

**STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>SUPERINTENDENT'S UPDATE</b>	Information Item
<b>2</b>	<b>SWAN VALLEY SCHOOL DISTRICT #92 TRUSTEE ZONE CHANGE</b>	Motion to approve
<b>3</b>	<b>SCHOOL DISTRICT PROPERTY TRANSFER – MINIDOKA – CASSIA</b>	Motion to approve
<b>4</b>	<b>SCHOOL DISTRICT PROPERTY TRANSFER –LAKELAND – WEST BONNER (REED PETITION)</b>	Motion to approve
<b>5</b>	<b>TEMPORARY AND PROPOSED RULE – IDAPA 08.02.03.004 RULES GOVERNING THOROUGHNESS- INCORPORATION BY REFERNCE</b>	Motion to approve
<b>5a</b>	<b>ADDITION TO THE HIGH SCHOOL MATH CONTENT STANDARDS</b>	Motion to approve
<b>5b</b>	<b>REVISION TO THE IDAHO ALTERNATIVE ASSESSMENT EXTENDED CONTENT STANDARDS</b>	Motion to approve
<b>6</b>	<b>APPOINTMENT TO THE CURRICULAR MATERIALS SELECTION COMMITTEE</b>	Motion to approve
<b>7</b>	<b>PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS</b>	Motion to approve
<b>8</b>	<b>TEMPORARY AND PROPOSED RULE CHANGE TO IDAPA 08.02.02.060. RULES GOVERNING UNIFORMITY – APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT</b>	Motion to approve
<b>9</b>	<b>PLEASANT VALLEY ELEMENTARY DISTRICT OUT-OF-STATE TUITION WAIVER REQUEST</b>	Motion to approve

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**SUBJECT**

Superintendent of Public Instruction Update to the State Board of Education

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

N/A

**DISCUSSION**

N/A

**IMPACT**

N/A

**STAFF COMMENTS AND RECOMMENDATIONS**

N/A

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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**SUBJECT**

Adjusted Trustee Zones for Swan Valley School District

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-313, Idaho Code

**BACKGROUND**

Section 33-313 of Idaho Code prescribes the procedure for adjusting trustee zones for school districts. The Swan Valley School District Board of Trustees has submitted the required documents and prepared a proposal which is submitted to the State Board of Education. The responsibility of the State Board of Education is to approve or disapprove the proposal for the adjusted trustee zones.

**DISCUSSION**

In order to fill a vacancy on their board of trustees, Swan Valley School District is requesting an adjustment to their trustee zones. As explained in the letter from the Board of Trustees, one trustee had resigned his position and a willing party was found to fill the vacancy and fulfill the remaining year in the term. Recently, in preparing for a trustee election, it was discovered the new trustee did not live in the trustee zone he was representing. At that point the seat was vacated. This proposal would adjust the trustee zone boundary to make the willing party eligible to hold the seat. The populations of the zones will not be markedly affected, and no one living in the current zone boundaries has come forward to fill the vacancy. The trustee positions are traditionally difficult to fill for this district.

**IMPACT**

N/A

**ATTACHMENTS**

Attachment 1 – Letter from Swan Valley School District	Page 3
Attachment 2 – Legal Description and Details of Proposed Trustee Zones	Page 5
Attachment 3 – Map of Proposed Trustee Zones	Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

**BOARD ACTION**

A motion to approve the adjusted trustee zones for the Swan Valley School District as submitted.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_ No \_\_\_\_

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## SWAN VALLEY SCHOOL DISTRICT #92

Monte Woolstenhulme, Superintendent

Fran Howell, Secretary



"Home of the Panthers"

March 11, 2008

Idaho State Board of Education,

Dear Board President and Members,

The purpose of this letter is to submit a request to redefine and change trustee zone #1 of the Swan Valley School District #92, located in the eastern portion of Bonneville County, Idaho. This request is respectfully submitted at the request of the Swan Valley School District #92 Board of Trustees, Teresa Nye serving as Board Chair.

### Historical Background

At the July 2007 School Board meeting the current chairman Dave Sargent officially resigned his position after 15 years of service, and had found Jared Johnson to fill his position for the remaining 1 year of his term. It was assumed by the School Board, the Superintendent (now retired), and the newly appointed trustee (Jared) that he resided within Trustee Zone #1. Jared was recruited due to his willingness to volunteer and serve his community, where in a small rural area few citizens have been willing to serve on the School Board. Many of the recent trustee elections have been unopposed and when vacancies have arisen it has been difficult to find people willing to serve.

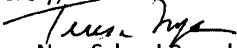
### Current Status

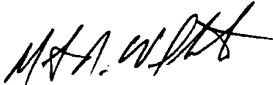
Fast forward to March 10<sup>th</sup>, 2008, when the current superintendent and board clerk were discussing the upcoming deadlines for a trustee election to be held May 20<sup>th</sup>, for Zone #1, and it was discovered through close analysis of an old zone-map the Jared did not reside within Zone #1. This issue was then discussed individually with the Board chair Teresa Nye and the affected trustee Jared Johnson.

After a review of Idaho Code and consultation with legal counsel, this proposal is now being submitted. With the proposed boundary change of Trustee Zone #1, only one family with three children would be affected by this action. This change would allow for a trustee position to be filled with someone willing to serve, has been faithful in his commitment since July 2007, has participated in board-training sessions and with young children in school has expressed an interest in continuing his commitment to the School Board.

Attached is a copy of the Zone Trustee Map, proposed boundary change alignment, along will accompanying legal descriptions. Thank you for your consideration in this matter.

Sincerely,

  
Teresa Nye, School Board Chair

  
Monte Woolstenhulme, Superintendent/Principal

3389 Swan Valley Highway  
PO Box 220  
Irwin, ID 83428

PHONE (208) 483-2405  
FAX (208) 483-2415  
WEB SITE [www.sd92.k12.id.us](http://www.sd92.k12.id.us)

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Swan Valley School District #92, Bonneville County, Idaho  
Proposed Realignment for Zone 1 Boundary

Date Requested: March 12, 2008

Trustee Zone legal descriptions

**TRUSTEE ZONE NO.1**

BEGINNING at a point on the midsection line of Sec. 16, Twp. 2N, R. 46 E. B.M., on the Bonneville-Teton County Idaho Wyoming state boundary line; thence south approximately 4 ¼ miles to the NE corner of the SE ¼ SE ¼ of Sec. 4, Twp. 1N, R. 46 E. B.M., thence west 16 ½ miles, more or less, passing through the intersection of NFD-85 road and Highway 26, to the intersection with the main channel of the Snake River; including block census tract 1039 which is the area within the boundary of Rainey Creek-South of Rainey Creek Road; thence following the Snake River main channel in a northwesterly direction to the approximate midpoint of the Highway 26 bridge crossing, thence west along the Township line 8 ½ miles, more or less, to the SW Corner of Sec. 31, Twp. 2N, R. 42 E. B.M., thence north 1 mile to the NW corner of Sec. 31, Twp. 2N, R. 42 E. B.M.; thence east 4 miles, more or less, to the SW Corner of Sec. 26; thence north 2 miles to the NW Corner of Sec. 23, Twp. 2N, R. 42 E. B.M., thence east 3 miles, more or less, along the section line to the SE Corner of Sec. 18, Twp. 2N, R. 43 E., B.M.; thence north to the main channel of the Snake River; thence following the Snake River in a northerly direction along the main channel to the SW corner of Sec. 18, Twp. 3N, R. 43 E. B.M., thence west approximately 1 mile along the west bank of the Snake River to the NW Corner of Sec. 24, Twp. 3N, R. 42 E. B.M., which is at an approximate point where the section line intersects the Snake River; thence north 3 miles to the NW corner of Sec. 1, Twp. 3N, R. 42 E. B.M., thence east following the Bonneville-Madison County line to its intersection with the Bonneville-Teton County line; thence following the Bonneville-Teton County line in a southerly direction to the point of beginning.

**TRUSTEE ZONE NO. 2**

BEGINNING at a point at the NE Corner of the SE ¼ SE ¼ of Sec. 4, Twp. 1N, R. 46 E.B.M. which is along the Bonneville County Idaho-Wyoming State boundary line; thence following the state line south approximately 16 ½ miles to its intersection with Highway 26; thence following Highway 26 in a northwesterly direction to the intersection of the NFD-85 road with Highway 26 in Twp. 1N, R. 44 E. B.M., excluding block census tract 1039, which included the area within the boundary of Rainey Creek-South of Rainey Creek road; thence east approximately 14 miles to the point of beginning.

**TRUSTEE ZONE NO. 3**

BEGINNING at the intersection of Highway 26 with the Idaho-Wyoming State boundary line in Sec. 3, Twp. 3S, R. 46 E. B.M., thence following the Idaho-Wyoming state boundary line south approximately 12 ½ miles to the intersection with the Bonneville-Caribou County line; thence west approximately 9 ¾ miles to the SW Corner of Sec. 31, Twp. 4S, R 45 E. B.M., thence north 12 miles to the NW corner of Sec. 6, Twp. 3S, R. 45 E., B.M., thence west 12 miles to the SW Corner of Sec. 31, Twp. 2S, R. 43 E. B.M., thence south 12 miles to the SE Corner of Sec. 36, Twp. 4S, R. 42 E. B.M., thence west approximately 6 miles to the SW Corner of Sec. 31, thence north following the section line 24 miles to the NW Corner of Sec. 6, Twp. 1S, R. 42 E. B.M., thence east approximately 1 mile to the Caribou National Forest Boundary line, thence north 6 miles to the SW Corner of Sec. 31, Twp. 2N, R. 42 E. B.M., thence east 8 ½ miles along the Township line to the approximate midpoint of Highway 26 bridge crossing and the main channel of the Snake River, thence southeasterly along the main channel of the Snake River to a point that intersects with the section line between sections 2 & 3, Twp. 1N, R 43E. B.M., thence east approximately 2 ¼ mile to the intersection of Highway 26 and the NFD-85 road, thence following Highway 26 in a southeasterly direction to the point of beginning.

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Swan Valley School District #92, Bonneville County, Idaho  
Proposed Realignment for Zone 1 Boundary

Date Requested: March 12, 2008

TRUSTEE ZONE Details

**TRUSTEE ZONE NO. 1 – estimated population: 210**

Trustee Jared Johnson, Appointed July 1, 2007, Re-election: May 20, 2008, (*Dave Sargent, previous Board Chair resigned, ran unopposed May 2002, May 2005*)

\*Determined March 11, 2008 that he does not reside within Trustee Zone 1 as assumed. Resolution by the Board on March 12, 2008 to declare a vacancy for Trustee Zone 1 (Id.Code 33-504), and submit a request to realign the Trustee Zone Boundaries between zones 1 & 2 (Id. Code 33-313).

**TRUSTEE ZONE NO. 2 –estimated population: 229**

Trustee Bill Steffes, Elected May, 2004, Re-election: May, 2010 (*Bill ran unopposed, May, 2007*)

**TRUSTEE ZONE NO. 3 – estimated population: 220**

Trustee Teresa Nye (Chair), Appointed April, 2003, Re-election: May, 2009 (*Teresa ran unopposed May, 2006*)



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SWAN VALLEY SCHOOL DISTRICT #92

BONNEVILLE COUNTY  
IDAHO

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RIRIE  
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**TAB 2 Page 7**



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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**IDAHO STATUTES  
TITLE 33  
EDUCATION  
CHAPTER 3  
STATE BOARD OF EDUCATION**

33-313. TRUSTEE ZONES. Each elementary school district shall be divided into three (3) trustee zones and each other school district shall be divided into no fewer than five (5) or more than nine (9) trustee zones according to the provisions of section 33-501, Idaho Code. Any proposal to define the boundaries of the several trustee zones in each such school district shall include the determination, where appropriate, of the number of trustee zones in such district, and the date of expiration of the term of office for each trustee. The boundaries of the several trustee zones in each such school district shall be defined and drawn so that, as reasonably as may be, each such zone shall have approximately the same population.

Whenever the area of any district has been enlarged by the annexation of all or any part of another district, or by the correction of errors in the legal description of school district boundaries, any such additional territory shall be included in the trustee zone or zones contiguous to such additional territory until such time as the trustee zones may be redefined and changed. Trustee zones may be redefined and changed, but not more than once every five (5) years in the manner hereinafter provided.

A proposal to redefine and change trustee zones of any district may be initiated by its board of trustees and shall be initiated by its board of trustees at the first meeting following the report of the decennial census, and submitted to the state board of education, or by petition signed by not less than fifty (50) school electors residing in the district, and presented to the board of trustees of the district. Within one hundred twenty (120) days following the decennial census or the receipt of a petition to redefine and change the trustee zones of a district the board of trustees shall prepare a proposal for a change which will equalize the population in each zone in the district and shall submit the proposal to the state board of education. Any proposal shall include a legal description of each trustee zone as the same would appear as proposed, a map of the district showing how each trustee zone would then appear, and the approximate population each would then have, should the proposal to change any trustee zones become effective.

Within sixty (60) days after it has received the said proposal the state board of education may approve or disapprove the proposal to redefine and change trustee zones and shall give notice thereof in writing to the board of trustees of the district wherein the change is proposed. Should the state board of education disapprove a proposal the board of trustees shall within forty-five (45) days submit a revised proposal to the state board of education. Should the state board of education approve the proposal, the trustee zones shall be changed in accordance with the proposal.

At the next regular meeting of the board of trustees following the approval of the proposal the board shall appoint from its membership a trustee for each new zone to

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serve as trustee until that incumbent trustee's three (3) year term expires. If the current board membership includes two (2) incumbent trustees from the same new trustee zone, the board will select the incumbent trustee with the most seniority as a trustee to serve the remainder of his three (3) year term. If both incumbent trustees have equal seniority, the board will choose one (1) of the trustees by the drawing of lots. If there is a trustee vacancy in any of the new zones, the board of trustees shall appoint from the patrons resident in that new trustee zone, a person from that zone to serve as trustee until the next annual meeting. At the annual election a trustee shall be elected to serve during the term specified in the election for the zone. The elected trustee shall assume office at the annual meeting of the school district next following the election.

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**SUBJECT**

Excision and Annexation of Land from Minidoka Joint School District to Cassia County Joint School District

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-308, Idaho Code; IDAPA 08.02.01.050, Rules Governing Uniformity

**BACKGROUND**

Section 33-308 of Idaho Code prescribes the procedure for excision and annexation of land from one school district to another. The Minidoka School District Board of Trustees has transmitted the proposal and petition containing the required documents which is submitted to the State Board of Education. The responsibility of the State Board of Education is to approve or disapprove the proposal for the excision/annexation. If the proposal is approved, it will be sent to the electors of the area affected.

**DISCUSSION**

The proposal and petition were submitted by Julie Rushton to Minidoka and Cassia County school districts. Both districts oppose the property transfer. Pursuant to IDAPA 08.02.01.050 a hearing officer was appointed to review the request and a public hearing was held. The hearing officer recommends approval of the proposed property transfer. The hearing officer's recommendation and exhibits are attached. These include the documents as originally submitted to the State Department of Education (pages 26-33) although one document was incomplete and is included as Attachment 2.

**IMPACT**

N/A

**ATTACHMENTS**

Attachment 1 – Hearing Officer Recommendation	Page 3
Attachment 2 – Reasons for Submitting Petition and number of children impacted	Page 79
Attachment 3 – Maps of current and proposed boundaries	Page 81

**STAFF COMMENTS AND RECOMMENDATIONS**

**BOARD ACTION**

A motion to approve/disapprove the excision and annexation from Minidoka Joint School District to Cassia County Joint School District.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_ No \_\_\_\_

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RICHARD A. CARLSON, Hearing Officer  
P.O. Box 21  
Filer, ID 83328  
Telephone and fax: (208) 326-3686

BEFORE THE IDAHO DEPARTMENT OF EDUCATION

\*\*\*\*\*

In re: Petition to Change School District	)	
Boundaries,	)	
	)	
Julie Rushton, <i>et al</i> ,	)	RECOMMENDED
	)	ORDER
Petitioners,	)	
	)	
v.	)	
	)	
Minidoka County Joint School District No. 331	)	
and Cassia County Joint School District No.	)	
151,	)	
Respondents.	)	
_____	)	

This matter was heard on February 25, 2008 before Hearing Officer Richard A. Carlson. Julie Rushton appeared as a representative of the Petitioners. Michael Tribe, Attorney at Law, appeared on behalf of the Minidoka County Joint School District #331 along with Superintendent Dr. Scott Rogers. Douglas Whipple, Attorney at Law, appeared on behalf of the Cassia County Joint School District #151 along with Superintendent Gaylen Smyer.

**1. NOTICE**

This is the recommended order of the Hearing Officer under IDAPA 04.11.01.720. It

RECOMMENDED ORDER- 1

will not become final without action of the agency head. Any party may file a petition for reconsideration of this recommended order with the Hearing Officer issuing the order within fourteen (14) days of the service date of this order. The Hearing Officer issuing this recommended order will dispose of any petition for reconsideration within twenty-one (21) days of its receipt, or the petition will be considered denied by operation of law. See Section 67-5243(3), Idaho Code.

Within twenty-one (21) days after (a) the service date of this recommended order, (b) the service date of a denial of a petition for reconsideration from this recommended order, or (c) the failure within twenty-one (21) days to grant or deny a petition for reconsideration from this recommended order, any party may in writing support or take exceptions to any part of this recommended order and file briefs in support of the party's position on any issue in the proceeding.

Written briefs in support of or taking exceptions to the recommended order shall be filed with the agency head (or designee of the agency head). Opposing parties shall have twenty-one (21) days to respond. The agency head or designee may schedule oral argument in the matter before issuing a final order. The agency head or designee will issue a final order within fifty-six (56) days of receipt of the written briefs or oral argument, whichever is later, unless waived by the parties or for good cause shown. The agency head (for designee of the agency head) may remand the matter for further evidentiary hearings if further factual development of the record is necessary before issuing a final order.

RECOMMENDED ORDER. 2

**2. WITNESSES AND EXHIBITS**

A. The following persons testified at the hearing:

1. Julie Rushton
2. Dr. Scott Rogers
3. Michelle DeLuna
4. Alicia Bywater
5. Brian Duncan
6. Gaylen Smyer

B. The following exhibits were admitted at the hearing:

EX. 1- A four (4) page letter dated Feb. 20, 2008 from Julie Rushton to the Hearing Officer with an attached one-page spreadsheet concerning tax base impacts to both Districts and two attached maps delineating the current and proposed District boundaries;

EX. 100- A six (6) page document consisting of the "Petition to Change District Boundaries" together with related maps and "Exhibit 'C' -Reasons for Submitting this Petition";

EX. 101- An eight (8) page document labeled " Written Statement Opposing Proposed Alteration of District Boundaries";

EX. 102 – A one (1) page document labeled "Tax Impact for Residents of Both Counties";

EX. 103 – A four (4) page document in spreadsheet format containing miscellaneous information about the debts and tax base of School District #331;

EX. 104 – A one (1) page letter dated Feb. 19, 2008 from Alicia Bywater, Transportation Supervisor of District #331;

EX. 105 – A large color map of the Minidoka County Joint School District #331;

EX 106 – A copy of a one (1) page letter dated Dec. 6, 2007 from Gaylen Smyer, Superintendent of District #151, to Dr. Mike Rush, Idaho Board of Education concerning the proposed annexation/ excision;

EX. 107 – A map delineating a potential bus route for transport of students from area proposed for excision/ annexation to District #151 schools along with mileage and cost estimates for transportation planning;

**RECOMMENDED ORDER- 3**

EX. 200- A four (4) page exhibit containing proposed bus routes ( same as Ex. 107), Dec. 6, 2007 letter from Gaylen Smyer ( same as EX. 106), information about Declo High School and CRTC classes, and tax valuations of the petitioners' properties.

C. The following exhibits were marked but were not admitted as evidence:

EX. 3 – A one (1) page exhibit initially offered by Ms. Rushton at the hearing which was objected to by Mr. Tribe and was ultimately withdrawn;

EX. 2 – A nine (9) page exhibit offered by Ms. Rushton at the hearing which had not been served on all parties prior to the hearing pursuant to the Pre-Hearing Order dated Feb. 7, 2008 and to which Mr. Tribe objected. Mr. Tribe renewed his objection at the end of the hearing on the basis that its admission would cause unfair prejudice to District #331 since the District had not had an opportunity to prepare a response to it. The Hearing Officer, having taken the objection under advisement, finds that EX. 2 will not be admitted as part of the record and will not be considered because it was not provided to all parties pursuant to the pre-hearing order and likely caused unfair prejudice to the extent that Mr. Tribe was not able, on short notice, to respond to the evidence in the exhibit.

### **3. PROCEDURAL BACKGROUND**

On or about November 21, 2007 Julie Rushton filed a “Petition to Change District Boundaries” with School Districts #331 and #151 requesting an alteration of the Districts’ boundaries. The effect of the change would be to remove an approximately one and one-half square mile area in the “Jackson” area of Cassia County from District #331 and add it to District #151. Maps of the area proposed for change are in the record marked Exhibits 101 and 105. The legal description of the area is contained in Exhibit 100 at page one.

After having received the petition, the Board of School District #331 considered the matter and objected to the proposed change in a letter to the Idaho State Board of Education dated Dec. 17, 2007. ( EX. 101) The Board of School District #151 also recommended the petition be denied in a letter to the Board dated Dec. 6, 2007. ( EX. 200, p.2)

RECOMMENDED ORDER. 4



Representatives of the School Districts, the Petitioners, and the Hearing Officer met for an informal pre-hearing conference on February 1, 2008 to work out a schedule for the hearing, and discuss some rules about exchanging witness lists and an exchange of documentary evidence that the parties intended to offer as exhibits. Some other issues were addressed during the pre-hearing conferences i.e. the order of the presentation of witness testimony.

Notice of the public hearing regarding the petition was published in a newspaper of general circulation in the area (the *South Idaho Press*) on February 9, 2008. The hearing was held on February 25, 2008 in the City of Rupert City Council chambers and was audio taped with the consent of all parties. In addition, a court reporter also recorded the hearing but has not been requested to prepare a transcript.

At the conclusion of the receipt of testimony and evidence the parties were invited to present written statements (arguments) in support of their respective positions which Petitioners and both Districts did on March 3, 2008.

This Recommended Order is based on a careful review of the record including the documentary evidence and oral testimony presented at the hearing as well as a review and application of law. This Recommended Order constitutes the Hearing Officer's analysis of the relevant issues, his findings of fact, and his conclusions of law.

#### **4. APPLICABLE LAWS, REGULATIONS AND STANDARDS**

Idaho Code 33-308 and IDAPA 08.02.01.050 provide citizens the right to petition the Board of Education for alterations of school district boundaries. That statute and rule require an analysis of two issues:

1. Will the excision as proposed leave a school district with a bonded debt in excess of the limit prescribed by law;

RECOMMENDED ORDER- 5

2. Is the excision and annexation in the best interests of the children residing in the area described in the petition. In determining the best interests of the children, the hearing officer shall consider all relevant factors, which may include:

- i. The safety and distance of the children from the applicable schools;
- ii. The views of the interested parties as these views pertain to the interests of the children residing in the petition area;
- iii. The adjustment of the children to their home and neighborhood environment;
- iv. The suitability of the school(s) and school district which is gaining students in terms of capacity and community support.

IDAPA 08.01.01.050 makes the Idaho Rules of Administrative Procedure of the Attorney General, IDAPA 04.11.01 et seq. applicable to hearings on petitions for school district boundary alterations. The Petitioners in this case have the burden of presenting evidence on the two issues described above and proving their “case” by a preponderance of evidence.

**5. WILL THE ALTERATION LEAVE SCHOOL DISTRICT #331 WITH A BONDED DEBT IN EXCESS OF THE LIMIT PRESCRIBED BY LAW?**

The proposed change of district boundaries will not leave School District #331 with bonded indebtedness in excess of the limit prescribed by law. That finding and conclusion is based on the following:

- a. The analysis of the bonded debt and tax base consequences of the proposed boundary change submitted by District #331 ( EX. 101, p. 3)
- b. The oral testimony of Ms. Michelle DeLuna – a District #331 employee responsible for budget and financial affairs of the District- to the effect that the District could lose approximately thirty million dollars (\$30,334,000) of its tax base before its tax base would shrink below the required level to support its bonded indebtedness.

RECOMMENDED ORDER- 6

c. EX. 1, p. 2 which represented the 2007 tax base of District #331 as \$ 902,308,946. and bonded indebtedness in the amount of \$23,050,000 in the event the boundary change were approved.

The District is allowed a bond indebtedness no greater than five (5) per-cent of the previous year's total actual (not adjusted) value of its property tax base. Subtracting the market value of the property in the area proposed for excision ( approximately \$798,000- EX. 200, p. 4) from School District #331's tax base will leave it well under the upper limit of indebtedness imposed by statute.

**6. IS THE EXCISION AND ANNEXATION IN THE BEST INTERESTS  
OF THE CHILDREN RESIDING IN THE AREA DESCRIBED  
IN THE PETITION?**

IDAPA 08.02.01 Rule 50 requires consideration of "all relevant factors" which have a bearing on the "best interests of the children residing in the area described in the petition". The Rule gives some examples of factors that can be considered but is not an exclusive list.

The petitioners' initial written statement of reasons prompting the requested change of district boundaries, included the following:.

"In making this request, we have not considered the relative strengths and qualities of the two districts; we simply consider ourselves to be a part of the Cassia School District 151 community. We also believe this change will be in the best interest of the nine (9) school age children currently affected, and we believe the impact to both districts will be minimal. The following outlines our reasoning for this request:

1. **Contiguous to District 151.** The one and a half square miles as defined in the petition borders District 151 along the south side.

2. **All Students Attend District 151.** Although this one and a half square mile area is currently in District 331, none of the students living in this area have attended District 331 schools in over five years.

3. **District 331 Busing Policy.** According to the Transportation Research Board of the National Academy of Sciences, the school bus is the absolute safest way to get to and from school. It is far safer than walking, riding a bike or even driving yourself. We, as a neighborhood, have made attempts to work out a busing solution for the safety of our children. District 151 has been willing to provide busing for our children, however

RECOMMENDED ORDER- 7

District 331 has refused to grant the permission needed for such busing. At the present time, our children must be dropped off at a designated bus stop a few miles from our homes. This bus stop is at an intersection that is heavily traveled by farming and dairy operations. Based on bus safety statistics, our children will be safer being picked up in front of our homes rather than being transported to a bus stop.

4. **Annual Petition.** Although we consider ourselves to be part of the School District 151 community, and our children have not attended school anywhere else in over five years, we must annually petition District 151 Board of Trustees each January to assure that our children will be allowed to attend District 151 for the following school year. While we appreciate District 151's willingness to grant our yearly requests, granting this request for a change in district boundaries would eliminate this annual task and the possibility of denial. The concern for denial comes from the open enrollment confirmation letter which states "Please be advised that if, at the first of the school year the number of in-district enrollment numbers are too high, the principal may re-evaluate your application." Removing this constant "uncertainty" would definitely be in the best interest of the children.

5. **Grass Roots Support.** Of the eight eligible voters that reside within the area of the petition, eight have been contacted and all eight have signed the Petition to Change District Boundaries.

6. **Minimal Effect to Tax Base.** As no students living in the one and a half square mile area attend school in District 331, there will be no reduction of students. We do recognize that District 331 will lose tax base on four homes and approximately one and a quarter square miles of agricultural land, however, given the large size of District 331's tax base, and its current and expected growth, we believe that District 331 will never miss the tax base derived from this small area.

As Petitioners, we trust that the Board of Trustees of both districts will recognize that we strongly perceive ourselves as being part of the District 151 community. We look forward to being "full patrons" of District 151 and we trust that both Districts will focus on what is best for the students and the families involved." ( EX. 100, pp.5-6)

In response, District #331's initial written statement opposing the Petition can be summarized as follows:

1. The initial petition was characterized as being in the "best interests of the children and *families* involved". Applicable law does not recognize the "best interests of the families" as a proper criteria to consider;

2. **"Availability of Open Enrollment.** The desires of parents and other family members to move their children from one school district to another are adequately addressed in the Idaho Code sections dealing with open enrollment - specifically sections 33-1401 et al. Section 33-1402 provides that whenever the parent or guardian of any pupil determines that it is in the best interest of the pupil to attend a school within another district such pupil, or pupils, may be transferred to and attend the selected school subject to the provisions of I.C. 33-1402 & 33-1402. The petitioners have not alleged that there is a problem with open enrollment in their desired school district. What the petitioners are seeking relief from is having to annually enroll their children in another district and bus

RECOMMENDED ORDER- 8

them to nearby bus stops. Petitioners claim that they have a concern that District 151 may deny them access to their desired schools. This alleged "concern for denial" comes from a standard form sent from District 151, which merely asserts the district's policy preference for resident students. The petitioners further state that removing "this constant 'uncertainty' would definitely be in the best interest of the children." Although uncertainty and the need to annually enroll maybe concerns of the parents of the children involved, the petitioners have not shown how these factors, if eliminated, would be in the best interests of their children." ( Above and following quotes from EX.101)

3. **"District 331 Provides Adequate Schools.** District 331 schools have not been shown to be deficient in any manner nor has the petition raised the issue. District 331 is a suitable district for instruction as are each of the individual schools that the children of the petitioners would attend if their children attended District 331 schools. The children of the families named in the petition, if attending District 331 schools, would attend Acequia Elementary, East Minico Middle School and Minidoka County High School."

4. **"No Explanation as to Why Annexation Would be in the Best Interests of Children.** The Petition fails to demonstrate why excision from District 331 and annexation by District 151 would be in the best interests of the children. The amount of travel to and from Minidoka County Schools has not been shown to be excessive nor has the petition raised that issue. Acequia Elementary is approximately four (4) miles from the petitioners' residences, East Minico is approximately seven (7) miles from the petitioners' residences and Minico High School is approximately nine (9) miles from the petitioners' residences. The petitioners have not stated how far the District 151 schools that they currently attend are from their residences."

5. **"Precedent.** District 331 has real property located in Minidoka, Jerome. Lincoln and Cassia Counties. If pockets of parents begin requesting excision, the District will potentially lose significant numbers of students and property with the final result being a dwindling tax base. The dwindling tax base and the unpredictability of actions such as this will handicap the District as it attempts to set responsible budgets for subsequent school years and set long-term plans for the future. If the State Board of Education allows this excision and the annexation into District 151, it sends a clear message that if open enrollment creates a perceived hardship on a parent such as having to drive your children to school, then the solution is to file a petition for annexation and force another district to transport your children to and from your preferred school."

6. "A District 151 bus is picking up petitioners' children at a designated bus stop. The true concern of petitioners appears to be the fact that they have to take some part in insuring that then children are transported to the schools and district of their choice. While traffic patterns are important in analyzing the safety of students, District 331 does not believe that the safety of petitioners' children is in any way jeopardized by being transported to a bus stop a few miles from their home."

7. Both Districts are "interested parties" as the term is used in IDAPA 08.02.01.050.01 (b)(ii) and both Districts oppose the change of boundaries.

8. **"The Adjustment of the Children to Their Home and Neighborhood Environment.** District 331 is without comment as to the adjustment of the children to their home and neighborhood environment. However, District does not believe this is a factor that should carry any weight with the decision maker in this matter as there will be no change to the children's home or neighborhood environment."

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9. "Suitability of the Schools and District. There is no evidence in the petition as to the suitability of the schools and school District that would be gaining students in this matter. District 331 believes that District 151 provides a suitable education for its students and that there is sufficient capacity to absorb the students full time as they are currently attending District 151 schools."

The initial written response from District #151 opposing the boundary change can be summarized as follows:

1. "The students residing in the area identified in the petition are currently attending Cassia Joint School District 151 schools through the open enrollment process. The Cassia Joint School District 151 Board of Trustee surmised that since the students have access to and are enrolled in Cassia Schools there is no need to annex any portion of the Minidoka Joint District 331 into the Cassia Joint School District." ( EX. 200, p.2)

Witnesses' testimony at the public hearing generally followed their positions summarized above but provided additional evidence, some focused more specifically on bus transportation issues, some focused on both Districts' opposition to the proposed boundary change. The following findings are based on the Hearing Officer's review of the documentary evidence and oral testimony:

1. The area proposed for excision/ annexation ("the property") is in a rural part of Cassia County that is somewhat isolated from the closest urban areas of Rupert, Declo, and Burley. An east-west roadway – formerly named '200 South' and now re-named '400 North' - runs along the south boundary of the property and is the south boundary of District #331 and the north boundary of District #151. East of the property is desert (presumably BLM land) where there is no housing development.(Rushton test.) There is scattered housing development some distance north of the property and some to the west. ( Rushton, Bywater test. EX. 105)

2. There are four residences located on the property, occupied by four families with 9 school age children ( two additional pre-school age children)- all of them attending District #151 schools in the Declo area for six or more years on an "open enrollment" basis.( Rushton test.) One or more of the petitioner families will have school age children for the next 14 years. ( Rushton test.) All adults eligible to vote living on the property signed in support of the petition. The petitioners are aware that they will pay higher property taxes as a result of higher school district tax levies in District #331 if the petition is approved. (EX. 102, Rushton test.) While some or all of the petitioners may shop in or travel to Rupert for a variety of reasons, they feel primarily connected with the Declo community as a result of their involvement with District #331 schools, school functions, fundraisers, sports activities, etc. ( Rushton test.)

RECOMMENDED ORDER. 10

3. District #331 will not allow District #151 school busses to enter it's territory for a variety of reasons, including the possibility that some children might get confused about the proper bus to board. ( Duncan test.) As a result, petitioners either drive their children to a designated school bus stop located a mile or more from the property or occasionally drive their children to school. School districts attempt to pick children up directly in front of their homes in rural areas to discourage children from walking along country roads where there is traffic but no sidewalk or dedicated walkway. (Bywater test.) Heavy truck traffic associated with farm and large dairy operations exists on '400 North' - the Districts' present boundary line – and the roadway along which petitioners' childrens' present bus stop is located. ( Rushton test.) Aside from potential traffic hazards, the current bus stop is in front of a potato cellar and floods periodically causing problems.

4. The travel distances from the property to either of the District schools is roughly equal. (EX. 105, Bywater, Rushton test.) Travel distance from the property to the District #151's Declo High School is 11 miles vs. 13 miles to District #331's Minico High School.

5. There is no evidence to suggest that either District offers more academic opportunities than the other.

6. Both Districts have opposed the petition based on an expectation that allowing it might set a precedent (i.e. that other neighborhood groups might petition for boundary changes) and 'open enrollment' policies provide a satisfactory alternative for parents who wish to send their children to out-of-district schools. ( Rogers, Smyer, Duncan test.) Excissions/ annexations can also complicate budgeting, curriculum planning and other aspects of school administration. ( Dr. Rogers test.) However, there is no proscribed method, other than a petition filed pursuant to Idaho Code 33-308, to address the long term needs of parents who, like petitioners, have determined that it is in their childrens' best interests to attend schools "out of district". Likewise, there is no evidence ( other than speculation) that approval of *one* annexation/excision request *causes* others to be filed.

The petitioners all believe that it is in their childrens' best interests to attend schools in District #151 and are willing to pay higher taxes to meet their childrens' needs. Dr. Rogers, Superintendent of District #331, acknowledged that "it was in the best interest of those students to attend those schools.... ( referring to the current situation where all petitioners' children are attending District #331 schools) although he did qualify his statement by testifying that there were other remedies besides excision/annexation to accommodate their best interests, i.e. the open enrollment system.

Idaho Code 33-308 and IDAPA 08.02.01.050 requires an answer to the question "Is the excision and annexation in the best interests of *the children residing in the area described in the petition*" (Emphasis supplied). The statute's and rule's focus on the best interests of *those* children- not the best interests of other children or one of the Districts- leads this Hearing Officer to conclude that, while other interests such as Dr. Rogers, Mr. Smyer, and Mr. Duncan testified about might be considered, they are secondary.

For at least the past five years it has been in the best interests of all the children residing in the area described in the petition to attend District #151 schools and that

RECOMMENDED ORDER- 11

circumstance is likely to continue for a decade or more into the future. That has been, and is, the clear and unanimous opinion of their parents who know the children best and are primarily responsible for their well-being. While the Hearing Officer is sensitive to the need for stability of district boundaries to encourage long term planning within our educational system, Idaho Code 33-308 makes the best interests of students in the affected area of paramount importance.

### CONCLUSION

Based on the evidence in the record this Hearing Officer finds that the petitioners have proved, by a preponderance of evidence, that:

(1) the excision of the subject property, as proposed, will not leave the Minidoka County Joint School District #331 with a bonded debt in excess of the limit prescribed by law;

(2) the excision and annexation, as proposed, is in the best interests of the children residing in the area described in the petition.

Based on the discussion, analysis, findings and conclusions of law set forth above this Hearing Officer recommends that the Board of Education approve this pending petition.

DATED this 17<sup>th</sup> day of March, 2008.



Richard A. Carlson, Hearing Officer

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STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

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CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on the 17<sup>th</sup> day of March, 2008, the above and foregoing as served on the following by placing a copy of the same in the United States mail, postage prepaid and properly addressed to the following:

Julie Rushton  
1394 E. 500 N.  
Jackson, ID 83350

Michael Tribe  
Robinson & Associates  
P.O. Box 396  
Rupert, ID 83350

Douglas R. Whipple  
Attorney at Law  
P.O. Box 249  
Burley, ID 83318

  
\_\_\_\_\_  
Richard A. Carlson  
Hearing Officer

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STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

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February 20, 2008

Julie Rushton  
1394 East 500 North  
Jackson, ID 83350

Richard A. Carlson, Hearing Officer  
P.O. Box 21  
Filer, ID 83328

Re: Petition to Change School District Boundaries

Mr. Carlson, as per your instruction, I am sending additional exhibits we wish to have included with the original petition and exhibits.

I will be speaking on behalf of the petitioners. We do not have any other witnesses that we will be calling.

Sincerely,


  
Julie Rushton

EXHIBIT 1  
114

**Exhibit 2 - Minimal Effect to Tax Base**

**Current Comparison of Both School Districts**

	1999 Tax Base	2007 Tax Base	Increase	% Increase
District 331	804,367,826	903,107,180	98,739,354	12.28%
District 151	818,207,206	949,478,984	131,271,778	16.04%

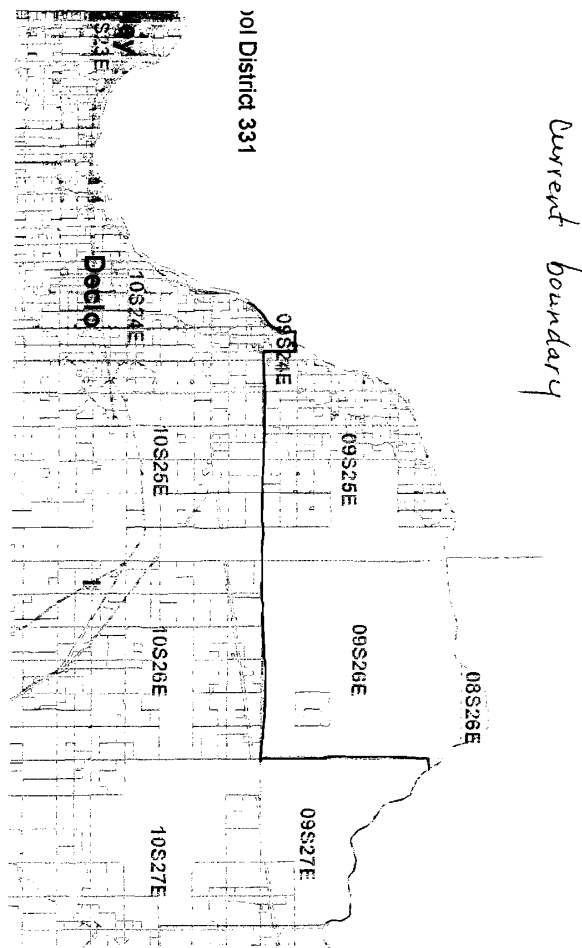
**Effect to Tax Base and % of Bonded Debt if Petition is Granted**

	2007 Tax Base	Bonded Indebtedness	
District 331	903,107,180	23,050,000	2.5523%
Petition Area	-798,234		
	902,308,946	23,050,000	2.5546%

(Data obtained from Idaho Department of Education Website, "Tax levies for school purposes" and from the respective school districts)

EXHIBIT 1  
2/4

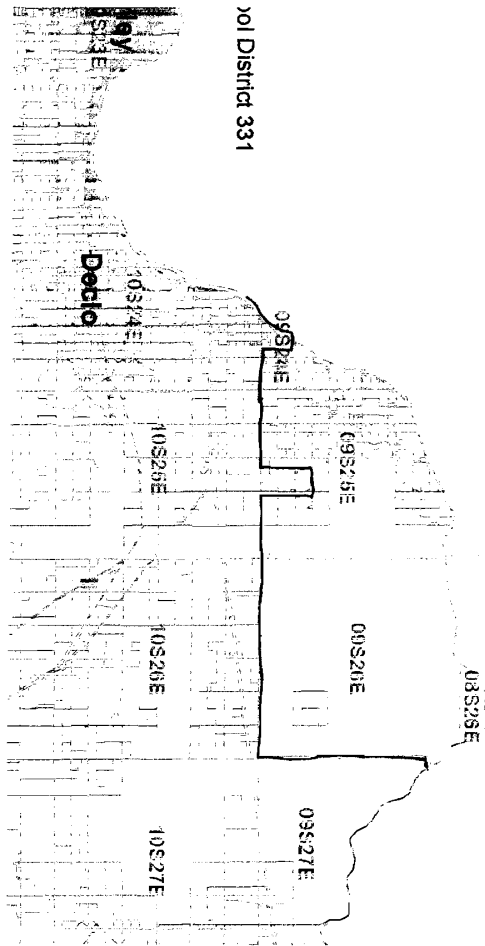
Exhibit 3



1  
3/4

Exhibit 4

Proposed boundary



1

414

STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

RECEIVED

NOV 21 2007

Petition to Change District Boundaries

Addressed to: Minidoka County Joint School District 331 Board of Trustees  
633 Fremont Ave. Rupert, ID 83350

MINIDOKA COUNTY SCHOOLS  
DISTRICT OFFICE

Cassia County Joint School District 151 Board of Trustees  
237 East 19<sup>th</sup> St. Burley, ID 83318

November 20, 2007

Dear Trustees,

We, the undersigned, do respectfully petition that the following described real property be excised from Minidoka School District 331 and be annexed into Cassia School District 151, to wit:

Township 9 South, Range 25 East of the Boise Meridian, Cassia County, Idaho

Section 26: W  $\frac{1}{2}$  SW  $\frac{1}{4}$   
Section 27: SE  $\frac{1}{4}$  and E  $\frac{1}{2}$  SW  $\frac{1}{4}$   
Section 34: E  $\frac{1}{2}$  and E  $\frac{1}{2}$  W  $\frac{1}{2}$   
Section 35: W  $\frac{1}{2}$  W  $\frac{1}{2}$

The maps showing the boundaries of both districts as they presently appear and as they would appear should the excision and annexation be approved are attached as Exhibit A and B respectively.

Also included is an outline of reasons for making this request (Exhibit C).

The number of school age children (K-12) residing in the area described in the petition and thereby directly affected by this decision is currently nine.

As patrons of Cassia School District 151, we will assume our proportionate share of any bonded debt and also the interest thereon.

As outlined in the letter attached as Exhibit C, there are numerous reasons for submitting this petition. However, the overwhelming reason that we make this request is that we believe this change is in the best interest of the children and families involved.

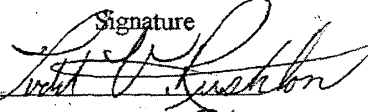
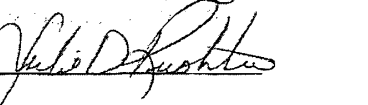
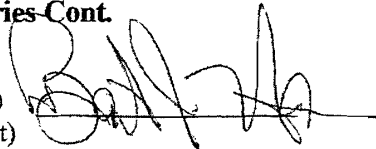
Name	Address	Phone	Signature
Todd V. Rushton	1394 E. 500 N. Jackson (former address: 746 E. 100 S. Rupert)	436-5206	
Julie D. Rushton	1394 E. 500 N. Jackson (former address: 746 E. 100 S. Rupert)	436-5206	

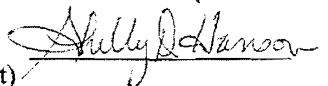
EXHIBIT 100  
11-6

**Petition to Change District Boundaries-Cont.**

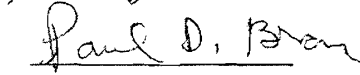
Barton J. Hanson 496 N. 1450 E. Jackson 436-1690  
(former address: 104 S. 800 E. Rupert)



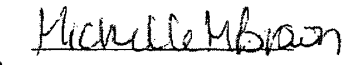
Shelly D. Hanson 496 N. 1450 E. Jackson 436-1690  
(former address: 104 S. 800 E. Rupert)



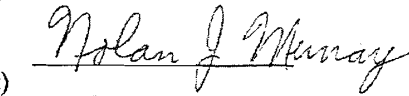
Paul D. Brown 548 N. 1450 E. Jackson 436-5260  
(former address: 52 S. 800 E. Rupert)



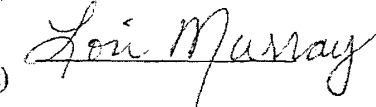
<sup>H.</sup>  
Michelle J. Brown 548 N. 1450 E. Jackson 436-5260  
(former address: 52 S. 800 E. Rupert)



Nolan J. Murray 1452 E. 500 N. Jackson 436-9866  
(former address: 802 E. 100 S. Rupert)



Lori Murray 1452 E. 500 N. Jackson 436-9866  
(former address: 802 E. 100 S. Rupert)



**Exhibit A**  
**Present Boundary**

Minidoka Joint School District 331

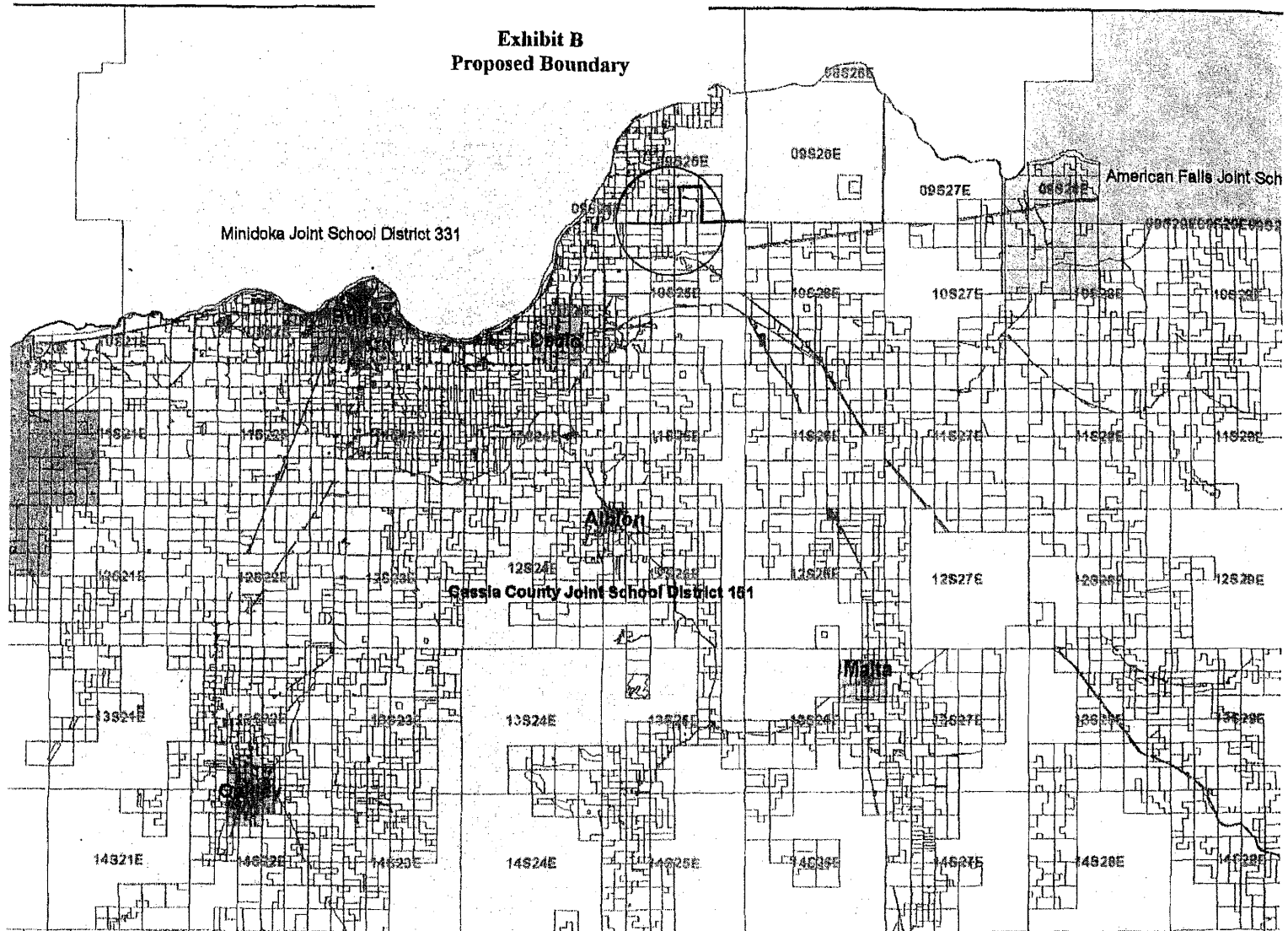
Cassia County Joint School District 151

American Falls Joint School District

The map displays the present boundaries of Cassia County, Idaho, with various school districts outlined. A circle highlights a specific area in the northern part of the county. The map includes labels for Minidoka Joint School District 331, Cassia County Joint School District 151, and American Falls Joint School District. The map also shows the locations of Albion and Malba. The map is divided into sections labeled with numbers and letters, such as 09S26E, 09S27E, 10S27E, 11S27E, 12S27E, 13S27E, 14S27E, 09S28E, 10S28E, 11S28E, 12S28E, 13S28E, 14S28E, 09S29E, 10S29E, 11S29E, 12S29E, 13S29E, 14S29E, 09S30E, 10S30E, 11S30E, 12S30E, 13S30E, 14S30E, 09S31E, 10S31E, 11S31E, 12S31E, 13S31E, 14S31E, 09S32E, 10S32E, 11S32E, 12S32E, 13S32E, 14S32E, 09S33E, 10S33E, 11S33E, 12S33E, 13S33E, 14S33E, 09S34E, 10S34E, 11S34E, 12S34E, 13S34E, 14S34E, 09S35E, 10S35E, 11S35E, 12S35E, 13S35E, 14S35E, 09S36E, 10S36E, 11S36E, 12S36E, 13S36E, 14S36E, 09S37E, 10S37E, 11S37E, 12S37E, 13S37E, 14S37E, 09S38E, 10S38E, 11S38E, 12S38E, 13S38E, 14S38E, 09S39E, 10S39E, 11S39E, 12S39E, 13S39E, 14S39E, 09S40E, 10S40E, 11S40E, 12S40E, 13S40E, 14S40E, 09S41E, 10S41E, 11S41E, 12S41E, 13S41E, 14S41E, 09S42E, 10S42E, 11S42E, 12S42E, 13S42E, 14S42E, 09S43E, 10S43E, 11S43E, 12S43E, 13S43E, 14S43E, 09S44E, 10S44E, 11S44E, 12S44E, 13S44E, 14S44E, 09S45E, 10S45E, 11S45E, 12S45E, 13S45E, 14S45E, 09S46E, 10S46E, 11S46E, 12S46E, 13S46E, 14S46E, 09S47E, 10S47E, 11S47E, 12S47E, 13S47E, 14S47E, 09S48E, 10S48E, 11S48E, 12S48E, 13S48E, 14S48E, 09S49E, 10S49E, 11S49E, 12S49E, 13S49E, 14S49E, 09S50E, 10S50E, 11S50E, 12S50E, 13S50E, 14S50E, 09S51E, 10S51E, 11S51E, 12S51E, 13S51E, 14S51E, 09S52E, 10S52E, 11S52E, 12S52E, 13S52E, 14S52E, 09S53E, 10S53E, 11S53E, 12S53E, 13S53E, 14S53E, 09S54E, 10S54E, 11S54E, 12S54E, 13S54E, 14S54E, 09S55E, 10S55E, 11S55E, 12S55E, 13S55E, 14S55E, 09S56E, 10S56E, 11S56E, 12S56E, 13S56E, 14S56E, 09S57E, 10S57E, 11S57E, 12S57E, 13S57E, 14S57E, 09S58E, 10S58E, 11S58E, 12S58E, 13S58E, 14S58E, 09S59E, 10S59E, 11S59E, 12S59E, 13S59E, 14S59E, 09S60E, 10S60E, 11S60E, 12S60E, 13S60E, 14S60E, 09S61E, 10S61E, 11S61E, 12S61E, 13S61E, 14S61E, 09S62E, 10S62E, 11S62E, 12S62E, 13S62E, 14S62E, 09S63E, 10S63E, 11S63E, 12S63E, 13S63E, 14S63E, 09S64E, 10S64E, 11S64E, 12S64E, 13S64E, 14S64E, 09S65E, 10S65E, 11S65E, 12S65E, 13S65E, 14S65E, 09S66E, 10S66E, 11S66E, 12S66E, 13S66E, 14S66E, 09S67E, 10S67E, 11S67E, 12S67E, 13S67E, 14S67E, 09S68E, 10S68E, 11S68E, 12S68E, 13S68E, 14S68E, 09S69E, 10S69E, 11S69E, 12S69E, 13S69E, 14S69E, 09S70E, 10S70E, 11S70E, 12S70E, 13S70E, 14S70E, 09S71E, 10S71E, 11S71E, 12S71E, 13S71E, 14S71E, 09S72E, 10S72E, 11S72E, 12S72E, 13S72E, 14S72E, 09S73E, 10S73E, 11S73E, 12S73E, 13S73E, 14S73E, 09S74E, 10S74E, 11S74E, 12S74E, 13S74E, 14S74E, 09S75E, 10S75E, 11S75E, 12S75E, 13S75E, 14S75E, 09S76E, 10S76E, 11S76E, 12S76E, 13S76E, 14S76E, 09S77E, 10S77E, 11S77E, 12S77E, 13S77E, 14S77E, 09S78E, 10S78E, 11S78E, 12S78E, 13S78E, 14S78E, 09S79E, 10S79E, 11S79E, 12S79E, 13S79E, 14S79E, 09S80E, 10S80E, 11S80E, 12S80E, 13S80E, 14S80E, 09S81E, 10S81E, 11S81E, 12S81E, 13S81E, 14S81E, 09S82E, 10S82E, 11S82E, 12S82E, 13S82E, 14S82E, 09S83E, 10S83E, 11S83E, 12S83E, 13S83E, 14S83E, 09S84E, 10S84E, 11S84E, 12S84E, 13S84E, 14S84E, 09S85E, 10S85E, 11S85E, 12S85E, 13S85E, 14S85E, 09S86E, 10S86E, 11S86E, 12S86E, 13S86E, 14S86E, 09S87E, 10S87E, 11S87E, 12S87E, 13S87E, 14S87E, 09S88E, 10S88E, 11S88E, 12S88E, 13S88E, 14S88E, 09S89E, 10S89E, 11S89E, 12S89E, 13S89E, 14S89E, 09S90E, 10S90E, 11S90E, 12S90E, 13S90E, 14S90E, 09S91E, 10S91E, 11S91E, 12S91E, 13S91E, 14S91E, 09S92E, 10S92E, 11S92E, 12S92E, 13S92E, 14S92E, 09S93E, 10S93E, 11S93E, 12S93E, 13S93E, 14S93E, 09S94E, 10S94E, 11S94E, 12S94E, 13S94E, 14S94E, 09S95E, 10S95E, 11S95E, 12S95E, 13S95E, 14S95E, 09S96E, 10S96E, 11S96E, 12S96E, 13S96E, 14S96E, 09S97E, 10S97E, 11S97E, 12S97E, 13S97E, 14S97E, 09S98E, 10S98E, 11S98E, 12S98E, 13S98E, 14S98E, 09S99E, 10S99E, 11S99E, 12S99E, 13S99E, 14S99E, 09S100E, 10S100E, 11S100E, 12S100E, 13S100E, 14S100E, 09S101E, 10S101E, 11S101E, 12S101E, 13S101E, 14S101E, 09S102E, 10S102E, 11S102E, 12S102E, 13S102E, 14S102E, 09S103E, 10S103E, 11S103E, 12S103E, 13S103E, 14S103E, 09S104E, 10S104E, 11S104E, 12S104E, 13S104E, 14S104E, 09S105E, 10S105E, 11S105E, 12S105E, 13S105E, 14S105E, 09S106E, 10S106E, 11S106E, 12S



STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008



**Exhibit C**  
**Reasons for Submitting this Petition**

This letter is written in support of a Petition to Change District Boundaries. Pursuant to Chapter 308 of Title 33 of the Idaho code, the attached petitioners request that a School District Boundary change be made in order for the parcel of land identified in the petition to be excised from the Minidoka School District 331 and annexed into the Cassia School District 151.

In making this request, we have not considered the relative strengths and qualities of the two districts; we simply consider ourselves to be a part of the Cassia School District 151 community. We also believe this change will be in the best interest of the nine (9) school age children currently affected, and we believe the impact to both districts will be minimal. The following outlines our reasoning for this request:

1. **Contiguous to District 151** The one and a half square miles as defined in the petition borders District 151 along the south side.
2. **All Students Attend District 151** Although this one and a half square mile area is currently in District 331, none of the students living in this area have attended District 331 schools in over five years.
3. **District 331 Busing Policy** According to the Transportation Research Board of the National Academy of Sciences, the school bus is the absolute safest way to get to and from school. It is far safer than walking, riding a bike or even driving yourself. We, as a neighborhood, have made attempts to work out a busing solution for the safety of our children. District 151 has been willing to provide busing for our children, however District 331 has refused to grant the permission needed for such busing. At the present time, our children must be dropped off at a designated bus stop a few miles from our homes. This bus stop is at an intersection that is heavily traveled by farming and dairy operations. Based on bus safety statistics, our children will be safer being picked up in front of our homes rather than being transported to a bus stop.
4. **Annual Petition** Although we consider ourselves to be part of the School District 151 community, and our children have not attended school anywhere else in over five years, we must annually petition District 151 Board of Trustees each January to assure that our children will be allowed to attend District 151 for the following school year. While we appreciate District 151's willingness to grant our yearly requests, granting this request for a change in district boundaries would eliminate this annual task and the possibility of denial. The concern for denial comes from the open enrollment confirmation letter which states "Please be advised that if, at the first of the school year the number of in-district enrollment

5/6

numbers are too high, the principal may re-evaluate your application.” Removing this constant “uncertainty” would definitely be in the best interest of the children.

5. **Grass Roots Support** Of the eight eligible voters that reside within the area of the petition, eight have been contacted and all eight have signed the Petition to Change District Boundaries.

6. **Minimal Effect to Tax Base** As no students living in the one and a half square mile area attend school in District 331, there will be no reduction of students. We do recognize that District 331 will lose tax base on four homes and approximately one and a quarter square miles of agricultural land, however, given the large size of District 331’s tax base, and its current and expected growth, we believe that District 331 will never miss the tax base derived from this small area.

As Petitioners, we trust that the Board of Trustees of both districts will recognize that we strongly perceive ourselves as being part of the District 151 community. We look forward to being “full patrons” of District 151 and we trust that both Districts will focus on what is best for the students and the families involved.

We respectfully request that the School Boards of District 331 and District 151 and the Idaho State Board of Education favorably consider our request to be excised from District 331 and be annexed into District 151.

Respectfully,

The Petitioners as signed on the preceding petition.

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## Minidoka County School District #331

"Schools and Families Working Together"

### Board Members

Brian Duncan, Chairman  
Greer Copeland, Vice-Chairman  
Doyle Price, Trustee  
George MacDonald, Trustee  
Tammy Stevenson, Trustee

### Administration

Dr. Scott A. Rogers, Superintendent  
John Fennell, Assistant Superintendent  
Betty Miller, Board Clerk  
Michelle DeLuna, Business Manager

December 17, 2007

Idaho State Board of Education  
650 West State Street  
PO Box 83720  
Boise, Idaho 83720-0027

### **RE: Written Statement Opposing Proposed Alteration of District Boundaries**

In compliance with Idaho Code § 33-308(3), the Board of Trustees of Joint School District No. 331, Minidoka, Jerome, Lincoln and Cassia Counties ("District 331") hereby transmit the *Petition to Change District Boundaries* received by District 331 on November 21, 2007, and its written recommendation of opposition to such petition.

#### **I. Timeliness of Recommendation**

As required by Idaho Code § 33-308(3), District 331 files its written recommendation to the State Board of Education no later than ten (10) days after its first regular meeting held subsequent to receipt of the petition.

The first regular board meeting held subsequent to receipt of the petition was December 17, 2007. Prior to that meeting, the last regularly scheduled board meeting was held on November 19, 2007.

#### **II. Opposition to Petition**

District 331 objects to the petition and joins with the Board of Trustees of Joint School District 151 who represented to District 331 that it also opposes the petition.

At page one of the "Petition to Change District Boundaries" petitioners state that:

[T]here are numerous reasons for submitting this petition. However, the overwhelming reason that we make this request is that we believe this change is in the best interest of the children and families involved.

EXHIBIT 101  
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While the best interest of the children involved is a viable factor for the State Board of Education and the Superintendent of Public Instruction to consider, the best interest or convenience of the families is not a factor that can lawfully be considered. *See generally* I.C. § 33-308 and IDAPA 08 Title 02 Chapter 01.050 – *Rule Governing Administration*.

The District objects to the petition and recommends denial of the petition for the following reasons:

**a. Availability of Open Enrollment**

The desires of parents and other family members to move their children from one school district to another are adequately addressed in the Idaho Code sections dealing with open enrollment - specifically sections 33-1401 *et al.* Section 33-1402 provides that whenever the parent or guardian of any pupil determines that it is in the best interest of the pupil to attend a school within another district such pupil, or pupils, may be transferred to and attend the selected school subject to the provisions of I.C. § 33-1402 & 33-1402.

The petitioners have not alleged that there is a problem with open enrollment in their desired school district. What the petitioners are seeking relief from is having to annually enroll their children in another district and bus them to nearby bus stops. Petitioners claim that they have a concern that District 151 may deny them access to their desired schools. This alleged “concern for denial” comes from a standard form sent from District 151, which merely asserts the district’s policy preference for resident students. The petitioners further state that removing “this constant ‘uncertainty’ would definitely be in the best interest of the children.” Although uncertainty and the need to annually enroll maybe concerns of the parents of the children involved, the petitioners have not shown how these factors, if eliminated, would be in the best interests of their children.

**b. District 331 Provides Adequate Schools**

District 331 schools have not been shown to be deficient in any manner nor has the petition raised the issue. District 331 is a suitable district for instruction as are each of the individual schools that the children of the petitioners would attend if their children attended District 331 schools. The children of the families named in the petition, if attending District 331 schools, would attend Acequia Elementary, East Minico Middle School and Minidoka County High School.

**c. No explanation as to Why Annexation Would be in the Best Interests of Children**

The Petition fails to demonstrate why excision from District 331 and annexation by District 151 would be in the best interests of the children. The amount of travel to and from Minidoka County Schools has not been shown to be excessive nor has the petition raised that issue. Acequia Elementary is approximately four (4) miles from the petitioners’ residences, East Minico is approximately seven (7) miles from the petitioners’ residences and Minico High School is approximately nine (9) miles from the petitioners’ residences.

The petitioners have not stated how far the District 151 schools that they currently attend are from their residences.

**d. Precedent**

District 331 has real property located in Minidoka, Jerome, Lincoln and Cassia Counties. If pockets of parents begin requesting excision, the District will potentially lose significant numbers of students and property with the final result being a dwindling tax base. The dwindling tax base and the unpredictability of actions such as this will handicap the District

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as it attempts to set responsible budgets for subsequent school years and set long-term plans for the future.

If the State Board of Education allows this excision and the annexation into District 151, it sends a clear message that if open enrollment creates a perceived hardship on a parent, such as having to drive your children to school, then the solution is to file a petition for annexation and force another district to transport your children to and from your preferred school.

### **III. Criteria of Review by Superintendent of Public Instruction and Hearing Officer.**

Pursuant to IDAPA 08.02.01, the Superintendent of Public Instruction shall appoint a hearing officer in accordance with State Board of Education Governing Policies and Procedures to review the proposed alteration of boundaries. The criteria are specifically whether the alteration as proposed would leave a school district with a bonded debt in excess of the limit proscribed by law and whether the proposed alteration is in the best interest of the children residing in the area described in the petition.

