0	\$121,366	\$0	\$121,366	\$121,366
285	Pottlatch Sch Dist 285	\$0	0.0%	\$219,823	\$1,957	\$620	\$217,246	99,254	237	\$2.19	\$917	81%	136%	\$0	\$0	\$186,850	\$2	\$186,852	\$186,850
287	Troy Sch Dist 287	\$0	0.0%	\$133,765	\$993	\$274	\$132,498	51,554	142	\$2.57	\$933	95%	138%	\$0	\$0	\$113,700	\$0	\$113,700	\$113,700
288	Whitepine Jt Sch Dist 288	\$0	0.0%	\$159,251	\$0	\$420	\$158,831	83,205	159	\$1.91	\$999	71%	148%	\$0	\$0	\$135,363	\$2	\$135,365	\$135,363
291	Salmon Sch Dist 291	\$0	0.0%	\$384,656	\$537	\$1,023	\$383,096	132,023	397	\$2.90	\$965	108%	143%	\$0	\$0	\$326,958	\$947	\$327,905	\$326,958
292	South Lemhi Sch Dist 292	\$0	0.0%	\$79,711	\$9,816	\$205	\$69,690	38,664	68	\$1.80	\$1,025	67%	152%	\$0	\$0	\$67,754	\$0	\$67,754	\$67,754
302	Nez Perce Jt Sch Dist 302	\$0	0.0%	\$105,715	\$0	\$266	\$105,449	62,829	61	\$1.68	\$1,729	62%	257%	\$0	\$0	\$89,858	\$0	\$89,858	\$89,858
304 - **	Kamiah Jt Sch Dist 304	\$14,058	9.1%	\$181,294	\$688	\$460	\$180,146	55,214	187	\$3.26	\$963	121%	143%	\$139,066	\$117,795	\$140,042	\$0	\$140,042	\$154,100
305	Highland Jt Sch Dist 305	\$0	0.0%	\$166,752	\$1,295	\$470	\$164,987	88,158	81	\$1.87	\$2,037	69%	302%	\$0	\$0	\$141,739	\$2	\$141,741	\$141,739
312	Shoshone Jt Sch Dist 312	\$0	0.0%	\$138,552	\$3,498	\$0	\$135,054	68,533	252	\$1.97	\$536	73%	80%	\$0	\$0	\$117,769	\$2	\$117,771	\$117,769
314	Dietrich Sch Dist 314	\$0	0.0%	\$94,641	\$0	\$177	\$94,464	45,089	84	\$2.10	\$1,125	78%	167%	\$0	\$0	\$80,445	\$0	\$80,445	\$80,445
316	Richfield Sch Dist 316	\$0	0.0%	\$44,150	\$0	\$0	\$44,150	30,898	74	\$1.43	\$597	53%	89%	\$0	\$0	\$37,528	\$0	\$37,528	\$37,528
321	Madison Sch Dist 321	\$0	0.0%	\$1,084,379	\$3,995	\$2,789	\$1,077,595	355,564	2,301	\$3.03	\$468	113%	70%	\$0	\$0	\$921,722	\$5	\$921,727	\$921,722
322	Sugar-Salem Jt Sch Dist 322	\$0	0.0%	\$347,027	\$0	\$0	\$347,027	139,191	589	\$2.49	\$589	93%	87%	\$0	\$0	\$294,973	\$2	\$294,975	\$294,973
331	Minidoka Co Jt Sch Dist 331	\$0	0.0%	\$1,361,135	\$0	\$3,779	\$1,357,356	746,795	2,540	\$1.82	\$534	67%	79%	\$0	\$0	\$1,156,965	\$6	\$1,156,971	\$1,156,965
340	Lewiston Ind Sch Dist 340	\$0	0.0%	\$927,471	\$1,094	\$2,591	\$923,786	333,534	1,215	\$2.77	\$760	103%	113%	\$0	\$0	\$788,350	\$2,389	\$790,739	\$788,350
341 - **	Lapwai Sch Dist 341	\$5,562	3.5%	\$185,222	\$1,222	\$0	\$184,000	59,888	124	\$3.07	\$1,484	114%	220%	\$150,838	\$78,110	\$151,877	\$2	\$151,879	\$157,439
342	Culdesac Jt Sch Dist 342	\$0	0.0%	\$94,899	\$0	\$205	\$94,694	35,911	60	\$2.64	\$1,578	98%	234%	\$0	\$0	\$80,664	\$0	\$80,664	\$80,664
351	Oneida Co Sch Dist 351	\$0	0.0%	\$268,620	\$977	\$0	\$267,643	137,656	408	\$1.94	\$656	72%	97%	\$0	\$0	\$228,327	\$2	\$228,329	\$228,327
363	Marsing Jt Sch Dist 363	\$0	0.0%	\$277,636	\$0	\$0	\$277,636	103,085	366	\$2.69	\$759	100%	113%	\$0	\$0	\$235,991	\$2	\$235,993	\$235,991
364	Pleasant Valley Elementary	\$0	0.0%	\$12,237	\$12,237	\$0	\$0	0	0	\$0.00	\$0	0%	0%	\$0	\$0	\$10,401	\$0	\$10,401	\$10,401
365	Bruneau-Grand View Jt Sch Dist 365	\$0	0.0%	\$239,032	\$41,199	\$679	\$197,154	132,918	201	\$1.48	\$981	55%	146%	\$0	\$0	\$203,177	\$2	\$203,179	\$203,177
370	Homedale Jt Sch Dist 370	\$0	0.0%	\$336,172	\$256	\$989	\$334,927	124,300	704	\$2.69	\$476	100%	71%	\$0	\$0	\$285,746	\$2	\$285,748	\$285,746
371	Payette Jt Sch Dist 371	\$0	0.0%	\$299,050	\$4,375	\$798	\$293,877	96,594	784	\$3.04	\$375	113%	56%	\$0	\$0	\$254,193	\$2	\$254,195	\$254,193
372	New Plymouth Sch Dist 372	\$0	0.0%	\$218,600	\$1,713	\$627	\$216,260	82,785	401	\$2.61	\$539	97%	80%	\$0	\$0	\$185,810	\$2	\$185,812	\$185,810
373	Fruitland Sch Dist 373	\$0	0.0%	\$275,285	\$0	\$739	\$274,546	100,888	648	\$2.72	\$424	101%	63%	\$0	\$0	\$233,992	\$2	\$233,994	\$233,992
381	American Falls Jt Sch Dist 381	\$0	0.0%	\$620,362	\$0	\$1,732	\$618,630	269,387	673	\$2.30	\$919	85%	136%	\$0	\$0	\$527,308	-\$105	\$527,203	\$527,308
382	Rockland Sch Dist 382	\$0	0.0%	\$44,747	\$0	\$122	\$44,625	30,845	64	\$1.45	\$697	54%	103%	\$0	\$0	\$38,035	\$0	\$38,035	\$38,035
383	Arbon Elem Sch Dist 383	\$0	0.0%	\$43,311	\$0	\$137	\$43,174	29,737	20	\$1.45	\$2,159	54%	320%	\$0	\$0	\$36,814	\$2	\$36,816	\$36,814
391	Kellogg Jt Sch Dist 391	\$0	0.0%	\$689,555	\$2,908	\$2,045	\$684,602	233,963	870	\$2.93	\$787	109%	117%	\$0	\$0	\$586,122	-\$13,649	\$572,473	\$586,122
392	Mullan Sch Dist 392	\$0	0.0%	\$20,854	\$0	\$0	\$20,854	11,442	24	\$1.82	\$869	68%	129%	\$0	\$0	\$17,726	\$0	\$17,726	\$17,726
393	Wallace Sch Dist 393	\$0	0.0%	\$263,843	\$458	\$848	\$262,537	89,663	300	\$2.93	\$875	109%	130%	\$0	\$0	\$224,267	\$2	\$224,269	\$224,267
394	Avery Sch Dist 394	\$0	0.0%	\$120,755	\$795	\$367	\$119,593	54,597	37	\$2.19	\$3,232	81%	480%	\$0	\$0	\$102,642	\$0	\$102,642	\$102,642
401	Teton Co Sch Dist 401	\$0	0.0%	\$419,385	\$2,183	\$1,133	\$416,069	240,337	576	\$1.73	\$722	64%	107%	\$0	\$0	\$356,477	\$3	\$356,480	\$356,477
411	Twin Falls Sch Dist 411	\$0	0.0%	\$1,047,072	\$0	\$2,618	\$1,044,454	296,206	1,600	\$3.53	\$653	131%	98%	\$0	\$0	\$890,011	-\$50	\$889,961	\$890,011
412	Buhl Jt Sch Dist 412	\$13,866	4.1%	\$397,473	\$5,095	\$1,104	\$391,274	126,542	422	\$3.09	\$927	115%	138%	\$318,717	\$265,826	\$323,987	\$2	\$323,989	\$337,852
413	Filer Sch Dist 413	\$0	0.0%	\$429,306	\$0	\$1,771	\$428,135	207,600	476	\$2.06	\$899	77%	134%	\$0	\$0	\$364,910	\$3	\$364,913	\$364,910
414	Kimberly Sch Dist 414	\$0	0.0%	\$249,136	\$502	\$673	\$247,961	91,212	479	\$2.72	\$518	101%	77%	\$0	\$0	\$211,766	-\$6	\$211,760	\$211,766
415	Hansen Sch Dist 415	\$0	0.0%	\$86,758	\$3,960	\$226	\$82,572	38,824	126	\$2.13	\$655	79%	97%	\$0	\$0	\$73,744	\$2	\$73,746	\$73,744
416	Three Creek Joint Elementary	\$0	0.0%	\$8,312	\$8,293	\$19	\$0	0	0	\$0.00	\$0	0%	0%	\$0	\$0	\$7,065	\$0	\$7,065	\$7,065
417	Castleford Sch Dist 417	\$0	0.0%	\$161,309	\$0	\$435	\$160,874	58,186	106	\$2.76	\$1,518	103%	225%	\$0	\$0	\$137,113	\$0	\$137,113	\$137,113
418	Murtaugh Jt Sch Dist 418	\$0	0.0%	\$79,952	\$0	\$213	\$79,739	52,291	123	\$1.52	\$648	57%	96%	\$0	\$0	\$67,959	\$0	\$67,959	\$67,959
421	Mccall-Donnelly Jt Sch Dist 421	\$31,048	5.9%	\$616,865	\$0	\$1,717	\$615,148	195,273	403	\$3.15	\$1,526	117%	227%	\$491,828	\$253,858	\$493,287	\$3	\$493,290	\$524,335
422	Cascade Sch Dist 422	\$0	0.0%	\$61,147	\$2,972	\$160	\$58,015	32,045	82	\$1.81	\$708	67%	105%	\$0	\$0	\$51,975	\$0	\$51,975	\$51,975
431	Weiser Sch Dist 431	\$0	0.0%	\$313,650	\$0	\$899	\$312,751	125,954	631	\$2.48	\$496	92%	74%	\$0	\$0	\$266,603	\$2	\$266,605	\$266,603
432	Cambridge Jt Sch Dist 432	\$0	0.0%	\$97,246	\$2,641	\$298	\$94,307												



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

Memorandum

To: State Board of Education
From: Rodney D. McKnight, Supervisor, Transportation Services
Date: June 1, 2005
Subject: 110-105-103 Percent Funding Cap

Idaho Code (33-1006) provides eighty-five percent (85%) reimbursement to school districts for reimbursable pupil transportation costs incurred during the preceding school year when the reimbursable costs do not exceed one-hundred-three percent (103%) of the statewide average reimbursable cost per mile or the statewide average reimbursable cost per student rider, whichever is more advantageous to the school district. The 2003 legislation (House Bill 463) that amended § 33-1006, Idaho Code, mandated a phase-in period of 110% the first year (fiscal year 2004), 105% the second year (fiscal year 2005), and 103% the third year (fiscal year 2006 and beyond).

The statute (33-1006, Idaho Code) allows "capped" school districts to seek fiscal relief from the funding cap by "appealing" to the State Board of Education. Districts can request a funding rate that will minimize or eliminate the funding cap penalty. However, the State Board of Education can only grant a funding percentage rate that is less than the funding percentage rate requested by the school district.

"If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at eighty-five percent (85%) of the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. Any costs above the new level established by the state board of education shall not be reimbursed."

The process is problematic because of the dynamics of the funding cap formula, which is designed (secondary to statutory language) to take into account multiple variables when determining which school districts will actually be impacted by the cap. The elements of the funding cap formula include: 1) prior year “reimbursable pupil transportation costs; 2) **changing** “statewide” average cost-per-mile and cost-per-rider subsequent to ongoing fiscal reviews; dropping on or off the “capped” grouping consequent to **changing** statewide averages; and **changing** percent levels in excess of the more advantageous funding calculation based on statewide cost-per-mile average or statewide cost-per-rider average.

For example, a district that is 175% above the 110% (105% in FY2005 and 103% in FY2006) statewide average cost-per-rider on December 28, 2004, would require a 175% funding rate in order to drop off the capped list. However, the same school district may drop to 135% above the 110% statewide average cost-per-rider by June 30, 2005, subsequent to ongoing statewide fiscal audits and reviews. The change in funding rate percentage occurs because changes in reimbursable costs for one school district impacts statewide averages, which impacts (negatively or positively) the capping criteria of every other school district in the state.

Unfortunately, selecting a set percentage rate when appealing to the State Board of Education is nearly impossible because of the dynamics of the process and the “floating” percentages that inherently occur in the funding cap calculation process.

Since reimbursable district costs (and statewide averages) do not become final prior to June 30 of each fiscal year, and since school districts must appeal to the State Board of Education for fiscal relief prior to June 30, and since school districts must seek a funding rate in excess of that required to “drop off” the capped list, and since the State Board of Education can only approve a funding rate that is less than the rate required (in accordance to law), the State Department of Education Pupil Transportation Section designed an appeal application that automatically adjusts to fluid percentage changes, i.e., 1% above the floating percentage rate that exists on June 30 (district) and 0-1% (or other rate) less than the floating percentage rate that exists on June 30 (State Board of Education).

Individuals interested in analyzing the dynamics of this funding process can visit the State Department of Education Pupil Transportation website at <http://www.sde.state.id.us/finance/transport/>, viewing the 103% funding cap model found on the home page, and comparing fiscal years 2002, 2003 and 2004 (see tabs at bottom of spreadsheet).



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

Use Tab Key To Enter Data

103% Funding Cap Appeal Application for Fiscal Year(s):

2004

District Name: **Buhl**

Number: **412**

Date: **March 25, 2005**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key)

- ☐ Uniquely difficult geographic circumstances (five-year application)
☒ Extraordinary one (1) time circumstances outside the district's foresight and contro

The district is requesting a funding rate of **1** % more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

Rationale attached.

Superintendent Signature:

Richard J. Hill

Date: **03/25/05**

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on



BUHL JOINT SCHOOL DISTRICT NO. 412

920 MAIN STREET • BUHL, IDAHO 83316
PHONE (208) 543-6436 • Fax (208) 543-6360

RECEIVED

APR 04 2005

TRANSPORTATION

March 25, 2005

Mr. Rodney McKnight, Supervisor
Pupil Transportation Services
Idaho State Department of Education
P.O. Box 83720
Boise, ID 83720-0027

Mr. McKnight:

The Buhl School District wishes to submit its appeal of the legislative transportation funding cap for SY 05.

The following points highlight our arguments why the district believes the funding cap should be lifted for the Buhl School District.

- 1. Age of Buses.** The Buhl School District has maintained that student safety is our paramount concern. To that end, the district has, for many contract years, placed a manufacturer's "age limit" on the contractor's buses. We have insisted that our buses be equipped with the latest safety equipment, hence the provision that the buses be no older than seven years. This prevents a prospective contractor of dumping older and unsafe buses on the district when the bid is awarded, not an uncommon practice. This requirement drives up the cost of the bid (i.e., cost per mile) since the contractor must place newer buses in his respective fleet.
- 2. Fuel Index.** The district has for many years used the April CPI Index for determining cost-per-mile rates for the subsequent school year. We do not engage in negotiations with the contractor when the price of fuel increases (or decreases). This practice keeps the cost of providing pupil transportation services to a predictable cost per mile throughout the school year, hence keeping the cost to a minimum.
- 3. Remote Routes.** The boundary of the Buhl School District includes two farming irrigation projects, located in remote areas of Twin Falls County. These projects employ a minimum of workers due to the efficiencies of irrigation technologies. Hence, we transport very few students off the projects, resulting in a high cost-per-student-per-mile. Several of the students residing in one of the aforementioned projects have chosen to attend school in the Hagerman School District. So in effect, we transport very few students morning and night on the behalf of two school districts, resulting in a higher cost-per-mile.
- 4. Combining Routes.** The superintendent and site manager for Northside Bus Company has conducted several discussions relative to designing/consolidating new bus routes in an attempt to reduce costs. One route found in the previous contract had been consolidated prior to the current contract being awarded. Our concern, of course, has to be the length of time the student(s) are on the bus traveling to-and-from school. This is an example of creating a new problem as one attempts to solve a current problem.

5. Performance Bond. With fewer and fewer qualified contractors available, the district has required the successful contractor to maintain a performance bond "in the amount of 20% of the total operating expenses for the life of the Contract." This bid requirement helps to ensure the contractor will fulfill the terms of the contract. This bid requirement undoubtedly adds to the cost per mile the contractor must charge the district.

6. Student Demographics. The demographics of our school system are such that the number of students riding the buses varies considerably with respect to agriculture activities. Case in point: within the Buhl School District's boundary, Seneca Inc. operates a cannery that processes corn and peas. The agriculture activity that supports Seneca will generally start in mid-April and end in mid-October. During the mid-April to the end of school year and start of the school year to mid-October time sequences, the Buhl School District enjoys a large increase in its student body as the itinerant workforce resides in Buhl along with their children. During those two time sequences, the number of students riding the buses increases accordingly, then decreases as the parents move on.

7. Snake River Canyon Routes. As mentioned above (#6), the district also experiences the problem of transporting its students residing in the Snake River Canyon. Access to the canyon is limited due to geographic restrictions, which leads to longer routes to transport fewer students. The transportation site manager is able to combine efficiencies with routes on the "bench," but is limited to the same strategic efficiencies for river canyon routes. Hence, the topography of the river canyon becomes the "tail wagging the dog."

8. Charter Buses. The board of trustees' policy of allowing charter buses to transport students to athletic events in excess of 120 miles one-way places a subtle cost increase on the contractor. The contractor is still paying fixed costs for buses not in use. The contractor loses the benefit of this extra work when charter buses are being used.


9. Daily Ridership. Many parents, whose children are eligible for transportation services, insist on transporting their children to school, resulting in fewer children riding the buses on a daily basis. The district has asked parents to reconsider this practice via parents' newsletters. The impact of this plea has been minimal.

10. Best Practices. The district continues to research for Best Practices via the Web and professional conversations. One Best Practice under consideration is consolidating bus contractors and/or routes with neighboring school districts. Other states, notably Florida, report considerable savings with respect to adopting Best Practice strategies. We will continue to investigate.

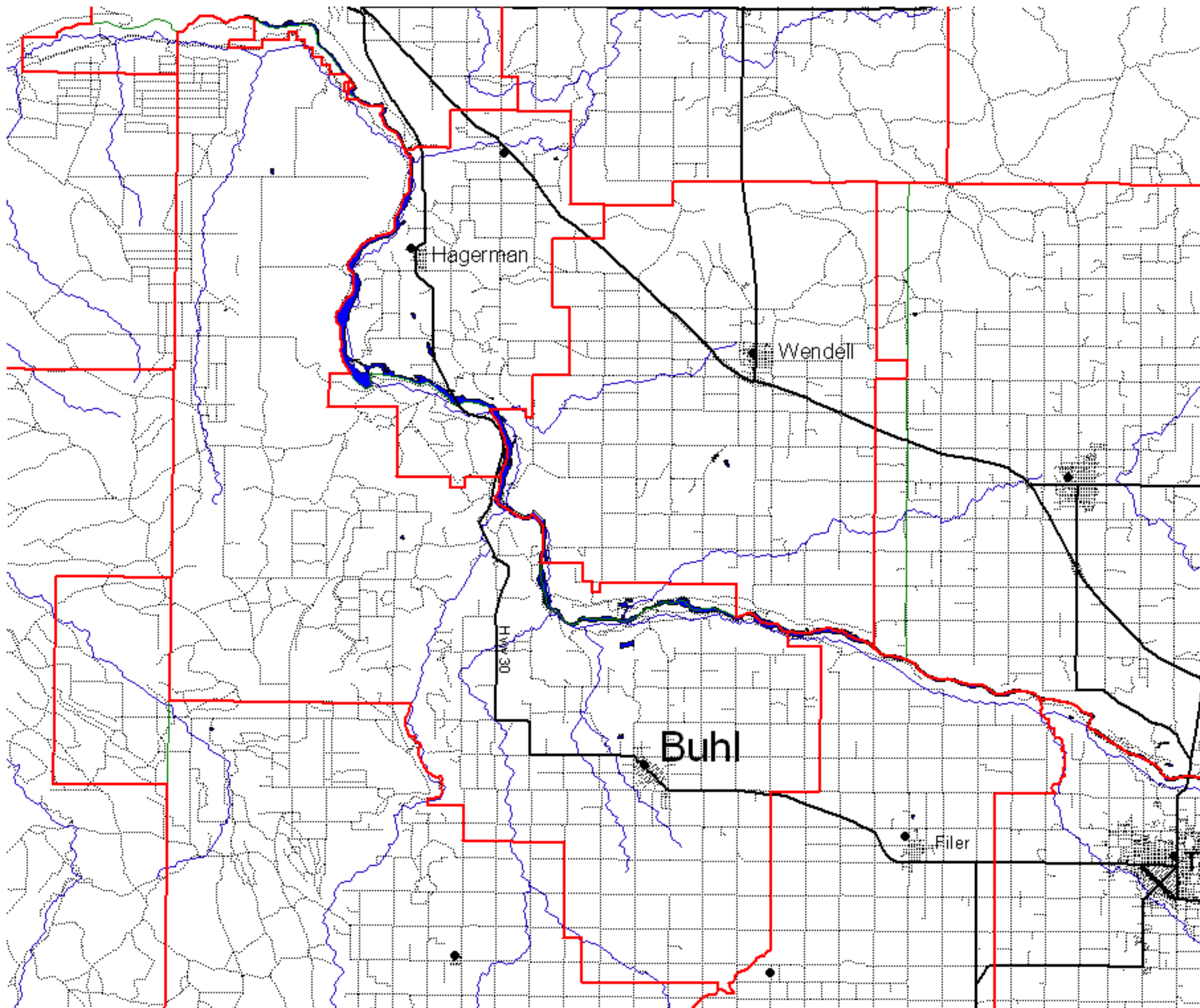
Confidence. I will state unequivocally that the Buhl School District has complete confidence in the advice and counsel of the Northside Bus Company and its Buhl site manager. If there are costs to be saved, we are confident the site manager will call it to my attention. A decision supporting his recommendation(s) will be seriously reviewed and adopted.

Feel free to contact me if you need additional information.

Sincerely,



Richard J. Hill, Superintendent
Buhl School District



G. SUBJECT:

Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula – Wendell School District.

BACKGROUND:

During the 2001 legislative session, 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 110% the first year) the statewide average cost per mile and cost per rider during fiscal year 2004.

As of May 2, the following school districts are negatively affected by the pupil transportation funding cap: Boise (\$591,872), Blackfoot Community Center Charter School (\$5,436), Horseshoe Bend (\$9,457), Soda Springs (\$511), Mountain Home (\$20,111), Wendell (\$125,201), Moscow (\$90,808), Buhl (\$13,866), and McCall-Donnelly (\$31,048).

DISCUSSION:

Wendell School District submitted a Funding Cap Appeal Application to the State Department of Education on February 23, 2005.

On March 29 – April 1, 2005, a team of pupil transportation specialists had the opportunity to ride ten (10) bus routes, evaluate district/contractor routing schemes, and review district pupil transportation accounting mechanisms.

Findings of the inspection team include:

- The district is located north and south of Interstate 84 extending to the Snake River on the South and to Gooding School District on the north. Jerome School District lies to the east and Hagerman School District to the west.
- The district currently runs ten (10) morning and ten (10) afternoon routes, each consisting of one run.
- Some routes appeared to geographically overlap or service areas close in proximity to each other. Many routes reflected load times of forty-five minutes or less; well under the sixty-minute load time suggested in the current contract. Some routes appeared to unnecessarily extend

route load times due to “door-to-door” service and deficient routing design.

- District routing schemes did not appear to be efficiently designed or to effectively maximize school bus capacities. Most of the ten (10) routes observed had low bus capacity to rider ratios.
- Consolidation of routes may be feasible, but remains uncertain.
- The contract between the district and contractor specifies significant collaborative efforts between the contractor and district in designing routing schemes; however, it appears the district’s involvement in routing has evolved to a minimal relationship particular to routing.
- The superintendent expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety. In fact, the district expressed a strong desire to evaluate district-wide routing schemes and requested SDE assistance in identifying possible routing improvements and other cost-cutting mechanisms.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education approve the Wendell School District appeal application and set a funding rate of 0% less than the percentage rate necessary (see SDE Funding Cap Model) to eliminate the funding cap penalty for fiscal year 2004 (see § 33-1006, Idaho Code).

BOARD ACTION:

It was moved by _____,
seconded by _____, and carried to
approve/disapprove/table the Wendell School District Funding Cap Appeal
Application at a funding cap rate of _____% less than the percentage rate
necessary to eliminate the funding cap penalty for fiscal year 2004.

Alternate Motion: It was moved by _____,
seconded by _____, and carried to
approve/disapprove/table the Wendell School District Funding Cap Appeal
Application at a funding rate of 85% of approved pupil transportation costs
or at the reimbursement amount prior to implementation of the funding cap
penalty for fiscal year 2004.

ATTACHMENTS:

1. SDE's 110% Funding Cap Model (see Attachment F.1.)
2. Funding Cap Explanation Memorandum (see Attachment F.2.)
3. 103% Funding Cap Appeal Application submitted by Wendell School District
4. Wendell School District rationale letter
5. Wendell School District map



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

Use Tab Key To Enter Data

103% Funding Cap Appeal Application for Fiscal Year(s):

2004

District Name: Wendell

Number: 232

Date: February 23, 2005

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key)

- ☐ Uniquely difficult geographic circumstances (five-year application)
☒ Extraordinary one (1) time circumstances outside the district's foresight and contro

The district is requesting a funding rate of 1% more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. Save document prior to submitting electronically.

Rationale attached.

Superintendent Signature:

Greg M. Lowe

Date: 02/23/05

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on

This justification and rationale has been submitted on this extra document because of difficulties with entering and printing text on the state form. Copy of the form with superintendent signature is attached.

The recent Pupil Transportation Funding Cap report came as quite a surprise to me as a new Superintendent of the Wendell School District #232. As I studied the report, I noticed that the district's reduction of \$124,901 is a significant amount of money for a district that is our size. This was emphasized as I compared our district with other districts in the state. In other words, in order for our district to have that large of a reduction, our transportation procedures must have serious flaws to them, or there must be a grave error in the reporting of our numbers. At this point, I am not sure which of the above has caused the problem, but **please be assured that our district is committed to finding the problem and fixing it immediately.**

The Wendell School District does contract its pupil transportation services. Therefore, I immediately called our contractors, Hub City Bus Company, into my office to discuss this situation. After organizing all the possible things that might be causing our district transportation to go over the 110% cap as much as it did, I have compiled a list of possible causes that we must consider.

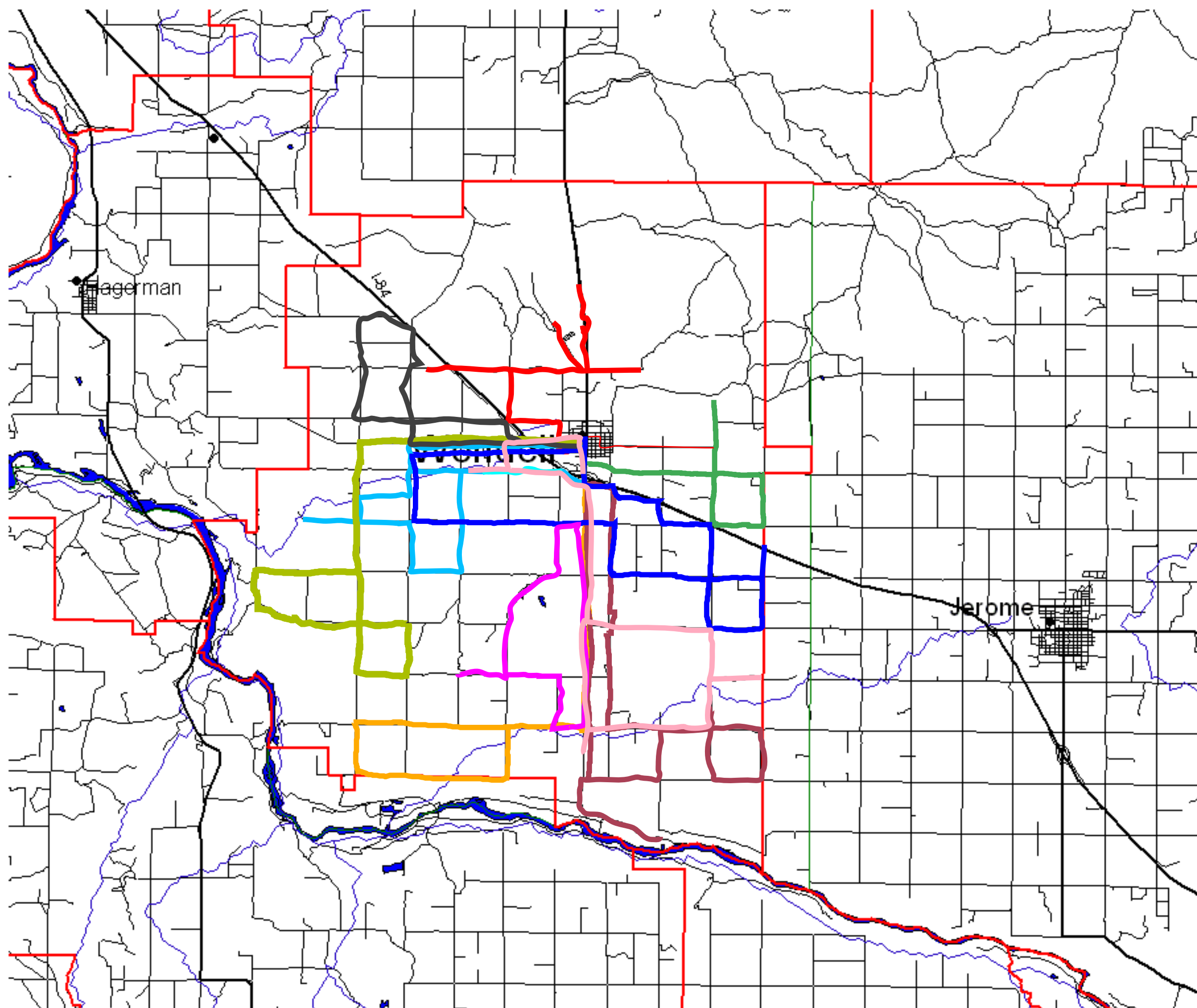
- **Consolidation of bus routes-** we have twenty morning and afternoon bus runs listed on the state department recording form called *Idaho Pupil Transportation School Bus Run Report* (please see attached form). This report gives each bus's capacity as well as actual students riding the bus. Many of our buses are not even near capacity. Bus #1 has 35.85% Cap Ratio in the afternoon. Other examples include bus #7 with 40.63% going home, and bus # 9 has 40% coming to school. Bus #14 is our transportation for students with disabilities, and it has 10.26% in the morning and 12.82% in the afternoon. Please notice the highlighted columns on this report. As you can see, we have several buses that are not close to capacity. The solution here would be to consolidate some routes in order to have buses filled to capacity transporting students, which would save mileage and fuel.
- **Consolidation of mid-day routes-** like most districts, we have kindergarten and preschool students that need to go home during mid-day. Then we have another group of the same age students who must come to school at noon for afternoon kindergarten and preschool. I had my principal check on numbers of children this involves, and she reported that at 11:10 a.m. we have 39 students go home on four different buses. These same four buses then pick up 38 different students for afternoon kindergarten and preschool. Our reports indicate that these four buses have a 65-student capacity.
- **Number of Bus Aides-** we have found that Hub City Bus Company is hiring five aides to help supervise on some of our buses. We are looking to see if there is a real need to provide this many aides. If consolidation of bus runs takes place, that would help eliminate aide positions.

- **Minimum Routes-** a minimum route in our school district is defined as any bus route where a bus does not travel the minimum amount of miles for a regular route. Our district and Hub City Transportation consider a minimum route to be about 47 miles per day. Since we pay our contractor \$3.15 a mile, this comes to \$149.75. So, when a route does not go 47 miles, our district pays this minimum amount. We have six routes that fit into the category of minimum routes. These bus routes go the following total miles each day picking students up and then taking them home after school: 30 miles, 42 miles, 28 miles, 40 miles, 34 miles, and 36 miles. Even though these bus routes do not go the 47.3 miles, our district pays the minimum amount to our bus contractor, and this is the \$149.75.
- **Reporting Data Accurately-** The final possible contributor for our school district going over the 110% cap is a reporting error. One thing that must be looked at closely is whether or not we have made a serious error in recording student transportation data to the state department.

After reviewing this situation with the Wendell School District Board of Trustees, it is safe to say that they are very eager to resolve this situation. It is our hope that you will grant this appeal/exemption for the Wendell School District because it would be impossible for our district to lose almost \$125,000. This is about a third of our transportation budget. We are open to suggestions and guidance to insure that this situation is taken care of. Please keep in mind that during the 2003-2004 school year, this district had its middle school condemned. Students were being transported to Gooding and extra sessions were taking place at the high school. Because of this, the district was over the cap during that pilot year of the cap. I believe that the district felt that since a new middle school was built and they wouldn't have to provide the extra transportation to Gooding, the transportation problem would be taken care of.

We eagerly await the visit from the state department of education and working with them to closely analyze each of the above bullets and develop a plan for change. Our school board and I are confident that with the help of our specialists at the state department of education transportation office, we can become more efficient in our student transportation and meet the state cap each year.

Thank you for your consideration of this matter.



H. SUBJECT:

Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula – Moscow School District.

BACKGROUND:

During the 2001 legislative session, 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 110% the first year) the statewide average cost per mile and cost per rider during fiscal year 2004.