#### **a. Bonded Debt**

Based upon a review of District 331's bonded debt, the debt is not such that the Annexation of the petitioner's children would leave District 331 with a bonded debt in excess of the limit prescribed by law as expressed in I.C. § 33-308(4)(b).

#### **b. Best Interests of the Children**

In determining the best interest of the affected children pursuant to IDAPA 08.02.01, the hearing officer shall consider all relevant factors, which may include:

- The safety and distance of the children from the applicable schools;
- The views of the interest parties as these views pertain to the interests of the children residing in the petition area;
- The adjustment of the children to their home and neighborhood environment; and
- The suitability of the schools and school district which is gaining students in terms of capacity and community support.

#### **i. Safety and Distance of the Children from the Applicable Schools**

Petitioners in Exhibit "C" of their petition cite, without references, to the "transportation Research Board of the National Academy of Sciences" that the school bus is the absolute safest way to get to and from school. Petitioners state that at the present time, "our children must be dropped off at a designated bus stop a few miles from our homes. This bus stop is at an intersection that is heavily traveled by farming and dairy operations."

A District 151 bus is picking up petitioners' children at a designated bus stop. The true concern of petitioners appears to be the fact that they have to take some part in insuring that their children are transported to the schools and district of their choice. While traffic patterns are important in analyzing the safety of students, District 331 does not believe that the safety of petitioners' children is in any way jeopardized by being transported to a bus stop "a few miles from" their home.

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**ii. The Views of the Interested Parties**

The interested parties are the petitioners, District 151 and District 331. As stated above, both Districts oppose the petition.

**iii. The Adjustment of the Children to Their Home and Neighborhood Environment**

District 331 is without comment as to the adjustment of the children to their home and neighborhood environment. However, District does not believe this is a factor that should carry any weight with the decision maker in this matter as there will be no change to the children's home or neighborhood environment.

**iv. Suitability of the Schools and District**

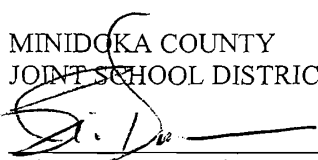
There is no evidence in the petition as to the suitability of the schools and school District that would be gaining students in this matter. District 331 believes that District 151 provides a suitable education for its students and that there is sufficient capacity to absorb the students full time as they are currently attending District 151 schools.

**IV. Conclusion**

Based on the above, District 331 recommends that the petition be denied. If the petitioners wish to continue to utilize the provisions of Idaho's open enrollment law, they should be allowed to continue in a manner proscribed by law.

DATED this 19 day of December, 2007.

MINIDOKA COUNTY  
JOINT SCHOOL DISTRICT NO. 331

  
\_\_\_\_\_  
Brian Duncan, Chairman

ATTEST:

  
\_\_\_\_\_  
Betty Miller, Clerk

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RECEIVED

NOV 21 2007

**Petition to Change District Boundaries**

Addressed to: Minidoka County Joint School District 331 Board of Trustees  
633 Fremont Ave. Rupert, ID 83350

MINIDOKA COUNTY SCHOOLS  
DISTRICT OFFICE

Cassia County Joint School District 151 Board of Trustees  
237 East 19<sup>th</sup> St. Burley, ID 83318

November 20, 2007

Dear Trustees,

We, the undersigned, do respectfully petition that the following described real property be excised from Minidoka School District 331 and be annexed into Cassia School District 151, to wit:

Township 9 South, Range 25 East of the Boise Meridian, Cassia County, Idaho

Section 26: W  $\frac{1}{2}$  SW  $\frac{1}{4}$   
Section 27: SE  $\frac{1}{4}$  and E  $\frac{1}{2}$  SW  $\frac{1}{4}$   
Section 34: E  $\frac{1}{2}$  and E  $\frac{1}{2}$  W  $\frac{1}{2}$   
Section 35: W  $\frac{1}{2}$  W  $\frac{1}{2}$

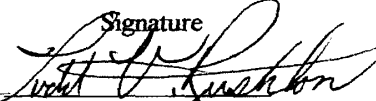

The maps showing the boundaries of both districts as they presently appear and as they would appear should the excision and annexation be approved are attached as Exhibit A and B respectively.

Also included is an outline of reasons for making this request (Exhibit C).

The number of school age children (K-12) residing in the area described in the petition and thereby directly affected by this decision is currently nine.

As patrons of Cassia School District 151, we will assume our proportionate share of any bonded debt and also the interest thereon.

As outlined in the letter attached as Exhibit C, there are numerous reasons for submitting this petition. However, the overwhelming reason that we make this request is that we believe this change is in the best interest of the children and families involved.

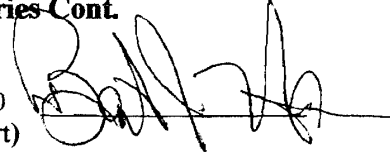
Name	Address	Phone	Signature
Todd V. Rushton	1394 E. 500 N. Jackson (former address: 746 E. 100 S. Rupert)	436-5206	
Julie D. Rushton	1394 E. 500 N. Jackson (former address: 746 E. 100 S. Rupert)	436-5206	

5/8

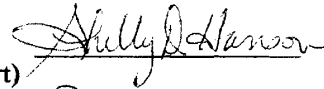


**Petition to Change District Boundaries Cont.**

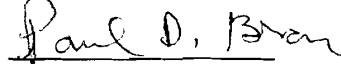
Barton J. Hanson 496 N. 1450 E. Jackson 436-1690  
(former address: 104 S. 800 E. Rupert)



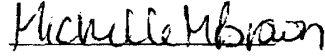
Shelly D. Hanson 496 N. 1450 E. Jackson 436-1690  
(former address: 104 S. 800 E. Rupert)



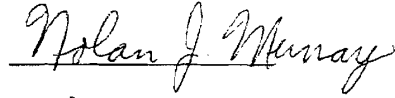
Paul D. Brown 548 N. 1450 E. Jackson 436-5260  
(former address: 52 S. 800 E. Rupert)



<sup>H.</sup>  
Michelle J. Brown 548 N. 1450 E. Jackson 436-5260  
(former address: 52 S. 800 E. Rupert)



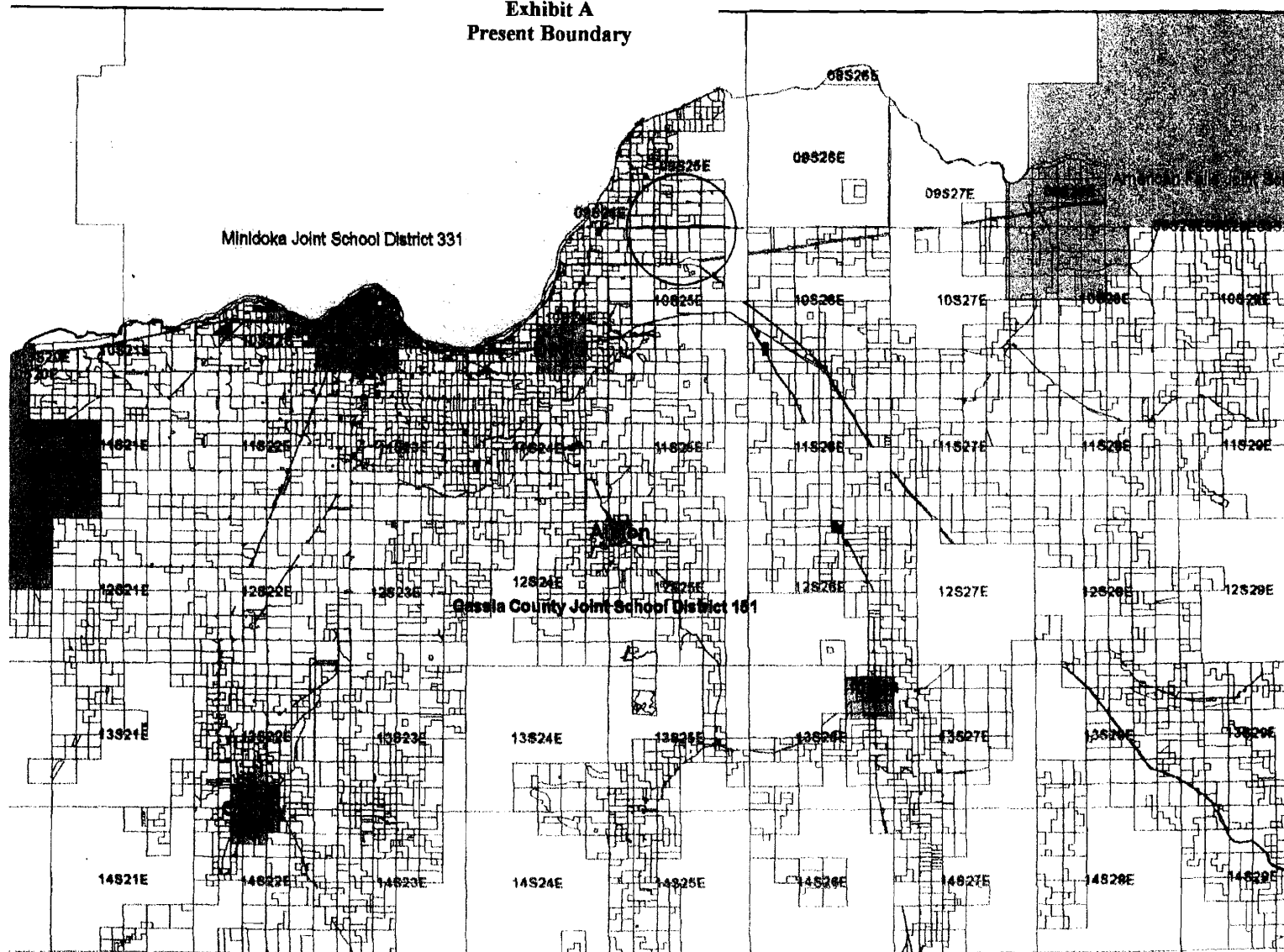
Nolan J. Murray 1452 E. 500 N. Jackson 436-9866  
(former address: 802 E. 100 S. Rupert)



Lori Murray 1452 E. 500 N. Jackson 436-9866  
(former address: 802 E. 100 S. Rupert)



**Exhibit A**  
**Present Boundary**



**Exhibit C**  
**Reasons for Submitting this Petition**

This letter is written in support of a Petition to Change District Boundaries. Pursuant to Chapter 308 of Title 33 of the Idaho code, the attached petitioners request that a School District Boundary change be made in order for the parcel of land identified in the petition to be excised from the Minidoka School District 331 and annexed into the Cassia School District 151.

In making this request, we have not considered the relative strengths and qualities of the two districts; we simply consider ourselves to be a part of the Cassia School District 151 community. We also believe this change will be in the best interest of the nine (9) school age children currently affected, and we believe the impact to both districts will be minimal. The following outlines our reasoning for this request:

1. **Contiguous to District 151** The one and a half square miles as defined in the petition borders District 151 along the south side.
2. **All Students Attend District 151** Although this one and a half square mile area is currently in District 331, none of the students living in this area have attended District 331 schools in over five years.
3. **District 331 Busing Policy** According to the Transportation Research Board of the National Academy of Sciences, the school bus is the absolute safest way to get to and from school. It is far safer than walking, riding a bike or even driving yourself. We, as a neighborhood, have made attempts to work out a busing solution for the safety of our children. District 151 has been willing to provide busing for our children, however District 331 has refused to grant the permission needed for such busing. At the present time, our children must be dropped off at a designated bus stop a few miles from our homes. This bus stop is at an intersection that is heavily traveled by farming and dairy operations. Based on bus safety statistics, our children will be safer being picked up in front of our homes rather than being transported to a bus stop.
4. **Annual Petition** Although we consider ourselves to be part of the School District 151 community, and our children have not attended school anywhere else in over five years, we must annually petition District 151 Board of Trustees each January to assure that our children will be allowed to attend District 151 for the following school year. While we appreciate District 151's willingness to grant our yearly requests, granting this request for a change in district boundaries would eliminate this annual task and the possibility of denial. The concern for denial comes from the open enrollment confirmation letter which states "Please be advised that if, at the first of the school year the number of in-district enrollment

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**STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008**

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**TAX IMPACT FOR RESIDENTS OF BOTH COUNTIES**

0.002326 CURRENT MINIDOKA SCHOOL LEVY *	0.003549 CURRENT CASSIA SCHOOL LEVY RATE
0.002378 MINIDOKA SCHOOL LEVY RATE AFTER <u>ALL</u>	0.003477 CASSIA SCHOOL LEVY RATE AFTER <u>ALL</u> JACKSON ANNEXES
0.002328 MINIDOKA SCHOOL LEVY RATE AFTER 4	0.003546 CASSIA SCHOOL LEVY RATE AFTER 4 RESIDENTS ANNEX

**PER EVERY \$100,000 OF HOME VALUE W/1 ACRE**

\$ 116.30 SCHOOL TAXES BEFORE JACKSON ANNEXATION (BOTH JACKSON AND MINIDOKA RESIDENT)  
\$ 118.90 MINIDOKA RESIDENT NEW SCHOOL TAX AFTER ALL JACKSON ANNEXATION  
\$ 116.40 MINIDOKA RESIDENT NEW SCHOOL TAX AFTER 4 RESIDENTS ANNEXATION  
\$ 173.85 JACKSON RESIDENT NEW SCHOOL TAX AFTER ALL JACKSON ANNEXATION  
\$ 177.32 4 JACKSON RESIDENTS NEW SCHOOL TAX AFTER ANNEXATION

**PER EVERY \$100,000 OF VALUE FARM**

\$ 232.59 SCHOOL TAXES BEFORE JACKSON ANNEXATION (BOTH JACKSON AND MINIDOKA RESIDENT)  
\$ 237.80 MINIDOKA RESIDENT NEW SCHOOL TAX AFTER JACKSON ANNEXATION  
\$ 232.80 MINIDOKA RESIDENT NEW SCHOOL TAX AFTER 4 RESIDENTS ANNEXATION  
\$ 347.70 JACKSON RESIDENT NEW SCHOOL TAX AFTER JACKSON ANNEXATION  
\$ 354.64 4 JACKSON RESIDENTS NEW SCHOOL TAX AFTER ANNEXATION

The Jackson Area residents will have to pay Cassia County taxes which is a higher levy rate, but will be slightly less with the added property values added to Cassia's tax roles. Cassia's taxable value will increase 19,775,627 if entire Jackson area annex for the school district portion of their levy.

\* NOTE THIS IS THE LEVY AFTER THE CORRECTION OF THE \$40,000,000 ERROR.

EXHIBIT 102  
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**STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008**

<b>2007 Dollar Certification of Budget Request to Board of County Commissioners L-2</b> <b>School Districts (the L-2 worksheet and the Voter Approved Fund Tracker must be attached)</b>							
<b>District Name:</b> MINIDOKA COUNTY SCHOOLS #331				<b>County(ies):</b> MINIDOKA			
Fund	Total Approved Budget*	Cash Forward Balance	Other revenue <i>NOT</i> shown in Column 5	Property Tax Replacement Money (cannot exceed line 12 of L-2 Worksheet)	Balance to be levied	Calculated Levy Rate	Maximum Levy Rate
					Col. 2 minus (Cols. 3+4+ 5)	(County Use Only)	(County Use Only)
1	2	3	4	5	6	7	8
M& O	22,807,244	1,300,000	21,507,244		-	0.000000000	
Tort Fund	76,011	-	-	76,011	-	0.000000000	
Supplemental	1,200,000	-	-	-	1,200,000	0.001328746	
Bond #1	745,000	-	435,000	842	309,158	0.000342327	
Bond #2	961,000	-	581,000		380,000	0.000420770	
Judgement 63-1305	211,227	-	-		211,227	0.000233889	
Pipeline Judgement	160	-	-		160	0.000000177	
<b>Subtotal: (non-exempt funds) Total tort fund:</b>							
<b>Column Total:</b>	26,000,642	1,300,000	22,523,244	76,853	2,100,545	0.002325909	
<b>I certify that the amounts shown above accurately reflect the budget being certified in accordance with the provisions of I.C. §63-803.</b> <b>To the best of my knowledge, this district has established and adopted this budget in accordance with all provisions of Idaho Law.</b>							
<b>Business Manager</b>						8/25/2007	
<b>Signature of District Representative</b>				<b>Title</b>		<b>Date</b>	
Michelle DeLuna							
633 Fremont Ave, Rupert, Idaho 83350				Email Address:		mdeluna@sd331.k12.id.us	
<b>Please print Contact Name, Mailing Address, and E-mail address</b>							
<b>Phone Number:</b>		( 208 ) 436-4727		<b>Fax Number:</b>		( 208 ) 436-6593	
<b>Net Taxable Market Value Computation:</b> <b>For County Clerk Use Only</b>							
<b>County</b>	<b>New Construction Roll Value:</b>		<b>Annexation Value:</b>		<b>Net Taxable Market Value:</b>		
MINIDOKA	4,470,471.00				836,706,846.00		
CASSIA	1,686,127.00				20,776,764.00		
JEROME	192,720.00				29,793,482.00		
LINCOLN	0				15,830,088.00		
<b>Total Value:</b>	6,349,318				903,107,180		

\* Note: Do not include revenue allocated to urban renewal agencies.

Revised 8/2/2006 (form BL008)

EXHIBIT 103 1/4

**STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008**

<b>2007 Dollar Certification of Budget Request to Board of County Commissioners L-2 School Districts (the L-2 worksheet and the Voter Approved Fund Tracker must be attached)</b>							
<b>District Name:</b> MINIDOKA COUNTY SCHOOLS #331				<b>County(ies):</b> MINIDOKA			
Fund	Total Approved Budget*	Cash Forward Balance	Other revenue <i>NOT</i> shown in Column 5	Property Tax Replacement Money (cannot exceed line 12 of L-2 Worksheet)	Balance to be levied	Calculated Levy Rate	Maximum Levy Rate
					Col. 2 minus (Cols. 3+4+ 5)	(County Use Only)	(County Use Only)
1	2	3	4	5	6	7	8
M& O	22,807,244	1,300,000	21,507,244		-	0.000000000	
Tort Fund	76,011	-	-	76,011	-	0.000000000	
Supplemental	1,200,000	-	-	-	1,200,000	0.001358493	
Bond #1	745,000	-	435,000	842	309,158	0.000349991	
Bond #2	961,000	-	581,000		380,000	0.000430190	
Judgement 63-1305	211,227	-	-		211,227	0.000239125	
Pipeline Judgement	160	-	-		160	0.000000181	
<b>Subtotal: (non-exempt funds) Total tort fund:</b>							
<b>Column Total:</b>	26,000,642	1,300,000	22,523,244	76,853	2,100,545	0.002377980	
<b>I certify that the amounts shown above accurately reflect the budget being certified in accordance with the provisions of I.C. §63-803. To the best of my knowledge, this district has established and adopted this budget in accordance with all provisions of Idaho Law.</b>							
Business Manager						8/25/2007	
<b>Signature of District Representative</b>				<b>Title</b>		<b>Date</b>	
Michelle DeLuna							
633 Fremont Ave, Rupert, Idaho 83350				Email Address:		mdeluna@sd331.k12.id.us	
<b>Please print Contact Name, Mailing Address, and E-mail address</b>							
<b>Phone Number:</b>		( 208 ) 436-4727		<b>Fax Number:</b>		( 208 ) 436-6593	
<b>Net Taxable Market Value Computation: For County Clerk Use Only</b>							
<b>County</b>	<b>New Construction Roll Value:</b>		<b>Annexation Value:</b>		<b>Net Taxable Market Value:</b>		
MINIDOKA	4,470,471.00				836,706,846.00		
CASSIA	1,686,127.00				1,001,137.00		
JEROME	192,720.00				29,793,482.00		
LINCOLN	0				15,830,088.00		
<b>Total Value:</b>	6,349,318				883,331,553		

\* Note: Do not include revenue allocated to urban renewal agencies.

Revised 8/2/2006 (form BL008)

**STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008**

<b>2007 Dollar Certification of Budget Request to Board of County Commissioners L-2 School Districts (the L-2 worksheet and the Voter Approved Fund Tracker must be attached)</b>							
<b>District Name:</b> MINIDOKA COUNTY SCHOOLS #331				<b>County(ies):</b> MINIDOKA			
Fund	Total Approved Budget*	Cash Forward Balance	Other revenue <i>NOT</i> shown in Column 5	Property Tax Replacement Money (cannot exceed line 12 of L-2 Worksheet)	Balance to be levied	Calculated Levy Rate	Maximum Levy Rate
1	2	3	4	5	Col. 2 minus (Cols. 3+4+ 5) 6	(County Use Only) 7	(County Use Only) 8
M& O	22,807,244	1,300,000	21,507,244		-	0.000000000	
Tort Fund	76,011	-	-	76,011	-	0.000000000	
Supplemental	1,200,000	-	-	-	1,200,000	0.001329921	
Bond #1	745,000	-	435,000	842	309,158	0.000342630	
Bond #2	961,000	-	581,000		380,000	0.000421142	
Judgement 63-1305	211,227	-	-		211,227	0.000234096	
Pipeline Judgement	160	-	-		160	0.000000177	
<b>Subtotal: (non-exempt funds) Total tort fund:</b>							
<b>Column Total:</b>	26,000,642	1,300,000	22,523,244	76,853	2,100,545	0.002327966	
<b>I certify that the amounts shown above accurately reflect the budget being certified in accordance with the provisions of I.C. §63-803. To the best of my knowledge, this district has established and adopted this budget in accordance with all provisions of Idaho Law.</b>							
Business Manager						8/25/2007	
<b>Signature of District Representative</b>				<b>Title</b>		<b>Date</b>	
Michelle DeLuna							
633 Fremont Ave, Rupert, Idaho 83350				Email Address:		mdeluna@sd331.k12.id.us	
<b>Please print: Contact Name, Mailing Address, and E-mail address</b>							
<b>Phone Number:</b>		( 208 ) 436-4727		<b>Fax Number:</b>		( 208 ) 436-6593	
<b>Net Taxable Market Value Computation: For County Clerk Use Only</b>							
County	New Construction Roll Value:		Annexation Value:		Net Taxable Market Value:		
MINIDOKA	4,470,471.00				836,706,846.00		
CASSIA	1,686,127.00				19,978,530.00		
JEROME	192,720.00				29,793,482.00		
LINCOLN	0				15,830,088.00		
<b>Total Value:</b>	6,349,318				902,308,946		

\* Note: Do not include revenue allocated to urban renewal agencies.

Revised 8/2/2006 (form BL008)

**STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008**

<b>2007 Dollar Certification of Budget Request to Board of County Commissioners L-2 School Districts (the L-2 worksheet and the Voter Approved Fund Tracker must be attached)</b>							
<b>District Name:</b> Cassia County 151				<b>County(ies):</b> Cassia			
Fund	Total Approved Budget*	Cash Forward Balance	Other revenue <i>NOT</i> shown in Column 5	Property Tax Replacement Money (cannot exceed line 12 of L-2 Worksheet)	Balance to be levied	Calculated Levy Rate	Maximum Levy Rate
1	2	3	4	5	Col. 2 minus (Cols. 3+4+ 5) 6	(County Use Only) 7	(County Use Only) 8
Cassia SD Levies					3,370,107	0.003549428	
<b>Subtotal: (non-exempt funds) Total tort fund:</b>							
<b>Column Total:</b>	-	-	-	-	3,370,107	0.003549428	
I certify that the amounts shown above accurately reflect the budget being certified in accordance with the provisions of I.C. §63-803. To the best of my knowledge, this district has established and adopted this budget in accordance with all provisions of Idaho Law.							
Business Manager						8/25/2007	
<b>Signature of District Representative</b>				<b>Title</b>		<b>Date</b>	
Michelle DeLuna							
633 Fremont Ave, Rupert, Idaho 83350				Email Address:		mdeluna@sd331.k12.id.us	
<b>Please print Contact Name, Mailing Address, and E-mail address</b>							
<b>Phone Number:</b>		( 208 ) 436-4727		<b>Fax Number:</b>		( 208 ) 436-6593	
<b>Net Taxable Market Value Computation: For County Clerk Use Only</b>							
County	New Construction Roll Value:	Annexation Value:	Net Taxable Market Value:				
ALL CASSIA PROPERTIES			949,478,984.00				
<b>Total Value:</b>	-		949,478,984				

\* Note: Do not include revenue allocated to urban renewal agencies.

Revised 8/2/2006 (form BL008)



**MINIDOKA COUNTY SCHOOL DISTRICT # 331**  
**Transportation Department**  
**633 Fremont Ave**  
**Rupert, Idaho 83350**  
**208-436-3311**

February 19, 2008

In the past we have sent a bus over to 1450 E from 600 N to 400 N for students that attend Minidoka County schools. We have not done so for the last couple of years due to the fact that these families chose to attend Cassia County schools.

Cassia County picks up these students at the corner of 1250 E and 400 N. From my understanding, Cassia County said at that time that was all the farther their buses would come for these students.

If these families would like to attend Minidoka County schools again, we would be more than happy to pick them up at each of their residences.

In my opinion with the declining student enrollment it would be against our best interest to have another county come into our boundaries and pick up students and transport them to another district.

With adding the 7 miles onto our existing bus route the cost would be:

7 miles @ \$2.13 per mile = \$29.82 per day

\$29.82 x 180 days = \$5367.60

85% reimbursement for our district = \$4294.08 would be what we would gain if they would attend Minidoka County Schools per year.

Increase for our bus route would be approximately 10 minutes for the morning route and approximately 10 minutes for the afternoon route.

Thank you,  
Alicia Bywater  
Transportation Supervisor  
Minidoka County School District # 331

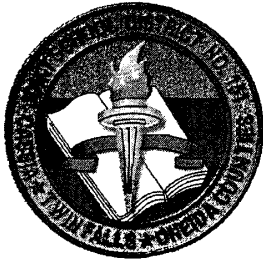
EXHIBIT 104

1/1

# **EXHIBIT 105**

## **MAP OF DISTRICT**

EXHIBIT 105  
///



## CASSIA JT. SCHOOL DISTRICT NO. 151

237 EAST 19<sup>TH</sup> STREET • BURLEY, ID 83318-2444 • (208) 878-6600 • FAX (208) 878-4231

Deborah Critchfield  
*Board Chairman*

Mike Matthews  
*Board Vice-Chairman*

Linda Petersen  
*Board Member*

Dee L. Jones  
*Board Member*

Steve Lynch  
*Board Member*

---

Gaylen Smyer  
*Superintendent*

Pam Wade  
*Business Manager*

December 6, 2007

Dr. Mike Rush, Executive Director  
Idaho Board of Education  
P.O. Box 83720  
Boise, ID 83720-0037

Dear Dr. Rush:

The Cassia Joint School District 151 board of Trustees was presented with a petition on November 26, 2007, from a group of residents requesting to be annexed into the Cassia School District. The petitioners reside in that portion of Cassia County that is included within the boundaries of Minidoka Joint School District 331. The Cassia Joint School District Board of Trustees considered the annexation request at the regular monthly meeting on November 27, 2007. The Cassia Joint School District Board of Trustees passed a resolution showing the Board does not support the petition.

Pursuant to Idaho Code 33-308, the Cassia Joint School District 151 Board of Trustees is transmitting the petition to the Idaho State Board of Education with the recommendation that the petition to request annexation not be granted. The students residing in the area identified in the petition are currently attending Cassia Joint School District 151 schools through the open enrollment process. The Cassia Joint School District 151 Board of Trustee surmised that since the students have access to and are enrolled in Cassia Schools there is no need to annex any portion of the Minidoka Joint District 331 into the Cassia Joint School District.

If you require additional information I will be happy to respond to your request(s). I wish to thank the State Board for their time and consideration of this petition.

Sincerely,

Gaylen Smyer

EXHIBIT 106

///

STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

11.2 Miles of Oil and 8.2 miles of dirt road which would require a turn-around

11.2 Miles @ \$2.00/mile = \$44.80/day  
\$44.80 x 180 days = \$8,064.00  
8.2 Miles @ \$2.00/mile = \$32.80/day  
\$32.80 x 180 days = \$5,904.00

AIRPORT

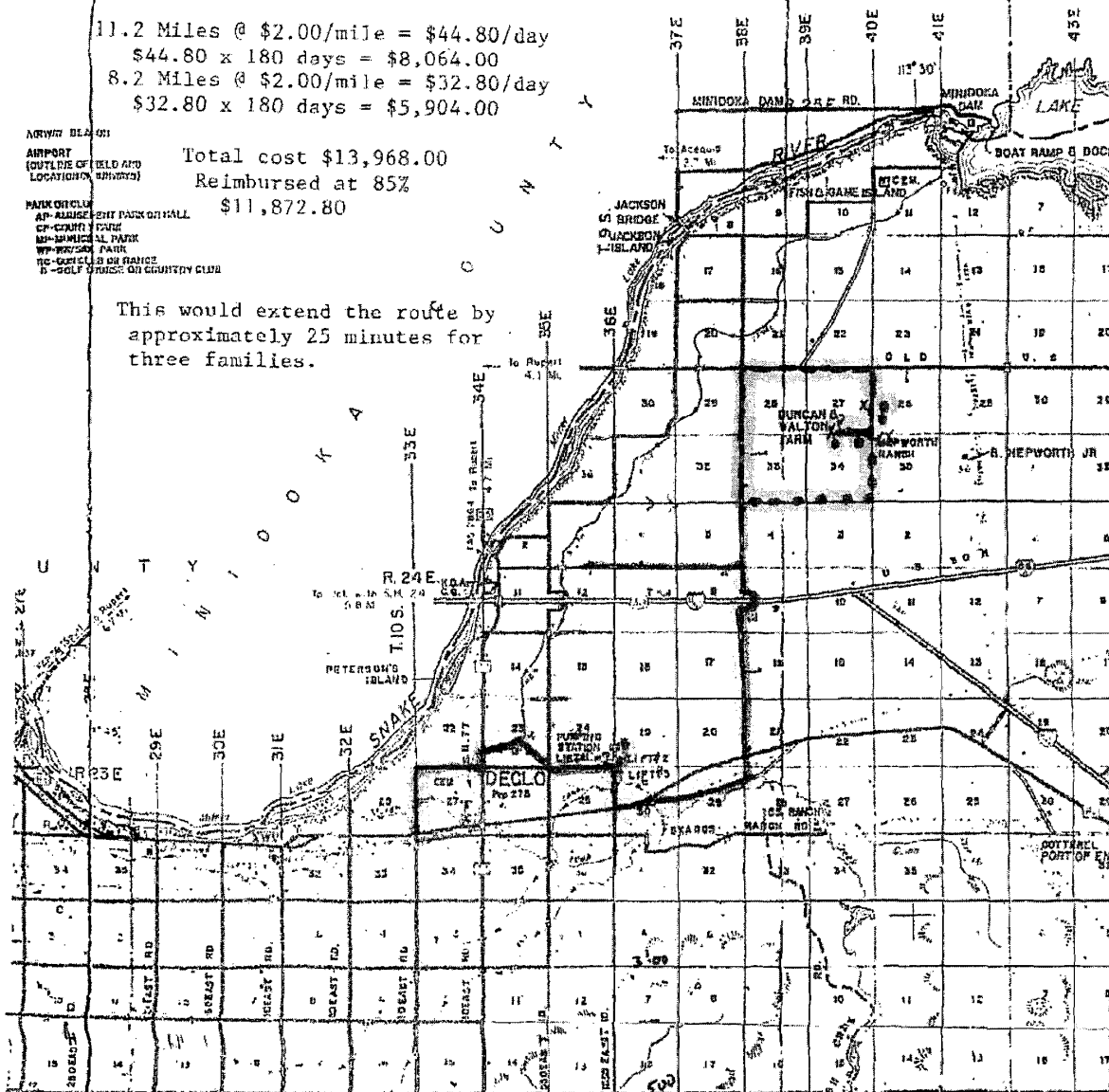
(OUTLINE OF FIELD AND LOCATION OF AIRWAYS)

PARK OR CLUB

AP - AIRSIDE  
CP - COUNTRY PARK  
NP - NATIONAL PARK  
WP - WOODS PARK  
HC - HILLS OR RANGE  
GC - GOLF COURSE OR GOLF CLUB

Total cost \$13,968.00  
Reimbursed at 85%  
\$11,872.80

This would extend the route by approximately 25 minutes for three families.



EXHIBIT

107  
///

STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

From: "Gaylen Smyer" <smygalen@sd151.k12.id.us>  
Subject: **Second attempt to send documents**  
Date: February 15, 2008 10:37:30 PM MST  
To: <carlsonr@filertel.com>, <rushton@pmt.org>, <srogers@sd331.k12.id.us>  
4 Attachments, 1.2 MB [Save](#)

Mr. Carlson, Mrs. Rushton, and Dr. Rogers:

I apologize for the previous e-mail having no attachments. I attempted to send the contents of an entire folder but I have since learned the documents did not make the journey. Please drop me a note if for some reason this attempt is unsuccessful. Thank you and I am sorry for any inconvenience.

Gaylen Smyer

Tax Impact J....xls (15.5 KB) DHS Classes.xls (23.5 KB) Annex petiti....doc (939 KB)

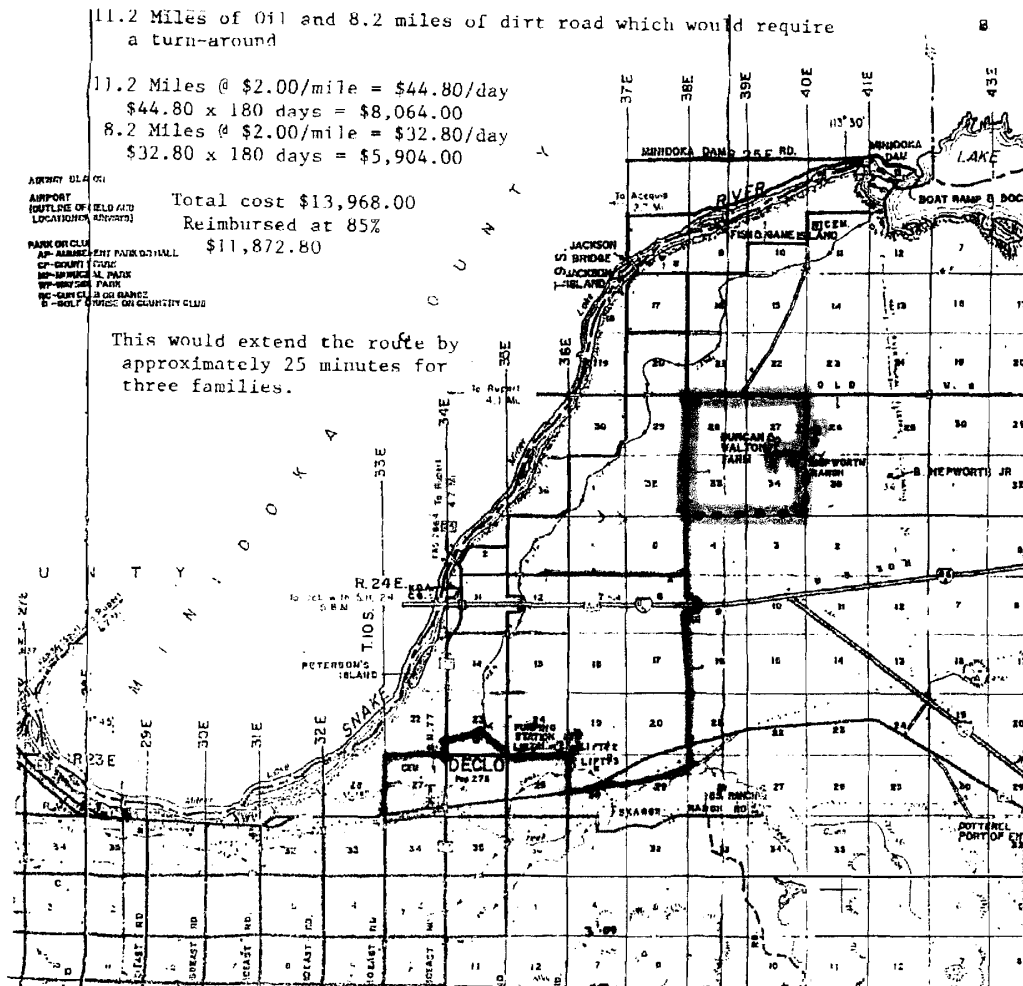


EXHIBIT 200

11 4



## CASSIA JT. SCHOOL DISTRICT NO. 151

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237 EAST 19<sup>TH</sup> STREET • BURLEY, ID 83318-2444 • (208) 878-6600 • FAX (208) 878-4231

Deborah Critchfield  
*Board Chairman*

Mike Matthews  
*Board Vice-Chairman*

Linda Petersen  
*Board Member*

Dee L. Jones  
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Steve Lynch  
*Board Member*

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*Superintendent*

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Dear Dr. Rush:

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If you require additional information I will be happy to respond to your request(s). I wish to thank the State Board for their time and consideration of this petition.

Sincerely,

Gaylen Smyer

EXHIBIT 200  
21 4

STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

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**Information Requested by Mr. Smyer  
Regarding Jackson Area Annexation  
Out of District Enrollment**

Classes offered to students attending Declo High School:

**DHS**  
***Dual College Credit Classes:***

English  
Psychology  
Algebra  
Calculus  
Trigonometry

***Core and Elective Classes:***

***Foreign Languages:***

Spanish  
German

Lifetime Sports  
Digital Scrapbooking  
Desktop Publishing  
Web Design I  
Web Design II  
Image Editing  
Personal Finance  
Multi Media I  
Multi Media II

All Core Subjects  
are offered at DHS

**CRTC\***  
***Juniors & Seniors***

Automotive  
CADD  
Automotive Manufacturing  
Health Occupations  
CNA- 2nd Year  
EMT- 2nd Year  
Construction  
Electronics  
Graphic Communications  
Information Technology

\* Declo High School students  
have the opportunity to enroll  
in the courses offered at the  
Cassia Regional Technical  
Center (CRTC) in Burley. The  
students are bused to CRTC  
one-half day every other day.

EXHIBIT 200  
3/ 4

**Cassia County Coordinates for Jackson Petitioners**

**Tax Valuations & Levy Amounts**

**School District #151**

			<b>Assessed Value</b>	<b>School Levy *</b>
Todd Rushton	1394 E. 500 N.	Jackson	\$ 215,462.00	\$ 764.77
Barton Hanson	1450 E. 496 N.	Jackson	\$ 360,726.00	\$ 1,280.37
Paul Brown	1450 E. 548 N.	Jackson	\$ 108,315.00	\$ 384.46
Nolan Murray	1452 E. 500 N.	Jackson	\$ <u>113,731.00</u>	\$ <u>403.68</u>
		TOTAL	\$ 798,234.00	\$ 2,833.27

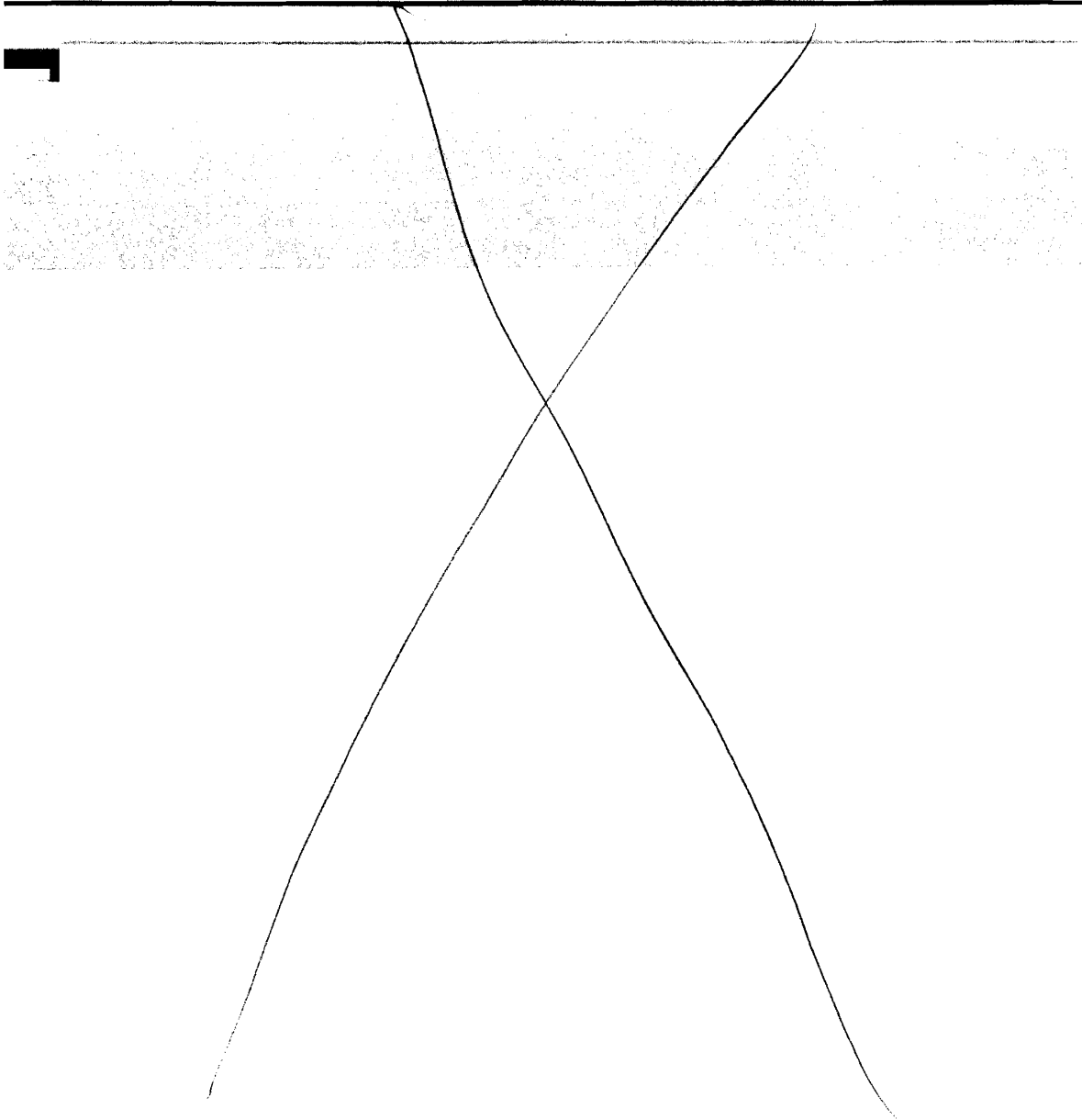
\*District 151 Levy Rate for 07-08 0.0035494

Includes Supplemental, Plant Facilities and Bond levies

EXHIBIT 203  
414



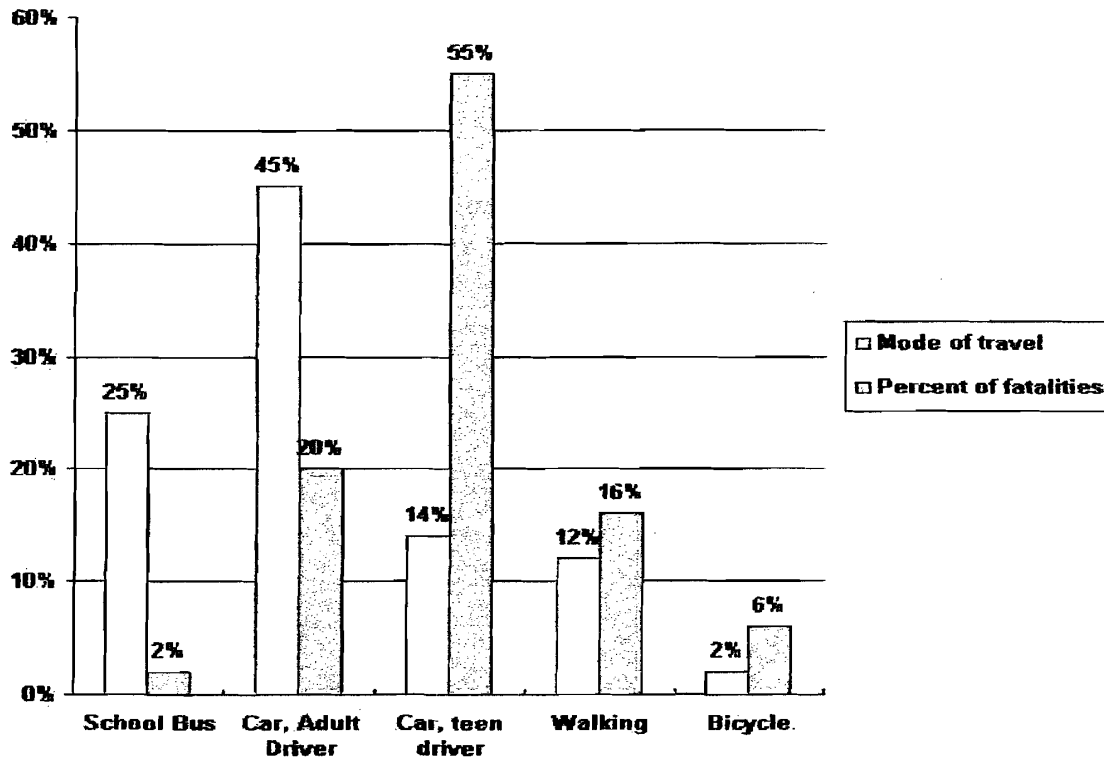
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----



EXHIBIT\_\_

2

(Source: National Research Council)



Riding the bus has become the safest way to get to school, even safer than walking. Researchers looked at the ways children get to school and found that school buses account for one-fourth of all trips but only 2% of children's deaths in school related traffic accidents, making them the safest form of transportation. The most dangerous is, Teenage drivers account for only 14% of trips, but 55% of the accidents.

Each year about 800 children are killed in motor vehicle crashes during school consisting of: 450 students die by teenage drivers, while 5 students die riding in a school bus, 15 are killed getting on or off the bus by passing motorist.



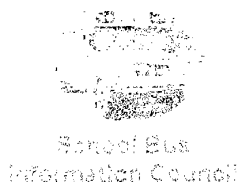
National School Bus Statistics

## Key National Statistics

# Key National Statistics

- **Unequaled safety record.** There is no safer way to transport a child than in a school bus. Fatal crashes involving occupants are extremely rare events, even though school buses serve daily in every community - a remarkable 8.8 *billion* student trips annually. Every school day, some 440,000 yellow school buses transport more than 24 million children to and from schools and school-related activities. Said another way to give perspective to the huge magnitude of pupil transportation, the equivalent of the populations of Florida, Massachusetts and Oregon ride on a school bus twice every day - almost always without a serious incident.
- **Safety Statistics.** Last year, 45 states had not a single child killed as a school bus occupant - an incredible safety record. Between 1990 and 2000, an average of just six children each year died as school bus passengers. These tragedies typically involved unavoidable, severe circumstances.
- **Trust the school bus for the best safety for your child.** The Transportation Research Board of the National Academy of Sciences estimates that every year more than 800 school-aged children are killed as passengers in other motor vehicles, or walking or riding bicycles, during "normal school transportation hours." *Most of these deaths could be prevented if children rode in school buses.* Parents need to know that driving a child to school is not a safety smart decision - *hands down, the school bus is the safest way to and from school.* Even worse, allowing a child to drive themselves to school, or riding with other teenagers to school, increases the risk of fatality by 10 percent.
- **Pedestrian fatalities.** Over the past 10 years, an average of 29 children were killed in school bus-related pedestrian accidents - struck while getting on or off a school bus.
- **School buses are the largest mass transit program in the U.S.** School buses provide approximately 8.8 billion student trips per year. In contrast, transit buses provide only about 5.2 billion unlinked passenger trips each year in the U.S. (i.e. getting to a destination by using a single bus instead of multiple connections).

Report Card on School Bus Safety in the US



## 2000 Report Card on School Bus Safety in the U.S.©

By Dr. Cal LeMon

[School Bus Facts](#)

[Key Numbers & Statistics](#)

[School Bus-Related  
Child Fatalities](#)

[School Bus-Related  
Fatalities](#)

[Press Releases](#)

[Press Release:](#)

**"NOT TAKING A SCHOOL BUS IS BIGGEST SCHOOL-RELATED  
VIOLENCE RISK"**

[About this report](#)

[Overview](#)

[State-by-State Analysis](#)

[About Dr. Cal LeMon](#)

[Special Thanks](#)

**2000 Report Card on  
School Bus Safety in  
the U.S.©**

For immediate release  
August 31, 2000

Contact: Cal LeMon  
1-800-373-4040

**"NOT Taking a School Bus is Biggest School-Related Violence  
Risk"**

*Springfield, Mo.*-The single greatest risk to children in the United States is not violence inside the school building, but how they get to and from school, an independent safety expert said today in releasing his third annual Report Card on School Bus Safety in the U.S.

According to school bus safety advocate Dr. Cal LeMon, "Most parents are under the mistaken impression that there is a huge risk of violence at school when, in fact, that risk pales in comparison to the risk of making the wrong choice in school-related transportation. The big yellow school bus may not be the 'cool' way to get to school, but it's the hands down safest way."

"In fact, it's 87 times safer for your child to take a school bus than driving them yourself, letting them ride with friends, or even



**STATE DEPARTMENT OF EDUCATION**  
**APRIL 17-18, 2008**

---

2000 Report Card on School Bus Safety in the US

<http://www.schoolbusinfo.org/intro.htm>

walking and bicycling," LeMon said.

"Ironically, many teenagers say, 'I wouldn't be caught dead on a yellow school bus.' And, yet in communities all across the nation teenagers are dying needlessly in crashes going to and from high school because they insist on driving themselves, or riding with friends, instead of taking the bus," he said.

Citing statistics from the national Centers for Disease Control and Prevention, LeMon said, "During the four years between July 1994 and June 1998, a total of approximately 45 violent incidents that resulted in deaths occurred in school-associated settings. While school shootings in recent years have increased public perception that there is significant violence in schools, the fact is that the majority of our schools are safe places."

"It runs counter to popular thinking, but less than 1 percent of all homicides and suicides among school-age children (5-19 years of age) occur in or around school grounds. The reality is that a child has only a one in two million chance of being killed inside a U.S. school," he added.

"In startling contrast, 600 children are killed every year and many more are injured getting to and from school in some other vehicle than a school bus. This should be a wake up call for parents and policy-makers in every community because the vast majority of these deaths and injuries are predictable and preventable," LeMon said.

"There are 48 million school children in the United States. Half of them ride school buses and on average there are ten occupant fatalities a year. The other half get to school some other way and 600 of them lose their lives as a result. This isn't just a statistical imbalance, it's a terrible safety imbalance that can be corrected easily," he said.

"We need to get our priorities straight," LeMon said. "Whether or not there are lap belts in school buses often is the lightning rod issue in some communities. But the energy and activism should be directed toward getting more children to ride school buses-that's where the big safety payoff is." He noted that a federal research program to determine if lap/shoulder belts would be effective in school buses will be completed later this year.

"It's all about choices. Congress and federal and state governments have done their part by choosing to make school buses the most regulated, most inspected, and safest motor vehicles on the road, and with some of the best trained drivers. But all this safety

emphasis is pointless if parents don't make the right choice and insist that their children take the bus to school," LeMon added.

The *Report Card*, produced with data from the National Highway Traffic Safety Administration and from states, does not attempt to formally rate or grade individual states, or pick winners and losers. Instead, it provides key information about pupil transportation so parents and local officials can see how their state compares to others in funding, ridership, and other critical issues.

This year it includes for the first time narrative comments on many states. For example: Idaho increased pupil transportation funding in each of the past four years; West Virginia not only has high ridership (80 percent), but increased pupil transportation funding by 5 percent; Maryland allocated \$450,000 for local police enforcement of those who pass a stopped school bus illegally; Missouri increased pupil transportation funding by 7.44 percent, the first increase since 1992; and New York transports more students than any other state-2.4 million every day.

LeMon said parents should know these key facts about school buses:

- *They are extremely safe.* An average of only 10 children are killed each year as school bus occupants, and most of the deaths involved very severe crash circumstances that often were not survivable.
- *Predictable and preventable deaths.* Most of the 600 school-age children killed each year during normal school transportation hours while riding in a passenger vehicle other than a school bus would be alive today had they taken a school bus.
- *Best record in transportation industry.* Some 440,000 public school buses in the U.S. travel 4.3 billion miles each year carrying 24 million children...almost always without incident.

Dr. LeMon is a nationally known writer, professional speaker and corporate trainer who is president of The Executive Enrichment, Inc., in Springfield, Mo. His advocacy for school bus safety is a personal concern-he receives no funding from any school bus manufacturer, supplier or other business interest for his work promoting safe pupil transportation. He has extensively researched pupil transportation in the U.S., participated in dozens of school transportation meetings, and is the author of a best-selling book, *Unreported Miracles: What You Probably Do Not Know About Your Child's School Bus*.

### **About this report...**

This report has been compiled to provide hard data, not emotions, for anyone trying to decide if placing a child in a yellow school bus is a safe and smart choice in the United States.

It is not the intent of the *Report Card* to label states with an actual "grade;" rather, it is to provide important numbers that will communicate the history and commitment to school bus safety.

There is a new feature in this report that has not appeared in the past two years. Following the statistics, for many states, the reader will find a commentary provided by Dr. Cal LeMon, the author of this report.

The commentary is an interpretation of the data, along with additional information supplied by the state directors of pupil transportation, and is intended to "flesh out" the inert columns of numbers. If a commentary does not appear for a particular state, the state director of pupil transportation did not provide any ancillary information.

Statistics have been obtained from the National Highway Traffic Safety Administration (NHTSA), the Fatality Analysis Reporting System (FARS), the National Center for Education Statistics (NCES), *School Transportation News*, and *School Bus Fleet* magazines.

Every effort has been made to make the most-recent statistics available for this report. Data on enrollment, children transported, buses and funding are the latest available from each state. For all states, the fatality and injury data are for the 1997-1998 school year. The fatality and incapacitating injuries assume there was a death at the accident scene. The reader should note there are many other non-fatality accidents for both passenger vehicles and school buses that are not reported here.

### **Overview...**

The author, as an overview, has created the following conclusions after collecting and studying all the data.

1. The yellow school bus is, statistically, the safest form of



- ground transportation in the United States, providing a safe ride to 25 million children at least twice a day, every school day, for a total of over 10 billion rides annually.
2. When comparing transporting children to and from school in a passenger vehicle or in a school bus, statistics show that over the past five years it is approximately EIGHTY-SEVEN TIMES SAFER to place a child in a school bus.
  3. The greatest threat to the safety of our children during school hours is not in the school building, but on the way to and from the school building.
  4. The vast majority of "incapacitating injuries" suffered by our children going to and from school could be eliminated by placing students in yellow school buses.
  5. The deaths incurred transporting our children to and from school, regardless of the type of vehicle, are PREVENTABLE with an acknowledgement of the data and respect for safety education.

### **About Cal LeMon...**

Cal LeMon, D.Min., is a nationally known writer, newspaper columnist, corporate educator and professional speaker who is the president of his own training and consulting firm, Executive Enrichment, Inc.

In 1995 Dr. LeMon presented a keynote address for the California Association of School Transportation Officials where he began to understand the outstanding safety record of pupil transportation professionals. This initial contact has lead to Dr. LeMon's best-selling book, *Unreported Miracles: What You Probably Do Not Know About Your Child's School Bus* (Kendall Hunt Publishing Company, 1999).

As a frequent conference speaker, researcher and media spokesperson about yellow school bus transportation, Dr. LeMon has become the authoritative, independent voice for school bus safety in the United States. Dr. LeMon does not receive any funding from sources inside or outside the pupil transportation industry for his investigative work. He often states, "Becoming an advocate for the safety of our children is a great way to use up a life."

The 2000 edition of Report Card on School Bus Safety in the U.S.© is the third consecutive year Dr. LeMon and his staff have collected

data as a service to parents, school administrators and members of the media who are wondering if placing a child in a yellow school bus is the safest choice.

**Cal LeMon would like to thank...**

This monumental task of collecting numbers about the safety of our children and then arranging them in a form that makes sense has been made possible by the following people and publications.

A special kudos has to go to Doug Snyder, Director of Transportation, Kern County Superintendent of Schools, Bakersfield, California who provided literally weeks of time collecting the data from the FARS (Fatality Analysis Reporting System) about the statistical difference between placing a child in a passenger car and a school bus when considering a trip to school.

Thank you to the staff of School Transportation News and School Bus Fleet whose database was enthusiastically opened to our investigation.

And thanks to members of the Board of Directors of the National Association of Pupil Transportation and the National Association of State Directors of Pupil Transportation Services who will never be satisfied until the injury and fatality figures for yellow school buses read "zero."

Thank you to Karen Livingston who crunched the numbers and put up with the demands of the author.

The largest bouquet has to be thrown to the almost one million professionals in the yellow school bus industry who make a trip to and from school the, statistically, safest form of ground transportation in this country.

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**Zend Optimizer not installed**

This file was encoded by the . In order to run it, please install the  
(available without charge), version 3.0.0 or later.



## Seeing this message instead of the website you expected?

This means that this webserver is not configured correctly. In order to view this website properly, please contact the website's system administrator/webmaster with the following message:

The component "Zend Optimizer" is not installed on the Web Server and therefore cannot service encoded files. Please download and install the Zend Optimizer (available without charge) on the Web Server.

**Note:** Zend Technologies cannot resolve issues related to this message appearing on websites not belonging to

## What is the Zend Optimizer?

The Zend Optimizer is one of the most popular PHP plugins for performance-improvement, and has been available without charge, since the early days of PHP 4. It improves performance by scanning PHP's intermediate code and passing it through multiple Optimization Passes to replace inefficient code patterns with more efficient code blocks. The replaced code blocks perform exactly the same operations as the original code, only faster.

In addition to improving performance, the Zend Optimizer also enables PHP to transparently load files encoded by the Zend Guard.

The Zend Optimizer is a free product available for download from . Zend Technologies also developed the PHP scripting engine, known as the

3

11.2 Miles of Oil and 8.2 miles of dirt road which would require a turn-around

11.2 Miles @ \$2.00/mile = \$44.80/day  
\$44.80 x 180 days = \$8,064.00

3.5 8.2 Miles @ \$2.00/mile = \$32.80/day  
\$32.80 x 180 days = \$5,904.00

2,520.00

Total cost ~~\$13,968.00~~ 10,584  
Reimbursed at 85%

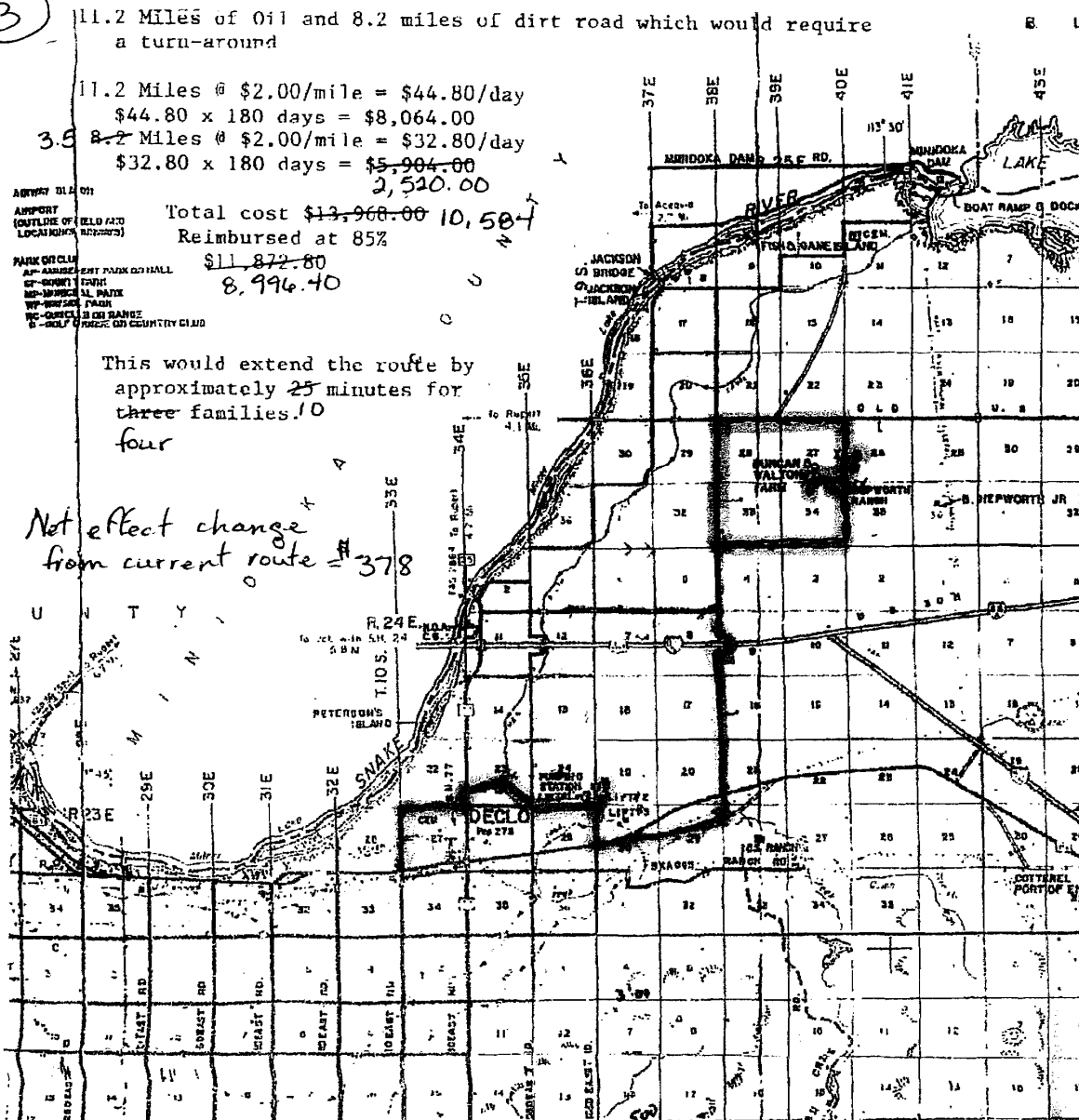
\$11,872.80  
8,996.40

ABSTRACT DUE ON  
AIRPORT (OUTLINE OF FIELD AND LOCALITIES, etc.)

PARK ON CLIM  
AP-AMUSEMENT PARK ON HALL  
OF-SPORTS COURT  
NO-BOYDCE AL. PARK  
WY-WAYSEA PARK  
NO-CHICKS ON RANGE  
B-BOLF WARE ON COUNTRY CLUB

This would extend the route by approximately 25 minutes for three families. 10 four

Not effect change from current route #378



March 3, 2008

Mr. Carlson,

We wish to thank you for your time and thoroughness at the hearing. We appreciate your patience and understanding in regards to our limited knowledge of the procedural processes. We just have a few closing comments.

Minidoka and Cassia School Districts state one of their main reasons for opposing our petition is based on their concern that supporting said petition could open up a Pandora's box of more petitions. We observed the only people at this PUBLIC hearing were those affiliated with the respective school districts, the petitioners, the hearing recorder and yourself. As you mentioned, the 'whole world' knew of this hearing and yet NO ONE from the public came. Doesn't it stand to reason that other people interested in this process would have attended?

Even if more petitions are filed, citizens have a legal right to do so under state law. The school districts may desire that their boundaries never change, but state law allows boundaries to be changed if certain criteria are met. At the same time, state law protects school districts from excessive boundary changes with a stopgap provision, in that a school district cannot be left with bonded indebtedness in excess of 5% of their tax base.

In filing this petition, our focus has always been the best interest of our children. The best interest of our children is to be able to continue their education at Declo schools without the worry of open enrollment and with the safest form of transportation. According to Alicia Bywater (Transportation Supervisor for MSD), the safest form of transportation is a bus picking up and dropping off students in front of their homes.

We tried to reach a sensible compromise with MSD in the past. Mr. Duncan testified that they weren't willing to let a Cassia bus onto their 'turf'. His solution is that our children be uprooted from their current schools and attend schools in MSD. This solution may be in the best interest of his school district but it is NOT in the best interest of our children.

As stated earlier, our children will be attending CSD for the next fourteen years. We sincerely hope that our children don't have to 'rent' for those fourteen years. Please allow them all the rights and privileges of full patronage in CSD by recommending our petition be granted.

In summation, we wish to reaffirm our position that we meet all the requirements set forth by Idaho State Code, section 33-308. In addition, we strongly feel that we have proven our case by a preponderance of the evidence.

Sincerely,

Mr. and Mrs. Todd Rushton  
Mr. and Mrs. Bart Hanson  
Mr. and Mrs. Doug Brown  
Mr. and Mrs. Nolan Murray

Rebuttal Comments

- 1- In reference to the kindergartner who lives near the proposed boundary change: The family living there is house sitting until September 2008 when the owners will return home. The owners are empty nesters whose youngest daughter graduated from Declo High School a few years ago.
- 2- Mr. Duncan's argument that two busses in one area are confusing and present safety concerns, is not applicable in our situation. He admits that our children would not see more than one bus and therefore would not run the risk of getting on the wrong bus, and as Alicia Bywater testified, there is not a MSD bus that comes within three miles of our neighborhood.
- 3- Just to let you know, students who are picked up in the Jackson area rendezvous in Acequia with other busses from the northern parts of MSD. All junior high and high school students are then bussed to their respective schools.

Douglas R. Whipple  
WHIPPLE LAW OFFICE  
2300 Overland Avenue.  
P.O. Box 249  
Burley, Idaho 83318  
(208) 678-5574  
ISBN 2603

Attorney for Cassia County Joint School District No. 151

**BEFORE THE IDAHO DEPARTMENT OF EDUCATION**

<b>In Re: Petition to Change School District</b>	)	
<b>Boundaries,</b>	)	
	)	
<b>Julie Rushton, et al,</b>	)	
	)	
<b>Petitioners,</b>	)	<b>CLOSING STATEMENT FROM</b>
	)	<b>CASSIA COUNTY JOINT</b>
<b>v.</b>	)	<b>SCHOOL DISTRICT NO. 151</b>
	)	
<b>Minidoka County Joint School District No.</b>	)	
<b>331 and Cassia County Joint School District</b>	)	
<b>No. 151,</b>	)	
	)	
<b>Respondents.</b>	)	

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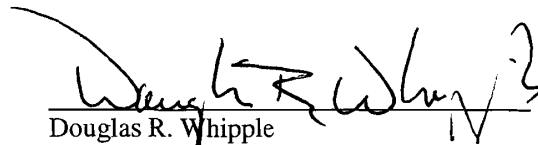
COMES NOW Cassia County Joint School District No. 151 by and through its attorney, Douglas R. Whipple, and files its closing statement.

Cassia County Joint School District No. 151 hereby submits that all relevant information was presented at the hearing on February 25, 2008, and that Cassia County Joint School District No. 151 has nothing further to add except concerning the possible extension of Cassia's bus route. After reviewing Mrs. Rushton's proposed bus route with Cassia's transportation director, Leon Robinson, he agreed that Mrs. Rushton's bus route extension would be the more appropriate route. Mr. Robinson also indicated that it would increase the existing bus route by seven (7) miles in the morning and seven (7) miles after school for a total of fourteen (14) miles a

CLOSING STATEMENT FROM CASSIA  
COUNTY JOINT SCHOOL DISTRICT NO. 151- PAGE 1

day. Additionally, because part of the bus route extension would be on gravel road, Mr. Robinson submits it will add twenty (20) minutes morning and after school each day to the existing route.

DATED this 3<sup>rd</sup> day of March, 2008.



Douglas R. Whipple  
Attorney for Cassia County Joint School  
District No. 151

CLOSING STATEMENT FROM CASSIA  
COUNTY JOINT SCHOOL DISTRICT NO. 151- PAGE 2



CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on the 3<sup>rd</sup> Day of March, 2008, I served a true and correct copy of the foregoing document upon the attorney named below in the manner noted:

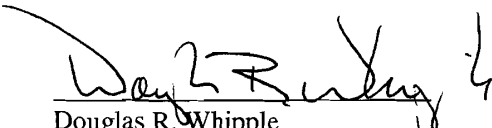
Richard A. Carlson, Hearing Officer  
PO Box 21  
Filer, ID 83328

Julie Rushton  
1394 E. 500 N.  
Jackson, ID 83350

Michael P. Tribe, Esq.  
PO Box 396  
Rupert, ID 83350

By depositing copies of the same in the United States Mail, postage prepaid, at the Burley Post Office in Burley, Idaho.

WHIPPLE LAW OFFICE

  
Douglas R. Whipple  
Attorney for Cassia County Joint School  
District No. 151

CLOSING STATEMENT FROM CASSIA  
COUNTY JOINT SCHOOL DISTRICT NO. 151- PAGE 3

Michael P. Tribe, Esq.  
ROBINSON & ASSOCIATES  
Attorneys at Law  
P. O. Box 396  
Rupert, Idaho 83350  
Telephone (208) 436-4717  
Facsimile (208) 436-6804  
ISB No. 6816

Attorneys for Respondent Minidoka County School District 331

**BEFORE THE IDAHO DEPARTMENT OF EDUCATION**

**In Re: Petition to Change School District  
Boundaries,**

**Julie Rushton, et al,**

**Petitioners,**

**v.**

**Minidoka County Joint School District No.  
331 and Cassia County Joint School District  
No. 151,**

**Respondents.**

**WRITTEN CLOSING ARGUMENTS**

Pursuant to the oral order of the Hearing Officer, Minidoka County School District No. 331 ("District 331") files its *Written Closing Arguments* from hearing held February 25, 2008. One procedural note, the District was unable to find a copier that was large enough and able to copy the District's Exhibit 105. The original of the exhibit has been sent to the Hearing Officer as requested but copies have not been sent to the other parties at this time.

///

///

WRITTEN CLOSING ARGUMENTS – Page 1

1  
2  
3 **I. Burden of Proof on Petitioners**

4 The Petitioners have the burden of demonstrating that the statutory requirements of  
5 excision and annexation have been met by a preponderance of the evidence. These requirements  
6 include whether the excision as proposed would leave District 331 with a bonded indebtedness  
7 exceeding the limit prescribed by law and whether excision and annexation would be in the best  
8 interests of the children living in the area described in the petition.

9 **II. Procedural Objections**

10 District 331 has preserved several objections to exhibits and testimony at the hearing and  
11 renews those objections in this closing argument. The District does not believe it was afforded a  
12 fair hearing and states that the hearing should have been continued if the objected material was  
13 received into evidence.

14 As stated at the hearing, District 331 objected and continues to object to any documents  
15 presented by the petitioners that were not disclosed in the *Notice of Hearing and Pre-Hearing*  
16 *Order* issued by the Hearing Officer on February 7, 2008. The order could not have been clearer  
17 that the parties were to prepare and “exchange a list of witnesses each expect[ed] to testify at the  
18 hearing and pre-marked exhibits each intend[ed] to offer at the hearing.” This was not language  
19 or procedure that could only be interpreted by a party who was represented by legal counsel. The  
20 petitioners chose not to obtain legal counsel after initiating this petition and should not be  
21 rewarded for claiming to not understand the order or flagrantly ignoring it.

22 Specifically, District 331 objects to 1) the written statement of Julie Ruston, 2)  
23 petitioner’s Exhibit No. 2, which was the bus safety and National Research Counsel documents  
24 because they were not disclosed prior to the hearing, and 3) Ruston’s oral testimony as she was  
25 not listed as a witness as required by the pre-hearing order.

1                                    **a. Objection to Written Statement of Julie Ruston**

2            District 331 objects to the written statement, which was admitted as evidence, because it  
3 was not disclosed prior to the hearing or since the hearing. The prejudice is that District 331 did  
4 not have an opportunity to review the statement and prepare its own witnesses accordingly. The  
5 Petitioners had an opportunity to review all the documents District 331 prepared. The Hearing  
6 Officer repeatedly said that the written statement by Rushton was a common type of testimony in  
7 this type of hearing. The District does not disagree with that. However, if that is the case it  
8 should have been made clear at the pre-hearing conference and District 331 would have ignored  
9 all generally accepted practice in administrative hearings and let a party other than its attorney act  
10 as its representative and prepare and read lengthy statements into the record. As of the date of  
11 mailing this document, District 331 still does not have a copy of the written statement of Ruston  
12 so it can adequately respond to its contents.

13                                    **b. Objection to the Bus Safety and National Research Counsel Documents**

14            One of the central issues in this case is the safety of the children involved. The petitioner's key  
15 piece of documentary evidence is the nine (9) page document discussing school bus safety.  
16 There was no proper foundation laid for the document and District 331 did not have an  
17 opportunity to review the document until the hearing. The time available to review the lengthy  
18 document was inadequate to develop proper questions of the petitioner's only witness. The  
19 document should not be considered by the Hearing Office for those reasons and because it is  
20 fundamentally unfair to District 331 to allow its admission. The District was unable to prepare  
21 and explore what data the document was based on, or whether there were more recent studies or  
22 other studies that dispute its findings. The prejudice incurred by the District is that District 331's  
23 witnesses did not have an opportunity to fairly review it and present testimony regarding the  
24 document nor did its attorney have the opportunity to review the document with its named  
25 witnesses. The prejudice is real and the District objects for that reason.

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**c. Ruston's Oral Testimony**

Again, the pre-hearing order required that all witnesses be disclosed. District 331 followed this order. The petitioners should be required to do the same. At the informal status conference or prehearing conference, Rushton stated that she would be the "spokesperson" for the Petitioners. She never stated that she would be a witness. In addition, the Hearing Officer instructed her to send a copy of her written statement to District. Again, District 331 has not received such statement. When District 331 didn't receive a witnesses list it stopped preparing for anticipated cross-examination questions. The District was given the opportunity to cross-examine Ruston, but cross-examination on a hearsay filled written statement is difficult at best.

**III. Closing Argument**

The Petitioners have created any perceived safety problem for their children. There was undisputed testimony from the Superintendent for District 331, Dr. Scott Rogers and the District's Transportation Supervisor that their buses would pick up the petitioner's children at their homes or at the end of their driveways. However, the petitioners have chosen, through open enrollment, to send their children to Cassia Joint School District No. 151. There was clear uncontroverted testimony that the petitioners all decided to utilize the provisions of open enrollment to allow their children to attend Cassia County Schools. The families have chosen to leave District 331. The perceived safety problem was the petitioner's own creation and they are attempting to bootstrap the annexation on the back of a perceived safety problem created by them.

As stated in District 331's Objection:

[T]here are numerous reasons for submitting this petition. However, the overwhelming reason that we make this request is that we believe this change is in the best interest of the children and families involved.

1 While the best interest of the children involved is a viable factor for the Hearing Officer to  
2 consider, the best interest or convenience of the parents is not a factor that can lawfully be  
3 considered. That is what has been presented. The parents do not want to drive their children to  
4 their chosen schools or drive them to a bus stop. If the bus stop is considered unsafe, the  
5 petitioners should negotiate a different stop with District 151. Nothing has changed in the  
6 practice of either district that makes this petition necessary.

7 Ruston specifically testified that there are no special services that District 151 offers that  
8 District 331 does not offer. In addition, she testified that District 151 has never denied them  
9 access to its schools. The petitioners concern is over hypothetical circumstances that should only  
10 be addressed if it later comes to fruition.

11 Petitioners, in Exhibit "C" of their petition cite, without references, to the "transportation  
12 Research Board of the National Academy of Sciences" that the school bus is the absolute safest  
13 way to get to and from school. Petitioners state that at the present time, "our children must be  
14 dropped off at a designated bus stop a few miles from our homes. This bus stop is at an  
15 intersection that is heavily traveled by farming and dairy operations." The petitioners failed to  
16 present evidence that the new desired bus stop would be any safer. Petitioners also did not  
17 recognize that District 331 would pick up their children at their residences front door.

18 **1. Dr. Rogers**

19 Dr. Rogers testified that he does consider the best interest of all the District's children  
20 when making a decision such as objecting to the petition. Other factors in the District's decision  
21 to object to the annexation request is because the District already is facing a declining  
22 enrollment, the District would provide buses for the children at issue and the District must plan  
23 its budget well in advance of the calendar year. The number of students attending District  
24 schools factors into the District's budget. As that student count changes from year to year, large  
25 adjustments must be made to the budget as well. The criteria that must be considered cannot be

1 made in a vacuum as the petitioners are requesting. In addition, Dr. Rogers testified that the  
2 open reenrollment policies of both Districts adequately compensates for the educational choices  
3 of any student's needs.

4                   **2. Michelle DeLuna**

5           DeLuna testified that if the petition is granted, the bonded indebtedness of the District  
6 will not exceed that prescribed by law. That testimony was not controverted and DeLuna's  
7 position with District 331 was such that she had personal knowledge of the District's finances.  
8 The District does not claim that the bonded indebtedness is at issue in this hearing.

9           DeLuna did testify that District 331 will have less debt capacity if the annexation is  
10 approved. Such testimony was also submitted in District 331's exhibit 103.

11                   **3. Alicia Bywater**

12           Bywater is the Transportation Supervisor for District 331. Bywater testified that the  
13 elementary schools and the middle school for Minidoka County School District 331 were either  
14 closer to or approximately the same distance from the elementary school and the middle school  
15 that petitioner's children currently attend in District 151. Minidoka County's High School is  
16 approximately 2.5 miles further than Declo High School from the affected area, which the  
17 petitioner's high school aged children attend.

18           Bywater testified that District 331 buses already drive in the general area of the  
19 petitioners and that in her opinion there would be a duplication of services if Cassia County  
20 bused the petitioner's children into District 151 Schools. Bywater also testified that District 331  
21 would pick up the petitioner's children at their homes if they chose to attend District 331  
22 schools. Bywater is the District employee who would make that decision with final approval  
23 from the Board of Trustees.

24                   **4. Bryan Duncan**

25           Duncan testified as to the role of the Board of Trustees in this matter and why he and

1 the board objected to the petition. He testified that he was concerned about the safety of all of  
2 the District's students and that he was concerned that if there were a District 151 bus coming into  
3 what has been historically District 331 boundaries that a student could get on the wrong bus, thus  
4 jeopardizing the safety of all children involved.

5 Duncan also testified that District 331 has historically opposed annexations because the  
6 District was concerned that it could create precedence for other parents who wanted their  
7 children to be bused from District 331 to the school district of their choice, even when they lived  
8 in District 331. The Board is not concerned by a straight southern boundary, rather they desire a  
9 consistent unchanging boundary that the Board can rely on from calendar year to calendar year  
10 and budget year to budget year.

11 **Specific Objections to Annexation**

12 District 331 Specifically Objection to Annexation for the following reasons:

13 **a. Availability of Open Enrollment**

14 District 331 again stresses the availability of open enrollment and the fact that the choice  
15 to change district was that of the petitioners. The desires of parents and other family members to  
16 move their children from one school district to another are adequately addressed in the Idaho  
17 Code sections dealing with open enrollment. Idaho Code § 33-1402 provides that whenever the  
18 parent or guardian of any pupil determines that it is in the best interest of the pupil to attend a  
19 school within another district such pupil, or pupils, may be transferred to and attend the selected  
20 school subject to the provisions of I.C. § 33-1402 & 33-1402.

21 The petitioners have not alleged that there is a problem with open enrollment in their  
22 desired school district. As stated in District 331's *Objection*, the petitioners are seeking relief  
23 from having to annually enroll their children in another district. Petitioners claim that they have  
24 a concern that District 151 may deny them access to their desired schools. This alleged "concern  
25 for denial" comes from a standard form sent from District 151, which merely asserts District



151's policy preference for resident students. The petitioners further state that removing "this constant 'uncertainty' would definitely be in the best interest of the children." There was no testimony from the petitioners that their children felt this uncertainty or expressed concern over "this constant uncertainty". When specifically asked on cross-examination, Ruston did not state that this uncertainty was affecting the petitioner's children in any manner. It is the parents who are concerned and inconvenienced.

**b. District 331 Provides Adequate Schools**

There was no testimony at the hearing that District 331 schools are deficient in any manner nor has the petition raised the issue. District 331 is a suitable district for instruction as are each of the individual schools that the children of the petitioners would attend if they attended District 331 schools. Again, Ruston did not testify that there were any special services available to the petitioner's children in District 151 that were not available in District 331.

**c. Precedent**

District 331 has real property located in Minidoka, Jerome, Lincoln and Cassia Counties. If parents begin requesting excision, the District will potentially lose significant numbers of students and property with the final result being a dwindling tax base. Dr. Rogers testified that the District is already losing students. The dwindling tax base and the unpredictability of actions such as this will handicap the District as it attempts to set responsible budgets for subsequent school years and set long-term plans for the future.

If this excision is allowed and the annexation into District 151, it sends a clear message that if open enrollment creates a perceived hardship on a parent, such as having to drive your children to school, then the solution is to file a petition for annexation and force another district to transport your children to and from your preferred school.

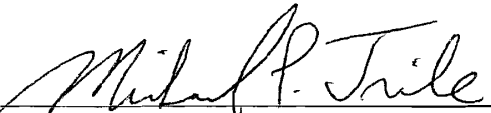
1                                    **d. Both Districts Oppose Annexation**

2            Both District 151 and District 331 oppose the petition to annex this area and the students  
3 living therein. It seems unreasonable that this Petition could be granted when both affected  
4 school districts oppose the annexation.

5                                    **V. Conclusion**

6            Based on the testimony of the permissible witnesses at the hearing and the admissible  
7 exhibits, District 331 respectfully requests that the petition be denied as petitioners have not met  
8 their burden under Idaho Code and the Idaho Administrative Rules. Petitioners have created the  
9 busing issue that was presented at the hearing through choosing to utilize the open enrollment  
10 provisions of the Idaho Code. Their choice should not force District 331 to lose students and  
11 District 151 to accept an annexation that they oppose.

12            DATED this 3rd day of March , 2008.

13                                      
14                                    Michael P. Tribe

CERTIFICATE OF MAILING


I hereby certify that on the 3rd day of March, 2008, I served a copy of the foregoing  
WRITTEN CLOSING ARGUMENTS upon:

Richard A. Carlson, Hearing Officer  
P.O. Box 21  
Filer, ID 83328

Julie Rushton  
1394 E. 500 N.  
Jackson, ID 83350

Gaylen Smyer, Superintendent  
Cassia County School District No. 151  
237 E. 19<sup>th</sup>  
Burley, ID 83318

by depositing a copy thereof in the United States mail, postage prepaid, in an envelope addressed to  
said individual at the foregoing address.

  
Michael P. Tribe  
Attorney for Respondent

## Affidavit of Publication

STATE OF IDAHO )  
COUNTY OF TWIN FALLS) SS.

I, Ruby Aufderheide, being first duly sworn upon oath, depose and say that I am Legal Clerk of the TIMES-NEWS, published daily at, Twins Falls, Idaho, and do solemnly swear that a copy of the notice of advertisement, as per clipping attached, was published in the regular and entire issue of said newspaper, and not in any supplement thereof, for ~~one consecutive~~ publication, commencing with the issue dated 9th day of February, 2008 and ending with the issue dated 9th day of February, 2008

And I do further certify that said newspaper is a consolidation, effective February 16, 1942, of the Idaho Evening Times, published theretofore daily except Sunday, and the Twin Falls News, published theretofore daily except Monday, both of which newspapers prior to consolidation had been published under said names in said city and county continuously and uninterruptedly during a period of more than twelve consecutive months, and said TIMES-NEWS, since such consolidation, has been published as a daily newspaper except Saturday, until July 31, 1978, at which time said newspaper began daily publication under said name in said city and county continuously and uninterruptedly.

### BEFORE THE IDAHO DEPARTMENT OF EDUCATION NOTICE OF PUBLIC HEARING

Re: Petition to Change School District Boundaries,  
Julie Rushon, et al,  
Petitioners.

Minidoka County School District #331 and Cassia School District #151.  
Respondents.

A petition was filed with the Idaho Department of Education pursuant to Idaho Code Sec. 33-308 seeking to excise a portion of the Minidoka County School District #331 and annex this real property to the Cassia County Joint School District #151. The Board of Trustees of the Minidoka County School District has responded to the petition. The property subject to the petition is northeast of the City of Dodo. The property's legal description is: the W 1/2 SW 1/4 of Sec. 26, the SE 1/4 and E 1/2 SW 1/4 of Sec. 27, the E 1/2 and E 1/4 W 1/2 of Sec. 34, and the W 1/2 W 1/2 of Sec. 35, all in Township 9 South, Range 25 East of the Boise Meridian, Cassia County, Idaho.

Notice is hereby given that a public hearing will be conducted regarding the petition at the Paper City Hall, 624 F St., Rupert, ID 83350 beginning at 9:00 a.m. on Monday, February 25, 2008. The hearing will continue until 10 p.m. and adjourn until the following evening at the same location and time unless the hearing was conducted on February 25th. Attorney Richard A. Carlson of Ellet, ID has been appointed by the Idaho Department of Education to act as hearing officer in this matter.

The hearing will be conducted in accordance with the provisions of Title 67, Chapter 52, Idaho Code, and under the provisions of IDAPA 04.11.01 pursuant to the authority vested in the Idaho Department of Education by the provisions of IDAPA 08.02.01.050. A copy of the rules of procedure governing the hearing may be obtained or read at any law library, the Idaho Department of Administration, or its web page at [www2.state.id.us/adm/adminrules/](http://www2.state.id.us/adm/adminrules/).

The purpose of this public hearing is to receive evidence regarding the petition for excision/annexation as stated above. This hearing affords the parties the opportunity to present evidence on their own behalf, or through a representative, and affords the affected public the opportunity to present comments, both oral and written, regarding the petition. The hearing officer will issue a written report and recommendation to the Idaho Department of Education for its consideration following the public hearing.

NOTE: The hearing will be conducted in a facility that meets the accessibility requirements of the Americans with Disabilities Act (ADA). If the petitioner or other persons notified require the type of assistance the Department is required to provide under the ADA in order to participate in or understand the hearing, the Department will supply that assistance upon request no later than three (3) working days before the hearing. Requests for assistance must be directed to Richard Carlson at (208) 326-3606 or TDD (208) 326-3606.

Notarized this 9th day of February, 2008.  
By Richard A. Carlson, Hearing Officer

PUBLISHED February 9, 2008

-108 Idaho Code, Thursday of each week has been designated as the day of competent jurisdiction within the state of Idaho to be issued thereof legal will be published.

Ruby Aufderheide  
name subscribed to the within instrument, and being by me first duly  
e, and acknowledged to me that he executed the same.

Linda Capps McGuire  
c for Idaho

Twin Falls, Idaho.

on expires: 5-19-09

LINDA CAPPS-McGUIRE  
NOTARY PUBLIC  
STATE OF IDAHO

STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

RICHARD A. CARLSON, Hearing Officer  
P.O. Box 21  
Filer, ID 83328  
Telephone and fax: (208) 326-3686

BEFORE THE IDAHO DEPARTMENT OF EDUCATION

\*\*\*\*\*

In re: Petition to Change School District	)	
Boundaries,	)	
	)	
Julie Rushton, <i>et al</i> ,	)	WITNESS SIGN-IN
	)	
Petitioners,	)	
	)	
v.	)	
	)	
Minidoka County Joint School District No. 331	)	
and Cassia County Joint School District No.	)	
151,	)	
Respondents.	)	

IF YOU INTEND TO TESTIFY AT THIS HEARING, PLEASE SIGN-IN ON THIS FORM. YOU MUST **PRINT** YOUR NAME AND ADDRESS AND INDICATE WITH A CHECK MARK WHETHER YOU WISH TO TESTIFY IN FAVOR OF OR IN OPPOSITION TO THE PROPOSED CHANGE OR ARE NEUTRAL.

NAME	ADDRESS	IN FAVOR	OPPOSE	NEUTRAL
Nicole Spitzer	1032 100E Rupert		X	
Brian Spitzer	1901 1st. Hayden		X	
SCOTT ROGERS	611 Albion Blvd		X	

STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

---

RICHARD A. CARLSON, Hearing Officer  
P.O. Box 21  
Filer, ID 83328  
Telephone and fax: (208) 326-3686

BEFORE THE IDAHO DEPARTMENT OF EDUCATION

\*\*\*\*\*

In re: Petition to Change School District	)	
Boundaries,	)	
	)	
Julie Rushton, <i>et al</i> ,	)	NOTICE OF
	)	HEARING AND
Petitioners,	)	PRE-HEARING ORDER
	)	
v.	)	
	)	
Minidoka County Joint School District No. 331	)	
and Cassia County Joint School District No.	)	
151,	)	
Respondents.	)	

On February 1, 2008 the Hearing Officer, Richard A. Carlson, held an informal pre-hearing conference with the parties including representatives of both school districts and representatives of the resident- petitioners. The parties agreed to schedule the hearing as follows:

DATE: Monday, February 25, 2008, continuing to the following evening if necessary;  
LOCATON: Rupert City Hall- Council Chambers  
624 F St,  
Rupert, ID 83350

TIME: 6:00 p.m.

A copy of the legal notice of the hearing to be published in the South Idaho Press on February 8 or 9, 2008 is attached hereto. That notice is incorporated by reference herein and made part hereof.

Based upon the pre-hearing conference held February 1, 2008, IT IS HEREBY ORDERED that the following shall apply to this matter:

1. The hearing shall begin on the date and at the time and place described above;
2. The hearing officer will provide the equipment and an operator capable of producing a complete audio recording of the hearing and will make arrangements for a stenographic record of the hearing to be made by a court reporter;
3. Hearing procedures which shall be followed are those set forth in the Idaho Rules of Administrative Procedure of the Attorney General ( IDAPA 04.11.01 et seq);
4. The parties are authorized to engage in discovery pursuant to IDAPA 04.11.01 et seq.

NOTICE OF HEARING AND PRE-HEARING ORDER

Page-1

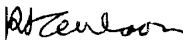
**STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008**

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5. The Hearing Officer will take official notice at the hearing of the materials contained in the petition as originally submitted to the Department, as well as to the responses filed by the districts.
6. The parties shall prepare and exchange a list of witnesses each expects to testify at the hearing and pre-marked exhibits each intends to offer at the hearing on or before February 21, 2008. Every party shall mail a copy of their witness list and proposed exhibits to the Hearing Officer no later than February 21, 2008. For purposes of numbering proposed exhibits the parties shall use the following exhibit numbers:

Julie Rushton/ Petitioners:	2-99
Minidoka County School District:	100- 199
Cassia County School District:	200- 299
7. In order to expedite the hearing process, the parties are strongly encouraged (not ordered) to attempt to reach agreement about factual issues that the parties agree are not in dispute.

Dated this 7<sup>th</sup> day of February, 2008.

  
\_\_\_\_\_  
Richard A. Carlson  
Hearing Officer


**CERTIFICATE OF SERVICE**

I HEREBY CERTIFY that on the 7<sup>th</sup> day of February, 2008, the above and foregoing as served on the following by placing a copy of the same in the United States mail, postage prepaid and properly addressed to the following:

Julie Rushton  
1394 E. 500 N.  
Jackson, ID 83350

Michael Tribe  
Robinson & Associates  
P.O. Box 396  
Rupert, ID 83350

Gaylen Smyer- Superintendent  
Cassia County School District No. 151  
237 E. 19<sup>th</sup>  
Burley, ID 83318

  
\_\_\_\_\_  
Richard A. Carlson  
Hearing Officer

BEFORE THE IDAHO DEPARTMENT  
OF EDUCATION  
NOTICE OF  
PUBLIC HEARING

In re: Petition to Change School District Boundaries,  
Julie Rushton, *et al*,  
Petitioners,

v.

Minidoka County School District #331 and Cassia School District #151,  
Respondents.

A petition was filed with the Idaho Department of Education pursuant to Idaho Code Sec. 33-308 seeking to excise a portion of the Minidoka County School District #331 and annex this real property to the Cassia County Joint School District # 151. The Board of Trustees of the Minidoka School District has responded to the petition. The property subject to the petition is northeast of the of the City of Declo. The property's legal description is: the W  $\frac{1}{2}$  SW  $\frac{1}{4}$  of Sec. 26, the SE  $\frac{1}{4}$  and E  $\frac{1}{2}$  SW  $\frac{1}{4}$  of Sec. 27, the E  $\frac{1}{2}$  and E  $\frac{1}{2}$  W  $\frac{1}{2}$  of Sec. 34, and the W  $\frac{1}{2}$  W  $\frac{1}{2}$  of Sec. 35, all in Twnshp. 9 South, Range 25 East of the Boise Meridian, Cassia County, Idaho.

Notice is hereby given that a public hearing will be conducted regarding the petition at the Rupert City Hall, 624 F St., Rupert, ID 83350 beginning at 6:00 p.m. on Monday, February 25, 2008. The hearing will continue until 10 p.m. and adjourn until the following evening at the same location and time unless the hearing was concluded on February 25<sup>th</sup>. Attorney Richard A. Carlson of Filer, ID has been appointed by the Idaho Department of Education to act as hearing officer in this matter.

The hearing will be conducted in accordance with the provisions of Title 67, Chapter 52, Idaho Code, and under the provisions of IDAPA 04.11.01 pursuant to the authority vested in the Idaho Department of Education by the provisions of IDAPA 08.02.01.050. A copy of the rules of procedure governing the hearing may be obtained or read at any law library, the Idaho Department of Administration, or its web page at [www2.state.id.us/adm/adminrules/](http://www2.state.id.us/adm/adminrules/).

The purpose of this public hearing is to receive evidence regarding the petition for excision/annexation as stated above. This hearing affords the named parties the opportunity to present evidence on their own behalf, or through a representative, and provides the affected public the opportunity to present comments, both oral and written, regarding the petition. The hearing officer will issue a written report and recommendation to the Idaho Department of Education for its consideration following the public hearing.

NOTE: The hearing will be conducted in a facility that meets the accessibility requirements of the Americans with Disabilities Act (ADA). If the parties or other persons notified require the type of assistance the Department is required to provide under the ADA in order to participate in or understand the hearing, the Department will supply that assistance upon request no later than three (3) working days before the hearing. Requests for assistance must be directed to Richard Carlson at (208) 326-3686 or TDD Idaho Relay (800) 377-3529.

Dated this 6th day of February, 2008.  
/s/ Richard A. Carlson, Hearing Officer  
PUBLISH: 2- 8-08 or 2-09-08



**Exhibit C**  
**Reasons for Submitting this Petition**

This letter is written in support of a Petition to Change District Boundaries. Pursuant to Chapter 308 of Title 33 of the Idaho code, the attached petitioners request that a School District Boundary change be made in order for the parcel of land identified in the petition to be excised from the Minidoka School District 331 and annexed into the Cassia School District 151.

In making this request, we have not considered the relative strengths and qualities of the two districts; we simply consider ourselves to be a part of the Cassia School District 151 community. We also believe this change will be in the best interest of the nine (9) school age children currently affected, and we believe the impact to both districts will be minimal. The following outlines our reasoning for this request:

1. **Contiguous to District 151** The one and a half square miles as defined in the petition borders District 151 along the south side.
2. **All Students Attend District 151** Although this one and a half square mile area is currently in District 331, none of the students living in this area have attended District 331 schools in over five years.
3. **District 331 Busing Policy** According to the Transportation Research Board of the National Academy of Sciences, the school bus is the absolute safest way to get to and from school. It is far safer than walking, riding a bike or even driving yourself. We, as a neighborhood, have made attempts to work out a busing solution for the safety of our children. District 151 has been willing to provide busing for our children, however District 331 has refused to grant the permission needed for such busing. At the present time, our children must be dropped off at a designated bus stop a few miles from our homes. This bus stop is at an intersection that is heavily traveled by farming and dairy operations. Based on bus safety statistics, our children will be safer being picked up in front of our homes rather than being transported to a bus stop.
4. **Annual Petition** Although we consider ourselves to be part of the School District 151 community, and our children have not attended school anywhere else in over five years, we must annually petition District 151 Board of Trustees each January to assure that our children will be allowed to attend District 151 for the following school year. While we appreciate District 151's willingness to grant our yearly requests, granting this request for a change in district boundaries would eliminate this annual task and the possibility of denial. The concern for denial comes from the open enrollment confirmation letter which states "Please be advised that if, at the first of the school year the number of in-district enrollment

numbers are too high, the principal may re-evaluate your application.” Removing this constant “uncertainty” would definitely be in the best interest of the children.

5. **Grass Roots Support** Of the eight eligible voters that reside within the area of the petition, eight have been contacted and all eight have signed the Petition to Change District Boundaries.

6. **Minimal Effect to Tax Base** As no students living in the one and a half square mile area attend school in District 331, there will be no reduction of students. We do recognize that District 331 will lose tax base on four homes and approximately one and a quarter square miles of agricultural land, however, given the large size of District 331’s tax base, and its current and expected growth, we believe that District 331 will never miss the tax base derived from this small area.

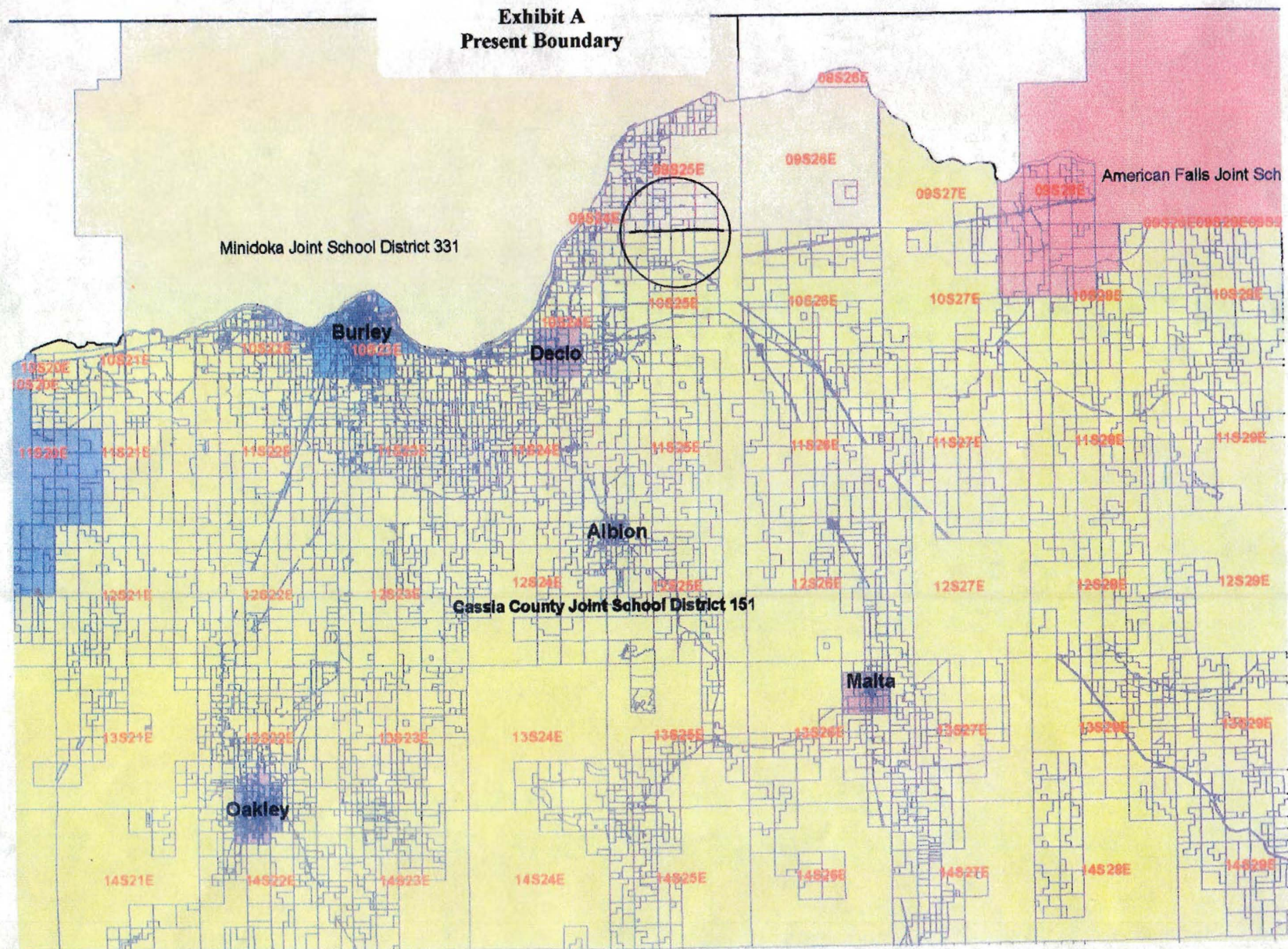
As Petitioners, we trust that the Board of Trustees of both districts will recognize that we strongly perceive ourselves as being part of the District 151 community. We look forward to being “full patrons” of District 151 and we trust that both Districts will focus on what is best for the students and the families involved.

We respectfully request that the School Boards of District 331 and District 151 and the Idaho State Board of Education favorably consider our request to be excised from District 331 and be annexed into District 151.

Respectfully,

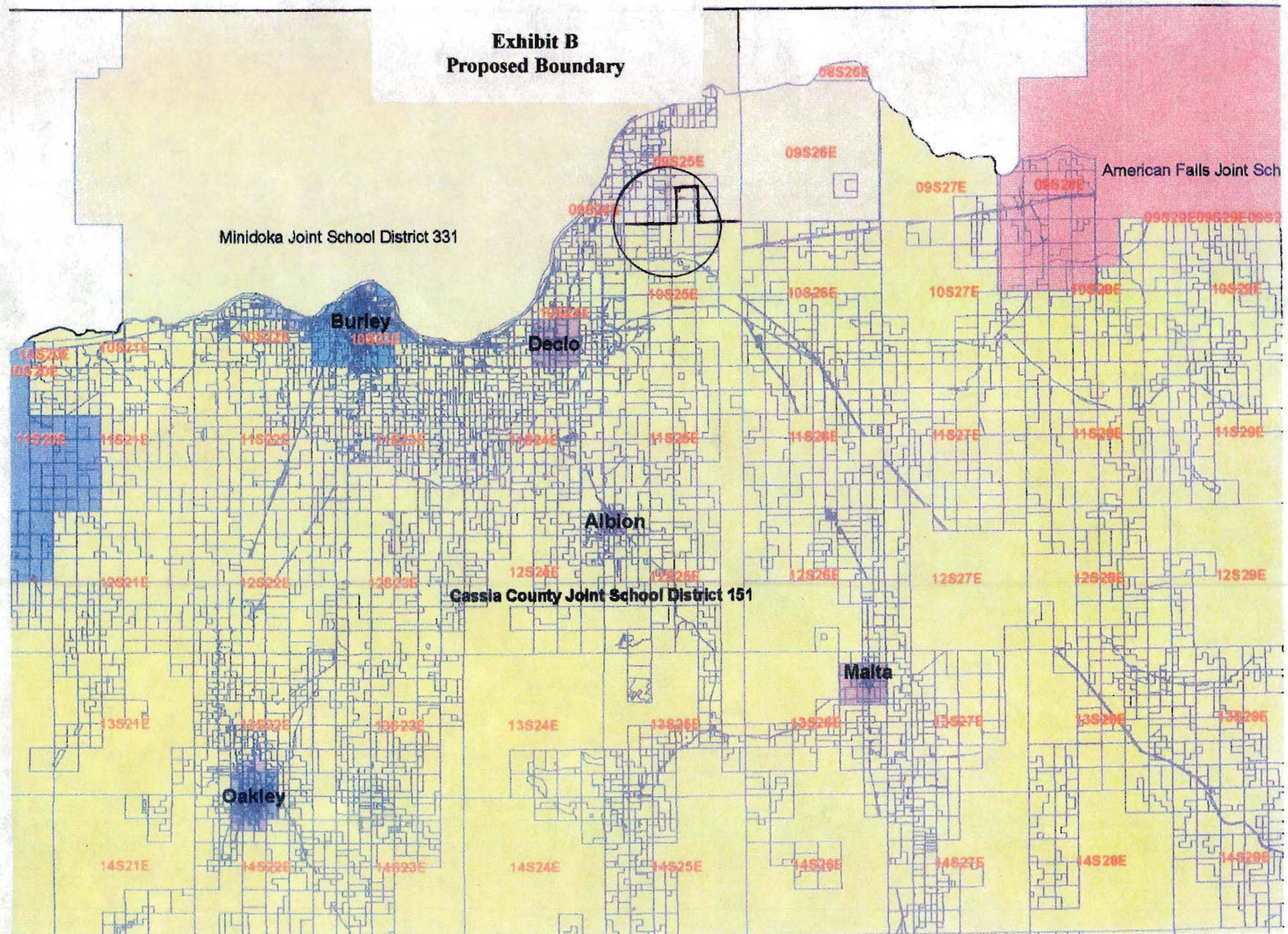
The Petitioners as signed on the preceding petition.

STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008





STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008



**STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008**

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**TITLE 33  
EDUCATION  
CHAPTER 3  
SCHOOL DISTRICTS**

33-308. EXCISION AND ANNEXATION OF TERRITORY. (1) A board of trustees of any school district including a specially chartered school district, or one-fourth (1/4) or more of the school district electors, residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district, may petition in writing proposing the annexation of the area to another and contiguous school district.

(2) Such petition shall be in duplicate, one (1) copy of which shall be presented to the board of trustees of the district from which the area is proposed to be excised, and the other to the board of trustees of the district to which the area is proposed to be annexed. The petition shall contain:

- (a) The names and addresses of the petitioners;
- (b) A legal description of the area proposed to be excised from one district and annexed to another contiguous district;
- (c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved;
- (d) The names of the school districts from and to which the area is proposed to be excised, and annexed;
- (e) A description of reasons for which the petition is being submitted; and
- (f) An estimate of the number of children residing in the area described in the petition.

(3) The board of trustees of each school district, no later than ten (10) days after its first regular meeting held subsequent to receipt of the petition, shall transmit the petition, with recommendations, to the state board of education.

(4) The state board of education shall approve the proposal provided:

(a) The excision and annexation is in the best interests of the children residing in the area described in the petition; and

(b) The excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limit then prescribed by law.

If either condition is not met, the state board shall disapprove the proposal.

The approval or disapproval shall be expressed in writing to the board of trustees of each school district named in the petition.

(5) If the state board of education shall approve the proposal, it shall be submitted to the school district electors residing in the area described in the petition, at an election held in the manner provided in chapter 4, title 33, Idaho Code. Such election shall be held within sixty (60) days after the state board approves the proposal.

(6) At the election there shall be submitted to the electors having the qualifications of electors in a school district bond election and residing in the area proposed to be annexed:



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(a) The question of whether the area described in the petition shall be excised from school district no. ( ) and annexed to contiguous school district no. ( ); and

(b) The question of assumption of the appropriate proportion of any bonded debt, and the interest thereon, of the proposed annexing school district.

(7) If a majority of the school district electors in the area described in the petition, voting in the election, shall vote in favor of the proposal to excise and annex the said area, and if in the area the electors voting on the question of the assumption of bonded debt and interest have approved such assumption by the proportion of votes cast as is required by section 3, article VIII, of the constitution of the state of Idaho, the proposal shall carry and be approved. Otherwise, it shall fail.

(8) If the proposal shall be approved by the electors in the manner prescribed, the state board of education shall make an appropriate order for the boundaries of the affected school districts to be altered; and the legal descriptions of the school districts shall be corrected as prescribed in section 33-307(2), Idaho Code.

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*IDAHO ADMINISTRATIVE CODE  
State Board of Education Rules*

*IDAPA 08.02.01  
Rules Governing Administration*

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**050.ALTERING SCHOOL DISTRICT BOUNDARIES.**

The State Board of Education sets forth the following rules to govern the application and hearing procedures for alteration of school boundaries pursuant to Section 33-308, Idaho Code. A written application from the person or persons requesting alteration of school district boundaries, including the reasons for making the request, will be submitted to the State Board of Education. The application shall also contain that information as required by Section 33-308, Idaho Code: (7-1-99)

**01. Written Statement of Support.** A written statement supporting or opposing the proposed alteration will be prepared by each board of trustees no later than ten (10) days following its first regular meeting held following receipt of the written application prepared by the person or persons requesting the alteration. Such request and supporting materials shall be forwarded to the Superintendent of Public Instruction. (7-1-99)

**02. Review of Request.** The Superintendent of Public Instruction shall appoint a hearing officer in accordance with State Board of Education Governing Policies and Procedures to review the proposed alteration of boundaries. (7-1-99)

**03. Criteria for Review of Request.** The hearing officer shall review the proposed alteration of boundaries taking into account the following criteria: (7-1-99)

**a.** Will the alteration as proposed leave a school district with a bonded debt in excess of the limit proscribed by law; (7-1-99)

**b.** Is the proposed alteration in the best interests of the children residing in the area described in the petition. In determining the best interests of the children the hearing officer shall consider all relevant factors which may include: (7-1-99)

**i.** The safety and distance of the children from the applicable schools; (7-1-99)

**STATE DEPARTMENT OF EDUCATION**  
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- ii. The views of the interested parties as these views pertain to the interests of the children residing in the petition area; (7-1-99)
- iii. The adjustment of the children to their home and neighborhood environment; and (7-1-99)
- iv. The suitability of the school(s) and school district which is gaining students in terms of capacity and community support. (7-1-99)

**04. Market Value.** The market value, for tax purposes, of the two (2) districts prior to the requested transfer and of the area proposed to be transferred will be provided. (7-1-99)

**05. Decision by State Board Education.** The recommendation from the hearing on the matter shall be forwarded to the State Board of Education for decision in accordance with the Board's Governing Policies and Procedures. (7-1-99)

**06. Additional Information.** The applicant may submit any additional information which is deemed to be appropriate in assisting the State Board of Education to make the decision. (4-1-97)

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**STATE DEPARTMENT OF EDUCATION**  
**APRIL 17-18, 2008**

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**SUBJECT**

Excision and Annexation of Land from West Bonner County School District to Lakeland Joint School District – Tonya Reed petition

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-308, Idaho Code; IDAPA 08.02.01.050, Rules Governing Uniformity

**BACKGROUND**

Section 33-308 of Idaho Code prescribes the procedure for excision and annexation of land from one school district to another. The Lakeland Joint School District Board of Trustees has transmitted the proposal and petition containing the required documents which is submitted to the State Board of Education. The responsibility of the State Board of Education is to approve or disapprove the proposal for the excision/annexation. If the proposal is approved, it will be sent to the electors of the area affected.

**DISCUSSION**

The proposal and petition were submitted by Tonya Reed to Lakeland Joint and West Bonner County school districts, and subsequently to the State Department of Education. Neither district opposes the property transfer. Pursuant to IDAPA 08.02.01.050 a hearing officer was appointed to review the request and a public hearing was held. The hearing officer recommends approval of the proposed property transfer. Pages 28-39 of the recommendation include the letter from Lakeland School District, petition, estimated number of children impacted and maps as submitted to the State Department of Education.

**IMPACT**

N/A

**ATTACHMENTS**

Attachment 1 – Hearing Officer Recommendation

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

**BOARD ACTION**

A motion to approve/disapprove the excision and annexation from West Bonner School District to Lakeland School District as proposed in the petition submitted by Tonya Reed.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_ No \_\_\_\_

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BEFORE THE HEARING OFFICER FOR THE  
IDAHO DEPARTMENT OF EDUCATION

In the matter of the petition requesting )  
The annexation of territory from West )  
Bonner County School District No. 83, )

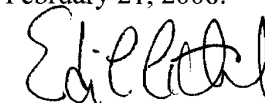
TRANSMITTAL OF THE RECORD

To the )  
)  
)  
)  
Lakeland Joint School District No. 272, )  
)  
)

I, Edwin L. Litteneker, the Hearing Officer for the above-entitled hearing, transmit the  
following to the State Superintendent of Public Education:

1. Charles Kinsey's letter to Joan MacMillan, Idaho State Department of Education, with attached Petition to Annex sections of Bonner County residents into Lakeland Joint School District # 272, dated October 11, 2007.
2. Notice of Scheduling and Status Conference by Telephone, dated January 23, 2008.
3. Notice of Hearing & Pre Hearing Order, dated January 30, 2008.
4. Sign in sheets.
5. Exhibit 1 – Map.
6. Comments received after the hearing.
7. Findings of Fact, Conclusion of Law & Decision with attachments, dated March 4, 2008.
8. 2 Audio tapes of the hearing held on February 21, 2008.

DATED this 04 day of March 2008.



Edwin L. Litteneker  
Hearing Officer

STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

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I DO HEREBY CERTIFY that a true  
And correct copy of the foregoing  
Document without the attachments was:

☒ Mailed by regular first class mail,  
And deposited in the United States  
Post Office

☐ Sent by facsimile.

☐ Sent by Federal Express, overnight  
Delivery

☐ Hand delivered

To: Charles Kinsey  
Lakeland Joint School District No. 272  
P.O. Box 39  
Rathdrum, Idaho 83858

Mike McGuire  
West Bonner County School District No. 83  
P.O. Box 2531  
Priest River, Idaho 83856

Tonya Reed  
P.O. Box 392  
Spirit Lake, Idaho 83869

On this 04 day of March 2008.



Edwin L. Litteneker

BEFORE THE HEARING OFFICER FOR THE  
IDAHO DEPARTMENT OF EDUCATION

In the matter of the petition requesting )  
The annexation of territory from West )  
Bonner County School District No. 83, )

**FINDINGS OF FACT CONCLUSIONS  
OF LAW AND RECOMMENDATIONS**

To the )  
)  
)  
)  
Lakeland Joint School District No. 272, )  
)  
\_\_\_\_\_ )

**INTRODUCTION**

A Hearing was conducted on February 21, 2008, by Hearing Officer, Edwin L. Litteneker at the Spirit Lake Elementary School, 32605 N 5<sup>th</sup> Street, Spirit Lake, Idaho 83869. The Hearing was conducted for purposes of making recommendations to the State Board of Education in connection with the application of residents of the West Bonner School District No. 83 to excise territory from the West Bonner County School District No. 83 and annex that corresponding territory into the Lakeland Joint School District No. 272.

The Hearing was attended by 41 people who signed in on the sign in sheets which are attached to the Transmission of the Record. Additional written comments were received and are also included in the Transmittal of the Record. Exhibit 1 is also included in the Record showing the specific geographical area and the number of effected families.

The West Bonner County School District No. 83 and the Lakeland Joint School District No. 272 received petitions from residents generally located in Sections 29, 31 and 32 of

**FINDINGS OF FACT, CONCLUSIONS  
OF LAW AND RECOMMENDATIONS**

Township 54 North Range 4 West, Boise Meridian, requesting that the territory described on Exhibit No. 1 be excised from the West Bonner County School District and annexed into the Lakeland Joint School District.

The petitions were considered by both School Districts. The Lakeland Joint School District No. 272 took a neutral position. West Bonner County School District No. 83 apparently did not take a formal position on the proposed annexation of the affected area.

Present at the Hearing were Board Members and Superintendents from the respective School Districts. Testimony was presented favoring the excision and annexation and testimony was presented opposing the excision and annexation.

Generally the residents within the area to be annexed were in favor of the excision and annexation and generally the people residing in the Lakeland School District (not residing within the area to be annexed into the Lakeland School District) were opposed to the annexation.

The Hearing was conducted pursuant to Idaho Code Section 33-308 for purposes of making Findings of Fact, Conclusions of Law and Recommendations to the Idaho State Board of Education.

Such notices as required by law were provided and the notification of the Hearing was posted on the public reader board at the Spirit Lake Elementary School as well as at the School itself. An Objection to the notice was from a Lakeland School District patron received after the hearing and is included in the record.

#### **FINDINGS OF FACT**

The area proposed to be excised from the Bonner County School District No. 83 and annexed to the Lakeland Joint School District No. 272 is an approximate two square mile area at the southern end of Bonner County and is the southern most area in the West Bonner County

School District. The area to be annexed is immediately adjacent to the northern boundary of the Lakeland Joint School District No. 272. The City of Spirit Lake is also immediately adjacent to the south of the West Bonner County District No. 83 boundary line.

The indentified area is as close as a half a mile and as far as a mile and a half away from the Spirit Lake Elementary School. The Timberlake Junior High School and Timberlake Senior High School are also located in the Spirit Lake vicinity. The residents in the identified area have Spirit Lake addresses, Spirit Lake phone numbers, are served by the Spirit Lake Fire Department and have children who otherwise play with students and friends from the immediate Spirit Lake area. The Priest River community where the West Bonner District High School and Junior High School are located is more than 20 miles from the area to be annexed.

The children residing in the effected area do not frequently participate in Priest River's events or activities except those related to School activities.

Within the two square miles are located approximately forty five residences with a total of sixty three registered voters and approximately twenty non registered voters.

There are approximately 30 school age children in the area. Of those thirty school age children, approximately half of them presently attend schools in the Lakeland School District, paying tuition to attend Spirit Lake Elementary, Timberlake Junior High, or Timberlake Senior High.

Students residing in the effected area and attending the West Bonner School District No. 83 have an approximate two and a half hour bus ride each morning and each evening to travel from their homes to school and to return.

The amount of bus travel necessitated by the distance from the residents of the indentified area to Old Town or Priest River Schools is substantial. The students are bussed as much as 18

miles to Old Town where the Elementary School is located and as many as 23 miles to Priest River where the Junior High and High School are located.

The amount of travel time makes it extremely difficult for the students to participate in after school or extracurricular activities and if they are required for whatever reason to stay after school or get to school early it is necessary for the parents to drive as much as forty six miles for a round trip to deliver or retrieve the children from school and return home.

A number of the interested persons offering comment opposing the annexation expressed concern about the potential overcrowding either attributable to likely growth or as a result of the increase of the West Bonner County students attending the Lakeland Schools. The persons offering comment who presently reside in the Lakeland School District were concerned that an increase of students attributable to the annexation would only add to overcrowded classrooms and would put additional strain on resources and classroom teachers and lessen the quality educational services they have become accustomed to.

It appeared that all of the persons who testified who resided within the area were in favor of the proposed annexation particularly indicated by the number of them who paid tuition for their children to attend the Lakeland School District.

No testimony was offered as to the bonded indebtedness of either of the districts though both Superintendents and Board Members from the West Bonner School District were present.

#### **CONCLUSIONS OF LAW**

Idaho Code Section 33-308 requires the State Board of Education to make a determination as to the appropriateness of submitting the proposed petition to an election participated in by the residents of the area to be excised and annexed.



The present residents of the Lakeland School District No. 272 do not participate in the election if an election is ordered by the State Board of Education

The State Board is to approve the proposal if it is in the best interests of the children residing in the area to be annexed and that the excision of territory would not leave the West Bonner County School District No. 83 with excess bonded debt.

The amount of time and distance of travel necessary to transport the students in the effected area to the schools of the West Bonner County District No. 83 is not in the students' best interest.

Attending Spirit Lake Elementary School and Timberlake Junior and Senior High Schools would be in the best interests of the children.

The students' opportunity to participate in after school activities, to go to school with their peers and to not have substantial and significant travel considerations placed on their time certainly justifies the finding that the proposal is in the best interest of the children.

No testimony was offered as to whether there would be any excess bonded debt as a result of the excision of the territory. Therefore, no recommendation can be made as to that particular statutory provision.

#### **RECOMMENDATION**

It is recommended that the State Board of Education approve the proposal to excise and annex territory from the West Bonner County School District No. 83 into the Lakeland Joint School District No. 272.

The proposal is in the best interests of the students, however, this recommendation is premised on the assumption that the excision of territory would not leave the West Bonner County School District with a bonded indebtedness in excess of the legal limit.

The recommendation is made strongly to the State Board of Education that the proposal be accepted by the State Board of Education simply based upon the convenience to the parents and students and the close proximity of the area to the Lakeland Joint School District No. 272 and the Spirit Lake Schools.

Finally it is the recommendation that the State Board of Education authorize an election to submit the matter to the voters in the designated area.

DATED this 04 day of March 2008.



Edwin L. Litteneker  
Hearing Officer

STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

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I DO HEREBY CERTIFY that a true  
And correct copy of the foregoing  
Document was:

X Mailed by regular first class mail,  
And deposited in the United States  
Post Office

\_\_\_\_ Sent by facsimile.

\_\_\_\_ Sent by Federal Express, overnight  
Delivery

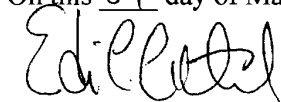
\_\_\_\_ Hand delivered

To: Charles Kinsey  
Lakeland Joint School District No. 272  
P.O. Box 39  
Rathdrum, Idaho 83858

Mike McGuire  
West Bonner County School District No. 83  
P.O. Box 2531  
Priest River, Idaho 83856

Tonya Reed  
P.O. Box 392  
Spirit Lake, Idaho 83869

On this 04 day of March 2008.



Edwin L. Litteneker

**Haley Gibson**

---

**From:** Ed Litteneker  
**Sent:** Monday, March 03, 2008 4:00 PM  
**To:** Haley Gibson  
**Subject:** FW: Timberlake Annexation

-----Original Message-----

From: Julie Cronnelly [mailto:jcronnelly@trindera.com]  
Sent: Friday, February 29, 2008 1:19 PM  
To: Ed Litteneker  
Subject: Timberlake Annexation

Ed,

My name is Julie Cronnelly. I have 3 children in schools in the Lakeland district. One is in 6th grade at Spirit Lake Elementary, one in 4th grade at Spirit Lake Elementary, and one in 8th grade at Timberlake Junior High. We live in the town of Spirit Lake at 31775 N Middle Avenue.

I would like to voice my support for annexation. We know some of the families that are affected, and feel the benefit of allowing these kids to attend schools here in Spirit Lake far outweigh the possibility of increased class sizes, or any other risks associated with annexing them in – I believe many of them are already attending Spirit Lake schools. These are decent, hard working families with great kids. The parents have endured a great sacrifice to make sure their kids are getting the best education they possibly can, and I feel they deserve this one break.

<<http://www.trindera.com/>> <<http://www.trindera.com/>>

**Haley Gibson**

**From:** Tonya Reed [theloggarn@yahoo.com]  
**Sent:** Thursday, February 28, 2008 12:45 PM  
**To:** ed@litteneckerlaw.com  
**Subject:** additional comments from the hearing dated 2-21-08  
**Attachments:** 120972465-littnecker.odt

Open as a Microsoft Word document. Thanks for your time..

*Tonya Reed*

Never miss a thing. Make Yahoo your homepage.

Tonya Reed  
PO Box 392  
Spirit Lake, ID 83869

208.623.2076  
208.660.3224

Dear Mr. Littnecker,

We would like to go on the record with a couple more statements, that we feel important to the issue.

First and foremost, We would like to point out that at the hearing, all who opposed the annexation were individuals who live outside the annexation area. Those individuals are ones who cannot vote either way. **Not one person of the approximately 70 properties within the annexation area opposed this proposal for annexation and excision.** Ultimately it will be those who reside withing the annexation area who's taxes will be effected by the annexation are in support of this annexation, and realize that they will have to take on the higher tax burden of the Lakeland School District.

Those who opposed it, made comments to the extent that we need to put all our time and effort into pushing West Bonner County School District (WBCSD) to build schools, then we probably would already have had schools for our kids. When we did the proposal for annexation the last time, the WBCSD made lots of promises, and actually had 10 acres donated in the Blanchard area, and that is where they promised us a school. The promise was made by the WBCSD to the people, that if the annexation didn't pass last time, they would put all their efforts to that school. We were told the school would be done for the 2007 – 2008 school year, and once our election failed for this annexation nothing more came of the “PROPOSED NEW SCHOOL.” It also was just a elementary school, so it wouldn't have solved any of the problems for the JR. and SR. high students, who do not get to participate in after school activities.

Also, I wanted you to know that I, at first was okay Chris Nunnallee to add her road to our section, and in the process of the last week, have decided to take a opposing standpoint against her adding her section to my area, due to the fact that I think that her area may jeopardize all the efforts I have made thus far, and I am not willing to allow our process to be slowed up for any reason. As it is, if the state board sends this on to an election for us, it will probably run into June, and if the election passes, I hope it can be changed for this coming school year. Time is truly an essence for us, and the school year will close

Thanks for all your time, and all your considerations...

Tonya Reed, Head Petitioner

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 17-18, 2008**

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**Ed Litteneker**

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**From:** bnneastmond@peoplepc.com  
**Sent:** Wednesday, February 27, 2008 1:58 PM  
**To:** Ed Litteneker  
**Subject:** Support of Annexation

Hi there! My name is Nicole Eastmond, I live at 36 Krupps road and I wanted to put it on record that my husband (Brett Eastmond) and I totally support the whole annexation issue! We have two kids going to school in Bonner county, one goes to Idaho Hill and the other to Priest River Junior High. There are all sorts of reasons that we support this issue but I think the most important one has to be how early they must get up every morning in order to catch the bus at 6:30 a.m. It seems crazy for them to be bussed 18-23 miles each way when there is a school 2.5 miles away. It would also benefit them as far as extra curricular activities go..It's very hard for two working parents to drive that far after work every day to go get their children from practice or whatever, especially after we've already driven into town the other direction to go to work that morning! Not to mention the gas prices these days!

We feel that we are Spirit Lake Residents, our mail comes to Spirit Lake, our phone number is Spirit Lake, we pay for Spirit Lake Fire/ambulance. We buy our groceries in Kootenai county as well and feel that its only fair that our children be allowed to go to the Kootenai county school (which we would Gladly pay the kootenai county school tax). Nobody is expecting a bus from Spirit Lake to come pick our kids up, we would gladly drive them.

I could probably go on and on but I won't as I am sure you are very busy. Thanks for your time and please let it be on record that we SUPPORT this Annexation!

Thanks,  
Nicole and Brett Eastmond

**Haley Gibson**

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**From:** Ed Litteneker  
**Sent:** Wednesday, February 27, 2008 8:40 AM  
**To:** Haley Gibson  
**Subject:** FW: Annexation

Here is another one, thanks

-----Original Message-----

**From:** pmb1963@peoplepc.com [mailto:pmb1963@peoplepc.com]  
**Sent:** Tuesday, February 26, 2008 4:14 PM  
**To:** Ed Litteneker  
**Subject:** Annexation

Dear Sir:

We are writing in regard to the hearing on annexation of a portion of West Bonner School District into Lakeland 272. I believe there would have been a larger turnout at the meeting, but like myself many people did not know about it. It was not publicized. I believe that is wrong when it is an issue that directly effects everyone in the district.

We are not in favor of the annexation and expressed our concerns to Mr. Kinsey when the issue first came up. We have lived in the Spirit Lake Elementary school boundaries for about 30 years. Our community worked for many years to get a high school in our area and students from Bayview still have a long bus ride. We understand that a long bus ride is not the best, our children had to go to Rathdrum during their junior high and high school years. The patrons of this district have worked and supported our schools for many years.

Annexation means more growth with larger classes. That is unfair to those families that chose to live within the district. There are plenty of houses and plots of land on the market within the district, but because it lies within the Lakeland school district it is priced slightly higher than Bonner County property. When these people bought there land they knew that was one of the reasons it was cheaper.

We feel their efforts on would be better spent getting a school built in their community. It would benefit everyone in the Blanchard area to have a school there.

Respectfully,  
Paul and Marilyn Baggs

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PeoplePC Online  
A better way to Internet  
<http://www.peoplepc.com>



**Haley Gibson**

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**From:** Ed Litteneker  
**Sent:** Wednesday, February 27, 2008 8:31 AM  
**To:** Haley Gibson  
**Subject:** FW: Lakeland Annexation West Bonner County School Dist.  
**Attachments:** Lakeland Annexation.doc

Please print for me and put in the file, thanks

**From:** Colleen Peloquin [mailto:cpeloquin@lakeland272.org]  
**Sent:** Tuesday, February 26, 2008 9:46 PM  
**To:** Ed Litteneker  
**Subject:** Lakeland Annexation West Bonner County School Dist.

Mr. Ed Litteneker,  
As I was unable to attend the Hearing last Thursday, I have attached a document indicating my concerns.  
Thank you for your consideration.  
Colleen Peloquin  
This email was Anti Virus checked by Astaro Security Gateway. <http://www.astaro.com>

2/27/2008

As a Second Grade Teacher at Spirit Lake Elementary, a resident of Kootenai County, and a parent of two children who attended Spirit Lake Elementary and Timberlake Jr./Sr. High School and graduated; I would like to share my insights on the Annexation of a portion of West Bonner County School District.

**As a Taxpayer, I know...**

Adding additional properties to our District will increase the cost of maintaining our Schools now and possibly in the future even more. Schools need buildings, classrooms, teachers, furniture, equipment, staff, buses, fuel, and utilities. We presently have several developments in close proximity, even within the City Limits which have the potential to add to our student enrollment. Little Fawn off of Highway 54, 69 parcels in "R" Ranch East of 10<sup>th</sup> Street and North of Van Buren are only two of several of which I am familiar.

**As a Teacher, I know....**

Each and every additional child in a classroom makes a difference in the composition of the class learning environment. There are no guarantees that only one child will be added per grade level or per class. There could be 5 Kindergartners and 10 First graders and 0 Second Graders, etc. I taught Kindergarten for 8 years. Believe me.....1 additional Kindergarten student can change the dynamics of a classroom! The same is true for each and every child in each and every grade level all the way up through High School. Students have specific needs that need to be met from Academic: Resource, Title One, Extended Reading, Individualized help from classroom teachers; to Medical: Allergies, Diabetes, Autism, ADD, ADHD, etc.; and Behavior Management issues to name a few concerns.