As of May 2, the following school districts are negatively affected by the pupil transportation funding cap: Boise (\$591,872), Blackfoot Community Center Charter School (\$5,436), Horseshoe Bend (\$9,457), Soda Springs (\$511), Mountain Home (\$20,111), Wendell (\$125,201), Moscow (\$90,808), Buhl (\$13,866), and McCall-Donnelly (\$31,048).

DISCUSSION:

Moscow School District submitted a Funding Cap Appeal Application to the State Department of Education on February 7, 2005.

On April 11-14, a team of pupil transportation specialists had the opportunity to ride fourteen (14) bus routes, evaluate district/contractor routing schemes, and review district pupil transportation accounting mechanisms.

Findings of the inspection team include:

- The district is located in both rural and urban terrain along both east and west sides of Highway 95 and extending north approximately fourteen (14) miles and south to Eid Road.
- The district currently runs fourteen (14) morning and fourteen (14) afternoon routes, each consisting of one run.
- The district currently operates two (2) routes (not included in the fourteen routes observed by the team) that transport a small number of students with special needs. The two routes identified inherently result in high per rider costs.
- The district has some off-pavement routes, which inherently increase vehicle maintenance costs.

- A few of the more remote and sparsely populated routes exponentially increase cost-per-rider and cost-per-mile.
- Most of the fourteen (14) routes observed had low bus capacity to rider ratios.
- Some routes appeared to geographically overlap or service areas close in proximity to each other.
- Some routes appeared to service drastically detached geographic areas, which inherently increase mileage but also increase overall operating costs.
- Current district philosophy (a perceived fairness philosophy) demonstrates a “first on in the morning – first off in the afternoon” scheme. Therefore, an opportunity may exist to increase ridership, if the district opts to reevaluate this philosophy.
- Consolidation of routes may be feasible, but remains uncertain. The district indicated it would be willing to annually evaluate this option. The inspection team recommended annual evaluation of district-wide routing with a focus on routing efficiencies. Recently purchased routing software can serve as a valuable tool in assessing routing efficiencies.
- Adjusting pupil transportation support staffing may contribute to lowering overall pupil transportation costs.
- The superintendent expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education approve the Moscow School District appeal application and set a funding rate of 0% less than the percentage rate necessary (see SDE Funding Cap Model) to eliminate the funding cap penalty for fiscal year 2004 (see § 33-1006, Idaho Code).

BOARD ACTION:

It was moved by _____,
seconded by _____, and carried to
approve/disapprove/table the Moscow School District Funding Cap Appeal
Application at a funding cap rate of _____% less than the percentage rate
necessary to eliminate the funding cap penalty for fiscal year 2004.

Alternate Motion: It was moved by _____,
seconded by _____, and carried to
approve/disapprove/table the Moscow School District Funding Cap Appeal
Application at a funding rate of 85% of approved pupil transportation costs
or at the reimbursement amount prior to implementation of the funding cap
penalty for fiscal year 2004.

ATTACHMENTS:

1. SDE's 110% Funding Cap Model (see Attachment F.1.)
2. Funding Cap Explanation Memorandum(see Attachment F.2.)
3. 103% Funding Cap Appeal Application submitted by Moscow School
District.
4. Moscow School District map.



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

Use Tab Key To Enter Data

103% Funding Cap Appeal Application for Fiscal Year(s):

2004

District Name: **Moscow**

Number: **281**

Date: **February 7, 2005**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key)

- ☐ Uniquely difficult geographic circumstances (five-year application)
☐ Extraordinary one (1) time circumstances outside the district's foresight and contro

The district is requesting a funding rate of **1** % more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

This appeal is not based on either uniquely difficult geographic circumstances or extraordinary one time circumstances but rather on ongoing facility and budget issues. In the 2002-03 fiscal year, the Board of Trustees made several budget cuts in order to reduce the amount taken to the taxpayers in the form of a supplemental levy increase. Two of the elementary schools were reconfigured from K-6 schools to one K-3 and one 4-6 elementary. This essentially reduced the number of sections for each grade level from four sections to three for a substantial savings to the district. This resulted in increased busing needs to transport the primary grade students to the K-3 elementary school and the upper grade students to the 4-6 elementary school. The district has established school zones as well as "gray" zones. The "gray" zone students are placed in schools based on class size. The closest school to the student's residence may be overcrowded so the next best placement is made. This often results in providing the transportation for a student who otherwise would have been able to walk to the nearest school. To meet the facility needs and to avoid overcrowding at a

Superintendent Signature:

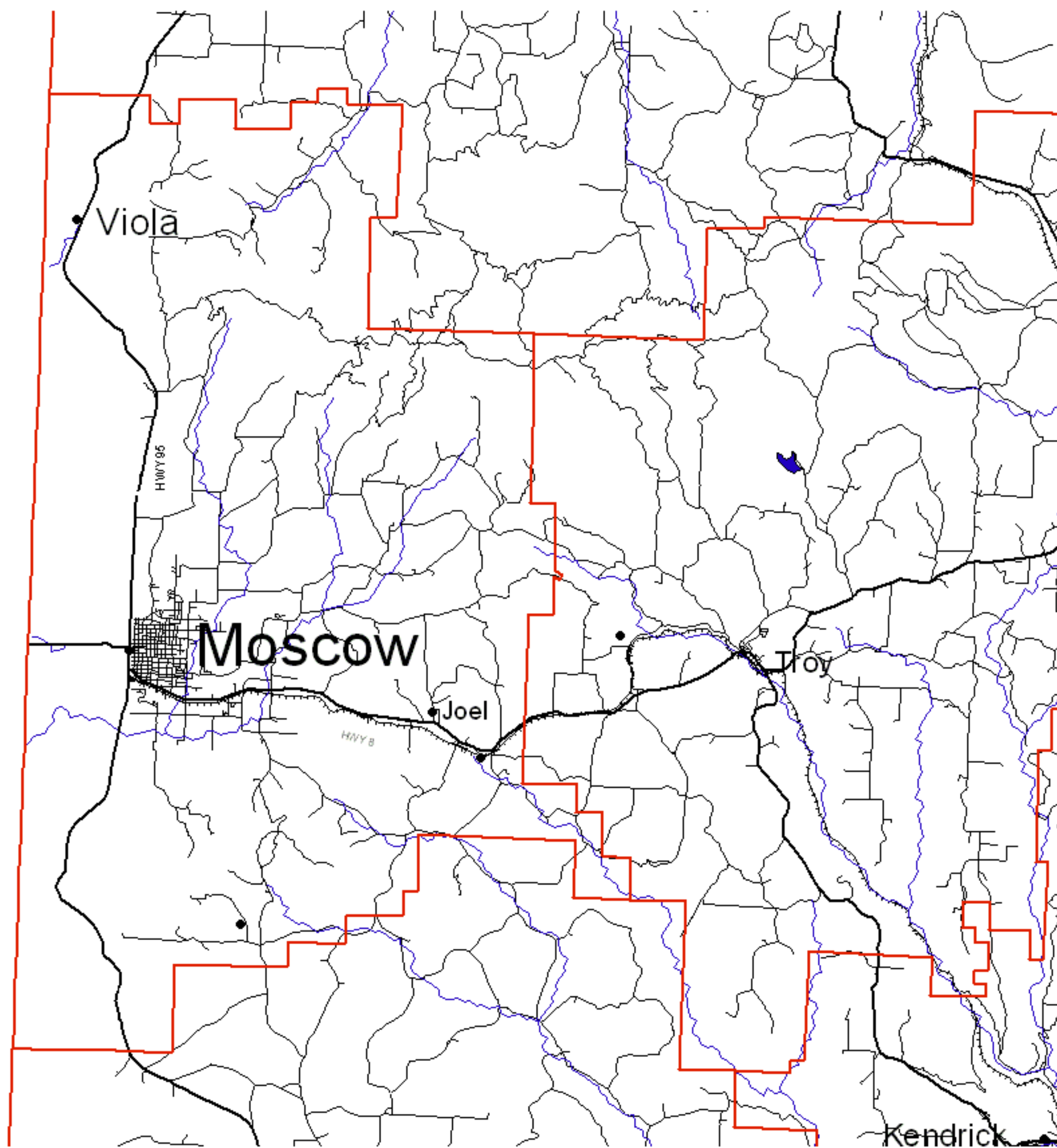
Candis R. Donich

Date: **02/07/05**

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on



I. SUBJECT:

Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula – Horseshoe Bend School District.

BACKGROUND:

During the 2001 legislative session, 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 110% the first year) the statewide average cost per mile and cost per rider during fiscal year 2004.

As of May 2, the following school districts are negatively affected by the pupil transportation funding cap: Boise (\$591,872), Blackfoot Community Center Charter School (\$5,436), Horseshoe Bend (\$9,457), Soda Springs (\$511), Mountain Home (\$20,111), Wendell (\$125,201), Moscow (\$90,808), Buhl (\$13,866), and McCall-Donnelly (\$31,048).

DISCUSSION:

Horseshoe Bend School District submitted a Funding Cap Appeal Application to the State Department of Education on May 9, 2005.

On April 27 - 28, 2005, a team of pupil transportation specialists had the opportunity to ride three (3) bus routes, evaluate district/contractor routing schemes, and review district pupil transportation accounting mechanisms.

Findings of the inspection team include:

- The Horseshoe Bend School District is located north of Boise School District and sits between Basin and Emmett School Districts.
- The district currently runs four (4) morning and four (4) afternoon routes, each consisting of one run.
- Two routes appeared to geographically overlap or service areas close in proximity to each other.
- District routing schemes did not appear to be efficiently designed or to effectively maximize school bus capacities. The three (3) routes observed had low bus capacity to rider ratios; however, few bus routes inherently limit consolidation options.

- Consolidation of routes may be feasible, but remains uncertain. The inspection team strongly recommended annual evaluation of district-wide routing schemes with a focus on improving routing efficiencies.
- District pupil transportation staff to bus ratio may be high and it was recommended that the district evaluate their pupil transportation staffing needs.
- The District appears to be leasing property for bus parking, bus servicing, and bus repairs. This arrangement may be unnecessarily escalating operational costs. Since no specific contract exists regarding this relationship, non-reimbursable costs may have been submitted as reimbursable.
- The superintendent expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety. The superintendent recently implemented an on-site fueling system for the school buses, which will help lower operational costs.
- The superintendent shared with the inspection team several long-range plans that will help improve operational efficiencies.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education approve the Horseshoe Bend School District appeal application and set a funding rate of 0% less than the percentage rate necessary (see SDE Funding Cap Model) to eliminate the funding cap penalty for fiscal years 2004 through 2009 (see § 33-1006, Idaho Code).

BOARD ACTION:

It was moved by _____,
seconded by _____, and carried to
approve/disapprove/table the Horseshoe Bend School District Funding Cap
Appeal Application at a funding cap rate of _____% less than the
percentage rate necessary to eliminate the funding cap penalty for fiscal
years 2004 through 2009 (see § 33-1006, Idaho Code).

Alternate Motion: It was moved by _____, seconded by _____, and carried to approve/disapprove/table the Horseshoe Bend School District Funding Cap Appeal Application at a funding rate of 85% of approved pupil transportation costs or at the reimbursement amount prior to implementation of the funding cap penalty for fiscal years 2004 through 2009 (see § 33-1006, Idaho Code).

ATTACHMENTS:

1. SDE's 110% Funding Cap Model (see Attachment F.1.)
2. Funding Cap Explanation Memorandum (see Attachment F.2.)
3. 103% Funding Cap Appeal Application submitted by Horseshoe Bend School District.
4. Horseshoe Bend School District rationale letter.
5. Horseshoe Bend School District map.



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

103% Funding Cap Appeal Application for Fiscal Year(s):

Use Tab Key To Enter Data

2004-2009

District Name: Horseshoe Bend

Number: 73

Date: May 9, 2004

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key)

☒

Uniquely difficult geographic circumstances (five-year application)

☒

Extraordinary one (1) time circumstances outside the district's foresight and contro

The district is requesting a funding rate of 1% more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

Rationale attached.

Superintendent Signature:

Scott Mutchie

Date: 05/09/05

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The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on

May 12, 2005

Horseshoe Bend is located about 25 miles north of Boise on Highway 55. The District is bordered by Idaho City on the East, Garden Valley to the North, Emmett School District to the West and Meridian/Eagle to the South. Mountain ranges, the Payette River system, and a combination of dirt/gravel and paved roads provide the base for transporting students to and from school. The Bus Garage is currently located about 2 miles from the schools on property owned and used by the person employed to maintain and service the busses. The Busses leave the garage in the morning to pick-up and transport students to school and then return to the garage area. In the afternoon, busses arrive at the school prior to dismissal, transport students home and return to the garage area. The District serves and educates several students who require handicapped adaptations and a chair lift equipped bus. The district operates four (4) routes.

Route 1 (Handicap Equipped Bus 36 miles) Runs East up Harris Creek, Skylar's World, South Hwy 55, and to school. (Mornings and afternoons)

Route 2 (West and North 63 miles) Runs west towards Emmett and North up Brownlee summit and to school. (Mornings and afternoons)

Route 3 (North and East 18 miles) Runs North up Hwy 55 to Porter Creek, East to Cooks Gulch and back South to school. (Mornings and afternoons)

Route 4 (South and West 19 miles) South Hwy55 to Horse Shu subdivision, Old Hwy 55, South and West to Harris Creek, North 55 to school. (Mornings and afternoons)

The district used to manage the transportation of students in 3 routes, however with the addition of the special needs students and additional route has been implemented. As the school population increases, the entire route system will have to be re-apportioned and revised. The handicap equipped bus is smallest in capacity, but is the only bus currently operated with the handicapped accessible amenities.

I am currently completing my second year as Superintendent of the Horseshoe Bend School District after serving 30 years in Oregon and 4 years in Washington. I have compared the transportation operations and practices currently in place in Horseshoe Bend with other experiences I have had in overseeing and operating the same in other Districts. The best decision making is made when accurate data is available for analysis and study/comparison. During the past year, we have collected data and developed a three-phase plan for transportation services. Phase I—in process—create a fueling station on district premises for the purpose of buying fuel directly and not relying on the local

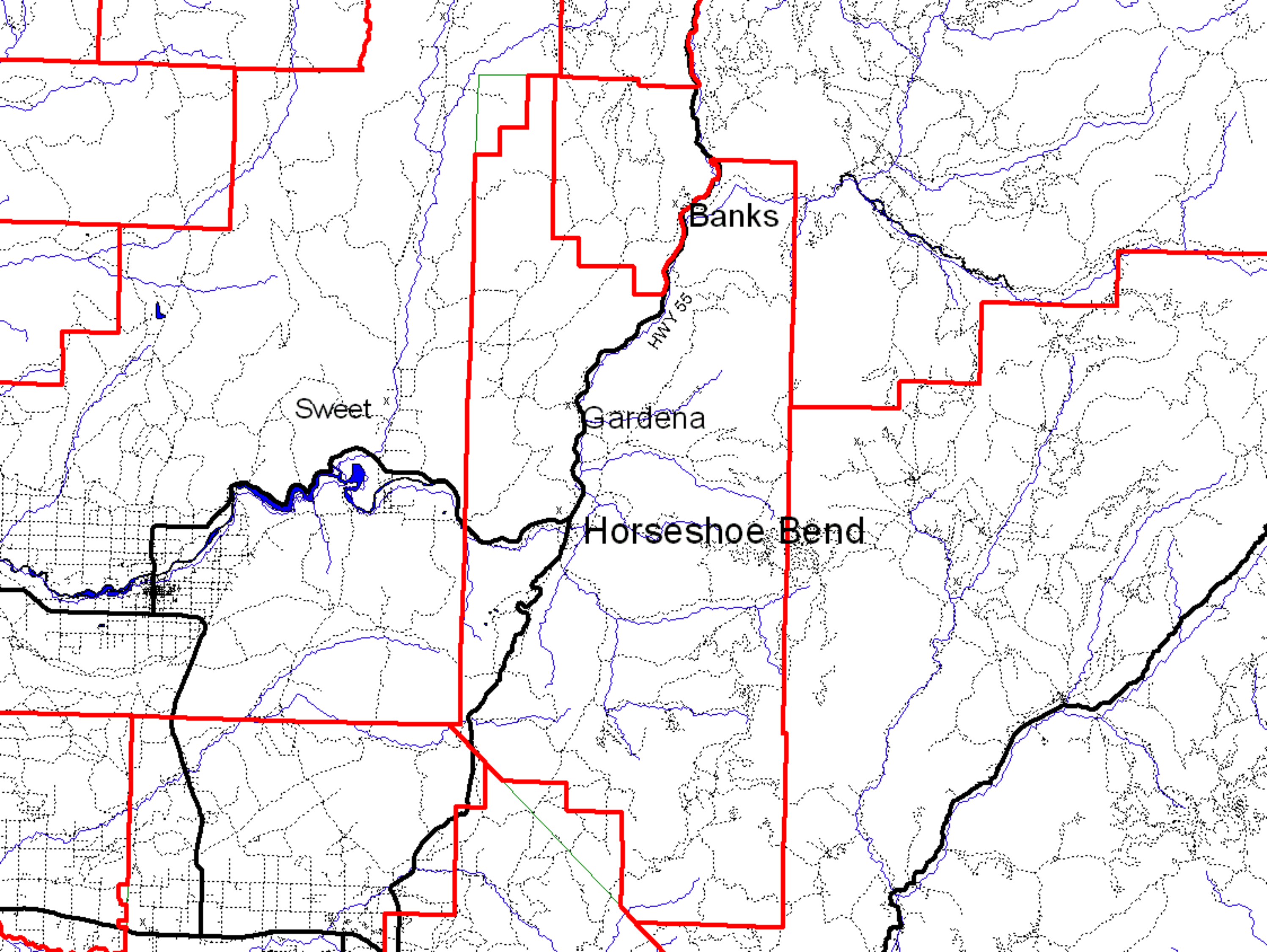
Gas station pump price. (This part of phase I was completed in January and is working as envisioned which is resulting in fuel savings) The second part of phase I is the review of record keeping (documentation and use of appropriate forms); conducting a needs assessment for training and staff development; purchasing and implementing a time clock for employees to check in and out for payroll purposes; developing and implementing a written contract between the District and bus maintenance provider (in process with legal council); and review of current routes for efficiency and economic savings. (In process) I anticipate that all of Phase I will be completed by the fall of 2005. We are in the final stages of planning with the Boise County Disaster Services for a bus simulation disaster drill to be conducted in September/October after school begins.