At Spirit Lake Elementary all of our classrooms are presently utilized. We finally have a Computer Lab, a Science Lab, and a Music Room. We still utilize former closet/storage spaces for office space. In the past our Music classes have been held in a room with accordion doors at the end of the Lunchroom during lunch hours. This is not in the best interest of our students. We do not want to return to sub-standard conditions. We cannot add-on to our school. It is at maximum building/playground ratio.

Class size has always been a priority in optimizing learning especially in the primary grades, but obviously in all grades. "No Child Left Behind" on the Federal, State and District level holds States, Districts, Schools, and Teachers accountable for student learning. Class size is a factor in meeting these Standards.

**As a Parent, I know...**

I would ensure that my priorities were in place before I purchased property. If purchase price is my priority, I would find the best price available. If my child's education is the highest priority, I would find the best school district. If proximity to my employment is my priority, I would find a home near my work. If I found that my priorities changed due to my child's education, I would make arrangements to re-locate. Once we set our priorities we can't expect others to accommodate all of our other requirements.

Accommodating one group of children to the detriment of another group of children will not result in a positive outcome for either group.

Please consider the issues I have raised here and those raised at the Hearing since as a current Lakeland Patron we are not given the opportunity to vote on this issue.

Respectfully, Colleen A. Peloquin

**Ed Litteneker**

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**From:** earl frates [scubaman1@verizon.net]  
**Sent:** Sunday, February 24, 2008 4:09 PM  
**To:** Ed Litteneker  
**Subject:** Lakeland Joint School District Annexation

Dear Mr. Litteneker,

I hope I have your name spelled correctly.

I was present for and spoke at the hearing regarding the annexation of a portion of West Bonner County School District into Lakeland Joint School District. I spoke in opposition to this taking place. In reflecting back over the the last few days about some of the points that were made, I would like to share with you a few more of my concerns.

The people who are pushing for this annexation stated that they are members of the Spirit Lake community because they have a Spirit Lake address, phone number, and are within the Spirit Lake Fire Protection District. My parents live in Lakeland Joint School District. They have a Spirit Lake phone number and an Athol address. The people just down the road from them have a Rathdrum phone number and address. Up until just this year, the elementary students in their neighborhood attended Spirit Lake Elementary. They now attend the newly built Twin Lakes Elementary. In my mind whether or not the annexation should occur should not be contingent upon a person's phone number, where they receive their mail, or who comes to put out a fire. It should be based on where they physically reside in relationship to established boundaries. Each of these entities creates its own boundaries based on the needs of the service they provide to their customers or constituents.

Another point presented by the group in favor was that, if annexed, they would be voting on issues in support of the district. First of all, in all groups of voters, we know that there will be a percentage that vote in favor of, those that vote against, and those that don't vote at all for the issue presented. Next, I think there is a portion of this group that does not understand that when it does become necessary for Lakeland Joint School District to put a bond before the patrons of this district in order to build a new elementary school in the Spirit Lake area, due to overcrowding, or to add classroom additions to Timberlake Junior and Senior High Schools, that it is not just people with Spirit Lake phone numbers and addresses that will be voting on this. Our district consists of people that live in Bayview, Athol, Hayden, Rathdrum, and Hauser Lake. There are possibly even some patrons with Coeur d'Alene and Post Falls addresses if they choose to have a post office box there. The administration of Lakeland Joint School District has learned through the years that in order to have the greatest success in passing a bond, they need to offer something to both the northern and southern parts of the district if at all possible. If this doesn't happen, the people in the area that is not receiving some type of improvement have a tendency to vote no as they see the only impact to them is a higher tax bill. In acting responsibly, when the time comes to build new buildings in an area or add on to existing structures, the district's administration is not going to seek out frivolous projects just to get a bond to pass.

Spirit Lake Elementary School does not have extra classroom space at this time. It is fortunate for the students of the Spirit Lake Elementary School zone that because of the student reduction due to the opening of Twin Lakes Elementary, they are able to now have a dedicated music room and science lab. Both of these rooms are used on a regular basis and when they are not being used for their designated purposes teachers are utilizing the space to work with smaller groups of students.

The SLP also now has a room to meet with her students. She had been working with students in a room initially designed to be a storage area. My son received speech services from her. When we met to review his progress in her original room it was difficult to get into and move around in the cramped space. When the time comes that growth within the community reaches a point where these rooms are needed for regular classroom space again it will be a great loss to the students of this district. However, it is only a matter of time before this happens because of the ability for growth within the boundaries that already exist. If the annexation of this new area is allowed to happen it will only increase the rate at which more classroom space will be necessary negatively impacting the patrons and students of the current Lakeland Joint School District. As I said at the hearing, it is my understanding that Spirit Lake Elementary School can no longer have additional classroom space added on. One option to alleviate overcrowding would be the building of a new school. This is very costly to the tax paying patrons of the district. The longer that that can be prolonged the better I think it is. The other option is to rezone each school's boundaries within the district. Now we have impacted other patrons that have students attending other schools by having larger class sizes, or some of the children that are in the over crowded schools are forced to go to another school in the district having to leave the learning environment that they may have been a part of for several years. This does not just effect Spirit Lake Elementary and Timberlake Junior and Senior High Schools. This annexation, if allowed, will impact Lakeland Joint School District as a whole.

I have lived in the community of Spirit Lake for 30 years this July. I have seen many, many changes to this area. I remember a time when it was not uncommon for class sizes to be in excess of 30 students. Because of Lakeland Joint School District's commitment to excellence, and understanding that students don't get the best education possible in these large groups, the administration has worked very hard to lower class sizes. The philosophy of smaller community schools is what appeals to many people that have chosen to make their home in the Lakeland Joint School District. We all know that there will be classes that are large for any number of reasons, but the administration has done all that was within its power to minimize the impact this has on the learning of the students in these classes. My son was in a large 4th grade class last year. There were 30 students in the class the majority of the year. Two students in his class do not live within the Lakeland Joint School District. Unfortunately there were no extra rooms available to alleviate this over crowding so the class remained large all year. We know that each student in a classroom requires time from the teacher. The more students in a class the less teacher contact time with individuals. It is also known that there are students who demand more teacher interaction due to things such as poor behavior or difficulty with learning. To say that one more student in a class doesn't make a difference is an incorrect statement. My older son has had similar experiences throughout his schooling as well. This creates much frustration at not being able to get the help needed as readily. This also creates frustration for the teacher that is committed to teaching each child but can't physically get to each one as he/she knows is the best. Again, annexing more land and students into Lakeland Joint School District is only going to have a negative impact on those that are already a part of this district.

During the hearing I heard people complain that they thought because their home was near a school that that would be the school their children would attend. I heard people complain that their realtor lied to them about the school district they would be residing in if they purchased and lived in a specified area. I heard people complain that it isn't fair that their child has to ride a bus for a long period of time. I heard people complain that their children can't participate in school activities or their parents can't come to school functions because of the distance to the school. I also heard people say that they want to be a stay at home parent and it is cheaper to live in Bonner County. There was also the comment made that there were no homes for sale within the Lakeland Joint School District in August.

My response to these complaints is this: If you are truly concerned about where your children are going to attend school and how that will impact your life, I would hope you would be responsible enough to pick up a phone or go to the Internet and check the information you have been given or think you already know for accuracy. My husband and I purchased our home in Lakeland Joint School District before ever having children. As a Lakeland graduate, it was important to me that my children also went to Lakeland schools. The home we purchased is not our dream home, but it allows our children to go to school within this district and we are in between the elementary and secondary schools which allows easier access to functions that occur outside of the regular school day. Even though we live close to the schools, there are still times we cannot both attend school activities with our children because our work schedules don't allow for that. As has been the case for many years, it would have been cheaper for us to buy north of the school district boundaries, but this was not even a consideration. It never crossed my mind to do that and then expect the district to change its boundaries so I could have my cake and eat it too as the saying goes. I am sorry that people don't feel it is fair that their children have a lengthy bus ride. Life isn't going to be fair. We make choices every day and have to live with the consequences of those decisions. Participating in athletic or other after school activities is a privilege. When I was in school, in Lakeland Joint School District, the Timberlake schools did not exist. I had to ride a bus each day to Lakeland Junior High and later to Lakeland Senior High. I did not get to participate in all of the activities I would have liked to have been a part of because I didn't always have a ride. This is a sacrifice that sometimes has to be made when a family chooses to live in a more rural area. Living in town creates other sacrifices. You must decide what is more important to you. Another concern for the students that are currently living within this district is that they will be impacted by having to compete with more students for positions on sports teams or in other areas such as drama. My oldest son has already felt the impact of this. Many of the people who purposefully moved into Lakeland Joint School District did so so that their children would have a greater opportunity to participate in these types of activities. In regards to the desire to be a stay at home mom, that is very nice. I would have liked to have done that as well. However, because of the decisions we made as a family, my husband and I both work to provide the best we can for our children. In response to the comment that there was no property to be found for sale at the end of summer in Spirit Lakes' school zone, that is absolutely false. I can think of five homes off the top of my head that would have been for sale at that time. At least three of them are still for sale. I think a more correct statement would have been we could not find the house we wanted at that time. Again I come back to the point that the decision was made that the house was more important than the school district.

Finally, where does this stop. I heard one person say that there will always have to be boundaries yet this same person is not willing to take heed to the boundaries that are already in place. How long will it be before the people just across this proposed annexation line decide they want to have their children in Lakeland Joint School District. Some of the people that have pushed so hard for this annexation have already told others that were excluded this time that they will help them to do the same thing when this is finished. I also learned yesterday that one of the people that spoke in favor of this annexation and currently lives within Lakeland's boundary plans to move to the proposed annexation area when her home sells.

Lakeland Joint School District has worked very hard in these times of high stakes testing to create a quality learning environment for its students. Allowing this annexation to occur is contradictory, in my mind, to all that this school district has worked so diligently to achieve. It is known that as anything grows, it is more difficult to maintain excellence. I am opposed to this annexation as I know many others are. I was very disappointed with the lack of publicity that the public received in regards to this hearing taking place. I think had more people been aware of it there would have been a greater turn out in opposition. My children's education has already been affected by growth just within the current

district boundaries and will continue to be impacted as the area continues to grow. It is my hope that your report to the Idaho Board of Education will be that allowing the people to vote on the annexation of this area is not in the best interest of the patrons of the Lakeland Joint School District and not in line with what, I as a patron feel, is the philosophy of the Lakeland Joint School District as it is portrayed to its patrons. I want my children to continue to receive the top level of education that they are now receiving. Larger class sizes does not allow this to happen. I think it would be in the best interest of the patrons of West Bonner County to do what the patrons of Lakeland Joint School District have done in the past; present your needs to your district and then work extremely hard to show the people of your district that a new school is important to the community as a whole, gain their support, pass a bond, and build a new school in your district.

Thank you for this consideration. If you have any questions I can answer, please ask.

Sincerely,  
Darlene Frates

32338 N. 5th Ave.  
Spirit Lake, ID 83869

(208)623-6922  
(208)660-8205



STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

**SIGN IN SHEET**  
ANNEXATION OF TERRITORY FROM WEST BONNER COUNTY SCHOOL DISTRICT

Name	Address	Will you be offering live testimony?	
TONYA REED	655 Spirit Lake Cutoff	<input checked="" type="radio"/> Yes	<input type="radio"/> No
ROB REED	655 SPIRIT LAKE CUTOFF	<input type="radio"/> Yes	<input type="radio"/> No
Nicole Eastmond	36 Krupps Road / SPIRIT LAKE CUTOFF	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Leanne K. Moffitt	160 MoonStar Ln.	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Mike McEwen	402 Traudt Ct, Priest River, ID	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Leonard Parenteau	248 Thama Drive, Priest River, ID	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Garry & Brown	15277 N. Washington, Rathdrum, ID SD 212 Trustee	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Sherry Ciesran	5276 W Raequet Rd #1 Rathdrum ID	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Ruth Gabrick	32432 N 3rd Spirit Lake ID	<input type="radio"/> Yes	<input checked="" type="radio"/> No
JERRY Kuhn	833 KRUPPS Rd SPIRIT LAKE	<input type="radio"/> Yes	<input type="radio"/> No
Debbie Haag	885 Krupps Rd Spirit Lake	<input type="radio"/> Yes	<input type="radio"/> No
ARLENE Kuhn	833 KRUPPS Rd SPIRIT LAKE	<input type="radio"/> Yes	<input type="radio"/> No
Gerald Kuhn	887 Krupps Rd Spirit Lake	<input type="radio"/> Yes	<input type="radio"/> No
Welda Kuhn	887 Krupps Rd, Spirit Lake	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Tonya Dove	144 Walden Ln, Spirit Lake	<input type="radio"/> Yes	<input type="radio"/> No
Erin Dove	144 Walden Ln Spirit Lake	<input checked="" type="radio"/> Yes	<input type="radio"/> No
LISA SEVERS	6176 W VAN BUREN SPIRIT LAKE	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Debby Mikula	280 A's Welding Rd Spirit Lake	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Arnold Mikula	280 A's Welding Rd Spirit Lake	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Tricia Landers	P.O. Box 1290 Spirit Lake	<input type="radio"/> Yes	<input type="radio"/> No
Kevin & Andia Blenz	P.O. Box 114 Blanchard ID	<input type="radio"/> Yes	<input type="radio"/> No

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 17-18, 2008**

**SIGN IN SHEET**  
**ANNEXATION OF TERRITORY FROM WEST BONNER COUNTY SCHOOL DISTRICT**

Name	Address	Will you be offering live testimony?	
Larry Schuck	31583 N. BarBare Ave. Spirit Lake ID	<input checked="" type="radio"/> Yes	<input type="radio"/> No
<del>Greg Benedict</del>	22419 W. Hwy 41 SPIRIT LAKE ID	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Connie Nowlan	28033 N. Snickers Lane Spirit Lake ID	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Chris Nunnallee	31755 S 7th, SPIRIT LAKE, ID.	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Adam Moorle	32454 9th St Spirit Lake ID	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Edward Sams	388 Walden Lane Spirit Lake	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Donna Daniel	388 Walden Lane Spirit Lake	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Kristen Peterson	459 Spirit Lake Cutoff Rd Spirit Lake ID	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Keith Peterson	459 Spirit Lake Cutoff Rd Spirit Lake ID	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Kathy Balzer	32319 N 9th Ave Spirit Lake, ID 83869	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Amie Burcham	88 Parkland Ct. Blanchard ID 83804	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Virginia L. (Ker) L.	32955 NW 1/4 Ave, Spirit Lake ID	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Darlene Frates	32338 N. 5th Ave Spirit Lake, ID 83869	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Carmen Smeerbak	32454 N Priest River Drive Spirit Lake ID 83869	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Don Soltman	542 W. Fairway Lane #12, Rathdrum, ID 83858	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Charles Kinsey	Lakeland School Dist 272 15506 N. Washington Rathdrum 83858	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Steve Rober	15344 N Vera St. Rathdrum, ID 83858	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Ricky Bowers	61 outback west Rd. 83858	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Pauline Baker	1115 E 1st Ln	<input type="radio"/> Yes	<input checked="" type="radio"/> No
		<input type="radio"/> Yes	<input type="radio"/> No
		<input type="radio"/> Yes	<input type="radio"/> No



BEFORE THE HEARING OFFICER FOR THE  
IDAHO DEPARTMENT OF EDUCATION

In the matter of the petition requesting	)	
The annexation of territory from West	)	
Bonner County School District No. 83,	)	<b>NOTICE OF HEARING &amp;</b>
	)	<b>PRE HEARING ORDER</b>
	)	
To the	)	
	)	
	)	
Lakeland Joint School District No. 272,	)	
	)	
_____	)	

The parties participated in a telephone conference call on the 28<sup>th</sup> day of January 2008, conducted by the designated Hearing Officer, Edwin L. Litteneker.

Participating were Charles Kinsey, on behalf of the Lakeland Joint School District, Mike McGuire on behalf of the West Bonner County School District and Tonya Reed on behalf of the Petitioners.

The petitioners have presented to the School Board of the West Bonner County School District No. 83 and the Lakeland School District No. 272 a petition to excise territory presently within the West Bonner County School District and annex the territory into the Lakeland School District pursuant to Idaho Code § 33-308.

Based upon discussions with the parties, the following Notice of Hearing & Pre-Hearing Order is entered;

That the Hearing in this matter shall commence on February 21, 2008. The hearing will begin at 6:00 p.m. The Hearing will be held at Spirit Lake Elementary, 32605 N. 5<sup>th</sup>, Spirit Lake, Idaho 83869.

The hearing will be electronically recorded by the Hearing Officer. If a court reporter is requested the expense shall be born by the party making the request.

The petitioners shall present any appropriate and relevant information for the Hearing Officer's considerations. Such information can be submitted verbally or in a written statement signed by the person making the statement and include the address of the person making the statement.

The School Districts will respond to any of the information presented should the District determine that a response is appropriate.

The Petitioners will make this Notice of Hearing available to the patrons within the area to be excised and annexed.

Individual contact with the Hearing Officer is discouraged. Any matter requiring additional discussion may be scheduled by contacting the Hearing Officer at [ed@littenekerlaw.com](mailto:ed@littenekerlaw.com) or by calling the Hearing Officer at 208-746-0344.

DATED this 30 day of January 2008.



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Edwin L. Litteneker  
Hearing Officer

I DO HEREBY CERTIFY that a true  
And correct copy of the foregoing  
Document was:

☒ Mailed by regular first class mail,  
And deposited in the United States  
Post Office

☐ Sent by facsimile.

☐ Sent by Federal Express, overnight  
Delivery

☐ Hand delivered

To: Charles Kinsey  
Lakeland Joint School District No. 272  
P.O. Box 39  
Rathdrum, Idaho 83858

Mike McGuire  
West Bonner County School District No. 83  
P.O. Box 2531  
Priest River, Idaho 83856

Tonya Reed  
P.O. Box 392  
Spirit Lake, Idaho 83869

On this 30 day of January 2008.



Edwin L. Litteneker

BEFORE THE HEARING OFFICER FOR THE  
IDAHO DEPARTMENT OF EDUCATION

In the matter of the petition requesting )  
The annexation of territory from West )  
Bonner County School District No. 83, )  
)  
To the )  
)  
)  
Lakeland Joint School District # 272, )  
)  
District. )  
\_\_\_\_\_ )

**NOTICE OF SCHEDULING  
& STATUS CONFERENCE  
BY TELEPHONE**

NOTICE IS HEREBY GIVEN that a scheduling conference will be held via telephone on Monday, January 28, 2008 at 10:00 a.m. for purposes of determining the present status of this matter and for choosing a mutually agreeable date and time for a hearing in this matter.

The Hearing Officer, Edwin L. Litteneker, will initiate the call in this matter to Charles Kinsey at (208) 687-0431, Mike McGuire at (208) 448-4439 ext. 226 and to Tonya Reed at (208) 623-2076.

DATED this 23 day of January 2008.



\_\_\_\_\_  
Edwin L. Litteneker  
Hearing Officer

**NOTICE OF SCHEDULING  
& STATUS CONFERENCE  
BY TELEPHONE**

STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

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I DO HEREBY CERTIFY that a true  
And correct copy of the foregoing  
Document was:

☒ Mailed by regular first class mail,  
And deposited in the United States  
Post Office

☐ Sent by facsimile

☐ Sent by email

☐ Sent by Federal Express, overnight  
Delivery

☐ Hand delivered

To: Charles Kinsey  
Lakeland Joint School District No. 272  
P.O. Box 39  
Rathdrum, Idaho 83858

Mike McGuire  
West Bonner County School District No. 83  
P.O. Box 2531  
Priest River, Idaho 83856

Tonya Reed  
P.O. Box 392  
Spirit Lake, Idaho 83869

On this 23 day of January 2008.



Edwin L. Litteneker

NOTICE OF SCHEDULING  
& STATUS CONFERENCE  
BY TELEPHONE



**LAKELAND JOINT SCHOOL DISTRICT #272**  
**15506 N. Washington Street P.O. Box 39**  
**Rathdrum, Idaho 83858**

**Phone: 208.687.0431 Fax: 208.687.1884 Web: Lakeland272.org**

October 11, 2007

Joan MacMillan  
Idaho State Department of Education  
P.O. Box 83720  
Boise, Idaho 83720-0027

Dear Ms. MacMillan,

At their regular meeting on October 8, 2007, the Lakeland Joint School District Board of Trustees received a petition requesting the excision of territory from West Bonner County School District #83 and the annexation of territory to the Lakeland Joint School District #272. At this time our Board has taken a neutral position on this request and I am forwarding all materials presented to the Board to you. Feel free to contact me if you have questions or concerns.

Sincerely,

A handwritten signature in cursive script that reads 'Charles Kinsey'.

Charles Kinsey,  
Superintendent of Schools

C: Mike Rush, Interim Executive Director, Idaho State Board of Education

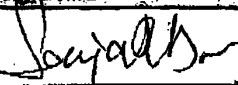

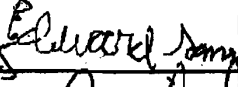
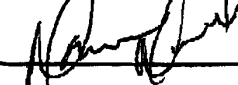
Enc: maps, petitions, legal description, etc. (sent to Joan MacMillan only)

*committed to academic excellence ...dedicated to student success*

**Petition to Annex sections of Bonner County  
residents into Lakeland Joint School District #272**

**\*\*Doing What Is Right For The Kids\*\***

<b>Petition Summary and Background</b>	This petition is for the Annexation of two (2) square miles that we are trying to Annex into the Lakeland Joint School District #272. This Petition can only be signed by Bonner County registered voters in 04W, Sections 29, 31, and 32.
<b>Legal Property Description(s)</b>	The legal descriptions of the properties to be annexed and excised from the West Bonner County School District No. 83 to the Lakeland Joint School District No. 272 are as follows: Parcels of land located in the South Half of the South East Quarter of section 31 Township 54 North Range 04 West, Boise Meridian, Bonner County, Idaho and being more particularly described as follows: Commencing at the South Half of the South East corner of Section 31, thence along the South East of the South East of the South West of the South East. Also the East Half of the South West of the South West of the South East. Together with the parcels of land located in the West Half of the West Half of Section 31. Also, together with all of the land located in Section 32, Township 54 North, Range 04 West, Boise Meridian, Bonner County, Idaho. Also, together with, parcels of land located in the South Half of Section 29 Township 54 North, Range 04 West, Boise Meridian, Bonner County, Idaho and being more particularly described as follows: Commencing at the South Half of the North Half of Section 29, together with the South Half of the South Half of the North West of the North West.
<b>Action petitioned for</b>	We the undersigned, are concerned citizens who urge the STATE BOARD of EDUCATION to act now by listening to the People, Hear our concerns for the well being for our children, and send the annexation request to a Vote! Our Children's future depends on it!

	Printed Name	Signature	Address
1	Sonia Dove		144 Walden Ln Spirit Lake 83846
2	Ervin Dove		144 Walden Ln Spirit Lake ID 83846
3	Edward Sam		388 Walden Lane Spirit Lake
4	Joan A. Daniel		388 Walden Lane Spirit Lake

(2)

10/03/2007 12:31 FAX 2087725

LAKE FOREST INTERIOR DES

003

**Petition to Annex sections of Bonner County residents into  
Lakeland Joint School District #272**

	Printed Name	Signature	
1	Angie Lehman	Angie Lehman	Po Box 264 SLK
2	David Lehman	David Lehman	Po Box 264 SLK
3	Todd Linder	Todd Linder	P.O. Box 1290
4	SUSAN K BOBINCE	Susan K Bobince	P.O. Box 586, 83869
5	Mike Boland	Mike Boland	P.O. Box 586 83869
6	Mary DeHenne	Mary DeHenne	P.O. Box 464 83869
7	Virginia Lane Mullins	Virginia Lane Mullins	P.O. Box 1288 83869
8	Carol Lane	Carol Lane	P.O. Box 1288 83869
9	Ted Lane	Ted Lane	P.O. Box 1288 83869
10	Gary Donner	Gary Donner	P.O. Box 584 83869
11	John M. Ward	John M. Ward	P.O. Box 579
12	Debra DeBernardi	Debra DeBernardi	P.O. Box 579
13	Tricia Lantz	Tricia Lantz	P.O. Box 1290 SL
14	David DeHenne	David DeHenne	P.O. Box 464 Spirit Lake
15	Judith L. Donner	Judith L. Donner	P.O. Box 584 Spirit Lake, 83869
16	Jack W Kirk	Jack W Kirk	57 Walden Lane, Spirit Lake
17	Ruth Kirk	Ruth Kirk	57 Walden Lane, Spirit Lake
18	Michelle Hicks	Michelle Hicks	191 Walden Ln SL
19	Charles Hicks	Charles Hicks	191 Walden Ln x
20			

no  
county  
ballot

(3)



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LAKE FOREST INTERIOR DES

004

**Petition to Annex sections of Bonner County  
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**\*\*Doing What Is Right For The Kids\*\***

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	Printed Name	Signature	Address
1	Tonya Reed	Tonya Reed	655 Spirit Lake Cutoff
2	Bob Reed	Bob Reed	655 Spirit Lake Cutoff
3	Aminda Gee	Aminda Gee	547 Krupps Rd
4	Doug Krupps	Doug Krupps	547 Krupps Rd

4

**Petition to Annex sections of Bonner County residents into  
Lakeland Joint School District #272**

	Printed Name	Signature	Address
1	Paul Gcc	Paul	547 Krupps Rd.
2	MIKE WOOD	Mike Wood	265 Krupps Rd
3	Cathy Briggs	Cathy Briggs	265 Krupps Rd
4	Tom Alapai	Tom Alapai	476 Kohler Rd
5	David Donaker	David Donaker	455 Kohler Rd
6	Deborah Wahl	Deborah Wahl	455 Kohler Rd
7	BLAINE EASTMOND	Blaine Eastmond	36 KRUPPS RD
8	NICOLE N. EASTMOND	Nicole N. Eastmond	36 KRUPPS RD
9	Armenta A.A	Armenta A.A	359 spirit lake cutoff
10	TERRY REED	Terry Reed	359 spirit lake cutoff
11	Frank E. Reed	Frank E. Reed	359 spirit lake
12	Keith Peterson	Keith Peterson	459 spirit lake cutoff
13	Elizabeth A. Hohn	Elizabeth A. Hohn	459 spirit lake cutoff
14	Kristen Peterson	Kristen Peterson	459 spirit lake cutoff
15	Kat Peterson	Kat Peterson	459 spirit lake
16	Christina Peterson	Christina Peterson	459 spirit lake cutoff
17	John Peterson	John Peterson	459 spirit lake cutoff
18	Katherine Alapai	Katherine Alapai	476 Kohler Road
19	GREG DANSTROM	Greg Danstrom	551 SPIRIT LAKE CUTOFF RD.
20	Ernie Danstrom	Ernie Danstrom	551 SPIRIT LAKE CUTOFF ROAD

5

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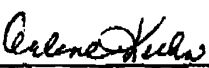


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## Petition to Annex sections of Bonner County residents into Lakeland Joint School District #272

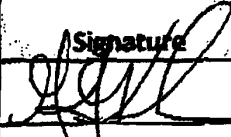
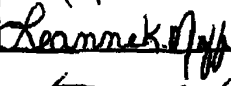
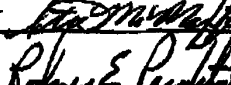
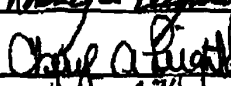
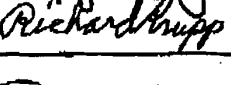

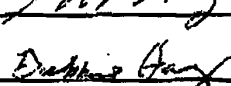

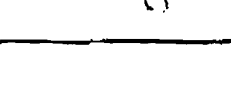

### \*\*Doing What Is Right For The Kids\*\*

<b>Petition Summary and Background</b>	This petition is for the Annexation of two (2) square miles that we are trying to Annex into the Lakeland Joint School District #272. This Petition can only be signed by Bonner County registered voters in 04W/ Sections 29, 31, and 32.
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	Printed Name	Signature	Address
1	Velda Kuhn		887 KRUPPS RD SPIRIT LAKE ID 83869
2	ARLENE Kuhn		833 KRUPPS RD SPIRIT LAKE ID 83869
3	KEVIN Kuhn		835 KRUPPS RD SPIRIT LAKE ID 83869
4	GERALD Kuhn		833 KRUPPS RD SPIRIT LAKE ID 83869

6

**Petition to Annex sections of Bonner County residents into  
Lakeland Joint School District #272**

	Printed Name	Signature	Address
1	Gerald Kuhn		887 Krupp Rd Spirit Lake, ID 83869
2	Leanne K. Moffitt		160 MOONSTAR LN. Spirit Lake, ID 83869
3	Steven K. Moffitt		160 MOONSTAR LN. SPIRIT LAKE ID
4	Robey E. Pugh		824 KRUPP RD. SPIRIT LAKE, ID 83869
5	Cheryl A. Pugh		824 Krupp Rd Spirit Lake ID 83869
6	Richard Krupp		880 KRUPP RD. SPIRIT LAKE ID 83869
7	Rob A. Pugh		764 Krupp Rd Spirit Lake ID 83869
8	Jeff D Haag		955 Krupp Rd. SPIRIT LAKE ID 83869
9	Dabbie Haag		935 Krupp Rd SPIRIT LAKE ID 83869
10	Shawonda Haag		980 Krupp Rd SPIRIT LAKE ID 83869
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7

STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

This is to find out how many kids will be attending Lakeland School  
District through the annexation.

DO NOT PUT CHILDS NAME ON THIS FORM!

Number of Kids	Current Grades of each child	What school do they attend?
(EXAMPLE) 2	5th, 7th	Spirit Lake Elem. & Timberlake
3	1st 5th, 6th	Spirit Lake Elem.
4	1st 4th, 7th 9th	SLE, TJA, TSHS (Community High)
4	5th, 6th, 1st	POV (Private) Wilkey Christian
2	5th & 7th	SLE, TJA
1	9th	TSHS
2	9th + 1st	TSHS, SLE
2	2nd grade + 9th	Old town elem.
2	2 yrs + 10 mos	no school yet
1	9th grade	Lake city High
2	5th + 7th	SLE, TLJR High
1	7th	TLJR HIGH
2	5th + 8th	Rathdrum Elem. & Lakeland Jr High
Totals =	Lakeland S.D.	= 18
	Priest River S.D.	= 4
	Non school age	= 3
	Private or other	= 5
		Total 30 children

8

## **USE YOUR VOICE TO HELP OUR CHILDREN GET ANNEXED INTO LAKELAND SCHOOL DISTRICT # 272**

This petition is to annex in Spirit Lake Cutoff and surrounding areas from the West Bonner School District # 83 to the Lakeland School District #272.

This petition can ONLY be signed by Bonner County Registered Voters in Certain sections of OWR that we are trying to annex into the Lakeland School District. If you are uncertain if this applies to you, please call Tonya Reed at (208) 623-2076, for any other questions that you might have regarding this issue.

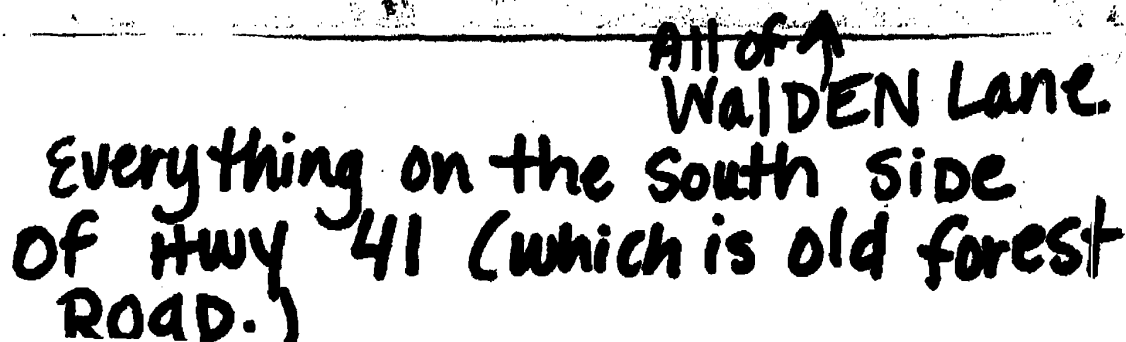
We feel it is in the best interest of our Children of the Spirit Lake Cutoff area to be able to join the Lakeland School District, due to the long bus rides, the after school sports and other programs that the children are not able to attend, or be part of. Please help us by signing this petition, then by being present to vote when the school districts set up the election.

Your phone number or e-mail will be used at a later date ONLY to contact you to inform you about the time and date of the election. Your vote is desperately needed and greatly appreciated to ensure that this annexation will get passed. This information will be kept confidential, and not be used for any other purpose.

Thank you for your time and interest in Our Children's Future.

9

## 002

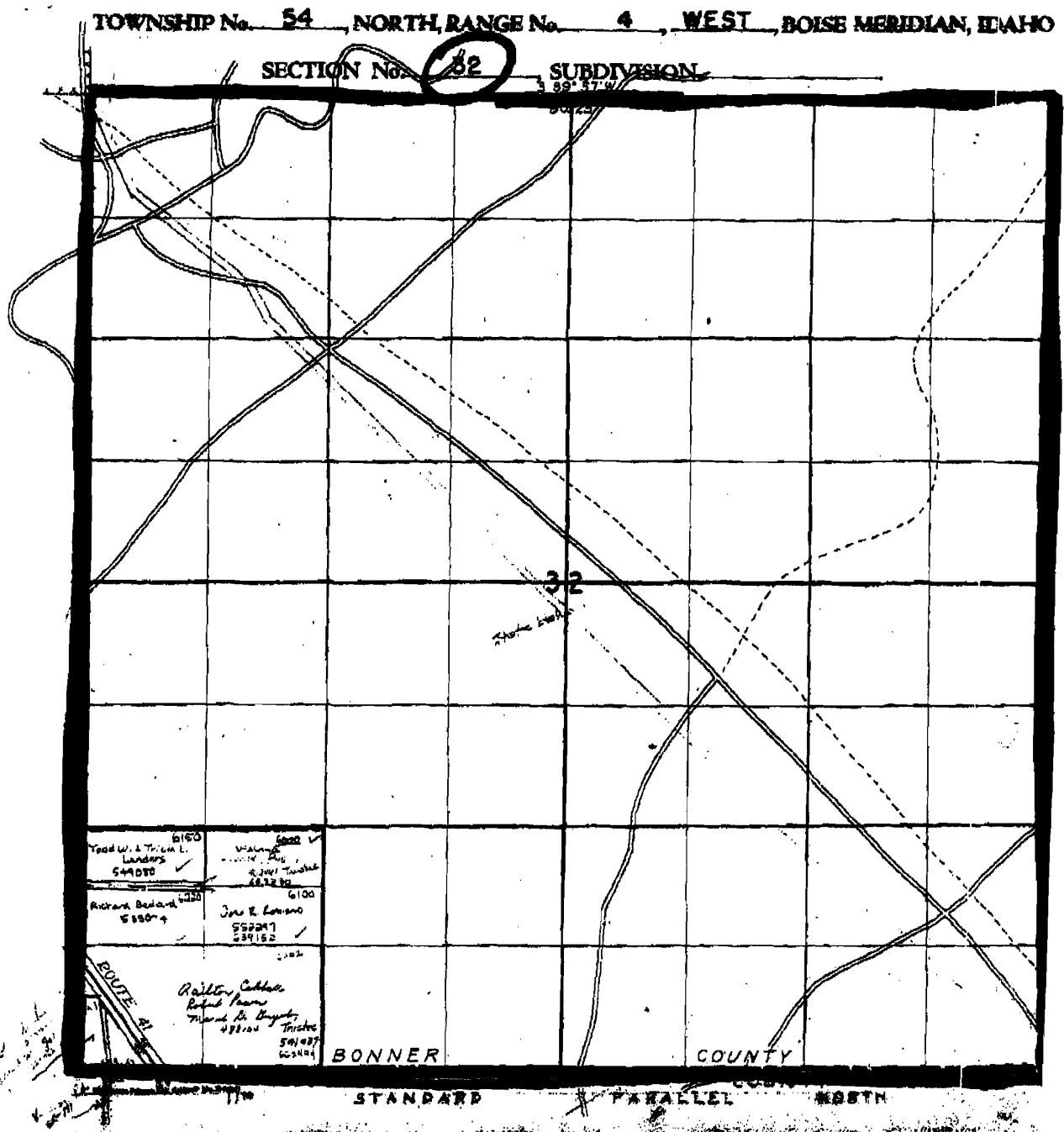


STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

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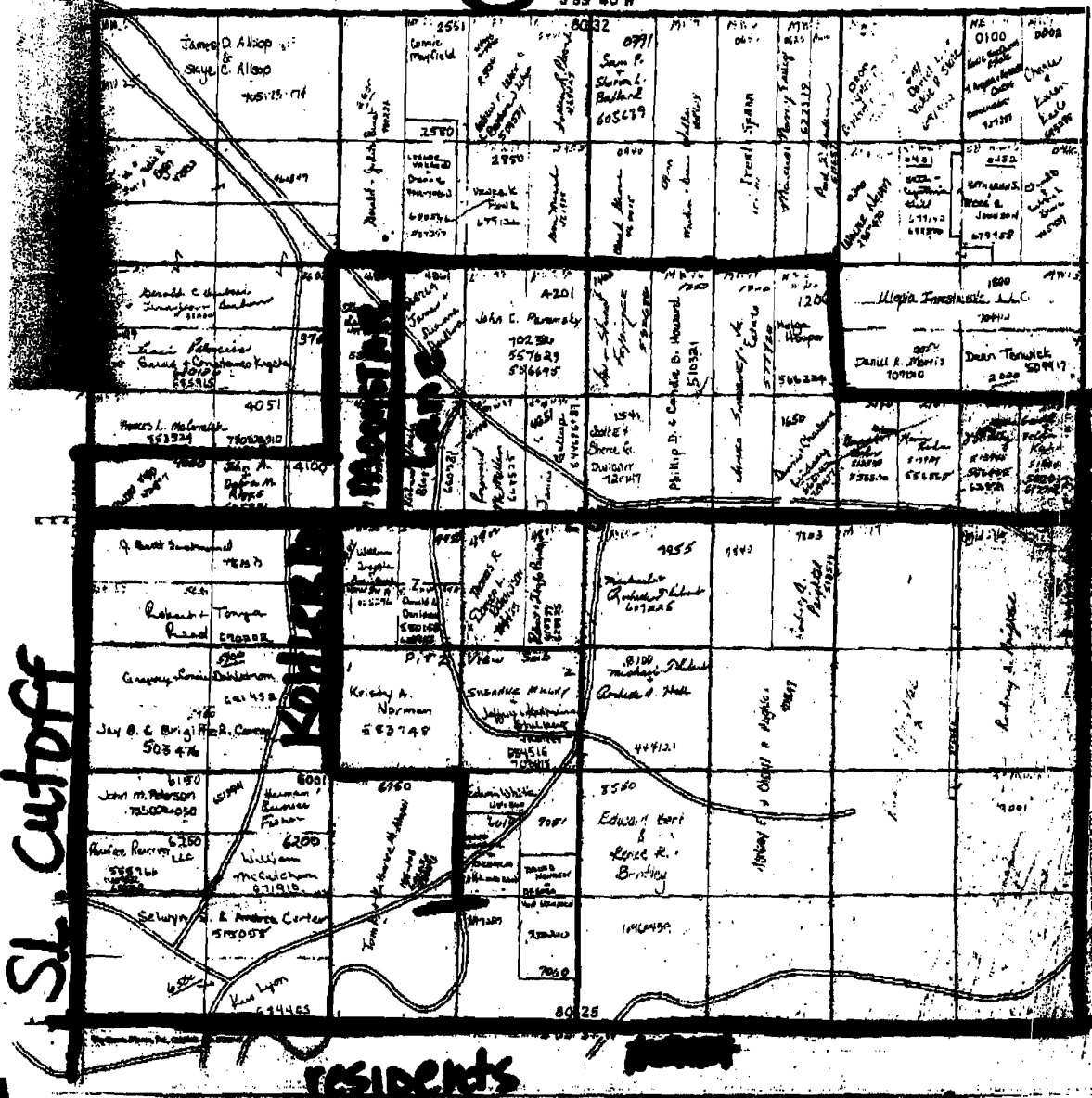
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LAKE FOREST INTERIOR DES

003

TOWNSHIP No. 54, NORTH, RANGE No. 4, WEST, BOISE MERIDIAN, IDAHO

SECTION No. 29, SUBDIVISION



All S.L. cutoff "up" up To Krupp Road and  
every off road of Krupp Rd / Moonstar  
lane - Kohler Rd and to the end of  
KRUPP RD

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**STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008**

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**TITLE 33  
EDUCATION  
CHAPTER 3  
SCHOOL DISTRICTS**

33-308. EXCISION AND ANNEXATION OF TERRITORY. (1) A board of trustees of any school district including a specially chartered school district, or one-fourth (1/4) or more of the school district electors, residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district, may petition in writing proposing the annexation of the area to another and contiguous school district.

(2) Such petition shall be in duplicate, one (1) copy of which shall be presented to the board of trustees of the district from which the area is proposed to be excised, and the other to the board of trustees of the district to which the area is proposed to be annexed. The petition shall contain:

- (a) The names and addresses of the petitioners;
- (b) A legal description of the area proposed to be excised from one district and annexed to another contiguous district;
- (c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved;
- (d) The names of the school districts from and to which the area is proposed to be excised, and annexed;
- (e) A description of reasons for which the petition is being submitted; and
- (f) An estimate of the number of children residing in the area described in the petition.

(3) The board of trustees of each school district, no later than ten (10) days after its first regular meeting held subsequent to receipt of the petition, shall transmit the petition, with recommendations, to the state board of education.

(4) The state board of education shall approve the proposal provided:

(a) The excision and annexation is in the best interests of the children residing in the area described in the petition; and

(b) The excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limit then prescribed by law.

If either condition is not met, the state board shall disapprove the proposal.

The approval or disapproval shall be expressed in writing to the board of trustees of each school district named in the petition.

(5) If the state board of education shall approve the proposal, it shall be submitted to the school district electors residing in the area described in the petition, at an election held in the manner provided in chapter 4, title 33, Idaho Code. Such election shall be held within sixty (60) days after the state board approves the proposal.

(6) At the election there shall be submitted to the electors having the qualifications of electors in a school district bond election and residing in the area proposed to be annexed:

**STATE DEPARTMENT OF EDUCATION  
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(a) The question of whether the area described in the petition shall be excised from school district no. ( ) and annexed to contiguous school district no. ( ); and

(b) The question of assumption of the appropriate proportion of any bonded debt, and the interest thereon, of the proposed annexing school district.

(7) If a majority of the school district electors in the area described in the petition, voting in the election, shall vote in favor of the proposal to excise and annex the said area, and if in the area the electors voting on the question of the assumption of bonded debt and interest have approved such assumption by the proportion of votes cast as is required by section 3, article VIII, of the constitution of the state of Idaho, the proposal shall carry and be approved. Otherwise, it shall fail.

(8) If the proposal shall be approved by the electors in the manner prescribed, the state board of education shall make an appropriate order for the boundaries of the affected school districts to be altered; and the legal descriptions of the school districts shall be corrected as prescribed in section 33-307(2), Idaho Code.

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*IDAHO ADMINISTRATIVE CODE  
State Board of Education Rules*

*IDAPA 08.02.01  
Rules Governing Administration*

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**050.ALTERING SCHOOL DISTRICT BOUNDARIES.**

The State Board of Education sets forth the following rules to govern the application and hearing procedures for alteration of school boundaries pursuant to Section 33-308, Idaho Code. A written application from the person or persons requesting alteration of school district boundaries, including the reasons for making the request, will be submitted to the State Board of Education. The application shall also contain that information as required by Section 33-308, Idaho Code: (7-1-99)

**01. Written Statement of Support.** A written statement supporting or opposing the proposed alteration will be prepared by each board of trustees no later than ten (10) days following its first regular meeting held following receipt of the written application prepared by the person or persons requesting the alteration. Such request and supporting materials shall be forwarded to the Superintendent of Public Instruction. (7-1-99)

**02. Review of Request.** The Superintendent of Public Instruction shall appoint a hearing officer in accordance with State Board of Education Governing Policies and Procedures to review the proposed alteration of boundaries. (7-1-99)

**03. Criteria for Review of Request.** The hearing officer shall review the proposed alteration of boundaries taking into account the following criteria: (7-1-99)

**a.** Will the alteration as proposed leave a school district with a bonded debt in excess of the limit proscribed by law; (7-1-99)

**b.** Is the proposed alteration in the best interests of the children residing in the area described in the petition. In determining the best interests of the children the hearing officer shall consider all relevant factors which may include: (7-1-99)

**i.** The safety and distance of the children from the applicable schools; (7-1-99)

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 17-18, 2008**

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- ii. The views of the interested parties as these views pertain to the interests of the children residing in the petition area; (7-1-99)
- iii. The adjustment of the children to their home and neighborhood environment; and (7-1-99)
- iv. The suitability of the school(s) and school district which is gaining students in terms of capacity and community support. (7-1-99)

**04. Market Value.** The market value, for tax purposes, of the two (2) districts prior to the requested transfer and of the area proposed to be transferred will be provided. (7-1-99)

**05. Decision by State Board Education.** The recommendation from the hearing on the matter shall be forwarded to the State Board of Education for decision in accordance with the Board's Governing Policies and Procedures. (7-1-99)

**06. Additional Information.** The applicant may submit any additional information which is deemed to be appropriate in assisting the State Board of Education to make the decision. (4-1-97)

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**STATE DEPARTMENT OF EDUCATION**  
**APRIL 17-18, 2008**

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**SUBJECT**

Review of Proposed High School Math Content Standards

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1612, Idaho Code

**REFERENCE**

08/9/06

M/S (Hall/Howard): To approve the Proposed Rules Governing Thoroughness – High School Graduation Requirements, as set forth in proposal 4 (c). Amended M/S (Hall/Howard): To approve the Proposed Rules Governing Thoroughness – High School Graduation Requirements, as set forth in proposal 4 (c). And, to amend the motion to include the change in the language related to the math requirement to say, “Algebra I or a class that meets Algebra I standards, Geometry or a class that meets Geometry standards and Algebra II or a class that meets Algebra II standards as approved by the State Department of Education”. Motion carried unanimously.

11/1/06

M/S (Howard/Thilo): To approve the request of the State Department of Education to approve the Idaho Content Standards and the Idaho Alternative Achievement Standards as documented to be incorporated by reference into rule. Roll call vote taken; motion carried unanimously.

**BACKGROUND**

The Idaho State Board of Education adopted additional math and science graduation requirements that include two credits of Algebra I, two credits of Geometry and two additional math credits taken in a student’s senior year of high school. The current Idaho math standards reflect general standards for ninth and tenth grade math but do not reflect standards for the additional courses required for the graduating class of 2013. Teachers from most of Idaho’s school districts participated in writing standards for Algebra I, Geometry, Algebra II, Math Analysis of Personal Finance, Technical Math, Pre-calculus, AP Calculus and AP Statistics in order to meet the needs of Idaho students and school districts to address the additional requirements.

**DISCUSSION**

Math textbooks, curriculum and materials will be adopted in the summer of 2008 for 2008-2014 so standards for the new courses will need to be approved by the Board to ensure that school districts are prepared to meet the new requirements. In addition, districts that have increased requirements for current standards need state standards for Algebra I and beyond to align their courses.

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 17-18, 2008**

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**IMPACT**

Curricular materials will be selected this summer based on content standards. These new standards will provide an important resource for the Idaho Board of Education, State Department of Education and local school districts in meeting the new math requirements.

**ATTACHMENTS**

Attachment 1 – Algebra I	Page 3
Attachment 2 – Geometry Standards	Page 11
Attachment 3 – Algebra II	Page 17
Attachment 4 – Math Analysis of Personal Finance	Page 23
Attachment 5 – Technical Math	Page 29
Attachment 6 – Pre-Calculus	Page 37
Attachment 7 – AP Calculus	Page 41
Attachment 8 – AP Statistics	Page 43
Attachment 9 – Temporary and Proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness	Page 45

**STAFF COMMENTS AND RECOMMENDATIONS**

**BOARD ACTION**

Motion to approve the Idaho Mathematics Course Standards for Secondary Mathematics courses to be incorporated by reference into rule.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Motion to approve the temporary and proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate the Idaho Content Standards for Secondary Mathematics.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**IDAHO CONTENT STANDARDS  
ALGEBRA I  
MATHEMATICS**

**Students are expected to know content and apply skills from the K-8 standards.**

Mathematical reasoning and problem solving processes will be incorporated throughout all mathematics standards. Students will demonstrate knowledge and communicate mathematical thinking through words, numbers, symbols, charts, graphs, tables, diagrams, and models.

**Maintenance Concepts** should have been taught previously and are important foundational concepts that will be applied in this course. Continued facility with and understanding of the Maintenance Concepts is essential for success in the objectives for this course.

**Objectives** provide the focus for this course. They will be taught using a variety of methods and applications so that students attain a deep understanding of these concepts and are able to apply them to solve real-world problems.

**Skill Statements** provide clarity and direction to achieve each objective. Students need to demonstrate proficiency in these skills upon completion of this course.

The appropriate use of technological tools is encouraged to assist students in the formation and testing of conjectures, creating graphs and data displays, and determining and assessing lines of best fit for data.

**Standard 1: Number and Operation**

**Maintenance Concepts for Standard 1**

- Compare, order, describe, and classify rational numbers to include integers, fractions, decimals, and absolute values.
- Add, subtract, multiply, and divide rational numbers.
- Read, write, and represent rational numbers.
- Convert between standard and scientific notation and evaluate numerical expressions with whole number exponents.
- Apply number theory concepts to include primes, composites, prime factorizations, least common multiples, and greatest common factors.
- Evaluate numerical expressions using order of operations.
- Estimate to predict computation results.
- Understand the meanings and effects of operations with fractions, decimals, and integers.

**Goal 1.1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.**

**Objective(s): By the end of Algebra I, the student will be able to:**

- AI.1.1.1 Demonstrate meanings for real numbers, absolute value, integer exponents, and square roots.
- AI.1.1.2 Demonstrate how the properties of real numbers apply to rational numbers.

**Goal 1.2: Understand meanings of operations and how they relate to one another.**

**Objective(s): By the end of Algebra I, the student will be able to:**

- AI.1.2.1 Judge the effects of multiplication, division, addition, subtraction, exponents, and square roots on the magnitudes of quantities.

**Goal 1.3: Compute fluently and make reasonable estimates.**

**Objective(s): By the end of Algebra I, the student will be able to:**

- AI.1.3.1 Perform computations with exponents, radicals, and scientific notation.
- AI.1.3.2 Apply number sense to every day situations and judge reasonableness of solutions.
- AI.1.3.3 Use the properties of real numbers to simplify expressions.

### **Skills Statements**

The student will be able to:

1. Classify real numbers as rational or irrational.
2. Distinguish between exact and approximate values of irrational numbers.
3. Locate the position of a number on the number line and know its distance from the origin is its absolute value.
4. Approximate the location of an irrational number on a number line.
5. Demonstrate the meanings of terms with exponents which are integers.
6. Use order of operations and the properties of real numbers to simplify expressions (commutative, associative, distributive, inverse, identity, multiplicative property of zero).
7. Use appropriate methods to estimate answers and know if they are reasonable.
8. Select a suitable method of computing from mental mathematics, paper and pencil, calculators, or computers.
9. Demonstrate that squaring and taking the square root are inverse operations.
10. Estimate square roots between consecutive integers.
11. Simplify square roots containing radicands which are not perfect numbers.
12. Add, subtract, and multiply square roots.
13. Multiply and divide numbers in scientific notation.
14. Use the properties of exponents to add, subtract, and multiply polynomials, and to divide a polynomial by a monomial.
15. Factor polynomials using greatest common factor.
16. Factor quadratic expressions where the leading coefficient is 1 or -1.

Suggested vocabulary

Absolute value, base, power, exponent, radical, radicand, rationalize, distributive property, evaluate, irrational number, perfect squares and cubes, principal square root, properties of the real number system, real number system, square root, squaring, monomial, binomial, trinomial, polynomial, coefficient, leading coefficient, like terms, factor (noun and verb), FOIL, simplest form, term, constant, degree of polynomial, degree of a term.

**Standard 2: Concepts and Principles of Measurement**

**Maintenance Concepts for Standard 2**

- Understand both metric and customary systems of measurement.
- Understand relationships among units and convert from one unit to another in the same system and between systems.
- Understand, select, and use units of appropriate size and type to measure angles, perimeter, area, surface area, and volume.
- Use appropriate methods and units to estimate measurements.
- Select and apply techniques and tools to accurately find length, area, volume, and angle measures to appropriate levels of precision.
- Select and use formulas to determine the circumference and area of circles, perimeters and areas of triangles and quadrilaterals.
- Develop strategies to determine the areas of irregular shapes.
- Solve problems involving scale factors, rates, ratios, and proportions.

**Goal 2.1: Understand measurable attributes of objects and the units, systems, and processes of measurement.**

**Objective(s): By the end of Algebra I, the student will be able to:**

AI.2.1.1 Make decisions about units and scales that are appropriate for a given problem.

**Goal 2.2: Apply appropriate techniques, tools, and formulas to determine measurements.**

**Objective(s): By the end of Algebra I, the student will be able to:**

AI.2.2.1 Convert rates using dimensional analysis.

**Skills Statements**

The student will be able to:

1. Appropriately scale a graph for a given situation.
2. Use dimensional analysis to convert rates between customary and metric systems; i.e. miles per hour to meters per second.

Suggested vocabulary  
Dimensional analysis, unit rate, scaling, intervals.

**Standard 3: Concepts and Language of Algebra and Functions**

**Maintenance Concepts for Standard 3**

- Represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic rules.
- Relate and compare different forms of representation for a relationship.
- Demonstrate an initial conceptual understanding of different uses of variables.
- Determine solutions for one- and two-step equations.
- Recognize and generate equivalent forms for simple algebraic expressions.
- Model and solve contextualized problems using various representations such as graphs, tables, and equations.
- Identify attributes of the Cartesian coordinate system, such as quadrants, origin, and axes.

**Goal 3.1: Understand patterns, relations, and functions.**

**Objective(s): By the end of Algebra I, the student will be able to:**

- AI.3.1.1 Represent linear patterns and functional relationships in a table and as a graph.
- AI.3.1.2 Describe the graph of a linear function and discuss its appearance in terms of the basic concepts of intercepts and slope.
- AI.3.1.3 Describe the graph of a quadratic equation as a parabola which opens up or down.

**Goal 3.2: Represent and analyze mathematical situations and structures using algebraic symbols.**

**Objective(s): By the end of Algebra I, the student will be able to:**

- AI.3.2.1 Determine the equation for a line, solve linear equations and inequalities.
- AI.3.2.2 Solve and describe linear systems of equations and inequalities using numbers, symbols, and graphs.
- AI.3.2.4 Solve quadratic equations which have roots that are integers.

**Goal 3.3: Use mathematical models to represent and understand quantitative relationships.**

**Objective(s): By the end of Algebra I, the student will be able to:**

- AI.3.3.1 Draw reasonable conclusions about a situation being modeled.
- AI.3.3.2 Develop proportional relationships to solve problems.

**Goal 3.4: Analyze change in various contexts.**

**Objective(s): By the end of Algebra I, the student will be able to:**

AI.3.4.1 Interpret changes to the parent function  $y = x$ .

**Skills Statements**

The student will be able to:

1. Solve problems using proportions.
2. Determine percent of increase and decrease to solve problems.
3. Write equations and inequalities to represent data.
4. Solve multi-step linear equations and inequalities.
5. Solve one-variable compound inequalities.
6. Solve one-variable absolute value equations and inequalities.
7. Model real-world events using linear systems with no more than two variables.
8. Solve linear systems of equations and inequalities involving two variables using multiple strategies.
9. Solve quadratic equations by factoring.
10. Relate the factors of a quadratic equation to the solutions of the equation  $(x-r)(x-s)=0$ ,  $(x=r \text{ and } x=s)$  and to the points  $((r,0)$  and  $(s,0))$  where the graph of the function crosses the  $x$ -axis.
11. Determine whether a relation is a function given graphs, charts, ordered pairs, mappings, or equations.
12. Define and interpret relations and functions numerically, graphically, and algebraically.
13. Use patterns of change in function tables to develop the concept of rate of change.
14. Identify domain and range for given graphs, charts, ordered pairs, and mappings.
15. Evaluate functions written in function notation.
16. Given one or more of the following:
  - a. the graph of a line
  - b. written description of a situation that can be modeled by a linear function
  - c. two or more collinear points
  - d. a point and slope,then the student will do one or more of the following:
  - a. write the equation or inequality in slope-intercept, point-slope, and standard form.
  - b. graph the resulting equation or inequality
  - c. interpret the solution in light of the context
  - d. evaluate the equation or inequality for a given value
  - e. create a table of values
  - f. find and interpret the slope (rate of change) and intercepts in relation to the context.
17. Compare and contrast the graphs of  $x = k$ ,  $y = k$ ,  $y = kx$  and  $y = kx + b$  where  $k$  and  $b$  are rational numbers.
18. Identify  $y = ax^2 + bx + c$  as a quadratic function where  $a$ ,  $b$ , and  $c$  are constants with  $a = 1$  or  $a = -1$ .
19. Identify the graph of a quadratic function as a parabola that opens up when  $a = 1$  and down when  $a = -1$ , and relate  $c$  to where the graph of the function crosses the  $y$ -axis.

Suggested vocabulary

compound inequality, direct variation, inverse variation, domain, range, function, equation, function notation ( $f(x)$ ), half-plane, inequality, intersecting lines, linear, parabola, roots, zeros, parallel, perpendicular, percent of increase and decrease, point-slope form, proportion, quadratic equation in standard form, rate of change, relation, slope, slope-intercept form, solution, standard form, system of linear equations, x-intercept, y-intercept, zero product property, addition and multiplication properties of equality.

**Standard 4: Concepts and Principles of Geometry**

No objectives at this course level.

**Standard 5: Data Analysis, Probability, and Statistics**

Rather than looking at statistics and algebra as separate entities, these concepts will be interwoven throughout the course. The study of graphs and functions will be conducted in conjunction with real data sets to further develop the natural link between statistics and algebra.

**Maintenance Concepts for Standard 5**

- Analyze and interpret tables, charts, and graphs including frequency tables, scatter plots, broken line graphs, line plots, bar graphs, histograms, circle graphs, and stem-and-leaf plots.
- Explain and justify conclusions drawn from tables, charts, and graphs.
- Collect, organize, and display data with appropriate notation in tables, charts, and graphs, including scatter plots, broken line graphs, line plots, bar graphs, histograms, and stem-and-leaf plots.
- Choose and calculate the appropriate measure of central tendency—mean, median, and mode.
- Explain the significance of distribution of data, including range, frequency, gaps, and clusters.
- Model situations of probability using simulations.
- Recognize equally likely outcomes.
- Explain that probability ranges from 0% to 100% and identify a situation as having high or low probability.
- Make predictions based on experimental and theoretical probabilities.
- Conduct statistical experiments and interpret results using tables, charts, or graphs.
- Use proportionality and the basic understanding of probability to make and test conjectures about the results of experiments and simulations

**Goal 5.1: Collect, organize, and display data using a variety of formats.**

No objectives at this course level.

**Goal 5.2: Select and use appropriate statistical methods to analyze data.**

**Objective(s):** By the end of Algebra I, the student will be able to:

- AI.5.2.1 Make predictions and draw conclusions based on measures of central tendency.
- AI.5.2.2 Make predictions using linear relations, scatter plots, trend lines, charts, and tables.

**Goal 5.3: Develop and evaluate inferences and predictions that are based on data.**

No objectives at this course level.

**Goal 5.4: Understand basic concepts of probability.**

No objectives at this course level.

### **Skills Statements**

The student will be able to:

1. Find missing data when given an expected mean.
2. Graph scatter plots, sketch line of best fit, and identify positive and negative correlations.
3. Write the equation of the line of best fit.
4. Make correct decisions relating to statistical data.
5. Predict how changes in data (such as inclusion/exclusion of additional data or outliers) will affect measures of central tendency and line of best fit.

<b>Suggested vocabulary</b>
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Line of best fit, positive and negative correlation.
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**IDAHO MATHEMATICS  
GEOMETRY  
CONTENT STANDARDS**

**Students are expected to know content and apply skills from Algebra I and prior math courses.**

Mathematical reasoning and problem solving processes will be incorporated throughout all mathematics standards. Students will demonstrate knowledge and communicate mathematical thinking through words, numbers, symbols, charts, graphs, tables, diagrams, and models.

**Maintenance Concepts** should have been taught previously and are important foundational concepts that will be applied in this course. Continued facility with and understanding of the Maintenance Concepts is essential for success in the objectives for this course.

**Objectives** provide the focus for this course. They will be taught using a variety of methods and applications so that students attain a deep understanding of these concepts and are able to apply them to solve real-world problems.

**Skill Statements** provide clarity and direction to achieve each objective. Students need to demonstrate proficiency in these skills upon completion of this course.

The appropriate use of technological tools is encouraged to assist students in solving problems and the formation and testing of conjectures.

**Standard 1: Number and Operation**

**Maintenance Concepts for Standard 1**

- Use ratios, including  $\pi$ , and proportions to solve problems.
- Classify real numbers as rational or irrational.
- Distinguish between exact and approximate values of irrational numbers.
- Approximate the location of an irrational number on a number line.
- Use appropriate methods to estimate answers and know if they are reasonable.
- Select a suitable method of computing from mental mathematics, paper and pencil, calculators, or computers.
- Simplify radicals containing radicands which are not perfect numbers.
- Find exact and approximate values for radicals.

**Goal 1.1: Understand numbers, ways of representing numbers, relationships among numbers, and number system.**

**Objective(s): By the end of Geometry, the student will be able to:**

- G.1.1.1 Compare and contrast the properties of numbers and number systems within the real number system to include rational and irrational numbers.

**Goal 1.2: Understand meanings of operations and how they relate to one another.**

No objectives at this course level.

**Goal 1.3: Compute fluently and make reasonable estimates.**

**Objective(s): By the end of Geometry, the student will be able to:**

G.1.3.1 Judge the reasonableness of numerical computations and their results.

**Skill Statements**

The student will be able to:

1. Define and explain the meaning of  $\pi$  as the ratio of the circumference of a circle to its diameter.
2. Recognize  $\pi$  as an irrational number.
3. Use 3.14 and/or  $\frac{22}{7}$  as an approximation for  $\pi$ .
4. Use appropriate methods to estimate answers and know if they are reasonable.

<u>Suggested vocabulary and symbols</u>
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$\pi$ , radical, irrational
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**Standard 2: Concepts and Principles of Measurement**

**Maintenance Concepts for Standard 2**

- Understand both metric and customary systems of measurement.
- Understand relationships among units and convert from one unit to another.
- Understand, select, and use units of appropriate size and type to measure angles, perimeter, area, surface area, and volume.
- Use appropriate methods and units to estimate measurements.
- Select and apply techniques and tools to accurately find length, area, volume, and angle measures to appropriate levels of precision.
- Select and use formulas to determine the circumference and area of circles, perimeters and areas of triangles and quadrilaterals.
- Develop strategies to determine the areas of irregular shapes.
- Solve problems involving scale factors, rates, ratios, and proportions.

**Goal 2.1: Understand measurable attributes of objects and the units, systems, and processes of measurement.**

**Objective(s): By the end of Geometry, the student will be able to:**

G.2.1.1 Make decisions about units that are appropriate for problems involving measurement.

**Goal 2.2: Apply appropriate techniques, tools, and formulas to determine measurements.**

**Objective(s): By the end of Geometry, the student will be able to:**

G.2.2.1 Understand and use formulas to calculate the perimeter, circumference, area, surface area, and volume of geometric figures.

### **Skill Statements**

The student will be able to:

1. Determine appropriate units for distance, angle measure, area and volume.
2. Determine the circumference, area, and area of a sector of a circle.
3. Determine the perimeter and area of triangles, parallelograms, and other regular polygon.
4. Determine the surface area and volume of prisms, cylinders, pyramids, cones and spheres.

#### Suggested vocabulary and symbols

Apothem, base of a polygon, cone, circumference, cylinder, diameter, face, lateral area, prism, pyramid, regular polygon, radii, semicircle, sphere

### **Standard 3: Concepts and Language of Algebra and Functions**

No specific objectives at this course level; however, the following skills should be maintained.

#### **Maintenance Concepts for Standard 3**

- Define and interpret relations and functions numerically, graphically, and algebraically.
- Write equations and inequalities to represent data.
- Solve multi-step linear equations and inequalities.
- Add, subtract, and multiply polynomials.
- Divide a polynomial by a monomial.
- Factor polynomials including using greatest common factor.
- Write the equation or inequality in slope-intercept, point-slope, and standard form.
- Graph linear equations.

- Interpret the solution in light of the context.
- Evaluate the equation or inequality for a given value.
- Create a table of values.
- Find and interpret the slope (rate of change) and intercepts in relation to the context.
- Solve linear systems of equations and inequalities involving two variables using multiple strategies.

**Standard 4: Concepts and Principles of Geometry**

**Maintenance Concepts for Standard 4**

- Know and apply algebraic properties (commutative, associative, distributive, inverse, identity, multiplicative property of zero, properties of equality).
- Develop proportional relationships to solve problems.
- Describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties.
- Draw and measure various angles and shapes using appropriate tools.

**Goal 4.1      Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.**

**Objective(s): By the end of Geometry, the student will be able to:**

- G.4.1.1      Analyze properties and determine attributes of two- and three-dimensional objects.
- G.4.1.2      Explore congruence and similarity among classes of two dimensional objects and solve problems involving them.
- G.4.1.3      Establish the validity of geometric conjecture using inductive and deductive reasoning.
- G.4.1.4      Apply trigonometric relationships to determine lengths and angle measures.

**Goal 4.2      Specify locations and describe spatial relationships using coordinate geometry and other representational systems.**

**Objective(s): By the end of Geometry, the student will be able to:**

- G.4.2.1      Use Cartesian coordinates to analyze geometric situations.
- G.4.2.2      Solve problems involving two dimensional objects represented with Cartesian coordinates.

**Goal 4.3:      Apply transformations and use symmetry to analyze mathematical situations.**

**Objective(s): By the end of Geometry, the student will be able to:**

- G.4.3.1 Understand and represent translations, reflections, dilations, and rotations of objects in the plane.

**Goal 4.4: Use visualization, spatial reasoning, and geometric models to solve problems.**

**Objective(s): By the end of Geometry, the student will be able to:**

- G.4.4.1 Draw and construct representations of two dimensional geometric objects using a variety of tools.

**Skill Statements:**

The students will be able to:

1. Understand and apply the Pythagorean Theorem for problem solving.
2. Construct logical arguments, form conjectures, judge their validity, and give counterexamples to disprove statements.
3. Use inductive and deductive reasoning.
4. Apply the fundamental concepts, properties, and relationships among points, lines, rays, planes, and angles.
5. Use accepted geometric notation for lines, planes, segments, rays, angles, similarity and congruence.
6. Identify and determine relationships in adjacent, complementary, supplementary, vertical angles, and linear pairs.
7. Identify and use the special angle pairs formed by parallel lines and a transversal.
8. Formally and informally prove lines are parallel using special angle pair theorems.
9. Understand and apply slope as it pertains to parallel and perpendicular lines.
10. Write equations of parallel and perpendicular lines.
11. Graph parallel and perpendicular lines given their equations.
12. Identify and apply congruency and similarity in two-dimensional figures.
13. Formally and informally prove triangles are congruent using SSS, SAS, ASA and AAS.
14. Identify the scale factor between two similar figures and use it to find missing lengths.
15. Identify and draw the median, altitude, angle bisector, and perpendicular bisector of a triangle.
16. Use transformational geometry to rotate, translate, dilate, and reflect two-dimensional figures.
17. Identify sine, cosine and tangent ratios in right triangles and use them to model real-world problems.
18. Identify the parts of a circle including radius, diameter, major/minor arcs, chords, secants and tangents.
19. Classify angles by their measure (acute, right, obtuse, straight).
20. Classify triangles by side and angle (acute, right, obtuse, scalene, isosceles, equilateral, equiangular).
21. Determine the midpoint of a segment in the coordinate plane.
22. Classify quadrilaterals by their attributes (parallelograms, rectangles, rhombi, squares).
23. Classify polygons by side and concavity.

24. Identify and apply special right triangle relationships (30-60-90 and 45-45-90) to determine the lengths of the sides of a triangle.
25. Apply sine, cosine, and tangent ratios to find missing measurements of right triangles.
26. Apply the segment addition postulate to determine lengths of segments.
27. Apply the angle addition postulate to determine the measures of angles.
28. Determine the measures of angles in relationship to adjacent, complementary, supplementary, vertical angles, linear pairs, and the special angle pairs formed by parallel lines and a transversal.
29. Determine the length of a segment given the distance formula.
30. Determine the length and measure of arcs of a circle.
31. Determine the lengths of segments and measure of angles formed by radii, chords, secants, and tangents of circles.
32. Determine the measures of inscribed and central angles and their corresponding intercept arcs.
33. Determine the sums of the interior and exterior angles of a polygon.
34. Determine the measure of each interior and exterior angle of a regular polygon.
35. Solve problems involving geometric mean.

Suggested vocabulary and symbols

acute triangle, adjacent angles, adjacent sides, alternate interior, alternate exterior angles, altitude, angle bisector, angle of elevation, angle of depression, arc length, axioms, postulates, base angles of an isosceles triangle, base angles of an isosceles trapezoid, triangle, bisect, center of a circle, central angle, chord, collinear, common tangent, compass, complementary angles, concave polygon, concentric circles, conclusion, hypothesis, conditional statement, congruent, conjecture, consecutive interior angles or same side interior angles, construction, convex polygon, coplanar, corollary, corresponding angles, cosine, sine, tangent, diagonal, dilation, distance formula, edge, end points, equiangular, equilateral, exterior angle, interior angle, geometric mean, hemisphere, hypotenuse, image, inductive and deductive reasoning, inscribed angle, inscribed polygon, intercepted arc, isosceles, legs of a right triangle, legs of an isosceles triangle, legs of a trapezoid, length of a segment, linear pair, line of reflection, perpendicular, segment, segment notation, major arc, minor arc, median of a triangle, midpoint, midpoint formula, midsegment of a trapezoid, net, parallel, perpendicular bisector, point of tangency, pre-image, Pythagorean triple, Pythagorean Theorem, reflection, rotation, scale factor, scalene triangle, secant line, tangent line, secant segment, sector of a circle, similar, skew, special right triangles, transformation, translation, transversal, trigonometric ratio, two-column proof, vertex, vertical angles, vertex angle of an isosceles triangle, theorem, supplementary angles

**Standard 5: Data Analysis, Probability, and Statistics**

No objectives at this course level.

**IDAHO MATHEMATICS  
ALGEBRA II  
CONTENT STANDARDS**

**Students are expected to know content and apply skills from Algebra I and prior math courses.**

Mathematical reasoning and problem solving processes will be incorporated throughout all mathematics standards. Students will demonstrate knowledge and communicate mathematical thinking through words, numbers, symbols, charts, graphs, tables, diagrams, and models.

**Objectives** provide the focus for this course. They will be taught using a variety of methods and applications so that students attain a deep understanding of these concepts and are able to apply them to solve real-world problems.

**Skill Statements** provide clarity and direction to achieve each objective. Students need to demonstrate proficiency in these skills upon completion of this course.

The appropriate use of technological tools is encouraged to assist students in solving problems and the formation and testing of conjectures.

**Standard 1: Number and Operation**

**Goal 1.1: Understand numbers, ways of representing numbers, relationships among numbers, and number system.**

**Objective(s): By the end of Algebra II, the student will be able to:**

- AII.1.1.1 Compare and contrast the properties of numbers and number systems within the complex number system to include rational, irrational, and imaginary numbers.
- AII.1.1.2 Demonstrate meaning of complex numbers as solutions to polynomial equations that do not have real solutions.
- AII.1.1.3 Represent powers using logarithms.
- AII.1.1.4 Recognize matrices as a method of arranging data.
- AII.1.1.5 Know that matrices have some of the properties of the real number system.
- AII.1.1.6 Develop an understanding of the properties of logarithmic expressions and expressions with rational exponents.

**Goal 1.2: Understand meanings of operations and how they relate to one another.**

**Objective(s): By the end of Algebra II, the student will be able to:**

- AII.1.2.1 Develop an understanding of the properties of, and representations for, the addition, subtraction, and multiplication of matrices.

**Goal 1.3: Compute fluently and make reasonable estimates.**

**Objective(s): By the end of Algebra II, the student will be able to:**

- AII.1.3.1 Use the properties of real numbers to simplify expressions.
- AII.1.3.2 Perform computations with matrices.
- AII.1.3.3 Add, subtract, multiply and divide radical expressions.
- AII.1.3.4 Perform computations with complex numbers.
- AII.1.3.5 Perform computations with logarithmic expressions and expressions with rational exponents.

**Skill Statements:**

The student will be able to:

1. Apply the properties of exponents including rational exponents to simplify expressions.
2. Define and explain the meaning of  $i$ , represented as  $i = \sqrt{-1}$ , as a solution to the equation  $x^2 = -1$ .
3. Identify real and imaginary roots for polynomial equations.
4. Identify expressions of the form  $a + bi$  as complex numbers.
5. Identify complex conjugates.
6. Express the square root of a negative number in the form  $bi$ , where  $b$  is real.
7. Apply the properties (to include commutative, associative, distributive, inverse and identity) to simplify computations in the complex number system.
8. Identify a logarithmic function as the inverse of an exponential function.
9. Represent a number in both logarithmic and exponential forms.  
Example:  $5^3 = 125$  can be written as  $\log_5 = 3$
10. Convert between expressions containing radical form and those containing rational exponents.
11. Use properties of logarithms to evaluate and simplify logarithmic expressions.
12. Simplify expressions containing rational and irrational numbers to include rational exponents.
13. Perform operations on radical expressions.
14. Perform operations on rational expressions.
15. Identify the dimensions of a matrix.
16. Perform operations with matrices to include scalar multiplication, addition, subtraction, and matrix multiplication (2 by 2).
17. Identify the degree of a polynomial.
18. Factor polynomials.
19. Divide a polynomial by a lower degree polynomial.
20. Rewrite complex fractions composed of simple rational expressions as a simple fraction in lowest terms.
21. Simplify and estimate radicals having various indices.



Suggested vocabulary and symbols

base, complex number ( $a+bi$ ), complex conjugate, conjugate, exponent, index, logarithm, power, radicand, radical, natural logarithm ( $\ln$ ), common logarithm, change of base for logs, principal square root, imaginary number ( $i$ ), rationalize, dimensions of a matrix, scalar multiplication, simplest form of a radical, degree of a polynomial.

**Standard 2: Concepts and Principles of Measurement**

**Goal 2.1: Understand measurable attributes of objects and the units, systems, and processes of measurement.**

**Objective(s): By the end of Algebra II, the student will be able to:**

AII.2.1.1 Recognize the relationship between radian and degree measures.

**Goal 2.2: Apply appropriate techniques, tools, and formulas to determine measurements.**

**Objective(s): By the end of Algebra II, the student will be able to:**

No objectives at this course level.

**Skill Statement:**

The student will be able to:

1. Convert between degree and radian measures.

Suggested vocabulary and symbols

Radian measure.

**Standard 3: Concepts and Language of Algebra and Functions**

**Goal 3.1: Understand patterns, relations, and functions.**

**Objective(s): By the end of Algebra II, the student will be able to:**

AII.3.1.1 Represent patterns and functional relationships in a table and as a graph.

- AII.3.1.2 Describe the graph of a quadratic equation and discuss its attributes in terms of the basic concepts of maximum, minimum, intercepts, and roots.
- AII.3.1.3 Graph and analyze the graph of an absolute value equation and its characteristics.
- AII.3.1.4 Understand and represent transformations by using sketches, coordinates, and function notation.

**Goal 3.2: Represent and analyze mathematical situations and structures using algebraic symbols.**

**Objective(s): By the end of Algebra II, the student will be able to:**

- AII.3.2.1 Write equations and inequalities in multiple forms.
- AII.3.2.2 Solve equations and inequalities and systems of equations and inequalities.
- AII.3.2.3 Perform operations on simple rational expressions.

**Goal 3.3: Use mathematical models to represent and understand quantitative relationships.**

**Objective(s): By the end of Algebra II, the student will be able to:**

No objectives at this course level.

**Goal 3.4: Analyze change in various contexts.**

**Objective(s): By the end of Algebra II, the student will be able to:**

- AII.3.4.1 Interpret how changes to an equation affect the parent graph of the equation.

**Skill Statements:**

The student will be able to:

1. Solve systems of equations and inequalities.
2. Solve radical equations and inequalities.
3. Solve polynomial functions.
4. Solve rational equations.
5. Solve logarithmic equations.
6. Solve equations containing a variable in the exponent.
7. Compare and contrast the graphs of  $f(x) = x^2$  to  $f(x) = a(x - h)^2 + k$ .
8. Graph absolute value functions.
9. Graph quadratic equations and inequalities.
10. Graph polynomial functions.
11. Graph exponential functions.
12. Graph circles.
13. Rewrite equations of parabolas and circles in standard form.

14. Recognize contexts in which quadratic models are appropriate; determine and interpret quadratic models that describe quadratic behavior.
15. Use the quadratic formula and completing the square to solve any quadratic equation in one variable.
16. Determine the nature of the roots of an equation by using the discriminant.
17. Find the all the roots of polynomials.
18. Recognize graphs of the following:  $y = x$ ,  $y = x^2$ ,  $y = x^3$ ,  $y = \frac{1}{x}$ ,  $y = \sqrt{x}$ , and  $y = |x|$ .

Suggested vocabulary and symbols

Complex fraction, rational expression, degree, extraneous roots, inverse, constraints, feasible region, independent variables, dependent variables, factor (verb and noun), zeros of a function, root, domain, range, coincident, consistent systems, inconsistent systems, maximum, minimum, bounded regions, unbounded regions,  $f(x)$ , discriminant, linear programming, vertex form of a quadratic, synthetic division, synthetic substitution, standard form, parabola, focus of parabola, joint variation, direct variation, inverse variation, exponential growth and decay, cubic, quartic, quadratic, vertex, vertices, focus, directrix, axis of symmetry.

**Standard 4: Concepts and Principles of Geometry**

**Goal 4.1**      **Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.**

**Objective(s):** By the end of Algebra II, the student will be able to:

AII.4.1.1      Use trigonometric relationships to determine lengths and angle measures.

**Goal 4.2**      **Specify locations and describe spatial relationships using coordinate geometry and other representational systems.**

AII.4.2.1      Analyze the graphs of circles and parabolas.

**Goal 4.3:**      **Apply transformations and use symmetry to analyze mathematical situations.**

No objectives at this course level.

**Goal 4.4:**      **Use visualization, spatial reasoning, and geometric models to solve problems.**

No objectives at this course level.

**Skill Statement:**

The student will be able to:

1. Demonstrate the proper use of the Law of Sines and the Law of Cosines to solve triangles.
2. Graph circles and parabolas and their transformations.

Suggested vocabulary and symbols

Sine, cosine, tangent, secant, cosecant, cotangent.

**Standard 5: Data Analysis, Probability, and Statistics**

No objectives at this course level.

**IDAHO CONTENT STANDARDS  
MATHEMATICS OF PERSONAL FINANCE  
MATHEMATICS**

**Students are expected to know content and apply skills from previous grades.**

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

**Standard 1: Money Management**

**Goal 1.1: Understanding and using effective money management**

**Objective(s): By the end of Mathematics of Personal Finance, the student will be able to:**

- MPF.1.1.1. Analyze account statements for accuracy and reconcile a checking/debit account.
  - MPF.1.1.1.a. Apply number sense to everyday situations and judge reasonableness of results.
  - MPF.1.1.1.b. MPF.1.1.1.b Identify that error accumulates in a computation when there is rounding.
  - MPF.1.1.1.c. MPF.1.1.1.c Apply properties of rational numbers.
  - MPF.1.1.1.d. MPF.1.1.1.d Use positive and negative numbers, fractions, decimals, and percentages including application in real-world situations. (347.01.a)
- MPF.1.1.2. Construct a cash flow statement
  - MPF.1.1.2.a. Perform operations with rational numbers. (347.02.a)
- MPF.1.1.3. Create, balance and use a personal budget including fixed and variable expenses including analyzing past expenses and income patterns
  - MPF.1.1.3.a. Perform operations with rational numbers. (347.02.a)
  - MPF.1.1.3.b. Use appropriate procedures to solve multi-step, first-degree equations and inequalities; such as  $3(2x - 5) = 5x + 7$  or  $3(2x - 5) > 5x + 7$ . (350.03.a)
  - MPF.1.1.3.c. Use appropriate procedures to solve linear systems of equations involving two variables; such as  $x + y = 7$  and  $2x + 3y = 21$ . (350.04.a)
  - MPF.1.1.3.d. Make predictions and draw conclusions based on statistical measures. (352.05.a)
  - MPF.1.1.3.e. Interpret and use basic statistical concepts, including mean, median, mode, range, and distribution of data, including outliers. (352.03.a)
  - MPF.1.1.3.f. Use logic to make and evaluate mathematical arguments. (348.02.b)

**Goal 1.2: Making responsible consumer choices**

**Objective(s): By the end of Mathematics of Personal Finance, the student will be able to**

- MPF.1.2.1. Create and analyze short term goals for disposable income (ex calculate the necessary income to maintain or improve upon current standards of living, recreation, vacation, gifts, appliances)
  - MPF.1.2.1.a. Use appropriate tools/technology to conduct simulations and employ graphical models to make predictions or decisions based on data. (352.05.a)
  - MPF.1.2.1.b. Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function.
  - MPF.1.2.1.c. Evaluate functions written in functional notation
- MPF.1.2.2. Analyze how inflation affects financial decisions (ex investments, purchasing power)
  - MPF.1.2.2.a. Use graphs and sequences to represent and solve problems. (347.02.b)
  - MPF.1.2.2.b. Predict outcomes by applying exponential growth and decay.
  - MPF.1.2.2.c. Use appropriate tools/technology to conduct simulations and employ graphical models to make predictions or decisions based on data. (352.05.a)
- MPF.1.2.3. Calculate and compare different types of insurance costs. (ex life, auto, health, deductibles, co pays, stop-loss, inclusions, exclusions, factors that affect rates)
  - MPF.1.2.3.a. Evaluate functions written in functional notation
  - MPF.1.2.3.b. Analyze and interpret tables, charts, and graphs, including scatter plots and multiple broken line graphs. (352.01.a)
  - MPF.1.2.3.c. Make predictions and draw conclusions based on statistical measures. (352.05.a)
  - MPF.1.2.3.d. Interpret and use basic statistical concepts, including mean, median, mode, range, and distribution of data, including outliers. (352.03.a)
- MPF.1.2.4. Compare and contrast renting or leasing vs. purchasing of an asset (ex automobile)
  - MPF.1.2.4.a. Use positive and negative numbers, fractions, decimals, and percentages including application in real-world situations. (347.01.a)
- MPF.1.2.5. Calculate appreciation and depreciation of assets over time
  - MPF.1.2.5.a. Evaluate functions written in functional notation
  - MPF.1.2.5.b. Analyze and interpret tables, charts, and graphs, including scatter plots and multiple broken line graphs. (352.01.a)
  - MPF.1.2.5.c. Make predictions and draw conclusions based on statistical measures. (352.05.a)
  - MPF.1.2.5.d. Interpret attributes of linear relationships such as slope, rate of change, and intercepts MPF.4.4.2 Represent linear relationships using tables, graphs, and mathematical symbols
  - MPF.1.2.5.e. Use positive and negative numbers, fractions, decimals, and percentages including application in real-world situations. (347.01.a)

### **Goal 1.3 Credit and Debt**

- MPF.1.3.1. Compare the costs associated with various types of credit. (ex credit cards, installment credit, revolving credit, mortgages, pay day loans, automobiles, student loans, home equity)
  - MPF.1.3.1.a. Model and solve real-world phenomena using multi-step, first degree, single variable equations and inequalities, linear equations, and two-variable linear systems of equations.
  - MPF.1.3.1.b. Use appropriate procedures for manipulating and simplifying algebraic expressions involving variables, integers, and rational numbers. (350.02.a)
  - MPF.1.3.1.c. Apply concepts of rates and direct and indirect measurements.
  - MPF.1.3.1.d. Use rates, ratios, proportions, map scales, and scale factors (one- and two-dimensional) in problem-solving situations. (349.03.a)
  - MPF.1.3.1.e. Use positive and negative numbers, fractions, decimals, and percentages, including application in real-world situations. (347.01.a)
  - MPF.1.3.1.f. Apply properties of exponents. (347.01.c)
  - MPF.1.3.1.g. Analyze and interpret tables, charts, and graphs, including scatter plots, and multiple broken line graphs. (352.01.a)
- MPF.1.3.2. Compute the total cost of various types of credit (ex credit cards, installment credit, revolving credit, mortgages, pay day loans, automobiles, student loans, home equity, repayment options).
  - MPF.1.3.2.a. Use positive and negative numbers, fractions, decimals, and percentages including application in real-world situations. (347.01.a)
  - MPF.1.3.2.b. MPF.2.2.1 Use rates, ratios, proportions, map scales, and scale factors (one- and two-dimensional) in problem-solving situations. (349.03.a)
  - MPF.1.3.2.c. Use appropriate tools/technology to conduct simulations and employ graphical models to make predictions or decisions based on data. (352.05.a)
- MPF.1.3.3. Interpret credit reports and analyze the financial implications of credit scores. (ex credit reports, credit scores, and debt ratios)
  - MPF.1.3.3.a. Use positive and negative numbers, fractions, decimals, and percentages including application in real-world situations. (347.01.a)
  - MPF.1.3.3.b. MPF.5.1.1 Analyze and interpret tables, charts, and graphs, including scatter plots, and multiple broken line graphs. (352.01.a)
  - MPF.1.3.3.c. MPF.5.5.2 Use appropriate tools/technology to conduct simulations and employ graphical models to make predictions or decisions based on data. (352.05.a)

### **Standard 2: Saving and Investment**

#### **Goal 2.1: Implement a diversified saving and investment strategy**

**Objective(s): By the end of Mathematics of Personal Finance, the student will be able to:**

- MPF.2.1.1. Apply and analyze financial strategies to create wealth and build assets including use of tax deductions and shelters (ex time value of money, investment options) (ex lottery, inheritance, stock market)
  - MPF.2.1.1.a. Model and solve real-world phenomena using multi-step, first degree, single variable equations and inequalities, linear equations, and two-variable linear systems of equations. (353.01.a)
  - MPF.2.1.1.b. Represent mathematical relationships using variables, expressions, linear equations and inequalities. (350.01.a)
  - MPF.2.1.1.c. Interpret attributes of linear relationships such as slope, rate of change, and intercepts.
  - MPF.2.1.1.d. Collect, organize, and display data in tables, charts, and graphs. (352.02.a)
- MPF.2.1.2. Compare investment alternatives based on risk, return, and liquidity. (ex Certificates of Deposit, bonds, stocks, money market accounts, mutual funds, real estate)
  - MPF.2.1.2.a. Solve exponential and logarithmic equations.
  - MPF.2.1.2.b. Evaluate functions written in functional notation
  - MPF.2.1.2.c. Identify positive and negative correlations.
- MPF.2.1.3. Evaluate the effect of compounding earned interest
  - MPF.2.1.3.a. Predict outcomes by applying exponential growth and decay.
- MPF.2.1.4. Create a model for comparing savings and investment results using appropriate technology (ex graphing or internet calculator)
  - MPF.2.1.4.a. Use appropriate tools/technology to conduct simulations and employ graphical models to make predictions or decisions based on data. (352.05.a)

### **Standard 3: Education Employment and Income**

#### **Goal 3.1: Understand the relationship between education, income, career, and desired lifestyle**

##### **Objective(s): By the end of Mathematics of Personal Finance, the student will be able to:**

- MPF.3.1.1. Explain how income reflects choices made about jobs, careers, education, and skill development
  - MPF.3.1.1.a. Use logic to make and evaluate mathematical arguments.
  - MPF.3.1.1.b. Analyze and interpret tables, charts, and graphs, including scatter plots, and multiple broken line graphs.
- MPF.3.1.2. Calculate and compare how sources of income affect lifestyle choices and spending decisions. (ex. Wage commission, welfare/transfer payments, Medicaid, alimony, bonuses, inheritance, trusts, annuities, self employment, non-profit, public sector, private sector)
  - MPF.3.1.2.a. Apply properties of rational numbers.



- MPF.3.1.2.b. Use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation, including application in real-world situations. (347.01.a)
- MPF.3.1.3. Calculate gross versus net income and the value of benefits. (ex payroll deductions and benefits, commissions, tips, taxes, FLEX plans, profit sharing, exemptions, 401 (k), 403 (b) and other related plans)
  - MPF.3.1.3.a. Apply properties of rational numbers.
  - MPF.3.1.3.b. MPF.1.1.2 Use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation, including application in real-world situations. (347.01.a)
  - MPF.3.1.3.c. MPF.3.5.2 Evaluate functions written in functional notation

#### **Standard 4: Taxation**

##### **Goal 4.1: Understand the purposes, roles, and responsibilities related to taxation**

##### **Objective(s): By the end of Mathematics of Personal Finance, the student will be able to:**

- MPF.4.1.1. Compare the returns of taxable investments with those that are tax-exempt or tax-deferred, including traditional IRA vs. Roth IRA.
  - MPF.4.1.1.a. Analyze and interpret tables, charts, and graphs, including scatter plots and multiple broken line graphs (352.01.a)
  - MPF.4.1.1.b. Interpret attributes of linear relationships such as slope, rate of change, and intercepts.
- MPF.4.1.2. Complete sample tax forms (ex Understanding Taxes by the IRS, forms such as 1040EZ, W-2, W-4 and 1099)
  - MPF.4.1.2.a. Apply properties of rational numbers.
  - MPF.4.1.2.b. Use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation, including application in real-world situations. (347.01.a)
  - MPF.4.1.2.c. Analyze and interpret tables, charts, and graphs, including scatter plots, and multiple broken line graphs (352.01.a)
  - MPF.4.1.2.d. Use appropriate tools/technology to conduct simulations and employ graphical models to make predictions or decisions based on data. (352.05.a)
- MPF.4.1.3. Analyze the application and impact of various forms of taxation on individuals, families, and public agencies (ex estate tax, inheritance tax, luxury tax, sales taxes, property taxes, usage tax etc.)
  - MPF.4.1.3.a. Apply properties of rational numbers.
  - MPF.4.1.3.b. Use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation, including application in real-world situations. (347.01.a)
  - MPF.4.1.3.c. Analyze and interpret tables, charts, and graphs, including scatter plots, and multiple broken line graphs (352.01.a)

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**IDAHO CONTENT STANDARDS  
HIGH SCHOOL TECHNICAL MATH  
MATHEMATICS**

Technical Math uses problem situations, physical models, and appropriate technology to extend mathematical thinking and engage student reasoning. Problem solving situations, including those related to a variety of careers and technical fields will provide all students an environment which promotes communication and fosters connections within mathematics to other disciplines and to the technological workplace. Students will use hands-on activities to model, explore, and develop abstract concepts. The use of appropriate technology will help students apply math in an increasingly technological world. Collaboration between math and professional-technical teachers is an integral part of this course.

Completion of Algebra I is strongly recommended before taking this course. If Algebra I is not taken prior to this course, Algebra I objectives (displayed in the box) will need to be taught. Otherwise, Algebra I objectives may simply be reviewed. Technical Math is intended to fulfill the requirement for a 3<sup>rd</sup> year of math, taken in the senior year. The standards include the knowledge that students need to know in order to enter a credit bearing math class at the college level.

\* Designates Geometry Standards

**Standard 1: Number and Operation**

**Goal 1.1: Understand and use numbers.**

**Objective(s): By the end of Technical Math, the student will be able to:**

TM.1.1.1	Apply properties of rational numbers. (eg necessary skill for applying numbers)
TM.1.1.2	Perform operations using positive and negative numbers, fractions, absolute value, decimals, percentages, and scientific notation. (eg given the cost of a project, determine what percentage of the budget went for salaries)
TM.1.1.3	Apply properties of exponents. (eg calculate the power dissipated by a resistor when its current and voltage drop are given in exponent form)
TM.1.1.4	Identify perfect squares and their principal roots. (eg 4, 9, and 16 are perfect squares and their respective roots are 2, 3, and 4)
TM.1.1.5	Solve problems using number theory concepts. (eg given initial expenses, money needed for reserve and start-up inventory, calculate the start up costs for a business by using a Starting Cost Calculator)
TM.1.1.6	Estimate the value of an irrational number expressed as a radical. (eg calculate the impedance of an inductive series circuit when given the circuit's total resistance and total inductive reactance)
TM.1.1.7	Apply properties of common and natural logarithms. (eg determine medication absorption rate)
TM.1.1.8	Use Fundamental Counting Principles. (eg calculate number of outfits from set number of separates)

- TM.1.1.9 Use combinations and permutations. (eg calculate the number of ways to order the digits for a phone number)

**Goal 1.2: Understand and perform computations accurately.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- TM.1.2.1 Perform fundamental rational expression and number operations that involve a variety of applications. (eg determine wage and benefits)
- TM.1.2.2 Read, write, and solve problems using scientific notation. (eg determine voltage of a circuit)
- TM.1.2.3 Solve problems using direct and inverse variation. (eg determine the mechanical advantage of gears)
- TM.1.2.4 Perform operations on complex numbers. (eg find amperage of current, knowing voltage and impedance if the impedance includes inductors or capacitors)
- TM.1.2.5 Calculate nth powers and nth roots. (eg compute interest on investments)

**Goal 1.3: Estimate and judge reasonableness of results.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- |          |   |
|----------|---|
| TM.1.3.1 | Estimate square roots between consecutive integers. (eg necessary foundation information) |
|----------|---|
- TM.1.3.2 Determine relative and percent of error. (eg scale drawings must be within (+,-) 1/16<sup>th</sup> of an inch)
- TM.1.3.3 Apply number sense to everyday situations. (eg approximate grocery totals)

**Standard 2: Concepts and Principles of Measurement**

**Goal 2.1: Understand and use U.S. customary and metric measurements.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- TM.2.1.1 Perform metric conversions within the system. (eg convert medicine dosage from adult to child)
- TM.2.1.2 Solve problems by converting between English and metric systems. (eg trip planning from miles to kilometers and gallons to liters)
- \*TM.2.1.3 Determine length, distance, area, surface area, volume, and weight, with appropriate unit labels. (eg determine number of flowers needed to fill a flower bed)
- \*TM.2.1.4 Calculate circumference, area, radius, diameter, area of sector, arc length of a circle with appropriate unit labels. (eg develop a circular watering system)

**Goal 2.2: Apply the concepts of rates, ratios, and proportions.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- TM.2.2.1 Determine an unknown term in a ratio. (eg comparing cost of living between cities)

**Goal 2.3: Apply dimensional analysis.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- TM.2.3.1 Solve English weights and measure problems using dimensional analysis. (eg feet per second to miles per hour)
- TM.2.3.2 By use of estimation convey knowledge of volume versus mass. (eg determine dosage of medicine per weight)

**Goal 2.4: Apply appropriate techniques, tools, and formulas to determine measurements.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- \*TM.2.4.1 Determine and use appropriate units. (eg using an existing recipe, calculate a recipe for a larger group, simplify and label new amounts)
- \*TM.2.4.2 Calculate area, surface area for two dimensional objects and volume for three-dimensional objects. (eg compute amount of cement needed for a sidewalk; calculate the cost of heating a building based on square footage)

### **Standard 3: Concepts and Language of Algebra and Functions**

**Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.**

**Objective(s): By the end of Technical Math, the student will be able to:**

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|----------|---|
| TM.3.1.1 | Represent mathematical relationships using variables, expressions, linear equations and inequalities. (eg using spreadsheet functions, determine sale price of items) |
| TM.3.1.2 | Perform operations on polynomial expressions. (eg compute regular and overtime gross and net earnings)  |
| TM.3.1.3 | Perform operations on radical expressions. (eg determine flow rate of water through a fire hose)  |
| TM.3.1.4 | Perform operations on rational expressions. (eg determine earnings for a given time frame)  |
| TM.3.1.5 | Factor quadratics and other polynomial expressions. (eg determine flight time of a rocket)  |
| TM.3.1.6 | Represent application problems as linear equations. (eg level of education versus pay; rate of speed versus fuel consumption; caloric intake versus expenditure)      |

**Goal 3.2: Evaluate algebraic expressions.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- TM.3.2.1 Perform fundamental operations on polynomial expressions. (eg calculate the total cost of various items within a meal)

**Goal 3.3: Solve algebraic equations and inequalities.**

**Objective(s): By the end of Technical Math, the student will be able to:**

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| TM.3.3.1 | Find solutions to simple quadratic equations. (eg calculate water content of soil based on its weight) |
| TM.3.3.2 | Solve exponential equations. (eg determine atmospheric pressure)                                       |

- TM.3.3.3 Solve logarithmic equations. (eg determine power of a satellite needed to transmit signals)
- TM.3.3.4 Solve absolute value equations. (eg stopping distance of a car)
- TM.3.3.5 Solve systems of inequalities in two variables. (eg determine needed sales for a company given overhead)
- TM.3.3.6 Solve basic one and two step rational equations. (eg determine amount of medication to administer based on packaging size)

**Goal 3.4: Solve simple linear systems of equations.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- TM.3.4.1 Solve a system of two linear equations in an application setting. (eg child care facility – sq footage to number of children; solving electrical current in a circuit with multiple paths)

**Goal 3.5: Understand the concept of functions.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- |          |   |
|----------|---|
| TM.3.5.1 | Determine whether a relation is a function given graphs, charts, ordered pairs, mappings, or equations. (eg graph the distance a ballistic device travels at different angles and determine if the data is a function of the angle) |
| TM.3.5.2 | Differentiate between linear and non-linear functions and graphs. (eg differentiate between a thrown object and the distance a car travels)   |
| TM.3.5.3 | Identify domain and range for given graphs, charts, ordered pairs, mappings, or linear functions. (eg constraints of any situation such as a budget)  |
- TM.3.5.4 Evaluate functions. (eg work with the function  $V=I \cdot R$  and solve for different I and R)

**Goal 3.6: Apply functions to a variety of problems.**

**Objective(s): By the end of Technical Math, the student will be able to:**

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|----------|--|
| TM.3.6.1 | Model real-world phenomena with linear functions. (eg graph fuel consumption versus speed)       |
| TM.3.6.2 | Use graphs and tables to represent and solve problems. (eg stress test of cardiovascular system) |
- TM.3.6.3 Solve application problems by isolating a specific variable in a formula and then substituting values. (eg determining interest rate on a loan)

**Standard 4: Concepts and Principles of Geometry**

**Goal 4.1: Apply concepts of size, shape, and spatial relationships.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- \*TM.4.1.1 Identify and apply congruency and similarity of two-dimensional figures. (eg compare trusses or wall panels)
- \*TM.4.1.2 Identify the scale factor of similar three-dimensional figures and find the ratios of their surface areas and volumes. (eg compare blueprint to actual model )
- \*TM.4.1.3 Use transformational geometry to rotate, translate, and reflect figures in a coordinate plane. (eg flip a house plan)
- TM.4.1.4 Describe and apply magnitude and direction of vectors. (eg determine resultant direction due to wind)

**Goal 4.2 Apply the geometry of right triangles.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- TM.4.2.1 Understand and apply the Pythagorean Theorem for problem solving. (eg checking accuracy on gate construction)
- \*TM.4.2.2 Identify and apply special right triangle relationships. (eg isometric drawing in drafting)
- \*TM.4.2.3 Use right triangle trigonometry to solve right triangles. (eg determine angle of elevation using sine, cosine and tangent)
- TM.4.2.4 Use trigonometric ratios to solve problems. (eg angle of depression)

**Goal 4.3: Apply graphing in two dimensions.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- \*TM.4.3.1 Determine the length and midpoint of a segment in the coordinate plane. (eg on-center carpentry from a blueprint would include the coordinate plane)
- TM.4.3.2 Graph quadratic and absolute value functions. (eg maximize profit from revenue)
- TM.4.3.3 Graph exponential functions. (eg rate of bacterial growth)
- TM.4.3.4 Graph systems of equations and inequalities in two variables. (eg mixing solutions for weed control)

**Goal 4.4: Apply concepts of parallel lines.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- TM.4.4.1 Identify the special angle pairs formed by parallel lines and a transversal. (eg building a gate; designing a quilt)
- TM.4.4.2 Apply the properties of special angle pairs formed by parallel lines and a transversal (eg building a gate; designing a quilt)

**Goal 4.5: Apply concepts of polygons.**

**Objectives: By the end of Technical Math, the student will be able to:**

- TM.4.5.1 Classify triangles and quadrilaterals based on their attributes. (eg label triangles and quadrilaterals in a house plan)
- \*TM.4.5.2 Find the sum of the interior and exterior angles of a polygon. (eg add the interior and exterior angles of a pentagonal swimming pool)
- TM.4.5.3 Find the measure of each interior and exterior angle of a regular polygon. (eg find the degree of angles to create a stop sign)

- \*TM.4.5.4 Determine whether or not a polygon is regular. (eg design a hexagon table using a circle)

**Goal 4.6: Understand basic concepts of a circle.**

**Objectives: By the end of Technical Math, the student will be able to:**

- TM.4.6.1 Identify the parts of a circle including radius, diameter, major/minor arcs, chords, secants and tangents. (eg necessary foundation information)
- TM.4.6.2 Determine the lengths of segments and the measures of angles formed by radii, chords, secants, and tangents. (eg calculate trim for an arched window)

**Goal 4.7: Apply Reasoning Skills.**

No objectives for this course.

**Goal 4.8: Represent and graph linear relationships.**

**Objectives: By the end of Technical Math, the student will be able to:**

- TM.4.8.1 Construct graphs and write equations and inequalities for linear relationships. (eg relationship between cost and demand)
- TM.4.8.2 Given a linear relationship, interpret the rate of change (slope) and the intercepts. (eg rate of feed to fill a grain truck)
- TM.4.8.3 Write equations of lines given various information including parallel, perpendicular, vertical, and horizontal lines. (eg alignment of restaurant with layout of city street)
- TM.4.8.4 Graph linear equations. (eg constant increase in water temperature over time; monthly changes in sales)

**Standard 5: Data Analysis, Probability, and Statistics**

**Goal 5.1: Represent data with a variety of formats.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- TM.5.1.1 Analyze and interpret tables, charts and graphs. (eg interpret a body mass index (BMI) chart)

**Goal 5.2: Collect, organize, and display data.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- |          |  |
|----------|--|
| TM.5.2.1 | Graph scatter plots and informal trend lines. (eg growth of state economy)                                       |
| TM.5.2.2 | Identify positive and negative correlations. (eg vehicle depreciation)   |
| TM.5.2.3 | Collect, organize, and display data in tables, charts and graphs. (eg chart change in stock values over 4 weeks) |

**Goal 5.3: Apply simple statistical measurements.**



**Objective(s): By the end of Technical Math, the student will be able to:**

TM.5.3.1      Make predictions and draw conclusions based on statistical measures. (eg predict the number of new jobs based on growth in population; predict the number of sunny days in a given area for a given time frame)

**Goal 5.4: Understand basic concepts of probability.**

No objectives at this course level

**Goal 5.5: Make predictions or decisions based on data.**

**Objective(s): By the end of Technical Math, the student will be able to:**

- TM.5.5.1      Make predictions based on randomness, chance, equally likely events, and probability. (eg predict the likelihood of having an accident using past accident data)
- TM.5.5.2      Use data to predict the chance of an event. (eg calculate the odds of a hit based on the batting average)

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**IDAHO CONTENT STANDARDS  
Pre-Calculus  
MATHEMATICS**

**Students are expected to know content and apply skills from Algebra II and prior math courses.**

Mathematical reasoning and problem solving processes will be incorporated throughout all mathematics standards. Students will demonstrate knowledge and communicate mathematical thinking through words, numbers, symbols, charts, graphs, tables, diagrams, and models.

Objectives provide the focus for this course. They will be taught using a variety of methods and applications so that students attain a deep understanding of these concepts and are able to apply them to solve real-world problems.

The appropriate use of technological tools is encouraged to assist students in solving problems and the formation and testing of conjectures.

**Standard 1: Number and Operations**

**Goal 1.1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.**

No objectives at this course level.

**Goal 1.2: Understand meanings of operations and how they relate to one another.**

No objectives at this course level.

**Goal 1.3: Compute fluently and make reasonable estimates.**

**Objective(s): By the end of Pre-Calculus, the student will be able to:**

- MA.1.1.1 Apply the properties of exponents and logarithms.
- MA.1.1.2 Perform operations with real and complex numbers.
- MA.1.1.3 Perform operations on matrices.

**Standard 2: Concepts and Principles of Measurement**

**Goal 2.1: Understand measurable attributes of objects and the units, systems, and processes of measurement.**

No objectives at this course level.

**Goal 2.2: Apply appropriate techniques, tools, and formulas to determine measurements.**

**Objective(s): By the end of Pre-Calculus, the student will be able to:**

- MA.2.2.1 Compute co-terminal angles and reference angles given an angle in standard position.
- MA.2.2.2 Convert between degree and radian measures.

**Standard 3: Concepts and Language of Algebra and Functions**

**Goal 3.1: Understand patterns, relations, and functions.**

**Objective(s): By the end of Pre-Calculus, the student will be able to:**

- MA.3.1.1     Verify and simplify trigonometric identities.
- MA.3.1.2     Select and use various representations for relations and functions.
- MA.3.1.3     Perform transformations such as: arithmetic combinations, inverses, and compositions of functions.
- MA.3.1.4     Apply the Fundamental Theorem of Algebra to determine roots of polynomial functions

**Goal 3.2: Represent and analyze mathematical situations and structures using algebraic symbols.**

**Objective(s): By the end of Pre-Calculus, the student will be able to:**

- MA.3.2.1     Write equations of circles, parabolas, and ellipses in standard form.
- MA.3.2.2     Solve trigonometric equations.
- MA.3.2.3     Solve exponential equations.
- MA.3.2.4     Solve logarithmic equations
- MA.3.2.5     Solve rational equations.
- MA.3.2.6     Solve polynomial equations.
- MA.3.2.7     Solve systems of linear equations.
- MA.3.2.8     Solve systems of linear inequalities.
- MA.3.2.9     Apply matrices to solve systems of equations.

**Goal 3.3: Use mathematical models to represent and understand quantitative relationships.**

**Objective(s): By the end of Pre-Calculus, the student will be able to:**

- MA.3.3.1     Identify the domain and range of sine and cosine functions.

**Goal 3.4: Analyze change in various contexts.**

**Objective(s): By the end of Pre-Calculus, the student will be able to:**

- MA.3.4.1     Apply and compare the properties of classes of functions, including polynomial, rational, exponential, and logarithmic functions.

**Standard 4: Concepts and Principles of Geometry**

**Goal 4.1: Analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships.**

**Objective(s): By the end of Pre-Calculus, the student will be able to:**

- MA.4.1.1     Find the period and amplitude of sine and cosine functions.

**Goal 4.2: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.**

**Objective(s): By the end of Pre-Calculus, the student will be able to:**

- MA.4.2.1 Sketch and convert coordinates of the rectangular and polar systems.
- MA.4.2.2 Draw an angle in standard position given degree or radian measure.
- MA.4.2.3 Locate the quadrant in which an angle lies given its radian or degree measure.

**Goal 4.3: Apply transformations and use symmetry to analyze mathematical situations.**

**Objective(s): By the end of Pre-Calculus, the student will be able to:**

- MA.4.3.1 Graph trigonometric functions of the form  $y = D + A\sin(Bx)$  and  $y = D + A\cos(Bx)$ .

**Goal 4.4: Use visualization, spatial reasoning, and geometric models to solve problems.**

**Objective(s): By the end of Pre-Calculus, the student will be able to:**

- MA.4.4.1 Apply unit circle trigonometry to determine exact values using sine, cosine, and tangent ratios.

### **Standard 5: Data Analysis, Probability, and Statistics**

**Goal 5.1: Collect, organize, and display data using a variety of formats.**

**Objective(s): By the end of Pre-Calculus, the student will be able to:**

- MA.5.1.1 Choose an experimental design or survey sampling method appropriate to collect data.
- MA.5.1.2 Choose an appropriate table or graph to display data.

**Goal 5.2: Select and use appropriate statistical methods to analyze data.**

**Objective(s): By the end of Pre-Calculus, the student will be able to:**

- MA.5.2.1 Identify and apply arithmetic, geometric, and infinite notation.
- MA.5.2.2 Identify  $n$ th terms of arithmetic and geometric sequences.
- MA.5.2.3 Find the  $n$ th term in arithmetic and geometric series.
- MA.5.2.4 Find sums of arithmetic, geometric, and infinite series.
- MA.5.2.5 Use Pascal's Triangle to calculate binomial coefficients.
- MA.5.2.6 Use the Binomial Theorem to calculate binomial coefficients.

**Goal 5.3: Develop and evaluate inferences and predictions that are based on data.**

No objectives at this course level.

**Goal 5.4: Understand basic concepts of probability.**

No objectives at this course level.

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## Secondary Mathematics AP Calculus

*Prerequisite: Pre-Calculus Course or Teacher Recommendation*

### **Course Description:**

An Idaho Course in AP Calculus consists of a full year of academic work in calculus and related topics. This should be equivalent to a one semester entry-level calculus course in most colleges or universities. The topics and concepts that should be included in any calculus course, whether AB or BC, can be found in the *Advanced Placement Course Description for Calculus*. Updated annually, this publication provides a descriptive outline for the course while detailing the content and skills students need to demonstrate. This publication also provides a description of the Advanced Placement examination, sample multiple-choice questions with an answer key, and sample free-response questions. Using the *Advanced Placement Course Description for Calculus* as a guide, the teacher is responsible for expanding the course to include enrichment, applications and special projects. The *Advanced Placement Teacher's Guide in Calculus* is a publication that teachers may find very helpful. It contains syllabi developed by high school teachers currently teaching AP Calculus, lesson plans, current teaching techniques, and lists of recommended teaching resources.

Copies of the *Advanced Placement Course Description for Calculus* and the *Advanced Placement Teacher's Guide in Calculus* for the current year may be obtained by writing to:

College Board Publications  
Dept. CMC0400 A B C D  
Two College Way  
Forrester Center, WV 25438

Materials may be purchased online at [www.collegeboard.com](http://www.collegeboard.com) in the College Board Online Store. Additional information about the course, previous AP Tests and review problems, and any supplemental materials may be reviewed at <http://apcentral.collegeboard.com>.

Below is an abbreviated version of the course outline from the College Board AP Calculus website.

## **I. Functions, Graphs, and Limits**

- Analysis of graphs
- Limits of functions (including one-sided limits)
- Asymptotic and unbounded behavior
- Continuity as a property of functions
- \* Parametric, polar, and vector functions

## **II. Derivatives**

- Concept of the derivative
- Derivative at a point
- Derivative as a function
- Second derivatives
- Applications of derivatives
- Computation of Derivatives

## **III. Integrals**

- Interpretations and properties of definite integrals
- Applications of integrals
- Fundamental Theorem of Calculus
- Techniques of antidifferentiation
- Applications of antidifferentiation
- Numerical approximations to definite integrals

## **\*IV. Polynomial**

- \* Concept of series
- \* Series of constants
- \* Taylor series

**Note:** The topic outline for Calculus BC includes all of the topics for Calculus AB. Additional topics are indicated with an asterisk (\*).



**Secondary Mathematics**  
**AP Statistics**

*Prerequisite: Mastery of Algebra II and/or appropriate Compass Score*

**Course Description**

A course in AP Statistics consists of a full academic year of work in statistics and related topics comparable to courses in colleges and universities. The *Advanced Placement Course Description for Statistics* for the current school year should be consulted to provide the teacher with a guide to the topics and concepts that should be included in the high school statistics course. This publication is updated by the College Board and provides a descriptive outline of the course, detailing its content and the kinds of skills students are expected to demonstrate in the corresponding introductory college-level course (see the abbreviated outline below). It also provides a description of the Advanced Placement examination, sample multiple-choice questions with an answer key, and sample free-response questions. The *Advanced Placement Course Description for Statistics* should be the guide, and the teacher is responsible for expanding the course to include applications and enrichment. The *Advanced Placement Teacher's Guide in Statistics* is another publication containing syllabi developed by high school teachers currently teaching the AP course and by college faculty who teach the equivalent course at their institutions. It also contains lesson plans, innovative teaching tips, and lists of recommended teaching resources.

Copies of the *Advanced Placement Course Description for Statistics* and the *Advanced Placement Teacher's Guide in Statistics* for the current year may be obtained by writing to:

College Board Publications  
Dept. CMC0400 A B C D  
Two College Way  
Forrester Center, WV 25438

Materials may be purchased online at [www.collegeboard.com](http://www.collegeboard.com) in the College Board Online Store. Additional information regarding the course and ancillary materials may be reviewed at <http://apcentral.collegeboard.com>.

Below is an abbreviated version of the course outline from the College Board AP Statistics website.

**I. Exploring Data: Describing patterns and departures from patterns.**

- A. Constructing and interpreting graphical displays of distributions of univariate data (dotplot, stemplot, histogram, cumulative frequency plot)
- B. Summarizing distributions of univariate data
- C. Comparing distributions of univariate data (dotplots, back-to-back stemplots, parallel boxplots)
- D. Exploring bivariate data
- E. Exploring categorical data

**II. Sampling and Experimentation: Planning and conducting a study.**

- A. Overview of methods of data collection
- B. Planning and conducting surveys
- C. Planning and conducting experiments
- D. Generalizability of results and types of conclusions that can be drawn from observational studies, experiments, and surveys

**III. Anticipating Patterns: Exploring random phenomena using probability and simulation.**

- A. Probability
- B. Combining independent random variables
- C. The normal distribution
- D. Sampling distributions

**IV. Statistical Inference: Estimating population parameters and testing hypotheses.**

- A. Estimation (point estimators and confidence intervals)
- B. Tests of significance

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IDAHO ADMINISTRATIVE CODE IDAPA 08.02.02 State Board of Education Rules Governing Uniformity

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated into this rule: (3-30-07)

**01. The Idaho Content Standards.** The Idaho Content Standards as adopted by the State Board of Education on April 18, 2008. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. ~~(11-2-07)T~~ (04-18-08)T

**02. The Idaho English Language Development Standards.** The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.** The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**04. The Idaho English Language Assessment (IELA) Achievement Standards.** The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards.** Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**06. The Idaho ~~Alternative Assessment~~ Extended Content Standards.** The Idaho ~~Alternative Assessment~~ Extended Content Standards as adopted by the State Board of Education on April 18, 2008. Copies of the document can be found at the State Board of Education website at <http://www.boardofed.idaho.gov> ~~(11-2-07)T~~ (04-18-08)T

**07. The Idaho Alternative Assessment Extended Achievement Standards.** Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on April 20, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (10-11-07)T

**09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (10-11-07)T

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**TITLE 33  
EDUCATION  
CHAPTER 16  
COURSES OF INSTRUCTION**

33-1612. THOROUGH SYSTEM OF PUBLIC SCHOOLS. The constitution of the state of Idaho, section 1, article IX, charges the legislature with the duty to establish and maintain a general, uniform and thorough system of public, free common schools. In fulfillment of this duty, the people of the state of Idaho have long enjoyed the benefits of a public school system, supported by the legislature, which has recognized the value of education to the children of this state.

In continuing recognition of the fundamental duty established by the constitution, the legislature finds it in the public interest to define thoroughness and thereby establish the basic assumptions which govern provision of a thorough system of public schools.

A thorough system of public schools in Idaho is one in which:

1. A safe environment conducive to learning is provided;
2. Educators are empowered to maintain classroom discipline;
3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
4. The skills necessary to communicate effectively are taught;
5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
6. The skills necessary for students to enter the work force are taught;
7. The students are introduced to current technology; and
8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

The state board shall adopt rules, pursuant to the provisions of chapter 52, title 67, Idaho Code, and section 33-105(3), Idaho Code, to establish a thorough system of public schools with uniformity as required by the constitution, but shall not otherwise impinge upon the authority of the board of trustees of the school districts. Authority to govern the school district, vested in the board of trustees of the school district, not delegated to the state board, is reserved to the board of trustees. Fulfillment of the expectations of a thorough system of public schools will continue to depend upon the vigilance of district patrons, the dedication of school trustees and educators, the responsiveness of state rules, and meaningful oversight by the legislature.

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**SUBJECT**

Revision to the Idaho Extended Content Standards

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-2002, Idaho Code

**BACKGROUND**

The Individuals with Disabilities Act (IDEA 1997) and the No Child Left Behind Act (NCLB 2002) require all students, including students with significant cognitive disabilities, to be able to access the general education curriculum and participate in the state accountability system. In 2003 NCLB further defined how students with significant cognitive disabilities could be included in the state accountability system by including the option for states to develop alternate assessments based on alternate grade level content standards. Alternate curricular standards in the areas of Reading/Language Arts, Math, Science, Social Studies, Health/Wellness and Humanities have been included in the Administrative Rules of the State Board of Education since November 1, 2006. Since an emphasis has been placed on the alignment of extended content standards and the state's alternate assessment to the state grade level content standards, it was necessary to reorganize and revise the alternate achievement curricular standards to better align with the K-12 Idaho Content Standards for Reading/Language Arts, Math, and Science so Idaho will be able to meet the intent of the No Child Left Behind Act. When the State Board of Education approved the policy standard statements for each curricular area by grade, and revised the current curricular standards to show a progression of what students would be required to know and be able to do from one grade level to the next, the State Department of Education Special Education Division followed the same process to develop extended content standard policy statements as well as revising the alternate curricular standards. The Special Education Division provided leadership, through special education consultants in bringing together groups of educators, content specialists, and parents of students with disabilities to develop the grade level policy standards statements and revise the alternative achievement standards that are currently in board rule. This work started July 2006 and was finished the end of December 2007 for the three content areas of Reading/Language Arts, Mathematics, and Science. In addition to the reorganization and revision of the standards, it will be necessary to rewrite the Idaho Alternate Assessment (IAA) test blueprint by Summer 2008 for Reading, Language Usage, Math, and Science, to ensure federal compliance and alignment of standards and the IAA. The new test blueprint will be used by the Idaho State Department of Education to redesign the locally developed alternate assessments and select appropriate rating scale items for the spring 2009 IAA. This process is being completed under the guidance of Stephen N. Elliott, PhD at Vanderbilt University and the staff from the State Department of Education Special Education section.

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**DISCUSSION**

The Idaho Extended Content Standards presented to the Board at this time are aligned with the 2006 Idaho Academic Content Standards. It was necessary to reorganize and revise the alternate achievement standards in order to meet the federal requirements of NCLB and IDEA. The extended policy standards statements demonstrate access to each curricular area at each grade. The extended content indicators more clearly define the academic content students with significant cognitive disabilities can retain and apply. A new test blueprint for the IAA will provide an understanding of how to cover the depth and breadth of the extended standards.

This rule change will also change the name of these standards from the Idaho Alternative Assessment Extended Content Standards to the Idaho Extended Content Standards. The change in name will help to clarify the type of standards that Idaho developed and will employ under the NCLB and ESEA requirements and their parallel correlation to the Idaho Content Standards.

**IMPACT**

The Idaho Alternate Assessment will be aligned this summer to these Idaho Extended Content Standards in order to meet NCLB and IDEA requirements for students with significant cognitive disabilities. If the standards are not approved in time to rewrite the IAA test blueprint, Idaho will not be in compliance with the federal guidelines.

**ATTACHMENTS**

Attachment 1 – Extended Content Standards for Language Arts	Page 3
Attachment 2 – Extended Content Standards Mathematics	Page 27
Attachment 3 – Extended Content Standards Science	Page 41
Attachment 4 – Temporary and Proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness	Page 51

**STAFF COMMENTS AND RECOMMENDATIONS**

**BOARD ACTION**

Motion to approve the Idaho Extended Content Standards.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Motion to approve the temporary and proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate the Idaho Extended Content Standards.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**STATE DEPARTMENT OF EDUCATION  
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IDAHO EXTENDED CONTENT STANDARDS  
LANGUAGE ARTS**

**Standard 1: Reading Process**

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 1.1: Acquire Concepts About Print</b>	K.LA.1.1.1A Demonstrates behavior that indicates attention to a book and turning pages.	1.LA.1.1.1 A Demonstrates correct access to reading material in a meaningful manner.	2.LA.1.1.1 A Recognizes print conventions such as letters, words or sentences represented by pictures, objects, sign, or text.	3.LA.1.1.1A Recognizes print conventions such as letters, words, sentences, punctuation, paragraphs, etc.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Speech.
	K.LA.1.1.2A Shows interest in reading materials while listening to familiar text being read.	1.LA.1.1.2 A Match letters or objects in first letter order using an alphabet chart	2.LA.1.1.2 A Matches letters, objects, or words in order using an alphabet chart.	3.LA.1.1.2 A Identifies letters, objects, or words in order using an alphabet chart.										
	K.LA.1.1.3A Follows communication displays (pictures/objects/symbols/words) from left to right progression and top to bottom													
	K.LA.1.1.4 A Attends by watching and/or listening to words/pictures/objects found in reading environments.													
	K.LA.1.1.5A Imitates the one to one correspondence between the spoken word and graphic symbol (picture/word gesture/object)													
	K.LA.1.1.6A Imitates segmenting graphic symbols of letters, words, or sentences.													

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**LANGUAGE ARTS**

**Standard 1: Reading Process** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 1.2: Acquire Concepts About Text</b>	K.LA.1.2.1 A Points to items named by the teacher to convey understanding of the word (e.g. names, signs, school and classroom objects, etc).	1.LA.1.2.1 A Respond to environmental print with assistance (e.g. signs, symbols	2.LA.1.2.1 A Attend and respond to different kinds of texts types.	3.LA.1.2.1 A Recognize similar types of text and formats.	4.LA.1.2.1 A Show interest in text types and formats of various kinds of text in the environment.	5.LA.1.2.1 A Identify literary and informational/ functional texts, pictures, and/or media.	6.LA.1.2.1 A Identify literary and informational/ functional texts, pictures, and/or media.	7.LA.1.2.1 A Use literary and informational/ functional texts, pictures, and/or media to understand information in text.	8.LA.1.2.1 A Identify literary and informational/ functional texts, pictures, and/or electronic sources to access information.	9.LA.1.2.1 A Identify similarities or differences in structure and format of informational/ functional texts, pictures, and/or media.	10.LA.1.2.1 A Identify similarities or differences in structure and format of informational/ functional texts, pictures, and/or media.	11.LA.1.2.1 A Identify similarities or differences in structure and format of literary and informational/ functional texts, pictures, and/or media.	12.LA.1.2.1 A Identify similarities or differences in structure and format of literary and informational/ functional texts, pictures, and/or media.	No objectives in Speech.
	K.LA.1.2.2 A Identifies a book, including front cover, back cover, and title, when provided a visual or tactile representation.	1.LA.1.2.2 A Locates the front cover with title of a book or reading selection.	2.LA.1.2.2 A Locates the title of a book or reading selection.	3.LA.1.2.2 A Responds to the purpose of print conventions such as punctuation, paragraph, bold print, etc	4.LA.1.2.2 A Identify parts of a book and/or text features to aid in comprehension i.e. title, illustrations.	5.LA.1.2.2 A Identify parts of a book and/or text features to aid in comprehension, i.e. heading, captions, introductory paragraph.	6.LA.1.2.2 A Identify parts of a book and/or text features to aid in comprehension, i.e. directions, sequences, glossary.	7.LA.1.2.2 A Use parts of a book and/or text features to understand a selection, such as appendix.	8.LA.1.2.2 A Use parts of a book and/or text features to understand a selection.	9.LA.1.2.2 A Use parts of a book and/or text features to identify different genres of literature.	10.LA.1.2.2 A Use parts of a book and/or text features to identify different genres of literature.			
		1.LA.1.2.3 A Attend to simple graphic features in text.	2.LA.1.2.3 A Recognize graphic features in text, i.e. charts and diagrams.	3.LA.1.2.3 A Identify graphic features in text, i.e. graphs, italics, bold print.	4.LA.1.2.3 A Identify graphic features that support text meaning.	5.LA.1.2.3 A Identify information using graphic features in text.	6.LA.1.2.3 A Identify graphic features in text that provides information for research topics.	7.LA.1.2.3 A Interpret graphic features in text to acquire meaning.	8.LA.1.2.3 A Use graphic features in text to communicate information.					
<b>Goal 1.3: Acquire Phonological Awareness Skills</b>	K.LA.1.3.1A Responds to familiar songs and rhymes.	1.LA.1.3.1 A Identify beginning sounds as same or different.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.
	K.LA.1.3.2A Imitates or identifies rhyming words.	1.LA.1.3.2A Change sounds in a word to make a new word.												
	K.LA.1.3.3A Identifies when groups of words/pictures/ objects begin with the same sound.	1.LA.1.2.3A Uses phonemes to blend into recognizable words, i.e. Name												

**STATE DEPARTMENT OF EDUCATION  
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IDAHO EXTENDED CONTENT STANDARDS  
LANGUAGE ARTS**

**Standard 1: Reading Process** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 1.3: Acquire Phonological Awareness Skills</b> <i>(continued from previous page)</i>	K.LA.1.3.4A Reproduces simple onsets and rimes to produce real words (e.g. repeats onset /c/ with rime /at/ to produce /cat/)	1.LA.1.3.4A Segment syllables (beats) in a word.												
	K.LA.1.3.5A Attends to adults blending spoken phonemes (CVC) to form single syllable words (e.g. /d/.../o/.../g/ says dog and shows picture or object)													
	K.LA.1.3.6A Match the initial sound (not the letter) to the initial sound of a spoken word.													
	K.LA.1.3.7A Segments one-syllable words into its phonemes, (e.g. using manipulatives to mark each phoneme, imitates an adult)													
	K.LA.1.3.8A Identifies syllables in a word.													
<b>Goal 1.4: Acquire Decoding Skills Using Word Parts</b>	K.LA.1.4.1 A Reproduces sounds or symbols to match sounds or symbols in similar words.	1.LA.1.4.1 A Match sound to letter symbol.	2.LA.1.4.1 A Match letter symbols to sound.	3.LA.1.4.1 A Identify word patterns and/or word families.	4.LA.1.4.1 A Identify word parts as letters and syllables, i.e. prefix, word families, root word, suffix.	5.LA.1.4.1 A Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix.	6.LA.1.4.1 A Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix	7.LA.1.4.1 A Use word parts (letters, syllables) to decode unfamiliar words, i.e. prefix, word family, root word, suffix	8.LA.1.4.1A Use word parts (letters, syllables) to read multi-syllable words, i.e. prefix, word family, root word, suffix	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.
		1.LA.1.4.2 A Imitate reading abbreviations in text appropriate to grade level.	2.LA.1.4.2 A Attend to abbreviations in text appropriate to grade level.	3.LA.1.4.2 A Recognizes abbreviations in text appropriate to grade level.	4.LA.1.4.2 A Read simple abbreviations appropriate to grade level.	5.LA.1.4.2 A Read simple abbreviations appropriate to grade level.	6.LA.1.4.2 A Read simple abbreviations appropriate to grade level.	7.LA.1.4.2 A Read simple abbreviations appropriate to grade level.	8.LA.1.4.2 A Read simple abbreviations appropriate to grade level.					