Phase II includes further development of the area on campus near the fueling station for the parking and housing of the busses (fenced) on the District premises. Funding for this will be a combination of current budget and also included in Maintenance and Operations levy to be presented to the community in the future.

Phase III includes the completion of Phase II with a covered building for the maintenance and repair of the bus fleet. The completed project will also house the regular District maintenance facility for buildings and grounds.

While the sum total is a large and ambitious undertaking, the end result will yield a better managed and accountable system for planning and providing student transportation.

Many of the District's transportation employee workforce will be considering retirement during the next few years. The District is currently recruiting interested applicants for sub-driver status. However, there are few people in the community who have shown interest. Nonetheless, the effort will continue and will be emphasized when employing people for other district positions as combining other classified duties with transportation provides more hours and allows the District a savings by employing someone full time with a more flexible schedule. The key is preparing the system to be more flexible and to understand the needs of the entire organization instead on just one piece of the organization. We have been successful this year in combining a part time custodial position with the driver for route 3.



Banks

HWY 55

Sweet

Gardenia

Horseshoe Bend

J. SUBJECT:

Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula – McCall-Donnelly School District.

BACKGROUND:

During the 2001 legislative session, 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 110% the first year) the statewide average cost per mile and cost per rider during fiscal year 2004.

As of May 2, the following school districts are negatively affected by the pupil transportation funding cap: Boise (\$591,872), Blackfoot Community Center Charter School (\$5,436), Horseshoe Bend (\$9,457), Soda Springs (\$511), Mountain Home (\$20,111), Wendell (\$125,201), Moscow (\$90,808), Buhl (\$13,866), and McCall-Donnelly (\$31,048).

DISCUSSION:

McCall-Donnelly School District submitted a Funding Cap Appeal Application to the State Department of Education on March 3, 2005.

On April 25-27, 2005, a team of pupil transportation specialists had the opportunity to ride twelve (12) bus routes, evaluate district/contractor routing schemes, and review district pupil transportation accounting mechanisms.

Findings of the inspection team include:

- The McCall-Donnelly School District is a geographically large district located at the south end of the Idaho panhandle and west of the Salmon School District and east of Council and Meadows Valley School Districts.
- The district currently runs fifteen (15) morning and fifteen (15) afternoon routes, each consisting of one run.
- The district currently operates two (2) routes (included in the fifteen routes referenced above) that transport a small number of students with special needs. The two routes identified inherently result in high per rider costs.

- The district has some off-pavement routes, which inherently increase vehicle maintenance costs.
- District routing schemes did not appear to be efficiently designed or to effectively maximize school bus capacities. Most of the fifteen (15) routes observed had low bus capacity to rider ratios.
- Some routes appeared to geographically overlap or service areas close in proximity to each other. Many routes reflected load times of forty-five minutes or less. Some routes appeared to unnecessarily extend route load times due to deficient routing design.
- The district currently allows students living in the McCall area to attend the Donnelly Elementary School. This “open enrollment” option inherently increases operating costs because the district/contractor has been incorrectly tracking the related mileage as reimbursable and billing these costs as reimbursable.
- Consolidation of routes may be feasible, but remains uncertain. The inspection team strongly recommended annual evaluation of district-wide routing schemes with a focus on improving routing efficiencies.
- Land values in the McCall area have increased exponentially in the past few years, which inherently create a bidding disadvantage for potential service providers and conversely an advantage for the current service provider.
- Recent improvements at the Tamarack Ski Resort, building permit escalation and a strong economy have contributed to a extremely competitive wage market, making driver retention difficult.
- Operational costs inherently increase during extreme winter conditions, which are conducive to the McCall-Donnelly area.
- The superintendent expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education approve the McCall-Donnelly School District appeal application and set a funding rate of 0% less than the percentage rate necessary (see SDE Funding Cap Model) to eliminate the funding cap penalty for fiscal years 2004 through 2009 (see § 33-1006, Idaho Code).

BOARD ACTION:

It was moved by _____,
seconded by _____, and carried to
approve/disapprove/table the McCall-Donnelly School District Funding Cap
Appeal Application at a funding cap rate of _____% less than the
percentage rate necessary to eliminate the funding cap penalty for fiscal
years 2004 through 2009.

Alternate Motion: It was moved by _____,
seconded by _____, and carried to
approve/disapprove/table the McCall-Donnelly School District Funding Cap
Appeal Application at a funding rate of 85% of approved pupil
transportation costs or at the reimbursement amount prior to implementation
of the funding cap penalty for fiscal years 2004 through 2009.

ATTACHMENTS:

1. SDE's 110% Funding Cap Model (see Attachment F.1.)
2. Funding Cap Explanation Memorandum (see Attachment F.2.)
3. 103% Funding Cap Appeal Application submitted by McCall-Donnelly
School District
4. McCall-Donnelly School District rationale letter
5. McCall-Donnelly School District map



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

103% Funding Cap Appeal Application for Fiscal Year(s):

Use Tab Key To Enter Data

2004-2009

District Name: **McCall-Donnelly**

Number: **421**

Date: **March 3, 2005**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key)

☒
☐

Uniquely difficult geographic circumstances (five-year application)

Extraordinary one (1) time circumstances outside the district's foresight and contro

The district is requesting a funding rate of **1** % more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

Rationale attached.

Superintendent Signature:

Terrrell Donicht

Date: **03/03/05**

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on



McCall-Donnelly Joint School District No. 421

120 Idaho Street • McCall, Idaho 83638 (208) 634-2161 FAX (208) 634-4075

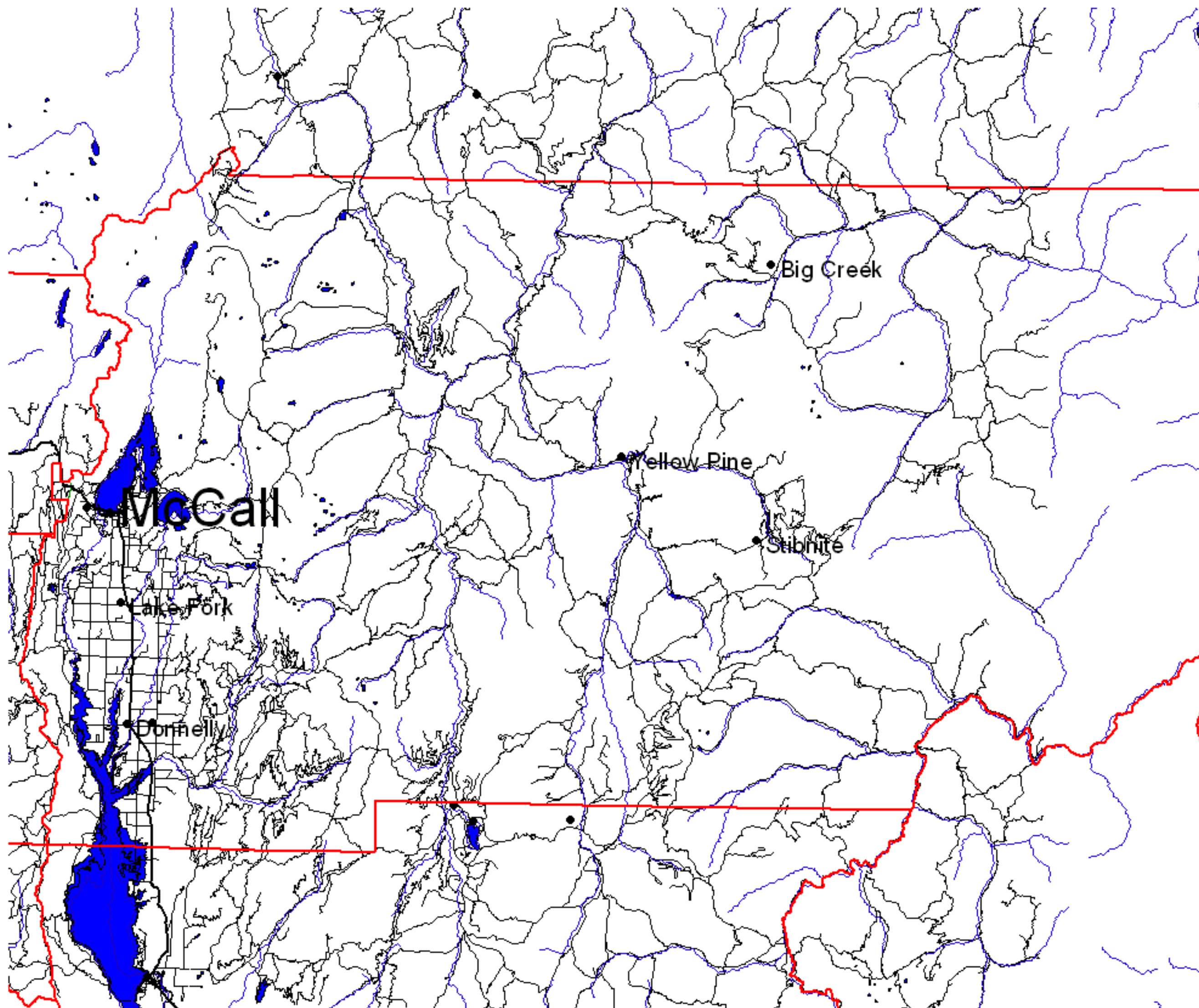
The McCall Donnelly School District Board of Trustees is requesting that the funding cap for this district be established at 115% of the state average for the upcoming five year period for a number of reasons.

First, the McCall District's economic circumstance precludes the opportunity for the district to obtain transportation contractor services at more financially favorable rates. Contractor services are obtained at a premium in this area because of its remoteness and because of the prices contractors have to pay to operate here. The intrusion of the Tamarack Ski Resort into the area has fueled prices of a host of goods and services, but especially facilities and wages. Land costs have skyrocketed since the January, 2004 sale of residential lots by Tamarack that averaged \$500,000 each. In the Donnelly area, some of the land prices have escalated almost 400% since that sale. Building costs have also increased significantly, as new second homebuyers flooding the area have driven construction costs up more than 50%.

The last time the district solicited bids from contractors, we received information indicating that building a bus maintenance facility alone would cost significantly more than the \$1,000,000 such a facility cost five years ago. In addition, we were informed that wages and general costs of operation were 15% higher in McCall than surrounding areas. When we bid out our contract, three of the bidders withdrew their bids because they felt they couldn't be competitive. At least one competitor sent us a letter withdrawing from the competition because it couldn't procure property and facilities at a cost that would make its bid reasonable. When we received bids from the two remaining bidders, we found the successful bidder (Harlows) to be nearly \$150,000 per year (20%) below the competing bidder (Laidlaw).

The second circumstance that increases the cost of our transportation operation is environmental. The amount of snow that falls in the McCall Donnelly School District in a given year dwarfs snowfall depths in most other areas of the state. As snowfall increases during a year, snow removal becomes an issue of simply pushing snow into higher and higher piles, narrowing streets and roadways considerably. As streets and roadways narrow, students walking to school are forced into lanes of traffic; therefore, we safety bus many more students than one would in a less dramatic climate. Operating a transportation fleet is more expensive in heavy snow country. More equipment is needed to keep buses going in heavy snow, and more spare buses are needed to transfer students whose buses have slid off the roadway, become stuck in the snow, or had a mechanical breakdown related to cold winter conditions. These added costs, along with the cost of land, facilities, and the elevated COL in this area, increase our annual transportation expenses to levels that compare unfavorably with other districts.

Attached you will find copies of the material we gleaned during the last transportation contract bid solicitation. I am certain you will see that the McCall Donnelly School District's cost of transportation is as higher than other districts because of the peculiar set of circumstances that it faces and not because of inefficiencies of its operations.



K. SUBJECT:

Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula – Blackfoot Charter Community Learning Center School District.

BACKGROUND:

During the 2001 legislative session, 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 110% the first year) the statewide average cost per mile and cost per rider during fiscal year 2004.

As of May 2, the following school districts are negatively affected by the pupil transportation funding cap: Boise (\$591,872), Blackfoot Community Center Charter School (\$5,436), Horseshoe Bend (\$9,457), Soda Springs (\$511), Mountain Home (\$20,111), Wendell (\$125,201), Moscow (\$90,808), Buhl (\$13,866), and McCall-Donnelly (\$31,048).

DISCUSSION:

Blackfoot Charter Community Learning Center School District submitted a Funding Cap Appeal Application to the State Department of Education on May 6, 2005.

The State Department of Education did not conduct a site visit to Blackfoot Charter Community Learning Center for purposes of reviewing routing configurations or evaluating operating costs because receipt of the Appeal Application did not take place until May 6, 2005, which left little time before agenda items were due to the State Board of Education. However, extensive discussion has occurred between district personnel and SDE staff.

Findings of the inspection team include:

- The Blackfoot Charter Community Learning Center is located in the Blackfoot School District and is located in Blackfoot, Idaho (east Idaho). The charter school enrolls students from Blackfoot School District, as well as neighboring school districts.
- The district currently operates two (2) morning and two (2) afternoon routes, each consisting of one run. The charter school also operates one (1) midday route.

- Current routing configuration includes approximately 120 miles traveled each school day.
- Transportation for charter school students is accomplished through a variety of innovative routing and/or contracted routing schemes. Average transportation costs for charter schools is difficult to ascertain because of the various levels of transportation services provided, each designed to meet the specific needs of the individual charter school.
- The concept of “capping” pupil transportation funding is new to Idaho and districts and charter schools are only now recognizing the need to evaluate routing schemes and scrutinize transportation spending trends for purposes of efficiency.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education approve the Blackfoot Charter Community Learning Center School District appeal application and set a funding rate of 0% less than the percentage rate necessary (see SDE Funding Cap Model) to eliminate the funding cap penalty for fiscal years 2004 and 2005 (see § 33-1006, Idaho Code).

BOARD ACTION:

It was moved by _____, seconded by _____, and carried to approve/disapprove/table the Blackfoot Charter Community Learning Center School District Funding Cap Appeal Application at a funding cap rate of _____% less than the percentage rate necessary to eliminate the funding cap penalty for fiscal years 2004 and 2005.

Alternate Motion: It was moved by _____, seconded by _____, and carried to approve/disapprove/table the Blackfoot Charter Community Learning Center School District Funding Cap Appeal Application at a funding rate of 85% of approved pupil transportation costs or at the reimbursement amount prior to implementation of the funding cap penalty for fiscal year 2004 and 2005.

ATTACHMENTS:

1. SDE's 110% Funding Cap Model (see Attachment F.1.)
2. Funding Cap Explanation Memorandum (see Attachment F.2.)
3. 103% Funding Cap Appeal Application submitted by Blackfoot Charter Community Learning Center
4. Blackfoot Charter Community Learning Center rationale letter



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

Use Tab Key To Enter Data

103% Funding Cap Appeal Application for Fiscal Year(s):

2004-2005

District Name: **Blackfoot Charter**

Number: **055-701**

Date: **May 6, 2005**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key)

- ☐ Uniquely difficult geographic circumstances (five-year application)
☒ Extraordinary one (1) time circumstances outside the district's foresight and contro

The district is requesting a funding rate of **1** % more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

I was a new administrator who inherited a contract with Mr. Donovan Harrington (Teton Stages) to provide drivers for our buses, mechanical work, inspections, training, etc. We owned two buses and he took care of them for us. Our costs included drivers @\$25/hr. with a 2-hr. minimum. The choice was made because we did not have anyone in our school with expertise in the busing business. For the upcoming year, we are exploring the options of hiring our own drivers. I am sure we will be able to save \$ by doing so. We have also approved a four-day school week in an effort to save transportation dollars. We have families who live as far away as 30 miles and drive twenty miles to meet a bus that then drives them the remaining ten miles. These families appreciate the bus but we may be forced to cut the number of miles we drive in order to cut costs associated with busing. I appreciate your advice, or any input you can provide, about how we can save money on our transportation services. Additional Ratione Attached.

Superintendent Signature:

Jolene Wallace

Date: **05/06/05**

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on



Jolene Wallace
Director

Blackfoot Charter Community Learning Center

1350 Parkway Dr. #15
Blackfoot, ID 83221
(208) 782-0744 FAX (208) 782-1330

May 6, 2005

Mr. McKnight,

I had prepared the following letter before I realized that through this process, we are appealing the 2003-4 bus expense. I believe the information below which addresses the current year will still be valuable to you in understanding our predicament. Our bus expense was over the 103% for the 2003-04 school year, and it is also going to be over for the 2004-05 school year also. What I want you to know is that we are committed to get our bus expenses in line with the state averages. We need your help to do it.