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<b>Goal 1.5: Acquire Decoding Skills Using Syllabication</b>	K.LA.1.5.1 A Match letter symbols.	1.LA.1.5.1 A Match common onsets, rimes, and word patterns to generate words.	2.LA.1.5.1 A Identify that letters put together make words.	3.LA.1.5.1 A Identify that letters and syllables put together make words.	4.LA.1.5.1 A Identify that letters and syllables put together make words.	5.LA.1.5.1 A Identify that letters put together with certain rules make words.	6.LA.1.5.1 A Identify that letters put together with certain rules make words.	7.LA.1.5.1 A Identify that letters put together with certain rules make words.	8.LA.1.5.1 A Identify that letters put together with certain rules make words.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Speech.
<b>Goal 1.6: Acquire Decoding Skills Using Context</b>	No objectives at this grade level.	1.LA.1.6.1A Use visual, tactile, and/or auditory prompts to identify new words.	2.LA.1.6.1 A Use visual, tactile, and/or auditory prompts to identify new words.	3.LA.1.6.1 A Use visual, tactile, and/or auditory prompts to identify new words.	4.LA.1.6.1 A Use visual, tactile, and/or auditory prompts to identify new words.	5.LA.1.6.1 A Use visual, tactile, and/or auditory prompts to identify new words.	6.LA.1.6.1 A Use visual, tactile, and/or auditory prompts and context clues to identify new words.	7.LA.1.6.1 A Use visual, tactile, and/or auditory prompts and context clues to identify new words.	8.LA.1.6.1 A Use visual, tactile, and/or auditory prompts and context clues to identify new words.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Speech.
<b>Goal 1.7: Acquire Fluency</b>	K.LA.1.7.1 A Recognizes automatically between 5 to 25 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words).	1.LA.1.7.1 A Recognizes automatically between 10 to 35 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words).	2.LA.1.7.1 A Recognizes automatically between 15 to 45 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words).	3.LA.1.7.1 A Recognizes automatically between 20 to 50 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words).	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Speech.
		1.LA.1.7.2 A Listen to grade 1 appropriate text read aloud by repeating text in choral reading.	2.LA.1.7.2 A Listen to grade 2 appropriate text read aloud by repeating text in choral reading.	3.LA.1.7.2 A Listen to grade 3 appropriate text read aloud by repeating text in choral reading.	4.LA.1.7.1 A Read simplified, grade 4 appropriate text.	5.LA.1.7.1 A Read simplified, grade 5 appropriate text.	6.LA.1.7.1 A Read simplified, grade 6 appropriate text.	7.LA.1.7.1 A Read simplified, grade 7 appropriate text.	8.LA.1.7.1 A Read simplified, grade 8 appropriate text.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Speech.
<b>Goal 1.8: Vocabulary and Concept Development</b>	K.LA.1.8.1 A Classify common words, pictures and/or objects into basic categories.	1.LA.1.8.1 A Identify words and concepts of the inflectional ending (i.e. plural, ing).	2.LA.1.8.1 A Identify words and the meaning of inflectional ending, such as singular and plural or -ed.	3.LA.1.8.1 A Identify words and the meaning of common suffixes, such as singular and plural.	4.LA.1.8.1 A Identify common words and the meaning of common suffixes, such as singular and plural.	5.LA.1.8.1 A Identify root words and the meaning of common suffixes.	6.LA.1.8.1 A Identify common root words and the meaning of other words derived from the root	7.LA.1.8.1 A Identify words and the meaning of common prefixes, such as un- or pre-.	8.LA.1.8.1 A Identify root words and the meaning of common affixes, such as the meaning of un and ful.	9.LA.1.8.1 A Identify root words and the meaning of common affixes.	10.LA.1.8.1 A Identify root words and the meaning of common affixes.	11.LA.1.8.1A Identify root words and the meaning of common affixes.	12.LA.1.8.1 A Identify root words and the meaning of common affixes.	No objectives in Speech.
	K.LA.1.8.2 A Match word meaning in the context in which the word is used (i.e. use picture clues, prompts from spoken words)	1.LA.1.8.2 A Match common antonyms using pictures, objects, signs	2.LA.1.8.2 A Identify words that are common opposites or mean the same (antonyms, synonyms).	3.LA.1.8.2 A Identify words and the concepts of same or opposite in meaning (synonyms, antonyms)	4.LA.1.8.2 A Identify words and the concepts of same or opposite in meaning and same sounds-spelled differently (synonyms, antonyms, homophones)	5.LA.1.8.2 A Use context to define words and words that have multiple meanings.	6.LA.1.8.2 A Use context to define words and words that have multiple meanings.	7.LA.1.8.2 A Identify word and concept differences, involving antonyms, synonyms, and words with multiple meanings.	8.LA.1.8.2 A Identify word and concept differences, involving antonyms, synonyms, and words with multiple meanings.	9.LA.1.8.2 A Use context clues to determine the meaning of words.	10.LA.1.8.2A Use context clues to determine the meaning of words.	11.LA.1.8.2A Use context clues to determine the meaning of words.	12.LA.1.8.2 A Use context clues to determine the meaning of words.	

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<b>Goal 1.8: Vocabulary and Concept Development</b> <i>(continued from previous page)</i>	K.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Kindergarten content area text.	1.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 1 content area text.	2.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 2 content area text.	3.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 3 content area text.	4.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 4 content area text.	5.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 5 content area text.	6.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 6 content area text.	7.LA.1.8.3 A Use pictures/ objects/ gestures/ words necessary to clarify, predict, or expand meaning and concepts.	8.LA.1.8.3 A Identify and/or use words and concepts related to each grade 8 content area.					
		1.LA.1.8.4 A Use personal dictionary of pictures/objects, signs, etc to develop concepts and vocabulary.	2.LA.1.8.4 A Use dictionary materials to develop concepts and vocabulary.	3.LA.1.8.4 A Use dictionary materials to develop concepts and vocabulary.	4.LA.1.8.4 A Use dictionary materials to develop concepts and vocabulary.	5.LA.1.8.4 A Use reference materials to develop vocabulary and meaning of words, e.g. dictionary or thesaurus.	6.LA.1.8.4 A Use reference materials to develop vocabulary and meaning of words, e.g. dictionary or thesaurus.	7.LA.1.8.4 A Use reference materials to develop vocabulary and meaning of words such as dictionary or thesaurus.	8.LA.1.8.4 A Use reference materials to develop vocabulary and meaning of words, such as dictionary or thesaurus.					

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**Standard 2: Comprehension/Interpretation**

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 2.1: Acquire Strategies and Skills for Comprehending Text</b>	K.LA.2.1.1A Identifies text for reading.	1.LA.2.1.1 A Attend to reading for a purpose (e.g. pleasure, information)	2.LA.2.1.1 A Identify the purpose of different kinds of text.	3.LA.2.1.1 A Identify the purpose of different kinds of text.	4.LA.2.1.1 A Identify the purpose of different kinds of text.	5.LA.2.1.1 A Identify the purpose of different kinds of text.	6.LA.2.1.1 A Identify the purpose of different kinds of text.	7.LA.2.1.1 A Identify the purpose or use of various texts.	8.LA.2.1.1 A Interpret facts or events from different kinds of text to demonstrate understanding.	9.LA.2.1.1 A Interpret a single issue from different kinds of text to demonstrate understanding.	10.LA.2.1.1 A Interpret different kinds of text to demonstrate understanding.	11.LA.2.1.1 A Interpret different kinds of text to demonstrate understanding.	12.LA.2.1.1 A Interpret different kinds of text to demonstrate understanding.	No objectives in Speech.
	K.LA.2.1.2 A Match information and/or events in texts to self.	1.LA.2.1.2 A Participate in connecting the information and events in texts to self.	2.LA.2.1.2 A Participate in connecting the information and events in texts to self.	3.LA.2.1.2 A Connect the information and events in texts to self.	4.LA.2.1.2 A Connects cause and effect relationships in text to self.	5.LA.2.1.2 A Connects cause and effect relationships in text.	6.LA.2.1.2 A Connects cause and effect relationships in text.	7.LA.2.1.2 A Connect cause and effect relationships in text to gain meaning.	8.LA.2.1.2 A Identify cause and effect relationship in text.	9.LA.2.1.2 A Identify need for clarification or assistance when reading.	10.LA.2.1.2 A Identify need for clarification or assistance when reading.	11.LA.2.1.2 A Identify need for clarification or assistance when reading.	12.LA.2.1.2 A Identify need for clarification or assistance when reading.	
	K.LA.2.1.3A Identify picture clues, objects, and gestures in context to aid comprehension.	1.LA.2.1.3 A Participate in using picture clues and context to identify a conclusion based on text.	2.LA.2.1.3 A Participate in using picture clues and context to identify a conclusion based on the text.	3.LA.2.1.3 A Use picture clues and context to support a conclusion from text.	4.LA.2.1.3 A Use picture clues and context to support a conclusion from text.	5.LA.2.1.3 A Use picture clues and context to support a conclusion from text.	6.LA.2.1.3 A Use picture clues and context to support a conclusion from text.	7.LA.2.1.3 A Use picture clues and context to draw a conclusion or form an opinion.	8.LA.2.1.3 A Use picture clues and context to draw a conclusion or form an opinion.	9.LA.2.1.3 A Create a simple outline, notes, chart, and/or diagram (Use simple templates).	10.LA.2.1.3 A Use simple outlines, notes, charts, and/or diagrams to aid in comprehension.	11.LA.2.1.3 A Use picture clues and context to comprehend text.	12.LA.2.1.3 A Use picture clues and context to comprehend text.	
<b>Goal 2.2: Acquire Skills to Comprehend Expository Text</b>	K.LA.2.2.1 A Participate in identify pictures, objects, gestures, or words for topics in expository text that is heard or read.	1.LA.2.2.1 A Identify a topic of expository text that is heard or read.	2.LA.2.2.1 A Identify a main idea in expository text that is heard or read.	3.LA.2.2.1 A Identify cause-effect and descriptions in expository text.	4.LA.2.2.1 A Identify between facts and opinions in expository text.	5.LA.2.2.1 A Identify details in expository text to support comprehension.	6.LA.2.2.1 A Identify various structures of expository text.	7.LA.2.2.1 A Identify various structures of expository text.	8.LA.2.2.1 A Identify various structures of expository text.	9.LA.2.2.1 A Identify the main idea in informational text, e.g. newspapers, articles, speeches.	10.LA.2.2.1 A Identify and sequence information or procedures from informational text.	11.LA.2.2.1 A Identify the main idea in informational text, e.g. promotional literature	12.LA.2.2.1 A Identify the main idea in informational text, e.g. policies , speeches	No objectives in Speech.
	K.LA.2.2.2A Respond to yes/no question based on: fact in an expository text, heard or read.	1.LA.2.2.2 A Respond to yes/no question based on: who, what, when, where, how, why in expository text that is heard or read.	2.LA.2.2.2 A Respond to yes/no question based on: who, what, when, where, how, why in expository text that is heard or read.	3.LA.2.2.2 A Respond to yes/no question based on: who, what, when, where, how, why in expository text that is heard or read.	4.LA.2.2.2 A Respond to yes/no question based on: how, why or what –if in expository text that is heard or read.	5.LA.2.2.2 A Respond to yes/no question based on: who, what, when, where, how, why in expository text that is heard or read.	6.LA.2.2.2 A Respond to yes/no question based on: how, why or what –if in expository text that is heard or read.	7.LA.2.2.2 A Respond to yes/no question based on: how, why or what –if in expository text that is heard or read.	8.LA.2.2.2 A Respond to yes/no question based on: how, why or what –if in expository text.	9.LA.2.2.2 A Identifies the purpose of a simple communication formats (e.g. letters, directions, websites, etc)	10.LA.2.2.2 A Identifies the purpose of a simple communication formats (e.g. letters, directions, websites, etc)			

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<b>Goal 2.2: Acquire Skills to Comprehend Expository Text</b> (continued from previous page)	K.LA.2.2.3 A Sequence two pieces of information from expository text using pictures or object clues.	1.LA.2.2.3 A Identify and sequence information from expository text using pictures or object clues.	2.LA.2.2.3 A Identify and sequence information from expository text using pictures or object clues to retell.	3.LA.2.2.3 A Identify and sequence details from expository text using pictures or object clues to retell.	4.LA.2.2.3 A Identify the main idea from expository text using pictures or object clues to retell.	5.LA.2.2.3 A Identify main idea from expository text using pictures or object clues to retell.	6.LA.2.2.3 A Identify facts and details from expository text using pictures or object clues to retell.	7.LA.2.2.3 A Identify the main idea and details from expository text to retell.	8.LA.2.2.3 A Identify the main idea and details from expository text to retell.	9.LA.2.2.3 A Identify between facts and opinions in an argument or claim by an author.	10.LA.2.2.3 A Identify between facts and opinions in an argument or claim by an author.	11.LA.2.2.3 Identify and sequence information from expository text.	12.LA.2.2.3 Identify and sequence information from expository text.	
	K.LA.2.2.4 A Follow single-step directions using clues from pictures, objects, signs, etc	1.LA.2.2.4 A Follow single-step directions using clues from pictures, objects, signs, etc.	2.LA.2.2.4 A Follow a single written direction.	3.LA.2.2.4 A Follow single and two-step directions (symbols such as pictures/ objects/ graphics/ words).	4.LA.2.2.4 A Follow single and two-step directions (symbols such as pictures/ objects/ graphics/ words).	5.LA.2.2.4 A Follow single and multi-step directions (symbols such as pictures/ objects/ graphics/ words).	6.LA.2.2.4 A Follow single and two-step written directions (symbols such as pictures/ objects/ graphics/ words).	7.LA.2.2.4 A Follow single and multi-step written directions (symbols such as pictures/ objects/ graphics/ words).	8.LA.2.2.4 A Identify the main purpose of a procedure specified in informational text.					
<b>Goal 2.3: Acquire Skills for Comprehending Literary Text</b>	K.LA.2.3.1 A React to a real or imaginary literary story that is heard or read.	1.LA.2.3.1 A Identify whether a story that is heard or read is reality or fantasy.	2.LA.2.3.1 A Identify between fiction and non fiction reading materials.	3.LA.2.3.1 A Identify different genres of literature (fairy tales, poetry.	4.LA.2.3.1 A Identify characteristics of various genres including poetry.	5.LA.2.3.1 A Identify genres of fiction and poems.	6.LA.2.3.1 A Identify genres of fiction and poems and matches a major characteristic of each form.	7.LA.2.3.1 A Demonstrate comprehension of literary text from a variety of genre, including poetry.	8.LA.2.3.1 A Demonstrate comprehension of literary text from a variety of genre.	9.LA.2.3.1 A Demonstrate comprehension of literary text from a variety of genre.	10.LA.2.3.1 A Demonstrate comprehension of literary text from a variety of genre.	11.LA.2.3.1 A Demonstrate comprehension of literary text from a variety of genre and traditions.	12.LA.2.3.1 A Demonstrate comprehension of literary text from a variety of genre and traditions.	No objectives in Speech.

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<b>Goal 2.3: Acquire Skills for Comprehending Literary Text</b> <i>(continued from previous page)</i>				3.LA.2.3.1 A Demonstrate comprehension of literary text.										
	K.LA.2.3.2 A Identify a character in a story that is heard or read.	1.LA.2.3.2 A Identify character(s) in a story that is heard or read.	2.LA.2.3.2 A Identify character(s) in a story that is heard or read.	3.LA.2.3.2 A Identify characters in a story.	4.LA.2.3.2 A Identify characters and their traits within a story heard or read.	5.LA.2.3.2 A Identify characters and their traits and/or actions.	6.LA.2.3.2 A Identify characters and their traits and/or actions.	7.LA.2.3.2 A Identify characters and their traits and/or actions.	8.LA.2.3.2 A Identify characters and their traits and/or actions.	9.LA.2.3.2 A Identify characters and their traits and/or actions.	10.LA.2.3.2 A Identify characters and their traits and/or actions.	11.LA.2.3.2 A Identify characters and their traits and/or actions.	12.LA.2.3.2 A Identify characters and their traits and/or actions.	
	K.LA.2.3.3 A Identify the setting in story that is heard or read.	1.LA.2.3.3 A Identify the setting in story that is heard or read.	2.LA.2.3.3 A Identify the setting in story that is heard or read.	3.LA.2.3.3 A Identify setting of a story.	4.LA.2.3.3 A Identify setting of a story.	5.LA.2.3.3 A Identify and describes a setting of a story.	6.LA.2.3.3 A Identify and describes a setting of a story.	7.LA.2.3.3 A Identify a setting of a story and its influence on character(s).	8.LA.2.3.3 A Identify a setting of a story and its influence on the meaning of the story.	9.LA.2.3.3 A Identify a setting of a story and its influence on the meaning of the story.				
	K.LA.2.3.4 A Retell the beginning of a story that is heard or read.	1.LA.2.3.4 A Retell the ending of a story that is heard or read.	2.LA.2.3.4 A Retell the basic topic of a story.	3.LA.2.3.4 A Retell a story.	4.LA.2.3.4 A Identify the main idea of a story plot.	5.LA.2.3.4 A Identify the main problem or plot of a story.	6.LA.2.3.4 A Identify the main problem or plot of a story.	7.LA.2.3.4 A Identify the main problem or plot of a story.	8.LA.2.3.4 A Identify the main problem and how it is resolved in a story.					
				3.LA.2.3.5 A Identify who is telling a story.	4.LA.2.3.5 A Identify who is telling a story.	5.LA.2.3.5 A Identify the speaker of a story.	6.LA.2.3.5 A Identify the speaker of a story.	7.LA.2.3.5 A Identify a story's speaker.	8.LA.2.3.5 A Identify the speaker of a story.	9.LA.2.3.4 A Identify a story's speaker.	10.LA.2.3.3 A Identify a story's speaker.			
				3.LA.2.3.6 A Identify a lesson of a fable or folktale.	4.LA.2.3.6 A Identify a lesson of a fable or folktale.	5.LA.2.3.6 A Identify a lesson that is presented in a literary selection.	6.LA.2.3.6 A Identify a theme that is presented in a literary selection.	7.LA.2.3.6 A Identify the theme of a story.	8.LA.2.3.6 A Identify the theme of a story.	9.LA.2.3.5 A Identify the theme of a story.	10.LA.2.3.4 A Identify the theme of a story.	11.LA.2.3.3 Identify the theme of a story.	12.LA.2.3.3 Identify the theme of a story.	



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<b>Goal 2.3: Acquire Skills for Comprehending Literary Text</b> <i>(continued from previous page)</i>				3.LA.2.3.7 Identify simple, common idioms.	4.LA.2.3.7 Identify simple, common idioms.	5.LA.2.3.7 A Identify the meaning of a metaphor or idiom.	6.LA.2.3.7 A Identify text that uses simple literary devices such as flashback or foreshadowing	7.LA.2.3.7 A Identify the meaning of a literary devices (e.g., imagery or onomatopoeia)	No objectives at this grade level.	9.LA.2.3.6 A Identify common idioms as figurative speech, i.e., symbolism.	10.LA.2.3.5 A Identify common idioms as figurative speech and imagery, i.e., sound of language.	11.LA.2.3.4 Identify common idioms as figurative speech and imagery, i.e. sound of language.	12.LA.2.3.4 Identify common idioms as figurative speech and imagery, i.e. sound of language.	
								7.LA.2.3.8 A Respond to a style of writing.	No objectives at this grade level.	9.LA.2.3.7 A Identify the author's style based on the elements of a story, eg. Word choice, themes, mood.	10.LA.2.3.6 A Identify the author's style based on the elements of a story, eg. Word choice, themes, mood.	11.LA.2.3.5 A Identify the author's style based on the elements of a story, eg. Word choice, themes, mood.	12.LA.2.3.5 A Identify the author's style based on the elements of a story, eg. Word choice, themes, mood.	

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**Standard 3: Writing Process**

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 3.1: Acquire Prewriting Skills</b>	K.LA.3.1.1 A Participate with other peers in generating ideas using pre-writing strategies.	1.LA.3.1.1 A Participate with other peers in generating ideas using pre-writing strategies.	2.LA.3.1.1 A Participate in generating ideas using prewriting strategies.	3.LA.3.1.1 A Participate in generating ideas using prewriting strategies.	4.LA.3.1.1 A Participate in generating ideas using prewriting strategies.	5.LA.3.1.1 A Generate ideas using simple, prewriting strategies.	6.LA.3.1.1 A Generate ideas using simple, prewriting strategies.	7.LA.3.1.1 A Generate ideas using simple, prewriting strategies.	8.LA.3.1.1 A Generate ideas using a simple, prewriting strategies.	9.LA.3.1.1 A Generate ideas using simple, prewriting strategies.	10.LA.3.1.1 A Generate ideas using simple, prewriting strategies.	11.LA.3.1.1 A Generate ideas using a variety of prewriting strategies.	12.LA.3.1.1 A Generate ideas using a variety of prewriting strategies.	No objectives in Speech.
	K.LA.3.1.2 A Choose pictures or objects in generating a story idea.	1.LA.3.1.2 A Participate in identifying a main idea.	2.LA.3.1.2 A Participate in identifying the main idea	3.LA.3.1.2 A Participate in identifying the main idea.	4.LA.3.1.2 A Participate in identifying the main idea	5.LA.3.1.2 A Participate in identifying the main idea appropriate to the type of writing.	6.LA.3.1.2 A Participate in identifying the main idea appropriate to the type of writing.	7.LA.3.1.2 A Generate a main idea appropriate to the type of writing.	8.LA.3.1.2 A Generate a main idea appropriate to the type of writing.	9.LA.3.1.2 A Generate a main idea appropriate to a type of writing.	10.LA.3.1.2 A Generate a main idea appropriate to a type of writing.	11.LA.3.1.2 A Generate a main idea and/or supporting details appropriate to a type of writing.	12.LA.3.1.2 A Generate a main idea and/or supporting details appropriate to a type of writing.	
			2.LA.3.1.3 A Participate in using strategies for planning and organizing writing.	3.LA.3.1.3 A Use strategies for planning and organizing writing.	4.LA.3.1.3 A Use strategies for planning and organizing writing.	5.LA.3.1.3 A Use strategies for planning and organizing writing.	6.LA.3.1.3 A Use strategies for planning and organizing writing.	7.LA.3.1.3 A Use strategies for planning and organizing writing.	8.LA.3.1.3 A Use strategies for planning and organizing writing.	9.LA.3.1.3 A Use strategies for planning and organizing writing.)	10.LA.3.1.3 A Use strategies for planning and organizing writing.)	11.LA.3.1.3 A Use strategies for planning and organizing writing.	12.LA.3.1.3 A Use strategies for planning and organizing writing.	
			2.LA.3.1.4 A Identify an appropriate writing format for audience	3.LA.3.1.4 A Select a writing format template for purpose and audience (e.g. graphic organizer, pictures, objects, etc).	4.LA.3.1.4 A Select a writing format template for purpose and audience (e.g. graphic organizer, pictures, objects, etc).	5.LA.3.1.4 A Identify an appropriate writing format for audience.	6.LA.3.1.4 A Identify an appropriate writing format for audience.	7.LA.3.1.4 A Identify an appropriate writing format to match audience or purpose.	8.LA.3.1.4 A Use an appropriate writing format to match audience or purpose.	9.LA.3.1.4 A Use an appropriate writing format to match audience or purpose.	10.LA.3.1.4 A Use an appropriate writing format to match audience and purpose.	11.LA.3.1.4 A Use an appropriate writing format to match audience and purpose.	12.LA.3.1.4 A Use an appropriate writing format to match audience and purpose.	
				3.LA.3.1.5 A Follow set time periods for producing a piece of writing.	4.LA.3.1.5 A Follow set time periods for producing a piece of writing.	5.LA.3.1.5 A Follow set time periods for producing a piece of writing.	6.LA.3.1.5 A Follow set time periods for producing a piece of writing.	7.LA.3.1.5 A Follow set time periods for producing a piece of writing.	8.LA.3.1.5 A Follow set time periods for producing a piece of writing.	9.LA.3.1.5 A Follow set time periods for producing a piece of writing.	10.LA.3.1.5 A Follow set time periods for producing a piece of writing.	11.LA.3.1.5 A Follow set time periods for producing a piece of writing.	12.LA.3.1.5 A Follow set time periods for producing a piece of writing.	
<b>Goal 3.2: Acquire Skills for Writing a Draft</b>	K.LA.3.2.1 A Generated ideas for a writing topic.	1.LA.3.2.1 A Generated ideas for a writing topic.	2.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	3.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	4.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	5.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	6.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	7.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	8.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	9.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	10.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	11.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	12.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	No objectives in Speech.
						5.LA.3.2.2 A Produces a draft with a main idea and supporting details.	6.LA.3.2.2 A Produces a draft with a main idea and supporting details.	7.LA.3.2.2 A Produces a draft with a main idea and supporting details in logical order.	8.LA.3.2.2 A Produces a draft using a template to sequence ideas in logical order.	9.LA.3.2.2 A Produces a draft with a main idea and sequences supporting details.	10.LA.3.2.2 A Produces a draft with a main idea and sequences supporting details.			

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**Standard 3: Writing Process** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 3.3: Acquire Skills for Revising a Draft</b>	No objectives at this grade level.	1.LA.3.3.1 A With a peer, participate in revising writing.	2.LA.3.3.1 A Revise writing by substituting or retelling text.	3.LA.3.3.1 A Revise draft to enhance meaning.	4.LA.3.3.1A Revise writing to enhance meaning.	5.LA.3.3.1 A Revise writing for clarity and effective sequencing.	6.LA.3.3.1A Revise writing for clarity and effective sequencing.	7.LA.3.3.1 A Revise writing for clarity and effective sequencing.	8.LA.3.3.1 A Revise writing for clarity and effective sequencing.	9.LA.3.3.1 A Revise writing for clarity and effective sequencing.	10.LA.3.3.1 A Revise writing for clarity and effective sequencing.	11.LA.3.3.1 A Revise writing for clarity and effective sequencing.	12.LA.3.3.1 A Revise writing for clarity and effective sequencing.	No objectives in Speech.
			2.LA.3.3.2 A Revise writing by selecting a detail to add to text.	3.LA.3.3.2 A Revise writing by adding to the text.	4.LA.3.3.2 A Revise writing by adding a detail.	5.LA.3.3.2 A Revise writing by adding a detail.	6.LA.3.3.2 A Revise writing by adding a detail.	7.LA.3.3.2 A Revise writing by adding a detail or deleting redundant information.	8.LA.3.3.2 A Revise writing by adding a detail or deleting redundant information.	9.LA.3.3.2 A Revise writing by adding a detail or deleting redundant information.	10.LA.3.3.2 A Revise writing by adding a detail or deleting redundant information.	11.LA.3.3.2 A	12.LA.3.3.2 A	
					4.LA.3.3.3 A Use a transition word to indicate sequence.	5.LA.3.3.3 A Use a transition word to indicate sequence.	6.LA.3.3.3 A Use a transition word to indicate sequence.	7.LA.3.3.3 A Use a transition word to improve organization.	8.LA.3.3.3 A Use a transition word to improve organization.	9.LA.3.3.3 A Use a transition word to improve organization.	10.LA.3.3.3 A Use a transition word to improve organization.	11.LA.3.3.3 A	12.LA.3.3.3A	
				3.LA.3.3.3 A Revise writing by substituting words to clarify meaning.	4.LA.3.3.4 A Revise writing by rearranging words or sentences to clarify meaning.	5.LA.3.3.4 A Revise writing by substituting words to clarify meaning.	6.LA.3.3.4 A Revise writing by substituting words or sentences to enhance style.	7.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.	8.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.	9.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.	10.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.	11.LA.3.3.4 A	12.LA.3.3.4 A	
				3.LA.3.3.4 A Use a literary model in a piece of writing.	4.LA.3.3.5 A Use a literary model in a piece of writing.	5.LA.3.3.5 A Use a literary model in a piece of writing.	6.LA.3.3.5 A Use a literary model in a piece of writing.	7.LA.3.3.5 A Use a literary model in a piece of writing.	8.LA.3.3.5 A Use a literary model in a piece of writing.	9.LA.3.3.5 A Use a literary model in a piece of writing.	10.LA.3.3.5 A Use a literary model in a piece of writing.	11.LA.3.3.5 A	12.LA.3.3.5 A	
			2.LA.3.3.3 A Participate in strategies to revise writing (e.g. peer or teacher conferences)	3.LA.3.3.5 A Use strategies to guide the revision process.	4.LA.3.3.6 A Use strategies to guide the revision process.	5.LA.3.3.6 A Use strategies to guide the revision process.	6.LA.3.3.6 A Use strategies to guide the revision process.	7.LA.3.3.6 A Conference with others to guide the revision process.	8.LA.3.3.6 A Conference with others to guide the revision process.	9.LA.3.3.6 A Conference with others to guide the revision process.	10.LA.3.3.6 A Conference with others to guide the revision process.	11.LA.3.3.6 A Conference with others to guide the revision process.	12.LA.3.3.6 A Conference with others to guide the revision process.	

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Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 3.4: Acquire Skills for Editing a Draft</b>	No objectives at this level.	1.LA.3.4.1 A With assistance, check draft for errors.	2.LA.3.4.1A With assistance, check draft for errors.	3.LA.3.4.1 A Edit the draft for errors.	4.LA.3.4.1 A Edit the draft for errors.	5.LA.3.4.1 A Edit the draft for errors using common edit marks.	6.LA.3.4.1 A Edit the draft for errors using common edit marks.	7.LA.3.4.1 A Edit for errors using common edit marks.	8.LA.3.4.1 A Edit for errors using common edit marks.	9.LA.3.4.1 A Edit for errors using common edit marks.	10.LA.3.4.1 A Edit for errors using common edit marks.	11.LA.3.4.1A Edit for errors using common edit marks.	12.LA.3.4.1A Edit for errors using common edit marks.	No objectives in Speech.
										9.LA.3.4.2 A Edit for errors.	10.LA.3.4.2 A Edit for errors.	11.LA.3.4.2 A Edit for errors.	12.LA.3.4.2 A Edit for errors.	
<b>Goal 3.5: Acquire Skills to Publish Writing</b>	K.LA.3.5.1 A Publish a draft with assistance.	1.LA.3.5.1 A Publish a draft with assistance.	2.LA.3.5.1 A Publish a draft with assistance.	3.LA.3.5.1 A Publish a draft with assistance.	4.LA.3.5.1 A Publish a draft with assistance.	5.LA.3.5.1 A Publish a piece of writing.	6.LA.3.5.1 A Publish a piece of writing.	7.LA.3.5.1 A Publish a piece of writing for a purpose.	8.LA.3.5.1 A Publish a piece of writing for a purpose and audience.	9.LA.3.5.1 A Publish improved piece of writing.	10.LA.3.5.1 A Publish improved piece of writing.	11.LA.3.5.1 A Publish improved piece of writing.	12.LA.3.5.1 A Publish improved piece of writing.	No objectives in Speech.
	K.LA.3.5.2A Share writing with intended audience.	1.LA.3.5.2A Share writing with intended audience.	2.LA.3.5.2 A Share writing with intended audience.	3.LA.3.5.2 A Share writing with intended audience.	4.LA.3.5.2 A Share writing with intended audience.	5.LA.3.5.2A Share writing with intended audience	6.LA.3.5.2 A Share writing with intended audience	7.LA.3.5.2 A Use graphics to convey meaning in a piece of writing.	8.LA.3.5.2 A Use graphics to convey meaning in a piece of writing.	9.LA.3.5.2 A Share writing with intended audience	10.LA.3.5.2 A Share writing with intended audience	11.LA.3.5.2 A Share writing with intended audience	12.LA.3.5.2 A Share writing with intended audience	
								7.LA.3.5.3 A Use appropriate technology to create a final draft.	8.LA.3.5.3 A Use appropriate technology to create a final draft.	9.LA.3.5.3 A Use appropriate technology to create a final draft.				
									8.LA.3.5.4 A Share writing with intended audience					

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**Standard 4: Writing Applications**

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills</b>	K.LA.4.1.1 A Participate in creating personal experience narratives by dictating, drawing, objects, or writing.	1.LA.4.1.1 A Write and/or share narratives based on personal experience.	2.LA.4.1.1 A Write and/or share narratives based on personal experience.	3.LA.4.1.1 A Write and/or share narratives based on personal experience.	4.LA.4.1.1 A Write and/or share narratives based on personal experience.	5.LA.4.1.1 A Write short narrative that includes a specific action, setting, and/or character(s).	6.LA.4.1.1 A Write and/or share narratives using a standard plot.	7.LA.4.1.1 A Write and/or share narratives based on personal events.	8.LA.4.1.1 A Write and/or share narratives based on specific personal events.	9.LA.4.1.1 A Write and/or share narratives based on another person's experience.	10.LA.4.1.1 A Write and/or share narratives that describe a specific action or feeling.	11.LA.4.1.1 A Write and/or share narratives based on personal experience or another person's experiences.	12.LA.4.1.1 A Write and/or share narratives about personal beliefs.	No objectives in Speech.
	K.LA.4.1.2.A Participate in repeating/ copying simple rhymes, poems, or songs.	1.LA.4.1.2.A Participate in repeating/ copying simple rhymes, poems, or songs.	2.LA.4.1.2 A Copy simple rhymes, poems, or songs.	3.LA.4.1.2 A Write rhymes or poems using a template.	4.LA.4.1.2 A Write expressive works that include precise word choices.	5.LA.4.1.2 A Write expressive works that include sensory details.	6.LA.4.1.2 A Copies expressive text that includes sensory details or figurative language.	7.LA.4.1.2 A Creates simple works that include descriptive words or figurative language.	8.LA.4.1.2 A Creates simple works that include descriptive words or figurative language.	9.LA.4.1.2 A Participates in creating simple rhymes, poems, or songs.	10.LA.4.1.2 A Participates in creating simple rhymes, poems, or songs.	11.LA.4.1.2 A Participates in creating simple rhymes, poems, or songs.	12/LA.4.1.2 A Participates in creating simple rhymes, poems, or songs.	
<b>Goal 4.2: Acquire Expository (Informational/Research) Writing Skills</b>	K.LA.4.2.1A Participate in creating brief communications of real objects or persons by dictating, drawing, objects, or writing.	1.LA.4.2.1 A Participate in creating written communications (e.g., thank you notes, invitations) by dictating, drawing, or writing.	2.LA.4.2.1 A Participate in writing a friendly letter.	3.LA.4.2.1 A Participate in creating a letter by dictating, drawing, or writing.	4.LA.4.2.1 A Write a simple letter and address an envelope.	5.LA.4.2.1 A Write simple technical text.	6.LA.4.2.1 A Write simple technical text that identifies a sequence.	7.LA.4.2.1 A Compose text that identifies a sequence of activities or processes.	8.LA.4.2.1 A Compose text that identifies a sequence of activities or processes.	9.LA.4.2.1A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.	10.LA.4.2.1 A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.	11.LA.4.2.1 A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.	12.LA.4.2.1 A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.	No objectives in Speech.
		1.LA.4.2.2 A Participate in writing brief observations of real objects, persons, or events.	2.LA.4.2.2 A Participate in writing brief observations of real objects, persons, or events.	3.LA.4.2.2 A Participate in writing brief observations of real objects, persons, places, or events.	4.LA.4.2.2 A Participate in writing a report that includes a main idea and facts about a topic.	5.LA.4.2.2 A Participate in writing a report that includes a main idea and facts about a topic.	6.LA.4.2.2 A Participate in writing brief observations of events or processes.	7.LA.4.2.2 A Participate in writing a brief research report with main idea and 2 details compiled through a research process.	8.LA.4.2.2 A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.	9.LA.4.2.2 A Participate in writing a brief research report with main idea and 3 details compiled through a research process.	10.LA.4.2.2 A Compose a brief research report with main idea and 3 details compiled through a research process.	11.LA.4.2.2 A Compose a brief research report with main idea and 3 details compiled through a research process.	12.LA.4.2.2 A Compose a brief research report with main idea and 3 details and document a source compiled through a research process.	

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**Standard 4: Writing Applications** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 4.2: Acquire Expository (Informational/Research) Writing Skills</b> <i>(continued from previous page)</i>										9.LA.4.2.3 A Compose text that identifies a sequence of activities or processes.	10.LA.4.2.3 A Write job applications.	11.LA.4.2.3 A Compose text that identifies a sequence of activities or processes.	12.LA.4.2.3 A Compose text that identifies a sequence of activities or processes.	
<b>Goal 4.3: Acquire Persuasive Writing Skills</b>					4.LA.4.3.1 A Write a persuasive statement to support a position.	5.LA.4.3.1 A Write a persuasive statement to support a position.	6.LA.4.3.1 A Write a persuasive statement to support a position.	7.LA.4.3.1 A Write a persuasive statement to support a position.	8.LA.4.3.1 A Write a persuasive statement to support a position.	9.LA.4.3.1 A Write a persuasive statement to support a position.	10.LA.4.3.1 A Write a persuasive statement to support a position.	11.LA.4.3.1 A Write a persuasive statement to refute a position.	12.LA.4.3.1 A Write a persuasive statement to refute a position.	No objectives in Speech.

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**Standard 4: Writing Applications** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 4.4: Acquire Skills for Literary Response</b>	K.LA.4.4.1 A Participate in writing or drawing a personal response to literary selections.	1.LA.4.4.1 A Participate in writing or drawing a personal response to literary selections.	2.LA.4.4.1 A Participate in writing or drawing a response to literary selections.	3.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a personal response that identifies a text connection.	4.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a personal response that identifies a text connection.	5.LA.4.4.1 A Participate in writing (drawing, pictures, objects) responses to literary selections.	6.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.	7.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.	8.LA.4.4.1 A Identify an author's style.	9.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.	10.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.	11.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.	12.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.	No objectives in Speech.
	K.LA.4.4.2 A Respond to text read aloud.	1.LA.4.4.2 A Respond about a character from text read aloud.	2.LA.4.4.2 A Respond about a character or main idea from text read aloud.	3.LA.4.4.2 A Participate in writing responses to the plot of literary selections.	4.LA.4.4.2 A Participate in writing responses to the plot of literary selections.	5.LA.4.4.2 A Participate in writing responses to literature that identifies the plot.	6.LA.4.4.2 A Participate in writing responses to literature that identifies the purpose of a selection.	7.LA.4.4.2 A Compose a short summary of a literary selection with beginning, middle, and end.	8.LA.4.4.2 A Participate in writing or drawing a response to an author's style.	9.LA.4.4.2 A Respond to literature that demonstrates awareness to a variety of writing styles.	10.LA.4.4.2 A Respond to literature that demonstrates awareness to a variety of writing styles.	11.LA.4.4.2 A Respond to literature that demonstrates awareness to a variety of writing styles.	12.LA.4.4.2 A Respond to literature that demonstrates awareness to a variety of writing styles.	

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**Standard 5: Writing Components**

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 5.1: Acquire Handwriting Skills</b>	K.LA.5.1.1 A Produce legible upper or lower case letters of the alphabet.	1.LA.5.1.1 A Produce legible writing.	2.LA.5.1.1 A Produce legible writing.	3.LA.5.1.1 A Write fluently and legibly.	4.LA.5.1.1 A Write fluently and legibly.	5.LA.5.1.1 A Write fluently and legibly.	6.LA.5.1.1 A Write fluently and legibly.	7.LA.5.1.1 A Write fluently and legibly.	8.LA.5.1.1 A Write fluently and legibly.	9.LA.5.1.1 A No objectives at this grade level.	10.LA.5.1.1 A No objectives at this grade level.	11.LA.5.1.1 A No objectives at this grade level.	12.LA.5.1.1 A No objectives at this grade level.	No objectives in Speech.
<b>Goal 5.2: Acquire Spelling Skills</b>	K.LA.5.2.1 A Participate in spelling first name.	1.LA.5.2.1 A Participate in spelling first name.	2.LA.5.2.1 A Demonstrate spelling skills with high frequency words.	3.LA.5.2.1 A Demonstrate spelling skills with high frequency words.	4.LA.5.2.1 A Demonstrate spelling skills with high frequency words.	5.LA.5.2.1 A Demonstrate spelling skills with high frequency words.	6.LA.5.2.1 A Demonstrate spelling skills with high frequency words.	7.LA.5.2.1 A Demonstrate spelling skills with high frequency words and content area words.	8.LA.5.2.1 A Demonstrate spelling skills with high frequency words and content area words.	9.LA.5.2.1 A No objectives at this grade level.	10.LA.5.2.1 A No objectives at this grade level.	11.LA.5.2.1 A No objectives at this grade level.	12.LA.5.2.1 A No objectives at this grade level.	No objectives in Speech.
	K.LA.5.2.2 A Participate in invented spelling.	1.LA.5.2.2 A Participate in invented spelling.	2.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.	3.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.	4.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.	5.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.	6.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.	7.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.	8.LA.5.2.2 A Spell simple, phonetically regular multisyllabic words with common spelling patterns.					
			2.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.	3.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.	4.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.	5.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.	6.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.	7.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.	8.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.					
<b>Goal 5.3: Acquire Skills for Sentence Structure</b>	K.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought.	1.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought.	2.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought.	3.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought.	4.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought.	5.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought.	6.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought with subject and verb.	7.LA.5.3.1 A Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, imperative).	8.LA.5.3.1 A Use pictures, words, or symbols to express different structures of sentences (simple and compound).	9.LA.5.3.1 A Use pictures, words, or symbols to express varied sentence types.	10.LA.5.3.1A Use pictures, words, or symbols to express varied sentence types.	11.LA.5.3.1 A Use pictures, words, or symbols to express varied sentence types.	12.LA.5.3.1 A Use pictures, words, or symbols to express varied sentence types.	No objectives in Speech.
		1.LA.5.3.2 A Identify nouns or verbs.	2.LA.5.3.2 A Identify noun and verb agreement.	3.LA.5.3.2 A Use past and present verb tenses, including irregular verbs.	4.LA.5.3.2 A Identify: • future verb tenses • adjectives • personal pronouns	5.LA.5.3.2 A Use correctly: • future verb tenses • adjectives • personal pronouns	6.LA.5.3.2 A Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions	7.LA.5.3.2 A Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions	8.LA.5.3.2 A Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions	9.LA.5.3.2 A Edit for fluency in writing.	10.LA.5.3.2 A Edit for fluency in writing.	11.LA.5.3.2 A Edit for fluency in writing.	12.LA.5.3.2 A Edit for fluency in writing.	



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**Standard 5: Writing Components** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 5.4: Acquire Skills for Using Conventions</b>	K.LA.5.4.1 A Identify capital letter for use in first name.	1.LA.5.4.1 A Demonstrate use of capitalization skill with a first name.	2.LA.5.4.1 A Demonstrate use of capitalization skills: names	3.LA.5.4.1 A Demonstrate use of capitalization skills: holidays	4.LA.5.4.1 A Demonstrate use of capitalization skills: places	5.LA.5.4.1 A Demonstrate use of capitalization skills.	6.LA.5.4.1 A Demonstrate use of capitalization skills.	7.LA.5.4.1 A Demonstrate use of capitalization skills.	8.LA.5.4.1 A Demonstrate use of capitalization skills.	9.LA.5.4.1 A Demonstrate use of pronouns, subject/verb agreement, verb tenses, and adjectives in simple and compound sentences.	10.LA.5.4.1 A Demonstrate use of pronouns, subject/verb agreement, verb tenses, and adjectives in writing simple and compound sentences.	11.LA.5.4.1 A Demonstrate use of pronouns, subject/verb agreement, verb tenses, and adjectives in writing simple and compound sentences.	12.LA.5.4.1 A Demonstrate use of pronouns, subject/verb agreement, verb tenses, and adjectives in writing simple and compound sentences.	No objectives in Speech.
		1.LA.5.4.2 A Identify end marks in simple sentences.	2.LA.5.4.2 A Identify use of punctuation skills: period and question mark	3.LA.5.4.2 A Demonstrate use of punctuation skills: Commas in dates, addresses, or letters	4.LA.5.4.2 A Demonstrate use of punctuation skills: comma in a direct address ("Dear John,")	5.LA.5.4.2 A Demonstrate use of punctuation skills (e.g. period, question mark, colon, quotation marks).	6.LA.5.4.2 A Demonstrate use of punctuation skills (e.g. quotation marks in dialogue).	7.LA.5.4.2 A Demonstrate use of punctuation skills (e.g. parentheses or commas in lists)	8.LA.5.4.2 A Demonstrate use of punctuation skills (e.g. parentheses or commas)	9.LA.5.4.2 A Demonstrate use of punctuation and capitalization skills.	10.LA.5.4.2 A Demonstrate use of punctuation and capitalization skills.	11.LA.5.4.2 A Demonstrate use of punctuation and capitalization skills.	12.LA.5.4.2 A Demonstrate use of punctuation and capitalization skills.	

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**Standard 6: Communication**

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 6.1: Acquire Listening Skills</b>	K.LA.6.1.1A Demonstrate simple listening skills using eye contact and maintaining attention to speaker.	1.LA.6.1.1 A Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	2.LA.6.1.1 A Demonstrate effective and appropriate listening skills to obtain information or to enjoy.	3.LA.6.1.1 A Listen to acknowledge the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy).	4.LA.6.1.1 A Listen to distinguish between a speaker's opinion and facts.	5.LA.6.1.1 A Listen to interpret a speaker's verbal messages.	6.LA.6.1.1 A Listen in order to briefly summarize information.	7.LA.6.1.1 A Develop appropriate interpersonal listening skills (e.g., eye contact, body language).	8.LA.6.1.1 A Listen to gain information from a variety of electronic or live sources.	Objectives included in Grade 9-12 Speech.	Objectives included in Grade 9-12 Speech.	Objectives included in Grade 9-12 Speech.	Objectives included in Grade 9-12 Speech.	9-12.Spch.6.1.1 Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience.
	K.LA.6.1.2A Listen for specific answers in order to respond to questions.	1.LA.6.1.2 A Listen for specific answers in order to respond to questions.	2.LA.6.1.2 A Listen for specific answers in order to respond to questions.	3.LA.6.1.2 A Listen for answers to specific questions from information presented orally.	4.LA.6.1.2 A Listen and respond to similarities and differences in various oral presentations.	5.LA.6.1.2 A Listen and responds to symbolic expressions with evidence and examples.	6.LA.6.1.2 A Listen attentively and respond to the speaker's verbal communication (e.g., word choice, pitch, feeling, and tone) and the nonverbal message (e.g., posture and gesture).	7.LA.6.1.2 A Listen to determine the speaker's feeling toward the subject.	8.LA.6.1.2 A Listen to determine whether the speaker has presented slanted or biased material.					9-12.Spch.6.1.2 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.
	K.LA.6.1.3 Listen to understand and follow one step spoken directions.	1.LA.6.1.3 A Listen and follow one and two-step oral directions.	2.LA.6.1.3 A Listen and follow one and two-step oral directions.	3.LA.6.1.3 A Listen and follow simple oral directions.			6.LA.6.1.3A Listen to identify the emotion conveyed in oral communications.	7.LA.6.1.3 A Listen attentively to make decisions about purpose and content of verbal communication and nonverbal cues.						9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence.
														9-12.Spch.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.

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**Standard 6: Communication** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 6.1: Acquire Listening Skills</b> (continued from previous page)	K.LA.6.1.4 A Listen to gain information from others.	1.LA.6.1.4 A Listen to gain information from others.	2.LA.6.1.4 A Listen to gain information from others.	3.LA.6.1.4 A Listen to repeat information from a variety of sources.	4.LA.6.1.3 A Listen to gain information from a variety of sources.	5.LA.6.1.3 A Listen to gain information from a variety of sources.	6.LA.6.1.4 A Listen to gain information from a variety of sources.	7.LA.6.1.4 A Listen to acquire and summarize information from a source.						9-12.Spch.6.1.5 Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic).
<b>Goal 6.2: Acquire Speaking Skills</b>	K.LA.6.2.1 A Share information and ideas in complete thoughts.	1.LA.6.2.1 A Ask questions.	2.LA.6.2.1 A Ask questions about stories.	3.LA.6.2.1 A Ask questions about stories.	4.LA.6.2.1 A Ask questions and respond to questions.	5.LA.6.2.1 A Ask questions to seek information.	6.LA.6.2.1 A Ask questions to acquire information.	7.LA.6.2.1 A Ask questions to elicit information from a speaker.	8.LA.6.2.1 A Paraphrase a speaker's point of view and ask questions concerning the speaker's content and feeling toward the subject.	Objectives included in Grade 9-12 Speech.	Objectives included in Grade 9-12 Speech.	Objectives included in Grade 9-12 Speech.	Objectives included in Grade 9-12 Speech.	9-12.Spch.6.2.1 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources.
	K.LA.6.2.2 A Name one object that is related to a concept: <ul style="list-style-type: none"> <li>Name the category in which the object belongs.</li> <li>Name a function of the object.</li> <li>Name one attribute.</li> </ul>	1.LA.6.2.2 A Restate a simple one-step direction.	2.LA.6.2.2 A Repeat information that has been shared orally by others.	3.LA.6.2.2 A Repeat information that has been shared orally by others.	4.LA.6.2.2 A Initiate interactions to deliver information about an idea or event.	5.LA.6.2.2 A Initiate interactions to deliver information about an idea or event.	6.LA.6.2.2A Emphasize important information in interactions with others.	7.LA.6.2.2 A Deliver informative presentations that: <ul style="list-style-type: none"> <li>Deliver relevant information about a focused topic.</li> <li>Appeal to the interests of the audience.</li> <li>Use strategies to make the presentation engaging to the audience.</li> </ul>	8.LA.6.2.2 A Deliver oral summaries of articles that: <ul style="list-style-type: none"> <li>Include the main ideas</li> <li>State ideas in own words</li> </ul>					9-12.Spch.6.2.2 Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
		1.LA.6.2.3 A Stay on topic when speaking.	2.LA.6.2.3 A Stay on topic when speaking.	3.LA.6.2.3 A Participate in simple oral presentations with a clear focus.	4.LA.6.2.3 A Participate in oral presentations to maintain a clear focus.	5.LA.6.2.3 A Maintain an interaction that has a clear focus.	6.LA.6.2.3 A Organize oral presentations.	7.LA.6.2.3 A Organize oral presentations to maintain a clear focus.	8.LA.6.2.3 A Organize oral presentations to maintain a clear focus.					9-12.Spch.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

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**Standard 6: Communication** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 6.2: Acquire Speaking Skills</b> <i>(continued from previous page)</i>	K.LA.6.2.3A Participate in reciting short poems, rhymes, and songs.	1.LA.6.2.4 A Recite short poems, rhymes, and songs.	2.LA.6.2.4 A Retell experiences that follow a simple sequence of events.	3.LA.6.2.4 A Retell stories or experiences that follow a simple sequence of events.	4.LA.6.2.4 A Deliver narrative (story) presentations to convey memories about an event or experience.	5.LA.6.2.4 A Use communication system to convey important events and details.	6.LA.6.2.4 A Deliver narrative presentations that include context and a point of view.	7.LA.6.2.4 A Deliver narrative presentations that include sensory details and establish a plot.	8.LA.6.2.4 A Deliver persuasive presentations that: <ul style="list-style-type: none"> <li>• Include a position on the topic.</li> <li>• Differentiate fact from opinion and support arguments with examples</li> </ul>					9-12.Spch.6.2.4 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.
	K.LA.6.2.4 A Tell an experience in a 2-step sequence.	1.LA.6.2.5 A Use descriptive words when speaking about people and things.	2.LA.6.2.5 A Communicate at an appropriate pace for the type of communication (e.g., informal discussion, report to the class).	3.LA.6.2.5 A Speak clearly (verbal, sign, augmentative device) at an appropriate pace for the type of communication (e.g., request, refusal, greeting, report to the class, etc).	4.LA.6.2.5 A Engage the audience with appropriate words, facial expressions, or gestures.	5.LA.6.2.5 A Use communication techniques to maintain audience interest.	6.LA.6.2.5 A Use appropriate verbal or nonverbal techniques to maintain audience interest.	7.LA.6.2.5 A Use appropriate verbal or nonverbal techniques to maintain audience interest.	8.LA.6.2.5 A Use appropriate techniques that include effective verbal and non-verbal communication.					9-12.Spch.6.2.5 Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity.
							6.LA.6.2.6 A Deliver oral responses to literature.	7.LA.6.2.6 A Deliver oral response to literature that: <ul style="list-style-type: none"> <li>• Interpret a reading.</li> <li>• Connect personal responses to specific textual references.</li> </ul>	8.LA.6.2.6 A Deliver oral response to literature that: <ul style="list-style-type: none"> <li>• Interpret a reading.</li> <li>• Connect personal responses to specific textual references.</li> </ul>					9-12.Spch.6.2.6 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.
														9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience.

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<b>Goal 6.2: Acquire Speaking Skills</b> <i>(continued from previous page)</i>														
														9-12.Spch.6.2.9 Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
														9-12.Spch.6.2.10 Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion.
														9-12.Spch.6.2.11 Deliver multimedia presentations that incorporate information from a wide range of media.

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**Standard 6: Communication** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 6.3: Acquire Viewing Skills</b>	K.LA.6.3.1 A Attend to different media.	1.LA.6.3.1 A Identify the main idea of media presentations.	2.LA.6.3.1 A Demonstrate awareness of different media.	3.LA.6.3.1 A Identify grade appropriate traditional and non-print media as sources of information	4.LA.6.3.1 A Identify similarities in a variety of viewed media.	5.LA.6.3.1 A Utilize different media as sources of entertainment.	6.LA.6.3.1A View media as source for information, entertainment, and persuasion appropriate to grade level.	7.LA.6.3.1A View media as source for information, entertainment, and persuasion appropriate to grade level.	8.LA.6.3.1 A View media, appropriate to grade level, to analyze as source for information, entertainment, and persuasion.	Objectives included in Grade 9-12 Speech.	Objectives included in Grade 9-12 Speech.	Objectives included in Grade 9-12 Speech.	Objectives included in Grade 9-12 Speech.	9-12.Spch.6.3.1 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; visual representations, special effects, language).
					4.LA.6.3.2 A Identify information from graphics, pictures, and charts appropriate to grade level.	5.LA.6.3.2 A Use organizational features in media to access information (e.g. graphics, objects, charts, etc to appropriate grade level)	6.LA.6.3.2 A Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.	7.LA.6.3.2 A Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.	8.LA.6.3.2 A Interpret various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information					9-12.Spch.6.3.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
	K.LA.6.3.2 A Attend to the main idea of media presentations.	1.LA.6.3.2 A Identify details from media presentations.	2.LA.6.3.2 A Identify main concepts and/or details from information viewed.	3.LA.6.3.2 A Recognize media that focuses personal attention on events and in forming their opinion.	4.LA.6.3.3 A Recognize media that focuses personal attention on events and in forming their opinion.	5.LA.6.3.3 A View media to evaluate and make appropriate choices.	6.LA.6.3.3 A View media to evaluate and make appropriate choices.	7.LA.6.3.3 A View media to evaluate and make appropriate choices.	8.LA.6.3.3 A View media to evaluate and make appropriate choices.					9-12.Spch.6.3.3 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.
	K.LA.6.3.3 A Participate in differentiating between real and imaginary in media presentations.	1.LA.6.3.3 A Participate in differentiating between real and imaginary in media presentations.	2.LA.6.3.3 A Participate in differentiating between real and imaginary in media presentations.	3.LA.6.3.3 A Identify an opinion in media presentations.	4.LA.6.3.4 A Identify an opinion in media presentations.	5.LA.6.3.4 A Identify the purpose of verbal communication and non-verbal cues.	6.LA.6.3.4 A Identify the content and purpose of verbal communication and non-verbal cues.	7.LA.6.3.4 A Evaluate the content and purpose of verbal communication and non-verbal cues.	8.LA.6.3.4 A Evaluate the content and purpose of verbal communication and non-verbal cues.					9-12.Spch.6.3.4 Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event.

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Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
<b>Goal 6.3: Acquire Viewing Skills</b> <i>(continued from previous page)</i>						5.LA.6.3.5 A Use multiple visual tools to produce print or non-print visuals.	6.LA.6.3.5 A Use a variety of resources to produce visuals in order to communicate to an audience.	7.LA.6.3.5 A Use a variety of resources to produce visuals in order to communicate to an audience.	8.LA.6.3.5 A Use a variety of resources to produce visuals that deliver information.					9-12.Spch.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects.

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**MATHEMATICS**

**Standard 1: Number and Operation**

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<b>Goal 1.1: Understand and use numbers.</b>	K.M.1.1.1A Recognize symbolic expressions as numbers	1.M.1.1.1A Indicate recognition of various #'s in environments	2.M.1.1.1A Demonstrate knowledge of the numeration system by counting forward by 1's								
	K.M.1.1.2A Demonstrate 1:1 correspondence	1.M.1.1.2A Communicate and demonstrate physical representations for numbers up to 5.	2.M.1.1.2A Communicate and demonstrate whole numbers in order up to 10	3.M.1.1.1 A Identify whole numbers in order up to 30, using a number line when necessary	4.M.1.1.1A Communicate and demonstrate whole numbers in order up to 50, using a number line or chart when necessary.	5.M.1.1.1 A Communicate and demonstrate whole numbers to 100 and decimal numbers to hundredths.	6.M.1.1.1A Recognize the magnitude of difference between small and large whole numbers.	7.M.1.1.1A Recognize the magnitude of difference between small and large whole numbers and decimals.	8.M.1.1.1 A Recognize the magnitude of difference between small and large fractions.	9.M.1.1.1A Recognize the magnitude of difference between small and large percents.	10.M.1.1.1 A Compare magnitudes and relative magnitudes of whole numbers, decimals, fractions, and percents.
		1.M.1.1.3A Show the symbolic representation of the ones place value.	2.M.1.1.3A Show the symbolic representation of the tens place value.	3.M.1.1.2A Identify place value of numbers through 30	4.M.1.1.2 A Identify place value of numbers through 50.	5.M.1.1.2A Identify place value for whole numbers to 100 and decimal numbers to hundredths.	6.M.1.1.2 A Recognize corresponding common fractions and decimals	7.M.1.1.2A Recognize corresponding common fractions and percents.	8.M.1.1.2 A Identify the parts of a ratio in real world situations	9.M.1.1.2 A Use positive and negative numbers, fractions, decimals, percentages, and ratios in real world situations.	10.M.1.1.2A Use positive and negative numbers, fractions, decimals, percentages, and ratios in real world situations.
	K.M.1.1.3A Identify coins as money	1.M.1.1.4A Sort coins by identity.	2.M.1.1.4 A Identify and demonstrate the value of pennies and nickels	3.M.1.1.3 A Sort coins and one bills by identity and value.	4.M.1.1.3 A Count the value of a collection of pennies nickels and dimes up to \$1.00	5.M.1.1.3A Sort dollar denominations and use whole dollar estimation up to \$10.00					
				3.M.1.1.4 A Recognize commonly used fractions using concrete materials.	4.M.1.1.4A Communicate and demonstrate commonly used fractions with symbolic representations.	5.M.1.1.4A Compare commonly used fractions with symbolic representations					
							6.M.1.1.3A Create a number line with positive numbers.	7.M.1.1.3A Create a number line with positive rational numbers.	8.M.1.1.3 A Identify position of positive rational numbers on a number line.		
					4.M.1.1.5A The student will recognize the value of common coins and the dollar.	5.M.1.1.5A Match simple, equivalent units of measurement in the U.S. Customary system.	6.M.1.1.4A Match basic equivalent decimals and fractions, ie .25 = 1/4	7.M.1.1.4A Recognize exponents as a representation of a very large number.	8.M.1.1.4A Recognize exponents as a representation of a very large number.	9.M.1.1.3 A Recognize exponents as a representation of a very large number.	10.M.1.1.3A Recognize exponents as a representation of a very large number.
										9.M.1.1.4A	10.M.1.1.4A

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Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<b>Goal 1.1: Understand and use numbers.</b> (continued from previous page)						5.M.1.1.6 A Use repeated addition to demonstrate prime numbers in multiplication.	6.M.1.1.5 A Use repeated addition to demonstrate prime numbers or factorization in multiplication.	7.M.1.1.5 A Use repeated addition models to match the Least Common Multiple (LCM) and the Greatest Common Factor (GCF).	8.M.1.1.5 A Use repeated addition models to demonstrate primes, composites, prime factorization, LCM, or GCF.	9.M.1.1.5 A Solve problems using repeated addition in multiplication with prime numbers, factors and multiples.	10.M.1.1.5A Solve problems using repeated addition in multiplication with prime numbers, factors and multiples.
	K.M.1.1.4A Identify a problem that can be solved.	1.M.1.1.5 Given options, match the appropriate solution to solve a problem.	2.M.1.1.5 A Demonstrate the ability to solve simple problems.	3.M.1.1.5 A Recognize and demonstrate the appropriate problem solving strategy to solve problems.	4.M.1.1.6A Choose appropriate application to solve a problem.	5.M.1.1.7A Choose appropriate application to solve a problem.	6.M.1.1.6 A Recognize and demonstrate the appropriate problem solving strategy to solve a multi-step problem.	7.M.1.1.6A Identify pertinent information needed to solve a one-step problem.	8.M.1.1.6 A Identify pertinent information needed to solve a multi-step problem.		
							6.M.1.1.7 A Identify positive and negative numbers in real-world situations.	7.M.1.1.7 A Identify positive and negative numbers in real-world situations	8.M.1.1.7 A Identify positive and negative numbers in real-world situations		
	K.M.1.1.5A Attend to appropriate math vocabulary terms, i.e. more, less, next, first.	1.M.1.1.6A Attend to appropriate math vocabulary terms.	2.M.1.1.6A Attend to appropriate math vocabulary terms.	3.M.1.1.6 A Recognize appropriate math vocabulary terms.	4.M.1.1.7A Recognize appropriate vocabulary.	5.M.1.1.8 A Recognize appropriate vocabulary.	6.M.1.1.8 A Use appropriate vocabulary.	7.M.1.1.8 A Use appropriate vocabulary.	8.M.1.1.8 A Use appropriate vocabulary.	9.M.1.1.6 A Use appropriate vocabulary.	10.M.1.1.6A Use appropriate vocabulary.
<b>Goal 1.2: Perform computations accurately.</b>	K.M.1.2.1A Demonstrate knowledge of the concept more or less	1.M.1.2.1 A Use objects, pictures, or symbolic systems to explore addition or subtraction	2.M.1.2.1A Use objects, pictures, or symbolic systems to solve addition or subtraction problems to 10	3.M.1.2.1 A Use objects, pictures, or symbolic systems to solve addition or subtraction problems to 18	4.M.1.2.1A Explore single digit multiplication for 1's – 5's through symbolic concrete systems	5.M.1.2.1A Explore single digit multiplication for 1's – 10's through symbolic concrete systems	6.M.1.2.1A Introduce the use of a multiplication chart to solve multiplication and division problems.	7.M.1.2.1 A Match common equivalent fractions, decimals, and percents i.e. half (1/2, .50 or 50%)	8.M.1.2.1A Match common equivalent fractions, decimals, and percents i.e. halves, fourths, and tenths.		
		1.M.1.2.2 A Count two groups of objects, pictures or symbolic system to identify total quantity up to five.	2.M.1.2.2 A Count two groups of objects, pictures or symbolic system to identify total quantity up to ten.	3.M.1.2.2 A Explore adding and subtracting with regrouping using manipulatives.	4.M.1.2.2 A Add and subtract whole numbers, with or without the use of manipulatives.	5.M.1.2.2 A Identify numbers with decimals have a part of a whole, e.g. money using coins and dollars	6.M.1.2.2 A Add, subtract, multiple, or divide single digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.	7.M.1.2.2 A Add, subtract, multiple or divide single digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.	8.M.1.2.2 A Add, subtract, multiple, and divide rational numbers, with or without the use of a calculator or manipulatives.		
			2.M.1.2.3A Count three groups of objects, pictures or symbolic system to identify total quantity up to five.	3.M.1.2.3A Count three groups of objects, pictures or symbolic system to identify total quantity up to ten.							
		1.M.1.2.3A Recognize the concept of subtraction (less) using concrete objects, pictures, or symbols.	2.M.1.2.4 A Use manipulatives for adding/subtracting.	3.M.1.2.4 A Explore multiplication through the manipulation of adding repeated sets	4.M.1.2.3 A Explore multiplication through the manipulation of adding repeated sets and division by separating sets into equal parts	5.M.1.2.3 A Explore division through the manipulation of dividing a whole into repeated equal sets		7.M.1.2.3 A Recognize models of multiples as exponents, i.e. using concrete objects, pictures or student preferred items, use a tray to count multiples of equal groups.	8.M.1.2.3A Recognize models of multiples as exponents, i.e. using concrete objects, pictures or student preferred items, use a tray to count multiples of equal groups.		
					4.M.1.2.4 A Identify that "a whole" can be divided to create "smaller pieces" and the pieces can be added to create a whole again.	5.M.1.2.4 A Recognize common small pieces or fractions to fourths can be subtracted from the whole.					