Thank you for your willingness to help us with our bus issues. When we requested bus bids and accepted the bid from Mr. Harrington (2004-05), we fully expected that we could count *all* of our students as riding the bus *everyday*. At our current location, we do not have a lunch facility, and we bus our students, *all* of them, *everyday* to a nearby elementary school to eat lunch and have a lunch recess.

When we reported our first rider count for this year, we recognized our gross mistake. As I now understand, the noontime trip is defined as a shuttle and shuttle students are not to be counted as riders. However, our students who ride am and pm buses comprise only about half of our enrollment.

I acknowledge the mistake is fully ours and I am not attempting to excuse the fact that we are amateurs in the business of buses. We made the decision last year to contract our busing. This year we are willing to make a different decision if it will be more efficient for us and cost less.

We believe that one objective of the charter school movement is to lead the way in showing the traditional system that a quality education can be provided for less \$\$\$. Spending larger \$\$\$ on any part of the school experience, including busing, is not a part of our plan. We have adopted a four-day week calendar for next year and hoped that decision would save 1/5 of our transportation costs.

I spoke with Mr. Harrington this week. He informed me that he will ask for a fuel increase this year due to the rising costs of diesel. In addition, he said our costs will be nearly the same for next year, even with a four day week, because his costs will be nearly the same. He said he would sell us back our buses if we wanted to go that route.

I have spoken with Mr. Povey several times in the past few weeks. He asked me to send all our bus information to you. I am faxing with this letter a narrative of our bus routes, a copy of our

contract with Mr. Harrington, account information, certification of miles, etc. I am not able to fax maps, but can send them if you'd like.

We will accept any advice from you and hope you can help us. Please feel free to call at any time for further information. School #208-782-0744 Cell #208-709-7816. Thank you very much for your time and effort in our behalf.

Jolene Wallace, Director

L. SUBJECT:

**Proposed Administrative Rule Amendment to 08.02.03.128.01:
Curricular Materials Selections: Subject Areas – Adoption Cycle
Change and Addition of Limited English Proficiency**

BACKGROUND:

According to IDAPA 08.02.03.128.01, the State Board of Education adopts curricular materials on a five (5) year adoption cycle for the following subject areas: reading, English, spelling, journalism, foreign languages, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, handwriting, literature, and driver education.

DISCUSSION:

The State Department of Education recommends that Idaho's adoption cycle be extended to a six (6) year cycle to align Idaho's adoption cycle to the cycles of larger states. This would provide Idaho teachers and students with the most current publications of curricular materials. Fifteen (15) of the twenty-two (22) states that adopt curricular materials adopt on a six (6) year adoption cycle. The Department also recommends adding limited English proficiency to the listing of adoption subject areas.

RECOMMENDATION:

To approve the recommended six (6) year adoption cycle for curricular materials and the addition of limited English proficiency to the adoption subject area listing.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the proposed administrative rule amendment to 08.02.03.128.01 – Curricular Materials Selections: Subject Areas as recommended to a six (6) year adoption cycle and the addition of limited English proficiency to the adoption subject area listing as requested by the State Department of Education submitted and specifically defined in Attachment 1. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. IDAPA 08.02.03.128.01, Proposed Rule Amendment

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

128. 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. 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. (3-20-04)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of ~~five (5)~~ six (6) 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, limited English Proficiency. (4-5-00) ()

M. SUBJECT:

Proposed Rule Amendment to IDAPA 08.02.02.004.01: Incorporated by Reference - Revisions to the Idaho Standards for Initial Certification of Professional School Personnel: Elementary, Mathematics, English Language Arts, Foreign Language, and Visual-Performing Arts Standards Teachers

BACKGROUND:

State standards are the basis for the state approval of teacher preparation programs. Programs must provide evidence that their candidates meet the standards (Praxis II scores, student work samples, coursework products, etc.). Additionally, standards are essential for meeting No Child Left Behind requirements for highly qualified teachers. Standards are also required for Idaho to maintain a partnership with National Council for the Accreditation of Teacher Education (NCATE), the organization that evaluates the state's public teacher preparation programs.

Prior to 2000, the standards used by the state were the input-based standards from the National Association of State Directors of Teacher Education and Certification (NASDTEC), which have since been discontinued. To ensure that the state has appropriate teacher standards and to maintain a partnership with the NCATE, in 1999 the Idaho State Board of Education charged Idaho's MOST with developing performance-based standards that aligned with Idaho K-12 student standards and professional organization standards. This process was completed with State Board and legislative approvals (2000 and 2001 respectively). At that time standards maintenance was described as an ongoing process. Feedback from recent state teacher preparation program reviews and educational reforms confirm the need to periodically review/revise the standards.

DISCUSSION:

The Professional Standards Commission (PSC) is responsible for maintaining the standards (Idaho Code § 33-1258). To meet this obligation, the PSC is committed to reviewing 20 per cent of the Idaho Standards for Initial Certification of Professional School Personnel per year, as delineated in the PSC's strategic plan.

The Elementary, Mathematics, English Language Arts, Foreign Language, and Visual-Performing Arts Standards are the standards that were reviewed in 2004-2005. Teams of experts in these areas, including K-12 teachers and college/university educators, reviewed and recommended revisions to the above listed standards. If the team found that the indicators (Knowledge, Disposition and Performance) in State Board-approved Idaho Core Teacher Standards were sufficient in meeting the specific standards, they did not repeat or add to the indicators. Therefore, several standards in these content areas do not list any indicators.

The revised Idaho Standards for Elementary, Mathematics, English Language Arts, Foreign Language, and Visual-Performing Arts Teachers will take effect on state evaluations of Idaho teacher preparation programs two (2) years after their approval (IDAPA 08.02.02.100.01)

RECOMMENDATION:

To approve the revised Idaho Standards for Initial Certification of Professional School Personnel: Elementary, Mathematics, English Language Arts, Foreign Language, And Visual-Performing Arts Standards.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the proposed rule amendment to IDAPA 08.02.02.004.01: Incorporated by Reference - Revisions to the Idaho Standards for Initial Certification of Professional School Personnel: Elementary, Mathematics, English Language Arts, Foreign Language, and Visual-Performing Arts Standards Teachers, as requested by the Professional Standards Commission, as submitted and specifically defined in Attachments 1 and 2. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Proposed Rule – .004.01 - Incorporated by Reference
2. Idaho Standards for Elementary Teachers; Idaho Standards for Mathematics Teachers; Idaho Standards for English Language Arts Teachers; Idaho Standards for Foreign Language Teachers; and Idaho Standards for Visual-Performing Arts Teachers

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.

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

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved ~~on~~ in ~~June 2004~~ June 2005. (4-6-05) (____)

02. 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.idahoboardofed.org>. (3-16-04)

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on August 13, 2004. (4-6-05)

04. 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)

05. Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on August 13, 2004. (4-6-05)

06. 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)

07. Incorporated Document. The Idaho Standards for Commercial Driving Schools as approved on March 10, 2005. (3-10-05)T

08. Document Availability. The Idaho Standards for Commercial Driving Schools is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (3-14-05)

Idaho Standards for Elementary Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above.

Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Knowledge of Subject Matter

Knowledge

1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
2. The teacher understands how children learn language, the basic sound structure of the English language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.
3. The teacher understands the fundamental concepts and structures of science including physical, life, and earth and space sciences as well as the applications of science to technology, personal and social perspectives, history, unifying concepts, and inquiry processes scientists use in the discovery of new knowledge.
4. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data.
5. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students’ abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.
6. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.

7. The teacher understands the comprehensive nature of students' physical, intellectual, , social, and emotional well being in order to create opportunities for developing and practicing skills that contribute to healthful living.
8. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.
9. The teacher understands the connections across curricula and within a discipline among concepts, procedures, and applications to motivate students, build understanding, and encourage application of knowledge, skills, and ideas to real life issues and future career applications.
10. The teacher understands the principles and processes of personal skills and group dynamics incorporating respect, caring, honesty, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Disposition

1. The teacher recognizes the importance of a school community in which respect, honesty, caring, and responsibility are cultivated.

Performance

1. The teacher models the accurate use of English language arts.
2. The teacher demonstrates competence in English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.
3. The teacher conceptualizes, develops, and implements a balanced curriculum that includes English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.
4. The teacher models respect, honesty, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

Standard 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.

Knowledge

1. The teacher understands how learning occurs and that young children's and early adolescents' literacy and language development influence learning and instructional decisions.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 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 teaching effectiveness.

Standard 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.

Standard 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.

Idaho Standards for English Language Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Language Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.
2. The teacher understands the elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, and style.
3. The teacher understands the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.
4. The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, technical writing, and film).
5. The teacher understands how literature functions as artistic expression and as a reflection of human experience.
6. The teacher understands the nature and conventions of multicultural literatures, literary devices, and methods of literary analysis and criticism.
7. The teacher understands how culture and history influence literature, literary recognition, and curriculum selections.
8. The teacher understands the social and historical implications of print and non-print media.
9. The teacher understands the history of the English language.

10. The teacher understands how children learn language, the basic sound structure of the English language, semantics, syntax s, and usage.
11. The teacher understands reading as a developmental process.
12. The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.
13. The teacher understands that composition is a recursive process that includes brainstorming, drafting, revising, editing for correctness and clarity, and publishing; that the process will vary with the individual and the situation; and that learning to write is a developmental process.
14. The teacher recognizes the student's need for authentic purposes, audiences, and forms of writing.
15. The teacher understands the appropriate selection, evaluation, and use of primary and secondary sources in research processes.

Disposition

1. The teacher is sensitive to the connections between the components of the language arts curriculum.
2. The teacher recognizes the importance of a variety of print and nonprint media and their implications.
3. The teacher appreciates literature and is committed to conveying the passion and excitement of literature to students.
4. The teacher recognizes the importance of the reading process.
5. The teacher appreciates the skill of writing, including content, context, word choice, syntax, transition, and style.

Performance

1. The teacher uses skills and knowledge congruent with current research on best practices for teaching reading and writing.
2. The teacher integrates reading, writing, speaking, listening, viewing, and language study.
3. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.
4. The teacher instructs student on the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.

5. The teacher reviews, interprets, evaluates, and selects content presented by print and nonprint media and models these processes for students.
6. The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.
7. The teacher helps students with their understanding of a variety of literary and nonliterary forms and genres.
8. The teacher presents social, cultural, and historical significance of a variety of texts and connects these to students' experiences.
9. The teacher demonstrates the writing process as a recursive and developmental process.

Standard 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.

Knowledge

The teacher understands the processes, developmental stages, and diverse ways of learning reading, writing, listening, viewing, and speaking.

Disposition

1. The teacher appreciates individual variations in reading, writing, listening, viewing, and speaking.

Performance

1. The teacher identifies and plans for developmental stages and diverse ways of learning in reading, writing, listening, viewing, and speaking.
2. The teacher promotes and monitors growth in reading, writing, listening, viewing, and speaking for all ability levels.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies -The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher knows a variety of classroom strategies for improving fluency, comprehension, and critical thinking (e.g., strategies for discussion, peer editing,

critical analysis and interpretation, inquiry, oral presentations, SSR, and brainstorming).

2. The teacher understands reading comprehension strategies (e.g., organizing information, visualizing, making connections, using context clues, building background knowledge, predicting, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, and making inferences) for enabling students with a range of abilities to understand, respond to, and interpret what they read.
3. The teacher is familiar with a variety of strategies for promoting student growth in writing.

Disposition

1. The teacher recognizes the significance of the range of reading and writing levels within a single class and is committed to accommodating individual abilities.
2. The teacher appreciates literary texts as sources of intellectual, emotional, and aesthetic experiences from which individual readers create meaning.
3. The teacher appreciates the importance of writing as a process of discovery and creation of meaning.
4. The teacher is sensitive to multicultural and global experiences in reading, writing, speaking, listening, and viewing.

Performance

1. The teacher effectively uses comprehension strategies. .
2. The teacher incorporates a variety of analytical and theoretical approaches in teaching literature and composition.
3. The teacher monitors and adjusts strategies in response to individual literacy levels.
4. The teacher creates logical sequences for reading, writing, speaking, listening, viewing, and language study.
5. The teacher uses students' creations and responses as part of the instructional program.
6. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically (e.g. engages students in discussion, inquiry, and evaluation).
7. The teacher enriches and expands the students' language resources for adapting to diverse social, cultural, and workplace settings.

8. The teacher provides opportunities for students to create authentic responses to cultural, societal, and workplace experiences.

Standard 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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - 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.

Knowledge

1. The teacher knows methods of assessing students' written and oral communication skills and reading performance (e.g., holistic, analytic, and primary trait scoring; portfolios of student work; projects; student self-assessment; peer assessment; journals; rubrics; reading response logs; reading inventories; reflective and formal writing; student/teacher-developed guidelines; exhibitions; oral and dramatic presentations; and the Idaho State Direct Writing Assessment).

Disposition

1. The teacher appreciates the limitations of using a single assessment tool, such as a standardized achievement score, to evaluate students' language arts performance or potential.

Performance

1. The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing.

Standard 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.

Disposition

1. The teacher enjoys reading a wide variety of literary and nonliterary texts for personal and professional growth and satisfaction.
2. The teacher appreciates the power of words and literacy.

Performance

1. The teacher engages in reading and writing for professional growth and satisfaction.
2. The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Standard 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.

Idaho Standards for Foreign Language Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the target language and understands the culture(s) in which the language is used.
2. The teacher understands key linguistic structures particular to the target language and the way(s) in which they compare to English communication patterns.
3. The teacher knows the history and literature of the target culture(s).
4. The teacher knows the current social, political, and economic realities of the countries related to the target language.
5. The teacher knows the commonly held stereotypes of the target culture(s).
6. The teacher understands the impact of the target language and culture(s) on American society.
7. The teacher knows the similarities and differences between the students’ culture(s) and the target culture(s).
8. The teacher understands the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, writing, and culture.

Disposition

1. The teacher enjoys the study of languages and appreciates the differences and similarities among various languages and cultures.
2. The teacher appreciates the contributions of other cultures to the American culture.

3. The teacher appreciates the function of grammar as a means to better communication rather than an end in itself.
4. The teacher appreciates the importance of performing at the Advanced Level of the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.
5. The teacher appreciates that language acquisition is a life-long endeavor and recognizes the need to maintain and improve language proficiency.
6. The teacher appreciates the evolution of foreign language education in the United States and the rationale for various foreign language programs.

Performance

1. The teacher incorporates listening, speaking, reading, writing, and culture into instruction.
2. The teacher articulates the value of foreign language learning to students, educators, and the community.
3. The teacher uses the target language extensively in formal, informal, and conversational contexts and encourages the students to do so.
4. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
5. The teacher systematically incorporates culture into instruction.
6. The teacher incorporates discussions of the target culture's contributions to the students' culture.
7. The teacher encourages students to understand that culture and language are intrinsically tied.
8. The teacher makes generous use of cognates and expressions common to English and the foreign language when those comparisons will further the students' understanding and fluency.

Standard 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.

Knowledge

1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.

2. The teacher understands that the development of cultural knowledge is essential for second language acquisition.
3. The teacher understands how to create an instructional environment that encourages students to take the risks necessary for successful language learning.

Disposition

1. The teacher recognizes that all students, having learned a first language, have the potential to learn another language with appropriate learning experiences.
2. The teacher appreciates the fact that knowing another language helps the students to better understand their own language and culture.
3. The teacher is committed to ensuring that students are provided with experiences from one level to the next that are sequential, long-range, and continuous.

Performance

1. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

Standard 3: Modifying Instruction for Individual Needs- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

1. The teacher understands that gender, age, socioeconomic background, ethnicity, and other factors play a role in how individuals perceive and relate to their own culture and that of others.

Performance

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences. .

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher understands that foreign language methodology continues to change.

Performance

1. The teacher uses a variety of instructional strategies to enhance students' understanding of the target language and culture.

Standard 5: Classroom Motivation and Management Skills - 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

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

Disposition

1. The teacher is committed to incorporating the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

Performance

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

Standard 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.

Knowledge

1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.
2. The teacher understands the need to assess progress in the five language acquisition skills (listening, speaking, reading, writing, and culture).

Performance

1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.
2. The teacher employs a variety of ways of assessing the five language skill areas.
3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge

of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

Standard 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*

Standard 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.*

Knowledge

1. The teacher knows about career and other opportunities available to students proficient in a foreign language.
2. The teacher is aware of opportunities for students and teachers to communicate with native speakers.

Disposition

1. The teacher is committed to promoting the use of foreign language for lifelong personal enjoyment and intellectual development.

Performance

1. The teacher informs students of career and other opportunities available to students proficient in a foreign language.
2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.
3. The teacher encourages students to participate in community experiences related to the target culture.

Idaho Standards for Mathematics Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 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.

Knowledge

1. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.
2. The teacher understands concepts of algebra.
3. The teacher understands the major concepts of geometry (Euclidean and non-Euclidean) and trigonometry.
4. The teacher understands basic concepts of number theory.
5. The teacher understands concepts of measurement.
6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.
7. The teacher understands the techniques and applications of statistics and data analysis (e.g., random variable, distribution functions, and probability).

Disposition

1. The teacher appreciates the historical, cultural, and current development of mathematical thought.
2. The teacher appreciates the importance of coherent and logical development of students' mathematical knowledge.
3. The teacher recognizes how students construct their own knowledge of mathematics.

Performance

1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.
2. The teacher applies concepts of number, number theory, and number systems.
3. The teacher uses numerical computation and estimation techniques and applies them to algebraic expressions.
4. The teacher applies the process of measurement to two- and three-dimensional objects using customary and metric units.
5. The teacher uses descriptive and inferential statistics to analyze data, make predictions, and make decisions.
6. The teacher uses concepts and applications of graph theory, recurrence relations, matrices, and combinatorics.

Standard 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.

Standard 3: Modifying 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.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher knows how to formulate and pose problems, how to access a large repertoire of problem-solving strategies, and how to use problem-solving approaches to investigate and understand mathematics.
2. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.
3. The teacher knows how to frame mathematical questions and conjectures.
4. The teacher knows how to make mathematical language meaningful to students.
5. The teacher understands inquiry-based learning in mathematics.
6. The teacher knows how to communicate concepts through the use of mathematical representations (symbolic, numeric, graphic, verbal, and concrete models).

7. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software).

Disposition

1. The teacher recognizes that struggling with mathematical problems, making false starts, and rejecting hypotheses are part of the problem-solving process.
2. The teacher appreciates the power of communication and representation for learning mathematical ideas.
3. The teacher appreciates the power of an appropriate balance of conceptual knowledge and computational skills.

Performance

1. The teacher formulates and poses problems, uses different strategies to solve problems to verify and interpret results, and uses problem-solving approaches to investigate and understand mathematics.
2. The teacher uses both formal proofs and intuitive, informal exploration.
3. The teacher develops students' use of standard mathematical terms, notations, and symbols.
4. The teacher communicates mathematics through the use of a variety of representations.
5. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses, and use appropriate mathematical representations.
6. The teacher uses technology appropriately to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

Standard 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.

Standard 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.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 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.

Disposition

1. The teacher is committed to valuing students' reasoning and use of alternative representations and algorithms.

Performance

1. The teacher assesses students' mathematical reasoning.

Standard 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.

Standard 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.

Standard 11: Connections among Mathematical Ideas - The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Knowledge

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands mathematical modeling as a way to understand the world (e.g., in natural science, social science, business, and engineering).
4. The teacher understands the relationship between geometric concepts and real-life constructs.

Disposition

1. The teacher recognizes the critical linkages between mathematics and other fields.

Performance

1. The teacher uses mathematical modeling to solve problems from fields such as natural science, social science, business, and engineering.

2. The teacher uses geometric concepts and relationships to describe and model mathematical ideas and real-life constructs.
3. The teacher uses algebra to describe patterns, relations, and functions in meaningful contexts.

Idaho Foundation Standards for Visual and Performing Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, visual and performing arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Drama Teachers, (2) Idaho Standards for Music Teachers, or (3) Idaho Standards for Visual Arts Teachers.

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has an understanding of the history and foundation of arts education.
2. The teacher has a thorough understanding of the processes and content of the arts discipline being taught.
3. The teacher understands the interrelations among the arts disciplines.
4. The teacher understands how the arts enhance what is taught across the curricula.
5. The teacher understands how to interpret, critique, and evaluate the arts discipline being taught.
6. The teacher knows the cultural and historical contexts surrounding works of art.

7. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.
8. The teacher understands the aesthetic and artistic purposes of the arts.
9. The teacher understands how to explore philosophical and ethical issues related to the arts.
10. The teacher understands that the arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).
11. The teacher knows about the multiple contexts in which the arts exist, including traditional and alternative settings.
12. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

Disposition

1. The teacher recognizes the importance of being involved in and enriched by the arts.
2. The teacher recognizes that the creation, study, and performance of the arts represent opportunities to explore and learn about traditional, popular, folk, and contemporary art forms.
3. The teacher recognizes learning about the arts is a life-long endeavor and a valuable component of the human experience.
4. The teacher recognizes the creation, history, criticism, performance, and aesthetics of the arts as integrated components of education.
5. The teacher recognizes that a broad experiential knowledge in his or her art discipline is essential in helping students understand various approaches to that discipline.
6. The teacher recognizes how his or her art discipline relates to the lives of students and the educational community in which he or she teaches.
7. The teacher recognizes technical proficiency as a foundation for creative expression for students.
8. The teacher recognizes that attending and responding to art exhibits and performances are integral to the curricula.

Performance

1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.
2. The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.
3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.
4. The teacher provides instruction to make traditional, popular, folk, and contemporary arts understandable and relevant to students.
5. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.

Standard 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.

Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies –The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands how to integrate kinesthetic learning into the art medium being taught.

Disposition

1. The teacher recognizes that kinesthetic learning is essential to arts education (e.g., Kodaly and Orff music techniques, pottery techniques, and choreography).

Performance

1. The teacher integrates kinesthetic learning into art instruction (e.g., Kodaly and Orff music techniques, pottery techniques, and choreography).

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands the multiple communication techniques that are unique to the arts classrooms (e.g., combinations of nonverbal communication, performance demonstration, conducting gestures, mime).

Disposition

1. The teacher is committed to using multiple communication techniques in the arts classroom.

Performance

1. The teacher uses multiple communication techniques simultaneously in the arts classroom.

Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, subjects, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Performance

1. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

Performance

1. The teacher assesses students' learning and creative processes as well as finished products.
2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.

Standard 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.

Standard 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.

Performance

1. The teacher contributes to his or her discipline(e.g., exhibits, performances, publications, and presentations).

Standard 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.

Knowledge

1. The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
2. The teacher understands the unique relationships between the arts and their audiences.

Disposition

1. The teacher recognizes the importance of audiences when selecting and creating art exhibits and performances.

Performance

1. The teacher promotes the arts for the enhancement of the school and the community.
2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.
2. The teacher understands the use and management of performance and exhibit technologies.

Performance

1. The teacher ensures that students have the skills and knowledge necessary to accomplish art tasks safely.
2. The teacher manages the simultaneous activities that take place daily in the arts classroom.
3. The teacher operates and manages performance and exhibit technology in a safe manner.

Idaho Standards for Drama Teachers

In addition to the standards listed here, drama teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Visual and Performing Arts Teachers.

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history of theater as a form of entertainment and as a societal influence.
2. The teacher knows the basic theories and processes of play writing.
3. The teacher understands the history and process of acting and its various styles.
4. The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).
5. The teacher understands the theory and process of directing theater.

Disposition

1. The teacher is sensitive to the physical and emotional demands of the drama process.
2. The teacher appreciates theater as a means to educate and challenge as well as to entertain.

Performance

1. The teacher incorporates various styles of acting and production techniques to communicate the ideas of actors, playwrights, and directors.
2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.

Standard 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.

Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior creates a learning environment that

encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, subjects, the community, curriculum goals, and instructional strategies.

Standard 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.

Standard 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.

Standard 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.

Idaho Standards for Music Teachers

In addition to the standards listed here, music teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Visual and Performing Arts Teachers.

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands how to find and select appropriate music repertoire for various educational purposes.
2. The teacher knows representative solo, small ensemble, and large ensemble works of the past and present.
3. The teacher understands how to perform written accompaniments on a music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.
4. The teacher knows techniques in improvising, composing, and arranging music.
5. The teacher knows fundamental instrumental and pedagogical techniques to teach wind, string, and percussion instruments to beginning students in groups.
6. The teacher knows fundamental vocal and pedagogical techniques to teach effective use of the voice.
7. The teacher knows the technical and symbolic language of music.
8. The teacher understands how to evaluate music and music performance.
9. The teacher understands the acoustical challenges of presenting successful performances in various types of facilities.

Disposition

1. The teacher recognizes the importance of student involvement in improvising, composing, and arranging music.
2. The teacher appreciates that music offers a unique opportunity for students to engage in multi-tasking (e.g., singing, listening, and dancing simultaneously or playing, listening, and marching simultaneously).
3. The teacher recognizes the importance of students reading, writing, and understanding the technical and symbolic language of music.

Performance

1. The teacher demonstrates an ability to improvise, compose, and arrange in a variety of styles and settings.
2. The teacher sufficiently performs on wind, string, and percussion instruments to teach beginning students in groups.
3. The teacher demonstrates fundamental vocal and pedagogical skill to teach effective use of the voice.
4. a. The instrumental teacher demonstrates experience in instrumental solo and ensemble performances.
-or-
b. The vocal teacher demonstrates experience in vocal solo and ensemble performances.
5. a. The instrumental teacher effectively uses the singing voice for instructional purposes.
-or-
b. The vocal teacher effectively uses at least one instrument for instructional purposes.

Standard 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.

Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies –The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, subjects, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher knows how to design and implement comprehensive music education opportunities in addition to traditional ensemble instruction (e.g., music appreciation, theory, history, and specialized ensembles such as madrigals, jazz choir, jazz band, and pep band).
2. The teacher understands the planning skills inherent in teaching and managing performances in various environments.

Disposition

1. The teacher recognizes that a comprehensive music education program includes student access to music appreciation, theory, and history.

Performance

1. The teacher designs a variety of musical learning opportunities for students (e.g., music appreciation, theory, and history).
2. The teacher modifies teaching plans based on a discriminating aural perception of in-class activities.

Standard 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.

Performance

1. The teacher demonstrates a discriminating aural perception of student musical skills.

Standard 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.

Standard 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.

Idaho Standards for Visual Arts Teachers

In addition to the standards listed here, visual arts teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Visual and Performing Arts Teachers.

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the formal and expressive aesthetic qualities of the visual arts.
2. The teacher knows a variety of media, styles, and techniques in multiple art forms.
3. The teacher understands the historical and contemporary meanings of visual culture.

Disposition

1. The teacher recognizes the importance of the students understanding the symbolic language of visual art and culture.

Performance

1. The teacher applies the knowledge of formal and expressive aesthetic qualities to communicate ideas in the visual arts.
2. The teacher applies a variety of media, styles, and techniques in multiple art forms.
3. The teacher instructs students in the historical and contemporary meanings of visual culture.
4. The teacher supports individual interpretation and expression in the visual arts.
5. The teacher makes reasoned and insightful selections of works of art to support teaching goals.

Standard 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.

Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies –The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher knows how to create an instructional environment that is emotionally and intellectually safe.

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, subjects, the community, curriculum goals, and instructional strategies.

Standard 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.

Standard 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.

Knowledge

1. The teacher knows how to express his/her own feelings and values through the meaningful creation of his/her own artwork.

Disposition

1. The teacher recognizes the importance of a personal commitment to the creative process.

Performance

1. The teacher demonstrates studio skills and an understanding of their own art making processes.

Standard 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.

N. SUBJECT:

Proposed Rule Amendment to IDAPA 08.02.02.020.01: Standard Secondary Certificate Professional Education Core Requirements - Reading in the Content Area

BACKGROUND:

Reading in the content area has been a discrete course at Idaho's higher education institutions since it became an input requirement (3 credits) in the early 1980s. With the development and State Board and Legislature approval of the Idaho Standards for the Initial Certification of Professional School Personnel, higher education institutions have been redesigning their programs to meet these performance-based standards. Several institutions include the content of "reading in the content area" in their content area methods courses and other courses, thus integrating it into the methods strategies of the particular content area. This makes a discrete, 3-credit course unnecessary since institutions must meet the Idaho Standards to be state-approved and the Standards address the concept of reading in the content area.

DISCUSSION:

Higher education institutions believe that the reading in the content area requirement can be met through its integration or incorporation in other required course work. The Professional Standards Commission reviewed and approved the institutions' recommendation to allow the teacher preparation programs flexibility in how they meet the reading in the content area requirement, as is allowed with philosophical, psychological, and methodological foundations.

RECOMMENDATION:

To approve the Professional Standards Commissions recommendation to revise the requirements for a secondary certificate regarding reading in the content area.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the proposed rule amendment to IDAPA 08.02.02.020.01: Standard Secondary Certificate Professional Education Core Requirements - Reading in the Content Area, as requested by the Professional Standards Commission as submitted and specifically defined in Attachment 1. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Proposed Rule Amendment **IDAPA** 08.02.02.020.01: Standard Secondary Certificate Professional Education Core Requirements: Reading in the Content Area

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

020. STANDARD SECONDARY CERTIFICATE.

A Standard Secondary Certificate makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)

01. Professional Education Core Requirements. (3-16-04)

a. A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, in reading in the content area, 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.~~ (3-16-04) (____)

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). (3-16-04)

02. General Education Requirements. Preparation in at least two (2) 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 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. (3-16-04)

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). (3-16-04)

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 certificate or endorsement(s) will be applied. (3-16-04)

O. SUBJECT:

Proposed Rule Amendments to IDAPA 08.02.02.022.02-.11, 08.02.02.023.02-.13, 08.02.02.024.02-.16: Endorsements Requirements for Teacher Certification

BACKGROUND:

In 1999, the Idaho State Board of Education charged Idaho's MOST with developing performance-based standards that aligned with Idaho K-12 student standards and professional organization standards. This process was completed with State Board and legislative approvals (2000 and 2001 respectively). At that time standards maintenance was described as an ongoing process. Feedback from recent standards review teams of K-12 and higher education content area specialists confirmed the need to also review/revise specific teacher endorsement requirements to ensure they align with Idaho's performance-based teacher preparation standards and the needs of Idaho schools/districts/students. The No Child Left Behind and State Board highly qualified teacher requirements and Idaho K-12 student requirements also made such an endorsement review/revision process critical.

DISCUSSION:

Teams of experts in the content areas (the social studies, the sciences, the visual-performing arts, foreign languages, interdisciplinary humanities, and mathematics), including K-12 teachers and college/university educators, reviewed and recommended revisions to the endorsement requirements and the merging of American Government and Political Science into a single endorsement. They also suggested certain endorsements be eliminated since very few, if any, Idaho school districts offer courses in these areas and, therefore, do not hire teachers with these specific endorsements. The PSC reviewed their recommendations and made appropriate changes based on written comments received from stakeholders.

RECOMMENDATION:

To approve the Professional Standards Commission recommendations to revise the Idaho endorsement requirements for teachers (the social studies, the sciences, the visual-performing arts, foreign languages, interdisciplinary

humanities, and mathematics), merge American Government and Political Science, and eliminate unused endorsements.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the proposed rule amendment IDAPA 08.02.02.022.02-.11, 08.02.02.023.02-.13, and 08.02.02.024.02-.16: Endorsements, as requested by the Professional Standards Commission as submitted and specifically defined in Attachment 1. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Proposed Rule Amendment IDAPA 08.02.02.022.02-.11, 08.02.02.023.02-.13, and 08.02.02.024.02-.16: Endorsements

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

022. ENDORSEMENTS A - D.

01. Agriculture Science and Technology (6-12). (3-16-04)

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. (3-16-04)

b. Occupational teacher preparation coursework as provided in Sections 034 through 038. (3-16-04)

02. ~~American Government (6-12).~~ American Government/Political Science (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~~ to include: a minimum of six (6) semester credit hours in American Government, a minimum of six (6) semester credit hours in U.S. History Survey, a minimum of three (3) semester credit hours in Comparative Government, and a minimum of three (3) semester credit hours in Modern World History Survey. Remaining course work must be selected from Political Science and History. (3-16-04) ()

03. ~~American Studies (6-12).~~ Twenty (20) semester credit hours in the area of American Studies. (3-16-04) ()

04. ~~Anthropology (6-12).~~ Twenty (20) semester credit hours in the area of Anthropology. (3-16-04) ()

0403. Art (K-12 or 6-12). Twenty (20) semester credit hours in the area of Art to include a minimum of nine (9) semester credit hours in: Foundation Art and Design. Additional course work must include at least two (2) Studio Areas and Secondary Arts Methods. To obtain an Art (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary methods course, and applicants holding a Standard Elementary Certificate must complete a secondary methods course. (3-16-04) ()

06. ~~Arts and 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. (3-16-04) ()

07 04. 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. (3-16-04) ()

0805. 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. (3-16-04) ()

- 0906. Business Technology Education (6-12).** ~~(3-16-04)~~ ()
- 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. (3-16-04)
- b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)
- 1407. Chemistry (6-12).** Twenty (20) semester credit hours in the area of Chemistry. ~~(3-16-04)~~ ()
- 1408. Communication (6-12).** Follow one (1) of the following options: ~~(3-16-04)~~ ()
- 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. (3-16-04)
- 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. (3-16-04)
- 1209. 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. ~~(3-16-04)~~ ()
- 13. ~~Consumer Economics (6-12).~~** ~~Hold an endorsement in Agricultural Science and Technology; Family and Consumer Sciences; Social Studies; Business Technology Education; or Marketing Technology 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.~~ ~~(3-16-04)~~ ()
- 14. ~~Drafting (6-12).~~** ~~Twenty (20) semester credit hours in the area of Drafting.~~ ~~(3-16-04)~~ ()
- 15 ~~Dramatics~~ 10. Drama (6-12).** Follow one (1) of the following options:
- 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. ~~(3-16-04)~~ ()
- b. Possess an endorsement in English plus a minimum of ~~six (6) semester credit hours in Drama or Theater Arts~~ nine (9) semester credit hours including course work in each of the following: Acting, Directing, and Technical Stage Production. ~~(3-16-04)~~ ()
- 14611. 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. ~~(3-16-04)~~ ()

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. (3-16-04)
- 02. Economics (6-12).** Twenty (20) semester credit hours ~~in the area of Economics to include a minimum of three (3) semester credit hours of micro-economics, minimum of three (3) semester credit hours of macro-economics, and minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining semester credit hours must be selected from economics and finance course work in one of more the following areas: Agriculture Science and Technology, Business Education,~~