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**Standard 1: Number and Operation** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<b>Goal 1.2: Perform computations accurately.</b> <i>(continued from previous page)</i>					4.M.1.2.5 A Demonstrate knowledge to add a collection of dollars using the decimal point symbol						
						5.M.1.2.5A Solve single addition and subtraction problems that include parentheses, using calculator or manipulatives if necessary.	6.M.1.2.3 A Solve single digit addition and subtraction problems using an order of operations, with or without calculators or manipulatives	7.M.1.2.4 A Solve single digit addition and multiplication problems that include parentheses, using calculator or manipulatives if necessary.	8.M.1.2.4A Solve single digit addition, subtraction and multiplication problems using an order of operations, with or without calculator or manipulatives.	9.M.1.2.1 A Solve single digit addition, subtraction and multiplication problems with rational numbers, using an order of operations, with or without calculator or manipulatives.	10.M.1.2.1 A Solve single digit addition, subtraction and multiplication problems with rational numbers, using an order of operations, with or without calculator or manipulatives.
				3.M.1.2.5 A Use concrete objects or symbolic systems to solve addition and subtraction problems	4.M.1.2.6 A Use concrete objects or symbolic systems to solve addition and subtraction problems	5.M.1.2.6A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems	6.M.1.2.4 A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems	7.M.1.2.5 A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems	8.M.1.2.5 A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems		
				3.M.1.2.6 A Select appropriate operations to solve one step addition or subtraction word or symbolic problems.	4.M.1.2.7A Select appropriate operations to solve one step addition or subtraction word or symbolic problems	5.M.1.2.7A Use a variety of strategies to solve real life problems.	6.M.1.2.5A Use a variety of strategies to solve real life problems.	7.M.1.2.6 A Use a variety of strategies to solve real life problems.	8.M.1.2.6 A Use a variety of strategies to solve real life problems.		
	K.M.1.2.2A Attend to appropriate math vocabulary terms	1.M.1.2.4A Attend to appropriate math vocabulary terms	2.M.1.2.5 A Attend to appropriate math vocabulary terms	3.M.1.2.7 A Recognize appropriate math vocabulary terms	4.M.1.2.8A Recognize appropriate vocabulary.	5.M.1.2.8 A Recognize appropriate vocabulary.	6.M.1.2.6 A Use appropriate vocabulary.	7.M.1.2.7 A Use appropriate vocabulary.	8.M.1.2.7A Use appropriate vocabulary.		
<b>Goal 1.3: Estimate and judge reasonableness of results.</b>	K.M.1.3.1 A Match objects of corresponding size	1.M.1.3.1 A Identifying objects of corresponding size	2.M.1.3.A Estimate a quantity of objects when shown a set of 10.	3.M.1.3.1A Estimate to predict sums and differences.	4.M.1.3.1A Estimate to predict sums and differences	5.M.1.3.1A Estimate to predict results or amounts.	6.M.1.3.1A Estimate to predict results or amounts.	7.M.1.3.1A Use estimation to select a reasonable answer to a real world problem involving whole numbers.	8.M.1.3.1A Use estimation to select a reasonable answer to a real world problem involving whole numbers.		
	K.M.1.3.2 A Attend to quantity or size of objects during estimation activities.	1.M.1.3.2 A Attend to quantity or size of objects during estimation activities.	2.M.1.3.2 A Use estimation skills or determine reasonableness across daily activities.	3.M.1.3.2 A Use estimation to evaluate reasonableness of a sum.	4.M.1.3. A Use estimation skills across daily activities.	5.M.1.3.2A Identify daily activities where estimation is appropriate.	6.M.1.3.2 A Identify daily activities where estimation is appropriate.	7.M.1.3.2 A Identify daily activities where estimation is appropriate.	8.M.1.3.2 A Identify daily activities where estimation is appropriate.	9.M.1.3.1 A Identify daily activities where estimation is appropriate.	10.M.1.3.1 A Identify daily activities where estimation is appropriate.
						5.M.1.3.3.A Determine over and under estimations in daily living activities.	6.M.1.3.3 A Determine over and under estimations in daily living activities.	7.M.1.3.3 A Explore over and under estimation through daily living activities.	8.M.1.3.3 A Explore over and under estimation through daily living activities.	9.M.1.3.2 A Explore over and under estimation through daily living activities.	10.M.1.3.2 A Explore over and under estimation through daily living activities.
				3.M.1.3.3A Investigate the use of a calculator to solve simple problems.	4.M.1.3.3A Investigate the use of a calculator to solve problems	5.M.1.3.4 A Use a calculator to solve problems.	6.M.1.3.4A Use a calculator to solve problems.	7.M.1.3.4 A Use assistive technology to solve problems	8.M.1.3.4A Use assistive technology to solve problems		

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**Standard 1: Number and Operation** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<b>Goal 1.3: Estimate and judge reasonableness of results.</b> <i>(continued from previous page)</i>						5.M.1.3.5 A Formulate a guess to a problem.	6.M.1.3.5 A Formulate a guess to a problem.	7.M.1.3.5 A Formulate a guess to a problem and then show why it seems to be true.	8.M.1.3.5A Formulate a guess to a problem and then show why it seems to be true.		
	K.M.1.3.3 A Attend to appropriate vocabulary.	1.M.1.3.3 A Attend to appropriate vocabulary.	2.M.1.3.3A Attend to appropriate vocabulary.	3.M.1.3.4A Recognize appropriate vocabulary.	4.M.1.3.4 A Recognize appropriate vocabulary.	5.M.1.3.6A Recognize appropriate vocabulary.	6.M.1.3.6 A Use appropriate vocabulary.	7.M.1.3.6A Use appropriate vocabulary.	8.M.1.3.6 A Use appropriate vocabulary.		

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**Standard 2: Concepts and Principles of Measurement**

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<b>Goal 2.1: Understand and use U.S. customary and metric measurements.</b>	K.M.2.1.1A Match sizes of objects (e.g., longer, shorter, larger, smaller).	1.M.2.1.1 A Match sizes of objects given an attribute (e.g., longer, shorter, larger, smaller).	2.M.2.1.1 A Compare objects given and attribute, eg. lengths sizes, weight, time	3.M.2.1.1 A Use appropriate tools or non-standard units to measure length or temperature	4.M.2.1.1A Identify the standard tools to make formal measurements of length, time, temperature, and weight.	5.M.2.1.1A Select the appropriate units and tools to make formal measurements of length, temperature, weight.	6.M.2.1.1A Select and use appropriate units and tools to make formal measurements.	7.M.2.1.1A Select and use appropriate units and tools to make formal measurements.	8.M.2.1.1A Select and use appropriate units and tools to make formal measurements.		
	K.M.2.1.2A Estimate an attribute of an object.	1.M.2.1.2A Estimate an attribute of an object using non-standard units, i.e. as big as..., same size as....	2.M.2.1.2A Estimate time using non-standard or standard units.	3.M.2.1.2 A Estimate time and weight using non-standard or standard units in real world problems.	4.M.2.1.2 A Estimate length, time, weight, and temperature in real-world problems.	5.M.2.1.2A Estimate length, time, weight, and temperature in real-world problems .	6.M.2.1.2 A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.	7.M.2.1.2 A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.	8.M.2.1.2 A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.		
		1.M.2.1.3 A Identify time of day by activity – e.g. morning before school, schooltime, after school, after dinner	2.M.2.1.3 A Identify time of day by activity – e.g. morning before school, schooltime, after school, after dinner	3.M.2.1.3 A Identify time of day by activity – e.g. morning before school, schooltime, after school, after dinner	4.M.2.1.3A Match time to a specific activity (e.g. bell or board schedule)	5.M.2.1.3 A Tell time using a digital or analog clock.					
			2.M.2.1.4 A Select the most appropriate activity given the time of the day.	3.M.2.1.4 A Identify real world problems related to time.	4.M.2.1.4 A Identify real-world problems related to time.	5.M.2.1.4A Identify real world problems related to elapsed time.	6.M.2.1.3 A Identify real world problems related to elapsed time.				
								7.M.2.1.3 A Estimate and understand volume permanence in real world settings, i.e. using manipulatives (ex. rice, water) to explore various shaped containers to estimate volume.	8.M.2.1.3 A Estimate and understand volume permanence in real world settings, i.e. using manipulatives (ex. rice, water) to explore various shaped containers to estimate volume.		
						5.M.2.1.5A Recognize the concept of around (perimeter) for simple polygons, i.e. rectangle and squares.	6.M.2.1.4 A Recognize the concept of around (perimeter and circumference) for simple shapes, i.e. circle, triangle	7.M.2.1.4 A Compare area and perimeter of real world surfaces, e.g. around the room, around the city, around a box or ball.	8.M.2.1.4 A Compare area and perimeter of real world surfaces, e.g. around the room, around the city, around a box or ball	9.M.2.1.1 A Compare area and perimeter of real world surfaces, e.g. around the room, around the city, around a box or ball	10.M.2.1.1 A Compare area and perimeter of real world surfaces, e.g. around the room, around the city, around a box or ball

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**Standard 2: Concepts and Principles of Measurement** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	
<b>Goal 2.1: Understand and use U.S. customary and metric measurements</b> <i>(continued from previous page)</i>				3.M.2.1.5 A Identify a unit of measurement within the U.S. customary system or within the metric system.	4.M.2.1.5A Use a unit of measurement within the U.S. customary system or within the metric system.	5.M.2.1.6 A Match equivalent units of measurement within the U.S. customary system	6.M.2.1.5A Identify equivalent units of measurement	7.M.2.1.5 A Identify equivalent units of measurement.	8.M.2.1.5 A Identify equivalent units of measurement			
		K.M.2.1.3A Identify a calendar and how the days of the week are represented.	1.M.2.1.4 AA Identify a calendar and how the days of the week are represented.	2.M.2.1.5 Identify a calendar and how the days of the week are represented.	3.M.2.1.6 A Identify equivalent units of time in days, weeks, or months.	4.M.2.1.6 A Identify how months of the year are presented in a calendar.	5.M.2.1.7 A Use a calendar in daily life activities.					
						4.M.2.1.7 A Match simple, equivalent units of measurement in the U.S. Customary system.	5.M.2.1.8 A Match equivalent units of weight and volume.	6.M.2.1.6 A Identify the location of perimeter and area with rectangles.	7.M.2.1.6 A Calculate simple problems with perimeter or area of rectangles and triangles.	8.M.2.1.6 A Solve problems involving perimeter and area of rectangles.	9.M.2.1.2 A Given a formula, students solve simple problems involving perimeter or area with or without a calculator or manipulatives.	10.M.2.1.2 A Solve problems involving perimeter and area of triangles or rectangles.
		K.M.2.1.4 A Attend to appropriate vocabulary.	1.M.2.1.5 A Attend to appropriate vocabulary.	2.M.2.1.6 A Attend to appropriate vocabulary.	3.M.2.1.7 A Recognize appropriate vocabulary.	4.M.2.1.8A Recognize appropriate vocabulary.	5.M.2.1.9 A Recognize appropriate vocabulary.	6.M.2.1.7 A Use appropriate vocabulary.	7.M.2.1.7 A Use appropriate vocabulary.	8.M.2.1.7 A Use appropriate vocabulary.		
<b>Goal 2.2: Apply the concepts of rates, ratios, and proportions.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	6.M.2.2.1A Match a concrete representation to a simple ratio, i.e. 1 sandwich to 2 people	7.M.2.2.1 A Match a rate (how often) represented in a real world situation, i.e. once a day.	8.M.2.2.1 A Identify ratios in real world situations, i.e. 2 boys to 1 girl in the class.	9.M.2.2.1 A Identify proportions in real world situations, i.e. size, number or amount of an object or group compared to another	10.M.2.2.1A Recognize rates, ratios, or proportions, in real world situations.
									7.M.2.2.2 A Apply a rate to a real world situation	8.M.2.2.2 A Apply a ratio to a real world situation	9.M.2.2.2 A Apply the concept of a rate to a real world situation	10.M.2.2.2 A Apply rates, ratios, or proportion to real world situations.
											9.M.2.2.3 A Identify simple equivalent units of measurements.	10.M.2.2.3 A Identify equivalent units, comparable units, or conversions.
<b>Goal 2.3: Apply dimensional analysis.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	7.M.2.3.1 A Identify simple dimensions of an object, i.e. height, width, length	8.M.2.3.1 A Match simple measurement units to dimensions, i.e. lbs to weight, feet to height, cups to volume	9.M.2.3.1 A Apply simple measurement units to dimensions in real world applications involving length, area, capacity, weight, time, and temperature.	10.M.2.3.1 A Apply simple measurement units to dimensions in real world applications involving length, area, capacity, weight, time, and temperature.	

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**Standard 2: Concepts and Principles of Measurement** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<b>Goal 2.4: Apply appropriate techniques and tools to determine measurements.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	9.M.2.4.1 A Select and use an appropriate measurement tool correctly.	10.M.2.4.1 A Select and use an appropriate measurement tool correctly.
										9.M.2.4.2 A Identify errors in measurement situations, i.e. gallons are measured instead of cups, feet instead of inches.	10.M.2.4.2 A Identify errors in measurement situations, i.e. gallons are measured instead of cups, feet instead of inches.

### Standard 3: Concepts and Language of Algebra and Functions

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**Standard 3: Concepts and Language of Algebra and Functions** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<b>Goal 3.3: Solve algebraic equations and inequalities.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.M.3.3.1A Solve missing addend equations, using concrete objects when necessary.	4.M.3.3.1A Solve missing items or addends equations with concrete objects or symbols.	5.M.3.3.1A Solve missing addends or simple factor equations, using concrete objects or a calculator when necessary.	6.M.3.3.1 A Solve one-step equations with whole numbers, using concrete objects or a calculator when necessary.	7.M.3.3.1A Solve one-step equations, using concrete objects or a calculator when necessary.	8.M.3.3.1A Solve one- and two-step equations, such as $(1+2) + (2+2) = ?$	9.M.3.3.1A Use appropriate procedures to solve multi-step equations and inequalities; such as $(1+2) = (5-3)$ or $(2+2)$ does not equal $(2+3)$	10.M.3.3.1 A Use appropriate procedures to solve multi-step equations and inequalities; such as $(1+2) = (5-3)$ or $(2+2)$ does not equal $(2+3)$
									8.M.3.3.2 A Match a math problem with a pictorial representation.	9.M.3.3.2A Match a math problem with a pictorial representation.	10.M.3.3.2 A Match a math problem with a graphical representation.
<b>Goal 3.4: Understand the concept of functions.</b>	K.M.3.4.1 A Attend to a simple repeating pattern (e.g., red, blue, red, blue)	1.M.3.4.1A Replicate a simple repeating pattern (e.g., red, blue, red, blue...)	2.M.3.4.1A Extend a simple repeating pattern (e.g., ABCABC...).	3.M.3.4.1 A Replicate a numerical pattern when given the +1 rule with addition (e.g. 1, 1+1, 2+1, 3+1, 4+1,...)	4.M.3.4.1.A Copy a pattern using whole numbers and the 1+ rule and then extend the pattern.	5.M.3.4.1.A Identify a simple pattern using whole numbers.	6.M.3.4.1.A Identify a simple pattern using whole numbers or fractions as inputs.	7.M.3.4.1.A Extend simple patterns involving rational numbers, including decimals, as inputs.	8.M.3.4.1.A Extend simple patterns and match the rule (function) that generated the pattern using rational numbers.		
							6.M.3.4.2 A Extend whole number patterns, using manipulatives and pictorial representations if needed.				
							6.M.3.4.3. A Identify change in quantity in real world context.	7.M.3.4.2..A Identify when a change in one quantity impacts a change in another quantity.	8.M.3.4.2..A Indicate when a change in one quantity may result in a change in another, and identify the relationship as a positive, negative, or neither.	9.M.3.4.1.A Use appropriate procedures to solve a simple linear equation involving two variables; such as $x + y = 7$	10.M.3.4.1.A Use appropriate procedures to solve a simple linear equation involving two variables; such as $x + y = 7$
	K.M.3.4.A.2 Attend to appropriate vocabulary.	1.M.3.4.2 A Attend to appropriate vocabulary.	2.M.3.4.2 A Attend to appropriate vocabulary.	3.M.3.4.2 A Recognize appropriate vocabulary.	4.M.3.4.2A Recognize appropriate vocabulary.	5.M.3.4.2 A Recognize appropriate vocabulary.	6.M.3.4.4 A Use appropriate vocabulary.	7.M.3.4.3 A Use appropriate vocabulary.	8.M.3.4.3A Use appropriate vocabulary.		

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**Standard 3: Concepts and Language of Algebra and Functions** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<b>Goal 3.5: Represent equations, inequalities and functions in a variety of formats.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	7.M.3.5.1 A Identify a graphic or pictorial representation of a set, using concrete manipulatives when necessary.	8.M.3.5.1 A Show a simple graphic or pictorial representation of a set (e.g. inventory)	9.M.3.5.1.A Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function.	10.M.3.5.1 Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function.
										9.M.3.5.2 Evaluate functions written in functional notation.	10.M.3.5.2 Evaluate functions written in functional notation.
										9.M.3.5.3 Given a function, identify domain and range.	10.M.3.5.3 Given a function, identify domain and range.
<b>Goal 3.6: Apply functions to a variety of problems.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	5.M.3.6.1 A Use concrete manipulatives to represent a simple rule for a pattern.	6.M.3.6.1 A Use concrete manipulatives to represent a pattern and solve simple problems.	7.M.3.6.1 A Use patterns and linear functions that represent simple problems.	8.M.3.6.1 A Use patterns and mathematical functions to represent a problem.	9.M.3.6.1 A	10.M.3.6.1A
										9.M.3.6.2 A	10.M.3.6.2 A

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**Standard 4: Concepts and Principles of Geometry**

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<b>Goal 4.1: Apply concepts of size, shape, and spatial relationships.</b>	K.M.4.1.1.A Recognize simple two dimensional shapes - triangle, square, circle	1.M.4.1.1.A Recognize and sort two-dimensional shapes - triangle, square or circle	2.M.4.1.1.A Recognize, name, and sort the two dimensional shapes of triangles, squares, and circles	3.M.4.1.1.A Compare two- and three- dimensional shapes in the environment, and develop vocabulary to describe the attributes.	4.M.4.1.1.A Identify, parallel, intersecting and perpendicular lines, and develop vocabulary to describe the attributes.	5.M.4.1.1.A Identify a polygon and develop vocabulary to describe the attributes.	6.M.4.1.1.A Recognize the difference between a one and to dimensional geometric figures, using their defining properties.	7.M.4.1.1.A Classify one- and two-, dimensional geometric figures, using their defining properties.	8. M. 4.1.1.A Classify one-, two-, and three- dimensional geometric figures, using their defining properties.		
	K.M.4.1.2.A Sort or classify objects.	1.M.4.1.2.A Sort or match objects by more than one attribute.	2. M.4.1.2 A Sort or classify objects by more than one attribute.			5.M.4.1.2.A Identify right or straight angles without formal measures.	6.M.4.1.2.A Identify and copy various angles and shapes using appropriate tools.	7.M.4.1.2.A Select the appropriate tool to draw or measure various angles and shapes.	8.M.4.1.2.A Select the appropriate tool to draw or measure various angles and shapes.		
						5.M.4.1.3.A Identify points, lines, and line segments.	6.M.4.1.3 A Differentiate between a line segment and a point	7.M.4.1.3.A Differentiate between points, lines, rays, and angles.	8.M.4.1.3 A Differentiate between points, lines, rays, and angles.		
				3.M.4.1.2 A Recognize sliding and flipping of two-dimensional shapes.	4.M.4.1.2.A Recognize the results of sliding and flipping two-dimensional shapes.	5.M.4.1.4.A Identify when a two dimensional shape has been flipped or rotated	6.M.4.1.4.A Differentiate between reflections, translations, or rotations on various shapes.	7.M.4.1.4.A Replicate the effects of reflections, translations, or rotations on various shapes.	8.M.4.1.4.A Replicate the effects of reflections, translations, or rotations on various shapes.		
			2.M.4.1.3.A Indicate a line of symmetry.	3.M.4.1.3.A Identify vertical or horizontal lines of symmetry.	4.M.4.1.3.A Identify a line of symmetry in two-dimensional shapes.	5.M.4.1.5.A Match shapes that are congruent, similar, or symmetrical.	6.M.4.1.5.A Arrange shapes to show congruence, similarities, and line symmetry of shapes.	7.M.4.1.5.A Arrange shapes to show congruence, similarities, and line symmetry of shapes.	8.M.4.1.5.A Arrange shapes to show congruence, similarities, and line symmetry of shapes.	9.M.4.1.1.A Arrange shapes to show congruence, similarities, and line symmetry of shapes.	10.M.4.1.1.A Arrange shapes to show congruence, similarities, and line symmetry of shapes.
										9.M.4.1.2.A Compare similarities as it relates to size variations in two-dimensional objects.	10.M.4.1.2.A Compare similarity as it relates to size variations in two- and three- dimensional objects.
					4.M.4.1.4.A Recognize perimeters and areas of rectangles and squares, using concrete objects.	5.M.4.1.6.A Indicate the difference between perimeter and area of a polygon.	6.M.4.1.6.A Recognize the difference in spatial relationships between two- and three-dimensional objects.	7.M.4.1.6.A Recognize the concept of surface area or volume (capacity).	8.M.4.1.6.A Recognize the concept of surface area and volume (capacity).		
	K.M.4.1.3 A Attend to appropriate vocabulary.	1.M.4.1.3A Attend to appropriate vocabulary.	2.M.4.1.4 A Attend to appropriate vocabulary.	3.M.4.1.4 A Recognize appropriate vocabulary	4.M.4.1.5 A Recognize appropriate vocabulary.	5.M.4.1.7 A Recognize appropriate vocabulary.	6.M.4.1.7 A Recognize appropriate vocabulary and symbols.	7.M.4.1.7 A Recognize appropriate vocabulary and symbols.	8.M.4.1.7 A Use appropriate vocabulary and symbols.		

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**Standard 4: Concepts and Principles of Geometry** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<b>Goal 4.2: Apply the geometry of right triangles.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	9. M.4.2.1.A Given the Pythagorean Theorem, identify the hypotenuse.	10. M.4.2.1.A Given the Pythagorean Theorem, identify the hypotenuse and the right angle.
<b>Goal 4.3: Apply graphing in two dimensions.</b>	K.M.4.3.1.A Identify the location of an object relative to another (e.g., next to, under, over, behind).	1.M.4.3.1.A Indicate whether a group of objects is more or less than a benchmark number (5 or less)	2.M.4.3.1.A Indicate whether a number is above or below a benchmark (number of 10 or less on a number line.	3.M.4.3.1.A Identify the point of final destination given directions for movement using 1 to 5 on a horizontal positive number line.	4.M.4.3.1.A Identify the point of final destination give directions for movement using 1 to 5 on a vertical positive number line	5. M.4.3.1.A. Identify the difference between a point and a grid.	6.M.4.3.1.A Identify the first quadrant on a coordinate plane.	7.M.4.3.1.A Identify an ordered pair in the first quadrant on a coordinate plane.	8.M.4.3.1.A Identify or plot a point in the first quadrant on a coordinate plane.	9.M.4.3.1.A Locate quadrants, origin or axes on the Cartesian Coordinate System.	10.M.4.3.1.A Locate quadrants, origin or axes on the Cartesian Coordinate System.
										9.M.4.3.2.A Identify the trend with a given scatter plot.	10.M.4.3.2.A Identify the trend with a given scatter plot.
										9.M.4.3.3.A Identify positive or negative slope lines in the first quadrant of a grid.	10.M.4.3.3.A Identify positive and negative slope lines in the first quadrant of a grid.
<b>Goal 4.4: Represent and graph linear relationships.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	9.M.4.4.1.A Create a graph and plot 2 ordered pairs.	10.M.4.4.1.A Create a graph and plot 2 ordered pairs.
										9.M.4.4.2.A Interpret a simple table or graph.	10.M.4.4.2.A Interpret a simple table or graph.
										9.M.4.4.3.A Identify an attribute of a slope or rate of change.	10.M.4.4.3.A
<b>Goal 4.5: Use reasoning skills.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	10.M.4.5.1.A Identify the elements of a story problem to solve a mathematical equation.

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**Standard 5: Data Analysis, Probability, and Statistics**

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<b>Goal 5.1: Understand data analysis.</b>	K.M.5.1.1.A Identify information from real object graphs or simple pictographs.	1.M.5.1.1.A Identify information found in real object graphs or in pictographs to answer questions.	2.M.5.1.1.A Identify information found in simple bar graphs or pictographs.	3.M.5.1.1.A Interpret information found in simple bar graphs or circle graphs.	4.M.5.1.1.A Read and interpret simple line graph, bar graphs, or circle graph.	5.M.5.1.1.A Read and interpret charts, bar graphs, circle graphs, or line graphs.	6.M.5.1.1.A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	7.M.5.1.1.A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	8.M.5.1.1.A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	9.M.5.1.1.A Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	10. M.5.1.1.A Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.
							6.M.5.1.2.A Identify conclusions drawn from tables, charts, or graphs.	7.M.5.1.2.A Explain conclusions drawn from tables, charts, or graphs.	8.M.5.1.2.A Identify a conclusion drawn from tables, charts, or graphs.		
	K.M.5.1.2.A Attend to appropriate vocabulary.	1.M.5.1.2.A Attend to appropriate vocabulary.	2.M.5.1.2.A Attend to appropriate vocabulary.	3.M.5.1.2.A Recognize appropriate vocabulary.	4.M.5.1.2.A Recognize appropriate vocabulary.	5.M.5.1.2.A Recognize appropriate vocabulary.	6.M.5.1.3.A Use appropriate vocabulary.	7.M.5.1.3.A Use appropriate vocabulary.	8.M.5.1.3.A Use appropriate vocabulary.		
<b>Goal 5.2: Collect, organize, and display data.</b>	K.M.5.2.1.A Using a model, recreate a graph using real objects or pictorial representations.	1.M.5.2.1.A Use data in real object graphs or in pictographs to answer a question.	2.M.5.2.1.A Use data in bar graphs in order to answer a question.	3.M.5.2.1.A Organize and display data in bar graphs or circle graphs in order to answer a question.	4.M.5.2.1.A Organize data in a line graph, bar graph, or circle graph to answer a question.	5.M.5.2.1.A Organize and display the data in charts, bar graphs, and circle or line graphs using title, labels, and reasonable scales.	6.M.5.2.1.A Collect, organize, and display the data with appropriate notation in charts or graphs.	7.M.5.2.1.A Collect, organize, and display the data with appropriate notation in charts or graphs.	8.M.5.2.1.A Collect, organize, and display the data in charts or graphs.	9.M.5.2.1.A Collect, organize, and display data in tables, charts, or graphs.	10. M.5.2.1.A. Collect, organize, and display data in tables, charts, or graphs
			2.M.5.2.2.A Use tally marks, pictures, or objects to represent data.		4.M.5.2.2.A Display data in a bar graph using a title and reasonable scales.						
<b>Goal 5.3: Apply simple statistical measurements.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	4.M.5.3.1.A Find the mode of a simple set of whole number data using manipulatives when necessary.	5.M.5.3.1.A Find the median and mode - with simple sets of arranged data between 1-9 using whole numbers.	6.M.5.3.1.A Find the median or mode – with simple sets of data.	7.M.5.3.1.A Find the median and mode – with simple sets of data.	8.M.5.3.1.A Identify the measure of central tendency – median and mode.	9.M.5.3.1.A Find the mean, median, mode and range.	10.M.5.3.1.A Use basic statistical concepts, including mean, median, mode or range.
						5.M.5.3.2.A Find the end points of the range of a set of data using whole numbers 1-10.	6.M.5.3.2.A Calculate the range of a set of data using whole numbers 1-10.	7.M.5.3.2.A Identify or locate distribution of data, including range and frequency.	8.M.5.3.2.A Identify or locate distribution of data, including range, frequency, gaps, or clusters.	9.M.5.3.2.A Make predictions and draw conclusions based on a simple set of data and its statistical measures.	10.M.5.3.2.A Make predictions and draw conclusions based on a simple set of data and its statistical measures.

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**Standard 5: Data Analysis, Probability, and Statistics** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<b>Goal 5.4: Understand basic concepts of probability.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	4.M.5.4.1.A Predict the results of simple probability experiments using coins or spinners (e.g., 3 out of 6 choices).	5.M.5.4.1.A Predict results of simple probability experiments using coins and spinners.	6.M.5.4.1.A Perform and record results of simple probability experiments.	7.M.5.4.1.A Perform and record results of simple probability experiments.	8.M.5.4.1.A Reproduce a situation of probability using a common example of coin toss or rolling of dice.	9.M.5.4.1.A Find probability based on an independent event (Lottery).	10.M.5.4.1.A Find probability based on a dependent event (Deal or No Deal).
								7.M.5.4.2.A Recognize equally likely outcomes.	8.M.5.4.2.A Recognize equally likely outcomes.		
								7.M.5.4.3.A Identify events that have probability ranges from low to high extremes.	8.M.5.4.3.A Match probability range from low to high to situations.	9.M.5.4.2.A Recognize the difference between experimental (large number of trials) and theoretical (mathematical formula) probability.	10.M.5.4.2.A Recognize the difference between experimental (large number of trials) and theoretical (mathematical formula) probability.
						5.M.5.4.2.A Use the language of probability.	6.M.5.4.2.A Use the language of probability.	7.M.5.4.4.A Use the language of probability.	8.M.5.4.4.A Use the language of probability.		
<b>Goal 5.5: Make predictions or decisions based on data.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.M.5.5.1A Make predictions based on data.	4.M.5.5.1.A Make predictions based on data.	5.M.5.5.1.A Make predictions based on data.	6.M.5.5.1A Make predictions based on data.	7.M.5.5.1A Recognize predictions based on simple theoretical probabilities.	8.M.5.5.1A Recognize predictions based on experimental probabilities.	9.M.5.5.1.A Make predictions based on randomness, chance, equally likely events, or probability.	10.M.5.5.1A Make predictions based on randomness, chance, equally likely events, or probability.
									8.M.5.5.2.A Perform a statistical experiment and interpret results using tables, charts, or graphs.	9.M.5.5.2.A Perform statistical experiments and use tables, charts, or graphs to make predictions or decisions based on data.	10.M.5.5.2.A Perform statistical experiments and use tables, charts, or graphs to make predictions or decisions based on data.
								7.M.5.5.2.A Use appropriate vocabulary.	8.M.5.5.3.A Use appropriate vocabulary.	9.M.5.5.3.A Conduct and interpret results of statistical experiments.	10.M.5.5.3.A Conduct and interpret results of statistical experiments.

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**Standard 1: Nature of Science**

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
<b>Goal 1.1: Understand Systems, Order, and Organization</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.S.1.1.A Match the parts of a system.	4.S.1.1.1.A Arrange and organize a group of related objects that form a whole.	5.S.1.1.1.A Sort items from different systems.	6.S.1.1.1.A Communicate different characteristics of systems.	7.S.1.1.1.A Arrange small systems as a part of a whole system.	8-9.PS.1.1.1.A Demonstrate understanding of a system.	8-9.ES.1.1.1.A Demonstrate understanding of a system..	9-10.B.1.1.1.A Demonstrate understanding of a system. .
								7.S.1.1.2.A Identify small systems that contribute to the function of the whole.	8-9.P.S.1.1.2.A Use a model to display order & organization to a given system.	8-9.ES.1.1.2.A Use a model to display order & organization to a given system.	9-10.B.1.1.2.A Use a model to display order & organization to a given system.
								7.S.1.1.3.A Identify different structures of an organisms, such as body parts, tissues, or organs			
<b>Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations</b>	K.S.1.2.1.A Make and communicate observations.	1.S.1.2.1.A Make and communicate observations.	2.S.1.2.1.A Make observation and collect data.	3.S.1.2.1.A Make observations, collect and record data.	4.S.1.2.1.A Make and record observations and then communicate the collected data	5.S.1.2.1.A Use observations and data to make predictions.	6.S.1.2.1.A Respond to observations and data as recorded on a chart	7.S.1.2.1.A Compare and contrast relative data.	8-9.PS.1.2.1.A Compare and contrast relative data.	8-9.ES.1.2.1.A Compare and contrast relative data.	9-10.B.1.2.1.A Compare and contrast relative data.
				3.S.1.2.3.A Attend to and/or replicate scientific models.	4.S.1.2.2.A Identify when an observation is or an inference is made.	5.S.1.2.2.A Identify the difference between an observation and an inference.	6.S.1.2.2.A Identify relative data to use in an inference.	7.S.1.2.2.A Identify observation data to use in defendable inferences.			
					4.S.1.2.3.A Replicate or make models.	5.S.1.2.3.A Replicate or make a model to demonstrate a concept.	6.S.1.2.3.A Replicate or make a model to explain or demonstrate a concept.	7.S.1.2.3.A Use models to explain or demonstrate a concept.	8-9.PS.1.2.2.A Use models to explain concepts or systems.	8-9.ES.1.2.2.A Use models to explain concepts or systems.	9-10.B.1.2.2.A Use models to explain concepts or systems.
									8-9.PS.1.2.3.A Develop a scientific explanation based on known data.	8-9.ES.1.2.3.A Develop a scientific explanation based on known data.	9-10.B.1.2.3.A Develop a scientific explanation based on known data.

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**Standard 1: Nature of Science** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
<b>Goal 1.3: Understand Constancy, Change, and Measurement</b>	K.S.1.3.1.A Measure in non-standard units.	1.S.1.3.1.A Measure in non-standard units.	2.S.1.3.1.A Measure in standard or non-standard units.	3.S.1.3.1.A Measure changes that occur.	4.S.1.3.1.A Communicate observed change.	5.S.1.3.1.A Demonstrate changes that occur in systems.	6.S.1.3.1.A Demonstrate changes that occur in systems.	7.S.1.3.1.A Identify systems that have been stable over time.	8-9.PS.1.3.1.A Measure changes that can occur in systems.	8-9.ES.1.3.1.A Measure changes that can occur in systems.	9-10.B.1.3.1.A Measure changes that can occur in and among systems.
								7.S.1.3.2.A Recognize changes that occur within systems.	8-9.PS.1.3.2.A Respond to changes that can occur in systems.	8-9.ES.1.3.2.A Respond to changes that can occur in systems.	9-10.B.1.3.2.A Respond to changes that can occur in and among systems.
				3.S.1.3.2.A Measure in U.S. Customary System of Measurement.	3.S.1.3.2.A Measure in U.S. Customary System of Measurement.	3.S.1.3.2.A Measure in U.S. Customary System of Measurement.	6.S.1.3.2.A Measure in U.S. Customary System of Measurement or the metric system.	7.S.1.3.3.A Make measurements using appropriate tools in the metric or U.S. Customary System of Measurement.	8-9.PS.1.3.3.A Measure using the metric system or U.S. Customary System of Measurement.	8-9.ES.1.3.3.A Measure using the metric system or U.S. Customary System of Measurement.	9-10.B.1.3.3.A Measure using the metric system or U.S. Customary System of Measurement.
<b>Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State</b>	K.S.1.4.1.A Demonstrate the concept of days.	1.S.1.4.1.A Demonstrate the concepts of yesterday, today, and tomorrow.	2.S.1.4.1.A Demonstrate the concepts of past, present, and future.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	Reference to objective 7.S.3.2.1	No objectives in Physical Science.	No objectives in Earth Science.	Reference to 7.S.3.2.1
<b>Goal 1.5: Understand Concepts of Form and Function</b>	No objectives at this grade level.	No objectives at this grade level.	2.S.1.5.1.A Sort objects by shape.	3.S.1.5.1.A Sort common objects by use.	4.S.1.5.1.A Communicate the relationship between shape and use.	5.S.1.5.1.A Respond how the shape or form of an object or system is frequently related to its use or function.	6.S.1.5.1.A Identifies how the shape or form of an object is frequently related to its use and/or function.	No objectives at this grade level.	No objectives in Physical Science.	No objectives in Earth Science.	No objectives in Biology.
<b>Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills</b>	K.S.1.6.1.A Make observations.	1.S.1.6.1.A Make and record observations.	2.S.1.6.2.A Make observations, collect, and record data.								
			2.S.1.6.1.A Respond to questions about observation.	3.S.1.6.1.A Generate questions about observations.	4.S.1.6.1.A Identify questions that can be answered by conducting scientific tests.	5.S.1.6.1.A Identify questions that can be answered by conducting scientific experiments.	6.S.1.6.1.A Identify questions that can be answered by conducting scientific experiments.	7.S.1.6.1.A Identify a control and a variable in an experiment.	8-9.PS.1.6.1.A Identify questions that can guide scientific investigations.	8-9.ES.1.6.1.A Identify questions that can guide scientific investigations.	9-10.B.1.6.1.A Identify questions that can guide scientific investigations.
				3.S.1.6.2.A Follow steps in scientific test.	4.S.1.6.2.A Follow steps in scientific tests.	5.S.1.6.2.A Observe change in scientific investigations using a control and a variable.	6.S.1.6.2.A Observe change in scientific investigations using a control and variables.	7.S.1.6.2.A Use appropriate tools and techniques to gather and display data.	8-9.PS.1.6.2.A Communicate results of investigations.	8-9.ES.1.6.2.A Communicate results of investigations.	9-10.B.1.6.2.A Identify the basic components of an experiment design.



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**Standard 1: Nature of Science** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
<b>Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills</b> <i>(continued from previous page)</i>			2.S.1.6.3.A Choose information for evidence.					7.S.1.6.3.A Use data in order to form conclusions.			
				3.S.1.6.3.A Use appropriate tools to gather data.	4.S.1.6.3.A Use appropriate tools to gather data.	5.S.1.6.3.A Use appropriate tools and techniques to gather and display data.	6.S.1.6.3.A Use appropriate tools and techniques to gather and display data.		8-9.PS.1.6.3.A Select and use appropriate technology to make investigations.	8-9.ES.1.6.3.A Select and use appropriate technology to make investigations.	9-10.B.1.6.3.A Select and use appropriate technology to make investigations.
			2.S.1.6.4.A Communicate observations.	3.S.1.6.4.A Use data for a reasonable explanation.	4.S.1.6.4.A Use data for a reasonable explanation.	5.S.1.6.4.A Use data for a reasonable explanation.	6.S.1.6.4.A Use data for a reasonable explanation or prediction.	7.S.1.6.4.A Use evidence to accept or reject a hypothesis.	8-9.PS.1.6.4.A Construct explanations and/or models using evidence.	8-9.ES.1.6.4.A Construct explanations and/or models using evidence.	9-10.B.1.6.4.A Construct explanations and/or models using evidence.
				3.S.1.6.5.A Make simple predictions based on data.	4.S.1.6.5.A Make simple predictions based on data.	5.S.1.6.5.A State a prediction or hypothesis based on observations.	6.S.1.6.5.A Test a prediction or hypothesis based on observations.				
				3.S.1.6.6.A Select reasonable explanations.	4.S.1.6.6.A Select reasonable explanations.	5.S.1.6.6.A Compare reasonable explanations and predictions.		7.S.1.6.5.A Use reasonable explanations or predictions.	8-9.PS.1.6.5.A Select alternative explanations and models.	8-9.ES.1.6.5.A Select alternative explanations and models.	9-10.B.1.6.5.A Select alternative explanations and models.
				3.S.1.6.7.A State a result of a test to others.	4.S.1.6.7.A Communicate results of tests to others.	5.S.1.6.7.A Communicate scientific procedures.	6.S.1.6.6.A Communicate scientific procedures.	7.S.1.6.6.A Communicate scientific procedures and explanations.	8-9.PS.1.6.6.A Communicate scientific procedures and explanations.	8-9.ES.1.6.6.A Communicate scientific procedures and explanations.	9-10.B.1.6.6.A Communicate scientific procedures and explanations.
									8-9.PS.1.6.7.A Compare the differences among observations.	8-9.ES.1.6.7.A Compare the differences among observation.	9-10.B.1.6.7.A Compare the differences among observations.
<b>Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors</b>	K.S.1.7.1.A Use cooperation and interaction skills.	1.S.1.7.1.A Demonstrate cooperation and interaction skills.	2.S.1.7.1.A Practice cooperation and interaction skills.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Physical Science.	No objectives in Earth Science.	No objectives in Biology.
<b>Goal 1.8: Understand Technical Communication</b>	K.S.1.8.1.A Follow one step instruction.	1.S.1.8.1.A Follow instructions.	2.S.1.8.1.A Follow instructions.	3.S.1.8.1.A Follow multi-step instructions.	4.S.1.8.1.A Follow multi-step instructions.	5.S.1.8.1.A Follow technical instructions.	6.S.1.8.1.A Follow technical instructions.	7.S.1.8.1.A Read and follow technical instructions.	8-9.PS.1.8.1.A Use graphs, charts, and diagrams.	8-9.ES.1.8.1.A Use graphs, charts, and diagrams.	9-10.B.1.8.1.A Use graphs, charts, and diagrams.

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**SCIENCE**

**Standard 2: Physical Science**

Goals:	Kinderparten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
<b>Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions</b>	K.S.2.1.1.A Use senses to sort properties of matter.	1.S.2.1.1.A Identify properties of objects.	2.S.2.1.1.A Identify properties of an object.	3.S.2.1.2.A Observe & match physical properties to solids, liquids, or gases.		5.S.2.1.1.A Create mixtures.	6.S.2.1.1.A Compare mixtures.	No objectives at this grade level.	No objectives in Physical Science.	No objectives in Earth Science.	No objectives in Biology.
					4.S.2.1.2.A Observe the physical properties of solids, liquids, and gases.	5.S.2.1.2.A Describe the physical differences among solids, liquids, and gases.	6.S.2.1.2.A Identify properties of matter.				
				3.S.2.1.1.A Use instruments to measure properties.	4.S.2.1.1.A Use instruments to measure properties.						
				3.S.2.1.3.A Observe that heating and cooling can cause changes of state in common materials.	4.S.2.1.3.A Communicate the changes caused by heating and cooling materials.		6.S.2.1.4.A Describe the effects of temperature.				
							6.S.2.1.3.A Compare density of equal volumes of a solid and a liquid.				
						5.S.2.1.3.A Observe a physical change and how it relates to physical properties.	6.S.2.1.5.A Show a physical change and how it relates to its physical properties.				
<b>Goal 2.2: Understand Concepts of Motion and Forces</b>	No objectives at this grade level.	1.S.2.2.1.A Observe the position and motion of objects. (ex. revolve, rotate, at rest, float, and fall)	2.S.2.2.1.A Communicate how force affects the position and motion of objects.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	6.S.2.2.1.A Observe and identify the effects of different forces (gravity and friction) on speed or movement.	No objectives at this grade level.	8-9.PS.2.2.1.A Observe motion using Newton's Laws of Motion.	No objectives in Earth Science.	No objectives in Biology.
<b>Goal 2.3: Understand the Total Energy in the Universe is Constant</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.S.2.3.1.A Observe potential and kinetic energy.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	8-9.PS.2.3.1.A Show and communicate that energy can be transformed but cannot be created nor destroyed.	No objectives in Earth Science.	No objectives in Biology.
									8-9.PS.2.3.2.A Sort energy as potential and/or kinetic.		

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**Standard 2: Physical Science** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
<b>Goal 2.4: Understand the Structure of Atoms</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	8-9.PS.2.4.1.A Identify the location of protons, neutrons, and electrons.	No objectives in Earth Science.	No objectives in Biology.
									8-9.PS.2.4.2.A Demonstrate a simple process of fission and fusion.		
									8-9.PS.2.4.3.A Identify a characteristic of an isotope		
									8-9.PS.2.4.4.A Identify matter that has basic electrical properties.		
									8-9.PS.2.4.5.A Identify matter that have magnetic properties		
<b>Goal 2.5: Understand Chemical Reactions</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	8-9.PS.2.5.1.A Observe and identify how chemicals react.	No objectives in Earth Science.	No objectives in Biology.

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**Standard 3: Biology**

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
<b>Goal 3.1: Understand the Theory of Biological Evolution</b>	K.S.3.1.1.A Observe the characteristics of plants and animals.	1.S.3.1.1.A Observe the life cycle of a plant (seed, growth, death).	No objectives at this grade level.	3.S.3.1.1.A Identify when plants and animals adapt to their environment.	4.S.3.1.1.A Communicate how plants and animals adapt to their environment.	No objectives at this grade level.	No objectives at this grade level.	7.S.3.1.1.A Communicate how natural selection explains species change over time.	No objectives in Physical Science.	No objectives in Earth Science.	9-10.B.3.1.1.A Show how a species has changed over time.
		1.S.3.1.2.A Sequence a simple life cycle of an animal (birth, development, death).			4.S.3.1.2.A Communicate the difference between vertebrate and invertebrate animals.						9-10.B.3.1.2.A Identify what happens to a species: when there is a little supply of resources or with offspring better able to survive and reproduce.
					4.S.3.1.3.A Sort into groups of vertebrates (mammal, reptiles, amphibians, birds, and fish) based on characteristics.						
<b>Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems</b>	K.S.3.2.1.A Sort between living and non-living things.	1.S.3.2.1.A Observe that living things need food to survive.	2.S.3.2.1.A Identify basic needs of all living things (food, shelter, water, space).	3.S.3.2.1.A Select the energy needed for a living system to survive.	No objectives at this grade level.	5.S.3.2.1.A Communicate how plants need energy from the sun.	No objectives at this grade level.	7.S.3.2.1.A Identify that energy stored in food is primarily derived from the sun.	No objectives in Physical Science.	No objectives in Earth Science.	9-10.B.3.2.1.A Show that matter tends to undergo spontaneous changes.
			2.S.3.2.2.A Match animals to their suitable habitats.	3.S.3.2.2.A Identify how energy requirements of plants and animals are different.				7.S.3.2.2.A Show how the availability of resources limits organisms.			9-10.B.3.2.2.A Show that organisms need continuous energy and matter to maintain life.
				3.S.3.2.3.A Organize a food chain.				7.S.3.2.3.A Illustrate how atoms and molecules make up living and nonliving resources in the environment.			9-10.B.3.2.3.A Identify the sun as the primary source of energy for life.
				3.S.3.2.4.A Develop a food web.				7.S.3.2.4.A Show how energy flows through the ecosystem in one direction.			9-10.B.3.2.4.A Identify that respiration involves the release of energy.

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**Standard 3: Biology** (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
<b>Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems</b> <i>(continued from previous page)</i>											9-10.B.3.2.5 A Show how matter cycles and energy flows through a living system.
<b>Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	5.S.3.3.1.A Explore plant and animal cells.	6.S.3.3.1.A Identify the difference between cells, organs, organ systems and organism.	7.S.3.3.1.A Sequence the relationships of cells, tissues, organs, organ systems, and organisms.	No objectives in Physical Science.	No objectives in Earth Science.	9-10.B.3.3.1.A Identify a cell and its particular structures.
							6.S.3.3.2.A Compare the structural differences between plant and animal cells.	7.S.3.3.2.A Label parts of plant and animal cells.			9-10.B.3.3.2.A Identify different functions of particular cell structures.
								7.S.3.3.3.A Identify different functions of particular cell structures.			9-10.B.3.3.3.A Identify that cells store information for transferring to the next generation of cells.
								7.S.3.3.4.A Describe the functions of particular cell structures.			9-10.B.3.3.4.A Identify how the role of genes plays in differentiation.
						5.S.3.3.2.A Identify traits that are passed from parents to offspring.	6.S.3.3.3.A Identify traits that are passed from parents to offspring.	7.S.3.3.5.A Communicate how dominant and recessive traits are inherited.			

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**Standard 4: Earth and Space Systems**

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
<b>Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems</b>	K.S.4.1.1.A Observe characteristics of the four seasons.	1.S.4.1.1.A Identify characteristics of the four seasons.		3.S.4.1.1.A Identify how the sun relates to the length of a day and/or the seasons on Earth.				No objectives at this grade level.	No objectives in Physical Science.		No objectives in Biology.
	K.S.4.1.2.A Sequence the seasons						6.S.4.1.2.A Illustrate the water cycle and its relationship to weather and climate.				
			2.S.4.1.1.A Identify characteristics of different weather conditions.				6.S.4.1.3.A Discuss how clouds relate to weather changes.				
										8-9.ES.4.1.2.A Identify terms used in geological time.	
						5.S.4.1.1.A Discuss how the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift) are connected.	6.S.4.1.1.A Identify interactions among the solid earth, oceans, atmosphere, and organisms that are connected.			8-9.ES.4.1.3 Show interactions among the solid earth, oceans, atmosphere, and organisms have changed.	
					4.S.4.1.1.A Identify basic components of our solar system (planets, sun, moon, asteroids, or comets).					8-9.ES.4.1.1.A Compare and contrast the basic components of our solar system (planets, sun, moon, asteroids, comets, meteors).	
					4.S.4.1.2.A Demonstrate how gravity affects orbits and objects.						
					4.S.4.1.3.A Explore how the Earth's tides change.						
<b>Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	5.S.4.2.1.A Label the rock cycle.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Physical Science.	8-9.ES.4.2.1.A Identify internal & external energy sources of the earth.	No objectives in Biology.

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**Standard 5: Personal and Social Perspectives; Technology**

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
<b>Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced</b>	K.S.5.1.1.A Attend to and participate in discussion of characteristics of a man-made environment (home, school...).	1.S.5.1.1.A Match the characteristics of local natural environments. (playground, backyard).	2.S.5.1.1.A Sort man-made and natural environments.	3.S.5.1.1.A Recognize local environmental issues.	No objectives at this grade level.	5.S.5.1.1.A List issues for environmental studies.	6.S.5.1.1.A Identify issues for environmental studies.	No objectives at this grade level.	No objectives in Physical Science.	8-9.ES.5.1.1.A Identify environmental issues, issues such as water and air quality, hazardous waste, depletion of natural resources.	9-10.B.5.1.1.A Identifies environmental issues such as water, air, or trash.
<b>Goal 5.2: Understand the Relationship between Science and Technology</b>	No objectives at this grade level.	No objectives at this grade level.	2.S.5.2.1.A Explore tools that people have invented for everyday life and for scientific investigations.	3.S.5.2.1.A Explore how technology helps develop tools.	4.S.5.2.1.A Attends to discussion of tools used for space exploration and for scientific investigations.	5.S.5.2.1.A Demonstrate how science and technology are part of a student's life.	6.S.5.2.1.A Identify how science and technology are part of our society.	7.S.5.2.1.A Identify how science and technology are interrelated.	8-9.PS.5.2.1.A Show how science and technology are interrelated.	8-9.ES.5.2.1.A Show how science and technology are interrelated.	9-10.B.5.2.1.A Identifies an improvement science research has made in technology.
				3.S.5.2.2.A Order the development of tools over time.		5.S.5.2.2.A List examples of science and technology.	6.S.5.2.2.A Identify when science and technology are interrelated.	7.S.5.2.2.A Show how science advances technology.	8-9.PS.5.2.2.A Show how technology advances science.	8-9.ES.5.2.2.A Show how technology advances science.	9-10.B.5.2.2.A Show how technology advances science.
									8-9.PS.5.2.3.A Identifies different purposes for science research and technology.	8-9.ES.5.2.3.A Identifies different purposes for science research and technology.	9-10.B.5.2.3.A Identifies different purposes for science research and technology.
<b>Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.S.5.3.1.A Uses methods of recycling.	No objectives at this grade level.	5.S.5.3.1.A Sort resources as renewable and nonrenewable resources.	6.S.5.3.1.A Identifies between renewable and nonrenewable resources.		No objectives in Physical Science.	8-9.ES.5.3.1 Identifies between renewable and nonrenewable resources.	9-10.B.5.3.1A Identifies between renewable and nonrenewable resources.
								7.S.5.3.1 Identify an alternative source of energy.			

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IDAHO ADMINISTRATIVE CODE IDAPA 08.02.02 State Board of Education Rules Governing Uniformity

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated into this rule: (3-30-07)

**01. The Idaho Content Standards.** The Idaho Content Standards as adopted by the State Board of Education on April 18, 2008. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. ~~(11-2-07)T~~ (04-18-08)T

**02. The Idaho English Language Development Standards.** The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.** The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**04. The Idaho English Language Assessment (IELA) Achievement Standards.** The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards.** Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**06. The Idaho ~~Alternative Assessment~~ Extended Content Standards.** The Idaho ~~Alternative Assessment~~ Extended Content Standards as adopted by the State Board of Education on April 18, 2008. Copies of the document can be found at the State Board of Education website at <http://www.boardofed.idaho.gov> ~~(11-2-07)T~~ (04-18-08)T

**07. The Idaho Alternative Assessment Extended Achievement Standards.** Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on April 20, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-2-07)T

**08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (10-11-07)T

**09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (10-11-07)T

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**TITLE 33  
EDUCATION  
CHAPTER 20  
EDUCATION OF EXCEPTIONAL CHILDREN**

33-2002. RESPONSIBILITY OF SCHOOL DISTRICTS FOR EDUCATION OF CHILDREN WITH DISABILITIES. (1) Each public school district is responsible for and shall provide for the special education and related services of children with disabilities enrolled therein.

(2) Every public school district in the state shall provide instruction and training for persons between the ages of three (3) years and twenty-one (21) years who are children with disabilities as defined in this chapter and by the state board of education. The state board of education shall through its department of education determine eligibility criteria for children with disabilities, qualifications of special teachers and special personnel, programs of instruction and minimum standards for classrooms and equipment to be used in administering the provisions of this act.

(3) The child study team shall assess the importance and necessity of teaching Braille to each child who is legally blind. Preference shall be given to Braille. If the child study team determines that learning Braille is important with respect to a particular child, the child shall be given the opportunity to learn Braille.

(4) In accordance with the provisions of part B of the federal individuals with disabilities education act (IDEA), a student with a disability shall be informed by the school district or other public agency providing education to the student, at least one (1) year before he reaches the age of majority, that rights currently afforded to the parents or guardian of the student pursuant to IDEA, will transfer to the student when he reaches the age of majority. However, such rights shall remain with the parent or guardian after the student reaches the age of majority if the student is determined to be incompetent under Idaho law or if an individualized education program team determines the student lacks the ability to provide informed consent with respect to his educational program.

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**STATE DEPARTMENT OF EDUCATION  
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**SUBJECT**

Appointment to the Idaho State Curricular Materials Selection Committee

**APPLICABLE STATUTE, RULE, OR POLICY**

IDAPA 08.02.03.128 Rules Governing Thoroughness; Sections 33-118 and 33-118a, Idaho Code

**BACKGROUND**

The Administrative Rules of the Idaho Board of Education, IDAPA 08.02.03.128 describes the membership of the Idaho State Curricular Materials Selection Committee. Membership on the Committee is for a term of five years with the exception of the representatives from the State Department of Education and the Division of Professional-Technical Education (their terms are for one year).

**DISCUSSION**

Currently there are four (4) openings on the Selection Committee representatives for one public school trustee, one parent, one Idaho Public School Administrator and one parent representative who is Not a Public School Educator or a Public School Trustee. The two (2) open positions being recommended for appointments are for one public school trustee and one Idaho Public School Administrator. These recommendations are for a complete five-year term.

**IMPACT**

N/A

**ATTACHMENTS**

Attachment 1 – Patty Silvers Letter of Interest and Resume

Page 3

Attachment 2 – Anne Stilwill Letter of Interest and Resume

Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

**BOARD ACTION**

A motion to approve the request by the State Department of Education for the appointment of Patty Silvers to the Idaho State Curricular Materials Selection Committee.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_ No \_\_\_

A motion to approve the request by the State Department of Education for the appointment of Anne Stilwill to the Idaho State Curricular Materials Selection Committee.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_ No \_\_\_

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STATE DEPARTMENT OF EDUCATION  
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March 1, 2008

Val Fenske  
Idaho State Department of Education  
P.O. Box 83720  
Boise, ID 83720-0027


Dear Val Fenske:

Karen Echeverria, ISBA Executive Director, has informed me that you are looking for a trustee to serve on the Curricular Materials Selection Committee. I understand there is major time commitment which I am willing to make.

After being a teacher for thirty-three years and having selected various curricular materials for classes that I instructed, I feel I am qualified to serve on the Curricular Materials Selection Committee. When selecting materials I looked for thoroughness and the ability to raise the educational bar for the students. I would apply this same standard in selecting curricular materials for the state of Idaho.

A résumé of my accomplishments has been included with this letter. I hope you will consider me for this position. I am looking forward to meeting with you and discussing this position.

Sincerely,



Patty O. Silvers

4597 E. 3425 N.  
MURTAUGH, ID.

4597 EAST 3425 NORTH • MURTAUGH, IDAHO 83344  
PHONE 208-432-6616 • CELL 208-420-6111 • E-MAIL YTTAP48@MSN.COM

## PATTY O. SILVERS

### OBJECTIVE

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Work toward a bright future for our children.

### PROFESSIONAL EXPERIENCE

---

1992-2006	Twin Falls School District	Twin Falls, ID
<i>Family and Consumer Science Teacher at Magic Valley (alternative) High School</i>		
<ul style="list-style-type: none"><li>■ Teen Parenting Supervisor</li><li>■ Childcare Administrator</li><li>■ Instructed: Parenting, Health, Consumer Economics, Nutrition and Foods, Careers, and Early Childhood Professions</li></ul>		
1976-1992	Murtaugh School District	Murtaugh, ID
<i>Family and Consumer Science Teacher</i>		
1973-1976	South Lemhi School District	Leadore, ID
<i>Home Economics Teacher</i>		

### EDUCATION

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1967-1972	Idaho State University	Pocatello, ID.
<i>Bachelor of Arts in Home Economics Education</i>		
Additional 75+ credits from various Idaho universities		

### PROFESSIONAL MEMBERSHIPS

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Association for Career and Technical Education

National Association Teachers of Family and Consumer Sciences

Twin Falls Education Association

### COMMUNITY ACTIVITIES

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Idaho School Boards Association Executive Board

Murtaugh School Board (eleven years)

Born to Succeed Board



AWARDS RECEIVED

Idaho Professional Technical Teacher of the Year 2003

SUMMARY OF QUALIFICATIONS

- Served on state curriculum writing committees
- Collaborated on establishing the first Early Childhood Professions Tech/Prep program at the College of Southern Idaho with the Twin Falls School District.
- Selected classroom texts for thirty-three years.

REFERENCES

Upon request

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## *Cascade Public Schools*

DISTRICT NO. 422  
P.O. BOX 291  
209 N. SCHOOL STREET  
CASCADE, IDAHO 83611-0291  
VALLEY COUNTY

TELEPHONE: 382-4227  
Fax: (208) 382-3797  
www.cascadeschools.org

ANNE STILWILL  
DEAN OF FACULTY

PAL SARTORI  
DEAN OF STUDENTS

VIC KOSHUTA  
SUPERINTENDENT

January 30, 2008

FEB 01 2008

Idaho Association of School Administrators  
777 S. Latah  
Boise, Idaho 83705

To Whom This May Concern,

It is with pleasure that I submit my name, Anne Stilwill, as a possible nominee to fill the Curriculum Materials Selection Committee school administrator vacancy. Our school district superintendent, Vic Koshuta, suggested that I would serve this committee well.

Currently I am the Dean of Faculty for the Cascade Schools. In this capacity I complete all teacher evaluations. I also develop the school-wide, on-going professional development program which for the past two years has focused mainly on developing curriculum maps. Additionally I am assisting our elementary teachers in choosing our next elementary grades reading/language arts texts and program. Another task I am facilitating is our site-based accreditation process for our secondary school. I believe I have the knowledge base to assist in determining a selection of curriculum materials from which school districts would choose to peruse for future purchase.

Please contact me at 382-4227 if you have any questions. Thank you very much for your consideration.

Sincerely,



Anne Stilwill  
Dean of Faculty/Special Ed. Director  
Cascade School District #422  
P.O. Box 291  
Cascade, ID 83611  
208 382 4227

## ANNE STILWILL



### WORK

Cascade Schools  
P.O. Box 291  
Cascade, ID 83611  
Phone 208 382 4227  
Fax 208 382 3797  
E-mail [anne@cascadeschools.org](mailto:anne@cascadeschools.org)

### HOME

13604 Farm To Market Rd.  
McCall, ID 83638  
Phone 208 634 4336  
Cell 208 469 0690  
E-mail [astil@ctnis.com](mailto:astil@ctnis.com)

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### WORK OBJECTIVES

Curriculum Materials Selection Committee member.

### CREDENTIALS

**Idaho Education Credential, Expiration Date – September 1, 2009**

Administrator - School Principal, Pre-K-12  
Pupil Personnel Services - Standard Counselor K/12  
Standard Exceptional Child - Generalist K/12

**State of Nevada License for Educational Personnel #561-78-5055, Expiration Date - July 29, 2012**

Elementary K-8: Teaching  
Special K-8: Counselor  
Special K-12: Mentally Handicapped, Generalist - Resource Room, Administration

## ANNE STILWILL

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### EDUCATION

<b>Post Graduate coursework</b> for administrative licensure, licensure renewal, etc. - Idaho State University, Boise State University, Northwest Nazarene University, University of Nevada, Reno, Sierra Nevada College, Great Basin College, Brigham Young University, Southern Utah University, Nevada Dept. of Education Inservice classes	1974 to 2008
<b>UNIVERSITY OF NEVADA, RENO</b> , Reno, Nevada Master of Arts - Counseling and Educational Psychology	1990
<b>UNIVERSITY OF NEVADA, RENO</b> , Reno, Nevada Bachelor of Science - Elementary and Special Education	1974

### PROFESSIONAL EXPERIENCE

<b>CASCADE SCHOOL DISTRICT #422</b> Cascade Jr./Sr. High School - Grade 7-12 Cascade Elementary School – PreK-6 <i>Dean of Faculty</i> <i>Special Ed. Director</i>	2006 to present
<b>ELKO COUNTY SCHOOL DISTRICT</b> Spring Creek Middle School – Grades 6-8 <i>Principal</i>	2004 to 2006
Spring Creek Middle School - Grades 6-8 <i>Vice Principal</i>	1997 to 2004
Spring Creek Elementary School - Grades K-6 <i>Guidance Counselor</i>	1990 to 1997
Southside Elementary School – Grades K-6 <i>Teacher, LD Resource</i>	1984 to 1990
<b>NYE COUNTY SCHOOL DISTRICT</b> Silver Rim Elementary School – Grades K-6 <i>Teacher, LD Resource</i>	1982 to 1984
<b>CHURCHILL COUNTY SCHOOL DISTRICT</b> Minnie Blair Middle School - Grades 6-7 <i>Teacher, LD Resource</i>	1979 to 1982
<b>WASHOE COUNTY SCHOOL DISTRICT</b> Marvin Picollo School <i>Teacher, TMR Multiple Handicapped classroom – non-graded</i> <i>Teacher's Assistant, TMR classroom</i>	1976 to 1979
<b>OTHER SCHOOLS IN WASHOE COUNTY SCHOOL DISTRICT</b> <i>Teacher's Assistant, Substitute Teacher</i>	1975 to 1976



## **ANNE STILWILL**

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### **AWARDS**

Recipient, Rose of Recognition Award, Delta Kappa Gamma, Kappa Chapter, 2002  
Recipient, Making a Difference for Women Award for Women Helping Women,  
Soroptimist International of Elko, 1997  
Recipient, AAUW Nevada Anne Martin Leadership Award, 1995  
Recipient of \$300 grant from Delta Kappa Gamma for Master's Degree coursework, 1989  
Recipient, Outstanding Senior Woman Award, UNR, 1974  
Recipient, AAUW Outstanding Senior Woman Award, UNR, 1974

### **PROFESSIONAL AND VOLUNTEER ORGANIZATIONS**

National Association of Secondary School Principals  
Idaho Association of School Administrators  
Council for Exceptional Children  
Association for Supervision and Curriculum Development  
Virginia Gildersleeve Fund for University Women  
American Association of University Women

### **SPECIAL TRAINING**

Response To Intervention Training, 2007-2008  
Better Today's, Better Tomorrow's, 2008  
Teach for Success, 2004, 2005, 2006  
Managing Student Behavior, 2003  
Development of Moral Character in Children, 2003  
Nevada Association of School Administrators Conference, 2001, 2002, 2003  
FAS (Fetal Alcohol Syndrome) In the Classroom, 2002  
Understanding Section 504 in Nevada: A Practical Contrast with IDEA and ADA, 2002  
Developing a Professional Portfolio, 2001  
How to Handle Difficult People Workshop, 2001  
Nevada Technology Leadership Consortium Conference, 2001  
Project LEAD Conferences, 1998, 2001  
2000 Summer Institute for Rural Educators, 2000  
Computer classes, 1995-1999  
School Law Issues in Nevada Conference - 1999  
Teaming and Beyond, Conference on Middle School Education, 1999  
The Women's Conference, 1999  
Women's Leadership Conference, 1999  
Peri-natal Substance Abuse, 1996, 1997  
Substance Abuse and Child Welfare, 1996  
Training of Trainers for Peri-natal Substance Abuse, 1996  
Living With Grief: After Sudden Loss, 1996  
Expanding Options Conference, 1995  
Sexual Harassment and Abuse Investigation Trainings, 1995  
Principle Centered Teaching Workshop, 1995  
Solution Oriented Therapy Workshops, 1993, 1995  
Diversity Workshops, 1994  
Training of Trainers for Gender/Ethnic Expectations and Student Achievement, 1994  
Healing the Healer Seminar, 1994  
Gang Violence Seminar, 1993  
Project REACH (Respecting Ethnic and Cultural Heritage) Workshop, 1993  
Healing of Sexual Abuse in Families Seminar, 1992

## ANNE STILWILL

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### PRESENTATIONS

Facilitating Curriculum Mapping Project for Cascade Schools, 2006-present  
Facilitated and coordinated Great Decisions Discussion Program and Cascade School District teacher inservice class, 2002-2008  
Coordinated NMSA Webcast for SCMS teachers, 2002  
Assisted in presenting information on Terra Nova test to ECSD school faculties, 1997  
Instructor, teacher education class "Introduction to Teaching", Sierra Nevada College, 1996, 1997  
Conducted Gender/Ethnic Expectations and Student Achievement (GESA) training sessions for ECSD teachers, 1994-1995  
Coordinated and facilitated four inservice workshops for ECSD counselors, 1994-1995  
Presented Gender/Ethnic Expectations and Student Achievement training and Making Change for School Improvement game to Nevada Equity Alliance, 1994  
Presented Mother/Daughter Choices program to Spring Creek Elementary 6th grade girls and their mothers, 1992, 1993  
Presented Mother/Daughter Choices program at annual Nevada Counseling Association Conference, 1992

### REFERENCES

#### NAMES /ADDRESSES

#### PHONE NUMBERS

1. **Vic Koshuta**, Superintendent  
Cascade School District #422  
P.O. Box 291  
Cascade, ID 83611
2. **Pal Sartori**, Dean of Students  
Cascade School District #422  
P.O. Box 291  
Cascade, ID 83611

208 382 4227

208 382 4227

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**STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008**

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

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*IDAHO ADMINISTRATIVE CODE  
State Board of Education Rules*

*IDAPA 08.02.03  
Rules Governing Thoroughness*

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**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 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. (4-11-06)

**02. Multiple Adoptions are Made in Each Subject Area.** (4-5-00)

**03. Bids.** Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

**04. Depository.** The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

**05. Local Policies.** School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

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**STATE DEPARTMENT OF EDUCATION**  
**APRIL 17-18, 2008**

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**SUBJECT**

Appointments to the Professional Standards Commission

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1252, Idaho Code

**BACKGROUND**

Idaho Statute sets forth criteria for membership in the Professional Standards Commission including six of the following representatives.