Economics, Family and Consumer Science, History, American Government/Political Science, or Marketing Education. (3-16-04) ()

03. Education Media Generalist (K-12). Twenty (20) semester credit hours in the field of Education 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. (3-16-04)

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. (3-16-04)

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. (3-16-04)

06. Family and Consumer Science (6-12). (3-16-04)

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. (3-16-04)

b. Occupational Teacher Preparation as provided in Sections 034 through 038. (3-16-04)

07. Foreign Language (6-12 or K-12). Twenty (20) semester credit hours with course work in a specific foreign language including Upper Division Foreign Language in two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods. To obtain an endorsement in a specific foreign language (K-12), applicants holding a Secondary Certificate must complete an elementary methods course, and applicants holding a Standard Elementary Certificate must complete a secondary methods course. (3-16-04) ()

08. Geography (6-12). Twenty (20) semester credit hours in the area of Geography including minimum of six (6) semester credit hours in Cultural Geography, minimum of six (6) semester credit hours in Physical Geography, and minimum of six (6) semester credit hours in World History Survey. Remaining semester credit hours must be selected from Geography. (3-16-04) ()

09. Geology (6-12). Twenty (20) semester credit hours in the area of Geology. (3-16-04)

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. (3-16-04)

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. (3-16-04)

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~~ minimum of six (6) semester credit hours of U.S. History Survey, minimum of six (6) semester credit hours of World History Survey, minimum of three (3) semester credit hours of American Government, and minimum of three (3) semester credit hours of Comparative Government. Remaining course work must be in History ~~or Political Science.~~ (3-16-04) (____)

13. Humanities (6-12). An endorsement in English, ~~or History, Music, Visual Art, Drama, Foreign Language~~ and twenty (20) semester credit hours, ~~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 in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance.~~ (3-16-04) (____)

14. Journalism (6-12). Follow one (1) of the following options: (3-16-04)

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. (3-16-04)

b. Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)

024. ENDORSEMENTS M - Z.

01. Marketing Technology Education (6-12). (3-16-04)

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. (3-16-04)

b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

~~**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. (3-16-04)~~

~~**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. (3-16-04)~~

~~**02. Mathematics (6-12)** Twenty semester credit hours in Mathematics including course work in each of the following areas: Calculus (with Trigonometry), Probability and Statistics, Geometry, Linear Algebra, Discrete Mathematics. Statistics course work may be taken from a department other than the mathematics department. (____)~~

~~**0403. Music (6-12 or K-12).** Twenty (20) semester credit hours to include course work in the following: Theory and Harmony; Secondary Music Methods/Materials, Music History ~~or Appreciation~~; Conducting; Upper Division Applied Music; and Music Methods/Materials Piano Proficiency (Class Piano or Applied Piano). To obtain a Music K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary music methods course. (3-16-04)~~

~~**05. Natural Science (6-12).** Follow one (1) of the following options: (3-16-04) (____)~~

~~a. Option I: 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; or Limnology. (3-16-04)~~

~~b. Option II: Possess an endorsement in Agriculture Science & Technology and complete a minimum of twenty (20) hours of coursework to include a basic course plus a lab in the Biological Sciences; Physical Science, and Earth Science. The remaining course work may be taken in Botany, Zoology, Chemistry, Physics, Geology, Astronomy, Oceanography, Ecology, or Limnology. A passing score on the Praxis test for Natural Science is required. (3-16-04)~~

An endorsement in: Biological Science, Physical Science, Physics, Chemistry, Earth Science, Earth Science. Twenty-four (24) semester credit hours in Biology, Physics, Chemistry, and thirty-two (32) semester credit hours in Agricultural Science of which the following are required, excluding the endorsement area: (3-16-04) ()

a. Biology Endorsement: Minimum of eight (8) semester credit hours in **each** of the following areas: Physics, Chemistry, and Earth Science. (3-16-04) ()

b. Physics Endorsement: Minimum of eight (8) semester credit hours in **each** of the following areas: Biology, Chemistry, Earth Science. (3-16-04) ()

c. Chemistry Endorsement: Minimum of eight (8) semester credit hours in **each** of the following areas: Biology, Physics, and Earth Science. (3-16-04) ()

d. Earth Science Endorsement: Minimum of eight (8) semester credit hours in **each** of the following areas: Biology, Physics, and Chemistry. (3-16-04) ()

e. Agricultural Science Endorsement: Minimum of eight (8) semester credit hours in **each** of the following areas: Biology, Chemistry, Earth Science, Physics. (3-16-04) ()

~~**06. Philosophy (6-12).** Twenty (20) semester credit hours in the area of Philosophy. (3-16-04) ()~~

~~**0706 Physics (6-12).** Twenty (20) semester credit hours in the area of Physics. (3-16-04) ()~~

~~**0807. 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 Certificate must complete an elementary PE methods course. (3-16-04) ()~~

~~**0908. Physical Education/Health. (3-16-04) ()**~~

~~**1009. 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. (3-16-04) ()~~

~~**11. Political Science.** Twenty (20) semester credit hours in the area of Political Science. (3-16-04)~~

~~**1211. Psychology.** Twenty (20) semester credit hours in the area of Psychology. (3-16-04) ()~~

~~**1312. 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 Certificate must complete an elementary methods course. (3-16-04) ()~~

1413. Social Studies (6-12). Must have an endorsement in History, ~~Political Science~~ American Government/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 National Government. The remaining semester credit hours must include work from ~~all~~ four (4) of the following areas: World History, Geography, Economics, American Government/Political Science, Anthropology, Sociology, and Psychology.

(3-16-04) (____)

1514. Sociology (6-12). Twenty (20) semester credit hours in the area of Sociology. (3-16-04) (____)

1615. 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. (3-16-04) (____)

1716. Technology Education (6-12). (3-16-04) (____)

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. (3-16-04)

b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

P. SUBJECT:

Proposed Rule Amendment to 08.02.02 076: Code of Ethics for Idaho Professional Educators (Sections 33-1208 and 33-1209, Idaho Code) and Proposed Rule Amendment to 08.02.02.077: Definitions for Use with the Code of Ethics for Idaho Professional Educators (Sections 33-1208 and 33-1209, Idaho Code) - Language and Definition Clarifications in the Code of Ethics

BACKGROUND:

Idaho Code 33-1254 grants the Professional Standards Commission the "... authority to adopt recognized professional codes and standards of ethics, conduct and professional practices..."

The Ethics Committee of the Professional Standards Commission is charged with reviewing the Code of Ethics for Idaho Professional Educators annually to ensure that the Code meets current needs. At the April 11-12, 2005, the Commission meeting, the Ethics Committee recommended several Code changes that were approved by the Commission and readied for submission to the State Board of Education for consideration.

DISCUSSION:

During the APA (Administrative Procedures Act) approval process, culminating with the approval by the 2004 legislature, it was agreed to by the Professional Standards Commission and the Idaho Education Association that a section titled "Educator Perspective of the Code" (which is not part of the Code) would be incorporated into the body of the Code of Ethics for Idaho Professional Educators when next reviewed.

Other suggested changes in the Code of Ethics for Idaho Educators include clarification language. Each recommended addition is underlined, while each recommended deletion is ~~drawn through~~.

RECOMMENDATION:

It is recommended that the State Board of Education accept the recommendation by the Professional Standards Commission regarding

clarification of the Code of Ethics for Idaho Professional Educators as found in Attachment 1.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the proposed rule amendment to 08.02.02.076: Code of Ethics for Idaho Professional Educators (Sections 33-1208 and 33-1209, Idaho Code) and proposed rule amendment to 08.02.02.077: Definitions for Use with the Code of Ethics for Idaho Professional Educators (Sections 33-1208 and 33-1209, Idaho Code) as requested by the Professional Standards Commission as submitted and specifically defined in Attachments 1 and 2. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Proposed Rule 08.02.02 076: Code of Ethics for Idaho Professional Educators
2. Proposed Rule 08.02.02.077: Definitions for Use with the Code of Ethics for Idaho Professional Educators

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

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. (3-20-04)

01. Aspirations and Commitments. (3-20-04)

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. (3-20-04)

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 goals and potential as an effective citizen. (3-20-04)(____)

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. (3-20-04)

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (3-20-04)(____)

e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (3-20-04)(____)

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 believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons (3-20-04)(____)

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 Section 18-110 and Section 18-111, Idaho Code. All infractions (traffic) as defined by Section 18-113A, Idaho Code, are excluded. (3-20-04)

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: (3-20-04)

- a. Committing any act of child abuse, including physical or emotional abuse; (3-20-04)
- b. Committing any act of cruelty to children or any act of child endangerment; (3-20-04)
- c. Committing or soliciting any sexual act from any minor or any student regardless of age; (3-20-04)
- d. Committing any act of harassment (~~e.g., sexual harassment~~) as defined by district policy; (3-20-04) (____)
- e. Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, or physical) with a student, regardless of age; (3-20-04)
- f. Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g. sexual innuendoes or sexual idiomatic phrases); (3-20-04)
- g. Taking inappropriate pictures (digital, photographic, or video) of students; (3-20-04)
- h. Inappropriate contact with any minor or any student regardless of age using electronic media; ~~and~~ (3-20-04) (____)
- i. Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency: and (3-20-04) (____)
- j. Conduct that is detrimental to the health or welfare of students. (____)

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: (3-20-04)

- 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; (3-20-04)
- b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-20-04)
- c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; and, (3-20-04)
- d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function. (3-20-04)
- e. Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (3-20-04)

05. Principle IV. A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-04)

- a. Fraudulently altering or preparing materials for licensure or employment; (3-20-04)
- b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-20-04)
- c. Failure to notify the state at the time of application for licensure of past revocations or suspensions

of a certificate or license from another state; (3-20-04)

d. Failure to notify the state of past criminal convictions at the time of application for licensure; (3-20-04)

e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students 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.); (3-20-04)

f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (3-20-04)

g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; and, (3-20-04)

h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues. (3-20-04)

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: (3-20-04)

a. Misuse, or unauthorized use, of public or school-related funds or property; (3-20-04)

b. Failure to account for funds collected from students or parents; (3-20-04)

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-20-04)

d. Co-mingling of public or school-related funds in personal bank account(s); (3-20-04)

e. Use of school computers for a private business; (3-20-04)

f. Use of school computers to deliberately view or print pornography; and, (3-20-04)

g. Deliberate use of poor budgeting or accounting practices. (3-20-04)

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: (3-20-04)

a. Unauthorized solicitation of students or parents of students to purchase equipment or supplies from the educator who will directly benefit; (3-20-04)

b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-20-04)

c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (3-20-04)

d. Soliciting, accepting or receiving a pecuniary benefit greater than fifty dollars (\$50) as defined in Section 18-1359(b), Idaho Code. (3-20-04)

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: (3-20-04)

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-20-04)

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-20-04)

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: (3-20-04)

a. Abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency; (3-20-04)

b. Willfully refusing to perform the services required by a contract; and, (3-20-04)

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. (3-20-04)

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: (3-20-04)

a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-20-04)

b. Failure to comply with Section 16-1619, Idaho Code, (reporting of child abuse, abandonment or neglect); and, (3-20-04)(____)

c. Failure to comply with Section 33-512B, Idaho Code, (Suicidal tendencies and duty to warn); and, (____)

d. 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. (3-20-04)

11. Principle X. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities, while demonstrates conduct that follows following generally recognized professional principles ~~with the right to exercise academic freedom.~~ Unethical conduct includes, but is not limited to: (3-20-04)(____)

a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-20-04)

~~b. Conduct that is detrimental to the health, welfare, discipline, or morals of students~~
Committing any act of harassment toward a colleague; (3-20-04)(____)

c. Conduct which is offensive to the ordinary dignity, decency, and morality of others; (3-20-04)

d. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-20-04)

e. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; and, (3-20-04)(____)

f. Deliberately falsifying information presented to students. (3-20-04)

- g.** Willfully interfering with the free participation of colleagues in professional associations; and, ()
- h.** Taking inappropriate pictures (digital, photographic or video) of colleagues. ()

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

01. Administrative Complaint. A document issued by the State Department of Education outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (3-20-04)

02. Allegation. A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho Code. (3-20-04)

03. Certificate. 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 (Section 33-1201, Idaho Code). (3-20-04)

04. Certificate Denial. The refusal of the state to grant a certificate for an initial or reinstatement application. (3-20-04)

05. Certificate Suspension. A time-certain invalidation of any Idaho certificate as determined by a stipulated agreement or a due process hearing panel as set forth in Section 33-1209, Idaho Code. (3-20-04)

06. Complaint. A signed document defining the allegation that states the specific ground or grounds for revocation, suspension, denial, place reasonable conditions on a certificate or issuance of a letter of reprimand (Section 33-1209(1), Idaho Code). The State Department of Education may initiate a complaint. (~~3-20-04~~)(____)

07. Conditional Certificate. Allows an educator to retain licensure under certain stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(10), Idaho Code). (3-20-04)

08. Contract. Any signed agreement between the school district and a certificated educator pursuant to Section 33-513(1), Idaho Code. (3-20-04)

09. 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. (3-20-04)

10. Educator. A person who holds or applies for an Idaho Certificate (Section 33-1001(16) and Section 33-1201, Idaho Code). (3-20-04)

121. 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). (~~3-20-04~~)(____)

142. ~~Executive~~ Ethics Committee. A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the

Committee is to review purported violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and direction for possible action to be taken against a Certificate holder. (3-20-04)(____)

13. 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. (3-20-04)

14. Hearing Panel. A minimum of three (3) 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. (3-20-04)

15. Investigation. The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission ~~Executive Ethics~~ Committee, or following review by the ~~Executive Ethics~~ Committee at the request of the deputy attorney general assigned to the Department of Education. (3-20-04)(____)

16. Minor. Any individual who is under eighteen (18) years of age. (3-20-04)

17. Not-Sufficient Grounds. A determination by the ~~Executive Ethics~~ Committee that there is not-sufficient evidence to take action against an educator's certificate. (3-20-04)(____)

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. (3-20-04)

19. Reprimand. A written letter admonishing the Certificate holder for his conduct. The reprimand cautions that further unethical conduct may lead to consideration of a more severe action against the holder's Certificate. (3-20-04)

20. Respondent. The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (3-20-04)

21. Revocation. The invalidation of any Certificate held by the educator. (3-20-04)

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. (3-20-04)

23. Student. Any individual enrolled in any Idaho public or private school from preschool through grade 12. (3-20-04)

24. Sufficient Grounds. A determination by the ~~Executive Ethics~~ Committee that sufficient evidence exists to issue an Administrative Complaint. (3-20-04)(____)

Q. SUBJECT:

Proposed Rule Amendments to IDAPA 08.02.03.103.02, .104. 01, .104.02, .104.03 and .107.06: Revisions to Physical Education Requirements for K-12

BACKGROUND:

Recent studies have brought national attention to the issue of obesity and diabetes in our country. According to recent statistics, there are 9 million overweight children in our country or about 15% of the nation's children. This is triple what it was in 1980. A lack of daily exercise has contributed to this epidemic.

Physical activity boosts self-discipline, reduces stress, strengthens peer relationships, and improves mental alertness. Growing evidence suggests that the nation's health and education goals are linked. Students with health problems simply are not as ready or capable to learn.

Idaho students are not receiving the training and physical activity that they need. Since the elimination of Idaho's physical education graduation requirement in 1997, many high school programs have been significantly changed and in some cases eliminated. At the elementary level established recommendations and guidelines regarding the amount of time and the type of instruction have been set aside or are often extremely limited. The amount of training, technical assistance, and guidance available to school districts has in many cases been non-existent. Idaho physical educators are concerned with this trend and are looking to the State Board of Education and the State Department of Education to provide the leadership necessary to establish physical education requirements that will assist them in playing a more effective role in the battle against obesity and physical inactivity.

DISCUSSION:

Physical education cannot solve the fitness crisis alone, but Idaho is in the position to make an important difference. The Idaho State Board of Education approved the adoption of the K-12 Physical Education

Standards at the August 2004 Board meeting. These standards provide important guidance and needed transition from kindergarten to high school. To assist with the implementation of the K-12 Physical Education Standards, the State Department of Education and the Idaho Association for Health, Physical Education, Recreation, and Dance (IAHPERD) developed the attached recommendations for physical education requirements for Idaho's K-12 students.

RECOMMENDATIONS:

To approve revisions to physical education requirements for kindergarten through 6th grade, 7th and 8th grades, and the high school graduation requirement; and the amount of time allotted to physical education in K-8 Idaho schools.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table Proposed Rule Amendments to IDAPA 08.02.03.103.02, 104.01, 104.02, 104.03, and 107.06: Revisions to physical education requirements for kindergarten through 6th grade, 7th and 8th grades, and the high school graduation requirement; and the amount of time allotted to physical education in K-8 Idaho schools as requested by the State Department of Education and the Idaho Association for Health, Physical Education, Recreation, and Dance (IAHPERD) as submitted and specifically defined in Attachment 1. Moved by _____, seconded by _____ and carried.

ATTACHMENT:

1. Proposed Rule Amendments to IDAPA 08.02.03.103.02; .104. 01; .104.02; .104.03; and .107.06: Revisions to Physical Education Requirements for K-12

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

103. CORE OF INSTRUCTION GRADES 1-12.

01. Instruction. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.* (*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

02. Instruction Courses. At appropriate grade levels, instruction will include but not be limited to the following: (4-5-00)

a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening. (4-1-97)

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

e. Physical Education will include instruction in locomotor and non-locomotor skills, low organized games, team sports/strategies, fitness and lifetime sports and activities (4-1-97) (____)

104. OTHER REQUIRED INSTRUCTION.

Other required instruction for all students and other required offerings of the school are: (4-1-97)

01. Elementary Schools (Grades 1-6). (4-1-97)

a. The following section outlines other information required for all students, as well as other required offerings of the school:

Fine Arts (art and music)

Health (wellness)

Physical Education (fitness) - 150 minutes/week (4-1-97) (____)

b. Additional instructional options as determined by the local school district. For example:

Languages other than English

Career Awareness

(4-1-97)

02. Middle Schools/Junior High Schools. No later than the end of Grade eight (8) all students will

develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-1-97)

- a. Other required instruction for all students:
Health (wellness)
Physical Education (fitness) - 4 credits (4-1-97)(____)
- b. Other required offerings of the school:
Family and Consumer Science
Fine & Performing Arts
Vocational-Technical Education
Advisory Period (middle school only, encourage in junior high school)
Exploratory (middle school only) (4-1-97)
- c. Additional instructional options as determined by the local school district. For example:
Languages other than English (4-1-97)

03. High Schools (Grades 9-12). Students will maintain a parent-approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-1-97)

- a. Other required instructional offerings of the school. Each student must complete credit and achievement standards in at least two (2) of the following areas of instructional offerings:
~~Physical Education (fitness)~~
Humanities
Vocational-Technical Education (including work-based learning)
Family and Consumer Science
Fine and Performing Arts
Languages other than English (may include indigenous languages or sign language) (3-30-01)(____)
- b. Additional instructional options as determined by the local school district. For example:
Journalism (4-1-97)

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. (3-30-01)

03. Proficiency (Effective January 1, 2006). All students must achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) 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, at the discretion of the local school board, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. (3-20-04)

- a.** Before appealing to the local school board for an alternate measure, the student must be: (3-20-04)
 - i.** Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)
 - ii.** Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)
 - iii.** Enrolled in the fall semester of the senior year. (3-20-04)
- b.** The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)
- c.** The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)
- d.** The measure must be valid and reliable; and (3-20-04)
- e.** Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

04. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the local school board. (3-20-04)

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 ISAT (effective January 1, 2006). 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. (3-20-04)

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)

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. Physical Education. (Two (2) credits required). A course focusing on lifetime activities, such as tennis, golf, biking, rollerblading, bowling, fishing, hiking, etc. (____)

067. Assessment. A proficient or advanced score on the ISAT. The requirement will be phased in providing the following exemptions for the classes of 2006 and 2007. (3-20-04)(____)

a. Class of 2006. (3-20-04)

i. The student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency; (3-20-04)

ii. The student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math; (3-20-04)

iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (3-20-04)

iv. The student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less; (3-20-04)

v. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (3-20-04)

vi. The student may appeal for another measure approved by the local school board as outlined in Subsection 105.03. (3-20-04)

b. Class of 2007. (3-20-04)

i. The student took the ISAT and was within three (3) RIT points of proficiency; (3-20-04)

ii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (3-20-04)

iii. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (3-20-04)

iv. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (3-20-04)

v. The student may appeal for another measure approved by the local school board as outlined in Subsection 105.03. (3-20-04)

c. Class of 2008 and Subsequent Classes. (3-20-04)

i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or
(3-20-04)

ii. The student may appeal for another measure approved by the local school board as outlined in Subsection 105.03.
(3-20-04)

R. SUBJECT:

Proposed Rule - IDAPA 08.02.02.031: ROTC Instructors, and Proposed Change to .032-.033 (Reserved)

BACKGROUND:

Idaho school districts with ROTC programs in their high schools have expressed their concerns about the lack of a rule regarding the highly qualified status of ROTC instructors to the State Department of Education and the Professional Standards Commission (PSC). These individuals go through a rigorous armed forces training program and are required to pass an examination before they are accepted as ROTC instructors.

DISCUSSION:

After a careful review of the armed forces requirements, the Department and the PSC developed a recommendation regarding the highly qualified status of ROTC instructors and a process ensuring that status. Based on the list of names of individuals who have completed an official armed forces training program to qualify as ROTC instructors in high schools and notarized copies of their certificate(s) of completion, the Bureau of Certification/Professional Standards **will** consider these individuals to be highly and uniquely qualified to teach in an ROTC program at the high school level.

RECOMMENDATION:

To approve the recommendation from the State Department of Education and the Professional Standards Commission regarding the highly qualified status of ROTC instructors.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the proposed rule IDAPA 08.02.02.031: ROTC Instructors and proposed change to .032-.033 (Reserved) as requested by the State Department of Education and the Professional Standards Commission as submitted and specifically defined in Attachment 1. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Proposed Rule Amendments to IDAPA 08.02.02.031 and .032-033
(Reserved): ROTC Instructors

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

031. ROTC INSTRUCTORS

Each school district with an ROTC program shall provide the State Department of Education with: 1) a list of the names of those individuals who have completed an official armed forces training program to qualify as ROTC instructors in high schools and 2) a notarized copy of their certificate(s) of completion. Upon receiving the items identified in 1) and 2) above, the State Department of Education shall issue a letter authorizing these individuals as ROTC instructors. (_____)

~~031~~ 032.. -- 033. (RESERVED).

S. SUBJECT:

Proposed Rule Amendments to IDAPA 08.02.02.028: Exceptional Child Certificate; IDAPA 08.02.02.029 Consulting Teacher Endorsement; and IDAPA 08.02.02.030 Supervisor/Coordinator of Special Education Endorsement

BACKGROUND:

Idaho's special education programs are divided into regular classes, resource rooms, self-contained classrooms, residential schools, etc. The endorsement areas proposed for elimination (IDAPA 08.02.02.028.04 -.07) are not specifically required for any one of these program assignments. The vast majority of special education classrooms are non-categorical; therefore, school district and student needs are best served through the Generalist K-12 Endorsement.

Additionally, the Hearing Impaired and Visually Impaired Endorsements needed to be aligned with the Idaho Standards for Teachers of the visually and hearing impaired to ensure teachers meet the necessary requirements.

Due to school districts misunderstanding the positions of Consulting Teacher (IDAPA 08.02.02.029) and Supervisors/Coordinators of Special Education (IDAPA 08.02.02.030), definitions were added to clarify the roles these teachers play in schools and districts.

Finally, the PSC condensed the text of the rule to make it more precise and clearer.

DISCUSSION:

A team of Special Education experts from higher education and K-12 schools developed the recommended changes and revisions to the Exceptional Child Certificate, Consulting Teacher Endorsement, and Supervisor/Coordinator of Special Education Endorsement. The recommendation was reviewed by the State Department of Education Bureau of Special Populations and the Professional Standards Commission. An input hearing was held May 31 and June 6. The PSC will review public input and make appropriate changes in the recommendation prior to Board final review.

RECOMMENDATION:

To approve the Professional Standards Commission and State Department of Education's recommendations for revisions to the Exceptional Child Certificate, Consulting Teacher Endorsement, and Supervisor/Coordinator of Special Education Endorsement.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the Proposed Rule Amendments to IDAPA 08.02.02.028: Exceptional Child Certificate; IDAPA 08.02.02.029 Consulting Teacher Endorsement; and IDAPA 08.02.02.030 Supervisor/Coordinator of Special Education Endorsement requested by the State Department of Education and the Professional Standards Commission as submitted and specifically defined in Attachment 1. Moved by _____, seconded by _____ and carried.

ATTACHMENT:

1. Proposed Rule Amendments - 08.02.02.028, 029, and 030

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

028. EXCEPTIONAL CHILD CERTIFICATE.

Holders of this certificate work with children who have been identified as having an educational impairment. Endorsements which can be held with the Exceptional Child Certificate **include:** Generalist; Hearing Impaired; Visually Impaired; Consulting Teacher and Supervisor/Coordinator of Special Education; ~~Physically Impaired; Multiple Disabilities; Severe Retardation; Seriously Emotionally Disturbed; and Early Childhood Special Education.~~

~~(3-16-04)~~ (____)

01. Generalist Endorsement (K-12). The Generalist K-12 endorsement is non-categorical and allows one (1) 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 (5) 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 be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements:

(3-16-04)

- a. Completion of a baccalaureate degree from an accredited college or university. (3-16-04)
- 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. (3-16-04)
- c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-16-04)
- d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-16-04)

02. Hearing Impairment Endorsement (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. To be eligible for an Exceptional Child Certificate with a Hearing Impaired endorsement, a candidate must have satisfied the following requirements:

~~(3-16-04)~~ (____)

- a. Completion of a baccalaureate degree from an accredited college or university. (____)
- b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education. (____)
or
Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (____)

- c. Completion of a program of a minimum of thirty semester credit hours in the area of Hearing Impairment. **Must** receive an institutional recommendation specific to this endorsement from an accredited college or university. ()

03. Visual Impairment Endorsement (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. To be eligible for an Exceptional Child Certificate with a Visually Impaired endorsement, a candidate must have satisfied the following requirements: ()

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

- b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education. ()

or

Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. ()

- c. Completion of a program of a minimum of thirty semester credit hours in the area of Visual Impairment. **Must** receive an institutional recommendation specific to this endorsement from an accredited college or university. (3-16-04) ()

~~**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.~~ (3-16-04)

~~**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.~~ (3-16-04)

~~**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.~~ (3-16-04)

~~**07. Physical Impairment (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.~~ (3-16-04)

029. CONSULTING TEACHER ENDORSEMENT.

Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students with exceptional needs. They may also provide direct intervention for students with significant needs. (3-16-04) ()

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

01. Education Requirements. Qualify for or hold a Standard Exceptional Child Certificate and qualify for or hold a Standard Elementary Certificate, Standards Secondary Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3). Plus cCompletion, 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; and Counseling skills and guidance of professional staff. (3-16-04) (____)

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. (3-16-04)

030. SUPERVISOR/COORDINATOR OF SPECIAL EDUCATION ENDORSEMENT.

Supervisors/coordinators of special education support the district administrative team in ensuring that district practice is in compliance with the requirements of the Individuals with Education Disabilities Act. The assigned duties may include the evaluation of related services staff; supervision of the operations of special education programs within a school district; technical assistance and training to district staff and parents; assistance with student placement decisions; and representation for the school district regarding special education matters with other agencies and with the State Department of Education. (3-16-04) (____)

To be eligible for this endorsement on the Standard Exceptional Child Certificate or the Pupil Personnel Certificate endorsed for School Psychologist, Speech-Language Pathologist or Social Worker, a candidate must complete a master's degree program; have a verification of 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. (3-16-04) (____)

T. SUBJECT:**Qualifying Scores:****Education of Young Children, Praxis II #0021****World and U.S. History, Praxis II #0941****BACKGROUND:**

On December 2003, the Idaho State Board of Education approved the recommendation from the Professional Standards Commission (PSC) to approve qualifying scores for the required Praxis II teacher assessments based on the mean of the 2002-2003 national data minus one standard deviation. From September 1, 2004 forward, teacher preparation candidates and those seeking Idaho certification/endorsements have been held accountable for meeting or exceeding the qualifying score(s) on the required Praxis II assessment(s). However, the qualifying scores for two of the required Praxis II assessments (Education of Young Children, Praxis II #0021 and World and U.S. History, Praxis II #0941) could not be determined at that time since there was insufficient national data due to these assessments being new.

DISCUSSION:

Now that the two assessments (Education of Young Children, Praxis II #0021 and World and U.S. History, Praxis II #0941) have been widely administered in Idaho and other states, there is sufficient national data from 2003-2004 to determine the qualifying scores according to the State Board-approved process. The qualifying score for Education of Young Children, Praxis II #0021 is determined to be 169 and the qualifying score for World and U.S. History, Praxis II #0941 is determined to be 141.

RECOMMENDATION:

To approve the Professional Standards' recommendation that based on the 2003-2004 national data the qualifying scores be set at 169 for Education of Young Children, Praxis II #0021 and at 141 for World and U.S. History, Praxis II #0941.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the Praxis II qualifying scores for Education of Young Children, Praxis II #0021 and World and U.S. History, Praxis II #0941 as requested by the Professional Standards Commission as submitted and specifically defined in the attachments. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Data sheet: Praxis II #0021: Education of Young Children
2. Data sheet: Praxis II 0941; World & U.S. History

Praxis II #0021: Education of Young Children

107/26/2004 SCALED SCORE EXTRACT FREQUENCY REPORT

-EXTRACT ADMIN 10/2001 - 07/2004
 TEST CODE 0021
 TEST NAME EDUCATION OF YOUNG CHILDREN
 EDUCATIONAL LEVEL 2
 NUMBER OF SCORES 211
 MINIMUM OBS SCORE 143
 MAXIMUM OBS SCORE 200
 SUM OF SCORES 38053
 SUM OF SQUARE SCORES 6889021
 MEDIAN 182
 25% 174
 75% 188
 MEAN 180.3 180.3460
 STANDARD DEVIATION 11.2 11.1678

0 TOTAL GROUP

0	NUM IN	% IN	% BELOW
INTERVAL	INTERVAL	INTERVAL	INTERVAL
200	1	0.474	99.526
198	6	2.844	96.682
197	1	0.474	96.209
196	3	1.422	94.787
195	8	3.791	90.995
194	3	1.422	89.573
193	7	3.318	86.256
192	3	1.422	84.834
191	7	3.318	81.517
190	9	4.265	77.251
188	6	2.844	74.408
187	9	4.265	70.142
186	11	5.213	64.929
185	13	6.161	58.768
184	6	2.844	55.924
183	10	4.739	51.185
182	9	4.265	46.919
181	9	4.265	42.654
180	4	1.896	40.758
179	7	3.318	37.441
178	4	1.896	35.545
177	7	3.318	32.227
176	6	2.844	29.384
175	5	2.370	27.014
174	7	3.318	23.697
173	4	1.896	21.801
171	8	3.791	18.009
170	5	2.370	15.640
169	5	2.370	13.270
168	4	1.896	11.374
167	2	0.948	10.427
166	1	0.474	9.953
165	1	0.474	9.479
164	2	0.948	8.531
163	2	0.948	7.583
162	2	0.948	6.635
161	1	0.474	6.161
160	3	1.422	4.739

1 159	1	0.474	4.265
158	1	0.474	3.791
157	1	0.474	3.318
155	1	0.474	2.844
151	2	0.948	1.896
149	1	0.474	1.422
148	1	0.474	0.948
146	1	0.474	0.474
143	1	0.474	0.000

Praxis II #0941: World & US History

107/26/2004
-EXTRACT ADMIN 10/2001 - 07/2004
TEST CODE 0941
TEST NAME WORLD & U.S. HISTORY: CK
EDUCATIONAL LEVEL 2
NUMBER OF SCORES 159
MINIMUM OBS SCORE 112
MAXIMUM OBS SCORE 199
SUM OF SCORES 25244
SUM OF SQUARE SCORES 4060892
MEDIAN 160
25% 145
75% 174
MEAN 158.8 158.7673
STANDARD DEVIATION 18.3 18.2523

0 TOTAL GROUP

0	NUM IN	% IN	% BELOW
INTERVAL	INTERVAL	INTERVAL	INTERVAL
199	1	0.629	99.371
193	1	0.629	98.742
192	1	0.629	98.113
190	1	0.629	97.484
189	2	1.258	96.226
188	1	0.629	95.597
187	2	1.258	94.340
186	2	1.258	93.082
185	2	1.258	91.824
183	1	0.629	91.195
182	1	0.629	90.566
181	4	2.516	88.050
180	2	1.258	86.792
179	4	2.516	84.277
177	2	1.258	83.019
176	6	3.774	79.245
175	3	1.887	77.358
174	4	2.516	74.843
173	5	3.145	71.698
171	2	1.258	70.440
170	1	0.629	69.811
169	5	3.145	66.667
168	5	3.145	63.522
167	2	1.258	62.264
165	2	1.258	61.006
164	2	1.258	59.748
163	3	1.887	57.862
162	6	3.774	54.088
161	5	3.145	50.943
160	5	3.145	47.799
158	4	2.516	45.283
157	3	1.887	43.396
156	9	5.660	37.736
155	1	0.629	37.107
154	3	1.887	35.220
151	5	3.145	32.075
150	2	1.258	30.818
148	1	0.629	30.189

1 146	4	2.516	27.673
145	6	3.774	23.899
144	1	0.629	23.270
143	5	3.145	20.126
142	3	1.887	18.239
140	4	2.516	15.723
139	3	1.887	13.836
138	1	0.629	13.208
136	3	1.887	11.321
135	1	0.629	10.692
133	2	1.258	9.434
132	2	1.258	8.176
130	2	1.258	6.918
129	2	1.258	5.660
127	1	0.629	5.031
126	1	0.629	4.403
125	1	0.629	3.774
124	3	1.887	1.887
120	1	0.629	1.258
118	1	0.629	0.629
112	1	0.629	0.000

U. SUBJECT:

Adequate Yearly Progress Update

BACKGROUND:

According to State Board of Education Administrative Rule 08.02.03.112.02.b directs the State Department of Education to make Adequate Yearly Progress determination for schools and districts no later than one (1) month prior to the first day of school.

DISCUSSION:

This item is for information only. A brief presentation by department staff will review changes to the monitoring of Idaho schools and districts toward state academic goals. In addition, the presentation will review the next stage of sanctions and consequences schools and districts will face in the state and federal accountability systems.