**DISCUSSION**

Nominations were sought for the position from the Deans of the Colleges of Education, the Idaho School Superintendents Association, the Idaho Association of Special Education Administrators, the Idaho Department of Education, the Idaho School Boards Association, the Idaho Education Association and Northwest Professional Educators. Resumes for interested individuals are attached.

Public Higher Education:

Deb Hedeem, Idaho State University

School Superintendents Association:

Becky Ford, Post Falls School District (renomination)

Association of Special Education Administrators:

Beth Davis, Post Falls School District

Diana Zigars, Canyon-Owyhee School Service Agency

Bonnie Gallant, Boise School District (renomination)

Secondary Classroom Teacher:

Esther Henry, Jefferson County School District

Sheila Mack, Post Falls School District

Lynne Stembridge, Coeur d'Alene Charter Academy

Mark Gorton, Lakeland School District

Dawn Mackesy, Lakeland School District

State Department of Education:

Nick Smith, Deputy Superintendent (renomination)

School Boards Association:

Anne Ritter, Meridian School District

Donagene Turnbow, Post Falls School District

**IMPACT**

N/A

**STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008**

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**ATTACHMENTS**

Attachment 1 – Resume for Deb Hedeon	Page 5
Attachment 2 – Resume for Becky Ford	Page 7
Attachment 3 – Resume for Beth Davis	Page 9
Attachment 4 – Resume for Diana Zigars	Page 11
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Attachment 8 – Resume for Lynne Stembridge	Page 23
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Attachment 10 – Resume for Dawn Mackesy	Page 27
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Attachment 13 – Resume for Donagene Turnbow	Page 37

**STAFF RECOMMENDATIONS AND COMMENTS**

N/A

**BOARD ACTION**

A motion to approve \_\_\_\_\_ as a member of the Professional Standards Committee for a term of three years representing public higher education.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

A motion to approve \_\_\_\_\_ as a member of the Professional Standards Committee for a term of three years representing school superintendents.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

A motion to approve \_\_\_\_\_ as a member of the Professional Standards Committee for a term of three years representing special education administrators.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

A motion to approve \_\_\_\_\_ as a member of the Professional Standards Committee for a term of three years representing secondary classroom teachers.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 17-18, 2008**

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A motion to approve \_\_\_\_\_ as a member of the Professional Standards Committee for a term of three years representing the State Department of Education.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

A motion to approve \_\_\_\_\_ as a member of the Professional Standards Committee for a term of three years representing school board members.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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Deborah L. Hedeon  
Dean, College of Education  
Idaho State University  
Box 8059  
Pocatello, ID 83209

Email: [hededebo@isu.edu](mailto:hededebo@isu.edu)  
Phone: work 208/282-4143; home 208/237-8758

## EDUCATION

Ph.D.	Syracuse University, 1994 (Special Education)
M.Ed.	Lesley College, 1985 (Special Education)
B.S.	St. Cloud State University, 1984 (Special Education and Spanish)

## CURRENT PROFESSIONAL EXPERIENCE

Dean, College of Education, Idaho State University, 2006—present  
Associate Dean, College of Education, Idaho State University, 2005—2006  
Assistant Dean of Teacher Education, Idaho State University, 2002—2005  
Professor of Special Education, Idaho State University, 2004—present  
Associate Professor of Special Education, Idaho State University, 1998—2004  
Assistant Professor of Special Education, Idaho State University, 1993—1998

## LEADERSHIP DEVELOPMENT

National Council for Accreditation of Teacher Education (NCATE) and the American Association of Colleges for Teacher Education (AACTE) sponsor *Accreditation, Accountability, and Quality* Conference, Arlington, VA.  
September 2007; 2006; 2005.

Association of Colleges for Teacher Education (AACTE), *New Dean's Institute - Academy for Leadership Development*, Minneapolis, MN. June 2005.

Institute For Charitable Giving, *Seize the Opportunity* Conference, San Antonio, TX.  
May 2005.

Harvard Summer Institute, *Management Development Program*, Cambridge, MA. June 2004.

## HONORS AND AWARDS

2004	Outstanding Public Service Award, Idaho State University
2004	Most Influential Professor, College of Education
1999	Sabbatical Leave to Massey University, Palmerston North, New Zealand
1997	Outstanding Young Woman of America

1997 Master Teacher Award, Idaho State University  
1996 Master Teacher Award, Idaho State University  
1996 Most Influential Professor, College of Education

#### PAST POSITIONS

Graduate Intern, School District No. 742, St. Cloud, MN, 1991—1993  
Graduate Assistant in Special Education, Syracuse University, NY, 1988—1991  
Special Educator, School District No. 742, St. Cloud, MN, 1987—1988  
Visiting Teacher, Blindeninstitutsstiftung, Munich, Germany, 1986—1987  
Special Educator, School District No. 742, St. Cloud, MN, 1985—1986  
Teacher Assistant, Perkins School for the Blind, Watertown, MA, 1984—1985

#### DOCTORAL DISSERTATION

Hedeen, D.L. (1994). *The interwoven relationship of teaching, learning, and supporting in inclusive classrooms*. Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.

#### TEACHING

EDUC 102	First Year Seminar
SPED 270	Field Work in Special Education
SPED 330	The Exceptional Child
SPED g425	Diagnostic Procedures
SPED g426	Assessment: Severe Disabilities
SPED g429	Strategies: Severe Disabilities
SPED g442	Survey of Mental Retardation
SPED g443	Autism
SPED g446	Secondary Special Education
SPED g450	Creating Inclusive Classrooms
SPED 495	Student Teaching
SPED 638	Practicum in Special Education
SPED 662	Consultation in Schools

#### Previous Teaching Experience

University Instructor, Syracuse University, Syracuse, NY. Graduate course: School-Based Program Design for Students with Disabilities (3 credits) 1990—1991.

University Instructor, Syracuse University, Syracuse, NY. Undergraduate course: Curriculum and Methods in Emotional Disturbance and Behavioral Disorders (3 credits) 1990—1991.

**(RESUME HAS BEEN TRUNCATED – FOR COMPLETE RESUME PLEASE  
CONTACT SDE)**



East 12411 Sioux Circle Phone 509 - 924 - 5629  
Spokane, Washington Fax 208 - 773 - 3218  
99206 E-mail  
bford@sd273.k12.id.us

## Becky Jo Ford

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### Education

Superintendent Certificate	May 2000	Washington State University
M ED Administration	1997	Whitworth College
Continuing Credits	1991 – 2002	University of Idaho
BS Education	1974	Memphis State University

### Professional Experience

2000 - Present Post Falls #273 Post Falls, Idaho  
Assistant Superintendent

1994 – 2000 Director of Elementary Education/Instruction/Federal  
Programs

1990 – 1994 Elementary Principal

1989 – 1990 Title One Director/Teacher

1982 - 1989 Teacher

1981 – 1982 Teacher

### Additional professional activities

Idaho Superintendents Board

Region I Superintendents President

Region I Superintendents Secretary

Idaho Drug Advisory Board

University of Idaho adjunct teacher

State Reading Assessment Team

State Management Review Team – Kellogg, Coeur d'Alene

State Risk Assessment Advisory Committee

University of Idaho Higher Education Review Committee

Post Falls Administrator of the Year

Regional Drug Conference Present

American Legion Educator of the Year

Professional  
Memberships

National Association of School Administrators

National Association for Curriculum & Development

Panhandle Reading Association

Idaho School Boards Association

Kootenai Alliance for Children

Association of Curriculum and Development

National and State Association of School Administrators

Post Falls Education Foundation Board

Regions One Superintendents

**Beth Davis**

717 Dundee Drive  
Post Falls, ID 83854  
208 659 6430  
bdavis@sd273.com

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**Objective**

**Professional Standards Commission application**

**Experience**

**Special Education Co-Administrator ½ time/School Psychologist ½**

Serve as School Psychologist for 3 schools within the district and also  
Co- Special Education Director for the district 2007 to present.

**School Psychologist**

- 2002 - 2007 Post Falls School District, Post Falls, ID
- Serve 3 Elementary and 1 Kinder Center
- Serve on occasion as an administrative designee
- Provide assessment, consultation, develop programming for special education students, support staff and parents in all aspects of child development, serve on Response to Intervention Teams in all schools, participate in 504 plans for students, perform all duties related to school psychology
- Contract work for I-DEA Schools

**Special Education Director/School Psychologist**

1995-2002 Kamiah Joint School District, Kamiah, ID

- Served as special education director and school psychologist
- Also served for two years as the Title 1 Director
- Served as Counselor K – 8/IRI Coordinator, LEP Director, Summer School coordinator, After School Program (21<sup>st</sup> Century Learning Center ) Director

**Elementary Counselor**

1993 - 2002 Kamiah Joint School District, Kamiah, ID

- Served as full time counselor K-8;counseling groups, individual and whole classroom guidance instruction
- Crisis Team training and member for district
- Responsible for both Elementary and Middle School Student Councils
- Supervised the annual Talent Show at the Elementary School

**3<sup>rd</sup> grade Classroom Teacher**

1987-1993 Kamiah Joint School District, Kamiah, ID

- 3<sup>rd</sup> grade classroom teacher
- Worked toward Master's Degree in School Counseling
- Ongoing college coursework

**Special Education Self Contained Classroom**

- 1984-1987 Kamiah Joint School District, Kamiah, ID  
Developed programs for self contained life skills students K – 8  
Completed special education certification

## Education

### **Lewis Clark State College Lewiston, ID 1978-1984**

- Bachelor's Science Education
- Minor in music
- 1985 Special Education Endorsement

### **University of Idaho, Moscow, ID**

- 1988 – 1993 Masters' of Education Counseling and Human Service
- 1994 – 1995 Specialist in School Psychology
- 1995 – 1997 Administrator Director of Special Education Endorsement

## References

JoAnn Wilson-Curtis, Special Education Director, Post Falls School District

Mont Hibbard, Retired Special Education Director, Lewiston, Idaho

Ramona Lee, Special Education Director Fruitland, ID

Dale Durkee, Superintendent Orofino Schools

Beverly Benge, Regional Sp. Ed. Consultant North Idaho

## Acknowledgments

**1993 Selection for Idaho Presidential Math/Science Award**

**2001 Individual *Brightest Star* Award for Idaho**

**2002 Nominated for the *Super Hero Award* Idaho Children's Trust Fund Board**

**Served on *Idaho Children's Trust Fund Board* from 1998 – present**

**Served on Lewis County At Risk Task Force from 1995 – 2002**

**Served on *Children's Mental Health Lewis County Board* 95-02**

**Director for Valley Singers Community Choir 1979-02**

**Member of Kamiah Community Presbyterian Church 35 years**

Interests: Music, reading, travel, biking, hiking, cooking, gardening, sewing, boating, fishing, camping, spending time with my family and friends.

**Diana S. Zigars**

2350 W. Anatole St.  
Meridian, ID 83642  
(208) 895-8743 (H)  
(208) 454-2087 (W) (208) 880-4491 ( W-Cell)

**EDUCATION**

Master of Arts Degree  
Educational Administration  
California State University, Dominguez Hills  
Carson, CA  
1990

Bachelor of Science Degree  
California State Polytechnic University  
Physical Education/Education  
Pomona, CA  
1980

Associate of Arts Degree  
Mt. San Antonio College  
Physical Education  
Walnut, CA  
1976

**CERTIFICATION AND ENDORSEMENTS**

Idaho Certification and Endorsements  
Valid through 9/01/2012

Administrator  
School Principal K-12  
Director of Special Education

Standard Exceptional Child  
Generalist K-12  
Severe Retardation K-12  
Serious/Emotionally Disturbed K-12  
Supervisor/Coordinator Special Education K-12

Standard Secondary  
Physical Education K-12

Comprehensive Literacy Completion  
Idaho Technology Competency

## **PROFESSIONAL EXPERIENCE**

**Special Education and Gifted/Talented Programs Director  
Canyon-Owyhee School Service Agency (COSSA)  
1996-Present**

Director of Special Education and Gifted/Talented Programs for five district cooperative including Homedale, Marsing, Notus, Parma and Wilder School Districts in Southwest Idaho. Supervision of over eighty staff members including Special Education Teachers, Educational Assistants, and Support Staff (School Psychologists, Speech/Language Pathologists, Physical and Occupational Therapy). Direction of over twenty-eight programs including: two day treatment centers for Emotionally Disturbed students, Developmental Pre-School, Resource Specialist Programs, Extended Resource Rooms, Special Day Class – Severe, and a full range of instructional programs including serving students who are deaf/hard of hearing, visually handicapped, etc. in a full range of placement options. Supervision of instruction, conducting staff development, budget preparation. Administration of the IEP process to insure compliance including assessment, eligibility and delivery of services.

**Coordinator  
Los Angeles Unified School District  
Alfonso B. Perez Special Education Center  
1992-1996**

As part of the administrative team, assists the principal in the planning, organization and implementation of curriculum objectives and supervision of instruction. Sponsorship of secondary and elementary programs including conducting department meetings, instructional program, and programming of students and scheduling of classes. Coordinate school functions including fundraising, multi-cultural assemblies, special programs, Parent Advisory Councils and extracurricular activities. As Chapter I Coordinator, completed duties of compliance for categorical programs including writing of the School Plan, preparation of the budget for Chapter I and Bilingual Education Programs, and responsible for coordinating Parent Advisory Committees for these programs. Administration of the IEP process to insure compliance including assessment, eligibility and delivery of services.

**Assistant Professor  
California State University, Dominguez Hills  
1995-1996**

Supervision of student teachers for Learning Handicapped and Severely Handicapped Credential Programs for Practicum experience. Visitation at assigned sight, presentation of seminar experiences, and evaluation of teaching experience and required course work.

**Teacher  
Los Angeles Unified School District  
1984-1992**

Taught Adapted Physical Education to qualified students as an Itinerant Teacher and at Special Education Facilities for Pre-school - 12th grade. Special Education Teacher for Special Day Class, grades 1-3. Served as Department Chairperson, Master Teacher, and on Curriculum Development Committees.

**Mentor Teacher  
Los Angeles Unified School District  
1987-1992**

Mentor Teacher for the Division of Special Education. Assigned to new teachers to the district. Supervision of instruction, providing assistance in program implementation, staff development/training and leadership. Presenter at various district-level staff development programs.

**Teacher  
Bear Valley Unified School District  
1982-1983**

Teacher at Big Bear High School - Physical Education and Geography. Coached Varsity Basketball team. Designed and implemented curriculum for Girl's Physical Education Department.

**Teacher  
Rowland Unified School District  
1979-82**

Taught Physical Education, English, Reading, and Physical Science at John A. Rowland High School. Coached varsity basketball, softball, and lower division volleyball. Participating in the Sierra League Coaches organization and CAHPER organization as an active member.

**PROFESSIONAL DEVELOPMENT**

**Professional Committee Participation**

Statewide Special Education Advisory Panel (2006-Present)  
Idaho State Board of Education Blind/Visually Impaired (VI) and Deaf/Hard of Hearing (HH)  
Statewide Planning Committee (2007)  
Early Childhood Partners (Districts/Headstart/Infant-Toddler) Regional Committee (2006-Present)  
Canyon-Owyhee Children's Mental Health Coalition (2000-Pres)  
Professional Standards Commission (PSC) Member (2000-03)  
IASA Publications Committee Member and Chair (2001-03, 2005-Present)  
Idaho Alternate Assessment Development Committee (2000)  
"Idaho's Most" Professional Development Advisory Committee (2000-2003)  
University Of Idaho Advisory Committee (2001-2002)

**Presenter**

DARE National Conference  
Cal State University, Dominguez Hills Special Education Conference  
LAUSD Division of Special Education Conference

**Trainer**

Mobile Opportunities via Education (MOVE) Trainer  
I CAN Curriculum Trainer  
LAUSD Staff Development Programs, Physically Handicapped  
New Teacher Staff Development  
Bilingual District Intern Program Trainer  
Community Based Instruction (CBI) Curriculum Development

**Specialized Training**

IEP Facilitation  
Wraparound Services – Children's Mental Health  
Alternate Assessment  
Early Childhood Outcomes  
Behavior Plan Development  
Case Manager Training (Hughes Bill)  
Mandt Training  
Community-Based Instruction (CBI)  
Mandt System

IEP Mediation  
Special Education Legal Issues  
Discrete Trial Training  
Response to Intervention (Rti)  
School-Based Medicaid  
Physical Assault Response Training (PART)  
LEARN Advanced Management Training  
Functional Behavioral Assessments

**References**

Mark Cotner  
Director, Canyon-Owyhee School Service Agency  
20567 Whittier Dr.  
Greenleaf, ID 83626  
(208) 454-2087

Jim Norton  
Superintendent, Parma School District  
805 E. McConnell  
Parma, ID 83660  
(208) 722-5115, Ext. 601

Dan Arriola  
Superintendent, Wilder School District  
210 A Ave E  
Box 488  
Wilder, ID 83676  
(208) 482-6228, Ext. 402

Dr. Harold Shockley  
Superintendent, Marsing Joint District  
Hwy 78, Box 340  
Marsing, ID 83639  
(208) 896-4111, Ext. 196



**Dr. Bonnie Gallant**

2582 E. Table Rock Rd.  
Boise, ID 83712

208-363-0223

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**Summary** Experience in performing a variety of teaching and supervisory duties, budget management, curriculum adaptation, legal compliance, problem solving, strategic planning and continuous improvement.

**Experience 2004 – Present Area Director for the Borah Quadrant, Boise School District, No. 1**

**1995 – 2004 Director of Special Services, Joint School District No. 2, Meridian, Idaho**

- Monitor and manage Special Education Title VI-B budget for the school district
- Supervise and evaluate special education supervisors, consulting teachers and all other related service providers for the district
- Plan, update and review special education issues regarding technology, curriculum, teacher supervision and evaluation
- Plan and support construction needs for new school facilities
- Partner with the Department of Health and Welfare to provide a Therapeutic Learning Center Program to students, at all grade levels, who need psychiatric and counseling services in order to meet their Individual Education Plan requirements
- Align school district with the training and paperwork requirements necessary to meet Section 504 needs within the school
- Provide training to new teachers on the needs to be professionally aware of Individual Education Plans and how to evaluate curriculum alignments to meet the needs of special students
- Represented the district in a due process hearing regarding a special education student. The hearing officer found in favor of the district
- Established off campus programs for special needs students aged 18-21 who need daily living, job opportunities and independent living skills in order to become more independent

**1993 – 1994**

- Facilitator trained in Frameworks as of 1993
- Co-taught Frameworks for Northwest Nazarene College, Spring, 1994 Payette, Idaho

**1992 – 1995 Assistant Director of Special Services, Vallivue School District, Caldwell, ID**

- Chaired Child Study Team meetings developing Individual Education Plans for variety of students with disabilities
- Completed classroom observations regarding teacher interactions; classroom management, curriculum accommodations
- Structured and designed behavior management plans for specific student needs
- Consulted with classroom teachers in making curriculum and behavior modifications, environmental adjustments
- Presented district workshop topics including Section 504, Teacher Assistance Teams
- Assisted with design and curriculum for extended resource room
- Chaired committee in determining ADD/ADHD responsibilities within the public schools

**1985 – 1992 Supervisor, Special Education Services, Nampa School District, Nampa, ID**

- Chaired Teacher Assistance Teams, Child Study Teams and Annual Reviews including all state-acknowledged eligibilities
- Completed supervision and evaluation process with multiple special education teachers
- Supervised program for adapting curriculum for lower performing students in the regular classroom
- Assisted with transition programming for secondary special education students
- Assisted with design and implementation for preschool program for developmentally delayed students
- Designed programs for behaviorally challenged students
- Provided monitoring and supervision of junior high vocational education program
- Redesigned referral forms/individual education plans to meet state guidelines
- Supervised student teachers from Idaho State University

**1978 – 1988 Science Research Associates**

- Consultant in direct instruction materials

**1979 – 1985      Consulting Teacher, Nampa School District**

- Assisted in developing public school programming for severely challenged students
- Collaborated with the Idaho State School and Hospital in providing appropriate programming for school-aged clients
- Redesigned referral forms/individual education plans to meet state guidelines
- Redesigned self contained classroom structure and philosophy to become extended resource room
- Assisted in developing district's first program for severely emotionally disturbed students
- Worked with teachers regarding curriculum, behavior management and classroom design to meet the needs of children with disabilities
- Chaired Child Study Team meetings and Annual Reviews
- Presented district workshops on direct instruction, spelling mastery, accommodating students with special needs, and writing behavior management programs

**1976 – 1979      Special Education Teacher, Nampa School District**

- Taught a multiple category of resource room students, Lakeview School
- Co-Chaired building's referral team process
- Developed Individual Education Plans
- Designed Behavior plans for specific students

**1975 – 1976      Graduate Assistant, Idaho State University**

- Assisted Dr. Gary Horton with undergraduate special needs classes

**1974 – 1975      Teacher, Adult Learning Center, Fort Ord, California**

- Taught reading and English to students in GED program

**Education      2006      University of Idaho, Boise Campus, Boise, Idaho**

- Doctorate in Educational Administration

**1999      University of Idaho, Boise Campus, Boise, Idaho**

- Specialist Degree in School Administration
- Building Administrator's Credential

**1985      University of Idaho, Boise Campus, Boise, Idaho**

- Special Education Supervisor and Director's Credentials

**1977      Idaho State University, Pocatello, Idaho**

- Master's of Education, Special Education

**1971      Dominican College, Houston, Texas**

- Bachelor of Arts, History and Social Studies

**Professional  
Service**

**University of Idaho      Summer, 2000      Spring, 2000, 2001, 2002, 2003, 2004**

- Co-taught Special Education Law class with Elaine Eberharter-Maki & Diane Tappen

**University of Idaho Spring, 2001      Fall, 2002      Spring, 2003**

- Taught Special Education Administration Classes

**Idaho State Board of Education      January, 2000**

- School Psychologist Standards Task Group      Idaho's MOST

**Current Legal Issues in Special Education                      May, 2000**

- Presented with Elaine Eberharter-Maki & Diane Tappen

**Idaho Association of School Administrators                      1985 – Present**

**Idaho Association of Special Education Administrators                      1985 – Present**

- Region II President for IASEA 1996 – 1999
- Member of IASEA Legislative Committee 1987 – 1989, 1993 – Present
- President of IASEA, State-Wide position 2001-2002

**Served on Legislative Committee for IASA 1990 – 1993**

**Co-Chaired Issues Task Force Committee 1990 – 1992**

**Council for Exceptional Children 1975 – 1995**

**Terry Reilly Health Clinic CONNECT Board 1988 – 1992**

**Nampa Education Association 1976 – 1980**

**Meridian School District – Administrator of the Year 2002 – 2003**

**Idaho Association of Special Education Administrators' Administrator of the Year Award  
2000 – 2001**

**Meridian Arbor Award Winner Administrator of the Year Award 2003 – 2004**

**Nampa Education Association's Teacher of the Year 1979**

**Special Olympics 1975 – 1978**

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**Esther Kaye Henry**

271 North 3900 East, Rigby, ID 83442

(208) 745-6783

ehenry@sd251.org

<b>Objective</b>	<b>Become a member of the Idaho Professional Standards Commission</b>	
<b>Association And Community Involvement</b>	<ul style="list-style-type: none"><li>• Merit Badge Counselor, BSA</li><li>• Jefferson County Fair participant</li><li>• Farm Bureau Talent Show Winner</li><li>• Church leadership, teaching, music</li><li>• Snake River Flood Relief volunteer</li><li>• Tutoring for remedial college English classes</li><li>• Alliance Canal weed control—20 years</li><li>• Jefferson Co. Ed. Assoc. Building Rep., 1993-1994</li><li>• JCEA V.P., 1995</li><li>• JCEA Pres. Elect, 1996</li><li>• JCEA President, 1997-1998</li><li>• JCEA Negotiations Team, 1994-1998</li><li>• JCEA Grievance Committee, chair—1999-2001</li><li>• IEA Delegate Assembly Member—10 years</li><li>• IEA campaign worker for 1% Initiative, 2007</li></ul>	
<b>Teaching/ Professional Experience</b>	<b>English Teacher</b> <b>Rigby High School</b> , Rigby, Idaho <ul style="list-style-type: none"><li>• Grades 10-12 remedial, regular, AP courses—15 years</li><li>• National Honor Society Advisor—9 years</li><li>• District English curriculum alignment committee—7 years</li><li>• School Improvement Committee, chair—4 years</li><li>• AP Institute participant—6 years</li><li>• Senior class advisor—3 years</li><li>• District principal selection committee member—4 years</li><li>• Textbook adoption committee—4 years</li><li>• 10-year accreditation committee chair—1998</li><li>• District Harmony Committee member—7 years</li><li>• Mentor teacher—8 years</li><li>• English Dept. chair—4 years</li><li>• Cooperating teacher for student teachers—5 years</li></ul> <i>Recognition/Awards:</i> <ul style="list-style-type: none"><li>• Jefferson County Teacher of the Year, 2002</li><li>• Who's Who Among American Educators—1995, 1996, 1997, 2001, 2003</li><li>• Marquis Who's Who in America, 2007</li><li>• Marquis Who's Who Among American Women, 2008</li></ul>	<i>1992 to Present</i>
	<b>English Teacher</b> <b>Springville High School</b> , Springville, Utah	<i>1985 - 1992</i>
<b>Education</b>	<b>Master of Arts—Instruction and Technology</b> <i>Western Governors University</i> , Salt Lake City, Utah	<i>2004</i>
	<b>National Board Certified Teacher—Adolescent/Young Adult Language Arts</b>	<i>2001</i>
	<b>Bachelor of Arts—English Education, Communications Minor</b> <i>Brigham Young University</i> , Provo, Utah	<i>1985</i>
<b>References</b>	Enclosed	

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SHEILA M. MACK  
7348 W WRIGHT ST, RATHDRUM, IDAHO 83858  
(208) 687-1773, [Sheila Mack@msn.com](mailto:Sheila_Mack@msn.com)

**OBJECTIVE:** To obtain a position on the Professional Standards Commission for the State of Idaho.

**EDUCATION:** -University of Idaho, K-8 Certification with endorsements in physical science and psychology through grade 9; 1998.  
-University of Montana, Bachelor of Arts, Psychology; 1991.  
-Post Falls High School, Graduate, 1986

**EXPERIENCE:** **Science Teacher:** plan and implement curriculum; carry out daily lessons; maintain classroom management-behavior, records, physical environment.  
*10/00-present:* Post Falls Middle School, Post Falls School District 273, PO BOX 40, POST FALLS, ID 83877  
Supervisor: Deborah Davis, principal (208)773-7554

**Preschool Teacher:** plan and implement curriculum; carry out daily lessons; maintain classroom management-behavior, records, physical environment. *8/99-6/00:* Licia's Playhouse Daycare and Preschool (no longer in business)  
Supervisor: Licia Schlemm, owner (239)938-6611

**Substitute Teacher:** fill in as assigned; teach and manage students according to lesson plans, schedules, and other directions left by the teacher. *8/99-6/00, 8/97-6/98, 3/96-1/97:* Post Falls School District #272, PO BOX 40, POST FALLS, ID 83877  
Supervisor: Dawna Shepard, Substitute Coordinator, (208)773-7246

**Substitute Teacher:** fill in as assigned; teach and manage students according to lesson plans, schedules, and other directions left by the teacher. *8/99-6/00, 8/97-6/98, 3/96-1/97:* Lakeland School District #272, PO BOX 39, RATHDRUM, ID 83858  
Supervisor: Ron Schmidt, Assistant Superintendent (208)687-0431

**Elementary Teacher:** plan and implement curriculum; carry out daily lessons; maintain classroom management-behavior, records, physical environment. *2<sup>nd</sup> grade 11/98-6/99, kindergarten 8/98-10/98. 8/98-6/99:* Challenger Christian Day School, 710 W SELTICE WAY, POST FALLS, ID 83854  
Supervisors: Jan & Jerry Rogers, owners, (208)773-5200

**Student Teacher:** plan and implement curriculum; carry out daily lessons; maintain classroom management-behavior, records, physical environment; other duties as assigned; observe other teachers.  
*1/97-5/97:* Lakeland School District #272, Getty Keifer Elementary, PO BOX 39, RATHDRUM, ID 83858 (208)687-5206  
Supervisors: Kathy Rollins and Mary Conrath, Master Teachers

**Lifeskills Paraprofessional:** assist with students' educational programs, social skills and personal needs as appropriate. 9/94-6/97: Post Falls High School, Post Falls School District #273, PO BOX 40 POST FALLS, IDAHO 83877  
Supervisor: Dorothy Lei, PFHS Lifeskills, (208)773-0851

REFERENCE:

Deborah Davis, Principal, Post Falls Middle School, (208)773-7554  
PO BOX 40, POST FALLS, IDAHO 83877

Kurt Koetter, retired teacher, Post Falls Middle School, (208) 687-1289  
Rathdrum, ID 83858

Jeri Anne Lee, PE teacher, Post Falls High School, (208) 773-0851  
PO BOX 40, POST FALLS, IDAHO 83877



4124 N. Hawthorne St.  
Spokane, WA 99205  
509-981-3466 or 509-326-3480

## Lynne M. Stembridge

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<b>Certification</b>	<b>Idaho Teaching Credential</b> , 6-12 Social Studies, 6-12 History  <b>Idaho Education Technology Competency Certificate</b> , 2003  <b>Residency Teacher Certificate</b> , State of Washington, July 2001. Endorsements: 4-12 History, 4-12 Social Studies, 4-12 English.
<b>Education</b>	<b>Master in Teaching: Secondary Education</b> Whitworth College, August 2001. <b>Technical Research Thesis:</b> Impact of High-Access Computer Usage on Social Studies Learning in the Ninth Grade.  <b>Bachelor of Arts/Liberal Studies</b> Whitworth College, June 2000. Summa cum Laude <b>Major:</b> U.S. History <b>Minor:</b> Political Science
<b>Publications</b>	<b>“Not Such Simple Gifts: The Shakers and Their Legacy”</b> <i>History Magazine</i> , August/Sept. 2000 <i>History Today Magazine</i> , January 2001
<b>Professional Memberships</b>	<b>Northwest Professional Educators</b> <b>Organization of American Historians</b>
<b>Teaching Experience</b>	<b>Coeur d’Alene Charter Academy</b> , Coeur d’Alene ID September 2002 - Present <ul style="list-style-type: none"><li>• Social Studies Department Chair</li><li>• Advanced Placement U.S. History</li><li>• College Prep U.S. History</li><li>• 8th grade Civics</li><li>• 9<sup>th</sup> Grade Ancient History (College Prep and Honors)</li><li>• Open grade Written and Oral Communications</li></ul> <b>Saint George’s School</b> , Spokane WA July 2001 – June 2002 <ul style="list-style-type: none"><li>• 10<sup>th</sup> grade Modern World History</li><li>• Designed and taught Ethics, Politics &amp; Society (Junior/Senior Elective)</li><li>• Freshman student advisor</li><li>• Mock Trial and Knowledge Bowl Teams</li></ul>

**Student Teacher Practicum**, Lewis & Clark High School, Spokane, WA, September 2000-June 2001.

- 11th grade American Studies History (regular and block lessons)
- 9th grade Global Issues (regular and block lessons)
- 9th grade Structured Studies (regular and block lessons)
- Knowledge Bowl team, Debate team, assisted with Junior Class Leadership
- Scored 8<sup>th</sup> Grade Writing Assessments

**Related  
Experience**

**Multicultural Field Experience**, Hillyard Extended Learning Center, Spokane, WA, January 2001.

Utilized small cooperative learning groups to implement several lessons designed to strengthen English language skills in basic, intermediate and advanced adult ESL classes. Assisted with reading readiness in regular and special needs Head Start classes

**Classroom Resource Speaker**, Spokane School District #81  
MESA program (Mathematics, Engineering, Science Achievement)  
Spokane WA, 1996-98.

**Additional  
Experience**

**Advanced Placement U.S. History Exam Reader, 2008**

**NISTAR Recognized Teacher, May 2007**

**National History Day Summer Institute Scholar:  
History of the American West, July, 2003**

**Chairperson, Federal Advisory Committee on Hanford Health Effects**  
Agency for Toxic Substances & Disease Registry, U.S. Dept. of  
Health and Human Services. Atlanta, GA. September 1994 – July 1999.

**Executive Director.** Hanford Education Action League (HEAL)  
July 1990 – March 1999

**References**

Placement File  
Education Certification and Placement Office MS0701A  
School of Education  
Whitworth College  
Spokane, WA 99251  
(509) 777-4405 or 4406

Dan Nicklay  
Principal  
Coeur d'Alene Charter Academy  
(W) 208-676-1667

Deena Ervin  
Humanities Dept. Head  
Saint George's School  
(W) 509-466-1636

# Mark Gorton

(208) 660-3646

8260 Arizona Street, Rathdrum, ID

mgorton@lakeland 272.org

## *Education/ Memberships*

1991-1997 Lewis-Clark State College  
Bachelor of Science Communications

**Idaho State Teaching Certificate:**  
Communications, Public Speaking and Drama

**Idaho State Teaching Endorsements:**  
Social Studies, U.S. History, U.S. Government, World History, Idaho Technology Endorsement

◆────────────────◆  
**2005-Present Northwest Professional Educators**

**Honorary Member of Alpha Psi Omega National Dramatic Fraternity**

## ◆────────────────◆ *Awards*

**2005 Veterans of Foreign Wars Teacher of the Year**  
Mountain View High School

**2007 Northwest Professional Educators Scholarship Winner**

## *Work Experience*

**1998-2000 Alternative School Teacher**  
**Lapwai Alternative School, Lapwai, School District #341**

- Designed and implemented new Alternative School Curriculum
- Help pioneer the PLATO learning system on a school wide scale
- Member of the Lapwai Albertson's Technology Committee

**2000-2005 U.S. History, World History, Drama Public Speaking and Technology Teacher**  
**Lakeland Junior High/Mountain View High School**

- Member of Lakeland Junior High Curriculum Collaboration Committee
- Member of Lakeland Social Studies Common Course Assessment writing Committee

**Presently U.S. History, World History, Drama and Technology Teacher**  
**Mountain View High School**

- Continued development of Mountain View drama program
- Implementing Lakeland School District Curriculum
  - Chairman Senior Project Committee

## *Advising/ Coaching*

**Mountain View Alternative School Yearbook Advisor**  
**Mountain View Alternative School Drama Club Coach**  
**Lakeland High School Track and Field**

## *References*

**John Klingaman,**  
**Principal, Mountain View Alternative School**  
1-208-687-0025

**Georganne Griffith**  
**Principal, Timberlake Junior High School**  
1-208-623-2582

**Dennis Kachelmeier**  
**Principal, St. Maries Middle School**  
1-208-245-2142

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1500 S. Riverside Harbor    208-773-7536  
Post Falls, ID 83854    dmackesy@lakeland272.org

## Dawn Mackesy

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### Experience

2004- Present    Mt. View Alternative High School    Rathdrum, ID

#### Teacher

- Teach a variety of subjects: Economics, Government, World History, 9<sup>th</sup> and 10<sup>th</sup> grade English.
- PLATO instructor.
- Design ISAT remediation courses tailored to individual students.
- Instruct teachers on classroom use for PLATO courseware.
- Advisor for Student Council.
- Mt. View Teacher of the Year 2006

1996-2004    Lakeland Jr. High School    Rathdrum, ID

#### Teacher

- Instructed students in a variety of courses: 8<sup>th</sup> and 9<sup>th</sup> grade English, World History, Careers.
- Mentor for new teachers.
- Coached volleyball and basketball.
- LJHS Teacher of the Year 1999, 2001

1995-1996    Lakeland School District    Rathdrum, ID

#### Substitute Teacher

### Education

1989– 1994    Eastern Washington University    Cheney, WA

- B.A. Ed English
- Associate Students of EWU Council Member

1995-1996    University of Idaho    Directed Study

- Social Studies courses to become endorsed in Social Studies

### Memberships

- Reverse Job Fair Committee Member 2007-Present
- Senior Project Co-designer, Lakeland School District 2007-present
- High School Redesign Committee 2005-2007
- High Schools that Work Committee Member 1999-2002
- Member NCCE (National Council for Computers in Education)
- Member Northwest Professional Educators

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3801 Kootenai St. • Boise, ID • 83705  
Phone (208) 598-1102 • E-mail [NWSmith@sde.idaho.gov](mailto:NWSmith@sde.idaho.gov)

## NICHOLAS W. SMITH

### EDUCATION

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- 2006 University of Idaho  
*Masters Educational Leadership*
- 2002 University of Idaho  
*Bachelor of Science Education*  
*Secondary Education Social Science Major, Health Minor*

### PROFESSIONAL EXPERIENCE

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- 2007 – 2008 Idaho State Department of Education  
*Deputy Superintendent of School Support Services*
- Overseeing programs areas of Teacher Certification and Professional Standards, Coordinated School Health, Driver Education, Indian Education
  - Work directly with Rural Schools, Alternative Schools, School Accreditation
- 2006 Idaho State Department of Education  
*Civic Education Coordinator*
- Supporting Idaho's Civic Mission of Schools in K-12 education
  - Providing resources and training to support Idaho's districts in their mission to infuse Civic Education, Character Education and Service Learning into their schools
  - Established partnerships working with Adult Basic Education and Idaho Digital Learning Academy in relation to curriculum development, marketing and promotion of courses
- 2003 – 2006 Bliss School District  
*Dean of Students/ Social Studies and Health Teacher*
- Duties of Jr. High and High School principal
  - Director of Gifted and Talented program (K-12)
  - Administrator of school wide Professional Technical Education programs
  - Advisor for local National Honor Society
  - Teacher: American Government, Idaho History, Health
- 2002 – 2003 Bliss School District  
*Social Studies / Health Teacher*

- World Geography
- Idaho History
- U.S. History
- World History
- Health

#### CERTIFICATIONS

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##### *Administration Certification*

##### *Standard Secondary*

- Social Studies 6 – 12
- History 6 – 12
- Health 6 – 12

##### *Idaho Technology Test*

- Passed Spring 2002

#### SPECIAL SKILLS

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##### *Teaching – Center for Civic Education programs*

- We The People: Citizens and the Constitution
- Project Citizen

##### *Coaching*

- Track and Field
  - Hurdles, Sprints, Distance, High Jump, Long Jump, Shot Put, Discus
- Basketball

#### HONORS AND DISTINCTIONS

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2005 – 2006	North Side Conference Boys Track and Field Coach of the Year
2004 – 2005	North Side Conference Boys Track and Field Coach of the Year
2003 – 2004	Idaho 4 <sup>th</sup> District Boys Track and Field Coach of the Year
2003 – 2004	North Side Conference Boys Track and Field Coach of the Year
	National Society of Collegiate Scholars
	University of Idaho's Deans List
	Phi Eta Sigma National Honor Society



Golden Key National Honor Society

University of Idaho Athletic Honor Role

University of Idaho Scholar Athlete

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**ADDITIONAL PROFESSIONAL ACTIVITIES**

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- |                |  |
|----------------|--|
| 2007 – 2008    | <p><b>Grant Writing and Management</b></p> <p><i>Rural Education Achievement Program (REAP) Grant and Program Manager</i></p> <ul style="list-style-type: none"><li>• Managed the Rural and Low Income School Program and the Small Rural School Achievement Program Federal grants which provide funding to rural schools to address their unique needs</li></ul> |
| 2006           | <p><i>English Language Civics Grant</i></p> <ul style="list-style-type: none"><li>• Joint project with the Idaho Digital Learning Academy and Adult Basic Education</li><li>• A grant that funded the creation of an online Citizenship Education program to educate immigrants in civics and the English language</li></ul>                                       |
| 2006           | <p><i>Learn and Serve Idaho</i></p> <ul style="list-style-type: none"><li>• Managed Idaho's Service Learning Grant</li><li>• Reviewed Learn and Serve school/district grant applications</li><li>• Filed grant progress and closeout reports</li></ul>   |
| 2006           | <p><i>Character Education Sustainability Grant</i></p> <ul style="list-style-type: none"><li>• Infuse and sustain Character Education into the Bliss School District's curriculum and overall school vision and mission</li></ul>  |
| 2007 – Present | <p><b>Committees and Commissions</b></p> <p><i>Idaho State Accreditation Committee</i></p> <ul style="list-style-type: none"><li>• Served as a Commissioner of the Idaho State Accreditation Committee for Northwest Association of Accredited Schools (NAAS)</li><li>• Represented the State Department of Education in the Accreditation process</li></ul>       |
| 2007 – Present | <p><i>Rural Education Taskforce</i></p> <ul style="list-style-type: none"><li>• Served as Chairman of the Rural Education Taskforce</li><li>• Worked to identify solutions to the issues facing Rural Schools</li></ul>  |
| 2007 – Present | <p><i>Professional Standards Committee</i></p> <ul style="list-style-type: none"><li>• Served as liaison between the PSC and the State Department of Education</li><li>• Served on the Standards Sub-committee</li></ul>   |

- 2007 – Present      *State Department of Education Representative to the Idaho Association of Secondary School Principals*
- *Served as liaison between LASSP and the State Department of Education*
- 2006      *Social Studies Roundtable*
- A group of social studies educators brought together to:
    - Increase collaboration between social studies organizations
    - Increase participation, professional development and the profile of Social Studies throughout the State of Idaho
- 2006      *Abraham Lincoln Bicentennial Commission*
- Idaho State Department of Education representative on the Commission established by Governor Dirk Kempthorne to plan for a statewide recognition and celebration of the 200<sup>th</sup> Anniversary of Lincoln's birth on February 12, 2009
  - Specific task of planning the role that schools will play in the Bicentennial celebration
- 2003 – 2006      *International Education Taskforce*
- Lesson developer
  - Education missions to:
    - Germany
    - Basque Country, Spain
    - China
    - Jordan
- 2002 – 2006      **Other Activities**  
*Center for Civic Education Project Citizen Idaho District Coordinator*
- National Trainer for Project Citizen
  - Mentoring teachers on the use of Project Citizen in their classrooms at Project Citizen Regional Institutes
  - Promoting Project Citizen in Idaho
  - Supporting teachers who use Project Citizen in the classroom
- 2002 – 2006      *Coaching*
- Head Boys Track Coach: 2003, 2004, 2005, 2006
  - Varsity Boys Basketball Coach: 2003-04, 2004-05, 2005-06
  - J.V. Boys Basketball Coach: 2002-03, 2003-04, 2005-06
- 1998 – 2002      *University of Idaho Track and Field Team*  
*Decathlete / 110 Meter High Hurdles*
- 3<sup>rd</sup> Place Decathlete Big West Conference Championships 2002
  - Outdoor Big West Conference Team Championship 1999 – 2000

**STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008**

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1270 West Beacon Light Road  
Eagle Idaho 83616  
March 20, 2008

Idaho State Board of Education  
650 West State Street  
Boise Idaho

RE: Professional Standards Commission

Dear Sir:

I am writing to express my interest in serving on the above captioned commission. I have been a trustee for Joint School District No. 2 for six years and have been active with the Idaho School Board Association for the last four years. It has been very interesting to work on the issues pertaining to our educational system from a statewide vantage point rather than just from that of a large and growing school district.

I have the time and am willing to put forth the effort to prepare for and attend the meetings of the Professional Standards Commission.

I have attached my resume for your review.

Very truly yours,

ANNE RITTER

ANNE RITTER  
1270 West Beacon Light Road  
Eagle Idaho 83616

**WORK EXPERIENCE:**

**September 1983- April 1992**

Attorney at Law  
Civil Litigation

**September 1984-December 1991 (Part time)**

Professor: Ventura and Santa Barbara Colleges of Law  
Taught pretrial litigation techniques, fundamentals of legal research, remedies, agency and partnership, employment discrimination, case analysis and fundamentals of legal analysis

**March-May 1983 (Part time)**

Clerk for Los Angeles County Superior Court, Law and Motion

**1976-1983**

Teacher/ Test Coordinator  
ABC Unified School District, Cerritos California  
Taught reading, math, language and writing in a continuation high school.  
Coordinated all state mandated proficiency tests, conferences and records.

**1974-1976**

Los Angeles County Superintendent of Schools  
Juvenile Diversion Counselor

**EDUCATION:**

**Western State University College of Law, Fullerton, California**

Juris Doctor Cum Laude, December 1982  
Class Standing 4/115  
American Jurisprudence Awards: Criminal Law, Family Law, Wills, Corporations, Uniform Commercial Code  
Law Review  
Who's Who in American Colleges and Universities, 1982-83

**University of Southern California**

MSEd, Counseling August 1974

**University of Redlands**

BA, History, May 1973

**COMMUNITY SERVICE:**

**Joint School District Number 2**

Trustee, Zone 4 July 2002-present

Committee memberships: Graduation Standards, Alternative Graduation Standards, Gifted and Talented Education, Instructional Improvement, Internet Usage, Title 1 Parent Involvement, Continuous Improvement, Crisis Management Team

Vice Chairman July 2006-present

**Idaho School Board Association**

Region 3 Chairman 2005-2007

Region 3 Vice Chairman 2007-present

**Friends of the Eagle Library**

Treasurer 1998-present

Book Sale Chairman 2000-present

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APRIL 17-18, 2008

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March 20, 2008

Professional Standard Commission  
Idaho Department of Education  
Boise, ID

Re: Appointment to Professional Standards Commission

To Whom It May Concern:

I have been an advocate for children for many years in various capacities from committee work, to serving as chairman of my local school board of which I have been a member for 13 years. Some of the accomplishments that have taken place since being on the Post Falls School District Board are the passage of bond levies for three schools, the last being an elementary school to open in the Fall of 2008. We have implemented KinderPlus (summer school readiness program), developed Alternate Route to Graduation, Character Education Program, Breaking Down the Walls (high school program) Connecting the Dots (middle school program), Link Program for our incoming Freshman, and developed and implemented a Wellness Program for our staff, just to mention a few accomplishments. We continue to review and revise policy, work on our Long Range Facility plan as well as our Strategic Plan.

I have been active in public education for as long as I can remember and continue to serve on my local school board. I currently serve as President of the Idaho School Boards Association. I have a passion for children and feel they should have every opportunity to succeed.

During my service to and for the children of Idaho I have served on various committees some of which I have listed below:

Chamber of Commerce/Ambassadors/Float Committee  
Band Parent Organization/Band Chaperone  
Boy Scout Leader/Merit Badge Counselor  
River City Soccer Founding Member/Treasurer  
Odyssey of the Mind Coach  
Junior Miss Board of Directors  
Local and State PTA Board  
Post Falls School District Long Range Facility Committee  
Senior Party Committee 2003 - Senior Party Co-Chair 1998

As you can see from the list above, I am committed to children and the



STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

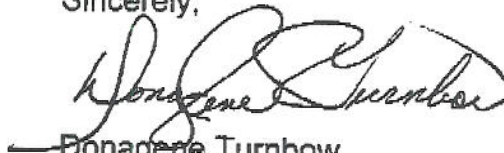
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educational system as we know it. I have the desire, commitment and passion to serve on the Professional Standards Commission to continue the forward progress to have the best of the best educators and provide them with the guidance, knowledge and opportunity to be successful in their endeavors as educators. I understand ethics and confidentiality not only from a board standpoint but from a professional standpoint. I am a team player, have an optimistic perspective and a forward thinker. It would be an honor and a privilege to serve.

I work full time as a legal assistant and have done so for 15+ years. In my free time I enjoy sewing, cooking, riding my bike, walking and playing a little golf. I look forward to family gatherings and time with friends.

Thank you for your consideration, I look forward to the opportunity to serve.

Sincerely,



Donagene Turnbow  
2431 N. Henry Street  
Post Falls, ID 83854



**STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008**

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**IDAHO STATUTES  
TITLE 33  
EDUCATION  
CHAPTER 12  
TEACHERS**

33-1252. PROFESSIONAL STANDARDS COMMISSION -- MEMBERS -- APPOINTMENT -- TERMS. A professional standards commission is hereby created in the department of education, consisting of eighteen (18) members, one (1) of whom shall be a member of the staff of the state department of education, and one (1) of whom shall be a member of the staff of the division of professional-technical education, to be appointed by the state board of education. The members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system of the state and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. Such expansion of membership on the professional standards commission shall not require reaffirmation of the codes and standards of ethics and rules of procedure used by the professional standards commission.

Except for the member from the staff of the state department of education, and the member from the staff of the division of professional-technical education, 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. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho association of school superintendents may submit nominees for one (1) position, the Idaho association of secondary school principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho school boards association may submit nominees for one (1) position; the Idaho association of special education administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position.

The state board of education shall appoint or reappoint members of the commission for terms of three (3) years.

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**STATE DEPARTMENT OF EDUCATION**  
**APRIL 17-18, 2008**

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**SUBJECT**

Proposed Change to IDAPA 08.02.02.060. Rules Governing Uniformity – Application Procedures / Professional Development

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1258, Idaho Code

**BACKGROUND**

This rule change reflects negotiated language to assuage concerns regarding the definition of “educationally related” credits for recertification for educators that was passed through rule last year.

**DISCUSSION**

The Idaho Education Association opposed the rule change last year citing concerns that the change would unreasonably limit the credits an educator could apply toward recertification requirements and consequently discourage teachers from seeking another teaching degree or new endorsement.

The rule change also explicitly states that all coursework commencing prior to September 1, 2008 will be accepted for certification.

The opportunity for appeal is also outlined in cases where credits are not accepted as meeting recertification requirements.

**IMPACT**

N/A

**ATTACHMENTS**

Attachment 1 – Proposed Change to IDAPA 08.02.02.060

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

**BOARD ACTION**

Motion to approve the temporary and proposed rule change to IDAPA 08.02.02.060, Rules Governing Uniformity, Application Procedures / Professional Development.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.**

**01. Application for Idaho Certificate.** To obtain, renew, or reinstate an Idaho certificate, the applicant will submit an application on a form supplied by the State Department of Education or the State Division of Professional-Technical Education. (3-16-04)

**02. State Board of Education Requirements for Professional Growth.** (4-1-97)

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

**i.** Credits must be specifically tied to content areas and/or an area of any other endorsement; and/or (4-18-08)T

**ii.** Credits must be specific to pedagogical best practices or for administrative/teacher leadership; and/or

**iii.** Credits must be tied to a specific area of need designated by district administration. ( )

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

**c.** All requests for equivalent inservice training to apply toward recertification must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Professional-Technical Specialist Certificates must receive State Division of Professional-Technical Education approval of inservice training and course work prior to applying for renewal. (3-16-04)

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

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

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

**g.** All credits gained through coursework taken during the validity period of the certificate and commencing prior to September 1, 2008 shall be accepted toward recertification. (4-18-08)T

**h.** An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant's current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (4-18-08)T

**STATE DEPARTMENT OF EDUCATION  
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**03. State Board of Education Professional Development Requirements.** (4-1-97)

- a.** Districts will have professional development plans. (4-1-97)
- b.** All certificated personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-1-97)
- c.** At least three (3) semester credits will be taken for university or college credit. Verification will be by official transcript. (4-1-97)

**STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008**

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**TITLE 33  
EDUCATION  
CHAPTER 12  
TEACHERS**

33-1258. RECOMMENDATIONS TO IMPROVE PROFESSIONAL STANDARD. The Commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

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**STATE DEPARTMENT OF EDUCATION**  
**APRIL 17-18, 2008**

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**SUBJECT**

Pleasant Valley Elementary School District Out-of-State Tuition Waiver Request

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1405, Idaho Code

**BACKGROUND**

Pleasant Valley Elementary School District and the Jordan Valley School District in Oregon have a mutual agreement and open enrollment policies to accept students from their respective neighboring state. The Pleasant Valley policy requires that non resident students complete an application, and seven Oregon students have completed and submitted the district's applications for Non Resident Enrollment and Tuition Waiver for the 2008-09 school year.

**DISCUSSION**

The two school districts have an agreement to waive tuition for elementary students residing on the state boundaries who attend school in their state of non-residence. Part of the agreement states the school districts will attempt to maintain reasonable equilibrium in its exchange of students. The agreement will be renewed annually between the two districts.

**IMPACT**

The request is to waive the out-of-state tuition for the Oregon elementary students attending Pleasant Valley Elementary School District. This agreement is reciprocal and Idaho elementary students attending the Jordan Valley School District will not be required to pay tuition.

**ATTACHMENTS**

Attachment 1 – Letter from Pleasant Valley School District #364	Page 3
Attachment 2 – Rationale for waiver and District Agreement	Page 5
Attachment 3 – Legal Opinion as solicited by Pleasant Valley	Page 7

**RECOMMENDATIONS**

**BOARD ACTION**

A motion to approve the request as submitted by the Pleasant Valley Elementary School District #364 for an out-of-state tuition waiver for four years (2008-2009, 2009-2010, 2010-2011, 2011-2012).

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**PLEASANT VALLEY ELEMENTARY**

School District 364  
Owyhee County  
Jordan Valley, Oregon 97910  
(208) 583-2420

RECEIVED  
MAR 27 2007  
OFFICE OF THE IDAHO  
STATE BOARD OF EDUCATION

Andrée M. Scown  
Superintendent/Principal

March 20, 2008

Idaho State Board of Education  
P.O. Box 83720  
Boise, Idaho 83720-0037

Members of the Idaho State Board of Education:

The Board of Trustees of Pleasant Valley School District #364 requests that the State Board of Education waive tuition for the elementary (K-8) students who attend school at Pleasant Valley Elementary who are residents of Oregon.

In order to honor the open enrollment policies of both districts and at the same time be in compliance with Idaho Code regarding out-of-state students, the Pleasant Valley School District and the Jordan Valley School District have entered into a written agreement. This agreement states that either district will waive tuition for elementary students residing on these state boundaries who attend school in their state of non-residence. The waiver must be requested through a formal application by the parents

Seven Oregon students have completed and submitted the district's applications for Non-Resident Enrollment and Tuition Waiver for the 2008-09 school year. Pleasant Valley School District is requesting a waiver from the State Board for a four year period including 2008-09, 2009-10, 2010-11, and 2011-12. The waiver request for these individual students is required annually by the district to be submitted no later than March 15 of the previous spring.

The purpose of this request is to formalize the process and to follow the law regarding this issue. Legal counsel has been sought in order to facilitate the proper procedure so that both districts may operate with the utmost integrity.

Please see attached documents which give further explanation to the situation.

Sincerely,



Andrée M. Scown  
Superintendent/Principal

Encl.

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***Pleasant Valley Elementary School District #364***

Owyhee County, Idaho

P.O. Box 119

Jordan Valley, Oregon 97910

March 1, 2008

**Agreement to Waive Tuition**

***Rationale***

Pleasant Valley School District #364 in Owyhee County, Idaho and Jordan Valley School District #3 in Malheur County, Oregon provide schooling to children who reside in the residential and rural areas surrounding the prospective schools. The schools are located seven miles apart, both in very close proximity to the state boundaries. In some cases, the lay of the land and the road access puts students living in one state physically closer to the school of the other state. Historically, the schools have allowed students to cross state boundaries to attend school. Both districts have an open enrollment policy and have accepted students from out of state based on parent request and logistic needs of the family.

At the high school level, all students attend Jordan Valley High School with the Pleasant Valley District paying tuition for each student on an annual basis. At the elementary level (K-8) the districts have had a verbal agreement to allow students to attend either school without charging tuition. Location, travel time and parent choice have been the rationale for this. There has also been an effort to keep an even number of out of state students in each district to keep a balance.

The purpose of this document is to enter into a formal written agreement between both districts to waive tuition for elementary students who attend school in the state that is not their state of residence. This is in accordance with Idaho Code §33-1405 which states: *The board of trustees of a school district may request a waiver from the state board of education of any portion of the tuition rate determined pursuant to this section.*

***Agreement***

It is hereby agreed by the board of trustees and administration of Jordan Valley School District #3 and the board of trustees and administration of Pleasant Valley School District #364 to waive tuition charges for elementary students (K-8) who attend school in their state of non-residence. As a part of this agreement, both districts will attempt to maintain reasonable equilibrium in its exchange of students. This agreement shall be renewed annually. Students wishing to apply for a waiver for the following school year must do so by March 15 of the previous spring after which they must pay tuition if they choose to attend school in their state of non-residence.

***Jordan Valley School District #3***

Sam Mackay 3-12-08  
Board Chairman Date

Mike Sessions 3/12/08  
Superintendent Date

***Pleasant Valley School District #364***

Kathy L. Smith 3-18-08  
Board Chairman Date

Andrie M. Loun 3/18/08  
Superintendent Date

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EBERHARTER-MAKI & TAPPEN, PA  
EXPERIENCED IN EDUCATION LAW

818 La Cassia Drive  
Boise Idaho 83705  
Tel: (208) 336-8858  
Fax: (208) 367-1560

Elaine Eberharter-Maki  
Diane M. Tappen  
Roseanne R. Hardin

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December 13, 2007

Ms. Andree Scown, Administrator  
Pleasant Valley School District No. 364  
P.O. Box 119  
Jordan Valley, Oregon 97910

**RE: Out-of-State Student Tuition**

Dear Andree:

Thank you for calling this office again regarding your questions relating to the requirements of Idaho Code addressing the tuition costs for out-of-state students.

Idaho Code Section 33-1403 states:

Whenever the board of trustees of any Idaho school district abutting upon another state shall determine that it is in the best interest of any of its pupils to attend school in a school district in such neighboring state, *the board of trustees may annually agree, in writing, with the governing board of the nearest appropriate school district in the neighboring state for the education, and transportation if the school district attended abuts on the home district, of such pupil or pupils. Any such agreement shall specify the rate of tuition, and cost of transportation if any, to be paid by the Idaho school district, and the agreement shall be entered into the records of the board of trustees and a copy thereof filed with the state board of education.*

*The board of trustees of any Idaho school district, as a creditor district, may, subject to the approval of the state board of education, enter into an agreement with the governing body of any school district in another state, as the debtor district, to educate, and if necessary transport, any of the pupils of such debtor district upon such terms and conditions as may be agreed upon and approved, but the rate of tuition to be charged by the Idaho school district shall be not less than the gross per-pupil cost of the credit district, as defined in section 33-1405, Idaho Code, plus the per-pupil costs paid by the state for the employer's share of social security, and the employer's share of retirement for the employees*

Ms. Andree Scown, Administrator  
December 13, 2007  
Page 2

of the creditor district for the previous fiscal year, and other appropriate costs, all as determined by the state board of education. A copy of the agreement shall be entered into the records of the board of trustees and a copy thereof shall be filed with the state board of education. (Emphasis added.)

Additionally the State Board of Education rules at IDAPA 08.02.01.550 state as follows:

**OUT-OF-STATE TUITION.**

01. *Annual Agreement.* An annual agreement for out-of-state tuition, signed by a local board of trustees and approved by the State Board of Education, may allow students who are residents of an Idaho school district that borders on an adjacent state to attend school in the adjacent state for educational services in kindergarten through grade twelve (K-12). (Section 33-1403, Idaho Code) (Emphasis added.)

02. *State Support Program Allowance.* An Idaho school district will be eligible to receive from the state educational support program an amount equal to the cost of the out-of-state tuition contract less the amount of the local district contribution times the percentage the average daily attendance (ADA) of tuition students is to the total ADA in the school district. (Section 33-1405, Idaho Code)

Idaho Code Section 33-1405 also defines the calculation to be used by the Department of Education to determine the amount of tuition to be charged for out-of-state students. Further, it states:

Charges for tuition made by any creditor school district [receiving] shall be its net per-pupil cost, as hereinabove defined; except that its *gross per-pupil cost shall be charged where any pupil has transferred to . . . or where the home district of any pupil attending school in the creditor district is without the state of Idaho.*

*The board of trustees of a school district may request a waiver from the state board of education of any portion of the tuition rate determined pursuant to this section. A waiver request must be made for each individual student, and may be requested for up to four (4) years, subject to annual review by the local board of trustees. Waivers must be requested before April 1 of the year prior to the operative date.* (Emphasis added.)

This final section of the law addressing requests for waiver was added to the Idaho Code in 2005 at the request of other districts on the Idaho-Oregon border.



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Ms. Andree Scown, Administrator  
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It is my understanding that, currently, Jordan Valley and Pleasant Valley each accepts an even number, four (4), students from across state lines without charging tuition. The above combination of statutes requires that, if Pleasant Valley accepts out-of-state students for enrollment for which the board of trustees does not wish to request tuition from Jordan Valley, the board may request from the State Board of Education a waiver of the obligation to charge tuition. The waiver must relate to an individual student, but may be for a period of up to four years. (The rule of the State Board of Education seems to reflect an annual agreement, even though the time period for an individual student may be more than one year.) There is no limitation on the number of years that the tuition for an individual student could be waived, but the request must be made in the spring, prior to April 1 of the school year the student is to enroll. As a mutual waiver of the tuition by each school district works to the economic advantage of Idaho, I assume that the State Department of Education would be ~~willing~~ to grant such waiver.

I hope that this discussion clarifies the issue of out-of-state tuition for your students. If you do have additional questions or concerns, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read "Roseanne R. Hardin".

Roseanne R. Hardin  
Attorney at Law

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STATE DEPARTMENT OF EDUCATION  
APRIL 17-18, 2008

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33  
EDUCATION  
CHAPTER 14  
TRANSFER OF PUPILS

33-1405. RATES OF TUITION -- TUITION CERTIFICATES. The state department of education shall prepare and distribute all necessary forms; and shall issue to each school district, annually, a tuition certificate bearing a serial number, which certificate shall authorize the receiving district to charge and to bill for the tuition of its nonresident pupils where tuition has not been waived.

In determining tuition rates to be charged by any creditor school district, the state department of education shall compute the sum of that district's maintenance and operation costs, depreciation on its buildings, equipment, and other property, and the interest, if any paid by it on bonded debt or registered warrants. The said state department of education shall then compute what proportion of the sum of said costs, depreciation and interest is allocable to elementary schools, and what proportion is allocable to secondary schools, in the district. The proportion allocable to elementary schools shall then be divided by the average daily attendance of elementary school pupils, and the proportion allocable to secondary schools shall be divided by the average daily attendance of secondary school pupils, in the district, and the amount so determined shall be the gross per-pupil cost, elementary or secondary, as the case may be. The net per-pupil cost shall be the gross per-pupil cost less the per-pupil apportionment to the district of any foundation program funds.

Computations of tuition rates shall be made as of the school year next preceding the year for which tuition charges are determined and made.

Charges for tuition made by any creditor school district shall be its net per-pupil cost, as hereinabove defined; except that its gross per-pupil cost shall be charged where any pupil has transferred to the creditor district by transfer other than one prescribed by section 33-1403, Idaho Code, or where the home district of any pupil attending school in the creditor district is without the state of Idaho.

**The board of trustees of a school district may request a waiver from the state board of education of any portion of the tuition rate determined pursuant to this section. A waiver request must be made for each individual student, and may be requested for up to four (4) years, subject to annual review by the local board of trustees. Waivers must be requested before April 1 of the year prior to the operative date.**

(Emphasis added)

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